University of Massachusetts Boston

English MA Program

Spring 2019
Course Description Book

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ENGLISH MA PROGRAM

COURSE DESCRIPTION BOOK

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PART I:  ENGLISH MA COURSE REGISTRATION

CONTINUING MATRICULATED ENGLISH MA STUDENTS

We strongly recommend that you read this booklet and the *English MA Program Handbook* to remind yourself of the English MA degree requirements, concentration requirements, and program policies. The English MA Program requires the completion of thirty credits (or ten courses), which includes the credits devoted to a final exercise, and the selection of a concentration in literature, composition, or creative writing. The *Handbook* is available online at and can be downloaded from the English MA webpage: [http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms](http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms). Hard copies of the *Handbook* are available at the English MA Office.

We also recommend that you schedule an advising session with the Graduate Program Director or an advisor of your choice. Please bring a list of the courses you have completed with you to your advising session. Appointments with the Director should be arranged through the English MA Program Administrator.

The UMB registration website is called WISER. A link to Wiser appears on the UMB homepage ([www.umb.edu](http://www.umb.edu); it is listed in the right hand column). The Wiser site is: [http://www.umb.edu/it/getting_services/wiser/](http://www.umb.edu/it/getting_services/wiser/), this site contains detailed directions and announcements. You must use Wiser to register for classes. To locate our English MA courses, follow these steps:

1. Go to Wiser via [www.umb.edu](http://www.umb.edu) or [http://www.umb.edu/it/getting_services/wiser/](http://www.umb.edu/it/getting_services/wiser/)
2. Sign in using your UMS #; you enter it with “UMS” at the front: UMS#####
3. Under “Search,” select “Class Search”
4. To do a search for all English MA Courses:
   - Select the correct “Term” from the drop-down menu
   - After “Select Subject” enter “ENGL”
   - Skip “Course Number” (unless you want to search for one specific course)
   - In “Course Career,” select “Graduate” from the drop-down menu
   - De-select (click off) “Show Open Classes Only” if you would like to see all course offerings (you can contact English MA office if you would like to check the status of a class that is full)
   - Click “Search”
You may also visit the **ONE STOP CENTER** located in the Campus Center for help with registration questions or difficulties. The One Stop Center is designed to help with all course registration, tuition, and financial aid issues. It is open for extended hours, as detailed on its website: [http://www.umb.edu/students/onestop/](http://www.umb.edu/students/onestop/). For additional course registration information please visit: [http://www.umb.edu/students/registrar/](http://www.umb.edu/students/registrar/).

All continuing matriculated graduate students are assigned a web access period to register, add, and drop courses via Wiser. You must register by the end of your access period to avoid late fees. Although assessed a late fee, you can register for a course or drop a course all the way through the Add/Drop period; a semester's Add/Drop period includes the first week of classes. However, if you register for a course and then decide not to take it, **PLEASE** do not wait until the end of the Add/Drop period to drop it. Newly admitted or non-degree students may be waiting to get a space in the course, so please be considerate and make your changes early.

**NEWLY ADMITTED ENGLISH MA STUDENTS**

Congratulations and welcome! New students will be registered into courses after they are officially admitted to the English MA Program. After being accepted into the Program, please make sure you send in your confirmation card with deposit. Once UMB has received this, we will contact you with English MA Program details and course information. You will receive an information packet (including this booklet!) and we will work closely with you to register you into the courses you want. We will encourage you to **make an appointment to meet with the Graduate Program Director** to discuss your English MA courses and plans.

**NON-DEGREE STUDENTS SEEKING AN ENGLISH MA COURSE**

Non-degree students (students not enrolled in our MA degree program) are allowed to take graduate seminars subject to the approval of the Graduate Program Director, on a space available basis. Non-degree application forms are available on the “Handbooks and Forms” section of our website: [http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/](http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/) to qualify to take courses as a non-degree student, please fill out the form and submit to the English MA Program Administrator a critical writing sample and your academic transcripts. Based on the materials submitted, the Graduate Program Director will evaluate your qualifications. If you are given permission to enroll, you will be notified by the English MA Program Administrator. Then, come to the English MA Office three weeks before the semester begins to pick up a course registration form signed by the Graduate Program Director. You will take that form to the One Stop Center, and register for courses there. This same process applies to non-degree students approved to take summer courses, although summer registration can take place earlier.

