

**New Mexico Highlands University**

**Department of English and Philosophy**

**Master of Arts in English**

**Graduate Student Handbook**

**2007-9**

**New Mexico Highlands University  
Department of English and Philosophy  
Master of Arts in English  
Graduate Handbook  
2007-2008**

**Program Description:**

The M.A. in English offers advanced instruction in the following areas: literature; language, rhetoric and composition; and creative writing. The program serves the needs of regional secondary school teachers, prospective community college teachers, students who plan to enter Ph.D. programs, and students who seek stronger credentials in English for careers in journalism, publication, or professional writing.

**Academic objectives:**

- To provide solid grounding in advanced research methods for the study of English literature, rhetoric, composition and creative writing;
- knowledge of the history and development of the English language and literature in English;
- current theories in linguistics, literary criticism, rhetoric and composition; and,
- instruction in the preparation of a thesis

**Curriculum**

The curriculum is commensurate with that of other M.A. programs throughout New Mexico and the United States and compatible with accreditation standards of the North Central Association of Colleges and Secondary Schools.

1. Credit Hours: This program (36 credits) has three components:

- a. Core requirement courses (9 credits)
- b. Electives (21 credits)
- c. M.A. Thesis (6 credits)

- \*Students must earn 15 credits at the 600 level. 6 of these credits may be devoted to thesis work.
- \* Only 6 of the 36 credits required for the M.A. in English may be taken outside the English program.
- \* There are no course substitutions for program requirements.
- \* All required courses must be taken at NMHU.

**A. Core Courses (required of all students, and they must be completed the first semester they are offered).**

Engl 601	Research Methods in English (Students must complete Engl 601 with a minimum grade of "B").	3
Engl 541	History of the English Language	3
Engl 502	Literary Theory	3
	<u>Total Core Credits</u>	9

### **Required of Teaching Assistants on Graduate Assistantships**

Any student on an English Graduate Assistantship must enroll in any supported semester for at least 6 credits in English.

Teaching assistants are required to take: Engl 515 – Methods of Tutoring and Teaching Writing. 3 units.

Teaching assistants are required to audit Engl 317 – Introduction to Modern Grammar in their first semester.

### **B. Electives (21 credits): Emphasis areas: (1) literature, (2) language, Rhetoric, and Composition**

Students who are following a program of study for an emphasis area should take at least 9 hours of electives in that emphasis area. However, while we have identified 3 plans of study, students may select other electives better suited to their individual interests.

Please note that for Creative Writing students, 3 of their 9 credits must be in Engl 671.

Electives may also include other faculty-approved courses.

### **Recommended Electives**

#### **Literature Emphasis**

Engl 511	Major American Writers (a major author or authors, genre, tradition, etc.)
Engl 512	Major British Writers (a major author or authors, genre, tradition, etc.)
Engl 513	Major World Writers (a major author or authors, genre, tradition, etc.)
Engl 514	Literary Realism
Engl 521	Chaucer
Engl 522	Shakespeare (different courses in Shakespeare are offered)
Engl 545	Cultural Criticism and Theory
Engl 591	Arthurian Literature
Engl 634	Varieties of Romanticism
Engl 641	History of Popular Literature
Engl 650	Seminar: Major American Poets
Phil 540	Philosophy of Art and Aesthetics
Span 560	Survey of Hispanic Literature of the Southwest
Span 652	Contemporary Chicano Writers of the Southwest

#### **Language, Rhetoric, and Composition Emphasis**

Engl 500	Creative Writing: Experimental Fiction
Engl 501	Creative Writing: Advanced Poetry
Engl 515	Methods of Tutoring and Teaching Writing
Engl 543	Sociolinguistics
Engl 561	Rhetoric and Reality
Engl 563	Women and Rhetoric
Engl 565	Non-Fiction Prose
Engl 585	Stylistics
Engl 651	Images and Words: Semiotics
Engl 661	Literacy and Orality
Engl 671	Creative Writing Workshop
MArt 546	Screenwriting

### **Creative Writing Emphasis**

Engl 500	Creative Writing: Experimental Fiction
Engl 501	Creative Writing: Advanced Poetry
Engl 671	Creative Writing Workshop
Mart 546	Screenwriting

**Total Elective Credits for all Emphasis Areas:** 21

**Thesis** (required for all emphasis areas) Total Thesis Credits: 6

**TOTAL M.A. CREDITS: 9 required, 21 elective, 6 thesis** 36

### **C. Independent Studies**

Graduate School policy dictates that one independent study of 3 credits may count toward a student's 36-credit program.

Students interested in pursuing independent studies must submit proposals to the Graduate Committee in English the semester before the intended semester of study. The deadline will be announced each semester by the Director of Graduate Studies. All independent study proposals must be approved by the Graduate Committee.

