

Proposal for a Master of Arts in Literature

Department of English

University of Puerto Rico-Mayagüez

MA in Literature Proposal Committee Members:

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Endorsements and Approvals:

Department of English:	Proposal approved: 12 February 2004
Department of English Literature Sector:	Amendments approved: April 2014
Faculty of Arts & Sciences Curriculum Committee	submitted: June 2004; May 2013
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Faculty of Arts & Sciences	approved: _____
Dean of Academic Affairs:	endorsed: _____
Academic Senate of the RUM:	submitted: _____
Approved by the Curriculum Committee of the Academic Senate:	_____

I. INTRODUCTION

A. PROGRAM TITLE AND ACADEMIC DEGREE

Master's program in English Literature leading to the degree of M.A.

B. Brief Description of the Program

The Master's in English Literature proposed here would add another advanced degree to the Department of English, which has at the moment no graduate program in literature. The department was founded in 1953, and initially offered only the Bachelor's degree, adding an M.A.E.E (Master of Arts in English Education) in 1980. The Bachelor's degree is based on a two-track division into literature and linguistics.

The Department of English has for several years had the necessary personnel to offer a Master's in literature. The M.A. proposed here would offer a unique educational opportunity on this side of the island, but it would not aim only to attract students from Western Puerto Rico. With good publicity it would attract students from other parts of the Caribbean, and even from a wider geographic radius, which would increase the international prestige of UPR-RUM

C. NON-CONVENTIONAL MODES

Residence in Puerto Rico will be required for the first year. As of now there are no plans for non-conventional modes.

DURATION OF PROGRAM

Students who enter the program with all pre-requisites completed would be able to finish in two years of full-time study. The maximum time allowed time is 6 years.

D. EXPECTED INITIATION DATE OF THE PROGRAM

The program would start the semester after approval of the program by the *Consejo de Educación Superior*.

II. PROFESSIONAL ACCREDITATION

The program would be evaluated by the *Consejo de Educación Superior* (CES). It would not need special professional accreditation.

III. JUSTIFICATION FOR THE PROGRAM

Justification

The English Department should offer a Master's in literature because such a program would thoroughly mesh with the goal of this campus being a complete university and research institution. In addition, the increased potential market for such a Master's in the west of Puerto Rico merits it. *How This Program Would Serve Our Community*: One of the reasons that we propose a Master's in Literary Studies for our campus is that there is only one other such program in an English

Department in Puerto Rico and it is located in the Metropolitan Area. In practical terms, our program serves the purpose of offering the residents of western Puerto Rico the possibility of pursuing a graduate degree closer to where they live and work. Thus, many of those teachers, writers, intellectuals and citizens who graduate from our program will go on to contribute to the cultural life of the community which we live in. Our program will help shape these people in a variety of ways at the same time that they will help shape and define the character of our program. The literary critics Edward Said and Doris Sommer suggest two ways we can think about the importance of place in relation to the program we propose.

In Edward Said's view, one of the tasks of the critic is "to reopen blocked social processes ceding objective representation (hence power) of the world to a small coterie of experts and their clients." As this statement indicates, Said proposes offering those who have not traditionally had access to graduate education the opportunity to speak and be heard. One of the purposes of the program we propose is to nurture the development of a variety of voices from the community we serve. Our job is to give these students the tools with which to produce their own articulate readings of the texts they choose informed by a knowledge of the state of criticism and theory today. The skills our program will help them develop will not only be of use to them in the reading of the texts they may study in our graduate courses. They will also give them the tools to better articulate their ideas in a great variety of professional and personal capacities later on.

Doris Sommer shows another way that the experience of literature can be associated with a relation to place. Sommer, an immigrant to the United States who grew up in Brooklyn surrounded by other immigrants from various countries, recounts how, in her neighborhood, "immigrant teenagers often learned to desire their countries and each other by reading national novels." This formative literary experience later led her to study literature and then to write an acclaimed book of literary criticism showing how nineteenth century romance literature served the function of uniting social groups in Latin American countries and establishing new national identities which transcended their differences. As a Polish Jew who chose to study Latin American Literature, Sommer's story shows that those specific questions generated by personal experiences of place do not necessarily lead to a focus on the literature of one's own tradition. They can also open up a variety of perspectives and approaches to those questions of gender, class, ethnicity and nation which concern not only literary scholars but also often occupy center stage in our public discourse. In like fashion, the study of literature will offer our students new ways to address those issues that concern them as well as new horizons and possibilities for study.

The students such a program would attract would include

- a) teachers of English with a particular interest in literature
- b) those seeking a solid base for a variety of careers and for further graduate study
- c) those who find in the study of literature a culturally enriching and personally satisfying experience.

a) Preparation for Teachers of English with a Particular Interest in Literature

It might be argued that one Master's program in literature used to be enough for the entire population of Puerto Rico. However, at present, when graduate education is pursued by the majority of professionals for the purposes of career advancement, including, most relevantly in our case, teachers, more options should be offered to those seeking to do a Master's.

Our current MAEE program defines itself as preparing high school teachers largely for the public schools. Public school teachers are required to complete a Master's and earn more money when they do so. Teachers who live in the west of Puerto Rico will naturally find it more convenient to pursue a Master's close to where they live and work. And English teachers who live in the west and have a particular interest in literature should have the option of doing a Master's in that area of study which most interests them. (a student-conducted survey (Appendix C) of undergraduate and graduate students showed nearly unanimous consent--28 out of 29 students surveyed—for wanting the specialization of the program with the creation of two tracks, one in literature and one in linguistics. In addition, some students wrote on the survey form that a more specialized Master's would be a “Great Idea”—Questionnaire #2—and more specifically that we “desperately needed” greater specialization in the field of literature—Questionnaire #33.) The results of this survey clearly indicate that there is a demand for a graduate program that allows students interested in pursuing a career in education the chance to explore the field of literature in greater depth. This would be a chance that in turn would help increase their knowledge of this area of study and therefore their ability to teach it at the high school level. This will, in turn, help to produce more literate, well-read, and culturally knowledgeable high school students. Since these students, when they graduate, may become our students, we will also be contributing to the quality of those undergraduate students we may teach in the future.

b) Preparation for Graduate Study and a Variety of Careers: Not everyone who does a Master's in our program does it with the goal of becoming a teacher. Some students, after obtaining their Master's, have proceeded to work in television. Another went on to study law at Yale University. And, of course, a Master's in literature, is the natural preparation for students who wish to continue graduate studies in literature and related fields. When the undergraduate students enrolled in the literature track were surveyed (cf. Appendix C), less than half indicated that they were planning to enroll in the current MAEE. The most common reason cited for not enrolling is either because they are not interested in graduate studies in English Education (41%), or they feel it lacks literature courses (29%). In addition, a majority of the undergraduate students that are in the literature track in the Department (84%) answered that the creation of two tracks—one in Literature and one in Linguistics—in the MAEE would influence their decision to join the program, which indicates that there is a genuine interest amongst undergrads for the creation of a Master's Program that is more focused on Literature, and whose sole emphasis is not Education. Those students who are not doing a Master's for the purpose of becoming teachers should have the option of pursuing a degree which is not focused on pedagogy. An MA in literature provides such an option.

c) Cultural Enrichment: There is a third group of potential students we should consider, those who wish to pursue the study of literature because they aspire to deepen their cultural knowledge and because they find such study personally satisfying and enriching. Such is certainly the case of those who aspire to be artists and writers and look to Master's programs such as ours to help them better achieve their goals. As a university, our responsibility is not only to provide a practical education which opens up career opportunities, it is also to nurture the development of literate and cultured citizens who will be able to use what they have learned in our program to better educate their own children and students and make stronger contributions to the cultural life of our community in general. We owe it to these potential students to offer them this opportunity in the

area of Puerto Rico where they live.

B. Potential Audience and Need for the Program

The study of literature has become a much more specialized field than it was when the UPRM English Department was first established in 1953. It is no longer considered merely a broad humanistic discipline that any literate person would be equipped to teach. Our present graduate students interested in literature find themselves at a considerable disadvantage when applying for a Ph.D. at a competitive institution. This MA would thoroughly prepare them for further study or for a position as a junior professor of literature at the college level.

Adding an alternative like an MA in literature should attract more students to our program and thus strengthen our department in general, and be in keeping with what a “complete” university offers.

C. EMPLOYMENT OPPORTUNITIES FOR GRADUATES

A wide variety of opportunities awaits graduates of such a program:

(i) Employment in

1. Public and private schools
2. Institutions of higher learning
3. Other professions that need adept users of the English language

(ii) Graduates of this program will also apply to doctoral or graduate programs in a variety of fields:

1. English Literature
2. Comparative Literature
3. Literary Theory
4. Cultural Studies
5. Film
6. Media
7. Law

IV. RELATIONSHIP OF THE PROPOSED PROGRAM TO THE MISSION OF THE UNIVERSITY OF PUERTO RICO AND THE UPR MAYAGÜEZ CAMPUS

This program would be directly related to the 3 principal components of the mission of the UPR-RUM: education, research, and service. It would also fulfill the global Mission of the English Department, as well as its stated goal to create more advanced programs within the department. From an educational perspective, graduates from this program would be prepared to teach at the University level or to pursue doctoral studies in literature. From the perspective of research, it would prepare students for specialized study. In terms of service, it would give public and private school teachers the opportunity to earn an advanced degree in English literature at this institution.

