Master of Arts in English

Program Handbook
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WELCOME

On behalf of the Graduate Program Committee, we are pleased that you have chosen to pursue a Master’s degree with UNO’s English Program.

The post-baccalaureate program at UNO includes a Master’s degree-granting program; three 15-credit hour, stand-alone certificates in Advanced Writing, Technical Communication, and Teaching English to Speakers of Other Languages (TESOL). The Department of English also offers a graduate minor of 9 hours for students enrolled in master’s degree programs from other departments across the University. Non-degree students may also enroll in our courses as long as they do not exceed 9 credit hours total non-degree work. The English master’s degree must be completed within ten consecutive calendar years. Coursework older than 10 years (30 consecutive terms) cannot be used for a master’s degree.

The English Department has no application deadline dates, which means that you can apply at anytime. Note that the closer to the semester in which you apply, the less likely you are to get into the classes that you desire.

Once accepted to the program, you are responsible for knowing the content of this handbook. If you have any questions, please don’t hesitate to contact me.

Dr. Tracy Bridgeford, Graduate Program Chair
English Department
402.554.3312 | tbridgeford@unomaha.edu

This handbook was written by Jennifer Formo and Hillary Addison, Technical Communication Capstone students, and revised and produced by Tracy Bridgeford.

Mission Statement

The English Department reflects the centrality of language to human endeavors and its effectiveness in achieving awareness of the human complexities that are part of us, our relationships, and our roles in the world.

Graduate Student Profile

The graduate student body includes area high school teachers seeking further expertise and accreditation in their areas as well as future PhDs who will go on to national doctoral programs after graduation. English MAs also work in local business environments in Omaha and disperse to join a broad array of employment opportunities nation-wide, including grant writers, nonprofit directors, free-lance writers, writers for the popular press, editors, bloggers, grass-roots organizers, Web designers, technical communicators, proofreaders, journalists, and teachers who work both state-side and overseas. The combination of writing and critical thinking skills that the discipline of English stresses at the core of its mission prepares students well for a wide range of professional pursuits.
DESCRIPTION OF THE PROGRAM

Master of Arts in English

The Master of Arts degree in English is a generalist degree with some opportunities for specialization. Course offerings span a wide range of traditional and contemporary subjects, methodologies, and scholarly areas within the broader discipline of English. The UNO English faculty offer courses in general categories of American and British literature, Composition, Creative Nonfiction, Linguistics, Rhetoric, and Technical Communication.

Possible Areas of Specialization

Graduate Certificates

The English Department offers several Master’s certificate programs that allow students to earn a credential in a focused area of study. Certificate programs may be of interest to students already in an English program and to non-traditional students from a wide array of backgrounds and programs.

Certificate Programs require 15 hours of credit chosen from a list of courses approved for a specific certificate. In most instances, all of the credit earned for a certificate can be applied toward either the Masters of Arts degree or the Bachelor of Arts degree.

Certificate Programs are administratively separate from other degree programs, however, and are administrated by Directors of the respective programs. In all cases, students are required to submit a separate application for admission to a Certificate Program. If the student has already been admitted to a program in English, however, neither additional transcripts nor an application fee is required.

Certificate in Advanced Writing

The Advanced Writing Certificate is designed for the following students:

- Writers interested in developing and publishing their creative nonfiction;
- Graduate students in English and related fields;
- Educators seeking writing-specific training and credentials;
- Working professionals who either are currently employed or will be seeking employment as experts in written communication;
- Individuals who work in community service organizations;
- Individuals dedicated to cultural activities in the community.

Required Course Work

A total of 15 credits from the complete list of approved courses. A minimum of 9 credits must be from courses identified as approved core courses.

Approved Core Courses (9 hours required)

- ENGL 8826 Autobiography
- ENGL 8846 Travel Writing
- ENGL 8866 Modern Familiar Essay
- ENGL 8966 Narrative Nonfiction
- ENGL 8850 Seminar: Spiritual Nonfiction
Certificate in Technical Communication

The Technical Communication Graduate Certificate is offered through the Department of English in conjunction with the School of Communication. All courses are crosslisted and may be taken under either or both course numbers.

The Graduate Certificate in Technical Communication is designed for graduate students and industry professionals seeking a foundation in the theory and practice of Technical Communication. This foundation provides students with the kind of competencies expected from technical communication professionals, including writing, design, editing, and technology.

The Technical Communication Certificate is designed for the following students:

- Part- and full-time UNO students pursuing graduate degrees, who are seeking a cognate area outside, but relevant to, their primary program of study;
- Industry professionals seeking to develop the knowledge and skills for a career in Technical Communication; and
- Business or technical professionals seeking to enhance their employment opportunities through a professional development program.

Required Course Work

The Graduate Certificate in Technical Communication consists of 4 core courses (12 credits) and one elective (3 credits) for a total of 15 credits. These credits can consist of a combination of English and Communication credits.

Although each course lists graduate standing as the only prerequisite, students should be aware that the program director strongly recommends taking the courses in the order they appear.

Core Courses (12 credits)

ENGL/JOUR 8816 Digital Literacies for Technical Communicators
ENGL/JOUR 8836 Technical Communication
ENGL/JOUR 8856 Information Design for Technical Communicators
ENGL/JOUR 8876 Technical Editing Other Approved Courses
ENGL/JOUR 8896 Capstone Course in Technical Communication
SPCH 8156 Communication Training & Development Skills
SPCH 8196 Communication Training and Development Skills
SPCH 8536 Cross-Cultural Communication

Portfolio Requirement

Students are required to assemble a portfolio representing their achievement in the five courses (15 credits). The portfolio will contain at least one writing sample/project from each course and will be reviewed by the Technical Communication program coordinator and one other member of the Graduate Faculty from the English department or School of Communication. Faculty teaching these courses will be aware of this portfolio requirement and will assign work that can be used as part of the portfolio (e.g., a report, user's manual, web site, etc.).
Teaching English to Speakers of Other Languages

The English Department offers students the opportunity to obtain a Graduate Certificate in Teaching English to Speakers of Other Languages. Completion of these requirements does not certify a graduate to teach in Nebraska public schools. Instead, it is an academic credential meant for teachers who are already certified in other areas, for people who plan to teach in venues other than public schools, and for anyone who works in some capacity with non-native speakers of English.

Admission Requirements

Bachelor’s degree with a major or minor in one of the following areas: an English or foreign language teaching field, English, a foreign language, or the equivalent. (Students with degrees in other fields should contact the English Graduate Program Director.)

Certificate Requirements

All students whose language of nurture is not English must demonstrate oral and written mastery of English as certified by the Department of English.

All students must complete the following course requirements (15 credit hours):

- ENGL 8616 Introduction to Linguistics
- ENGL 8656 Structure of English
- ENGL 8696 Topics in Linguistics: Applied Linguistics
- TED 8006 Special Methods in Teaching Foreign Language & ESL
  or
- ENGL 8696 Topics in Linguistics: TESOL
- ENGL 8676 Sociolinguistics

Students must achieve grades in accordance with Graduate College policies. The Linguistics Faculty strongly recommends that all TESOL Certificate students achieve oral and written proficiency in a second language.

Graduate Minor in English

The English department offers a graduate minor in English. Students may fulfill the requirements for the minor by successfully completing nine hours of graduate coursework in English.

Students currently enrolled as Master’s degree students in disciplines other than English are eligible to pursue a Graduate Minor in English, after securing permission from their advisor and the Graduate Program Chair. Successful completion (with a B average) of nine hours of graduate coursework in English is sufficient to earn the Minor, without any additional requirements or stipulations imposed by the program in English. Students should check with their home departments for any additional requirements that may need to be met.

In some cases, the nine hours of coursework required for the minor can substitute for nine hours of requirements in the student’s home Master’s program. Students are urged to check with their home Graduate Program Chairs to confirm this possibility for their specific situation.
Students taking nine hours in a single department—or in an interdisciplinary area such as Medieval/Renaissance Studies—may be eligible for a minor in that area, which will be conferred upon graduation. Students must, however, apply for the minor to be recognized.

Students pursuing a Minor need to alert the Graduate Studies Office of their intentions by filling out a Change in Plan of Study form before graduating. This form can be found on the Graduate Studies website (http://ww.unomaha.edu/graduate). Minors will appear on student transcripts.

**Minors Outside the Department of English**

With the permission of the Graduate Program Chair, students are free to take courses outside English. Up to nine hours of coursework toward the MA degree may be taken at UNO outside English, when those courses are coherent with the student’s learning and program objectives.

**Interdisciplinary Minor in Medieval and Renaissance Studies**

A minor in Medieval/Renaissance Studies will require a minimum of 18 credit hours at the 3000 or 4000 level. Students must take one course from at least three of the four areas listed below. The remaining courses may be taken from any of the areas as independent studies although not more than three credits of independent study work may be used to fulfill these requirements. A grade of C or above will be required in each course that a student wishes to apply toward this minor.

In addition to the above requirements, students must present two years of college work in one of the following foreign languages or the equivalent thereof, as determined by the Department of Foreign Languages and Literature: French, German, Italian, Latin (classical or medieval), Russian, Spanish.

For more information, see [http://arts.unomaha.edu/art/med-ren/about.html](http://arts.unomaha.edu/art/med-ren/about.html).