#### Evaluation of Independent Study Proposals

Independent study proposals are approved as program resources allow. Proposals are evaluated according to the following criteria:

Faculty Expertise: The selection of a faculty member to direct a particular independent study should be appropriate to their area(s) of expertise.

Course Duplication: An independent study cannot duplicate the content of a course offering.

Student Competency: An independent study should not be used as an introduction to a subject area. The student should have already studied the topic and now be proposing a more particular focus.

Student Need: If a student needs a particular course for graduation, this can usually be accomplished through course substitutions, with the exception of program requirements. If the student needs a particular body of knowledge, it may be more appropriate to audit or to take thesis hours.

Student GPA: The student should have demonstrated the ability to work independently and be in good academic standing (i.e. minimum GPA of 3.0+)

### **D. Language Requirement**

In addition to the 36 credits required for the M.A., students must demonstrate reading knowledge of a language other than English. The language requirement may be fulfilled by:

- 1) completing the final course of a four-semester undergraduate sequence in a language with a grade of "B"
- 2) completing a 300 or 400 level course with a grade of "B"

- 3) passing the Princeton language test; or
- 4) passing a comparable test administered by the English Program

Please note: The “comparable test” is administered by faculty in the English Program and must be coordinated and approved by the chair of the student’s thesis committee. The test will run for one hour, and students will be expected to provide a written translation in coherent English of a 500-word passage from a scholarly article selected by faculty. The exam reflects the work expected in the final course of a four-semester undergraduate sequence. The exam is graded on a pass/fail basis. A “Pass” translated text would contain main ideas and important details of the foreign language text. It should consist of grammatically correct sentences, which form a coherent text that could stand on its own as an understandable piece of prose.

Students may take a dictionary, verb lists, and grammar books into the exam room.

Students will take the exam at an NMHU location designated by the faculty exam administrator (the department office or the administrator’s office). The Director of Graduate Studies in English must receive written confirmation from the faculty exam administrator that the student has passed the exam. It is the responsibility of the students to ensure that this written confirmation appears in their files.

The language requirement must be satisfied with the appropriate notification in student files before students can stand for their thesis defense.

## **E. Thesis Preparation**

### **1. Thesis Committee**

By the end of the second semester of their first year, students should have selected a thesis committee. The thesis committee is made up of three faculty: a Thesis Director (tenure-track faculty in the English Program); a Second Reader (faculty from the English Program); and a Third Reader (preferably faculty from some other related discipline, e.g. Philosophy, History, Anthropology, Drama, Psychology, Spanish, etc.).

During the first year of study, students should meet with different faculty in the English Program to work out whom they would like on their committee. Once they have decided on their committee, they must complete the **“Exam and Committee Information & Thesis Project Intent”** form (**See page 15 of this handbook**). Students must attach to this form a two-hundred word description/abstract of their thesis topic that has been approved by their thesis director. After being signed by the appropriate faculty, the form should be filed with the director of graduate studies.

The student must submit the completed form and abstract by mid-term break in the semester before first enrolling for thesis credit hours.

After filing this form with the director of graduate studies, students must work with their thesis director to prepare their actual thesis synopsis and reading list for submission to the graduate committee two weeks before the end of the same semester.

### **2. Thesis Reading List & Synopsis**

The reading list includes a list of primary and secondary sources from which the student is developing his or her thesis. Annotations are encouraged. The reading list must also include a one-page “working” synopsis or description of the thesis topic that provides a rationale for the texts selected. The length of the reading list can vary from 2-4 pages, depending on the thesis concentration. After the reading list for the qualifying exam and thesis is developed by the student, the thesis director will approve it. It will then be reviewed for approval by the Graduate Committee. Reading lists must be submitted to the Director of

Graduate Studies for Graduate Committee approval in the semester previous to the semester the student plans to take the exam. For students beginning their studies in the fall, their reading list and synopsis should be submitted by the third week in April. For students beginning their studies in the spring, their reading list and synopsis should be submitted two weeks before the end of the semester. Please note that the student's primary examiner must approve this list (and sign it) before the student submits it to the Director of Graduate Studies. Reading lists without primary examiners' signatures will not be accepted.

### **3. Qualifying Examination**

MA students in English are required to take a three-hour written qualifying exam designed to prepare them for work on their thesis.

The student chooses a primary examiner from the department faculty (usually the Thesis Director). The faculty member must then sign the Exam and Committee Information sheet to indicate acceptance. The primary examiner chooses a second reader to grade the exam (usually another member of the thesis committee).

The primary examiner designs the exam questions, and administers and grades the exam with a Pass or Fail. If a student fails the exam, they will be asked to sit it a second time. Students will be informed in writing of their exam results.

The primary examiner designs the exam questions from the student's Reading List approved by the Graduate Committee. Students usually answer two exam questions in the three hours.

