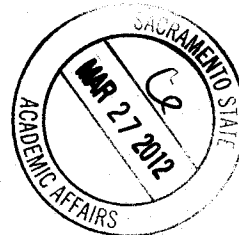




SACRAMENTO STATE

Attachment B
Faculty Senate Meeting - April 26, 2012
Program Proposal
Form B



| | |
|---|---|
| Academic Group (College): Arts and Letters | Date of Submission to College Dean: |
| Academic Organization (Department): English | Requested Effective: Fall <u> x </u> , Spring <u> </u> , 2012 <u> </u> . |
| Department Chair: Brad Buchanan | Contact if not Department Chair: David Toise, 8-6404 |
| Title of the Program (<i>Please be specific; indicate minor, undergraduate or graduate degree, etc.</i>): English M.A., Creative Writing Concentration | |
| Type of Program Proposal: | |
| <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> - New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> New Certificate Program | |
| <p>PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested foreach of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/umannual/acad.htm</p> | |

Briefly describe the program proposal (new or change) and provide a justification.

NOTE:

1) The English MA has three concentrations: Composition, Creative Writing, and Literature. There are some differences among the tracks in terms of admissions prerequisites and required courses. **The changes on this form refer only to the Creative Writing Concentration.**

2) We are submitting concurrent changes for Composition and for Literature, each submitted on a separate form.

3) While the changes herein carry with them *no* fiscal impact, require *no* additional resources, and do *not* impact another unit's academic offerings, we have submitted the proposal as a substantive change because of the scope and variety of the changes included here (including the revision of the culminating experience).

4) The "side-by-side" of current and proposed catalog copy is given in its entirety with each separate "form b" for each concentration.

PROPOSED CHANGE 1:

The American Literature Requirement in the Creative Writing Concentration

Description:

Currently, the Literature Concentration requires 3 units in American Literature taken as one of the ENGL 250 series courses.

Proposed change:

Students may take 3 units in one of the ENGL 250 American Literature series courses OR one of the ENGL 280 U.S. Minority Literatures series courses.

Justification:

1. This change would bring our curriculum more into line with current practices in our field, which includes American minority literatures as central to American literature as a whole;
2. This change would also aid time to graduation by offering students more options to fulfill one of their requirements.

There would be no curricular impact on a course or program in another department. Since both series are already offered by the English department, there would be no fiscal impact.

PROPOSED CHANGE 2:

Admissions: GPA Requirement and Units in Upper-Division Coursework for Admission to the Creative Writing Concentration

Description:

Currently, admission to Creative Writing Concentration requires:

1. A minimum 3.3 GPA in upper-division English courses;
2. A minimum of 30 units of upper division course work.

Proposed change:

1. Require a minimum 3.0 GPA in courses in the English major as listed on the transcripts of undergraduate degree-granting institution; and
2. Require a minimum of 27 units of coursework in upper-division courses for admission to the program.

Justification:

We reduced the required number of units of upper division coursework from 30 to 27 units because undergraduates in the English Department's recently approved major can graduate with only 27 units.

2. With this reduction to a 27 unit requirement in mind, we decided to include both lower and upper-division courses in the GPA required for admission in order to have a fuller picture of the student record as an English major (even with the reduction to 27 required upper div units in the major).
3. Regarding the change to the GPA requirement: In 2010-11, we had raised the GPA to 3.3; historically, it had been 3.0. When we made the change in 2010, we were being proactive and reducing our program in order to address University budget cuts. Our experience in recent admission cycles is that the 3.3 GPA makes our admission process too inflexible.

For example, our creative-writing candidates often perform well in creative-writing courses but may have more difficulty in literary analysis courses, and, while, a student who is strong in literary analysis can avoid creative-writing (elective) courses, a student who is strong in creative cannot avoid literary analysis because it forms a large part the major's required courses: many creative writing students were thus placed at a disadvantage. Similarly, some students have a troubled start when they enroll or transfer-in to CSUS but may have recommendations and a personal statement that predict future success in our program.

