Dear MA Candidates in English:

I hope you are enjoying your graduate studies! If you have any questions please feel free to contact me at any time by email or stop by my office hours on Tuesdays between 10:30 and 12:30 pm.

We have two new exciting initiatives this spring. I am pleased to inform you of the Lehmann Fellowship, which is open to all current and prospective MA students with a GPA of 3.7 or above. This Fellowship provides financial support for your course work over two years. We will award two fellowships this year. Awardees will be announced after the spring break. Application packets are available outside the main English Department office. Pick one up today—don’t delay! The completed applications are due by April 11, 2016.

We also have our first Teaching Assistant this semester in a pilot program, and look forward to offering more positions in the upcoming semesters.

I have enclosed for your consideration course descriptions for our summer 2016 graduate course and the four graduate courses that we are offering during the Fall 2016 semester. Please examine the course descriptions carefully and contact me or contact the course instructor if you have any questions. My office is 2S 121, and my office hours are Tuesdays from 10:30-12:30 and by appointment. You can also reach me via e-mail at the following address: Katharine.Goodland@csi.cuny.edu.

If you have any questions or concerns about your graduate work, please do not hesitate to contact me. Remember too, that you are required to meet with me for advisement before registering for the next semester. I look forward to seeing you and hearing about your graduate work.

Sincerely,

Katharine Goodland, PhD.
Professor of English
Master of Arts Program in English
Hybrid: Course meets in person Sat and Sun in June, then moves to fully online in July. Classic and contemporary short stories and novels featuring characters with a variety of disabilities. While reinforcing our understanding of the general features of prose narrative, we will also consider some of the foundational approaches to disabilities in literature, focusing on the representation and/or exploitation of disabled characters in the service of challenging or reinscribing social norms.

Since half the course will be online, students must make sure the College has a working email for them, and that they share that email with the Blackboard administrator well before the course begins; students must familiarize themselves with the discussion features of Blackboard.

Requirements: Informal writing during the in-class portion of the course; completion of the online discussions; and a seminar paper of 15 pages

Texts may include, among others:
Bernstein, *Me Who Dove Into the Heart of the World*
Carver, “Cathedral”
Eliot, *Silas Marner*
Gaitskill, *Veronica*
McCullers, *The Heart is a Lonely Hunter*
Morrison, “Recitatif”
O’Connor, “Good Country People”
ENG 684 The Grammar of Words Staff

Monday 6:30 – 9:50

This course explores the structure of words through a survey of the linguistics subfields of phonetics, phonology, and morphology. Students will learn how to transcribe words using the International Phonetic Alphabet, describe systematic sound patterns, and analyze how words are composed from smaller units of sound and meaning. The course will provide students with an understanding of the semantic properties of words, how history has shaped the English lexicon (vocabulary) and orthography (spelling), and will also offer the opportunity to relate linguistic concepts to social, educational, and other applied issues.

ENG 686 The Teaching of Writing Prof. R. Carlo

Tuesday 6:30 – 9:50

In ENL 686, students will explore the principal issues and debates in the field of writing and rhetoric studies. The course readings will include selections from the book *Naming What We Know: Threshold Concepts of Writing Studies* and articles from scholarly journals like *CCC, English Journal,* and *Journal of Basic Writing.* These readings will highlight major themes, best practices, and controversies in the field of rhetoric and composition, such as personal writing, multicultural learners, style and grammar, and multimodal and digital composing.

Students will explore the following questions in this course: What theories/philosophies undergird the teaching of and research about writing? What social, cultural, political, and economic values and beliefs shape how writing is taught in secondary schools and universities? What are the best practices for teaching writing?

COURSE GOALS

- To explore the rich complexity of composition studies and to orient students into the comprehensive map of the major theoretical conversations and issues (past and present) in the field of teaching writing;

- To understand and reflect on personal relationships and experiences with writing pedagogy (as a student, future teacher, and/or current teacher);
To begin, through this introduction to the field, a career-long process of open-minded, critical, and passionate inquiry into the teaching of writing;

To identify and question the social, cultural, political, and economic factors affecting the teaching of writing;

To further bridge the work of secondary and post-secondary teachers of writing through discussions of theory and practice;

To articulate positions on pedagogical theory and issues through an engagement with the ideas of other scholars and teachers, and further to apply past and present theories about teaching writing to teaching practice.

This course aims to be both theoretical and practical in nature. As such, there are assignments that ask students to engage scholarship through composing short response papers, leading class discussions, and a writing a sustained scholarly research paper. Students will additionally bridge theory to practice through composing a teaching philosophy and developing and presenting a lesson plan.