**Applying to the English Graduate Program**

To be admitted to graduate study in English, students should have completed at least 18 credit hours in undergraduate English courses above the first-year level with an average grade of "B" (3.0 on a 4.0 scale) or above. When calculating the GPA, we count only courses taken in English. In addition to the GPA, international applicants must score at least 600 on the paper-based TOEFL examination, 250 on the computer-based TOEFL, or 100 on the internet-based TOEFL in order to be eligible for unconditional admission.

To apply, go to [www.unomaha.edu/graduate/prospective/applyforadmission.php](http://www.unomaha.edu/graduate/prospective/applyforadmission.php) and complete an application. There is a one-time application fee of $45. You will need to request one official transcript from all previous institutions you attended (except UNO) to be sent to the Office of Graduate Studies. Be prepared to attach your statement of purpose. Graduate Studies will not forward any application to a Graduate Program Chair (GPC) until all documents are submitted.

International students must complete an International Graduate Application and submit all supporting documentation to the Office of International Studies and Programs.

**Admission Status**

There are three categories for which a student may be admitted to the Master’s Program in English: Unconditional, Conditional, and Unclassified (Non-Degree).
• **Unconditional** admission status may be granted to students who are considered fully qualified to undertake a program toward a graduate certificate or master’s degree. These students generally have an undergraduate degree or minor in English or at least 18 credits of English credits.

• **Provisional** admission status may be granted to students lacking one or more requirements, for example, less than 18 hours in undergraduate English courses above the first-year level, a bachelor’s degree in a related discipline, or with a lower GPA. If your admission is provisional, you will be required to fulfill certain requirements before registering for any graduate classes. Provisional requirements could include one or more of the following conditions: additional undergraduate work, 3.0 GPA in your first 9 credits of graduate work, and/or meet with the Graduate Program Chair to review your work.

• **Unclassified** or Non-Degree status is typically reserved for non-degree students taking graduate coursework for professional growth (e.g., certification renewal), for personal growth or interest, or readmission circumstances.

Applications are evaluated by the Graduate Program Chair (GPC), who reviews all previous transcripts, calculates only English undergraduate credits to determine the required 3.0 GPA, and reads the statement of goals. From this evaluation, the GPC determines the applicant’s admission status.

**Graduate Course Load**

To be designated as full-time, graduate students must be enrolled for at least 9 credit hours during an academic semester. Students enrolling for more than 12 hours must have the approval from the English Department Graduate Program Chair and Dean for Graduate Studies.

**Plan of Study**

At the time of admission to a degree program, an individual plan of study will be sent to the student with their official letter of admission from the Dean of Graduate Studies. This individual plan of study will list all requirements for the completion of the degree program. These requirements may include deficiency courses and other provisions of admission, specific courses to be completed to graduate, and comprehensive examinations.

The Master’s Program in English offers two plans of study: Option 1 Thesis or Option 2 Non-thesis (sometimes referred to as Coursework).

**Option 1 Plan of Study: Thesis**

<table>
<thead>
<tr>
<th>QUICK VIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 credits total</td>
</tr>
<tr>
<td>+6 thesis credits</td>
</tr>
</tbody>
</table>

- 12 hours must be seminar-level
- Thesis topic approval & defense
- Comps

Option 1 requires successful completion of 24 credit hours of coursework, including at least 12 hours of seminar-level courses, plus a thesis (total of 6 credit hours usually taken over two semesters) on an approved topic that is accepted after an oral defense by a faculty committee. Option 1 also requires a written comprehensive examination over a designated body of knowledge prepared and judged by assigned faculty members.

Refer to the Guidelines for Preparing Theses, Thesis-Equivalent Projects, Ed.S Field Projects, or Dissertations on the Office of Graduate Studies
website for more information about the approval of a supervisory committee, proposal approval, formatting, and deadlines.

**Option 2 Plan of Study: Non-thesis (often referred to as Coursework)**

**QUICK VIEW**

36 credits total

- 18 hours must be seminar-level
- Comps

Successful completion of 36 credit hours in coursework, including at least 18 hours of seminar-level courses, plus a written comprehensive examination over a designated body of knowledge prepared and judged by faculty members.

With approval from an advisor and the English Graduate Program Committee, students may include a minor or coursework from a related discipline or disciplines as part of their Plan of Study.

Any changes to the Plan of Study identified in your admission letter must be approved by the student’s advisor, the graduate program committee chair, and the Dean of Graduate Studies by completing the *Change in Plan of Study* form. Upon approval, the student and department/school will be notified of this change.

You can find the necessary forms on the Graduate Studies website.

**Change in Plan of Study**

http://www.unomaha.edu/graduate/downloads/CHANGE%20IN%20PLAN%20OF%20STUDY.pdf

**Proposed Thesis Supervisory Committee Form**

http://www.unomaha.edu/graduate/downloads/Supervisory_committeeForm.pdf

**Thesis/Thesis-Equivalent Proposal Approval Form**

http://www.unomaha.edu/graduate/downloads/Thesis_ProposalapprovalForm.pdf

**GRADUATE COURSEWORK**

**Required Coursework for All Students**

- **8010 Seminar: Literary Research**
  
  Note that this course is required of *all* master’s students and should be taken within the first 9-15 hours of graduate study.

- **8030 Seminar: Field-based Research Methods in English Studies**
  
  Note that this course is required of *all* master’s students and should be taken within the first 9-15 hours of graduate study.

**Additional Required Coursework for Teaching Assistants**

- **8020 Seminar: College Writing Instruction**
  
  This course is required of *all* teaching assistants and must be taken during the first semester of graduate study. A two-week orientation held in August is also required as part of these credits.
Seminars
The following English seminars vary in emphasis and may be repeated for credit. At least half the courses taken by graduate students must be seminar courses (see Course Descriptions in Appendix E). Seminars end in a zero and dual-level courses end in a six. The following English seminars vary in emphasis and may be repeated for credit: 8100, 8200, 8400, 8500, 8600, 8800, 8900, and 9120.

Transfer Credits
Up to one-third of the coursework required for the master’s degree may be accepted from an accredited institution if those courses were not applied to a degree previously awarded and have been taken within the last six year. Requests for transfer credits are determined by the Graduate Program Chair and the Dean of Graduate Studies. All transfer credit must have a grade of B (3.0) or higher.

Independent Studies
Occasionally, students may want to study a topic not offered in the regular curriculum. For these rare circumstances, the English Department offers independent study credit, which is counted as seminar credit. This option should be considered only for special circumstances. It requires an independent study contract (see Appendix D) that outlines the readings, assignments, and deadlines agreed to by the student and faculty member. This contract must also be signed by the department chair.

Note that faculty members who agree to participate in an independent study are not compensated for their time and effort. Please be considerate when asking faculty to participate.

Advancing
Upon acceptance, graduate students are required to meet with the Graduate Program Chair (GPC) for an initial meeting about the program expectations. A “Program Information Hold” will be placed on your Mavlink account that can only be removed by the GPC. This is a one-time hold that will be removed after meeting with the GPC.

A second “Advising Hold” will also be placed on your account every semester to be removed by your advisor. You will be assigned an advisor upon admission and notified of that advisor’s name in your acceptance letter from the Office of Graduate Studies. Advisors can assist with flag removal during class registration and provide guidance for students. For advising consistency and continuity, you should make every effort to meet with your assigned advisor well before registration.

Note that faculty members are on nine-month contracts and may not be available for advising during the summer months. During the summer, you may contact the Graduate Program Chair or Mr. Joseph Price by phone (402.554.3476) or by email (jprice@unomaha.edu).

You may change your advisor at any time. Upon agreement with your new advisor, contact the department staff assistant in the main office (ASH 192Cs) or by phone (402.554.3636).
GRADES

Grade Point Average
If you have been admitted to UNO for graduate study in English, we expect more and better academic work from you than is required for undergraduate degrees. You must maintain an overall GPA of B (3.0) or higher in all graduate coursework taken as a part of their degree or certificate program. Students who receive a C during the first nine hours of graduate study will be placed on academic probation. A subsequent grade of B- or below may result in dismissal from the program.

Grades of Incomplete
If you request an incomplete grade (“I”) in a course, the instructor decides if the grade is appropriate. To be eligible, you need to have completed the major requirements of the course and to have serious, unavoidable circumstances that prevent you from finishing the remaining requirements. Reasons, such as a course is more work than you expected, is an example of an unacceptable excuse.

COMPREHENSIVE EXAMS (COMPS)
Comprehensive exams cover a body of knowledge as identified by a specific academic area. Comps are written by two faculty members from the area identified who evaluate the student’s answer and determine the grade. The master’s program offers comprehensive exams in the following areas:

- American Literature
- British, Irish, and Commonwealth Literature
- Creative Nonfiction
- Language Studies (Choose two areas from Composition, Rhetoric, Linguistics, Technical Communication)
- Linguistics

All graduate students are required to take comprehensive exams. Exams are held twice a year on the first Saturday in November (Fall) and the first Saturday in April (Spring). For fall, students must sign up by the second Friday of the semester in which they intend to take comps. At this time, students will be asked to identify the reading list from which they choose to take the comprehensive exams.

Note that students should request the sign-up form from the department staff assistant and complete Part 1 in the office. The staff assistant will then request the appropriate signatures from designated faculty members. Students should, however, connect with comps readers by letting them know they have submitted the form.

Reading Lists
Reading lists for each area listed above are available in Appendix A. A list of examiners for the next couple of years is available in Appendix B.
**Note** that the listed reader may change due to professional leave, illness, or other circumstances.