In short, we hope to move the GPA back to its historical level to give us greater flexibility in admitting students and to make sure each concentration has healthy number of new students each year.

Since our enrollment is determined by the University, this would not change the number of students in the program. There would be no fiscal impact.

There would be no curricular impact on a course or a program in another department.

PROPOSED CHANGE 3:**Admissions: Prerequisite Courses for Admission to the Creative Writing Concentration****Description:**

Currently, admission into the Literature Concentration requires six upper-division literature classes (18 units), including one course (3 units) with a primary emphasis in American Literature AND one course (3 units) with a primary emphasis in British Literature.

Proposed change:

Admission into the MA in English, Creative Writing Concentration will require:

1. Five courses (15 units) in literature; AND
2. At least three courses (9 units) of these five must be upper-division courses; AND
3. Of the five courses, one course (3 units) must have a primary emphasis in American Literature and one course (3 units) must have a primary emphasis in British Literature.

Justification:

This change brings our pre-requisite requirements into line with our new major. With the current requirements, we would have to reject many of our own majors and conditionally classify more students than we would with the proposed changes.

There would be no curricular impact on a course or a program in another department.

There would be no fiscal impact; this change should lead to an increase in the percentage of graduate students who are admitted with full classification, and thus reduce time to graduation for our graduate students overall.

PROPOSED CHANGE 4:

Replace the Culminating Experience Project with an Exam for the Creative Writing Concentration

Description:

Currently, the Creative Writing Concentration has a culminating experience that is a Project: a significant body of poetry or prose read and evaluated by a committee of two readers.

Proposed change:

Replace the Project with an Exam for the culminating experience. The exam will have two parts:

1. Students will produce a set amount of written work meeting the specifications as to creative-writing genre and form set out by the examination committee and announced to the examinees prior to the exam date. This work is to be handed in at the exam.
2. Students will complete a timed-writing exam that tests their understanding of historical and theoretical issues in their discipline.

Students in this new culminating experience will be evaluated as writers of imaginative writing specific to their genre, theorists of the craft of imaginative writing specific to their genre, and historians of the aesthetics of imaginative writing specific to their genre.

Please See: Appendix on description, outcomes, and assessment of Creative Writing Culminating Experience exam included at the end of this document.

Justification:

The Creative Writing Program Committee thinks this change provides a more sophisticated and comprehensive challenge to our graduate students because it will allow the committee to evaluate their skills in three areas rather than only the one that is currently evaluated in the 500 project. Additionally, it will allow us to more accurately assess our program since the exam structure addresses our program's learning outcomes.

There would be no curricular impact on a course or a program in another department.

There would be no fiscal impact.

Approvals:

Department Chair: _____

Date: Feb. 16 '12

College Dean: _____

Date: _____

University Committee: _____

Date: 2/24/12

**Associate Vice President and Dean
for Academic Affairs:** _____

Date: 2/24/12

09/10/2008

NOTE: The "side-by-side" of current and proposed catalog copy is given in its entirety in with each "form b" for each concentration.

PROPOSED CHANGES

GRADUATE PROGRAMS

Master of Arts Degree

The English Department offers an M.A. with three distinct concentrations:

- Composition,
- Creative writing,
- and Literature.

In general, the M.A. degree in each of its concentrations seeks to enhance students' skills in: critical reading; analysis of language, ideas, and the formal attributes of texts; creative engagement with the writing traditions of its three disciplinary fields; and independent research.

The three concentrations of the English M.A. offer preparation for students who aspire: to teach writing or literary study in high-school or community-college settings; to teach English to adult learners and to students abroad; to pursue career opportunities in fields such as journalism, publishing, law, technical and creative writing, advertising, arts administration, or civil service; or to pursue study at the doctoral level.

Because many graduate students work during the day, most graduate courses are scheduled for late afternoon and evening hours.

Note: In addition, the Department offers an M.A. in Teaching English to Speakers of Other Languages (TESOL). A full description appears below.