These objectives are in complete harmony with both the UPR Strategic Plan “Diez para la Decada” 2006-2016 and the UPRM Strategic Plan 2012-2022. The program would be a response to the evolving needs of the University and Island populations. The addition of a significant number of courses at the graduate level would also add to the development of the University’s staff by providing an incentive to attract and retain literature professors.

Table 1.

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense 	If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of literary texts in a week. • Writing: Writing of academic papers amounting to several hundred words in a week. Writing a thesis.	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program 	Over 75% of the population should have strong student evaluations. Over 75% of the population should have strong evaluations by their advisors	Every Semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development

<p>To produce a more specialized department</p>	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research 	<p>Significant increase in enrollment in specialized courses indicates a higher degree of specialization.</p>	<p>Annually</p>	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
<p>To increase the amount and level of research in the English Department and the professional development of its professors.</p>	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research 	<p>Significant increase in faculty conference participation and publication.</p> <p>Significant increase in student conference participation and publication</p>	<p>Annually</p>	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
<p>To prepare students for a doctoral degree in Literature at a top-ranked University</p>	<ul style="list-style-type: none"> • Successful completion of courses that require advanced reading and writing skills • Thesis proposal and defense • Exit exams 	<p>Acceptance of over 75% of those applying for a doctoral degree in Literature at a top-ranked University</p>	<p>Every 2 years</p>	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>

IV. RELATIONSHIP WITH THE STRATEGIC PLAN OF THE UNIVERSITY OF PUERTO RICO AND WITH THE INSTITUTIONAL PLAN OF THE MAYAGÜEZ CAMPUS.

Table 2

<p>UPRM Strategic Plan 2012-2022 or UPR Strategic Plan ‘Diez para la Decada’ 2006-2016</p>	<p>Objective</p>	<p>Intervention and Measurement</p>
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p> <p>UPRM: Objective #5: To strengthen</p>	<p>To prepare students who will be well versed in the major periods and genres of English literature</p>	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit

<p>research and competitive creative endeavors</p> <p>d) Promoting our graduate offerings throughout the western hemisphere</p> <p>e) Promoting and supporting the creation of popular graduate programs and of external funding</p> <p>UPR: II. CULTURAS ACADÉMICAS DE ACTUALIZACIÓN, EXPERIMENTACIÓN Y RENOVACIÓN</p> <p>Implantar mecanismos ágiles para crear, aprobar y evaluar nuevos programas y reformas curriculares.</p>		<p>exam</p> <ul style="list-style-type: none"> • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p> <p>UPR: II. CULTURAS ACADÉMICAS DE ACTUALIZACIÓN, EXPERIMENTACIÓN Y RENOVACIÓN</p> <p>Implantar mecanismos ágiles para crear, aprobar y evaluar nuevos programas y reformas curriculares.</p>	<p>To prepare students who will be well versed in literary theory and its application</p>	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico</p>	<p>To prepare students with advanced</p>	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis

<p>while guaranteeing the best education for our students</p> <p>UPRM: Objective #5: To strengthen research and competitive creative endeavors</p> <p>d) Promoting our graduate offerings throughout the western hemisphere</p> <p>e) Promoting and supporting the creation of popular graduate programs and of external funding</p>	<p>speaking, reading and writing skills in English</p>	<p>defense</p> <ul style="list-style-type: none"> • Reading: Critical reading of several hundred pages of literary texts in a week. • Writing: Writing of academic papers amounting to several hundred words in a week; writing a thesis.
<p>UPRM: Objective #6: To influence our Puerto Rican society</p> <p>UPR I. VÍNCULO SOSTENIDO CON EL ESTUDIANTADO Ampliar, en la medida de las posibilidades institucionales, la diversificación académica y la oferta educativa y de servicios, en términos de horario, para atender el perfil cambiante del estudiantado.</p>	<p>To prepare students who are able to teach literature at the University and/or High School Level</p>	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program
<p>UPRM: Objective #5: To strengthen research and competitive creative endeavors</p> <p>d) Promoting our graduate offerings</p>	<p>To produce a more specialized department</p>	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research

<p>throughout the western hemisphere</p> <p>e) Promoting and supporting the creation of popular graduate programs and of external funding</p>		
<p>UPRM Objective #5: To strengthen research and competitive creative endeavors</p> <p>1. To provide support and essential resources necessary for efficient research and creative endeavors</p> <p>2. To support external funding opportunities for research and creative endeavors at our campus, while supporting efforts for securing external investigation income</p> <p style="text-align: center;">UPR III. INVESTIGACIÓN Y LABOR CREATIVA COMPETITIVA</p> <p>Fortalecer los niveles de publicación de los universitarios, en particular en revistas arbitradas.</p>	<p>To increase the amount and level of research in the English Department and the professional development of its professors.</p>	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p>	<p>To prepare students for a doctoral degree in Literature at a top-ranked University</p>	<p>Successful completion of courses that require advanced reading and writing skills</p> <p>Thesis proposal and defense</p> <p>Exit exams</p>

B. Relationship of this Program with Other Academic Programs Offered in Puerto Rico

The Department of English at UPR-Río Piedras is the only other Department on the island that offers a Master's in Literature degree. There is no other institution in Puerto Rico that offers such a degree. The demand for the program and the increasing enrollment at UPR-M justify the establishment of another program on the Western part of the island. In addition, the factor of time, distance, and traffic seriously deter working students from commuting to Río Piedras to pursue their educational goals.

Besides UPR-Río Piedras, no other university on the island offers a Master's in English Literature.

V. CONCEPTUAL FRAMEWORK

A. Mission.

The Master's in Literature promotes a thorough knowledge of the periods, movements, and genres of the diverse literatures in English in their respective contexts. This knowledge promotes global understanding through the study of literature.

A. Goals

- The M.A. would have two goals. The first would be to produce graduates who are thoroughly prepared for entry into a Ph.D. program in literature at a competitive university. The second would be to enable those who wish to teach literature at the freshman or high-school level to increase their level of competency in that field.

Table 3

Objective	Intervention and Measurement	Hypotheses
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense 	If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of literary texts in a week. 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful

	<ul style="list-style-type: none"> • Writing: Writing of academic papers amounting to several hundred words in a week. <p>Writing a thesis.</p>	
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program 	<p>Over 75% of the population should have strong student evaluations.</p> <p>Over 75% of the population should have strong evaluations by their advisors</p>
To produce a more specialized department	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research 	<p>Significant increase in enrollment in specialized courses indicates a higher degree of specialization.</p>
To increase the amount and level of research in the English Department and the professional development of its professors.	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research • 	<p>Significant increase in faculty conference participation and publication.</p> <p>Significant increase in student conference participation and publication</p>
To prepare students for a doctoral degree in Literature at a top-ranked University	<ul style="list-style-type: none"> • Successful completion of courses that require advanced reading and writing skills • Thesis proposal and defense • Exit exams 	<p>Acceptance of over 75% of those applying for a doctoral degree in Literature at a top-ranked University</p>

C. Educational Philosophy

The Value of an Education in Literature: In our times when some argue that education should be oriented towards the technological and the practical, the value of a humanities-based education needs to be emphasized. To argue that literary studies are not necessary or practical is equivalent to arguing that the cultivation of a greater understanding of human desire and emotion, of achievement and tragedy, of culture, of our place in the universe and in history, and of all the ways human beings have struggled to make language yield up to us its art, its beauty and its philosophical power are not necessary. We need scientists and engineers and all those who use their practical skills to make the world we live in function well but, unless we want to live in a shrunken and incomplete world, we need poets and critics, artists and intellectuals, just as much. Therefore, as a university, it is our responsibility to provide the kind of education which will nurture those of our students whose talents and interests lie in these areas. Offering students the opportunity to complete a Master's in literary studies will stimulate them to think critically,

philosophically, theoretically and creatively.

Literature is the story of human aspirations and our search for meaning. But it is not only that. To study literature is also to reflect on who we have been, and what we have felt and thought over the course of human history, and to study literature is to come to a greater understanding of these things. The history of literature is a series of revolutions and continuities. The works of those writers we will study retain their significance because they still have the power to propose different ways of thinking and meaning. And, of course, literature is not only about particular historical moments of being. As René Welleck wrote, “Literature...asserts man’s defiance of time and destiny, his victory over impermanence, relativity and history.” Because it is the product of imagination and intellect, literature not only documents and interprets, it also proposes, explores, and creates new worlds and new possibilities. All of these possibilities are there for the student of literature to explore.

The word “education” (from Latin *educere*) derives from the verb *to educe*, meaning to draw out. Rather than fill students up with knowledge, the goal of our program is to help them develop their own abilities. To this end, we will provide a comprehensive yet diverse education. Students will receive a solid formation in literary studies which will expose them to a variety of critical and theoretical approaches as well as a variety of literary periods, genres and styles. At the same time our program would provide the opportunity to work with a faculty with a diverse array of interests. Our department already has a reputation for being particularly attentive to and supportive of student needs and concerns. The proposed program will continue this tradition, offering students the opportunity to receive the individualized attention and mentoring from professors a small program such as ours would make possible.

