



The Department
of English



Southern Connecticut State University

**GRADUATE ENGLISH PROGRAM
STUDENT HANDBOOK**

FALL 2006-SPRING 2007

Table of Contents

Beginning Graduate Study	p. 2
Sources of Information about Southern	p. 3
Graduate Advisors	p. 3
Departmental Organization	p. 3
Faculty Information	p. 4
Graduate Research Fellowships and Graduate School Teaching Assistantships	p. 7
Graduate Teaching Assistantships in Composition	p. 7
English Department Graduate Organization	p. 9
English Department Graduate Conference	p. 9
The Thesis Program	p. 9
The Written Comprehensive	p. 12
The Special Project	p. 15
Filing for the Master's Degree and Participating in Commencement Exercises	p. 15
Survival Tips	p. 16
Student Rights and Responsibilities	p. 17
English Department Graduate Course Rotation Plan	p. 18

The url for the English Department Graduate Web Site is
<http://www.southernct.edu/departments/english/graduatepage.htm>

Welcome to the graduate program in English at Southern Connecticut State University. We are confident that you will find the program intellectually stimulating and flexible, geared toward a variety of professional and scholarly goals. This handbook provides a combination of rules, information, and advice to facilitate your progress toward a graduate degree in English. However, the handbook remains a supplement to the publications of SCSU's School of Graduate Studies. Every student should obtain and read these publications, especially the *School of Graduate Studies Catalog*, which describes general requirements and standards as well as university resources.

Beginning Graduate Study

If you were to ask members of the faculty to characterize their own graduate studies, you would likely get a broad range of responses. However, a few general remarks may help you orient yourself to this program.

As a graduate student in any area of specialization, you will be expected to be more self-disciplined and self-directed than a typical undergraduate student. Faculty assume that you are ready to challenge yourself intellectually and they generally see themselves as facilitators and guides rather than instructors, per se. As a graduate student, you will be asked to grapple intensely with secondary sources--criticism, theory, and history--and show their relevance to the literary works under consideration. And finally, you will need to allot more time outside of class to think and to write about the texts you read for class than required as an undergraduate.

Culminating as it does with a capstone experience (a thesis, comprehensive examination or, in the case of the Master of Science with Certification, a special project), graduate study demands that students develop close working relationships with faculty. Your advisor, who will direct your thesis, comprehensive exam or special project, must be someone whose interests relate to your own and with whom you can be open about your progress. Begin early to cultivate working relationships with your professors; get to know them by attending office hours to discuss your work in their courses, your reading, and your ideas.

The department strongly recommends that you take ENG 517 Research Methods and Critical Theory as early in your graduate career as possible, preferably in your first semester as a matriculated student. Questions about course selection and program planning are best handled on an individual basis in consultation with the Coordinator of Graduate Studies or Coordinator of Secondary Education. You may also wish to consult informally with graduate faculty in your area of concentration (for example, creative writing students should make contact with the Coordinator of Creative Writing).

Sources of Information about Graduate Study at Southern

Each student should obtain and refer to the *School of Graduate Studies Catalog*, the *Student Handbook*, and the current *Schedule of Classes*. Students should also refer frequently to the English Department's home page (www.southernct.edu/departments/english/) and its bulletin boards (located outside the English Department office, END 265A) for notices of upcoming events and activities.

Graduate Advisors

In this handbook, you will see repeated references to the importance of your advisor. If you are in the Master of Arts or the Master of Science degree program, your primary advisor is the Graduate Coordinator. If you are in the Master of Science with Certification or the Certification Only program, your primary academic advisor is the Secondary Education Coordinator, although the Graduate Coordinator is responsible for working out your initial planned program. Generally, the role of the advisor is to offer guidance in the completion of the degree.

You may also elect to have an informal advisory relationship with a faculty member. This advisor should be knowledgeable about your area of interest and be someone with whom you can work productively and professionally. For those students who choose to write a thesis, the thesis advisor oversees the drafting of the thesis proposal and the thesis itself. He or she becomes the "first reader," or evaluator, of the thesis and recommends passage, further revision, or failure. For those who choose to take the comprehensive examination, the comprehensive advisor helps develop the reading list for the Subject for Special Study. (For further information about either the thesis or the comprehensive examination option, see the corresponding section of this handbook, or refer to the English Department home page.)

Department Organization

The English Department conducts much of its business through committees. The coordinators and committees directly affecting graduate students are listed below.

Chair of the English Department:	Dr. Robert McEachern EN D265 (B) (203) 392-5526 mceachernr1@southernct.edu
Coordinator of Graduate Studies:	Dr. Kenneth Florey EN D274 (203) 392-6733 floreyk1@southernct.edu
Coordinator of Secondary Education:	Dr. Melissa A. McClain EN D272 (203) 392-6895

smytha2@southernct.edu

Coordinators of Creative Writing:

Mr. Tim Parrish
EN D235
(203) 392-6745
parrisht1@southernct.edu

Mr. Jeff Mock
EN D241
(203) 392-5527
mockj1@southernct.edu

Coordinator of Composition:

Dr. Kelly Ritter
EN D259
(203) 392-7048
ritterk1@southernct.edu

Graduate Committee: Oversees graduate program, including curriculum development, admissions policies and procedures.

