

MA IN COMPOSITION, RHETORIC, AND PROFESSIONAL WRITING



SACRAMENTO STATE

In Workflow

1. ENGL Committee Chair (engl-chair@csus.edu)
2. ENGL Chair (torsa.ghosal@csus.edu)
3. ALS College Committee Chair (rebekkah.mulholland@csus.edu)
4. ALS Dean (gladys.francis@csus.edu,malviniredde@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Dean of Undergraduate and Graduate (s.storms@csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. 2025-09-26T22:38:10Z
Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
2. 2025-10-17T19:35:51Z
Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
3. 2025-12-03T19:01:23Z
Rebekkah Mulholland (rebekkah.mulholland): Approved for ALS College Committee Chair
4. 2025-12-03T19:06:02Z
Shawna Malvini Redden (malviniredde): Approved for ALS Dean

History

1. Apr 10, 2020 by Angela Clark-Oates (clark-oates)
2. Feb 16, 2021 by David Toise (dwtoise)
3. Mar 7, 2023 by 212408496
4. Mar 7, 2023 by 212408496

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Viewing: MA in Composition, Rhetoric, and Professional Writing

Last approved: Tue, 07 Mar 2023 19:36:43 GMT

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Changes proposed by: Angela Lafen (223000258)

Academic Group: (College)

Arts & Letters

Academic Organization: (Department)

English

Catalog Year Effective:

2026-2027 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Angela Laflen	angela.laflen@csus.edu	916-278-6011

Type of Program:

Major

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Title of the Program:

MA in Composition, Rhetoric, and Professional Writing

Designation: (degree terminology)

Master of Arts

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

We are revising our program's culminating experience by replacing the thesis with a comprehensive exam as the standard option. A thesis will still be available by petition in exceptional cases, such as for students preparing for Ph.D. programs. This change supports faster time-to-graduation, particularly for students who are hired into professional positions before completing the degree. We have also revised the program's learning outcomes to align with the exam format and to better reflect our emphasis on praxis, multimodal and professional writing, inclusive pedagogy, and sociocultural awareness.

University Learning Goals**Graduate (Masters) Learning Goals:**

Disciplinary knowledge
 Communication
 Critical thinking/analysis
 Information literacy
 Professionalism
 Research (optional)

Program Learning Outcomes**Program Learning Outcomes**

Learning Outcome
1. Apply rhetorical and composition theories to demonstrate a working knowledge of praxis—the ways theory and practice inform one another.
2. Compose clear and effective texts that use rhetorical knowledge to guide writing processes, integrate evidence appropriately, and reflect on writing and thinking practices.
3. Critique a variety of pedagogical, research, and professional writing methods.
4. Demonstrate knowledge of research methods and methodological frameworks in rhetoric, composition, and professional writing by applying and evaluating them in both coursework and exam responses.
5. Synthesize primary and secondary sources to join ongoing scholarly and professional conversations and position an original contribution.
6. Analyze the sociopolitical and sociocultural implications of researching rhetoric, teaching composition, and professional writing.

Learning Outcomes Display

Course Code	PLO 1
Warning! Unable to parse program body. Data Invalid: Area header row cannot be followed by indented row.	

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Catalog Description:**Total units required for the MA: 30****Program Description**

The MA in Composition, Rhetoric, and Professional Writing is recommended for students preparing to teach at the high school or community college level or advance as writers in professional, workplace contexts. The MA in Composition, Rhetoric, and Professional Writing offers preparation for careers in fields such as education, journalism, publishing, law, technical 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. The course of study leads to an M.A. thesis project or an exam in rhetoric, composition, and professional writing.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

- a minimum GPA of 3.0 in the last 60 units of all university level coursework OR a 3.0 GPA in courses in Communication Studies, Education, English, Philosophy, Political Science or related major on the transcript from your degree-granting institution (effective beginning with Spring 2015 admissions)
- Statement of purpose and writing sample
- Students from foreign universities must take the TOEFL test, which is administered in different formats; students need take only one format of the exam. Required scores for each format are as follows:
 - paper based TOEFL: 600, with a score of 5 on the Test of Written English (TWE)
 - computer based TOEFL: 250, with a score of 5 on the Test of Written English (TWE)
 - internet based TOEFL (IBT): 100, with a minimum of 25 on the writing section

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 English 200-level courses in the Master's Degree program with a minimum cumulative grade point average of 3.0; and
- taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento.