**Comprehensive Exams Mandatory Information Meeting**

A *mandatory* Comps information meeting is typically held about one week after the sign-up deadline. The purpose of these meetings is to provide examinees with information about the logistics of the comps process and procedures. Students are welcome to attend one or more of these meetings during their first year of graduate school.

**Planning and Preparing for the Exam**

**Signing up for Comps**

To take the comprehensive exams, students must sign up by the second Friday of the semester in which they intend to take comps. The Comprehensive Exams form is available from the department staff assistant. Students should complete Part I of the form and submit to the staff assistant.

**Seeking Advice**

Before you choose a list, it is a good idea to confer with one or more faculty members in the content area chosen. (See Appendix B for a list of comps readers. See Appendix C for a list of faculty research areas.) Students should arrange to meet with relevant faculty and ask what expectations they have and what advice they can give for successful preparation and performance on the exam. We caution you against choosing a list for which you have no background and recommend that you choose a list in which you have had significant coursework (6 credits).

**Choosing a Reading List**

Ideally, students should choose a list for their exam in the first or second semester of enrollment in the program. Because the lists involve an intensive degree of reading and study, they cannot ordinarily be mastered in a single semester or even in a single year, especially given that in most cases the list readings will not be covered, or only partially covered, through coursework. As a background activity, students must take care to give themselves enough time to work their way through the reading lists before the semester in which they plan to take the exam.

We recommend that students begin working through the readings on their chosen list (see Appendix A) at least one year before signing up for comps. Remember that not all readings listed are covered in courses. Reading, alone, is often not sufficient to take comps. Prepare notes and summary sheets that will help you synthesize the critical aspects of the texts and list examples from a text that will support those critical statements.

**Forming Study Groups and Sharing Notes**

Identifying others in the program who are also studying your chosen exam list and then forming study groups that meet on a routine schedule is a good way to prepare for the exam. The English Graduate student listserv is an excellent place to inquire about others who may be willing to form such a group (englgrads@lists.unomaha.edu). Discussing and debating insights with others is crucial for helping students formulate and better understand their thinking about a given text.
Also, forming groups can be a way to divide the labor for generating summary notes, which can then be shared to supplement the common activity of reading. Getting notes from students who have already taken the exam or are further along in their study is also a good idea.

**Practice Exams and Simulating the Exam Environment**

Students should spend some of their preparation time on practice questions that they generate themselves or take from past exams. Simulating the exam environment as closely as possible will help students grow more comfortable with the time constraints of the exam and allow them to discover the right pacing for conceiving, outlining, and executing an exam answer in a fixed period of time (usually 60 or 90 minutes per question).

**Exam Logistics**

Everyone takes the exam on the same day no matter which list they chose. The exam is held one Saturday each semester from 9:00 a.m. to noon in ASH 181, which is a computer classroom. You should arrive 15 minutes before the exam begins to get settled in. Exams will be typed and printed out before you leave. You cannot take the exam with you or send yourself a digital copy. You will be given a clean copy of the reading lists you chose along with the exam questions. Internet access is forbidden.

You may bring blank sheets of paper and something to write with. Students taking the Language Studies exam (but only for the Rhetoric, Composition, or Technical Communication areas) will be allowed to have notes and texts with them. These materials are limited to texts from the Rhetoric, Composition, and Technical Communication comprehensive lists and/or your own notes.

You may get up and go in and out as necessary without permission for a drink or to go to the bathroom.

**Exam Structure**

The three-hour exam is usually made up of four essay questions from which students choose to answer two. There may be restrictions about which texts a question will ask you to address. Once the exam is completed, it is collected and distributed to the examining faculty, who have about a week to assign a grade to the exam. Assignable grades are Pass, High Pass (for extraordinary performance), and Fail. If a student fails the exam, they must arrange to re-take the exam in a future semester.

**Grading**

Two examining faculty evaluate the completed examination and assign a grade of High Pass, Pass, or Fail. If they do not concur regarding a passing grade, a third reader will be asked to evaluate the completed examination with a deciding vote. Students may re-take the exam once in a future semester.

**Notification of Results**

Students will be notified of their grades in a letter from the Department. Grades are only released when ALL exams have been graded. No grades may be released prior to this official notification.
TEACHING ASSISTANTSHIPS (TAs) IN ENGLISH

Teaching assistants are graduate students trained and mentored to teach first-year writing and to work as consultants in the University’s Writing Center. New TAs attend a spring meeting during finals week and a two-week orientation held during the second and third weeks of August when members of the Department of English provide TAs with a thorough introduction to teaching first-year writing at the university level. During their first fall semester, teaching assistants also enroll in a seminar that provides theoretical and on-the-job support.

The Department of English solicits applications for Teaching Assistantships once annually, in early February, and the Graduate Faculty makes recommendation for appointments by early March. The deadline for receipt of all application materials is usually the second Friday in February.

Note that the application deadline for the 2013–2014 academic year is Friday, February 14, 2012.

Application Requirements

After applicants have completed their initial application to graduate study at UNO, the Department of English will receive their post-secondary transcripts and any other relevant documents directly from the Office of Graduate Studies.

TA application materials should all be sent by postal mail directly to

Dr. Tracy Bridgeford
Graduate Program Chair
University of Nebraska at Omaha
6001 Dodge Street
Department of English
ASH 192
Omaha, NE 68182-0175

Although less ideal, application materials may also be sent as email attachments to tbridgeford@unomaha.edu.

Application Materials

In addition to any materials requested by Graduate Studies, all applications for teaching assistantships should include the following documents:

Application cover letter indicating interest in a teaching assistantship.

Statement of purpose of 500–1000 words, detailing the applicant’s ambitions in the graduate program and his or her motivation for pursuing the teaching assistantship. In addition, this statement should convey some sense of the applicant’s identity and philosophy of learning.

Writing sample of academic prose written by the applicant of 10 or more pages, and preferably a paper demonstrating research. This sample may not be a work of fiction or poetry.

Three letters of recommendation from past teachers or anyone else reasonably able to offer an objective assessment of the applicant’s writing, critical reasoning skills, and promise as a teacher. These letters should be sent to the above address directly by the recommenders, along with waiver forms.
Either **GRE** (Graduate Record Examination) or **MAT** (Miller Analogies Test) scores sent directly to UNO from the testing entities.

See [http://www.unomaha.edu/graduate/assistantships.php?p=faq&t=c#1](http://www.unomaha.edu/graduate/assistantships.php?p=faq&t=c#1) for Frequently Asked Questions about teaching assistantships.

**Length of Appointment**

A teaching assistantship is awarded for one year and is renewable for a second year, based on successful performance during the initial appointment. In very rare circumstances, a TA may request a third year of support.

**Course Load**

Teaching assistants are expected to carry a minimum of six graduate hours in each of the fall and spring semesters; however, graduate assistants working in the summer semester are not required to be concurrently enrolled. The Department of English *strongly* recommends that teaching assistants take only six hours each semester.

Graduate assistants may not register for more than 12 semester hours without approval from both the Graduate Program Chair and the Graduate Dean. The graduate assistantship will not pay for more than 12 semester hours a semester.

**Compensation and Benefits**

Teaching Assistants are on special appointment by the Graduate Studies Office and receive the following compensation and benefits:

- Approximately $12,200 annual stipend
- Tuition remission
- Office space
- Faculty/Staff parking privileges

**THESSES**

Completing a thesis involves securing a director, submitting the proper forms, and a defense. Students choosing Plan of Study Option 1: Thesis must first secure a thesis director with whom the student will put together a committee. The thesis director must be a graduate faculty member from English. The committee must include a graduate faculty member from English and one outside member. The outside member must be at UNO or in the University of Nebraska system.

Once the committee is established, students then need to complete the *Proposed Supervisory Committee Form* available on the Graduate Studies website at [http://www.unomaha.edu/graduate-studies/_files/supervisory-committee-form.pdf](http://www.unomaha.edu/graduate-studies/_files/supervisory-committee-form.pdf).

Each member of the committee as well as the English Department Graduate Program Chair must sign this form. Once all signatures are collected, the form should be submitted to Graduate Studies. Once this form is signed by the Graduate Program Chair, the English Department will give you a permission number to register for thesis credits (ENGL 8990). A permission number cannot be granted until a copy of this form is submitted to the Department.
Once a topic for the thesis has been established, students will need to complete the *Thesis/Thesis Equivalent Approval Form* available on the Graduate Studies website at

http://www.unomaha.edu/graduate-studies/_files/thesis-proposal-approval-form.pdf,

which identifies the topic to be studied. This form does not require the Graduate Program Chair’s signature but must be submitted to Graduate Studies. Be sure to make a copy of the form for your file in the English Department.

After the thesis has been defended and approved, the committee needs to sign the *Report on Completion of Degree Form* available on the Graduate Studies website at


After each committee member has signed, the form needs to be submitted to Graduate Studies for the Graduate Dean’s signature. Be sure to make a copy of the form for your file in the English Department.

**INTERNSHIPS**

Whether graduate students intend to go on to additional graduate work or secure a position in industry, completing an internship can benefit their course of study. UNO offers several kinds of internships positioned in various industries and focused on tasks such as writing, editing and document and web design. For more information, see the *English Internships* handbook available at [http://www.unomaha.edu/internships.php](http://www.unomaha.edu/internships.php). You may also direct questions to Dr. Kristin Girten, English Internship Director, at 402.554.2635 or kgirten@unomaha.edu.