Graduate Teaching Assistantship Committee: a subcommittee of the Graduate Committee responsible for overseeing teaching assistantships.

Graduate Admissions Committee: the committee that reviews applications for admission to a program of graduate studies in English.

Graduate Faculty: These faculty teach graduate-level courses and direct theses and examinations.

Graduate Faculty Information

BLACKMER, CORINNE, *Associate Professor of English*; B.A., M.A., Ph.D., University of California at Los Angeles; *American Literature, Gay and Lesbian Literature, The Hebrew Bible*; Office, EN 236D; (203) 392-6715; blackmerc1@southernct.edu

CRAWFORD, ILENE, *Assistant Professor of English*; B.S.S., Cornell College; M.A., SUNY-Binghamton; Ph.D., University of Wisconsin at Milwaukee; *Rhetoric and Composition Studies*; Office, EN 263D; (203) 392-7051; crawfordi1@southernct.edu

ELLIS, SCOTT, *Assistant Professor of English*; B.S., State University of New York; M.A., Radford University; Ph.D., Emory University; Office, EN 234D; (203) 392-6742; elliss3@southernct.edu

FLOREY, KEN, *Professor of English*; B.A., Lafayette College; M.A., Ph.D., Syracuse University; *African-American Literature, History of the English Language, Mythology*; Office, EN274D; (203) 392-6733; floreyk1@southernct.edu

FLUHR, NICOLE, *Assistant Professor of English*; B.A., Wesleyan University; M.A., The University of North Carolina; Ph.D., The University of Michigan; *Victorian Literature, the British Novel*, EN 249D; (203) 396-6739; fluhrn1@southernct.edu

HEIDMANN, MARK, *Professor of English*; B.A., Wittenberg University; M.A., Purdue University; M.Div., M.A., M. Phil., Ph.D., Yale University; *Biblical Literature, Religion and Literature, American Literature*; Office, EN 280D; (203) 392-6718;

heidmannm1@southernct.edu

HOCHMAN, WILL, *Associate Professor of English*; B.A., Hobart, M.F.A., Montana; Ph.D., New York University; *Rhetoric and Composition Studies*; Office, EN276D; (203) 392-5024; hochmanw1@southernct.edu

HOLBROOK, SUE ELLEN, *Professor of English*; B.A., M.A., Ph.D., University of California at Los Angeles; *Composition/Rhetoric, Medieval Literature*; Office, EN252D; (203) 392-6740; holbrooks1@southernct.edu

JOHNSON, BRIAN, *Assistant Professor of English*; M.F.A., Brown; *Rhetoric and Composition Studies*; Office, EN 248D; (203) 392-7049; johnsonb2@southernct.edu

KERR, AUDREY, *Associate Professor of English*; B.A., Rutgers, M.A., Ph.D., University of Maryland; *African-American Literature*; Office, EN 240D; (203) 392-5114; kerr1@southernct.edu

LaROCCO, STEVEN M., *Professor of English*; B.A., University of Massachusetts; M.A., Ph.D., Rice University; *Milton, 17th-Century Literature*; Office, EN 239D; (203) 392-5494; laroccos1@southernct.edu

MACOMBER, MEGAN W., *Professor of English*; B.A., Princeton University; M.A., M.F.A., Ph.D., Cornell University; *Creative Writing/Fiction, American Literature*; EN 250D; (203) 392-6724; macomberm1@southernct.edu

McEACHERN, ROBERT W., *Associate Professor of English*; B.A., Boston University; M.A., Northeastern University, Ph.D., University of Louisville; *Professional Writing, Composition/Rhetoric*; Office, EN 261D; (203) 392-5526; mceachernr1@southernct.edu

MOCK, JEFF, *Associate Professor of English*; B.A., University of Iowa; M.F.A., University of Alabama; *Creative Writing/Poetry*; Office, EN 241D; (203) 392-5527; mockj1@southernct.edu

NEVEROW, VARA S., *Professor of English*; B.A., Nyack College, M.A., Ph.D., New York University; *Women's Studies, Feminist Theory, British Literature*; Office, EN 231D; (203) 392-6736; neverowv1@southernct.edu

OGBAA, KALU, *Professor of English*; B.A., University of Nigeria; M.A., Ohio State University; Ph.D., University of Texas at Austin; *African Literature, African-American Literature; Modern British and American Poetry*; Office, EN 225D; (203) 392-6738; ogbaak1@southernct.edu