CURRENT

GRADUATE PROGRAMS

Master of Arts Degree

~~The Master of Arts program in English is designed for the graduate student who has had substantial undergraduate preparation in English.~~

~~The English Department offers three distinct plans for the Master of Arts in English degree:~~

~~A. The Thesis Program is a MA focusing on literature or composition, recommended for prospective Ph.D. candidates.~~

~~B. The Master's Project is designed for creative writing students.~~

~~C. The Comprehensive Examination is designed for those in the literature emphasis, also recommended for prospective Ph.D. candidates, designed to test the student's command of specific subject matter covered in the Literature program.~~

Note: In addition, the Department offers a MA in Teaching English to Speakers of Other Languages (TESOL).

Master of Arts -- Options

~~In consultation with a faculty advisor, each student plans a program of graduate study that both meets the requirements of one of the three basic plans or of the TESOL program, and also is in keeping with his/her background and objectives. The student should also consult the English Department Graduate Student Handbook, available on the English Department Web site. The graduate program in English is of special value to students who expect to work toward the doctorate, who wish to further develop their creative writing talent, who plan to teach English in a community college, or who plan to teach English to non-~~

native speakers in community colleges, in adult education programs, or abroad.

Depending upon a student's area of concentration, requirements for the culminating experience vary. Generally, there are three major paths to completion: Plan A, a thesis, which is required for the Composition Emphasis and an option for the Literature Emphasis; Plan B, a creative project, which is required for the Creative Writing Emphasis; and Plan C, a comprehensive exam, which is required for the Literature Emphasis. Students within the Literature Emphasis who demonstrate exemplary academic performance (a 3.7 GPA in a minimum of 21 units of graduate coursework) may elect to write a thesis, provided they can assemble a sponsoring faculty committee.

Students planning further graduate study leading to the Ph.D. are encouraged to follow Plan A or Plan C. In addition to their work in English, students planning further graduate study are also strongly advised to study French, German, or Latin, since proficiency in two of these is usually required in doctoral programs.

Because many graduate students work during the day, most graduate courses are scheduled for late afternoon and evening hours. A booklet describing in detail upcoming undergraduate and graduate course offerings is available on the English Department Web site several months prior to each semester. Graduate students are expected to consult this course description booklet, which also contains detailed information on the graduate program.

Admission Requirements

Admission as a classified graduate student in English requires:

For: All Applicants to the Composition Concentration, Creative Writing Concentration, and Literature Concentration

- a baccalaureate degree;
- a minimum GPA of 2.75 in the last 60 units and a minimum GPA of 3.0 in courses in the English major as listed on the transcript from the degree-

Admission Requirements

Admission as a classified graduate student in English requires:

For: Concentrations in Literature, Composition and Creative Writing

- a baccalaureate degree;
- a minimum GPA of 2.75 in the last 60 units and a minimum GPA of 3.3 in upper division English courses;
- graduate admission will require a 30-unit core of upper division courses in

granting institution;

- a minimum of 27-units of upper division courses in English;
- (for foreign students from non-English speaking countries) a TOEFL score of 600 or higher (or a score of 250 or higher on the Computerized TOEFL) and a score of 5 on the Test of Written English; and

For: Applicants to the Literature Concentration and the Creative Writing Concentration Only

In addition to the general requirements above, students applying to the concentration in literature and the concentration in creative writing must have completed undergraduate coursework that includes at least five courses in literature of at least three units each. Of these five literature courses:

- At least one course must primarily address British literature and at least one course must primarily address American literature;
- At least three of these five literature courses must be upper division.

Application Materials Required by the English Department for All Applicants

In addition to the materials that must be sent directly to the Office of Graduate Studies as outlined in "Application Materials Required by the University" (below), students must also send to the English M.A. Graduate Coordinator in the English Department additional material by the application deadline.

Before submitting materials, please check with the English Department website (<http://www.csus.edu/engl/>) for updates and specific deadlines.

