

22 March 2017

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 Thursdays between 12:30-2:30pm.

Our new curriculum is in effect! If you haven't yet submitted your forms indicating your choice of curriculum, please do so as soon as possible and not later than Friday, April 7. The form immediately follows this letter in the packet. Students who have not submitted their forms will not be able to register for their courses until they do so. You may turn your form into the main office of the English department, 2S 217.

I have enclosed for your consideration course descriptions for the five graduate courses that we are offering during the Fall 2017 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 Thursdays between 12:30-2:30pm 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*

Fall 2017

~~ENG 670 ——— Workshop in Autobiographical Writing ——— Prof. A. Chin~~

****CANCELLED****

Extensive practice in autobiographical writing in conjunction with readings in autobiography. Discussion of issues arising from the experience of the class as well as relationships among fact and value, reality and imagination, historical circumstance and myth.

ENG 686 The Teaching of Writing Prof. C. Martorana

Friday 6:30-9:50

An introduction to the theory and practice of teaching writing. This course will call upon students' own experiences as writers and/or educators along with relevant scholarship in Rhetoric and Composition to help them write their own philosophies of teaching writing and develop a collection of pedagogical ideas and practices they might implement in their own current or future classrooms. Topics such as the following will be explored: the writing process; writing as a social practice; standard English, bilingualism, and bidialectism; digital writing; multimodal writing; writing conferences; feedback and feed-forward; writing assessment.

ENG 726 Studies in Shakespeare Prof. K. Goodland

Thursday 6:30 – 9:50

ENG 726: Fine Lines

In her introduction to *The Comedy of Errors* Frances Dolan observes that the play “provides a case study in the fine, unstable line between comedy and tragedy.” Taking our cue from this insight, we will explore the nature of this fine line between the comic and tragic in six of Shakespeare’s plays from his earliest works to those of his final years. Students will gain an understanding of Shakespeare’s experiments with genre and the poetics of his dramaturgy while developing their close-reading and research skills.

ENG 733

Studies in Poetry

Prof. C. Miller

Wednesday 6:30-9:50

An intensive study of poetry spanning a broad historical spectrum (from the Renaissance to the present) and a variety of exemplary forms and literary movements. Each week's poetry reading will be paired with a selection of critical essays, with special attention given to theoretical writings on lyric as a distinctive literary genre. The work of the semester will culminate in a long essay on a poet of the student's choice.

ENG 734

Studies in U.S. Multicultural Literature

Prof. Dalia Kandiyoti

Tuesday 6:30-9:50 (H)

This course explores the transamerican as well as other transnational dimensions of U.S. fiction about migrations, diasporas, and multiculturalism in writing by contemporary authors such as Héctor Tobar, Viet Thanh Nguyen, Achy Obejas, Laila Lalami, Michelle Cliff, Leslie Marmon Silko, Saidiya Hartman, Dinaw Mengestu, Cristina Henríquez, Jhumpa Lahiri, and Aimee Phan. Many of their works take place in or are reflections on experiences in the Americas and across the oceans, from Cuba, Jamaica, and El Salvador to Ghana, India, Morocco, and Vietnam, among others, as well as being situated in the U.S, where they have all been published. We will examine diaspora and transcultural aesthetics in the writing of displacement, collective memory, indigeneity, and returns to origins/homelands. We will also discuss critics such as Emma Pérez, Gloria Anzaldúa, Stephen Best, Walter D. Mignolo and others to further our ideas about our relation to place, the recovery of the past, haunting, decolonial writing, and transcultural movements and barriers.

Note: these instructions are for students opting to follow the previous curriculum only. Students entering Fall 2017 disregard.

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.

Note: these instructions are for students opting to follow the previous curriculum only. Students entering Fall 2017 disregard.

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 be 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.

Cover letter for MA Papers please