PARRISH, TIMOTHY L., *Professor of English*; B.S., M.Ed., Louisiana State University; M.F.A., University of Alabama; *Creative Writing/Fiction*; Office, EN 235D; (203) 392-6745; parrisht1@southernct.edu

PETRIE, PAUL R., *Associate Professor of English*; B.A., Eastern College; M.A., University of Connecticut; Ph.D., University of Connecticut; *American Literature*; Office, EN 251D; (203) 392-6757; petriep1@southernct.edu

RHODES, JAMES F., *Professor of English*; B.S., Holy Cross College; M.A., University of Rhode Island; Ph.D., Fordham University; *Chaucer, Medieval Literature*; Office, EN 233D; (203) 392-6897; rhodesj1@southernct.edu

RITTER, KELLY A., *Associate Professor of English*; B.A. Iowa; M.F.A., Iowa Writers' Workshop; Ph.D., University of Illinois at Chicago; *Rhetoric and Composition Studies*; Office, EN 259D; (203) 392-7048; ritterk1@southernct.edu

ROSSO, GEORGE A., JR., *Professor of English*; B.A., Ohio State University; M.A., San Francisco State University; Ph.D., University of Maryland; *British Romanticism, 18th-Century Literature*; Office, EN 246D; (203) 392-6744; rossog1@southernct.edu

SHEA, MICHAEL, *Professor of English*; B.A., Loyola College; M.A., Ph.D., Miami University of Ohio; *Shakespeare, Contemporary Theatre, Film*; Office, EN 247D; (203) 392-6741; sheam1@southernct.edu

SHIPLEY, VIVIAN, *Professor of English*; B.A., M.A., University of Kentucky; Ph.D., Vanderbilt University; *Creative Writing/Poetry*; Office, EN 245D; (203) 392-6737; shipleyv1@southernct.edu

SONNENSCHN, DANA L., *Associate Professor of English*; B.A., University of Iowa; M.A., Johns Hopkins University; Ph.D., Boston University; *Shakespeare, British Literature*; Office, EN 237D; (203) 392-6735; sonnensched1@southernct.edu

STRETCH, CYNTHIA, *Assistant Professor of Literature*; B.A., Indiana University; Ph.D., University of Iowa; *American Renaissance, American Literature*; Office, EN 243D; (203) 392-5525; stretchc1@southernct.edu

TROY, ROBIN, *Assistant Professor of English*; B.A., Harvard University; M.F.A., University of Montana; *Creative Writing/Fiction*; Office, EN 232D; (203) 392-9636; troyr2@southernct.edu

Graduate Research Fellowships

Information on the Graduate Research Fellowships is available from the Office of Graduate Studies in Engleman B110. Generally, stipends of approximately \$8,000 are awarded each year on a competitive basis to ten full-time students.

Graduate School Graduate Teaching Assistantships

Information on the Graduate School Graduate Teaching Assistantships is available from the Office of Graduate Studies. Generally, stipends of approximately \$16,000 are awarded each year on a competitive basis to ten full-time students. Consult the Graduate Office in Engleman B 110 for further information.

Departmental Graduate Teaching Assistantships in Composition

The graduate teaching assistantship in composition combines theory, experience, and reflection about teaching expository writing in a context of critical thinking and reading. Teaching assistants from previous years have found the assistantship valuable in:

- Discovering a call to teach
- Securing part-time work both here and in area institutions
- Preparing for further study at the Ph.D. level
- Attaining positions in secondary schools.

The assistantship extends over two consecutive semesters. During the fall semester GTAs intern (observe and assist) in a section of our first-semester composition course, English 100, while they simultaneously take English 519 Teaching College Writing. During the spring semester, GTAs teach their own sections of English 100 and are mentored throughout the semester by a designated faculty member.

In mid-March, there will be an opportunity to meet with present and past teaching assistants. This meeting may help you decide to apply and prepare an attractive application. Look for the announcement of place and time.

GTAs in composition receive a stipend of approximately \$5,200 for the academic year..

Application Procedures

Each year up to four graduate students are designated GTAs in Composition. To apply, you must:

- Be a full-time matriculated graduate student in Southern's English program during the 2006-2007 academic year.
- Have completed 6 credits or more in graduate English courses with at least a 3.5 average in those classes; all matriculated students in the English Department Graduate Program, including those newly admitted, who have taken fewer than 6 credits, may also apply, provided that their GPA in undergraduate English courses is 3.5 or higher.

Note: Preference will go to those with a fuller record of academic achievement. When academic achievement is similar, preference will go to applicants with teaching experience (e.g., tutoring, undergraduate teaching, composition internship, student teaching).

You may pick up application forms and detailed guidelines in December from the department office, END 264A, or request to receive them by mail. Although the applications will not be due until May, you may want to get a head start gathering the materials.