The purpose of the exam is to test students' knowledge of their chosen field based on the Reading List. Therefore in answering the questions, students must demonstrate a familiarity both with recent criticism on their subject as well as a sound knowledge of their primary source material. An outstanding Qualifying Exam will directly answer all facets of the exam question. It will draw connections between a large number of texts on the Reading List, showing how they are in dialogue with one another. It will demonstrate familiarity with recent scholarship in the field. And it will include an in-depth examination of several primary sources.

For students who plan to graduate in two years, the qualifying exam must be taken by the end of the third semester. (Please see program schedule below for further clarification.)

If you do not plan to finish in two years, please note the following. A student must have completed the qualifying exam before the semester s/he intends to defend the thesis. A student cannot take the qualifying exam during the last semester of their program of study.

### **4. Thesis Proposal**

The Thesis Proposal must be presented to the department at least one semester before the student intends to defend.

**The standardized format for all proposals is as follows:**

Title page and the following three parts:

- 1) outline (1-2 pages)
- 2) text (3-5 pages)
- 3) bibliography (2 pages)

**All Proposal Presentations:** Presentations will last twenty minutes followed by twenty minutes of questions and comments.

In general, the proposal serves as a recipe or a “map” for the thesis. The proposal should say enough about the area and topic to show that the student has the preliminary knowledge to get started and sufficient sense of direction to carry the work forward. The student is not expected to know all the conclusions in advance, but should be able to indicate the dimensions of the topic and the direction of the study. The student should be as detailed and specific as possible while still keeping his or her mind open to potential findings and shifts in the original hypothesis.

Regardless of the student’s concentration, successful proposals do the following things:

1. Clearly describe the issue of the thesis in the first paragraph. Establish the student’s intent.
2. State the working thesis clearly.
3. Outline the questions the student plans to address in the thesis.
4. Locate the topic and its focus in the field. This will often consist of a literature review in which the student identifies issues that need more attention or approaches that have not been exhausted. In addition, describe the angle of approach within the context of existing literature.
5. Establish a strong research design, theoretical framework, or methodology for the study. What scholars and theorists frame the approach? Include a discussion of sources; tell where they can be found and how they will be used.
6. Describe the topics the student plans to cover in each chapter of the thesis.
7. Speculate upon potential results of the study.
8. Discuss the importance of the study to the field. Explore the relevance of the work to the “big picture.”

In addition, the Creative Writing Thesis Proposal should describe the proposed writing, specifying genre, theme, and scope. If the proposal involves a collection of stories, essays or poems, students should identify the unifying principle in the collection. The proposal should contain an assessment of the material the student has already written in relation to the project, a description of the kinds of work that remains, and a statement of projected length.

**F. Thesis** (See Guidelines for MA Theses on **pages 9-14** of this handbook).

The M.A. thesis should range from 50-100 pages in the format appropriate to the students’ focus.

Students must form a thesis committee consisting of a director, a second department member, and an outside member. The outside member may be a member of another department or university (pending Graduate School approval) provided the member is willing to attend the proposal presentation and the defense.

Students not making satisfactory progress with their thesis will be informed by their Thesis Director in a timely fashion.

### **Oral Defense of Thesis**

In order to defend the thesis, a student must have completed all other program requirements. Committee members must receive copies of the completed thesis at least three weeks before the defense date. (This should not be the first time the members see the thesis). These copies should be as polished as possible and must follow the format prescribed by the Graduate School. (Style packets are available in the library.)

The format for the defense requires that the candidate deliver a 35-40 minute presentation to an open audience, followed by 10 minutes of questions and comments. The general audience will then leave so that the thesis committee may examine the candidate rigorously in private.

**Once the defense has been successfully completed, it is the student's responsibility to ensure that the thesis is passed through the proper channels and the degree conferred. Please refer to the NMHU Graduate School Handbook for the university-dictated timeline for graduation.**

### **Academic Progress**

Throughout the completion of their M.A., students must maintain a cumulative 3.0 GPA. If a student earns a "D" or lower, s/he will need to make up the graduate credits by taking an additional course. If a student's cumulative GPA falls below 3.0, the student will be placed on academic probation for the following semester. Failure to achieve a cumulative GPA of 3.0 in the probationary semester may result in suspension from the program. As mentioned above, students making unsatisfactory progress on their thesis will be informed by their Thesis Director in a timely fashion.

### **Annual Review of Graduate Student Performance**

Graduate students are members of the profession, "junior colleagues" of the faculty. Consequently they are expected to behave in ways that demonstrate responsibility for their work and respect for the work of students and colleagues. Graduate students may be evaluated by the graduate faculty at the end of each semester but more typically in the second semester of each academic year. Results of these evaluations are available to the student upon request.