Please have the following material delivered to the English Department directly and addressed to the English MA Graduate Coordinator:

- Personal statement of no more than 300-500 words. The personal statement should discuss the applicant's interest in the program concentration (literature, composition, or creative writing) that he or she has chosen and the

English with a 3.3 GPA in all upper division courses;

- (for foreign students from non-English speaking countries) a TOEFL score of 600 or higher (or a score of 250 or higher on the Computerized TOEFL) and a score of 5 on the Test of Written English; and

For: Concentrations in Literature and Creative Writing

~~Included in the 30 units of upper division coursework in English, there must be:~~

- ~~• One upper division course dealing with British Literature and one upper division course dealing with American literature;~~
- ~~• A minimum of four additional upper division literature courses (any area);~~
- ~~• (for students applying to the creative writing program) a small but representative sample of the student's writing.~~

Additional Materials Required and Considered:

~~Personal statement of no more than 300-500 words. (Students applying to literature, Creative Writing, or Composition must clearly indicate somewhere in their personal statements which concentration they are pursuing.)~~

- ~~• Three confidentially submitted recommendation forms for all students (both Sacramento State and other institutions). Students graduating from universities other than Sacramento State must also provide formal letters from their three recommenders.~~
- ~~• Writing sample for Creative Writing applicants.~~
- ~~• Students must send complete transcripts, letters of reference, and copy of application to **both** English Graduate Coordinator **as well as** Graduate Studies Office by application deadline.~~

experiences (academic and/or non-academic) that have shaped this interest and prepared the applicant for graduate work in this field.

- Three confidentially submitted recommendation forms (found on the department website) for all students (both from California State University, Sacramento, and other institutions). Students graduating from universities other than California State University, Sacramento, must also provide formal letters from their three recommenders in addition to the completed recommendation forms.
- Writing sample for Creative Writing applicants only (for prose or fiction, the writing sample should be no more than 15 pages; for poetry, the writing sample should consist of approximately 5 or 6 poems).
- Students graduating from any institution other than California State University, Sacramento, must send directly to the English Department an official copy of all transcripts from each institution of higher education that they have attended.
- Students who have attended California State University, Sacramento, must send directly to the English Department official transcripts from institutions of higher education they have attended other than California State University, Sacramento.
- A printed copy of the CSU-Mentor on-line application.

The Graduate Coordinator will screen all applicants according to these requirements and a ranking system devised by the department. Applicants who have deficiencies in these admission requirements which can be removed by specified additional preparation will be ranked accordingly but may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response from the Graduate Coordinator to the student's admission application.

Note: Please see the section below, Teaching English to Speakers of Other Languages (TESOL Concentration), for special

The Graduate Coordinator will screen all applicants according to these requirements and a ranking system devised by the department. Applicants who have deficiencies in these admission requirements which can be removed by specified additional preparation will be ranked accordingly but may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response from the Graduate Coordinator to the student's admission application.

~~Note: Please see the section below, TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL~~

requirements for admission to the TESOL MA program.

Application Materials Required by the University

In addition to any materials sent directly to the department, all prospective graduate students, including California State University, Sacramento, graduates, must file the following with the Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission;
- two sets of official transcripts from all colleges and universities attended, other than California State University, Sacramento; and
- TOEFL scores, if applicable.

Note: For materials that must be sent directly to the English MA Graduate Coordinator in the English Department, see "Application Materials Required by the English Department" as listed above.

Applications are accepted as long as room for new students exists or until the deadline passes. Applicants should file as early as possible.

For more admissions information and application deadlines, please visit <http://csus.edu/gradstudies/>.

Advancement to Candidacy for Students in the English M.A. Program (All Concentrations)

Each student must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;

Concentration), for special requirements for admission to the TESOL MA program.

Admission Procedures

Applications are accepted as long as room for new students exists or until the deadline passes. Applicants should file as early as possible. All prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission;
- two sets of official transcripts from all colleges and universities attended, other than Sacramento State; and
- TOEFL scores, if applicable.

For more admissions information and application deadlines, please visit <http://csus.edu/gradstudies/>.