D. Graduate Profile

Students who graduate from the program will:

- demonstrate knowledge of the field of literary theory.
- have a thorough knowledge of literatures in English from the earliest times to the present
- demonstrate knowledge of a more specialized field in English Literature.
- demonstrate competence in the application of literary theory
- demonstrate mastery over oral and written English
- be able to present their research in public at professional conferences or symposia
- be able to teach literature at college and high school levels

VI. CURRICULAR COMPONENTS

A. Structure and Distribution

•Students must complete a minimum requirement of 30 credits. A maximum of 6 credits may be from courses at the 5000 level.

•They must complete a thesis or pass a comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

Table 4a Program Course Distribution for Thesis Option

Core Methodology	Core Period	Electives	Thesis
<ul style="list-style-type: none"> 2 courses based on research methods and literary theory <ol style="list-style-type: none"> Research Methods in Literature English and American Literary Criticism 	<ul style="list-style-type: none"> 5 courses to be taken from 5 of 6 different periods, or time spans, of literature.¹ 	<ul style="list-style-type: none"> 3 courses 15 credits to be distributed among Topic courses or additional Period courses if students wish to obtain greater depth in a particular period 	<ul style="list-style-type: none"> at least 6 credits in working towards and completing a thesis

Table 4b Program Course Distribution for Exam Option

Core Methodology	Core Period	Electives	Exam
<ul style="list-style-type: none"> 2 courses based on research methods and literary theory <ol style="list-style-type: none"> Research Methods in Literature English and American Literary Criticism 	<ul style="list-style-type: none"> 5 courses to be taken from 6 different periods, or time spans, of literature 	<ul style="list-style-type: none"> 5 courses 21 credits to be distributed among Methodology, Topic or Period courses. 	<ul style="list-style-type: none"> Comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with <i>Certificación 09-09</i>.

B. Courses in the Curriculum

(One topic course should be offered each semester. At least four period courses should be offered each semester.) The required courses will be offered every other semester. (Appendix B contains

¹ The six periods have been defined as the following:

- (1) Old and Middle English
- (2) Shakespeare and the Renaissance to 1660
- (3) British Literature from 1660-1900
- (4) American Literature till 1900
- (5) The Twentieth Century through World War II
- (6) Literature since World War II

course creation forms and/or sample syllabi for the courses listed below.)

Table 5.

Course Number	Course Name	Course Type (Period/Topic/Methodology)	Professors to teach
Ingl 5015	English and American Literary Criticism	Methodology	Profs Batra, Chansky, Flores, Lamore, Leonard, Haydock, Irizarry, Rodríguez,
Ingl 6605	Research Methods in Literature	Methodology	Profs Batra, Chansky, Flores, Lamore, Leonard, Haydock, Irizarry, Rodríguez,
Ingl 6xxx	Old English Language and Literature	Period 1	Prof. Haydock
Ingl 6xxx	Beowulf and Cynewulf	Period 1	Prof. Haydock
Ingl 6xxx	Chaucer and Chaucerians	Period 1	Prof. Haydock
Ingl 6xxx	Middle English Literature: Prose, Drama and the Alliterative Revival	Period 1	Prof. Haydock
Ingl 6247	Sixteenth-Century Literature	Period 2	Profs. Batra, Chott, Haydock
Ingl 6xxx	Shakespeare: Texts and Contexts	Period 2	Profs. Batra, Chott, Haydock
Ingl 6xxx	Seventeenth-Century Poetry	Period 2	Profs. Batra, Haydock, Rodríguez,

Ingl 6xxx	Seventeenth-Century Drama excluding Shakespeare	Period 2	Profs Batra, Haydock, Rodríguez
Ingl 6xxx	Neoclassical Literature	Period 3	Profs Batra, Chott, Haydock,
Ingl 6xxx	The Eighteenth-Century Novel	Period 3	Profs. Batra, Chott, Haydock, Rodriguez
Ingl 6xxx	The Romantic Movement: The First Generation	Period 3	Prof. Batra
Ingl 6076	The Romantic Movement: The Second Generation	Period 3	Prof. Batra
Ingl 6448	The Victorian Novel	Period 3	Prof. Batra, Chott
Ingl 6xxx	Victorian Poetry and Prose	Period 3	Prof. Batra
Ingl 6059	Early American Literature to 1820	Period 4	Profs Chott, Lamore, Irizarry
Ingl 6xxx	American Literature 1820-1860	Period 4	Profs Chott, Lamore, Irizarry
Ingl 6xxx	American Literature 1860-1900	Period 4	Profs Chott, Lamore, Irizarry
Ingl 6xxx	Poetry from 1900 to 1945	Period 5	Profs Chott, Flores, Lamore, Irizarry
Ingl 6048	Poetry since 1945*	Period 6	Profs Chott, Flores, Lamore, Irizarry
Ingl 6075	Drama from 1880-1945	Period 5	Prof. Batra, Chott, Ortiz

Ingl 6xxx	Drama since 1945*	Period 6	Profs Chott, Leonard, Ortiz
Ingl 6xxx	Fiction from 1900 to 1945	Period 5	Profs Chott, Leonard, Ortiz
Ingl 6xxx	Fiction since 1945*	Period 6	Profs. Chott, Leonard, Ortiz, Rodríguez
Ingl 6xxx	African American Literature	Topic	Profs Lamore, Irizarry
Ingl 6516	Puerto Rican Literature in English	Topic	Profs Irizarry, Rodríguez
Ingl 6518	Literature of the Anglophone Caribbean	Topic	Profs Chansky, Lamore, Rodríguez
Ingl 6xxx	Postcolonial Theory and Literature from British Postcolonies	Topic	Profs Batra, Leonard
Ingl 6xxx	Topics in Literary Theory (variable content)	Topic	Profs Batra, Chansky, Flores, Lamore, Leonard, Haydock, Irizarry, Rodríguez
Ingl 6xxx	Studies in a Selected Author (variable content)	Topic	Profs Batra, Chansky, Chott, Flores, Lamore, Leonard, Haydock, Irizarry, Ortiz, Rodríguez
Ingl 6xxx	Topics in a Genre or Mode (variable content)	Topic	Profs Batra, Chansky, Chott, Flores, Lamore, Leonard, Haydock, Irizarry, Ortiz, Rodríguez

Ingl 6xxx	Modernism and Postmodernism	Topic	Profs Batra, Chansky, Chott, Leonard, Haydock, Irizarry
Ingl 6999	Thesis	Thesis	Profs Batra, Chansky, Chott, Flores, Lamore, Leonard, Haydock, Irizarry, Ortiz, Rodríguez

*The course description of these courses will specify “focusing mainly on British and American texts” and that these texts will reflect “diversity.”

C. Curricular Sequence

Core Courses

Students will be required to take Ingl. 5015 and Ingl. 6605 (Research Methods) unless they have had one or both of these courses at the undergraduate or graduate level at another institution).

Model of the Proposed Program

First Year, 1st semester:

Ingl. 5015 (Core Course)

Ingl. 6__ (Period course)

Ingl. 6__ (Period course)

First Year, 2nd semester:

Ingl. 6605 Research Methods (Core Course)

Ingl. 6__ (Period course)

Ingl. 6__ (Period course)

Second Year, 1st semester:

Ingl. 6__ (Period course)

Ingl. 6__ (Topic course)

Ingl. 6999

Second Year, 2nd semester:

Ingl. 6__ (Period course)

Ingl. 6__ (Topic course)

Ingl. 6999

Sample Schedule of Course Offerings**First Year, 1st semester:**

Ingl. 5015: (Core Course) English and American Literary Criticism

Ingl. 6075 (Period course): Drama from 1880-1945

Ingl. 6247 (Period course): Sixteenth-Century Literature

Ingl. 6448 (Period course): The Victorian Novel

Ingl. 6__ (Period course): Old English Language and Literature

Ingl. 6516 (Topic course): Puerto Rican Literature in English

Ingl. 6999: Thesis

First Year, 2nd semester:

Ingl. 6605:(Core Course) Research Methods in Literature

Ingl. 6__ (Topic course): Topics in a Genre or Mode (variable content)

Ingl. 6__ (Period course): Chaucer and Chaucerians

Ingl. 6459 (Period course): Early American Literature to 1820

Ingl. 6076 (Period course): The Romantic Movement: The Younger Generation

Ingl. 6__ (Topic course): Postcolonial Anglophone Literature

Ingl. 6__ (Topic course): Studies in a Selected Author (variable content)

Ingl. 6999: Thesis

Second Year, 1st semester:

Ingl. 5015: (Core Course) English and American Literary Criticism

Ingl. 6__ (Period course): The Romantic Movement: The First Generation

Ingl. 6__ (Period course): American Literature 1820-1860

Ingl. 6__ (Period course): Shakespeare

Ingl. 6__ (Topic course): African American Literature

Ingl. 6__ (Period course): Poetry from 1900 to 1945

Ingl. 64 __ Middle English Literature: Prose, Drama and the Alliterative Revival

Ingl. 6999: Thesis

Second Year, 2nd semester:

Ingl. 6605: (Core Course) Research Methods in Literature

Ingl. 6__ (Period course): Fiction since 1945*

Ingl. 6__ (Period course): American Literature 1860-1900

Ingl. 6__ (Period course): The Eighteenth-Century Novel

Ingl. 6048 (Period course): Poetry since 1945*

Ingl. 6__ (Topic course): Topics in Literary Theory (variable content)

Ingl. 6999: Thesis

Third Year, 1st semester:

Ingl. 5015: (Core Course) English and American Literary Criticism

Ingl. 6__ (Period course): Beowulf and Cynewulf

Ingl. 6__ (Period course): Seventeenth-Century Drama excluding Shakespeare

Ingl. 6__ (Period course): Restoration and Eighteenth-Century Poetry, Prose, and Drama

Ingl. 6518 (Topic course): Literature of the Anglophone Caribbean

Ingl. 6999: Thesis

Third Year, 2nd semester:

Ingl. 6605: (Core Course) Research Methods in Literature

Ingl. 6__ (Topic course): Modernism and Postmodernism

Ingl. 6__ (Period course): Seventeenth-Century Poetry

Ingl. 6__ (Period course): Victorian Poetry and Prose

Ingl. 6__ (Period course): Fiction from 1900 to 1945

Ingl. 6__ (Period course): Drama since 1945*

Ingl. 6999: Thesis

D. Curricular Coherence and Effectiveness

The courses are designed to produce graduates with a solid foundation in literary studies as well as knowledge of the major periods of literature in English. The methodology requirement equips the student with the necessary tools for literary research and analysis. The “period” requirement provides breadth; the topic offerings and additional electives enable depth.

E. Pedagogical Methodologies

In line with current research on college learning we emphasize that teachers teach students, not classes. Although teaching strategies within courses will vary, running the gamut from lecture and discussion to seminar-style sessions, collaborative pedagogy will shape and lend consistency to all we do in this Masters in English Literature, giving students a stake and a say in what and how they learn. At the graduate level we wish to stress particularly the fostering of what Ken Bain calls a “natural critical learning environment,” in which students work cooperatively with teachers on significant, specific, authentic problems, the ramifications of which stretch well beyond the classroom (Bain, *What the Best College Teachers Do*). Basic to this endeavor is the framing of provocative questions, questions that engage students in the deepest, broadest possible ways, and designed to elicit responses at once personal and intellectual, questions which encourage students to compare, analyze, apply, synthesize, and evaluate, rather than simply memorize and regurgitate. Courses should serve—to quote Bain again—“as a window through which students can begin to see what questions the discipline raises [...] what skills it employs to answer those questions; what intellectual standards it uses [...] to weigh competing claims.” As such, this graduate program will emphasize the constructed, always-evolving nature of knowledge by “teaching the conflicts,” in Gerald Graff’s terms (*Teaching the Conflicts*). What this means in practice is a pedagogy aware of the embedded-ness of critical perspectives within broader social and historical concerns. Yet from a recognition of the situatedness of literary studies something akin to Paulo Freire’s “critical

pedagogy” becomes relevant as well (*Pedagogy of the Oppressed*). We hope to empower our students to live and practice freedom, to criticize rather than simply accept reality, and to employ what they learn and teach to help transform their world.

At the graduate level in particular, instruction must be personal and addressed to individuals, “rendering,” in Claude M. Steele’s influential formulation, “unto the right students the right intervention” (“A Threat in the Air: How Stereotypes Shape Intellectual Ability”). Such approaches are in keeping with trends in contemporary graduate programs seeking to foster an intellectual community where professors and students cooperate in the production of critical knowledges. While our program is anchored in literary history, medieval to postmodern, we will also stress the importance of theoretical discourse in keeping the lines of communication open across specialties and disciplinary boundaries. Additionally, this program will pursue a process approach to writing that encourages students to continue developing and refining their work from class presentations and seminar papers through conference panels and journal publications.

F. Assessment Plan

The efficacy of the program would be regularly measured to see if we are accomplishing our objectives.

Table 6.

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense 	If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices

	<ul style="list-style-type: none"> literary texts in a week. Writing: Writing of academic papers amounting to several hundred words in a week: writing a thesis. 			Faculty Development
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> Experience as a Teaching Assistant Completion of Class Presentation Employment in local High School while still enrolled in the program 	Over 75% of the population should have strong student evaluations. Over 75% of the population should have strong evaluations by their advisors	Every Semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To produce a more specialized department	<ul style="list-style-type: none"> Advanced courses being offered More specialized research 	Significant increase in enrollment in specialized courses indicates a higher degree of specialization.	Annually	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To increase the amount and level of research in the English Department and the professional development of its professors.	<ul style="list-style-type: none"> Faculty participation in professional conferences Publication of Faculty research Student participation in professional conferences Publication of Student research 	Significant increase in faculty conference participation and publication. Significant increase in student conference participation and publication	Annually	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students for a doctoral degree in Literature at a top-ranked University	<ul style="list-style-type: none"> Successful completion of courses that require advanced reading and writing skills Thesis proposal and defense Exit exams 	Acceptance of over 75% of those applying for a doctoral degree in Literature at a top-ranked University	Every 2 years	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development

VII ADMISSION, ENROLLMENT, AND GRADUATION

A. Admission Requirements:

Applicants to the program should satisfy the following conditions:

- i) Hold a Bachelor's degree with at least 9 credits in British literature and 6 in American literature from a reliably accredited institution of higher learning **or** show proficiency on the

advanced Literature GRE exams in lieu of completing these deficiencies. The departmental Graduate Committee will assess the applicants and can assign up to 4 undergraduate courses to be taken by applicants who have deficiencies.

- iii) Have an academic index of 3.00 in English courses
- iv) Have mastery over written and spoken English (a criterion that will be evaluated by the Departmental Graduate Committee)

B. Enrollment Projection

It is expected that we would admit 5-6 students each semester.

C. Degree Requirements

(i) Total Number of Credits

Students in the program should satisfy the following requirements:

- 6 credits of core methodology courses
- At least 15 credits in Period courses
- At least 6 credits in 6999 (Master's thesis) OR 6 additional course credits in Period/Topics courses
- 6 credits from other areas: courses from the English MAEE, graduate literature courses from the Humanities and Hispanic Studies Departments.

(ii) **Minimum Academic Index.** An academic index of 3.0 (minimum) would have to be maintained for courses in the Plan of Study.

iii) **Total Number of Transferred Credits** The departmental graduate committee will evaluate applications for the transfer of credits from other Universities up to a maximum of 9 of the required credits for the degree. 9 credits may also be fulfilled through the MAEE courses Engl. 6055, 6056, 6058. (Studies in Literature).

(iv) Residence

At the present, residence in Puerto Rico would be required for the first year.

(v) Language Requirement

The program would not have a language requirement other than the one required by University Graduate Studies regulations.

(vi-a) Exit Exam

Students taking the option of comprehensive exit exam must pass an exam which would require them to demonstrate knowledge of the major works representative of 5 of the 6 assigned literary periods.

(vi-b) Proposal and Thesis

Students taking the thesis option should have their thesis proposal approved by their 3rd semester in the program. The student's graduate committee should be formed by the end of the first year and consist of a minimum of 3 members, at least 2 of whom are members of the English Department.

(vii) **Time to Complete the Thesis**

Students will have a maximum of 6 years to complete the degree.

VIII. FACULTY DEVELOPMENT

A. Profile

Faculty available. The English Department has had the necessary faculty to begin a Master’s program for several years. There are 10 professors in the Literature Sector, and all hold Ph.Ds in literature. There would be no pressing need to hire additional faculty to begin the MA program. Hiring 5 Teaching Assistants (graduate students in the program) would not only cover the gap created by Full-time faculty being less available to teach first- and second-year courses, it would also provide teacher-training for these graduate students. The table below shows the composition of the department’s literature faculty as well as their major area of specialization. All the major areas of literature in English are covered by the present faculty.

Table 7

NAME RANK PHD INSTITUTION YEAR	FIELDS OF EXPERTISE	STATUS	CAN TEACH
Batra, Nandita. University of Rochester, 1987.	19 th - and 20 th -century British Literature, Shakespeare, Gender, Disability, Anthrozoologica l and Postcolonial Studies	Tenured	Ingl. 5015 (English & American Literary Criticism), 6605 Research Methods, 6___ Shakespeare, Ingl. 6___ : Restoration and Eighteenth-Century Poetry, Prose, and Drama; Ingl. 6___ : The Eighteenth-Century Novel; Ingl. 6___ : The Romantic Movement: The First Generation; Ingl. 6076 : The Romantic Movement: The Younger Generation; Ingl. 6448 : The Victorian Novel; Ingl. 6___ : Victorian Poetry and Prose; Ingl. 6075 : Drama from 1880-1945; Ingl. 6___ : Postcolonial Anglophone Literature; Ingl. 6___ : Topics in Literary Theory (variable content); Ingl. 6___ : Studies in a Selected Author (variable content); Ingl. 6___ : Topics in a Genre or Mode (variable content); Ingl. 6___ : Modernism and Postmodernism
Chansky, Ricia. Ph.D. University of Illinois, 2009.	Women's literatures, Caribbean literatures, diasporicand colonial/post-col onial studies,	Tenured	5015, research methods, US lit to 1900, poetry to 1945, poetry from 1945, fiction since 1945, Anglophone Caribbean, Anglophone post-colonial, literary theory, author, and genre.

