COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES
Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2015

English

1. Change the curricular requirements of **English** (M.A.):

**Master of Arts. Major in English.** Of the minimum of 33 credits required for the degree, at least 24 credits must be earned in the Department of English at the University of Idaho, and of these no more than nine credits earned at the Grace Nixon Summer English Institute may be applied to the degree; included in the total credits required, 3 credits are to be taken in a theory course (which may include Engl 506, Engl 511, or a theory course approved by the department’s director of graduate studies) and 3 credits in pre-1900 literature. Course work for the M.A. in English is normally at the 500s level; however, up to six credits of work at the 400s level may be included, but only with the approval of the student’s major professor and the department’s director of graduate studies. Students are allowed to take 3 credits maximum in practica applying toward the degree.

Thesis and Non-Thesis Options:

**Plan A. The thesis option** requires 27 credits of coursework and 6 thesis credits, leading to the submission of an acceptable thesis of 60 pages or more. **See the College of Graduate Studies "Graduate Handbook for Theses and Dissertations."** The non-thesis option requires 30 credits of coursework and 3 research credits (ENGL 599). The student works with a faculty member to produce a revised seminar paper suitable to be submitted for publication, an abstract for the paper, a concise explanation of initial and additional research and revisions (3-5 pages), and a substantial annotated bibliography of work in the field. **Plan B** requires 30 credits of coursework and 3 credits ENGL 599 Non-thesis Masters Research, leading to the completion of two papers suitable to be submitted for publication, an abstract for each paper, and a concise explanation of initial and additional research and revisions (3-5 pages), accompanied by an annotated bibliography.

For both the thesis and non-thesis options, each student will take an oral M.A. examination following completion of work submitted in acceptable form, as confirmed by the major professor. The oral examination will be designed to test the student’s ability to defend his or her work articulately with respect to research methodology, critical perspective, and applicability to related work in the area.

Students and their major professors and committees will design their programs.

Theses or papers may address topics in literature and literary theory and criticism or composition and rhetorical theory.

Candidates for the master's degree in English are required to demonstrate reading proficiency in one of the following languages: French, German, Italian, Classical Greek, Spanish, or Russian.

For options under Plan A or Plan B, each student will take an M.A. examination following completion of work submitted in acceptable form, as confirmed by the major professor. The oral examination will be designed to test the student’s ability to defend his or her work articulately with respect to research methodology, critical perspective, and applicability to related work in the area.

Students and their major professors and committees will design their programs.

Theses or papers may address topics in literature and literary theory and criticism or composition and rhetorical theory.

Candidates for the master's degree in English are required to demonstrate reading proficiency in one of the following languages: French, German, Italian, Classical Greek, Spanish, or Russian.

For options under Plan A or Plan B, each student will take an M.A. examination following completion of work submitted in acceptable form, as confirmed by the major professor. The oral examination will be designed to test the student’s ability to defend his or her work articulately with respect to research methodology, critical perspective, and applicability to related work in the area.

Rationale:

The language in the catalog reflects our former non-thesis process, not the updated process as described on our department website. Our language change accurately describes the current process for the non-thesis option, which was approved by the department in the spring of 2013. We agreed to remove the awkward "plan A" and "plan B" language and replace it with "thesis" and "non-thesis," which more accurately indicates what students do for each option.

Some of the text in the catalog is repeated twice. The strike-throughs beginning with “Students and their major professors...” and including the next three paragraphs are there to eliminate this repetition.

The department will assess each thesis and non-thesis paper as a direct measure of student success, using the following guidelines:

**Final Project (thesis or non-thesis critical essay), read each year by two members of the MA Committee; assessed according to the following rubric using a scale of Exceeds, Meets, Fails to Meet.**

- Demonstrates progress toward presenting scholarship in a professional manner as indicated by professional conferences, peer-reviewed journals and presses
- Shows effective professional writing ability, as measured by the standards of peer-reviewed venues
- Exhibits critical judgment and informed decision-making in selecting, digesting, and articulating the current academic conversations relevant to the project’s scope
- Displays an ability to produce well-supported analysis, situated in the current critical conversations relevant to the project’s purview
- Demonstrates an ability to ground the analysis in the historical context of the critical and theoretical debates that
precede the current critical conversation

☐ Effectively utilizes the mechanics of formal scholarly documentation and style