At the same time, students applying to the creative writing program should submit to the English Department Graduate Coordinator a representative sample of creative writing work.

Students who do not meet the above-mentioned admission requirements (or who have not attended Sacramento State) are encouraged to support their applications with letters of recommendation and/or Graduate Record Examination scores on the aptitude test and advanced test in literature, which should be sent to the English Department Graduate Coordinator.

Approximately eight weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;

- completed at least 12 units of ENGL 200-level courses in the Master's Degree program with a "B" or better in each course; and
- taken the Writing Placement for Graduate Students (WPG) or taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with an English faculty advisor. The completed form is then returned to the Office of Graduate Studies for approval.

Requirements - Master of Arts Degree – General (All Concentrations)

Units required for MA: 30, at least 18 of which must be taken in ENGL 200-level courses (ENGL 299, any ENGL 410 course and ENGL 500 do not count as part of this 18-unit requirement); up to 6 units of ENGL 299 may apply only as elective units. Minimum required GPA: 3.0

Specific Requirements for:

- Literature Concentration,
- Creative Writing Concentration, and
- Composition Concentration.

All students follow the requirements of one of the Concentrations as described below:

**Literature Concentration
Requirements - Master of Arts Degree
(Plan A/Thesis or Plan C/Comprehensive Exam)**

The MA Concentration in Literature is recommended for students preparing to teach at the community college level, for those whose objective is to pursue a Ph.D. in literature, or for high school teachers seeking to advance their understanding of literature and literary theory.

- ~~completed at least 12 units of 200-level courses in the Master's Degree program with a "B" or better in each course; and~~
- taken the Writing Placement for Graduate Students (WPG) or taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with an English faculty advisor. The completed form is then returned to the Office of Graduate Studies for approval.

~~Requirements – Master of Arts Degree – General~~

~~Units required for MA: 30, at least 18 of which must be taken in 200-level courses (ENGL 299, any ENGL 410 course and ENGL 500 do not count as part of this 18-unit requirement); up to 6 units of ENGL 299 may apply only as elective units. Minimum required GPA: 3.0~~

Students choose one of the following plans:

**~~Requirements – Master of Arts Degree –
Plan A / Thesis: Literature Plan C /
Comprehensive Exam: Literature~~**

~~The culminating requirement for the Plan A/C~~

The culminating requirement for the Literature Concentration shall normally be the Comprehensive Examination, for which the student will prepare by taking ENGL 500.

Students who have earned a 3.7 GPA or better in 21 units in their graduate program may elect to complete Plan A requirements by writing a thesis, provided they have two faculty willing to read and direct the thesis.

A. Required Courses (9 units)

(3) ENGL 200A Methods and Materials of Literary Research

(3) ENGL 240 series course British Literature

(3) ENGL 250 series course American Literature **OR**

(3) ENGL 280 series course Minority Literature

B. Electives (18 units)

English elective courses, of which 9 units must be ENGL 200-level literature courses and 9 units may be ENGL 100-level or ENGL 400-level courses.

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

Composition Concentration Requirements - Master of Arts Degree (Plan A / Thesis)

The MA emphasis in Composition is recommended for students preparing to teach writing at the community college level, for those whose objective is to pursue a Ph.D. in composition, or for high school teachers seeking to update their knowledge of composition theory and practice. The course of study leads to an MA thesis in composition in which the student undertakes original research in composition under the supervision of a two-

~~program shall normally be the Comprehensive Examination, for which the student will prepare by taking ENGL 500.~~

~~Students who have earned a 3.7 GPA or better in 21 units in their graduate program, and have fulfilled the specified course requirements for Plan A, may elect to complete Plan A requirements by writing a thesis, provided they have two faculty willing to read and direct the thesis.~~

A. Required Courses (9 units)

(3) ENGL 200A Methods and Materials of Literary Research

(3) ENGL 240 British Literature

~~(3) ENGL 250 series course American Literature~~

B. Electives (18 units)

~~English elective courses, of which 9 units must be 200-level literature courses and 9 units may be 100- or 400-level courses.~~

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

Requirements - Master of Arts Degree - Plan A / Thesis: Composition

The MA emphasis in Composition is recommended for students preparing to teach writing at the community college level, for those whose objective is to pursue a Ph.D. in composition, or for high school teachers seeking to update their knowledge of composition theory and practice. The course of study leads to an MA thesis in composition in which the student undertakes original research in composition under the supervision of a two-person faculty committee.

person faculty committee.