	Transamerican studies, auto/biography studies, multimodal narratives, feminist theory, and pedagogy.		
Chott, Laurence. Ph.D. Ball State University.	Advanced English, American literature survey, world literature survey, Shakespeare, special topic: "The Image of Baseball in Literature"	Tenured	5015, research methods, US lit to 1900, poetry to 1945, poetry from 1945, fiction since 1945
Flores, Leonardo. Ph.D. University of Maryland, 2010.	Electronic literature, digital humanities, new media studies, poetry, 20th century American literature	Tenured	English and American Literary Criticism, Research Methods in Literature, Poetry from 1900 to 1945, Poetry since 1945, Topics in Literary Theory, Topics in a Selected Author, Topics in a Genre or Mode, Modernism and Postmodernism, Thesis
Haydock, Nickolas A. University of Iowa, 1994.	English literature, Medieval, Early Modern, Restoration and Eighteenth Century, Literary Theory, Film, Classicism, Orientalism and Medievalism	Tenured	6605 Research Methods in Literature 64__ Old English Language and Literature 64__ Beowulf and Cynewulf 64__ Chaucer and Chaucerians 64__ Middle English Literature: Prose, Drama and the Alliterative Revival 6247 Sixteenth Century 64__ Shakespeare 64__ Seventeenth-Century Poetry 64__ Seventeenth-Century Drama excluding Shakespeare 64__ Neoclassical Literature 64__ The Eighteenth-Century Novel

Irizarry, José. Ph.D. 1999 Indiana University of Pennsylvania	American literature: 19th century and early 20th century African American Literature mid-19th to early 20th Century, Puerto Rican Literature written in English in the US	Tenured, Professor	5015 (existing) English and American Literary Criticism (existing course) 64__ (period) American Literature 1820-1860 64__ (period) American Literature 1860-1900 65__ (topic) African American Literature 6516 (topic) Puerto Rican Literature in English 65__ (topic) Topics in Literary Theory (variable content) 65__ (topic) Studies in a Selected Author (variable content) 6999 (thesis) Thesis (existing course) 65__ (topic) Studies in a Selected Author (variable content)
Lamore, Eric. Ph.D. Illinois State University.2007	Early American Literature, African American Literature, American Literature, Caribbean Literature, Literary Criticism and Theory, Teaching of Literature, Slavery Studies, Olaudah Equiano Studies, The Early Black Atlantic, Caryl Phillips Studies	Tenured	64__ (period) U.S. Literature 1860-1900 64__ (period) American Literature 1820-1860 65__ (topic) African American Literature 65__ (topic) Topics in Literary Theory (variable content) 65__ (topic) Studies in a Selected Author (variable content) 6999 (thesis) Thesis (existing course) 65__ (topic) Studies in a Selected Author (variable content)
Leonard, Mary. Ph.D. University of the West Indies in Barbados 2003.	20th and 21st Century Literature; Modernism; Film and Media; Visual Narration; Narratology		Ingl. 5015 (English & American Literary Criticism), 6605 Research Methods, ;Ingl. 6075 : Drama from 1880-1945; Ingl. 6__ : Postcolonial Anglophone Literature; Ingl. 6__ : Topics in Literary Theory (variable content); Ingl. 6__ : Studies in a Selected Author (variable content); Ingl. 6__ : Topics in a Genre or Mode (variable content); Ingl.

			6__ : Modernism and Postmodernism 6__ Poetry to 1945 6__ Poetry since 1945 6__ Fiction to 1945 6__ Fiction since 1945
Ortiz Seda, Darnyd W. Florida State University, 1990.	Drama, Theater, Short fiction, Rhetoric	Tenured	6075 Drama from 1880-1945 64__ Drama since 1945 64__ Fiction from 1900 to 1945 64__ Fiction since 1945 65__ Studies in a Selected Author (variable content) 65__ Topics in a Genre or Mode (variable content) 6999 (thesis) Thesis (existing course)
Rodríguez, Linda University of Michigan, Ann Arbor 1994.	Caribbean and African/Caribbe an Diaspora Literature, Culture, History, Women's Literature, US Latino, Creative Writing, Poetry, Drama and Performance, and Film Studies.	Tenured	64__ Shakespeare 64__ The Eighteenth-Century Novel 64__ Fiction since 1945 65__ African American Literature 6516 Puerto Rican Literature in English 65__ Literature of the English-Speaking Caribbean 65__ Studies in a Selected Author (variable content) 65__ Topics in a Genre or Mode (variable content)

IX. ADMINISTRATION OF THE PROGRAM

(a) Office of Graduate Studies

This program would fall under the auspices of the UPR-RUM Office of Graduate Studies, which is in charge of regulating the rules of graduate study for this campus. This office would receive applications for admissions, sending those that complied with the minimum requisites for admission to the English Department, and notify the candidate of the decision taken by the Dean of the Faculty of Arts and Sciences. The Office of Graduate Studies would also certify that the student completed all the requirements for the degree.

(b) Department of English

The Departmental Graduate Committee governs the program regulations. The student's Graduate Committee supervises his or her progress through the program, both in accordance with the regulations of the Office of Graduate Studies. The English Department has over 30 years experience in the administration of graduate programs, and the necessary infrastructure is already in place.

X. INFORMATION RESOURCES

The General Library of UPR-RUM has a number of books related to literature (approximately 7000) as well as 30 journals and 8 electronic databases. Additional materials in literature would certainly be a plus, and they would benefit not only graduate students but undergraduates as well. Nevertheless the current resources are adequate for the program to begin.

The Department of English would establish a committee for Graduate Resources to identify books, journals, and audiovisual material needed by our graduate students. The General Library would use this information to acquire new material. This measure and Internet access would obviate the need for a specialized library

As the General Library is moving towards electronic rather than print subscriptions, there are more available resources for our graduate students now than there were in 1980, when the first graduate program was started in the English Department. Our students have access to international resources, and combined with the excellent Interlibrary Loan department of the UPRM library, our resources are adequate to support a graduate program in literature.

XI. TEACHING, RESEARCH AND SERVICE RESOURCES

At the moment the Department of English has facilities in Edificio Chardón, which include 7 classrooms with A/C, computers and projectors. All the remaining classrooms also have computers and projectors. There would be no need for new physical facilities. The present computer facilities should be maintained and modernized for the general needs of the English Department, but the MA program will not create a need for additional computers.

XII. Student Services

A number of student services are available to students at UPR-Mayagüez, such as teaching and research assistantships. Students in this program could receive up to two years of assistantships, which could possibly be extended for another year. As of 2014-2015, the graduate stipend for students holding a Bachelor's degree is \$917. All Teaching assistants work under supervision, through courses as well as mentors. Students receiving teaching assistantships from institutional funds have their registration fee waived, but other fees and medical plan costs are not waived.

In addition students in this program can also apply for scholarships. The Graduate Students Office maintains a list of various programs that provide different scholarships. The Mayagüez campus also offers various services including emergency and other medical assistance at the on-campus Medical Services Center, extensive assistance on degree-related issues by the Office of Graduate Studies, an Office for Services to Students with Disabilities, a Sports Department offering sport and fitness services and facilities, and a Placement Office that helps students seek employment after graduation.

Full information about financial aid for graduate students and other services is available on the Office of Graduate Studies website.

XIII. Student Catalog and Outreach

A description of the program will be available in the Student Catalog, both in print and online. Several measures will be taken to provide publicity both internationally and on the Island. Appendix A provides a draft of the Graduate Catalog Description.

XIV. Budget

The establishment of a new Master’s program would require some institutional support, particularly during the first few years. Since the normal course load for professors in the Dept. of English is four 3-credit courses per semester, many Literature professors teach one general proficiency (“service”) freshman or sophomore course, such as Engl. 3103-04 or 3011-02, in addition to upper-level Literature courses. Therefore, there would probably be some gaps created by the diversion of literature professors from freshman courses to graduate MA classes. However these gaps could be filled by the present faculty and by teaching assistants in the first year; the situation will be assessed at the end of the first year and, depending on the popularity of the program and frequency with which courses are offered, recommendations for hiring 2 new Assistant Professors might be made. The following table (Table 8) shows a budget plan for the first four years of the program.

Table 8

Description	Year 1	Year 2	Year 3	Year 4
5 Teaching assistants \$9170 p/a for each	\$ 45,850	\$ 45,850	\$ 45,850	\$ 45,850
Total	\$ 45,850	\$ 45,850	\$ 45,850	\$ 45,850

XV. Assessment Plan and Program Evaluation

The program would be evaluated annually by the Departmental Graduate Committee, taking into consideration criteria that would include the number of applicants, the number of students accepted into the program, the index of retention, the time taken for completion of degree, the academic success of students in the program, their participation in conferences and professional meetings and their success in finding employment after graduation. Periodic evaluation would enable the department to improve the program.