**ENGLISH MA PROGRAM COMMUNICATIONS CONCERNING COURSE CHANGES, LOCATIONS, ANNOUNCEMENTS, AND CANCELLATIONS**

The English MA Program may need to communicate with you concerning upcoming courses. Please make sure that you **use and check your UMB email address**. Your UMB email is assigned through IT Services; directions for obtaining your email address can be found at [http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time](http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time) or by calling them at 617-287-5220. You can **easily forward email from your UMB account to your personal email account**; follow the directions provided by UMB’s IT Services on this page under the “Email forwarding” section.

Note that your “@umb.edu” email address is the address that the Program has readily available and is the address linked to the Wiser system’s class registration lists. The English MA Program will use Wiser and the UMB
email system for many types of communications: a course location may change, a course may be cancelled, or a faculty member may want to contact students before the semester begins. Please check your UMB email regularly!

**STUDENTS REGISTERING FOR THE FINAL EXERCISE OR THESIS**

Please examine the English MA Final Exercise Guide. Hard copies of the Final Exercise Guide are available in the English MA Office, and copies can be downloaded from the English MA webpage: http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/

Note that the Final Exercise Proposal is submitted the semester previous to the semester during which you plan to complete the Final Exercise. As with the Final Exercise Guide, Final Exercise Proposal Forms can be picked up at the English MA Office or downloaded from the English MA webpage. Students whose proposal for the Final Exercise or MA Thesis has been approved will be registered into the needed course, listed below. Please note that these courses are by permission only and you will add into your Final Exercise course by the MA Program Administrator. You will be informed via email that your proposal has been approved and that you have been registered for the appropriate Final Exercise or MA Thesis course:

- ENGL 691: Final Project: Composition (3 credits)
- ENGL 692: Final Project: Creative Writing (3 credits)
- ENGL 693: Final Project: Literature (3 credits)
- ENGL 699: Master of Arts Thesis (6 credits)

**PART II: ENGLISH MA PROGRAM POLICIES**

**STUDENTS NEARING COMPLETION OF DEGREE REQUIREMENTS FOR GRADUATION**

If you expect to complete the English MA degree requirements within the next two semesters, please review the degree requirements with your faculty advisor or the Graduate Program Director. Make an appointment with the Graduate Program Director to make sure you are “on track” to complete your degree and graduate according to your plans.

Also, please examine the English MA Final Exercise Guide and start to solidify your plans for your final Exercise, typically completed in your last semester at UMB. One-credit workshops preparing students for the final exercise are offered each semester; see the course listings below. Info-sessions on Final Exercise proposals, planning, and writing are also offered each semester; attendance at these is strongly recommended. The English MA Office advertises dates for these workshops and info-sessions.

**STUDENTS REQUESTING TRANSFER CREDIT**

Applicants and current students are allowed to transfer in a maximum of 6 graduate course credits (two courses), subject to approval from the Graduate Program Director. If you are requesting a transfer of graduate course credits into the English MA Program, you must submit a transcript for each course (showing that you earned a suitable grade in the course) and a course description or syllabus for each course (showing that the course taken is equivalent to a UMB English MA course).

Non-degree students who take courses in the MA English program are required to transfer those courses in after they have matriculated; a maximum of 6 graduate course credits (two courses) taken as a non-degree student is allowed.
STUDENTS REQUESTING AN “OVERLOAD” OF COURSE CREDITS

In one semester, students cannot register for more than 10 credits without permission from the Graduate Program Director. Please contact the MA Program Administrator to make an appointment with the Graduate Program Director to discuss your request.

STUDENTS REQUESTING A LEAVE

If you are a matriculated student in the program but are not registering for any credits this semester, you must fill out a Program Fee Form and a Leave of Absence Form to be signed by the Graduate Program Director. Discuss your reason for being on leave with the Graduate Program Director, and then the Registrar’s Office (617) 287-6200 and the Registrar's Office will provide you with the paperwork you need. To hold your place in the program you must do the paperwork and pay the fee for each semester you are away from the program. As directed by the Registrar, you must register for “CAS 600: Program Fee.”