GTA guidelines and application forms are available in the English Office (END 264A) or at the English Dept. website (<http://www.southernct.edu/departments/english/gta.html>).

Graduate students who meet the eligibility guidelines, and wish to apply, must complete each of the following steps:

- Fill out the application form.
- Write an essay on how the teaching assistantship will benefit you (directions on application form).
- Include a current curriculum vitae (resume).
- Arrange for your official transcripts, undergraduate and graduate, to be sent to Professor Kelly Ritter.
- Include a clean copy of a recent analytical paper. You may include more than one writing sample. Choose paper(s) that, in your estimation, represents your best writing.
- Include confidential recommendation letters from two faculty members, preferably at least one of whom is a member of Southern's English Faculty. Each letter must be in a sealed envelope signed by the recommender across the flap.
- Submit all your materials in a single envelope, addressed to GTA Selection Committee, which may be mailed or hand-delivered to the GTA mailbox, English Department office, END 264A.

For more information about the assistantships, contact one of the following:

Dr. Robert McEachern, Chair of the English Department (203) 392- 5526
mceachernr1@southernct.edu

Dr. Kenneth Florey, Coordinator of the Graduate Program (203) 392-6733
floreyk1@southernct.edu.

Dr. Kelly Ritter, GTA Coordinator (203) 392-7048; ritterk1@southernct.edu

English Department Graduate Organization

EDGE, which stands for English Department Graduate Ensemble, is the official student organization for graduate students in English at Southern. EDGE sponsors lectures, workshops, and informal get-togethers. If you are interested in getting involved, visit their website at <http://www.southernct.edu/organizations/edge/>.

The graduate program also has an email listserv called EDGE, a mailing list for graduate students where you can exchange ideas, post announcements, and be informed about upcoming scholarly conferences and events in the English Department. To be included on this list, send an email to floreyk1@southernct.edu and simply type in "EDGE subscribe" in the subject area of your form.

English Department Graduate Conference

Each year the English Department hosts a Graduate Student Conference that is open to any graduate student in English throughout the country. Students deliver 6-8 page papers at various workshop sessions that are held throughout the day. Last year over 100 participants and their guests were in attendance. For those of you who plan to further your education and are contemplating college or university teaching, it is essential to build up your academic resume. The English Department Conference is an interesting and challenging way to do so. Look for announcements in the Spring semester.

The Thesis Program For Masters Degrees In English

PLAN A: Twenty-seven semester hours of course work and the thesis--six semester hours.

Eligibility:

Applicants for the thesis must be matriculated students who have completed or are currently completing fifteen credit hours with a 3.0 average. Applicants must complete two courses in their chosen area of concentration before registering for the thesis and M.A. candidates must have completed the language requirement. If the applicant's record is not filed in the English Office, the applicant should request that the registrar's office send a transcript to the Chairperson or Graduate Director.

Registration for Thesis:

In the semester the student wishes to begin work on the thesis, she/he should obtain the proper registration form from the English Office or the Graduate Office (EN 110B) and should register for six credits of ENG 590--THESIS. The six credits are awarded after the thesis has been submitted and approved. Because of the several steps required for final approval of the thesis, it is unusual for a candidate to complete a thesis in one semester.

Choice of Topic:

The thesis should be written on a topic related to the student's area of concentration as established in the planned M.A. program or as elected in the M.S. program. Areas of concentration: American Literature, British Literature, Creative Writing, Composition Theory, Critical Theory, or Women's Studies.

Application for Thesis Advisor:

A student should choose his or her specific topic for research in consultation with the member of the English Graduate Faculty he or she wishes to have as thesis advisor. The student should then make a formal request for the advisor by filing with the chairperson of the department a thesis advisor form, available in the English Office or from the Graduate Coordinator. The Chairperson will appoint a second reader whose name is added to the advisor assignment form. The Chairperson retains the original form and sends copies to the applicant, thesis advisor, second reader, course advisor, Graduate Coordinator, and the English Office file. If a thesis advisor or a second reader is unable to continue to serve, the chairperson appoints a replacement.

Consultation With Thesis Advisor:

Unless the thesis advisor suggests other arrangements, the student should consult the advisor regularly and submit material chapter by chapter for comments and suggestions. While the student is not required to contact the second reader, she or he is strongly urged to submit the completed first draft to the reader for comments and suggestions before the formal submission ten weeks prior to the end of the semester in which she or he intends to graduate. The student is responsible for knowing all dates and deadlines.

Guides for Use in Writing the Thesis:

Students should follow the practices described and illustrated in the SCSU School of Graduate Studies' "Requirements and Guidelines for Graduate Theses" and theses checklist available in the Graduate Office (EN 110B) with notification of your thesis proposal approval. For complete details of manuscript form, the student should consult the most recent edition of the MLA Handbook usually available in the SCSU bookstore.