The program would be evaluated annually by the Departmental Graduate Committee and the Department of English, taking into consideration criteria that would include the number of applicants, the number of students accepted into the program, the index of retention, the time taken for completion of degree, the academic success of students in the program, their participation in conferences and professional meetings, and their success in finding employment after graduation. Periodic evaluation would enable the department to improve the program.

Program Assessment.

Objective	Index of Success	Measurement	Frequency of Assessment
Create appeal for quality students from the Island and	Number of students applying, high GPAs; number of international students	Keep statistics on student applications	Annual

a wide geographic radius			
Index of Student Retention	50% of the students who enter with no deficiencies graduate within 2 years.	Keep statistics on student graduation	Annual
Promote participation in conferences	75% of the students present at 1 conference every other year; 50% at 2 or more	Keep records of student participation in conferences	Annual
Academic success after graduation	75% of the students who apply to a doctoral program are accepted; 75% of those who apply for school-teaching jobs find employment; 75% of those who apply for jobs described in III.C.1.3 above find employment	Maintain a database with information on alumni	Annual

XVI. Development Plan

Development Assessment.

Objective	Index of Success	Measurement	Frequency of Assessment
Provide an opportunity for UPRM undergraduates to continue their graduate studies at UPRM instead of moving off-island	Number of undergraduate students asking for letters of recommendation for Master's programs in Literature outside Puerto Rico should drop by 50%	Keep statistics on undergraduate applications	Bi-Annual
Draw students from a wide geographic radius to the MA program	Applications from at least 2 international students every semester	Keep statistics on applications	Annual
Promote participation by students in this program in local and international conferences	75% of the students present at 1 conference every other year; 50% at 2 or more	Keep records of student participation in conferences	Annual
Promote publication by students in this program	50% of the students have 1 publication by their 3 rd semester; 25% have 1 publication within a year.	Maintain statistics on student publication	Bi-Annual
Motivate UPRM English Department professors to continue their research and develop professionally.	Publication by UPRM faculty members has increased by 30% in the first two years; 50% after five years.	Maintain statistics on faculty publication	Annual

XVII. References

XVIII. Appendices

Appendix A: Draft Graduate Catalog Description

The Department of English offers graduate study leading to the Master of Arts in Literature.

In addition to the general prerequisites for admission to the Graduate School of the University of Puerto Rico at Mayagüez, the English Department requires that applicants:

- Minimum 3.00 general and major grade point average. The Department Graduate Committee may consider applicants whose general and major GPA is 2.75-2.9 if compelling justification for the lower average is provided in the application.
- International students whose native language is not English must submit their TOEFL scores. The minimum score required is 550 for paper-based test, 213 for the computer-based test and 79 for the internet-based test.
- Hold a Bachelor's degree with at least 9 credits in British literature and 6 in American literature from a reliably accredited institution of higher learning **or** show proficiency on the advanced Literature GRE exams in lieu of completing these deficiencies.
-

The departmental Graduate Committee will assess the applicants and can assign up to 4 undergraduate courses to be taken by applicants who have deficiencies.

iii) Have an academic index of 3.00 in English courses
iv) Have mastery over written and spoken English (a criterion that will be evaluated by the Departmental Graduate Committee)

- submit a one-page, single spaced statement of purpose with their on-line application.
- submit an academic writing sample (e.g. course paper) or a 3-5 page career philosophy.

- submit results of the GRE or EXADEP
- submit three recommendations from professionals who are familiar with the applicant's academic and/or professional work. Formal letters should be attached to the recommendation form provided with the application.
- complete a personal interview with a member of the Department Graduate Committee and/or the Chair of the Department.
- fulfill any additional requirements of the Graduate Studies Office
- Applicants must submit a one-page, single spaced statement of purpose written in English with their on-line application.
- Applicants must also submit an academic writing sample (e.g. analytic essay).
- Three recommendations from faculty who are familiar with the applicant's academic and/or professional work. Formal letters should be attached to the recommendation form provided with the application.
- Personal interview with a member of the Department Graduate Committee and/or the Chair of the Department.
- Pre-requisites: The prospective students must take or have had taken the following undergraduate courses (or equivalent courses).

9 credits in British Literature and 6 credits in American Literature from an accredited institution.

Conditional Admission:

Students who lack up to 12 credits of course work may be admitted to the program on a conditional basis. These students are required to make up the deficiencies by passing relevant course work during their first year in the program.

Within the Masters in Literature program, there are two courses required for all students. Outside of the core, students choose one from two options.

Option I: Thesis

Option II: Comprehensive Exam

- The thesis option requires students to take 15 credits to be taken from 5 of 6 different periods, 15 credits to be distributed among Topic courses or additional Period courses if students wish to obtain greater depth in a particular period. In addition at least 6 credits in working towards and completing a thesis. The comprehensive exam option requires students to take 15 credits to be taken from 5 of 6 different periods and 21 credits to be distributed among Methodology, Topic or Period courses. They will also take a Comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

Each option is defined clearly in the English Department Graduate Handbook that is available on our website: uprm.edu/english.

Additionally, applicants must:

- have a minimum Bachelor's degree GPA of 3.00 (those with a GPA between 2.75 and 2.99 may be considered at the discretion of the Graduate Admission Committee if compelling justification for the lower average is provided in the application).

Students who do not meet these requirements may be admitted on a provisional basis until deficiencies are removed.

**All letters of recommendation and evidence of the above material should be submitted to the Graduate School along with the regularly required material.

ADVANCED UNDERGRADUATE COURSES

INGL 5015. ENGLISH AND AMERICAN LITERARY CRITICISM (On demand). Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department. Theory and practice of literary criticism within the tradition of English and American literature. A research paper will

be required.

GRADUATE COURSES

INGL 6xxx. OLD ENGLISH LANGUAGE AND LITERATURE. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. An introduction to Old English, coupled with a study of Old English prose and lyric. Students will read representative texts such as the prose works of Bede, Aelfric, Wulfstan, the Anglo-Saxon Chronicle, and anonymous prose works, as well as poetry from the Anglo-Saxon verse anthology, *The Exeter Book*.

INGL 6xxx. MIDDLE ENGLISH LITERATURE: PROSE, DRAMA AND THE ALLITERATIVE REVIVAL. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A study of selected works from the fourteenth and fifteenth centuries in the England, including Langland's *Piers Plowman*, the works of the *Gawain*-poet, Malory's *Morte D'Arthur*, and medieval drama, such as *The Second Shepherd's Play*, *Mankind* and *Everyman*. A research project including the use of secondary sources to analyze texts is required.

INGL 6605. RESEARCH METHODS IN LITERATURE. Three credit hours. One and a half hour of lecture and one and a half hour of seminar per week. Prerequisite: six credits in English Literature at the 3000 level or above. Study of the materials and methodologies used in literary research. Development, documentation, and defense of a thesis proposal on a literary topic. Preparation of a paper suitable for a professional symposium or academic publication.

INGL 6048. POETRY SINCE 1945. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week.

Discussion of the main poetic traditions that characterize the works of the major poets since the second half of the Twentieth Century, including a distinction between modern and postmodern poetry. Examination of movements, themes, and conventions associated with poetry of this period and identification of the common elements in poetry from 1945 to the present. Study of the relationship between primary sources taking into account their historical and cultural contexts. Development of a research project using literary critical theory.

INGL 6055. STUDIES IN LITERATURE I. Three credit hours. Three hours of lecture per week. Study of selected authors, themes, or movements in the literature of the English language.

INGL 6056. STUDIES IN LITERATURE II.

Three credit hours. Three hours of lecture per week. Study of selected authors, themes, or movements in the literature of the English language.

INGL 6058. STUDIES IN LITERATURE III.

Three credit hours. Three hours of lecture per week. Study of selected authors, themes, and movements in the literature of the English language.

INGL 6xxx. SHAKESPEARE: TEXTS AND

CONTEXTS Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of Shakespeare's texts and contexts at an advanced level, including a study of the critical, textual, and scholarly traditions. Students will refine their critical reading and writing skills, acquire an understanding of the relationship between the primary texts and their cultural/historical contexts, comprehend the critical theory pertinent to studying Shakespeare's texts, and apply critical theory in the reading of primary texts.

INGL 6075. DRAMA 1880-1945. Three credit hours.

One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, conventions and contexts of dramatic works of representative writers from the period 1880-1945, such as Oscar Wilde, John Synge, W.B. Yeats, Lillian Hellman, Bernard Shaw, Sean O'Casey, Clifford Odets, Christopher Isherwood, Maxwell Anderson, T.S. Eliot and Eugene O'Neill. Discussion of the relationship between the primary texts and their historical period through the use of critical theory. An original research project will be required.

INGL 6xxx. NEOCLASSICAL LITERATURE EXCLUDING THE

NOVEL. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A study of the major topics that characterize representative poetry, drama and shorter prose of the Neoclassical period. Representative poets, dramatists and prosewriters--such as William Congreve, William Wycherley, Aphra Behn, Addison & Steele, Samuel Johnson, Richard Sheridan, John Dryden, Alexander Pope, Anne Finch, William Cowper, Thomas Gray, and James Thomson--will be included in the reading. Students will develop a research paper that uses secondary sources to analyze texts from this period.