### **Graduate Assistantships**

The graduate assistantship is available to students for a maximum of two years only. The graduate assistantship is not guaranteed, and students must be in good academic standing in order to keep one (i.e. achieving A's" and "B's" for their courses). If a teaching assistant is placed on academic probation, the graduate committee may not award an assistantship in the following semester. If the student does not achieve a cumulative GPA of 3.0 during the probationary semester, under no circumstances will that student be able to keep the assistantship. Students not making satisfactory progress with their thesis will be informed by their thesis director in a timely fashion.

### **Timeline for two year program of study**

#### **Fall Semester**

Engl 601 Research Methods

Engl 515 Methods of Tutoring and Teaching Writing (for teaching assistants)

Eng 317 Introduction to English Grammar (audit)

**Spring Semester**

Engl 541 History of the English Language

Engl 502 Literary Theory

Form Thesis Committee and choose Thesis Director.

Submit "Exam and Committee Information and Thesis Intent" form by mid-term break.

Develop Thesis Reading List and Synopsis with Thesis Director.

Submit to Director of Graduate Program two weeks before the last day of classes for Graduate Committee approval.

**Fall Semester**

Finish course work

Take Qualifying Examination

Satisfy language requirement recommended

Thesis Proposal Presentation

**Spring Semester**

Finish course work and thesis

Engl 671 Creative Writing Workshop (required for Creative Writing Emphasis)

Satisfy language requirement if not already done. This must be done before thesis defense.

Complete English Program Graduation Checklist. See page 16 of this handbook.

Complete official Degree Check with the NMHU Registrar's Office.

Complete oral defense of thesis.

**Teaching Assistants on Graduate Assistantships**

Teaching assistants are assigned tutoring or teaching duties based on program need. During the first semester, teaching assistants tutor in the Writing Center; and in the second semester, they work with a faculty mentor to teach a section of composition designed by the faculty mentor.

**Academic Dishonesty**

Please obtain a copy of the *Policy on Academic Integrity* available in the Office of Academic Affairs. You are responsible for this information.

Academic dishonesty and/or plagiarism at the graduate level will result in suspension or expulsion from the program.

Please note that it is considered an act of academic dishonesty to submit to an instructor a paper written for another class without prior written approval from both instructors.

## GUIDELINES FOR THESES IN ENGLISH

### A. Guidelines for the M.A. Thesis in Creative Writing

#### 1.0 The Master's thesis in Creative Writing is

- 1.1 the student's original work of publishable quality;
- 1.2 a number of pages determined in consultation with the director of the thesis;
- 1.3 considered complete when it includes a 10-15 page critical introduction followed by an annotated bibliography;

#### 2.0 The original work must

- 2.1 be substantially revised;
- 2.2 be of a quality that is deemed publishable in literary journals;
- 2.3 not contain any glaring errors in grammar or obvious contradictions;

#### 3.0 The content

- 3.1 must include a table of contents
- 3.2 may be in a single or a combination of genres (prose, poetry, non-fiction);
- 3.3 may be formatted as one or several chapters;
- 3.4 must be considered a unified whole;

#### 4.0 The critical introduction

The critical introduction to the thesis is **not** exclusively a report or summary on a particular subject.

- 4.1 provides a context for the thesis in the larger literary world;
- 4.2 explains how the thesis contributes to its field;
- 4.3 contextualizes the reading list entries (how they relate to each other);
- 4.4 explains how the thesis relates, or deviates from the student's approved reading list;
- 4.5 includes an annotated bibliography

#### 5.0 Critical introduction documentation

The critical introduction must include a bibliography organized according to the MLA style of documentation. The MLA style should be followed throughout, according to the most recent publication of the *MLA Handbook*. At present the most recent publication is: Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*, 6th ed., New York: MLA, 2003.

MLA style has three parts:

- 6.1 Parenthetical references to sources in the text of the discussion. Note: All information taken from any sources, whether quoted, paraphrased, or summarized, must be followed by a parenthetical reference to that sources. See *MLA Handbook*, pp. 237-260.

- 6.2 Endnotes for two purposes. See *MLA Handbook*, pp. 227-229.
- 6.3 A bibliography called Works Cited, in which only those works cited in the thesis are listed. If students wish to list other works they have consulted, they should provide a second bibliography section, entitled Works Consulted. See *MLA Handbook*, pp. 111-202.
- 6.4 Quotations
- 6.5 Quotations in the thesis should be very limited in size and in quantity. All quotations must be introduced properly and integrated into the discussion. MLA format should be followed for all quotations. See *MLA Handbook*, pp. 80-93.
- 6.6 Transcriptions of poems, speeches, plays, personal interviews, and other lengthy materials should be placed in appendixes, located just before the Works Cited. Each appendix must be listed separately with a title, e.g. Appendix A: Title. Students may draw upon these transcriptions, summarizing and analyzing ideas from them and quoting moderately from them in their discussions. Each appendix should be listed in the Table of Contents.
- 6.0 Specific guidelines for
- 6.1 Poetry;
- length: a 36-48 page chapbook
  - must include a title page and be formatted according to guidelines set by the Office of Graduate Studies
  - paginated except for title page
- 6.2 Fiction;
- length: 60-100 pages
  - must include a title page and be formatted according to guidelines set by the Office of Graduate Studies
  - paginated except for title page
- 6.3 Creative Nonfiction;
- length: 60-100 pages
  - must include a title page and be formatted according to guidelines set by the Office of Graduate Studies
  - paginated except for title page