Thesis Proposal:

Follow the practices detailed in the SCSU School of Graduate Studies' "Thesis Proposal Requirements and Guidelines" available in the Graduate Office (EN 110B). If you have difficulty in applying the guidelines outlined in the Graduate Studies brochure on page four, you may wish to consult the following English Department suggestions. You and your advisor must agree that you have met the Graduate School's five requirements.

To fulfill requirements 1-2:

A specific description of the topic being studied including a statement of its relationship to existing studies of the same author, genre, style, historical period, etc. If, for example, you propose an unprecedented critical reading of an author's works or wish to concentrate on a relatively neglected topic or work or if you decide to re-examine previously unresolved issues, you should note such a direction.

To fulfill requirements 3 and 5:

A complete bibliography of primary readings and an annotated bibliography of secondary readings that suggests the critical orientation and general relevance of the work to the thesis topic.

To fulfill requirement 4:

Describe what critical approach or approaches you will use (e.g. historical, structuralist, post-structuralist, Freudian, Marxist, feminist, reader-response, close textual analysis, etc.) including a statement describing why that is appropriate.

Submission of Thesis Proposal:

Follow the procedure detailed in the SCSU School of Graduate Studies' "Thesis Proposal Requirements and Guidelines," remembering that the thesis proposal must be completed and accepted by the Graduate School by the end of the semester in which the student registers for ENG 590.

Evaluation of Thesis:

Faculty readers will be guided in their evaluation of theses by the following considerations: the topic must be substantial and clearly defined, and the outline and development of material should demonstrate logical thinking. The thesis must represent careful analysis of primary materials and appropriate synthesis of secondary materials. The final manuscript must be consistent with the principles enunciated in the "Graduate Studies' "Requirements and Guidelines for Graduate Theses" and MLA Handbook. A grade of commendation will be awarded when both readers and the chairperson agree that the scholarship and writing are of unusual merit. The criteria for the evaluation of creative writing theses is detailed in a separate statement.

Submission of the Completed Thesis and Abstract:

An original and one copy of the completed thesis should be given to the thesis advisor, who will submit the copy to the second reader. When the advisor and the second reader have both approved the thesis, they will indicate their approval on the signature page of the original completed thesis. Since the advisor or the second reader may require minor or major revisions before approving the thesis, the student must include adequate time for potential revisions in his thesis calendar (see below). Neither reader will sign the signature page until final revisions and retyping, if necessary, have been satisfactorily completed. If a grade of commendation is to be awarded, the thesis advisor appends to the signature page a brief citation signed also by the second reader and the chairperson.

Dates for Submission of Theses:

For graduation in January or May:

Ten weeks prior to the end of the semester: submit two copies of the completed draft to the advisor.

Six weeks prior to the end of the semester: If revisions and/or retyping have been necessary, submit two final copies of the thesis to the advisor.

Four weeks prior to the end of the semester: Advisor returns the original and one copy of the approved signed thesis to the student who submits the original approved signed thesis with two copies of the approved thesis abstract and the title page to the Dean of the Graduate School.

Note: Theses received in the graduate office later than four weeks prior to the end of the semester will be reviewed for approval, but the student will not receive the degree until next formal awarding of diplomas. The student can, however, request an official letter from the registrar certifying the completion of all work for the degree as soon as the thesis is approved by the Dean of the Graduate School.

The Written Comprehensive Exam for Masters Degrees in English

Please Note: The comprehensive is currently undergoing revision. Until such time, however, as the new exam is implemented, students choosing Plan B will be responsible for meeting the criteria listed below.

Plan B: Thirty-three semester hours and the written comprehensive examination.

Eligibility:

Applicants for the examination must be matriculated students who have completed or are currently enrolled in courses which will complete thirty credits with a 3.0 average. M.A. candidates must have completed the language requirement. If the applicant's record is not filed in the English office, the applicant should request that the registrar's office send a transcript to the chairperson.

Application for Comprehensive Examination:

After consulting with the member of the English Graduate Faculty you wish to have as a comprehensive advisor, the student should make a formal request for the advisor by filing with the chairperson of the department an advisor assignment form, available in the English office or from the Graduate Coordinator. You must provide the advisor with a list of courses you have taken in your area of concentration as well as a list of professors you have studied with. Working with those lists, the advisor chooses the member of the examining committee responsible for making up Part II of the comprehensive while the chairperson selects the member responsible for Part III. The chairperson adds the names of the second and third examiners to the advisor assignment form, retaining the original and sending copies to the applicant, comprehensive advisor, second and third examiners, course advisor, graduate coordinator and the English office file. If a comprehensive advisor or a second or third examiner is unable to continue to serve, the chairperson appoints a replacement.