**NETWORKING OPPORTUNITIES**

**English Graduate Organization (EGO)**

The English Graduate Organization is a body that represents graduate student interests to the faculty and department. In addition to social events and other networking opportunities, EGO nominates a graduate student for service on the Graduate Program Committee.

**Study Abroad Program**

Information on the Study Abroad program can be found at the following website: [http://world.unomaha.edu/index.php?page=studyabroad](http://world.unomaha.edu/index.php?page=studyabroad).

**Listserv**

Upon acceptance, you are encouraged to join the graduate student listserv. This listserv is used to communicate with graduate students. The listserv communicates news and events that affect English graduate students, such as notifying students of internships, social events, conferences, and especially deadlines for scholarships, awards, and other honors. This list is moderated by Mr. Joe Price. You can sign up for this listserv at [https://lists.unomaha.edu/mailman/listinfo/englgrads](https://lists.unomaha.edu/mailman/listinfo/englgrads).

**Conferences**

The Department of English encourages students to attend and/or participate in a variety of conferences related to their area of interest. This is a great way to get involved in the English
community and network for opportunities within the field. There is also travel funding available through Graduate Studies.

**SCHOLARSHIPS AND AWARDS**

English graduate students are eligible for various scholarships and awards. In some cases, students are nominated by the graduate faculty for competitive awards. In other cases, students are invited to apply for awards. English graduate students have been awarded more than one of these awards.

A list of graduate student awards with links to appropriate form is available on the following website: [http://www.unomaha.edu/graduate/scholarships.php](http://www.unomaha.edu/graduate/scholarships.php).

**Helen Hanson Outstanding Graduate Student Award**

Every year, the graduate faculty recommends two outstanding graduate students to the Dean of Graduate Studies to be considered for the Helen Hanson Outstanding Graduate Student Award. These students compete with other graduate students across campus for the award. Nominations are solicited from faculty, students, and administrators and are based on students who are outstanding in their academic performance and professional roles.

**Requirements**

To qualify for this award, graduate students must

- Be nominated by the English department,
- Have completed 18 graduate credits within a UNO graduate program,
- Have 3.75 or higher graduate GPA,
- Have no outstanding incomplete grades,
- Submit a vita and a writing sample to the Graduate Program Coordinator to be included in the submission packet,
- Have not graduated prior to the Spring semester in which the nomination is made.

**Presidential Graduate Fellowship: Master’s Students**

The University of Nebraska at Omaha has been granted two fellowships for graduate students with funds available through the University of Nebraska Foundation. The fellowship stipend is $12,000.00 plus tuition remission for master-level students and $15,000.00 plus tuition remission for doctoral students.

Students selected for these prestigious fellowships are expected to devote all their time to their graduate studies during the tenure of the award and will not be allowed to have other employment, including assistantships. Students who accept these fellowships should be aware they may not be eligible for federal loan monies.

**Requirements**

- Must have completed twelve graduate hours within a graduate degree program,
- Nomination by department/school (one person),
• A graduate GPA of 3.75 within the student’s present program,
• Unofficial up-to-date transcript,
• 3–5 letters of recommendation.

Procedure
Each graduate department/school may submit the name of no more than one nomination for the award. With the name of the nominee, the department/school should submit a resume and at least three, but no more than five, letters of recommendation that address the selection criteria; at least one letter should be from a member of the graduate faculty of the nominee’s own department/school. The nominated student must submit an unofficial transcript. Other documentation that conforms to the criteria for selection also may be submitted at the discretion of the department/school.

All nominations and accompanying documentation must be in the Office of Graduate Studies by February 28. The final selection of the fellowships will be announced by the Dean for Graduate Studies no later than July 2.

The Selection Committee for the Presidential Graduate Fellowships will be the Graduate Scholarship/Fellowships Committee.

At no time will a faculty member on the Graduate Scholarship/Fellowship Committee advocate a nominee from his or her own department/school.

The Graduate Scholarship/Fellowship Committee shall recommend to the Dean for Graduate Studies its selections, consisting of two students plus an alternate.

The vote will be by written ballot, to be submitted directly to the Dean for Graduate Studies.

It is understood that the Graduate Scholarship/Fellowship Committee’s recommendation to the Dean is advisory. The Dean may select other recipients or another alternate from among the nominees as she or he sees fit, but in the event this occurs, the Dean shall provide the Graduate Scholarship/Fellowship Committee with his or her rationale.

Summer Graduate Scholarship

Amount of the Award
$1,000.00

Guidelines
Students who have an outstanding academic performance and potential are encouraged to apply.

Eligibility
• Must have completed twelve graduate hours within a graduate program,
• Currently enrolled in at least three graduate hours (at the time of application) or a candidate for a doctoral degree at the time of application,
• A graduate GPA of 3.75 or higher,
• Two to four letters of recommendation.

Selection Criteria
The following will be considered in evaluating the applicants for the Scholarships:
• Outstanding academic performance and potential,
• Published papers/studies (basic or applied research) and presentations to disciplinary or professional organizations,

• Outstanding professional work in practicum or agency settings, if applicable,

• Community and professional service as a graduate student or volunteer,

It is not expected that every applicant must satisfy all the above criteria. Applicants will be judged on the quality of their performance in those areas appropriate to their discipline or profession.

**Regents Tuition Waivers**

Each year the Regents of the University of Nebraska make available funds, in the form of the Regents Tuition Waiver (RTW). Funds are limited and will be used to recruit highly qualified students. Students applying for admission to a graduate certificate or degree program at UNO are eligible for an RTW’s for one academic year with an additional year available to students who maintain a 3.0 GPA. The final decision regarding whom to recommend shall be made by the department/school graduate program committee chair (GPC).

Nominations should be submitted on behalf of eligible students by the department/school graduate program committee (GPC). Nominations should include the following: a letter of support from the GPC that addresses the strengths of the candidate, what will the candidate bring to the program and a copy of the candidate’s resume or vitae. If nominating more than one candidate, The GPC should list student names in rank order. Evaluations will be conducted by the Dean for Graduate Studies. Awards will be based, in part, on the likelihood they will contribute to other highly qualified students choosing UNO for graduate study. The value of a diverse student body will also be taken into consideration in these evaluations. Thus, with an applicant’s permission, programs may indicate gender and/or ethnicity of applicants. Awards will be made to students applying for part-time as well as full-time status. Tuition waivers under this program may be used only for graduate courses in the student’s program.

Further restrictions on the use of these waivers include:

RTW’s cover the cost of resident tuition. Students subject to nonresident rates must pay the difference between resident and nonresident tuition rates.

The maximum waiver available in the fall and spring semesters is equivalent to the resident tuition cost for nine graduate credit hours. For the summer semester, the maximum waiver available is equivalent to the resident tuition cost for six graduate credit hours. If you withdraw from a course, you will be charged for the course.

Tuition waivers cannot be applied toward the cost of undergraduate courses, non-credit courses or audited courses.

Tuition waivers can be used for courses on other campuses of the University of Nebraska as long as the student is simultaneously registered for at least three graduate credits at UNO. A student wishing to take graduate courses on another campus should complete an intercampus for available at https://intercampus.nebraska.edu/pre_inter_campus.aspx and obtain a voucher from the Office of Graduate Studies giving approval for the courses to be taken and stating the exact number of graduate hours involved.
**Graduate Thesis Scholarship**

Any UNO Graduate Scholarship will be confirmed from student records in the UNO Office of Graduate Studies. If you are uncertain whether your records are accurate, you may ask the staff in the office to check them for you.

The application for the scholarship must include recommendations from at least two, but no more than four, persons who are familiar with your academic or professional performance and potential. More information and the application forms for the recommendations are available online at [http://www.unomaha.edu/graduate/prospective/GraduateThesisScholarship.pdf](http://www.unomaha.edu/graduate/prospective/GraduateThesisScholarship.pdf).

**Amount to be awarded**

$1,000.00/student in the Spring semester

**Guidelines**

Enrolled in a UNO master’s thesis program

**Requirements**

- Must have completed 15 graduate hours within a graduate degree program,
- 3.75 or better graduate GPA,
- 2–4 letters of recommendation addressing the quality of the thesis,
- Advisor’s approval of the thesis topic via submission of signed thesis proposal form,
- Applicant must provide a one page statement of significance of the project

Previous thesis scholarship recipients are ineligible. Recommendation is made by Graduate Scholarship/Fellowship Committee

**Elton S. Carter**

Every year, the Elton. S. Carter Award is given out in recognition of excellence in thesis work.

**Amount Awarded**

Determined by funds available

**Requirements**

- Must have graduated in the fall semester of the previous year or during the spring or summer semester of the current year,
- Must have completed a thesis,
- Nominated by department/school (one nomination per department/school),
- Due to the Office of Graduate Studies in September. (See the Office of Graduate Studies website for current dates.

**Selection made by**

Elton. S. Carter selection committee

**Forms Available**

Information Form to be completed and submitted with the rest of the material.
Funding for Graduate Student Research & Travel Support

An essential part of every graduate program is learning to use the tools of research, both scholarly and applied. Graduate students seeking funding for a research project should first inquire whether their department or college has funds available for that purpose.

Information on other sources such as the University Committee on Research & Creative Activity and funding agencies outside the University can be obtained from the Office of Sponsored Programs and Research, 203 Eppley Administration Building. For travel support contact Nicole Kersten via email at nkersten@unomaha.edu.