## **B. Guidelines for the M.A. Thesis in Literature**

- 1.0 The Master's thesis is
  - 1.1 the investigation of a field of knowledge in literature that results in previously unknown knowledge or sheds light on known information through critical study;
  - 1.2 the student's original work;
  - 1.3 an analysis and interpretation that is qualitatively derived; and
  - 1.4 a contribution to a new perspective, a new application, and/or new implications.
- 2.0 The thesis is **not** a report or summary of information on a particular subject.
- 3.0 The thesis document includes the following major sections:
  - 3.1 Introduction
    - 3.1.1 A general introduction to the subject of the thesis, not a description of the contents of each subsequent section.
    - 3.1.2 A statement of the specific purpose of the thesis.
    - 3.1.3 Explanation of the topic, including background and/or historical information theories, and definitions of key terms or concepts.
    - 3.1.4 Overview of the critical work that has been done on this subject.
  - 3.2 Body, divided into chapters of 15-30 pages each. Recommended number of chapters: 3-5.

Each chapter will:

    - 3.2.1 Develop a specific dimension of the thesis topic;
    - 3.2.2 Demonstrate understanding of the critical work done on a specific dimension of the topic;
    - 3.2.3 Present original analysis and interpretation of this dimension of the topic.
  - 3.3 Conclusion
    - 3.3.1 Draws together the findings of the chapters, showing how they contribute to a new perspective, a new application and/or new implications;
    - 3.3.2 Summarizes the contributions of the thesis to the field of study.
  - 3.4 List of Works Cited will include:
    - 3.4.1 A list of all sources cited in the thesis and,

3.4.2 A list arranged according to the MLA style guide.

#### 4.0 Documentation.

4.1 MLA style should be followed throughout, according to the most recent publication of the *MLA Handbook*. At present the most recent publication is Joseph Gibaldi, ed. *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> Ed. New York, MLA, 2003.

The MLA style has three parts:

4.1.1 Parenthetical references to sources in the text of the discussion.

NOTE: All information taken from any of these sources, whether quoted, paraphrased, or summarized, must be followed by a parenthetical reference to that source. See *MLA Handbook* pp. 237-260.

4.1.2 Footnotes for two purposes. See *MLA Handbook*, pp. 258-260.

4.2 A bibliography called Works Cited, in which only those works cited in the thesis are listed. If students wish to list other works they have consulted, they should provide a second bibliography section, entitled Works Consulted. See *MLA Handbook*, pp. 139-235.

#### 5.0 Quotation

5.1 Quotations in the thesis should be very limited in size and in quantity: more than one page is excessive. All quotations must be introduced properly and integrated into the discussion. MLA format should be followed for all quotations. See *MLA Handbook*, pp. 109-122.

5.2 Transcription of poems, speeches, plays, personal interviews, and other lengthy materials should be placed in appendixes, located just before the Works Cited. Each appendix must be listed separately with a title, e.g. Appendix A: Title Students may draw upon these transcriptions, summarizing and analyzing ideas from them and quoting moderately from them in their discussions. Each appendix should be listed in the Table of Contents.

## C. Guidelines for the M.A. Thesis in Composition and Rhetoric

1.0 The Master's thesis is:

- 1.1 The investigation of a field of knowledge that results in previously unknown knowledge or sheds light on known facts through the use of critical study;
- 1.2 The student's original work;
- 1.3 An analysis and interpretation that is either quantitatively or qualitatively derived;
- 1.4 A contribution to a new perspective, a new application, and/or new implications.