Subject for Specific Study:

In consultation with the advisor, you must select a subject for specific study and research on which you will be examined in one section of the examination. MA students should develop a topic from their area of concentration. MS students should choose a subject from an area in which they are most interested and/or from which they have completed the majority of their course work. Note that since creative writing is not an appropriate concentration for comprehensive examination, all students in the MA program who are specializing in creative writing must complete a thesis. The advisor and student make up a reading list which the student uses in the examination--a reading list containing no more than fifteen primary titles and five secondary titles. When your specific study and research have been completed, you must prepare a summary statement and an annotated bibliography of the project completed. Three copies of the statement and bibliography--one for each member of the examining committee--must be submitted to the advisor a month before the date of the examination.

The Written Comprehensive:

The examination is designed as a three-hour. It will be divided into three parts:

1. One hour is devoted to the subject chosen for specific study (see above);
2. One hour is devoted to general questions on the literary period or general academic area from which the subject for specific study was chosen. The chronological boundaries of the literary period are determined in consultation with the member of the examining committee responsible for preparing questions for this part of the examination. The student is expected to be familiar with representative works by the major authors of the literary period. There may be a

relationship between the questions in Part I and Part II: i.e. the subject in Part I may be applied in another context in Part II;

3. One hour is devoted to general questions relating to the work done in the student's area of concentration, the student choosing three specific courses from the area of concentration he or she wishes to be examined upon. Again, the student is responsible for representative works by the major authors in three courses. The questions in Part III are not related to questions in Part I and Part II; i.e., questions will exclude any reference to the subject in Part I or its implications in Part II.

The advisor, after consulting with the student, will set the time and place for the examination. A copy of a typical examination is kept on file in the office of the English Department for the student to consult.

The student is asked to make an appointment with the other members of the examining committee to establish general guidelines for the student to follow in preparing for Part II and Part III of the comprehensive examination. The student may also be asked to become familiar with additional bibliographical sources not necessarily those which appeared in the annotated bibliography submitted for Part I.

Format of the Examination:

For each part of the three-hour examination, three questions will be given. The student selects one question from each part. The advisor is responsible for making up questions for the first part of the examination; the other members of the examining committee make up the remaining questions.

Evaluation of the Examination:

A grade of distinction is awarded when all the examiners agree that the scholarship and writing on the examination reflect unusual merit. A grade of passing will be awarded when all the examiners agree that the three parts are of at least low passing quality. At the discretion of the committee, an applicant may be permitted to retake one failed section of the examination (with new questions) within a month if the other two sections of the examination are satisfactory. A final grade of failing is given when the examiners agree that the three parts are not of at least low passing quality. After failing, an applicant must wait one semester before reapplying to take the comprehensive. According to Graduate School Policy, failure in this second examination results in dismissal from the program and exclusion from further candidacy.

In evaluating the examination, the committee will be guided by the following considerations: the essays must respond to the specific demands of the exam questions and must reflect sound knowledge of the works and ideas being examined. The entire exam should demonstrate the mastery of standard essay-writing practices. The advisor

transmits two copies of the Graduate Program Comprehensive Report to the Dean of the Graduate School who then sends one to the student and one to the Records Office.

Deadline Dates for the Examination: (scheduled approximately two and a half months following the initial conference):

	January Graduation	May Graduation
Initial conference with advisor: Submission of statement and Bibliography:	September 15	January 30
Last date for examination	October 30	March 15
	November 30	April 15

The Special Project for Master of Science With Certification Program

All students enrolled in the Master of Science With Certification Program must complete a special project (Plan C) rather than a thesis (Plan A) or a written comprehensive exam (Plan C) for their culminating experience. In general, this special project is done in conjunction with either EDU 490, EDU 497, or EDU 498 and consists of the development of an extensive lesson plan. Check with the Coordinator for Secondary Education, Dr. McClain, for further details.

Filing for the Master's Degree and Participating in Commencement Exercises

When you are nearing the completion of your degree requirements, you will receive a letter from the Graduate School containing the following information:

Graduation

The awarding of a master's degree or a sixth year diploma is not an automatic process. Students must apply for graduation. Students should obtain a "Graduate Degree Application" form from the Records Office, complete it, and return it to the Records Office by the appropriate deadline. The Records Office processes all applications for graduation and notifies students of their eligibility to graduate. Any student who does not submit a Graduate Degree Application to the Records Office by the established deadline will not graduate. Degrees are issued three times a year, in January, May, and August. The deadlines for the applications are established by the Records Office.

Commencement

Students who have been cleared for graduation by the Records Office are eligible to participate in the Graduate Commencement ceremony. Students planning to participate in the May commencement exercises must complete a commencement survey form

(attached to the letter from the Graduate School) and return it by the stated date. Early in the following calendar year, the Graduate School will send a “Commencement Participation” form to students who have returned the survey. Submission of this form will serve as a formal statement of your intent to participate in the commencement ceremony.