STUDENTS REQUESTING AN INCOMPLETE (“INC”) IN A COURSE

An “Incomplete” (“INC”) can be awarded in a course, in lieu of a letter grade, only if a student experiences a serious hardship that prevents him or her from completing the coursework in a timely manner. An “INC” will not be awarded simply to provide students with more time to complete coursework; all students are expected to complete coursework by the end of the semester in accordance with the course syllabus. An “INC” is awarded at the discretion of the course professor, but may be reviewed by the Graduate Program Director.

In order to replace an “INC” with a letter grade, the required coursework must be submitted BEFORE ONE YEAR ELAPSES. One year after the “INC” is awarded, the “INC” is automatically replaced by the University with an “F” grade. The reversal of an “F” grade is near-impossible and requires a lengthy University governance process. Students must work closely with their professor to determine a calendar for the timely completion of the work needed to replace the “INC” with a letter grade. Work must be submitted in advance of the one-year deadline, at a time agreed upon with the grading professor. Student communication with the grading professor is crucial. Completion of the needed coursework is the responsibility of the student and the professor will not “track down” the student or work.

STUDENTS CHOOSING TO WITHDRAW (“W”) FROM A COURSE

The first week of courses is “Add/Drop” period, in which students may freely drop a class and register for a new class. After the “Add/Drop” period, the dropping of a course appears as a “Withdrawal” or “W” on the student transcript. A withdrawn course remains listed on the transcript and a “W” appears as the course “grade.”

Note that all course withdrawals must take place before the course withdrawal deadline, which is approximately five weeks month before a semester’s classes end. After the course withdrawal deadline, a course must be given a letter grade. Add/drop and withdrawal deadlines are listed on the university’s “Academic Calendar,” which appears on the UMB homepage www.umb.edu; it is listed in the right hand column. A course withdrawal is a student’s choice. It is recommended that a student discuss this choice with his or her professor or the Graduate Program Director. Only a student can select a “W”; the course professor or an administrator cannot select a “W” for a student. The choice is non-reversible.

PART III: FINANCIAL AID, EMPLOYMENT, & CAREER
INFORMATION

STUDENTS SEEKING TUITION AND FINANCIAL AID INFORMATION

For the latest information on tuition and fees, please see the Bursar's Office website: http://www.umb.edu/bursar/ tuition_and_fees/ Please note that all Massachusetts state colleges and universities follow a cost structure in which program fees are higher than tuition fees. Please read the tuition and fees breakdown carefully. Determine your correct tuition and fees by looking at the "per credit" charges; add up your tuition and fees based on the number of credits you are taking (the typical English MA course is worth three credits).

For information on financial aid, please see the Financial Aid website: http://www.umb.edu/admissions/financial_aid_scholarships and click on the "Graduate Aid" section. Please make an appointment directly with Financial Aid to discuss your needs: 617-287-6300

For general information on graduate study please see the Graduate Studies website: http://www.umb.edu/academics/graduate Note that the Graduate Studies website contains a helpful FAQ section that contains information on financial aid.

STUDENTS SEEKING ON-CAMPUS EMPLOYMENT INFORMATION

On-campus jobs are often available through UMB offices and programs. Some assistantships—for example, those in the Office of Academic Support or in the UMB Writing Proficiency office—are open to all graduate students. Listings are online at the Human Resources website: www.umb.edu/hr/. This website features an employment listing search function (See “Search Current Employment...” in left hand column). Other opportunities are posted at the Student Employment Office, located in the Campus Center, 2nd floor. Any student seeking a job is encouraged to go to the Student Employment Office and request information.

STUDENTS SEEKING OFF-CAMPUS INTERNSHIP, JOB, AND CAREER INFORMATION

Off-campus internship, co-op, job, and career opportunities are available through UMB’s Career Services; their website is: www.careers.umb.edu. Career Services maintains a database of off-campus opportunities, but students can access that database only after contacting Career Services and receiving a password. These opportunities are the result of cultivated relationships between the outside agencies and UMB; the application process is thus treated seriously. If a student wants to apply for an internship, co-op, or off-campus position, he or she must work with Career Services to discuss his or her career interests and plans. As part of the application process, he or she must submit a draft of his or her resume to Career Services for feedback and must revise that resume before sending it to the off-campus agency. Career Service bulletins are circulated to the MA students. These bulletins include announcements of specific internship and career opportunities and events such as Job Fairs.