INGL. 6XXX. THE ROMANTIC MOVEMENT: THE FIRST

GENERATION. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and

conventions of the representative writers (born 1743-1775) of the First Generation of the Romantic Movement, such as William Blake, Robert Burns, William Godwin, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Sir Walter Scott, Samuel Taylor Coleridge, Charles Lamb, Anna Barbauld, Charlotte Smith, and William Hazlitt. Students will develop a research project that requires the use of secondary sources to analyze texts from the period.

INGL 6076. THE ROMANTIC MOVEMENT: THE

SECOND GENERATION. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of the representative writers of the Second Generation of the Romantic Movement born after 1775, also known as the "Younger Generation." Development of analytical skills and use of critical theory through a historical perspective of the primary texts and their historical period. Development of a research project using secondary sources to analyze texts from the period.

INGL 6xxx. VICTORIAN POETRY AND PROSE Three

credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements and conventions of representative poets and non-fictional prose-writers of the Victorian period (1837-1901). They will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6448. THE VICTORIAN NOVEL. Three credit

hours. Three hours of lecture and discussion per week. Identification and analysis of the themes, elements, conventions, and authors of the novels of the Victorian period (1837-1901). A research project including the use of secondary sources to analyze texts is required.

INGL 6459. AMERICAN LITERATURE UNTIL

1820. Three credit hours. One and a half hours of lecture and one and a half hours of discussion per week. Identification and analysis of the themes, elements, and conventions of American literature until 1820. Analysis of the relationship between the primary texts read in the course and their cultural/historical contexts. Application of critical theory in the analysis of Early American literature. A research project will be required.

INGL 6xxx. U.S. LITERATURE FROM 1860-TO 1900

Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A study in the representative writers and movements of this period

through readings of the literary and/or critical works of writers such as Whitman, Twain, Howells, James, Crane, Bierce, Garland, Dreiser, Norris, London Dickinson, and others.

INGL 6xxxx. POSTCOLONIAL THEORY AND LITERATURE FROM BRITISH POSTCOLONIES

Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of postcolonial British literary texts, mainly of writers from former colonies or dependencies of the British empire and their diaspora, such as Chinua Achebe, Wole Soyinka, C.L.R. James, V.S. Naipaul, Tsiti Dangarembga, Raja Rao, Salman Rushdie, Arundhati Roy, Bapsi Sidhwa, Seamus Heaney, J.M. Coetzee and Peter Carey. Students will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6xxx. TOPICS IN A GENRE OR MODE Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A variable content course offering a detailed examination of a specific literary genre or mode, such as Science Fiction, Comedy, The Gothic and Magical Realism, among others. Students will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6516. PUERTO RICAN LITERATURE IN ENGLISH. Three credit hours. Three hours of lecture per week. Identification and analysis of the themes, elements, and conventions of Puerto Rican literature in English since 1898. Discussion of the relationship between the primary texts read in the course and the cultural/historical contexts. Application of critical theory in the reading of primary texts. An original research project will be required.

INGL 6995. RESEARCH. One to three credit hours. Three to nine hours per week of research.

Research on a topic, which focus and breadth of study will be designed by the student and approved by the supervising professor prior to registration in the course.

INGL 6999. THESIS. Three to six credit hours. Research in the fields of English language and applied linguistics, and presentation of a thesis.

ENGLISH FACULTY

A list of professors who engage in graduate activities in Literature in the department follows including their highest earned degree, the date of completion, and the

degree-granting institution. Research and teaching interests are also included.

NANDITA BATRA, *Professor*, Ph.D., 1987, University of Rochester. Research and teaching interests: British Literature (1660 to the present), Postcolonial Studies, Gender Studies, Disability Studies, Anthrozoological Studies, Literary Theory.

RICIA CHANSKY, *Assistant Professor*, Ph.D. 2009, Illinois State University. Research and teaching interests: Literatures of Marginalized Communities, Feminist Theory, Pedagogy, Visual Culture, Autobiography Studies, Cultural Geography Studies.

LAURENCE CHOTT, *Assistant Professor*, Ph.D. 1985, Ball State University. Research and teaching interests: E.E. Cummings, Modern American Poetry, The Literature of Exploration, The Historical Background of Shakespeare's *The Tempest*.

LEONARDO FLORES, *Associate Professor*, Ph.D. 2010, University of Maryland. Research and teaching interests: Poetry, Electronic Literature, American Literature, Film, Media and Writing, Science Fiction, and Fantasy.

NICHOLAS HAYDOCK, *Professor*, Ph.D. 1995, University of Iowa. Research and teaching interests: Middle English, Middle Scots, Movie Medievalism, Film, Scottish Makkars, Robert Henryson, William Dunbar, Gavin Douglas, Epic, History of English.

JOSÉ IRIZARRY, *Professor*, Ph.D. 1999, Indiana University of Pennsylvania. Research and teaching interest: Early 20th Century Puerto Rican Writing in the US, African American Intellectual Discourse, Autobiographical Discourse.

ERIC LAMORE, *Associate Professor*, Ph.D. 2007, Illinois State University. Research and teaching interests: American Literature, African American Literature, Caribbean Literature, Critical Theory.

MARY LEONARD, *Professor*, Ph.D. 2003, University of the West Indies. Research and teaching interests: Film, Media, Twentieth and Twenty-First Century Literature.

DARNYD W ORTIZ-SEDA, *Professor*, Ph.D. 1990, Florida State University. Research and teaching interests: Drama, Theater, Short Story, Rhetoric and Composition, Teaching Literature, and Teaching Composition.

LINDA RODRÍGUEZ, *Professor*, Ph.D. 1994, University of Michigan. Research and teaching interests: Caribbean Writers, Women Writers, Creative Writing, and Film.

Appendix B: will contain sample syllabi of all the courses for this program**Appendix C: Student surveys illustrating the demand for more graduate programs in the field of Literature in English**

The English Department in UPR-RUM currently offers a Masters of Arts in English Education (MAEE). The purpose of this survey is to review and if necessary suggest updates to this program, and to explore new options for current and future graduate students according to their needs. Please answer the following questions by checking the corresponding box.

1. How would you describe yourself?

- Undergraduate Student
- Graduate Student
- Alumnus

2. What is your Major / Track or what is your principal field of interest?

- ESL and Linguistics
- Literature

3. Are you enrolled or interested in enrolling in the MAEE at UPR-RUM, or have been enrolled in the past?

- Yes – enrolled
- Yes – plan to enroll
- Yes – enrolled in the past
- No

4. If you answered yes, proceed to question 5. If you answered no, why not?

- Lack of Literature courses
- Lack of Linguistic courses
- Limited Financial Aid / Lack of Assistantships
- Not interested in Graduate Studies in English Education
- Not interested in Graduate Studies in English in general

5. What attracted you to the MAEE program?

- Convenience – it fits my schedule
- Physical proximity to where I live
- Affordable enrollment fees and the possibility of financial aid
- Course Offerings
- Other: _____

6. Do you believe that the creation of two MAEEs, one in ESL and Linguistics, and one in Literature would not only contribute to the specialization of the Graduate Program, but also improve its overall quality?