ENG 724   Studies in 19th Century English Literature   Prof. C. Miller
Monday 6:30 - 9:50

This seminar explores major works of nineteenth-century English prose fiction, considering them in their cultural contexts and in their significance for the development of the novel as a literary form for the representation of consciousness, identity, and social existence. Authors include Jane Austen, Charlotte Bronte, Emily Bronte, George Eliot, Charles Dickens, Anthony Trollope, and Wilkie Collins. Attention will be given to such historical developments as industrialization, urbanization, class struggle, political reform movements, British imperial expansion, the rise of mass-market serialized fiction, and the influence of Darwinism.

ENG 735   Studies in Women and Literature   Prof. M. Bellamy
Thursday 6:30-9:50

The course explores literature by women in the context of historical, cultural, and/or theoretical issues of feminist studies. The course may be taught differently in different semesters in order to include various historical periods and varied national and ethnic literatures. Assigned readings may encompass criticism, theory, and history as well as literary texts.
Preparation of Master’s Papers: Instructions for Graduate Students
Papers are submitted during the Fall and Spring semesters

Guidelines for the two master’s papers:

General: You should submit your first MA paper after completing your fourth course, and your second MA paper after completing your final course. There is some flexibility with respect to the timing, so please consult the MA coordinator if you need to adjust this timing.

Both papers should be extensions of papers that you wrote in your classes, and you should work with those professors on expanding and deepening your research and arguments. Your research and writing must demonstrate a facility with reading and analyzing literary works. The papers must be a minimum of fifteen pages and preferably twenty to twenty-five pages in length. They should make a substantial contribution to knowledge in the field. They need not be original, but should be so thoroughly researched that they would be a helpful resource for those knowledgeable in the subject as well as for non-specialists.

Paper Topics
Both papers must be research based and analytical. For those following the Writing/Rhetoric concentration, one of your papers may pursue a topic in linguistics or theories of teaching writing. The other paper must be a literary analysis.

Procedure
Performing further revisions to a course essay is an important part of learning the art of scholarly writing at an advanced level. The first step in preparation of a master’s paper is to revise it in accordance with the comments made by the course instructor; next, you should show that instructor the revised version and ask whether it is ready to be submitted. The instructor may suggest additional revisions. If the original instructor is unavailable for some reason, you may work with another professor. When both you and your professor mentor agree that the paper is ready for submission, be sure to include the completed approval form signed by you and your mentoring professor. A copy of this form is included at the end of this packet. Submit one hard copy and one email copy to me, Katharine Goodland. You may leave the hard copy in the main office. Both the email copy and the hard copy must include the signed cover sheet at the end of this packet. Send the email copy to Katharine.goodland@csi.cuny.edu

Style Sheet
The department follows the style guidelines of the Modern Languages Association (MLA) for literature of writing papers, or those of the American Psychological Association (APA) for linguistics papers.
Preparing for the Master’s Examination
Taken in the final month of the Fall and Spring Semesters

Timing:
After completing the seven courses and passing the two master’s papers, the MA student at CSI is ready for the final requirement of the degree: the master’s examination. The examination consists of three essays written in three hours at one sitting. Students with a GPA of 3.0, and whose two MA papers have passed may take the exam.

General:
In consultation with graduate instructors, the candidate chooses three separate areas of study, or reading, from three separate graduate courses. The student and instructor agree on the reading list and focus. The student then prepares two-three page summary of the plan of study for the exam and emails it to me, the MA coordinator. This plan should include the professors’ names, the focus of study and a brief detail of the major sources to by studied in each area. It need not be an exhaustive list. It is fine if this is a paragraph or two for each topic with each professor/mentor. Once I, the coordinator, receive your Masters Exam plan of study, you will enroll in English 892, an independent study course worth two credits. You may obtain the form from me or the office staff in the English Department.

Often the process of choosing the instructors to work with and enrolling in English 892 overlap, and this is not a problem, but it is important that the coordinator know of the candidate’s choice of instructors. They will write one question each and grade it “Pass, Honors, or Fail.” Honors on the examination are awarded if the candidate earns honors on all essays. In the event of failure, the candidate will be asked to sit a second time for the parts of the examination not passed. Times and dates for the examinations are arranged each semester according to how many students are taking the exam. There will usually be at least two different dates schedule after consultation with the students preparing for the exam.

Candidates are strongly advised to spend one semester or at least a summer (three months) doing the reading. Do not attempt to sit for this examination without full preparation. Anything less than a concentrated amount of study will ensure a poor performance. Assuming the instructors are willing, candidates may confer with the graduate instructor about the substance of the works they read. Instructors will not reveal the question that they will frame for the candidate, but a literary discussion is always in order. Finally, candidates need to know that the reading they do for independent study goes beyond the reading done in the graduate courses that they have taken. Independent study does not rehash what has been done. It builds upon previous study in areas of the candidate’s choosing.