ENGLISH DEPARTMENT CONTACTS

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402.554.2053
nbacon@unomaha.edu

Half-time Department Coordinators
Joseph Price
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402.554.3476
jprice@unomaha.edu

Dustin Pendley
ASH 192 B
402.554.3476
dpendley@unomaha.edu

Department Staff Assistant
402.554.3636
ASH 192B

RESOURCES

Writing Center
The Writing Center invites UNO students, faculty, and staff in all university divisions to work with a writing consultant on any university-related writing project. You may use this free service to work on your writing assignments, application essays, business letters, or other projects. Because our
goal is to help you become an effective, independent writer, we will not edit papers for you; instead, we will help you develop the ability to edit your own work. Schedule an appointment at http://www.unomaha.edu/writingcenter/.

**Criss Library**
The Criss Library is UNO’s main library used to access various research documents in print and online. It houses books, databases, journals, and microfiche as well as computer labs, conference rooms and tables, and a café.

**Office of Graduate Studies**
The Office of Graduate Studies is located in the Epply Administration Building, Room 203. You can reach them by phone at 402.554.2341.

**Counseling Center**
The UNO Counseling Center provides short-term personal counseling for all students, faculty, and staff of the university. Difficult life circumstances, personal relationship concerns, balancing day-to-day responsibilities or similar issues may be addressed in counseling. Our services offer you a safe atmosphere where personal concerns can be openly explored and discussed with a professionally trained counselor.

Services provided by the UNO Counseling Center include academic counseling, career counseling, and personal counseling. Prevention, outreach education, and consultation for students, faculty, and staff are equally important in facilitating the academic life, psychological health, and safety of the campus.

The Center is staffed by Licensed Mental Health Practitioners and Graduate Assistants. Each is dedicated and trained to provide support and encourage personal success in identifying and reaching individual goals.

**Career Coach**
Career Coach is a searchable database tool that provides information about potential careers and jobs. This tool is designed by Economic Modeling Specialists Inc. (EMSI) to help jobseekers understand local jobs and training. This database is designed to encourage early career planning with information about pay levels, education and training programs, job growth categories, and job openings in the Omaha area, covering a 50-mile radius that includes the Dodge–Fremont area. This database shows students an array of educational opportunities, listing academic programs available for particular careers.

The Career Coach tool draws content from O*NET, the federal occupational database of occupations (http://www.onetonline.org). But what makes Career Coach an especially inviting tool for students is its focus on careers and jobs in the Omaha metropolitan area. The search results provide a definition of the occupation as well as its expected educational level. This tool might be especially helpful for students who have not yet identified a career, but have many interests.

Career Coach also offers a resume building tool to aid students in the development of their resumes that works similar to how online tax forms work: automatically filling out portions of the resume to get users started. Based on user input, the tool prompts for information about their
work experience, education, skills, and references. This tool is extremely user-friendly, allowing users to be self-directed for the most part. Unlike resume templates found in software programs such as Microsoft Word, this tool is useful for its vast content about the tasks and skills typical of a particular occupation, which can help users shape the resume’s content and language. Resume Builder also provides users with space for adding specific tasks. Users can then preview the data in resume format and export it to their desktop or email. The document arrives in Microsoft Word format. Although the resume’s design is generic, users can reformat it as desired.

Career Coach is available at http://www.unomaha.edu/careercoach.

**Career Center**

The Career Center team continuously establishes and develops partnerships with employers, the community, and alumni to assist students in gaining the knowledge and skills that are necessary components of professional development.

We strive to provide students and faculty with the opportunity to engage in specialized career development and educational experiences that will increase knowledge and awareness of employment options and facilitate lifelong career management.
APPENDIX A: COMPREHENSIVE EXAMS READING LISTS

The comprehensive Exam in the English MA program at UNO is “comprehensive” in that it requires intensive reading and study in a specific field, discipline, period, or theme as conceived both by a natural tradition and by the graduate faculty in English at UNO. The existing lists, and instructional notes about them, are as follows:

American Literature

The American Literature reading list is made up of a Core list, which every student under examination is required to study in common, plus Supplemental lists that vary in their focus. Students are required to choose one of the Supplemental lists as a way of tailoring their exam.

The Core

Drama
Miller, Arthur
Death of a Salesman
O’Neill, Eugene
Long Day’s Journey into Night
Williams, Tennessee
The Glass Menagerie

Non-Fiction
Adams, Henry
“The Virgin and the Dynamo”
Baldwin, James
“Notes of a Native Son”
Bradford, William
Edwards, Jonathan
“Sinners in the Hands of an Angry God”
Eiseley, Loren
“The Bird and the Machine”
Emerson, Ralph W.
“Nature”
Franklin, Benjamin
The Autobiography of Benjamin Franklin
Douglass, Frederick
Narrative of the Life of Frederick Douglass
Hughes, Langston
“The Negro Artist and the Racial Mountain”
King, Martin Luther, Jr.
“I Have a Dream”
LaFlesche, Francis
The Middle Five
Leopold, Aldo
“Thinking Like a Mountain”
Momaday, N. Scott
The Way to Rainy Mountain
Rowlandson, Mary
Narrative of the Captivity and Restoration
Thoreau, Henry David
Walden
Williams, Terry T.
“Clan of the One Breasted Women”

Novels
Cather, Willa
O Pioneers
Erdrich, Louise
Love Medicine
Hawthorne, Nathaniel
A Scarlet Letter
Jewett, Sarah Orne
Country of the Pointed Firs
Silko, Leslie Marmon
Ceremony
Steinbeck, John
The Grapes of Wrath
Twain, Mark
Adventures of Huckleberry Finn
<p>| Poetry | Alexie, Sherman | “On the Amtrak from Boston to New York City” |
|        |                | “Crazy Horse Speaks”; “Evolution” |
|        | Bradstreet, Ann | &quot;The Flesh and the Spirit&quot;; &quot;To My Dear and Loving Husband&quot;; &quot;Upon the Burning of our House&quot;; &quot;To My Dear Children&quot; |
|        | Brooks, Gwendolyn | “Kitchenette Building”; “The Mother” |
|        |                  | “We Real Cool”; “Sadie and Maud” |
|        | Cullen, Countee | “Heritage” |
|        | Cummings, E. E. | “in Just—”; “O sweet spontaneous” |
|        |                  | “the Cambridge ladies who live in furnished souls” |
|        |                  | “next to of course god America i” |
|        |                  | “I sing Olaf glad and big”; “anyone lived in a pretty how town”; “my father moved through dooms of love” |
|        | Dickinson, Emily | “‘Faith’ is a fine invention”; “I felt a Funeral, in my Brain”; “This World is not Conclusion”; “The Brain—is wider than the Sky—”; “A narrow Fellow in the Grass”; “Tell all the Turth but tell it slant—”; “I never lost as much but twice”; “Success is counted sweetest”; “I’m ‘wife’—I’ve finished that—”; “I tasted liquor never brewed” “Wild Nights—Wild Nights!”; “There’s a certain Slant of Light”; “He fumbles at your Soul”; “Some keep the Sabbath going to Church”; “I heard a Fly buzz—when I died—”; “Publication—is the Auction”; “My Life had stood—a loaded Gun”; “The Bible is an antique Volume—”; “Apparently with no surprise” |
|        | Dove, Rita | “Adolescence (I, II, III)”; “Bannecker” |
|        |                  | “The Event”; “Straw Hat” |
|        |                  | “The Zeppelin Factory”; “Heroes”; “Rosa” |
|        | Dunbar, Paul Laurence | “Sympathy”; “We Wear the Mask” |
|        | Frost, Robert | “Mending Wall”; “After Apple-Picking” |
|        |                  | “Stopping by Woods on a Snowy Evening” |
|        | Giovanni, Nikki | “Nikki-Rosa” |
|        | Harjo, Joy | “She Had Some Horses”; “Deer Ghost” |
|        | Hogan, Linda | from <em>Seeing Through the Sun</em>: “The Truth Is”; “Tiva’s Tapestry: La Llorona” |
|        | Hughes, Langston | “The Negro Speaks of Rivers”; “Mother to Son” |
|        |                  | “The Weary Blues”; “I, Too” |
|        |                  | “Refugee in America”; “Madam’s Calling Cards” |
|        |                  | “Note on Commercial Theatre”; “Democracy” |
|        |                  | “Harlem”; “Dream Variations” |</p>
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<tr>
<th>Author</th>
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<td>Knight, Etheridge</td>
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American Literature Special Focus Lists

Beyond Walden Pond—20th Century Nature Poetry
Oliver, Mary. New and Selected Poems. PS3565. L5 N 47

Native American Literature
Created by Barbara Robins

Drama
All selections available in Seventh Generation: Anthology of Native American Plays
“Body Indian” by Hanay Geigamaha
“Indian Radio Days” by LeAnne Howe and Roxy Gordon
“Study of Susanna” by William Yellow Robe

Non-Fiction Prose
“Custer Died for Your Sins,” Vine Deloria Jr.
Yellow Woman and a Beauty of the Spirit, Leslie Silko
“A Sermon Preached… Moses Paul,” Samson Occum

Novels
Waterlily, Ella Cara Deloria
Shell Shaker, LeAnne Howe
The Surrounded, D’Arcy McNickle