A. Required Courses (12 units)

(3) ENGL 220A Teaching College Composition

(3) ENGL 220C Topics in Composition Studies

(3) ENGL 220D Teaching and Composition Research

(3) ENGL 195A Field Study: Tutoring **OR**

(3) ENGL 410A Internship: Tutoring English

B. Other Course Requirements (15 units)

English Elective units, of which 9 units must be ENGL 200-level courses and 6 units may be ENGL 100-level or ENGL 400-level courses.

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

Creative Writing Concentration Requirements – Master of Arts Degree (Plan C / Exam)

The MA emphasis in Creative Writing is recommended for students preparing to teach at the community college level, for those students whose objective is to pursue an M.F.A or Ph.D. in creative writing, and writers seeking to advance their understanding of creative writing practice and theory.

A. Required Courses (12 units)

(3) ENGL 200A Methods and Materials of Literary Research

A. Required Courses (12 units)

~~(3) ENGL 200A — Methods and Materials of Literary Research **OR**~~

~~ENGL 200D — Materials and Methods of TESOL Research~~

~~(3) ENGL 220A — Teaching College Composition (ENGL 120A with grade of "B" or better)~~

~~(3) ENGL 220C — Topics in Composition Studies (ENGL 220A)~~

~~(3) ENGL 195 — course Field Study: Tutoring **OR**~~

~~ENGL 410A — Internship: Tutoring English~~

B. Other Course Requirements (15 units)

~~(3) ENGL 240 — British Literature~~

~~(3) ENGL 250 series course — American Literature~~

~~(6) Other 200-level literature courses~~

~~(3) Electives~~

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

~~**Requirements — Master of Arts Degree — Plan B / Project: Creative Writing**~~

A. Required Courses (12 units)

(3) ENGL 200A Methods and Materials of Literary Research

(3) ENGL 230X Master Class in Writing Fiction (ENGL 130A, ENGL 130M, ENGL 130N, ENGL 230A, or instructor permission) **OR**

(3) ENGL 230Y Master Class in Writing Poetry (ENGL 130B, ENGL 230B, or instructor permission)

(3) ENGL 240 series course British Literature

(3) ENGL 250 series course American Literature **OR**

(3) ENGL 280 series course Minority Literature

B. Electives (15 units)

English elective units of ENGL 100-level and ENGL 200-level courses which must include a minimum of 9 additional units in creative writing courses and a minimum of 6 units in literature courses. At least 6 units in this category must be ENGL 200-level courses.

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

(3) ENGL 230X Master Class in Writing Fiction (ENGL 130A, ENGL 130M, ENGL 130N, ENGL 230A, or instructor permission) **OR**

ENGL 230Y Master Class in Writing Poetry (ENGL 130B, ENGL 230B, or instructor permission)

(3) ENGL 240 British Literature

~~(3) ENGL 250 series course American Literature~~

B. Electives (15 units)

~~English elective courses at the 100- and 200-level (a minimum of 9 additional units in creative writing courses and a minimum of 6 units in literature courses. At least 6 units in this category must be 200-level courses.)~~

C. Culminating Requirement (3 units)

(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)

~~**Requirements—Master of Arts Degree—Plan C / Comprehensive Exam: Literature**~~

~~**A. Required Courses (12 units)**~~

~~(3) ENGL 200A Methods and Materials of Literary Research~~

~~(3) ENGL 240 British Literature~~

~~(3) ENGL 250 series course American Literature~~

~~(3) ENGL 500 Culminating Experience (Advanced to candidacy and permission of the graduate coordinator)~~

~~**B. Electives (18 units)**~~

~~English elective courses at the 100- and 200-levels, including a minimum of 9 units of 200-level literature courses.~~

C. Culminating Requirement

Comprehensive Examination

APPENDIX FOR CHANGE 4: CREATIVE WRITING CULMINATING EXPERIENCE

The Exam will assess students in the following way; see also “outcomes” below:

Part I:

A) Students of prose will submit one new original work (twelve to twenty pages) of imaginative prose: fiction, memoir, or creative nonfiction.