PART IV: IMPORTANT LINKS
SPRING 2019

COURSE INFORMATION AND DESCRIPTIONS

PART I: ENGLISH MA COURSES

PART II: ENGLISH MFA COURSES OPEN TO ENGLISH MA STUDENTS

PART III: FINAL EXERCISES, ONE-CREDIT WORKSHOPS, INDEPENDENT STUDIES & INTERNSHIPS

PART IV: COURSES OFFERED BY THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES
ENGL 602: Studies in Fiction:  
Srikanth  Th 4-6:45p

This course has, as its organizing question, What is literature (specifically fiction) for? One might be of the view that even to pose this question denigrates the value of fiction. Literature appeals, perhaps, precisely because it transcends utilitarian function. To explore the form of fiction and what it reveals to us, we will study a wide range of texts, including Daniel Defoe’s *A Journal of the Plague Year* (1722), Frederick Douglass’ *The Heroic Slave* (1852), Rokeya Sakhawat Hossain’s *The Sultana’s Dream* (1905), William Faulkner’s *Light in August* (1932), some portion of Elias Khoury’s *Gate of the Sun* (1998), of which we will read a translated version, Chimamanda Adichie’s *Half of a Yellow Sun* (2006), Ruth Ozeki’s *A Tale for the Time Being* (2013), and works of short fiction by Hemingway, Flannery O’Connor, and Jhumpa Lahiri. In addition to primary texts, we will engage theoretical readings by Rita Felski and Bernard Harrison, among others.

Concentration: Literature

ENGL 610: The Teaching of Composition:  
Bowen  W 4-6:45p

This is an era of mass writing. Economic shifts, new communication technologies, and global flows of people and information have led to the current moment, in which humans are writing more than ever before. How, then, can formal writing instruction respond to such high demands? How do we prepare students not only to write their way into a rapidly changing social world, but also to shape that world for the better?

This course addresses such questions by positing that writing teachers need flexible, research-validated theories of writing and writing pedagogy. Through exposure to key concepts in writing studies (such as audience, genre, multimodality, multilingualism, and transfer of learning), students in this class will develop a working theory of writing pedagogy that accounts for the social, cultural, cognitive, and material dimensions of writing for academic and other purposes. The work of the course will be distributed among three interrelated activities: (1) brief written responses to readings; (2) critical reviews of the philosophies and practices of experienced writing teachers; and (3) a portfolio project in which students will create and explain teaching materials that exemplify and enact their theories of writing and writing pedagogy.

This course is required for graduate students who wish to apply for a teaching assistantship in the English Department’s Composition Program, but it is also strongly encouraged for students who have an interest in teaching English, and/or who are pursuing or considering a concentration in rhetoric and composition.

Concentration: Composition
ENGL 611: The Teaching of Literature  Klimasmith  M 7-9:45p

Designed for prospective and practicing teachers, this seminar is an investigation of how and why we teach literature in the secondary school and college settings. We will read literary texts from a teacher’s perspective, analyze educational research, create unit plans, demonstrate lessons, and respond critically to each other’s work. To clarify and reassess the goals of literature pedagogy, we will attempt to strike a balance between developing practical tools for classroom use and examining theories about teaching and learning. We will address teaching literary genre, teaching canonical and non-canonical texts, teaching poetic and narrative form, and teaching with unexpected materials. In the spirit of collaboration, the seminar will draw on our collective interests, expertise, and experiences to identify useful resources and strategies that will assist our 21st century-students in their responses to literary texts. Students will be expected to teach a lesson to the class, generate practical materials including syllabi, assignment sheets, and lesson plans, reflect upon and write about their developing pedagogy, and develop a curriculum unit to teach a literary text to a specific student audience.