Poetry
The Sky Clears: Poetry of the American Indians, A. Grove Day
Selections from From the Belly of My Beauty
“Euro-American Womanhood Ceremomy,”
“Rubys Summer Fruit,”
“Ruby’s Answer
“Deer Hunting,” Geary Hobson
Selections from Indian Cartography
“Looking for a Cure,”
“Indian Cartography”
“The Bear,” “The Delight Song of Tsoai-Talee,” N. Scott Momaday
“Dry Root in a Wash,” “A New Story,” Simon Ortiz
“An Eagle Nation,” Carter Revard
“Hills Brother Coffee,” “They are Silent and Quick,” Luci Tapahonso

**Short Stories**
Selections from *Ten Little Indians*, Sherman Alexie (Ed.)
“The Witch of Goingsnake,” Robert Conley
“Storyteller,” Leslie M. Silko

**Criticism**
*Red on Red: Native American Literary Separatism*, Craig Womack

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**America Realism and Naturalism (1860–1920)**
*Created by Charles Johaningsmeier*

**Novels**
Kate Chopin, *The Awakening*
Stephen Crane, *Maggie, A Girl of the Streets*
Theodore Dreiser, *Sister Carrie*
Edith Wharton, *The House of Mirth*

**Short Stories**
Paul Laurence Dunbar, “The Lynching of Jube Benson”
Charles Chesnutt, “The Wife of His Youth”
Hamlin Garland, “Up the Cooly”
María Christina Mena, “The Vine Leaf”
Mark Twain, “The Man Who Corrupted Hadleyburg”
Kate Chopin, “Desirée’s Baby”
Willa Cather, “A Wagner Matinée”
Bret Harte, “The Outcasts of Poker Flat”
Charlotte Perkins Gilman, “The Yellow Wallpaper”
Sui Sin Far, “Its Wavering Image”

**Drama**
Israel Zangwill, *The Melting Pot*
Susan Glaspell, *Trifles*

**Memoirs, Essays**
Zitkala-Ša, “Impressions of an Indian Childhood,” “School Days of an Indian Girl,” and “An Indian Teacher Among Indians”
Hamlin Garland, “Literary Centres”
Frank Norris, “A Plea for Romantic Fiction”
Henry James, “The Art of Fiction”
Mark Twain, “Cooper’s Literary Offences”
Sui Sin Far, “Leaves from the Mental Portfolio of an Eurasian”
Poetry
Stephen Crane, "God Lay Dead in Heaven," "A Man Said to the Universe," and "Do Not Weep, Maiden, For War Is Kind."
Paul Laurence Dunbar, “We Wear the Mask”
Edwin Arlington Robinson, “Richard Cory,” “Miniver Cheevy”

American Drama
*Created by David Peterson*

18th Century
Tyler, Royall
   The Contrast
Warren, Mercy Otis
   The Group

19th Century
Boucicault, Dion
   The Octoroon
Fitch, Clyde William
   The City
Mowatt, Anna Cora
   Fashion; or, Life in New York

20th Century
Albee, Edward
   Who’s Afraid of Virginia Woolf?
Herne, James A.
   Shore Acres
Kushner, Tony
   Angels in America, Parts 1 & 2
Mamet, David
   Glengarry Glen Ross
Miller, Arthur
   The Crucible
O’Neill, Eugene
   The Iceman Cometh
   Desire Under the Elms

Wasserstein, Wendy
   The Heidi Chronicles
Williams, Tennessee
   A Streetcar Named Desire
   Night of the Iguana
Wilson, August
   The Piano Lesson
   Joe Turner’s Come and Gone

American Poetry to 1900
*created by David J. Peterson*

All selections from:

Johnson, Edward (1598-1672)
   New England’s Annoyances

Bradstreet, Anne (1612-1672).
The Prologue  A Dialogue between Old England and New  The Author to her Book

Wigglesworth, Michael (1631-1705)
    from The Day of Doom

Alsop, George (1636-c1673)
    The Author to His Book

Taylor, Edward (1642-1729)
    Selections from Preparatory Meditations (first series)
      1, 2, 9, 23, 32, 39, 46
    from Preparatory Meditations (second series)
      18, 34, 150

Wright, Susanna (1697-1784)
    Anna Boylens Letter to King Henry the 8th  On the Death of a little Girl
    My own Birth Day  To Eliza Norris—at Fairhill

Hammon, Jupiter (1711-c1806)
    An Address to Miss Phillis Wheatley, Ethiopian Poetess...

Freneau, Philip (1752-1832)
    Libera nos, Domine...  The Indian Student, or Force of Nature
    Lines occasioned by a Visit to an old Indian Burying Ground
    To Sir Toby...  The Republican Genius of Europe
    On a Honey Bee, Drinking from a Glass of Wine...

Wheatley, Phillis (c1753-1784)
    To Maecenas  To the University of Cambridge, in New-England
    On being brought from Africa to America
    To S.M., a young African Painter...  A Farewel to America
    To His Excellency General Washington  Liberty and Peace

Bryant, William Cullen (1794-1878)
    Thanatopsis  To a Waterfowl  A Winter Piece  An Indian at the Burying-Place of His Fathers  The Prairies  The Painted Cup

Emerson, Ralph Waldo (1803-1882)
    Each and All  The Problem  To Rhea  The World-Soul
    Hamatreya  The Rhodora  The Humble-Bee
    Ode, Inscribed to W.H. Channing  Merlin I & II  Muskitaquid
    Threnody  Brahma

Longfellow, Henry Wadsworth (1807-1882)
    A Psalm of Life  The Wreck of the Hesperus  The Village Blacksmith
    The Warning  Seaweed  The Bridge
    The Jewish Cemetery at Newport  The Children's Hour
Whittier, John Greenleaf (1807-1892)
The Haschich ∗ Maud Muller ∗ Barbara Frietchie ∗ What the Birds Said
Burning Drift-Wood

Poe, Edgar Allan (1809-1849)
“Stanzas” ∗ To Science Fairy-Land ∗ “Alone” ∗ To Helen
The Conqueror Worm ∗ Lenore ∗ The Raven ∗ The Bells ∗ Annabel Lee

Whitman, Walt (1819-1892)
From Pent-Up Aching Rivers ∗ In Paths Untrodden
Scented Herbage of My Breast ∗ Of the Terrible Doubt of Appearances
When I Heard at the Close of Day
We Two Boys Together Clinging ∗ Crossing Brooklyn Ferry

Melville, Herman (1819-1891)
“The ribs and terrors in the whale,” ∗ The Portent ∗ Misgivings
The Conflict of Convictions ∗ A Utilitarian View of the Monitor’s Fight
Shiloh: A Requiem ∗ The House-top: A Night Piece ∗ “Formerly a Slave”

Cary, Alice (1820-1871)
The Sea-Side Cave ∗ To Solitude ∗ Katrina on the Porch
The West Country

Dickinson, Emily (1830-1886)
“The bee is not afraid of me.” ∗ “Bring me the sunset in a cup,”
“These are the days when Birds come back—“
“Safe in their Alabaster Chambers” ∗ “I like the look of Agony,”
“I can wade Grief—” ∗ “Hope’ is the thing with feathers”
“I felt a funeral, in my Brain,” ∗ “I’m Nobody! Who are you?”
“I should have been too glad, I see—” ∗ “I cannot dance upon my Toes—“
“Of Course—I prayed—” ∗ “There’s been a Death, in the Opposite House,”
“Twas like a Maelstrom, with a notch,”
“Much Madness is divinest Sense—” ∗ I died for Beauty—but was scarce”
“I’m ceded—I’ve stopped being Theirs—“
“Mine—by the Right of the White Election!”
“They shut me up in Prose—” ∗ “I dwell in Possibility—“
“One need not be a Chamber—to be Haunted—“
“A Pit—but Heaven over it—“

Robinson, E. A. (1869-1935)
Aaron Stark ∗ Walt Whitman ∗ John Evereldown ∗ Luke Havergal
Reuben Bright ∗ Cliff Klingenhagen

Dunbar, Paul Laurence (1872-1906)
Accountability ∗ Compensation ∗ The Colored Soldiers
Crane, Stephen (1871–1900)
selections from The Black Riders and Other Lines
selections from War is Kind
“A man adrift on a slim spar” “A naked woman and a dead dwarf”

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**American Modernist Poetry, Major Figures**
*Created by David Peterson*

Stein, Gertrude (1874–1946)
- Emp Lace
- Lifting Belly
- *Tender Buttons*
- Patriarchal Poetry
- Stanzas in Meditation

Stevens, Wallace (1879–1955)
- The Snow Man
- Le Monocle de Mon Oncle
- A High-Toned Old Christian Woman
- Tea at the Palaz of Hoon
- Anecdote of the Jar
- To the One of Fictive Music
- Peter Quince at the Clavier
- Thirteen Ways of Looking at a Blackbird
- The Idea of Order at Key West
- Examination of the Hero in a Time of War
- Notes toward a Supreme Fiction

Pound, Ezra (1885–1972)
- Portrait d’une Femme
- The Seafarer
- A Pact
- A Station in the Metro
- The River-Merchant’s Wife: A Letter
- Hugh Selwyn Mauberley
- *The Cantos* (I, II, III, IV, IX, XIII, XIV)

Williams, William Carlos (1883–1963)
- Pastoral
- Queen Anne’s Lace
- To Elsie
- Portrait of a Lady
- This Is Just To Say
- Burning the Christmas Greens
- Paterson: The Falls
- The Dance
- Perpetuum Mobile: The City

H.D. (1886–1961)
- Sea Rose
- Sea Lily
- Hermes of the Ways
- The God
- Adonis
- Eurydice
- Oread
- Orion
- Dead
- Demeter
- Circe
- Leda
- Helen
- *Trilogy*: The Walls Do Not Fall

Moore, Marianne (1887–1972)
- The Steeple Jack
- The Hero
- The Plumat Basilisk
- The Frigate Pelican
- The Fish
- Poetry (both versions)
- Critics & Connoisseurs
- England
- When I Buy Pictures
- What Are Years?
- Bird-Witted
- The Pangolin
- Like a Bulwark
- Granite and Steel
- Baseball and Writing
- Tell Me, Tell Me

Eliot, T. S. (1888–1965)
- Portrait of a Lady
- Preludes
- Gerontion
- The Hollow Men
- Ash-Wednesday
- The Waste Land
- Four Quartets: Burnt Norton
British Literature, Origins to the Pre-Romantics

This list covers British, Irish, Commonwealth, and Anglophone literature from the Medieval period to roughly the early Eighteenth Century. This list is organized chronologically by genre and includes choice selection for tailoring the list to a student’s interests. Because the list can be tailored, it must be shared and cleared with the examining faculty, who after consultation sign the tailored list along with the student.