2.0 The thesis is **not** a report or summary of information on a particular subject.

3.0 The thesis document includes the following major sections:

### 3.1 Introduction

- 3.1.1 A general introduction to the subject of the thesis; **not** a description of the contents of each subsequent section;
- 3.1.2 A statement of the specific purpose of the thesis
- 3.1.3 A summary of the research question(s);
- 3.1.4 The reason why the thesis is a worth-while endeavor; and,
- 3.1.5 A brief overview of the results

### 3.2 Literature Review

- 3.2.1 A comprehensive review of current and past literature relevant to the thesis subject and methodological approach(s);
- 3.2.2 A critical analysis of each work and its relevance to the thesis and **not** just reporting of the work; and,
- 3.2.3 A review that is organized by idea or topic, **not** by author or publication;

### 3.3 Methodology

- 3.3.1 A concise but understandable "roadmap" explaining how the problem and questions are addressed and answered;
- 3.3.2. A step-by-step outline of how the data was obtained, the instruments used (e.g. survey, questionnaires, microscope, etc.) and how the data was processed (e.g. statistical treatment);
- 3.3.3 A demonstration of approval from the appropriate review boards if data is directly collected on human or nonhuman animal subjects; and,

3.3.4 An outline of a process that permits replication by another researcher and provides a context for the results and interpretation of the results.

### 3.4 Results

3.4.1 A report of the results as they pertain to the thesis research questions and hypotheses;

3.4.2 Statements that answer the question(s) or solve the problems(s) and,

3.4.3 Results **do not** report information unrelated to the question(s) or hypothesis(es).

### 3.5 Discussion

3.5.1 An interpretation of the results in the context of the question(s) and hypothesis(es);

3.5.2 Draws conclusions; and,

3.5.3 Suggests implications of the finds for the primary field of study or other areas of study.

### 3.6 Conclusions

3.6.1 Short and concise statements of inferences as related to each question(s) and hypothesis(es);

3.6.2 Summary of the contributions of the thesis to a field of study; and,

3.6.3 Statements about the limitations of this study and recommendations for future research on the subject.

### 3.7 List of References Cited

3.7.1 A list of all literature cited in the thesis; and,

3.7.2 A list arranged according to either the APA or Chicago documentation styles.

## 4.0 Documentation.

APA or Chicago Documentation style should be followed throughout, according to the most recent publication of the APA or Chicago Handbooks.

## 5.0 Quotation

5.1 Quotations in the thesis should be very limited in size and in quantity. More than one page is excessive. All quotations must be introduced properly and integrated into the discussion. APA or Chicago documentation styles should be followed for all quotations.

5.2 Transcriptions of poems, speeches, plays, personal interviews, and other lengthy materials should be placed in appendixes, located just before the List of References. Each appendix must be listed separately with a title, e.g. Appendix A: Title. Students may draw upon these transcriptions, summarizing and analyzing ideas from them and quoting moderately from them in their discussions. Each appendix should be listed in the Table of Contents.

## Exam and Committee Information & Thesis Project Intent Form

This form must be completed by students writing a thesis in fulfillment of the requirements for a master's degree in English at New Mexico Highlands University. Students must attach to this form a two-hundred word description/abstract of their thesis topic that has been approved by their thesis director. After being signed by the appropriate faculty, the form should be filed with the director of graduate studies. The student must submit the completed form and abstract by mid-term break in the semester before first enrolling for thesis credit hours.

After filing this form with the director of graduate studies, students must work with their thesis director to prepare their actual thesis synopsis and reading list for submission to the graduate committee two weeks before the end of the same semester.

Name: \_\_\_\_\_

Banner I.D. Number \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Area of Concentration: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

### Thesis Committee

Director \_\_\_\_\_

Please print name

\_\_\_\_\_

faculty member's signature

\_\_\_\_\_

Please print name

\_\_\_\_\_

faculty member's signature

\_\_\_\_\_

Please print name

\_\_\_\_\_

faculty member's signature

Proposed date for written Qualifying Exam: \_\_\_\_\_

Proposed date for presentation of Thesis Proposal \_\_\_\_\_

Proposed date for Thesis Defense \_\_\_\_\_

**Department of Humanities: English  
Graduation Checklist**  
(Note that this does not replace the Graduate School Checklist)

Name of student \_\_\_\_\_

Mailing Address \_\_\_\_\_

Telephone \_\_\_\_\_ Student ID# \_\_\_\_\_

**Emphasis Area (circle one):**

Literature

Language, Rhetoric and Composition

Creative Writing

**REQUIRED COURSES:**

(Please indicate semester taken)

Engl 541 History of the English Language:

Engl 601 Research Methods in English:

Engl 502 Literary Criticism:

**For Teaching Assistants**

Engl 515 Methods of Tutoring and Teaching Writing (serves as an elective):

Engl 215 Literary Criticism:

**For Literature and Language, Rhetoric, and Composition**

List three (3-credit) courses  
(please indicate semester taken)

- 1.
- 2.
- 3.

**For Creative Writing**

(please indicate semester taken)

Engl 671 Creative Writing Workshop (3 credits)

Creative Writing Classes (6 credits)  
(3 credits)  
(3 credits)

**Total Credits**

36 credits are required for the degree  
15 credits must be taken at the 600 level. Six of these credits may be devoted to thesis work.  
List the thesis hours, three classes, and the semester taken.