Concentration: Literature

ENGL 619: Bestial Philosophy: Critical Animal Studies  Fay  M 4-6:45p

The classical and medieval bestiary was an encyclopedic account of species, their attributes, and in medieval Bestiarum vocabulum, their moral meaning in God’s book of the world. Animal Studies began in opposition to allegorical readings as such (including anthropomorphized and anthropocentric renderings of the animal) as a differential perspective on the self-other relation. Today, however, with the posthuman turn, animal studies connects speculative philosophies such as object-oriented philosophy with older forms of speculative thought, and queries the Anthropocene and its limits (as in thing theory), at the same time that it opens a return to a spiritually-infused understanding of the world as Spinoza thought it. In considering what we’ll call a ‘bestial philosophy,’ we’ll focus on why literary writers have long been fascinated by animals’ world experience as an alternative to the anthropocentric and logocentric universe of our own construction. Animals stand in for a range of sentient life that philosophers such as Spinoza and writers such as Kafka have assumed has been interacting with us and without us all along. We will take a genealogy of sorts of philosophical and theoretical texts and read them in and along with literary texts in order to understand what Animal Studies has been (both Continental and American strains) and what it is becoming in light of new understandings of sentientism. We will be reading widely from writers like John Clare, Kafka, and Coetzee, and from philosophers and theorists such as Spinoza, Derrida, Steven Shaviro, and Jane Bennett.

Concentration: Literature
In the prologue to the infamous and lascivious Miller’s Tale, Chaucer implores squeamish readers to “turne over the leef and chese another tale” [turn the page and choose another tale], even going so far as to chide offended prudes, claiming, “Blameth nat me if ye chese amys” [Don’t blame me if you choose poorly]. While such an injunction may succeed in scaring off the uber-timid, for most of us, such a warning only enhances the anticipation for the tale ahead. Perhaps more importantly, this imagined dialogue with the reader represents widespread medieval views of the relationship between the authors and their audience. By recognizing the power of the reader to choose his/her own itinerary through the text, Chaucer signals his awareness of the lack of authority he has over his writing. Authority is not established merely by the attribution of a work to its author or “auctor.” Rather, “auctoritas” is constructed through the dynamic network of relationships between author, scribe, reader, and commentator. In many ways, the instable nature of medieval textuality has much in common with the experience of navigating through links on the Internet. If we click on an unstable link, we should not be surprised or offended by what we encounter. In this sense, Chaucer’s warning to readers serves as a kind of medieval antivirus protection. Unlike the prudence we should champion in our own cyber practices, this course recklessly aims to click all of Chaucer’s hyperlinks in his Canterbury Tales, even those that contain “explicit material” pop-ups. And in doing so, we will discover how this “Father of the English Language” positions his work within contemporary and ancient literary traditions, historical and political events of his own day, and the growing prestige of the English language. Through close readings of his works in the original Middle English, we will gain an understanding of his immeasurable literary and linguistic influence on English literature. No prior knowledge of Chaucer, the medieval period, or Middle English is required. Course activities include oral readings, translation exercises, scholarly research, formal papers, and even an ongoing annotation assignment.

Concentration: Literature, pre-1850 requirement

In the context of unprecedented discussion of sexual assault and women’s authority in the public sphere, feminist questions wield a new vitality and significance. Imaginative literature has long been a forum for women to intervene in political discourse, well before they had the vote, and in some cases, before they were liberated from slavery. This course provides both a survey of women’s literature in the US context as well as an introduction to key developments in feminist and queer theory. From sentimental fiction to graphic novels, we will consider how women writers contend with the pressures of heteronormativity, the problems and pleasures of embodiment, and the anxieties of authorship itself. We will examine how female experience cannot be disentangled from considerations of racial difference or economic stratification, and we will ask: what, if anything, unifies this tradition of literature, and how might feminist
methodology offer a way of reading and grappling with the various forms of subjugation that structure contemporary life?

**Concentration: Literature**

**ENGL 672: Research in Writing Studies**  
**Davis**  
**Tu 4:00-6:45**

This graduate seminar explores the ways that composition and rhetoric scholars make and support knowledge claims by investigating both research in the discipline and the methods and methodologies that undergird that research. Geared towards helping students generate research projects through an informed framing of inquiry, this course provides an introduction to epistemology in writing studies—an introduction that provides a framework for understanding how writing is and has been studied. This focus on knowledge-making is operationalized through a range of methods for conducting research on writing. Students will learn to critically read research publications in composition and rhetoric; they will also learn to develop and pursue their own research projects.