NARRATIVE / EPIC POETRY

1. Beowulf (Heaney trans.)
2. OLD ENGLISH BIBLICAL VERSE (choose one):
   - Genesis A & B
   - Judith
3. CHAUCER, The Canterbury Tales
   - General Prologue
   - Knight’s Prologue and Tale
   - Miller’s Prologue and Tale
   - Plus choose two:
     - Wife of Bath’s Prologue and Tale
     - Pardoner’s Prologue and Tale
     - Reeve’s Prologue and Tale
     - Tale of Sir Thopas
     - Prioress’s Prologue and Tale
     - Chaucer’s Retraction
4. Sir Gawain and the Green Knight (Boroff trans.)
5. MIDDLE ENGLISH ROMANCES (choose one):
   - Havelok the Dane
   - Sir Orfeo
   - King Horn
   - The Turk and Sir Gawain
   - The Tale of Gamelyn
   - The Wedding of Sir Gawain and Dame Ragnell
6. SPENSER, The Faerie Queene (choose two):
   - Book 1, Cantos 1-6
   - Book 2, Cantos 1-6
   - Book 3, Cantos 1-6
   - Book 4, Cantos 1-6
   - Book 5, Cantos 1-6
   - Book 6, Cantos 1-6
   - Mutabilitie cantos
7. MILTON, *Paradise Lost*, Books 1, 2, 4, 8, 9, 10, 12
9. ALEXANDER POPE, *Rape of the Lock*
10. JAMES THOMSON, *The Seasons*, “Winter”

**LYRIC**

11. OLD ENGLISH LYRIC (in translation):
   “Dream of the Rood” (Kennedy trans.)
   
   *Plus choose one:*
   
   - “The Wife’s Lament”
   - “The Wanderer”
   - “The Ruin”
   - “Caedmon’s Hymn”

12. MARIE DE FRANCE, *Lais* (Hanning and Ferrante trans.)
   Prologue
   “Lanval”

   *Plus choose one:*
   
   - “Guigemar”
   - “Le Fresne”
   - “Bisclavret”
   - “Yonéc”

13. SKELTON “Philip Sparrow”; “The Tunning of Elinour Rummimg” (beginning to the end of the “Primus Passus”)


16. RENAISSANCE SONNETS
   Shakespeare, 3, 17, 18, 20, 73, 105, 126, 127, 130, 138
   Donne, Divine Sonnets 5, 10, 14, 19 17.

17. LYRIC SUB-SPECIALTIES (RENAISSANCE)
   
   *Choose two of the following sub-specialties:*
   
   - COUNTRY-HOUSE POEM
     Aemilia Lanyer, “Description of Cooke-ham”
     Ben Jonson, “To Penshurst”
     Marvell, “Upon Appleton House”
   
   - EPITHALAMION
     Spenser, Epithalamion Donne,
“Epithalamion . . . on St. Valentine’s Day”
Jonson, “Epithalamion”

- **PASTORAL / ELEGY**
  - Spenser, *The Shepheardes Calender*, “August” and “October”
  - Marlowe, “The Passionate Shepherd to His Love”
  - Sir Walter Ralegh, “The Nymph’s Reply”
  - Milton, “Lycidas”

- **RELIGIOUS / DEVOTIONAL**
  - George Herbert, “The Collar”; “Easter Wings”; “Jordan (I)”
  - Donne, “Hymn to God, My God in My Sickness”
  - Aemilia Lanyer, Salve Deus Rex Judaeorum (lines 1-328 and 745-856)
  - Marvell, “A Dialogue between the Soul and the Body” 3 12/07

- **EPYLLION (SHORT OVIDIAN EPIC)**
  - Marlowe, “Hero and Leander”
  - John Marston, “The Metamorphosis of Pygmalion’s Image”

- **CARPE DIEM / EROTIC / PERSUASION POETRY**
  - Elizabeth I, “Ah, Silly Pug, Wert Thou So Sore Afraid?”
  - Donne, “The Flea”
  - Marvell, “To His Coy Mistress”

- **SATIRE**
  - Skelton, “The Bowge of Court” (lines 1-182)
  - Wyatt, “Mine Own John Poynz”
  - John Marston, The Scourge of Villanie, Satyre 8

18. ROCHERSTE, “The Disabled Debauchee”; “The Imperfect Enjoyment”; “Upon Nothing”
19. APHRA BEHN, “The Disappointment”
20. JOHN DRYDEN, Mac Flecknoe
22. JONATHAN SWIFT, “The Lady’s Dressing Room”
23. LADY MARY WORTLEY MONTAGU, “The Reasons that Induced Dr S to Write a Poem Call’d the Lady’s Dressing Room”
24. SAMUEL JOHNSON, “London”
25. WILLIAM COLLINS, “Ode to Evening”
26. THOMAS GRAY, “Elegy Written in a Country Churchyard”
27. ANNA BARBAULD, “A Summer Evening’s Meditation”; “Washing Day”
DRAMA

28. SHAKESPEARE

Choose two of the following plays (you may elect to fill in one slot with a play of your own choosing):

- Titus Andronicus
- Twelfth Night
- Hamlet
- The Tempest
- 1 Henry 4
- As You Like It
- Antony and Cleopatra
- _____________________________

29. ELIZABETHAN/JACOBEAN DRAMA (Besides Shakespeare)

Choose one play from each of the following two groups:

CHRISTOPHER MARLOWE (choose one):
- Edward II
- Jew of Malta
- Dr. Faustus

BEN JONSON (choose one):
- Volpone
- The Alchemist
- Epicoene
- Bartholomew Faire

30. RESTORATION/EIGHTEENTH-CENTURY DRAMA (choose one):

- Thomas Shadwell, The Virtuoso
- John Gay, The Beggar’s Opera
- Thomas Sheridan, School for Scandal

PROSE

31. Táin bó Cuailgne

32. Four Branches of the Mabinogi: “Pwyll, Prince of Dyfed”; “Branwen, Daughter of Llyr”; “Manawydan, Son of Llyr”; “Math, Son of Mathonwy”

33. MEDIEVAL WOMEN MYSTICS (Choose one):

- Margery Kempe, Book of Margery Kempe
- Julian of Norwich, Showings (Short Text)

34. ARTHURIAN TRADITION:

THOMAS MALORY, from Le Morte Darthur (Oxford World Classics ed.):

“The Noble Tale of the Sangrail” (pp. 310-402)

Plus choose one:

- “From the Marriage of King Uther Unto King Arthur” (selections: pp. 3-32, 50-81)
- “The Death of Arthur” (pp. 468-527)

WELSH ARTHURIAN TRADITION (choose two):

- Culhwch and Olwen
35. SIR THOMAS MORE, *Utopia* (in translation)

36. ELIZABETH I, “Response to a Parliamentary Delegation on Her Marriage” (1559, 1566); “Speech to the Troops at Tilbury”; “The Golden Speech to Parliament” (1601)

37. SIR PHILIP SIDNEY, *Defence of Poesy*

38. MISCELLANEOUS RENAISSANCE PROSE

*Choose two of the following prose groups:*

- **HUMANIST TRACTS**
  - Erasmus, *The Praise of Folly* (in translation)
  - Montaigne, *Essais*, “Of Friendship”; “Of Cannibals” (Donald Frame’s translation)
  - Milton, *Areopagitica*

- **POPULAR LITERATURE**
  - Thomas Deloney, “Jack of Newbury”
  - Thomas Nashe, “The Unfortunate Traveller”
  - Robert Green, “A Notable Discovery of Cozenage”

- **ANTI-FEMINIST CONTROVERSY**
  - Jane Anger, *Her Protection for Women*
  - Joseph Swetnam, *The Arraignment of Lewd, Idle, Froward, and Unconstant Women*
  - *Hic Mulier* (anonymous)
  - *Haec Vir* (anonymous)

- **RELIGIOUS / DEVOTIONAL**
  - Anne Askew, Examinations I and II
  - Donne, *Devotions upon Emergent Occasions*: Meditations 10, 17, 19; Expost. 19
  - Donne, Death’s Duel

- **WRITING ON MELANCHOLY AND DEATH**
  - Donne, *Biathanatos*, “Conclusion”
  - Robert Burton, *Anatomy of Melancholy*: First Partition, Section 1 (“Of Diseases in General...”); Second Partition, Section 1 (“Cure of Melancholy in General”; Third Partition, Section 2 (“Love-Melancholy”)
  - Sir Thomas Browne, “Hydriotaphia, or Urn-Burial”

39. JOHN BUNYAN, Pilgrim’s Progress, Part 1 (including Author’s Apology)

40. APHRA BEHN, *Oroonoko*

41. MISCELLANEOUS ENLIGHTENMENT PHILOSOPHY

*Choose 1 of the following prose groups:*

- **MORAL PHILOSOPHY**
  - John Locke, *Essay upon Human Understanding*: Bk. 2, chap. 1-2; Bk. 4, chap. 19
  - David Hume, *Enquiry Concerning Human Understanding*: Intro.; Parts 1 and 4
Adam Smith, *Theory of Moral Sentiments*, Section 1

- **POLITICAL PHILOSOPHY**
  - Mary Astell, *Some Reflections upon Marriage* (incl. Preface)
  - Edmund Burke, Reflections upon the Revolution in France (Norton excerpt)
  - Mary Wollstonecraft, *Vindication of the Rights of Woman*: Intro.; chapters 1-4 42.