B) Students of poetry will submit five poems. In these five poems the following modes/forms should be represented: narrative, lyric, sonnet (Italian, English, or some hybrid), some prescribed form of indeterminate length (blank verse, terza rima, etc.), and projective verse (“composition by field”).

In both cases, this work must^{be} new and original; that is, it cannot be a revision of work previously completed in a prior class. This work will be submitted the day of the exam.

Part II: Timed-writing exam. Description of timed writing portion:

- Students will be given a reading list a year in advance of their taking the exam.
- The reading list will include a list of ten works of prose or poetry and ten works on the craft/theory/aesthetics of writing imaginative prose.
- Students will then answer one question from each of these reading lists.
- They will have four hours to write the exam.

Assessment Procedure: The exams (parts I and II) will be evaluated by the Creative Writing faculty (currently Professors Joshua McKinney and Doug Rice) and will include one other member of the department on a rotating basis to form the three-person committee. Assessment of exams will be based on the outcomes described below.

Grade Policy: Students who fail the exam will be able to take the exam one more time. Students who fail the exam twice, as stated in university policy, will not receive the Masters degree.

Outcomes Assessed by the Exam in Part I: Prose Submissions

1. Students will demonstrate a sophisticated use of language reflecting an awareness of the way language is haunted with meaning deeper than the literal statement of the real. This awareness will be reflected in a use of language that is: metaphorical and poetic, precise, and avoids dead language—i.e., clichés and stereotypes.
2. Students will demonstrate an ability to produce literary, not genre, imaginative prose.
3. Students will demonstrate the ability to create a persona, a narrative voice that is poetic.
4. Students will demonstrate the ability to employ a thematic design that moves toward an experience of an ontological or dramatic center and that complicates (rather than merely supports) that center where meaning resides.
5. Students will develop narratives that have something to say about what they are exploring. For example, if the narrative center is love then the narrative reveals something about love, and the narrative does so in the creation of plot, not simply story.
6. Students will develop fully realized characters that are complex and conflicted, characters that are capable of being transformed by their experiences within the narrative.

7. Students will demonstrate the ability to employ a narrative that fulfills the promise of a narrative arc. This should be a narrative that shapes a character's experiences and in the shaping of their experiences complicates her or his life and understanding of life.
8. Students will produce writing that evokes empathy (not sympathy) for characters.
9. Student writing will demonstrate control of point of view and narrative distance.
10. Student writing will evidence the ability to create convincing setting and scene.
11. Student writing will evidence the ability to produce clean, concise prose that is lean and grammatically correct and contributes to the complication of plot.