**Concentration: Composition**

**ENGL 675: Reading and Writing Poetry**  
**McDonough**  
**Tu 7:00-9:45**

This is a graduate poetry workshop for both experienced writers and students with little poetry-writing experience. For more experienced writers, the concentration is on developing skills, with a chance to extend range by studying great poems in form and in free verse. For students newer to writing poetry, or students who simply wish to learn more about poetry, this is a chance to develop your skills from the inside, through studying poems by accomplished poets in various forms, including free verse, and through the actual practice of writing in these forms. The main work of the semester is writing poems, but there are assignments requiring a critical response to other poets.

**Concentration: Creative Writing**

**ENGL 681: Advanced Workshop in Poetry**  
**McDonough**  
**Th 7:00-9:45**

This course is an opportunity for you to create a community of writers. You will experiment with freewriting and form, work on revisions with me, and eventually workshop poems as a class. You’ll become stronger readers of poetry, consider the details that make good poems, and become flexible, accurate critics of each other’s work and your own. We will do generative exercises that keep the writing process fun and help you to avoid writer’s block. We will talk a lot about revision and editing, and learn ways to approach a poem for the second, third and nineteenth times, with the right balance of tenderness and ruthlessness. We will talk about narrative, form, line breaks, word choice, meter, and publishing. Students will memorize and recite three poems of their choice, and get inspiration from field trips to museums.

Students must be accepted into this course; apply by submitting five poems and a paragraph on why you want to take the class to jill.mcdonough@umb.edu

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*Concentration: Creative Writing*
ENGL 682: Advanced Workshop in Fiction  Fulton  M 7-9:45

An advanced fiction workshop in which students improve the writing skills they have already begun to develop by focusing on a pre-approved project for the semester. All students read contemporary fiction throughout the semester. Class discussion focuses on student work, and individual conferences with the instructor are required. This course may be repeated twice for credit.

This course is by permission of the instructor only. Please e-mail a short sample of your writing (4-8 double-spaced pages of fiction) to john.fulton@umb.edu.

Concentration: Creative Writing

PART II: ENGLISH MFA COURSES OPEN TO ENGLISH MA STUDENTS

TBD

PART III: FINAL EXERCISES, ONE-CREDIT WORKSHOPS, INDEPENDENT STUDIES & INTERNSHIPS

ENGL 691: Final Projects in Composition
GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the exercise and the Graduate Program Director. During the semester of Final Exercise completion, essay plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. For the curriculum unit option, unit drafts and exercises are similarly critiqued. For the exam option, examination materials and sample questions are analyzed. The final project, curriculum unit, or examination is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the M.A degree. ENGL 691 is the 3-credit option for the Final Exercise (for the 6-credit option, see ENGL 699 below).

- **PREREQUISITES:** English MA candidacy and satisfactory completion of four courses in the composition concentration plus permission of Graduate Program Director.
- **NOTE:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).

ENGL 692: Final Projects in Creative Writing
GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the Exercise, by the Director of Creative Writing, and by the Graduate Program Director. During the semester of Final Exercise completion, creative writing drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. The final manuscript is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the M.A degree. ENGL 692 is the 3-credit option for the Final Exercise (for the 6-credit option, see ENGL 699 below).

- **PREREQUISITES:** English MA candidacy, acceptance of writing sample by CW faculty, and satisfactory completion of four courses in creative writing and three courses in literature, plus permission of Graduate Program Director.
- **NOTE:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).

ENGL 693: Final Project in Literature

GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the exercise and the Graduate Program Director. During the semester of Final Exercise completion, essay plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. For the curriculum unit option, unit drafts and exercises are similarly critiqued. For the exam option, examination materials and sample questions are analyzed. The final paper, curriculum unit, or examination is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the MA degree. ENGL 693 is the 3-credit option for the Final Exercise (for the 6-credit option, see ENGL 699 below).

- **PREREQUISITES:** English MA candidacy and satisfactory completion of five courses in the literature concentration, including at least one course in literature before 1850, plus permission of Graduate Program Director.
- **NOTE:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).