If you do not plan to participate in the commencement ceremony, but expect to complete all degree requirements during the coming year, you only have to submit the Graduate Degree Application form to the Records Office. Please note, you **must** submit the Graduate School commencement survey form if you plan to take part in graduation exercises. If you simply apply for graduation through the Records Office, you will receive a degree but cannot participate in the ceremonies.

Survival tips

Get to know the professors. Learn what faculty members teach and what are their areas of scholarly interest. Meet and speak with those faculty members whose interests relate to your own. Discuss the courses they will be offering in the upcoming semester in order make informed decisions about your schedule.

Be open with your advisor. Discuss you goals for graduate school and beyond, as well as your priorities regarding work and school. Devise a manageable timeline.

Develop a plan of study. For major milestones in your graduate career, such as a thesis or exam, meet with your advisor at the beginning of the semester and work out a tentative schedule for completing the necessary steps. **You are responsible for meeting Graduate School dates and deadlines.**

Balance work and school. Realistically, if you are working part-time, you should not take more than nine credits per semester. If you work twenty or more hours per week, you should not take more than six credits, though three credits may be preferable. Again, this is something you should discuss with your advisor.

Read the bulletin board. Announcements for lectures, colloquia, reading/study groups, and social activities, plus calls for papers, and graduate program advertisements are posted on the bulletin board outside the English Department office.

Attend colloquia, lectures, and social activities. These extra-curricular events will enliven your academic experience. Consider joining EDGE, the English Department Graduate Organization. Submit a paper proposal for the English Department Graduate Conference that is held every Spring at Southern.

Set up and use your email account. As a registered student, you have access to an email account through the university. To sign up for a SouthernCT Account, go to Jennings 130 with a picture ID. You may wish to subscribe to various listservs and discussion groups relating to your field(s) of interest. Talk to your professors about

likely possibilities or search the web. Be sure to check out the Buley Library User Guides for American and English Literature at <http://library.scsu/litbib.html>.

Check the English Department website regularly at:

<http://www.southernct.edu/departments/english/> .

Dr. Kenneth Florey and others maintain the department's website where you can find information about careers related to English studies, links to professional organizations, conference announcements and calls for papers, links to library and information resources, faculty and course websites, and other pertinent information about the program, the university, and the profession. The graduate program component of the English department site can be found at

<http://www.southernct.edu/departments/english/graduatepage.htm>.

Use your graduate catalog. The *School of Graduate Studies Catalog* includes the following information:

Admissions Procedures

English Course Offerings

Degree Options

MA in English

MS in English

MS/Certification in Secondary Education

Teacher Certification

Exit Requirements in English Studies

Thesis Option

Comprehensive Examination Option

Financial Aid

Graduate Research Fellowships

Graduate Teaching Assistantships in Composition

Departmental Policy on Institutes (accelerated courses)

Related information can also be found on the English Department homepage:

<http://www.southernct.edu/departments/english/>

and on the Graduate School homepage.

<http://www.southernCT.edu/2ndlevel/graduatestud.php3>

Students' Rights and Responsibilities

- Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The University affirms the basic right of all members of the University community to free inquiry, responsible discussion, and the uninterrupted pursuit of all activities normally associated with the operation of Southern Connecticut State University.
- The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be

conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the Graduate School.

- Detailed University regulations are printed in a number of University publications that supplement this catalog, e.g., the *Student Handbook*, the *Southern News* (the student newspaper), *Schedule of Classes*, and bulletins distributed by administrative offices. Students who ignore these public announcements or who fail to act in accordance with them may be liable to penalties, such as extra fees, fines, disciplinary probation, suspension, or expulsion from the University.
- The Student Bill of Rights and the Student Code of Conduct are printed in the *Student Handbook* (available in the Office of Student Affairs) to help students understand their rights and responsibilities as members of the University Community. The Student Code of Conduct does not replace or relieve the requirements of civil or criminal laws.
- All students are expected to maintain acceptable standards of conduct while on the University campus, on property controlled by the University or University affiliates, and in connection with off-campus University activities.
- All members of the University community must carry on their person an official University identification card, and must present it on request by a University official or Campus Police. Those who cannot produce a University identification card on request may be asked to substantiate their reason for being on campus. Any person not a member of the University student body, faculty, or staff who participates in behavior contributing to the disruption or obstruction of the activities and operation of the University may be subject to exclusion from the campus and/or to civil arrest. All University regulations apply to part-time as well as full-time students, faculty, and staff. All others also are expected to abide by all University regulations.
- Pursuant to the rules set forth in the Collective Bargaining Agreement, the University Senate document “Procedures for Grade Change,” and the Student Handbook, the Personnel Committee of the English Department shall be the authorized committee to hear and decide appeals for changes of course grades which are referred to the committee by the Chairperson of the Department or the Dean of Arts and Sciences.