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. |    |

**Please note that only 3 credits of Independent Study or practicum may be taken toward the degree.**

**Language Requirement:** \_\_\_\_\_ Semester completed

**Qualifying Examination:** \_\_\_\_\_ Semester completed

**Proposal Presentation:** \_\_\_\_\_ Date completed

**Oral Defense of Thesis:** \_\_\_\_\_ Date completed

## **APPENDIX A**

### **OUTCOMES ASSESSMENT FORMS**

**FACULTY MEMBERS COMPLETE THESE FORMS TO MAINTAIN AND IMPROVE THE MA ENGLISH PROGRAM.**

**THE DIRECTOR OF GRADUATE STUDIES PREPARES AN OUTCOMES ASSESSMENT REPORT EACH YEAR THAT IS SUBMITTED TO THE NMHU OFFICE OF GRADUATE STUDIES AND RESEARCH.**

**THE COMPLETED FORMS ARE CONFIDENTIAL AND ARE NOT MADE AVAILABLE TO STUDENTS BUT WE WOULD LIKE YOU TO BE WITH FAMILIAR WITH THE EVALUATION CRITERIA.**

## First-Year Paper Evaluation

Student: \_\_\_\_\_

Semester: \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale:            1 = poor            2 = below average            3 = average            4 = good            5 = excellent

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1. proficiency of writing	1	2	3	4	5	N/A
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2. mastery of current literary, linguistic, aesthetic, or writing theories depending on the emphasis area	1	2	3	4	5	N/A
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3. ability to interpret and analyze texts	1	2	3	4	5	N/A
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4. mastery of subject matter	1	2	3	4	5	N/A
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5. mastery of critical or creative methods	1	2	3	4	5	N/A
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6. ability to conduct, synthesize, interpret, and document research	1	2	3	4	5	N/A
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7. originality of the paper	1	2	3	4	5	N/A
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8. what are the strengths of the paper?

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9. What are the weaknesses of the paper?

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10. Additional comments:

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**FIRST-YEAR GRADUATE STUDENT EVALUATION**

Student: \_\_\_\_\_ Year: \_\_\_\_\_

Please rate the student using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor      2 = below average      3 = average      4 = good      5 = excellent

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1. participation in required courses	1	2	3	4	5	N/A
2. proficiency in academic writing	1	2	3	4	5	N/A
3. proficiency in research	1	2	3	4	5	N/A
4. first-semester Writing Center tutoring (score from OAE)	1	2	3	4	5	N/A
5. apprenticeship classroom performance (score from OAE )	1	2	3	4	5	N/A

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6. student's strengths:

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7. suggestions for improvement:

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8. additional comments:

## Qualifying Examination Evaluation

Student: \_\_\_\_\_

Semester: \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale:            1 = poor            2 = below average            3 = average            4 = good            5 = excellent

1. proficiency of writing	1	2	3	4	5	N/A
2. mastery of theoretical concepts	1	2	3	4	5	N/A
3. mastery of subject matter	1	2	3	4	5	N/A
4. interpretive and analytical skills	1	2	3	4	5	N/A
5. critical thinking skills	1	2	3	4	5	N/A
6. familiarity with research and creative work in the field	1	2	3	4	5	N/A
8. What are the strengths of the examination?						

9. What are the weaknesses of the examination?

10. Additional comments:

## Thesis Proposal Evaluation

Student: \_\_\_\_\_

Semester: \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale: 1 = poor      2 = below average      3 = average      4 = good      5 = excellent

1. mastery of subject matter      1 2 3 4 5 N/A

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2. clarity of purpose and objectives      1 2 3 4 5 N/A

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3. mastery of research or creative methods and design      1 2 3 4 5 N/A

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4. mastery of theoretical concepts      1 2 3 4 5 N/A

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5. familiarity with research or creative work in the field      1 2 3 4 5 N/A

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6. originality of the project      1 2 3 4 5 N/A

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7. quality of the written proposal      1 2 3 4 5 N/A

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8. effectiveness of the oral presentation      1 2 3 4 5 N/A

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9. What are the strengths of the project?

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9. What are the weaknesses of the project?