ENGL 695: Graduate Internship in English

By Arrangement

GPD

The Graduate Internship in English allows students to explore possible careers connected to and furthered by the postgraduate study of English. Internships can take place within a wide variety of fields that feature an applied use of English, including publishing, marketing, publicity, professional writing, creative writing, library work, and non-profit administration. Internships
can include experiences such as organizing rare books materials for a Boston area research library, leading literacy workshops for a non-profit organization, composing publicity materials in a corporate setting, editing literary or non-literary publications, creating website content for an educational institution, and holding creative or professional writing workshops for local schools or libraries. The Graduate Internship in English affords students the opportunity to bring the ideas and skills learned in English MA courses to the workplace.

**ENGL 696: Independent Study**

**By Arrangement**

GPD and Study Advisor

An independent study features the comprehensive study of a particular area of literature, a particular author, or a specialized topic not offered in regular seminars. Students arrange a exercise with a faculty member who approves a exercise proposal which provides a description or outline of the research and writing work to be undertaken and a bibliography of reading. The exercise must then be approved by the Graduate Program Director. Exercise proposals must be submitted by the end of the semester previous to the one in which the study is to take place. Students are allowed to take a maximum of 6 credits of independent study work to count toward the MA degree. Independent study forms are available on line and in the MA Program Office.

**ENGL 698: Intern Seminar**

**By Arrangement**

This seminar is for both composition and literature teaching assistants during their teaching associate (TA2) or intern semester. It involves a preliminary summer workshop and weekly meetings and classroom visits during the semester. The course is taught by the two internship supervisors, with students divided into a composition and a literature section according to their intern appointment. The seminar develops more fully the pedagogical and content material covered in ENGL 610 and 611. It involves collaborative work (designing a joint syllabus, reading list and assignments for the undergraduate composition and literature sections to be taught by interns), classroom research, and reflective reports. Students have the option to register for 3 credits each semester.

- **Prerequisites:** ENGL 610 or ENGL 611 and assignment as Teaching Assistant (TA2), plus permission of Graduate Program Director.

**ENGL 699: Master of Arts Thesis Project**

**GPD and Exercise Advisor**

A substantial Exercise of approximately 60 pages in literature or composition/rhetoric. Creative writing students will include a related analytical paper (15-20 pages) with their creative writing manuscript. A thesis proposal is required in the previous semester and must be approved by the student’s faculty supervisor of the thesis and by the Graduate Program Director. For creative writing theses, approval by the Director of Creative Writing is also required. The student works under the supervision of a faculty thesis director in regular tutorial conferences. **Students should begin working on their Exercise a full semester before the semester in which the exercise is due.** The thesis will be read by a committee of three graduate faculty
members who will judge its suitability as partial fulfillment of the requirements for the Master of Arts degree. Finally, a thesis defense before the student’s committee and open to all members of the English department will take place. English 699 is the 6-credit option for the Final Exercise.

- **Prerequisites:** English MA candidacy and satisfactory completion of the course requirements of the concentration in which the thesis is written – composition, creative writing, or literature. Permission of Graduate Program Director is required.

- **Note:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).
PART IV: COURSES OFFERED BY THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES

The University of Massachusetts Boston is a member of the Graduate Consortium in Women’s Studies, “which offers interdisciplinary, team-taught seminars to students matriculated in graduate programs at member schools. Students are granted credit for participation by their home institutions.” In order to receive English MA credit, students must do their investigative Exercise and final research paper in the fields of literature, film, composition, or creative writing. Applications are available at: [http://mit.edu/gcws/](http://mit.edu/gcws/)

**Spring 2016 Courses:** See full descriptions at [http://mit.edu/gcws/](http://mit.edu/gcws/)

**Member Schools:** In addition to UMass Boston, participating schools include Boston College, Boston University, Brandeis University, Harvard University, M.I.T., Northeastern University, Simmons College, and Tufts University.

**Note:** Graduate Consortium courses are **Recommended** for students interested in applying to PhD programs or completing a six-credit thesis final exercise.
MA in English with Initial Teacher Licensure for Middle or Secondary School

English MA students who wish to teach English at the middle (5-8) or secondary (8-12) school level may earn an initial teacher license through the following program of study.