English Department Graduate Course Rotation Plan

COURSES TO BE OFFERED EVERY SEMESTER

Eng 502/3--Prose Fiction Writing I and II

Eng 506/7--The Writing of Poetry I and II

Eng 517—Research Methods and Critical Theory

COURSES TO BE OFFERED EVERY FALL

Eng 504—The Teaching of Writing
 Eng 505—Applied English Linguistics
 Eng 580—Chaucer
 Eng 519—Teaching College Writing

COURSES TO BE OFFERED EVERY SPRING

Eng 510—History of the English Language
 Eng 522—Wright, Ellison, and Baldwin

COURSES TO BE TAUGHT EVERY THIRD SEM. BEGINNING SPRING 2004

Eng. 584--Milton

COURSES TO BE TAUGHT EVERY OTHER FALL

Eng 508—Contemporary Critical Theory (even years)
 Eng 523—Contemporary African American Literature (even years)
 Eng 524—Harlem Renaissance (odd years)
 Eng 536—The Early Victorians (odd years)
 Eng 555—18th Century Literature (even years)
 Eng 568—The American Novel 1900-1945 (even years)

COURSES TO BE TAUGHT EVERY OTHER SPRING

Eng 537—The Later Victorians (even years)
 Eng 538—The Victorian Novel (odd years)
 Eng 542—Shakespeare (odd years)
 Eng 557—The Romantic Period (odd years)

COURSES TO BE TAUGHT EVERY THIRD FALL

Eng 567—Twain, Howells, and James (2003)

COURSES TO BE TAUGHT EVERY THIRD SPRING

Eng 514—Medieval Literature (2008)
 Eng 564—Poe, Hawthorne, and Melville (2007)
 Eng 565—Emerson, Thoreau, Whitman (2008)
 Eng 566—20th Century American Poets (2006)
 Eng 581—Medieval Women (2008)
 Eng 583—Arthurian Literature (2006)

COURSES TO BE TAUGHT EVERY FIFTH SEMESTER

Eng. 552—The English Renaissance (Beginning Spring '06)

SCHEDULED IRREGULARLY

Eng 515/16—Writing the Novel I and II
 Eng 521—Feminist Theory

Eng 559—Twentieth Century English Literature

FALL 2006

Eng 502/3—Prose Fiction Writing I and II
Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 506/7—The Writing of Poetry I and II
Eng 508—Contemporary Critical Theory
Eng 517—Research Methods and Critical Theory
Eng 519—Teaching College Writing
Eng 523—Contemporary African American Literature
Eng 555—18 th Century Literature
Eng 567—Twain, Howells, and James
Eng 568—The American Novel: 1900-1945
Eng 580—Chaucer

SPRING 2007

Eng 502/3—Prose Fiction Writing I and II
Eng 506/7—The Writing of Poetry I and II
Eng 510—The History of the English Language
Eng 517—Research Methods and Critical Theory
Eng 522—Wright, Ellison, Baldwin (offered during day only)
Eng 538—The Victorian Novel
Eng 542--Shakespeare
Eng 557—The Romantic Period
Eng 564—Poe, Hawthorne, and Melville
Eng 584--Milton

FALL 2007

Eng 504—The Teaching of Writing

Eng 505—Applied English Linguistics
Eng 506/7—The Writing of Poetry I and II
Eng 515/16—The Writing of the Novel I and II
Eng 517—Research Methods and Critical Theory
Eng 519—Teaching College Writing
Eng 524—The Harlem Renaissance
Eng 536—The Early Victorians
Eng 567—Twain, Howells, James
Eng 580--Chaucer

SPRING 2008

Eng 502/3—Prose Fiction Writing I and II
Eng 506/7—The Writing of Poetry I and II
Eng 510—History of the English Language
Eng 514—English Medieval Literature
Eng 517—Research Methods and Critical Theory
Eng 522—Wright, Ellison, and Baldwin (offered during day only)
Eng 537—The Later Victorians
Eng 565—Emerson, Thoreau, Whitman
Eng 581—Medieval Women

FALL 2008

Eng 502/3—Prose Fiction Writing I and II
Eng 504—The Teaching of Writing
Eng 505—Applied English Linguistics
Eng 508—Contemporary Critical Theory
Eng 506/7—The Writing of Poetry I and II
Eng 517—Research Methods and Critical Theory
Eng 519---Teaching College Writing
Eng 523—Contemporary African American Literature
Eng 536—The Early Victorians
Eng 559—20 th Century English Literature
Eng 580—Chaucer
Eng 584-- Milton

SPRING 2009

Eng 502/3—Prose Fiction Writing I and II

Eng 506/7—The Writing of Poetry I and II

Eng 510—History of the English Language

Eng 517—Research Methods and Critical Theory

Eng 522—Wright, Ellison, and Baldwin (offered during day only)

Eng 537—The Later Victorians

Eng 542--Shakespeare

Eng 552—The English Renaissance

Eng 566—20th Century American Poets

Eng 569—The American Novel Since 1945

Eng 583—Arthurian Literature