Advancement to Candidacy forms are available on the Office of Graduate Studies website. 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.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (16 Units)		
ENGL 220A	Teaching College Composition  ¹	4
ENGL 220D	Teaching and Composition Research	4
ENGL 220P	Professional Writing	4
ENGL 220R	Topics in Rhetorical Theory and Practice	4
Select from one of the following (4 Units)		
ENGL 410A	Writing Center Theory and Practice: Internships	4
or ENGL 410C	Internships	
or ENGL 410E	Internship in Teaching Writing	
or ENGL 410W	Writing Programs Internship	
Electives: ²		8
<i>Students who enroll in a three-unit elective course must also enroll in ENGL 222: Understanding Multidisciplinary in Writing Studies</i>		
ENGL 220C	Topics in Composition Studies	
ENGL 215B	ESL Writing/Composition ²	
ENGL 210G	Second Language Acquisition ³	

ENGL 200A	Methods and Materials of Literary Research 	
ENGL 201D	Contemporary Theory	
Select a course from the ENGL 230, ENGL 240, ENGL 250, ENGL 260, ENGL 275, or ENGL 280 series		
Culminating Requirement (2 Units)		
ENGL 500	Culminating Experience ⁴	2
Total Units		30

- ¹ In order to satisfy the Graduation Writing Requirement (GWAR) and advance to candidacy, students in this program must receive a "B" or higher in ENGL 220A. For more information on this requirement and possible equivalencies, please visit: <http://www.csus.edu/gradstudies/currentstudents/gwar.html>.
- ² Up to four units of upper-division (100-level) coursework in the English department may be counted toward electives.
- ³ Students who enroll in a three-unit elective must also enroll in ENGL 222: Understanding Multidisciplinary Writing Studies.
- ⁴ The Culminating requirement for the M.A. in Composition, Rhetoric, and Professional Writing shall normally be the Comprehensive Examination, for which the student will prepare by taking ENGL 500 (<https://catalog.csus.edu/search/?P=ENGL%20500>). Alternately, they may meet these requirements by electing to complete the Plan A requirements by writing a thesis.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

Engl Major and English Pre-Credential Major
 Number of Declared Majors
 Fall 20 444 declared majors (ENGL and ENGL Pre-Credential)
 Fall 21 450 declared majors
 Fall 22 397 declared majors
 Fall 23 358 declared majors
 Fall 24 378 declared majors

Number of Graduates:
 AY 19-20 135 majors graduated
 AY 20-21 144 majors graduated
 AY 21-22 148 majors graduated
 AY 22-23 136 majors graduated
 AY 23-24 132 majors graduated

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

There will be no fiscal impact.

Provide a fiscal analysis of the proposed changes:

This change will not require additional funding. Replacing the thesis with a comprehensive exam reduces faculty workload related to individualized thesis supervision, particularly over summer and intersession terms. Instead, assessment duties will be distributed more evenly across faculty through shared exam question development and collaborative grading. The change may also reduce the number of students who extend time-to-degree, potentially lowering advising and administrative costs associated with delayed graduation. No new courses, staffing, or resources are required to implement the revised culminating experience.

How will the above changes be accommodated within the department/College existing fiscal resources?

The shift from thesis supervision to a comprehensive exam will be accommodated within existing departmental resources. Faculty will share responsibilities for exam design and evaluation as part of their regular teaching and service workload, eliminating the need for additional compensation or course releases. Because no new courses, hires, or instructional materials are required, the department can implement the revised culminating experience without incurring new costs. The change also reduces reliance on independent study units and summer supervision, further streamlining resource use.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

none

Estimate the cost and indicate how these resource needs will be accommodated:

There is no additional cost associated with this change. The comprehensive exam will be implemented using existing departmental resources. Faculty responsibilities for exam development, administration, and evaluation will be incorporated into the regular teaching and service workload. No new funding, staffing, or materials are required.

Please attach any additional files not requested above:

CRPW Comprehensive Exam Proposal.docx

Key: 462