Admission

Students wishing to pursue this track must do the following:

1. Update their “English MA Program Concentration” form in the MA office (W-06-08) and submit a copy to the College of Education, Student Services (W-01-51).
2. Create an Educator Licensure and Recruitment (ELAR) account with the Massachusetts Department of Elementary and Secondary Education (DESE). Go to https://gateway.edu.state.ma.us/elar/userregistration/RegistrationPageControl.ser.
3. Schedule an initial meeting with the English Department licensure advisor, Alex Mueller (alex.mueller@umb.edu), in order to plan a program of study in English.
4. Schedule an initial meeting with College of Education licensure advisor, Kevin Ziomek (kevin.ziomek@umb.edu), in order to plan a program of study in Education.

Course requirements

Students are required to complete the 30-credit English MA Program, including the following four specific courses:

- En 610 Teaching of Composition
- En 611 Teaching of Literature
- EN 613 Teaching English with Technology
- ApLing 603—Cross-Cultural Perspectives

In addition to the 30 credits in the English MA Program, students must complete the following three courses and student teaching (Practicum) through the M.Ed. program in the College of Education.

- EDC G 644—Developmental Stages (3 cr)
- EDC G 650—RETEL: Rethinking Equity in Teaching English Language Learners (3 cr)
- EDC G 630—Inclusion K-12 (3 cr)
- EDC G 687 or EDC G 688 Practicum Seminars plus Practicum (6 cr)

Pre-practicum (student teaching) requirements

Students must complete at least 75 supervised pre-practicum field hours in a middle or high school. All hours must be satisfied during EDC G 650, which requires one full day a week of fieldwork. To be eligible for pre-practicum, students must have passed the Communication and Literacy MTEL, and have passed ENGL 610 Teaching of Composition, ENGL 611 Teaching of Literature, APLING 603 Cross-Cultural Perspectives, and EDC G 644 Developmental Stages. All students must apply for their pre-practicum at this site: https://docs.google.com/forms/d/1wmF4TlwJYZ3orhPJphV_CZ_fdzUwcF5IY44wJJ40jk/viewform Applications are due March 1st (for fall) or Oct 1st (for spring). Once accepted, Danielle Wheeler, the Field Placement Coordinator, will make arrangements for your pre-practicum site. In-service public school teachers may apply to meet the pre-practicum field experience requirement through their current teaching.

Required examinations

The Massachusetts Department of Education requires all candidates for initial license to pass the Massachusetts Test for Educator Licensure (MTEL). This test consists of two parts: the first tests the candidate’s communication and
literacy skills through a reading and writing test; the second tests the candidate's competency in the subject matter specific to the certification area sought (English). Students must successfully complete the Massachusetts Department of Education Communication and Literacy Skills Portion by midway through the program. Students must successfully complete the Subject Test in English by the semester before student teaching. Information about upcoming MTEL administrations and registration materials is available from (413) 256-2892 or via the MTEL website: www.mtel.nesinc.com. The English MTEL Test Information Booklet is available at http://www.mtel.nesinc.com/PDFs/07_ENGLISH.pdf. Full-length practice tests are available here: http://www.mtel.nesinc.com/MA_PT_opener.asp.

Practicum (student teaching) requirements

The Practicum consists of one semester of supervised student teaching in a middle or secondary English classroom (a minimum of 300 hours). It is concurrent with a practicum seminar (totaling 6 credits for Practicum and Seminar). Students receive supervision throughout the duration of the Practicum from both a University supervisor and a mentor teacher (mentor teachers must hold Professional Licensure or equivalent).

Application procedure for the practicum (student teaching)

Students must apply for the practicum through the CEHD Office of Teacher Education (W-2-56). The following paperwork is required:

- A completed application for student teaching
- A current UMass transcript
- Documentation of 75 hours of field observation (pre-practicum requirement) or equivalent
- Proof of passing the Communications & Literacy section and the English subject area test of the MTEL

Deadlines for submitting applications for student teaching are March 1st (for Fall student teaching) and October 1st (for Spring student teaching).

CONTACT INFORMATION

- English Department Education Advisor: Alex Mueller, W-06-3, alex.mueller@umb.edu, 617-287-6723
- CEHD Student Services: W-01-51, Kevin Ziomek, kevin.ziomek@umb.edu, 617-287-7233
- Pre-practicum placements: Danielle Wheeler, W-02-56, danielle.wheeler@umb.edu, 617-287-7591
- Massachusetts Department of Education: 781-338-3000 www.doe.mass.edu
- MTEL: www.mtel.nesinc.com