Outcomes assessed by the Exam in Part I: Poetry Submissions

1. Students will demonstrate an ability to create freshness of language; that is, poems free from cliché (of perception as well as syntax), sentimentality, and overt didacticism.
2. Students will demonstrate the ability to create vivid images that address the reader's senses.
3. Student writing will demonstrate an ability to use a variety of rhetorical figures: schemes (anaphora, alliteration, *anadiplosis*, etc.) and tropes (metaphor, personification, simile, etc.) in ways that distinguish their texts as poems rather than lineated prose.
4. Student writing will demonstrate an ability to work in both narrative and lyric poetic modes as well as the ability to blend these modes in a single poem.
5. Student writing will demonstrate an ability to work in several poetic forms. These will include 1) A traditional form of determinate length such as a sonnet or villanelle, and a traditional form of indeterminate length such as blank verse, *terza rima*, *ottava rima*, etc. In short, students must demonstrate an understanding of and facility with meter, rhyme, and rhetorical progression. 2) Free verse, demonstrating an understanding of the effective use of enjambment, line autonomy, white space, and composition by field.
6. Student writing will demonstrate an ability to employ a point of view other than the first person (in at least one of their five poems).
7. Student writing will demonstrate the ability to create semantic density; that is, poems whose implications—psychological, emotional, metaphysical—are expansive, resisting paraphrase and avoiding didacticism. In other words, poems with subtext, poems whose wholes are greater than the sum of their parts.
8. Student writing will demonstrate an ability to produce work that is grammatically correct and that demonstrates the correct and effective use of punctuation. In cases where student work departs from the conventions of grammar and mechanics, these departures will be obviously intentional and contribute to the overall effect of the poem.
9. Student writing will, in the end, demonstrate an ability to engage the reader on emotional and intellectual levels and to suggest something about the experience of being a living human being.

Outcomes assessed by Part II of the exam: Timed Writing

Listed below are *typical* features; no single exam will exhibit all of these attributes, though certainly many of them.

PASSING EXAM

- Student writing demonstrates a clear understanding of the topic by addressing all aspects of the prompt intelligently and analytically
- Student writing demonstrates an ability to make use of the vocabulary of the craft, aesthetics and theory of creative writing, examining how these ideas complicate their personal way for reading

- Student writing demonstrates the ability to employ a clear, consistent focus, that moves the reader to the ontological core of their reading practice
- Student writing demonstrates a style of reading that does more than articulate the meaning of a text; that is, the student is careful to comment on how a writer works, not just reduce a text to what it means
- Student writing demonstrates the ability to offer substantive support to make a convincing case for the way the writer writes. In some cases a response may offer an original approach; however, originality is not the principal objective of a response.
- Student writing indicates a clear understanding of effective methods of comparison and contrast; most prompts ask students to discuss a group of texts. Successful essays manage a balanced, intelligent analysis of individual works as well as integrative connections among all works under discussion.
- Student writing demonstrates the ability to marshal evidence effectively, choosing pertinent details or evidence, paraphrasing accurately, linking these to the essay's focus, and holding this evidence up to careful analytical scrutiny
- In the response to the aesthetic/craft section of the exam, students will demonstrate an understanding of how a writer being examined makes choices, and how these specific choices affect the emotional, intellectual, aesthetic impact of these choices
- Student writing will reveal a strong, or at least solid, command of syntax, usage, grammar, sentence variety, and mechanics. In short, the response has a clear and effective sense of *readability*.

FAILING EXAM

- Response reveals a misunderstanding of the topic or only addresses a portion but not the whole of the prompt.
- Response fails to make use of aesthetic and theoretical vocabulary of the craft of imaginative writing and relies simply on their personal discourse.
- Response is largely summary or narrative with no control and little analytical substance.
- Response has little or no clear focus; often in the absence of any sort of ontological core, the reader is left to presume what the connective idea(s) may be.
- Response may only discuss the meaning behind the work but not investigate the stylistic choices that the author makes. The response focuses heavily on “what” at text says rather than “how” a text is constructed.
- Response reveals a less than effective control of persuasive methods of comparison and contrast. Often such essays lack balance—more attention given to one text than another or some texts virtually or entirely ignored altogether.
- Response is inadequately developed and analyzed. Evidence is vague or generalized, and the essays fails to emphasize what is important and why. Often the focus disappears and ideas are listed simply for their own sake rather than as part of an evolving discussion.
- Response to the aesthetic/craft section of the exam will not reveal a fundamental understanding of different stylistic strategies of the author being examined and will rely on platitudes or windy generalizations. These responses often reveal little understanding of a particular strategy's features and how specifically to apply that theory to selected texts.
- Response will reveal problems, sometimes serious, with issues of syntax, usage, grammar, sentence variety, and mechanics. In short, the response's *readability* is seriously compromised by persistent and varied sentence level problems.