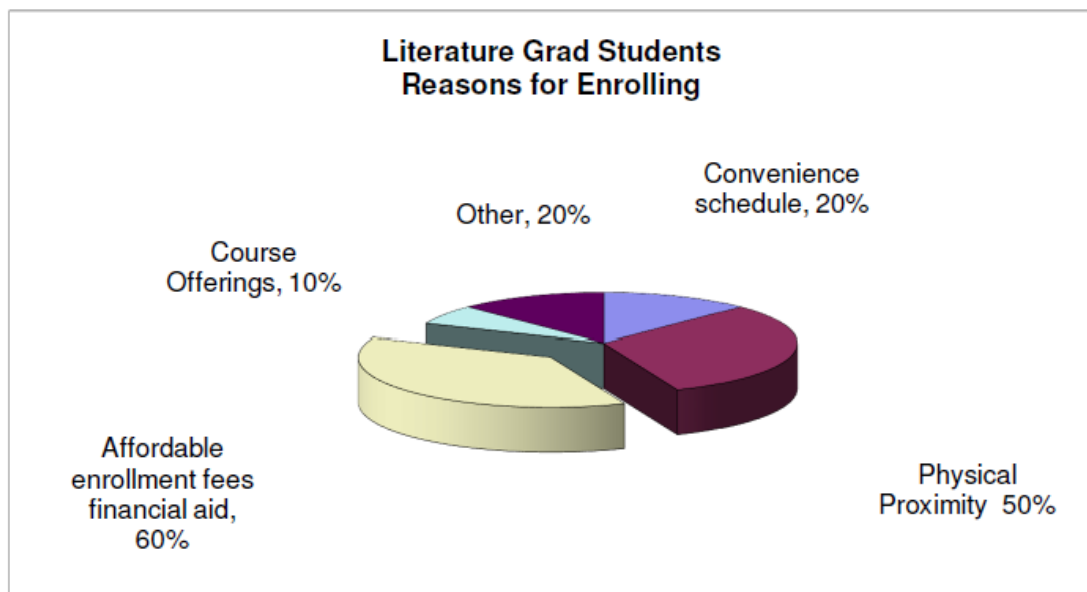
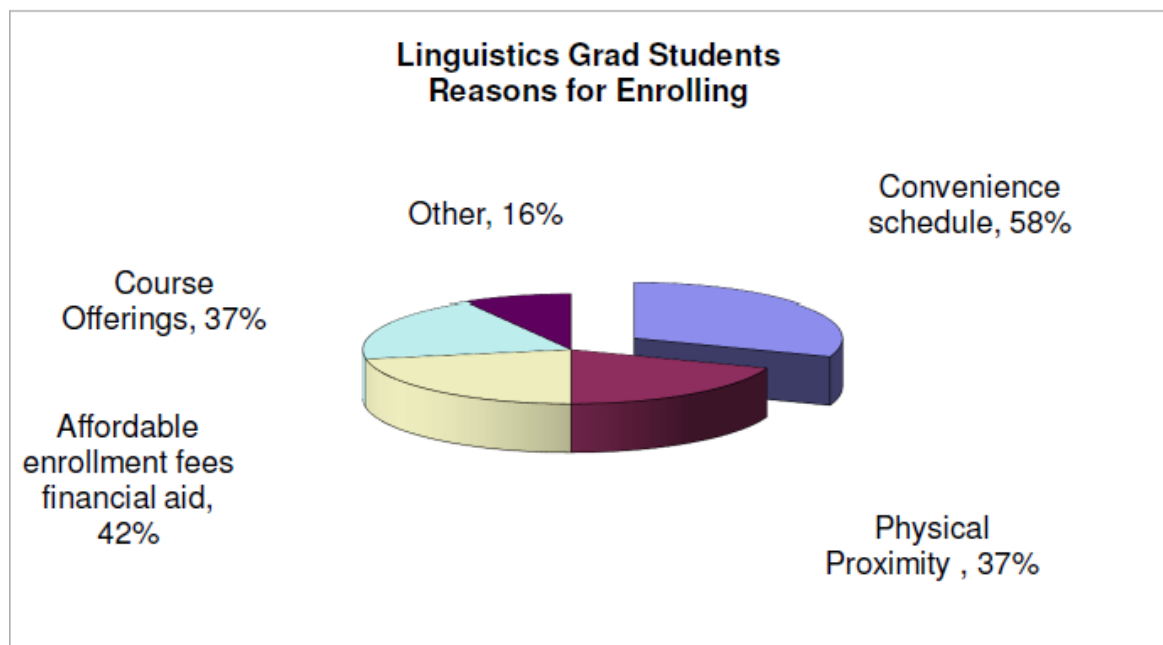
- Yes
- No

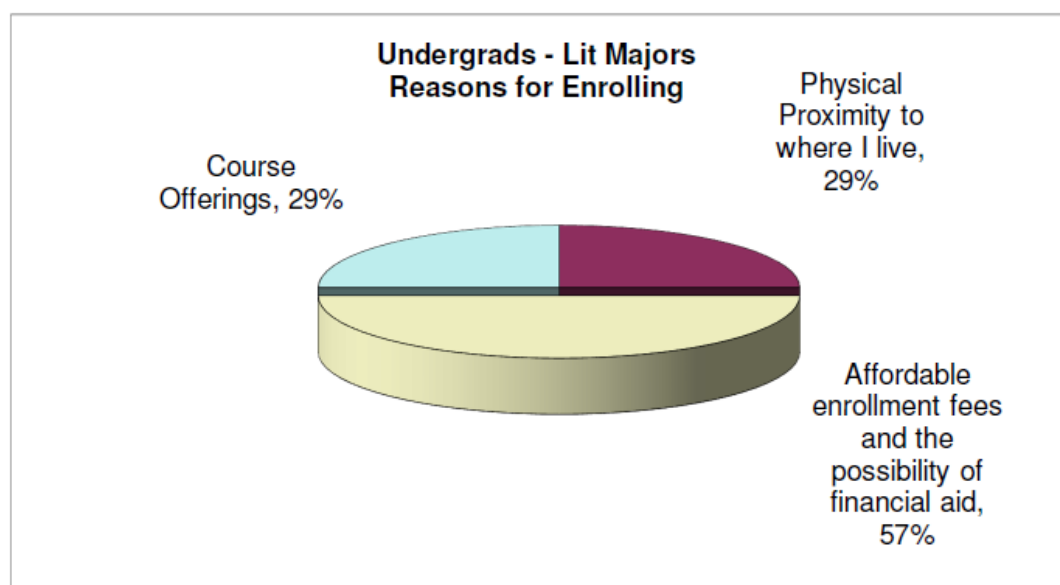
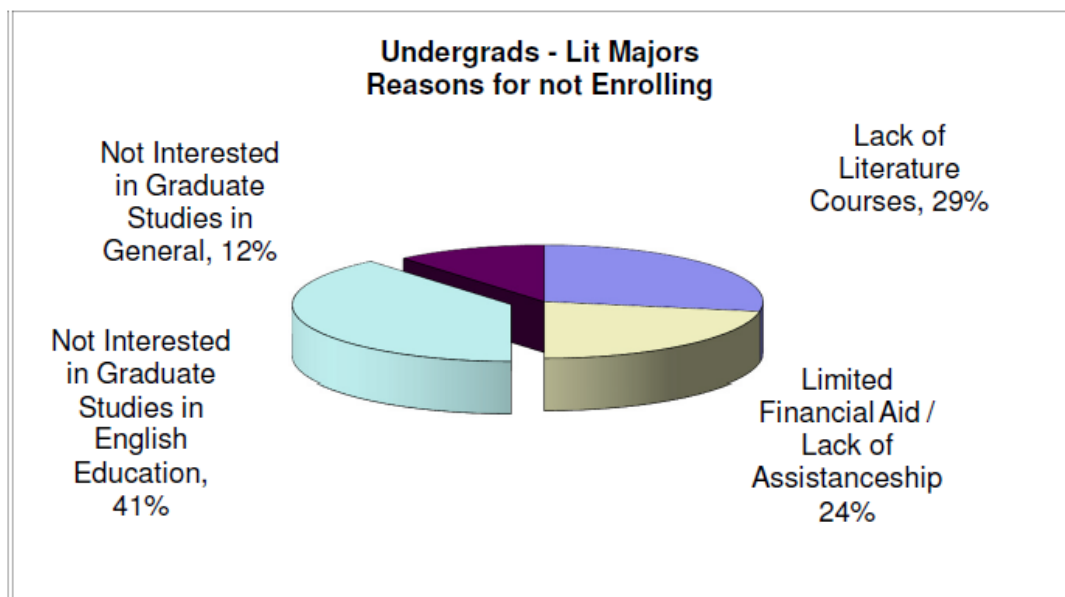
7. Would the creation of two MAEEs be a factor positively influencing your decision to continue your graduate studies here, in Mayagüez?

- Yes
- No

Thank You!

Created by J. Jimenez and V. Messier





Appendix D: contains a list of all faculty in the English Department in the field of literature, listing their highest degrees and areas of specialization.

NANDITA BATRA, *Professor*, Ph.D., 1987, University of Rochester. Research and teaching interests: British Literature (1660 to the present), Postcolonial Studies, Gender Studies, Disability Studies, Anthrozoological Studies, Literary Theory.

RICIA CHANSKY, *Assistant Professor*, Ph.D. 2009, Illinois State University. Research and teaching interests: Literatures of Marginalized Communities, Feminist Theory, Pedagogy, Visual Culture, Autobiography Studies, Cultural Geography Studies.

LAURENCE CHOTT, *Assistant Professor*, Ph.D. 1985, Ball State University. Research and teaching interests: E.E. Cummings, Modern American Poetry, The Literature of Exploration, The Historical Background of Shakespeare's *The Tempest*.

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NICHOLAS HAYDOCK, *Professor*, Ph.D. 1995, University of Iowa. Research and teaching interests: Middle English, Middle Scots, Movie Medievalism, Film, Scottish Makkers, Robert Henryson, William Dunbar, Gavin Douglas, Epic, History of English.

JOSÉ IRIZARRY, *Professor*, Ph.D. 1999, Indiana University of Pennsylvania. Research and teaching interests: Early 20th Century Puerto Rican Writing in the US, African American Intellectual Discourse, Autobiographical Discourse.

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MARY LEONARD, *Professor*, Ph.D. 2003, University of the West Indies. Research and teaching interests: Film, Media, Twentieth and Twenty-First Century Literature.

DARNYD W ORTIZ-SEDA, *Professor*, Ph.D. 1990, Florida State University. Research and teaching interests: Drama, Theater, Short Story, Rhetoric and Composition, Teaching Literature, and Teaching Composition.

LINDA RODRÍGUEZ, *Professor*, Ph.D. 1994, University of Michigan. Research and teaching interests: Caribbean Writers, Women Writers, Creative Writing, and Film.