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10. Additional comments:

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**M.A. Thesis Evaluation: Literature or Language, Rhetoric, and Composition**

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

**Scale:**            1 = poor            2 = below average            3 = average            4 = good            5 = excellent

<b>1. proficiency of writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>2. mastery of current literary, linguistic, or writing theories</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>3. ability to interpret and analyze texts</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4. mastery of subject matter</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>5. mastery of critical or creative methods</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>6. ability to conduct, synthesize, interpret, and document research</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>7. originality of the thesis</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**8. What are the strengths of the thesis?**

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**9. What are the weaknesses of the thesis?**

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**10. Additional comments:**

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**M.A. Thesis Evaluation: Creative Writing - Fiction**

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

**Scale:**            1 = poor            2 = below average            3 = average            4 = good            5 = excellent

**CRITICAL INTRODUCTION**

<b>1. proficiency of writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>2. mastery of relevant creative writing theories</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>3. mastery of subject matter</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4. mastery of critical or creative methods</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>5. ability to conduct, synthesize, interpret and document research</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**FICTION**

<b>1. ability to develop characters</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>2. ability to develop plot</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>3. narrative voice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4. originality and innovation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>5. mastery of fiction writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>6. cohesion and coherence of the thesis</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>7. overall quality of the fiction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**8. What are the strengths of the project?**

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**9. What are the weaknesses of the project?**

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**10. Additional comments:**

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**M.A. Thesis Evaluation: Creative Writing - Poetry**

**Student:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Please rate the course paper using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.

**Scale:** 1 = poor      2 = below average      3 = average      4 = good      5 = excellent

**CRITICAL INTRODUCTION**

**1. proficiency of writing**      1 2 3 4 5 N/A

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**2. mastery of relevant creative writing theories**      1 2 3 4 5 N/A

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**3. mastery of subject matter**      1 2 3 4 5 N/A

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**4. mastery of critical or creative methods**      1 2 3 4 5 N/A

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**5. ability to conduct, synthesize, interpret and document research**      1 2 3 4 5 N/A

**POETRY**

**1. the ability to explore important content in the poems**      1 2 3 4 5 N/A

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**2. the use of figurative language (metaphor, symbol, image, etc.)**      1 2 3 4 5 N/A

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**3. ability with formal techniques (line breaks and length, formatting stanza form, spacing, etc.)**      1 2 3 4 5 N/A

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**4. ability to create music, rhythm, and momentum in poems**      1 2 3 4 5 N/A

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**5. the cohesion and coherence of the thesis as a whole**      1 2 3 4 5 N/A

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**6. level of originality and innovation**      1 2 3 4 5 N/A

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**7. effectiveness of the oral presentation**      1 2 3 4 5 N/A

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**8. What are the strengths of the thesis?**

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**9. What are the weaknesses of the thesis?**

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**10. Additional comments:**

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**Oral Thesis Defense**

**Student:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Please rate the oral thesis defense using the criteria below and bearing in mind that overly generous scoring will inhibit improvement of the program.**

**Scale: 1 = poor      2 = below average      3 = average      4 = good      5 = excellent**

**Initial Presentation**

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<b>1. clarity and coherence of the presentation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>2. thorough coverage of important features of the thesis</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>3. ability to present material in an interesting &amp; dynamic way</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**Questioning Period**

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<b>4. familiarity with research and creative work in the field</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>5. thoroughness and competence of responses to questions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

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**6. What are the strengths of the oral defense?**

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**7. What are the weaknesses of the oral defense?**

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**8. Additional Comments**

**M.A. Outcomes Assessment  
Evaluation of Graduate Assistant as Writing Center Tutor**

**Scale: 1=poor 2=below average 3=average 4=good 5=excellent**

Tutor Name \_\_\_\_\_ Evaluation Semester \_\_\_\_\_

Ratings Provided by Writing Center Director

Active participation in tutor training sessions	1	2	3	4	5
Understanding of strategies / principles / rules of effective writing (content, expression, organization, mechanics)	1	2	3	4	5
Ability to convey strategies / principles / rules of effective writing in tutoring sessions	1	2	3	4	5
Ability to engage students in tutoring sessions	1	2	3	4	5
Workshop performance	1	2	3	4	5
Professionalism (during and between tutoring sessions)	1	2	3	4	5
Positive and helpful attitude towards Writing Center and other tutors and staff.	1	2	3	4	5

## Graduate Teaching Assistant Class Observation

Student \_\_\_\_\_ Semester \_\_\_\_\_

Please rate the instructor and the class using the criteria below, bearing in mind that overly generous scoring will inhibit improvement of the program.

Scale:            1 = poor            2 = below average            3 = average            4 = good            5 = excellent

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1. Creates an engaging classroom atmosphere	1	2	3	4	5	N/A
<hr/>						
2. Manages time effectively	1	2	3	4	5	N/A
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3. Planning of related activities	1	2	3	4	5	N/A
<hr/>						
4. Mastery of pedagogical methods	1	2	3	4	5	N/A
<hr/>						
5. Mastery of subject matter	1	2	3	4	5	N/A
<hr/>						
6. Assignments reflect course goals	1	2	3	4	5	N/A
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7. Originality of approach	1	2	3	4	5	N/A

8. What were the strengths of the class session?

  
  
  
  
  
  
  
  
  
  

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9. What are some suggestions for improvement?

  
  
  
  
  
  
  
  
  
  

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10. Additional comments:

  
  
  
  
  
  
  
  
  
  

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