42. **MISCELLANEOUS AUGUSTAN SATIRE (choose 1):**
   - Jonathan Swift, *Tale of a Tub*
   - John Gay, *Trivia: Or, the Art of Walking the Streets of London*
   - Alexander Pope, *The Dunciad*, Book IV

43. **MISCELLANEOUS ENLIGHTENMENT LITERARY CRITICISM (choose 1):**
   - Alexander Pope, *Essay on Criticism*
   - Edmund Burke, *Inquiry into Our Ideas of the Sublime and the Beautiful*

44. **ADDISON and STEELE, The Spectator**, Imagination Papers

45. **DANIEL DEFOE (choose 1):**
   - *Robinson Crusoe*
   - *Moll Flanders*

46. **ELIZA HAYWOOD, Fantomina**

47. **JONATHAN SWIFT, Gulliver’s Travels**, Book 2 (Voyage to Brobdingnag)

48. **SAMUEL RICHARDSON, Pamela**, Vol. 1

49. **SAMUEL JOHNSON, Rasselas**

50. **JAMES BOSWELL, The Life of Johnson** (Norton excerpt)

51. **OLAUDA EQUIANO, Interesting Narrative** (Norton excerpt)

52. **MISCELLANEOUS EIGHTEENTH-CENTURY NOVEL (choose 2):**
   - Eliza Haywood, *Love in Excess*
   - Henry Fielding, *Joseph Andrews*
   - Horace Walpole, *Castle of Otranto*
   - Lawrence Sterne, *Sentimental Journey*
   - Frances Burney, *Evelina*
   - Ann Radcliffe, *The Mysteries of Udolpho*

53. **Relevant Theory or Literary Criticism (optional write-in category)**
   In the space below, write in any theoretical or critical texts that inform your approach to the primary literature on the list and that you would welcome for incorporation into the examination:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Exam Signature Page

Student signature: _____________________________________

Date of signature: __________________________

Examiners’ signatures/dates: ____________________________

_________________________________________________

Expected exam date: __________________

Special circumstances: ______________________________________________________

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Once choices have been indicated and both the student and examiners have signed the list, photocopies should be delivered to the examiners and also to the English Dept. Office, for filing in the student’s record.

British Literature, Pre-Romantics to Contemporary II

(British Lit II, Revised 28 March 2008)

This list covers British, Irish, Commonwealth, and Anglophone literature from the Romantic period (about the middle of the Eighteenth Century) through contemporary literature. It is keyed to three of the most popular and respected modern anthologies of literature.

1780-1901: Romantic and Victorian Writers

Arnold, Matthew. “Dover Beach,” “The Buried Life,” “Stanzas from the Grande Chartreuse,” and “The Scholar Gypsy”; excerpt from The Function of Criticism at the Present Time*

Austen, Jane. Pride and Prejudice

Baillie, Joanna. “Introductory Discourse” to the Plays on the Passions**

Barbauld, Anna Latetia. “Eighteen-Hundred and Eleven” **

Blake, William. Songs of Innocence and Experience; The Marriage of Heaven and Hell*

Bronte, Emily. Wuthering Heights

Browning, Elizabeth Barrett. From Aurora Leigh, excerpts “Book One” and “Book Two”*

Browning, Robert. “My Last Duchess,” “Love Among the Ruins,” “Two in the Campagna,” “Caliban upon Setebos,” “Rabbi Ben Ezra,” and “Fra Lippo Lippi” *

Byron, Lord (George Gordon). “Manfred,” excerpt from “Childe Harold’s Pilgrimage,” excerpt from “Don Juan.” *

Carlyle, Thomas. Excerpt from Sartor Resartus *

Clare, John. “Clock a Clay,” “I Am,” “The Mores” **

Coleridge, Samuel. “Kubla Khan,” “The Time of the Ancient Mariner,” “The Eolian Harp,” “Frost at Midnight,” “Christabel”; excerpt from Biographia Literaria*
Dickens, Charles. *Great Expectations*
Eliot, George. *Middlemarch*
Equiano, Olaudah. Excerpt from The Interesting Narrative of the Life **
Fitzgerald, Edward. The Rubaiyat of Omar Khayyam
Hardy, Thomas. Jude the Obscure
Hemens, Felicia. “Casabianca” *
Keats, John. “Ode on a Grecian Urn,” “To Autumn,” “To a Nightingale,” “On First Looking Into Chapman’s Homer,” “La Belle Dame Sans Merci,” and “Lamia” *
Radcliffe, Ann. *The Italian*
Rossetti, Christina. “Goblin Markket” *
Scott, Sir Walter. *Waverley*
Shelley, Mary. Frankenstein; or, The Modern Prometheus *
Shelley, P.B. “Ozymandias,” “Mont Blanc,” “England in 1819,” “Adonais,” “Alastor” *
Smith, Charlotte. Excerpt from “Beachy Head” **
Wilde, Oscar. The Importance of Being Earnest *
Wollstonecraft, Mary. Excerpt from *A Vindication of the Rights of Woman* **
Wordsworth, Dorothy. Excerpt from *The Grasmere Journal* **

1901–Present: Edwardian to Contemporary Writers (British Lit II)
Achebe, Chinua. Things Fall Apart
Amis, Kingsley. *Lucky Jim*
Beckett, Samuel. *Waiting for Godot*
Breeze, Jean. “Binta,” “Riddyn Ravings (The Mad Woman’s Poem),” “Cherry Tree Garden” ***
Conrad, Joseph. Heart of Darkness
Duffy, Carol Ann. “Standing Female Nude,” “And How Are We Today?,” “Psychopath,” “Translating the English, 1989,” “Poet for Our Times” ***
Golding, William. *Lord of the Flies*
Hardy, Thomas. “The Darkling Thrush,” “Channel Firing” *
Hughes, Ted. “View of a Pig,” “Pike,” “Out,” “Pibroch,” “Wodwo,” “Crow Hears Fate Knock on the Door,” “Flounder” ***
Joyce, James. A Portrait of the Artist as a Young Man
Kinsella, Thomas. “Baggot Street Deserta,” “Ritual of Departure” ***
Lawrence, D.H. Women in Love
Lessing, Doris. The Golden Notebook
Mansfield, Katherine. 
Murdoch, Iris. Under the Net
O’Casey, Sean. Juno and the Paycock
O’Sullivan, Maggie. “Starlings,” “Garb,” “Hill Figures” ***
Pinter Harold. The Caretaker
Ray, Jackie. From “The Adoption Papers, Chapter 7: Black Bottom” ***
Riley, Denise. “Affections Must Not,” “Lure, 1963,” “When it’s Time to Go,” “Pastoral” ***
Rushdie, Salman. Midnight’s Children
Shaw, George Bernard. Major Barbara
Silken, Jon. “Death of a Son,” “First it was Singing,” “Dandelion,” “A Daisy,” “A Word About Freedom and Identity in Tel-Aviv” ***
Stoppard, Tom. Arcadia; Rosencrantz and Guildenstern are Dead
Thomas, Dylan. “The Force That Through the Green Fuse Drives the Flower,” “Fern Hill,” and “Do Not Go Gently Into That Good Night” *
Woolf, Virginia. To the Lighthouse; excerpt from A Room of One’s Own *

Some selections are found in these readily available anthologies of British Literature; the number of asterisks indicates the preferred excerpt or selections:
Novels and plays are available in a number of editions and can be found in the UNO Library. Poems, as well, can be found in collected editions and era-specific anthologies in the UNO Library.

Creative Non-fiction

This list covers Creative Nonfiction writers spanning a few centuries with emphasis on writing from the last 50 years. It draws on the collections of a few major anthologies alongside stand-alone texts.

Anthologies


Chavez, Lisa D. “Independence Day, Manley Hot Springs, Alaska.” 72

Caudron, Shari. “Befriending Barbie.” 61

Hampl, Patricia. “Parish Streets.” 117

---. “Memory and Imagination.” 354

Dillard, Annie. “To Fashion a Text.” 338

Lamy, Nicole. “Life in Motion.” 149

Lopate, Phillip. “What Happened to the Personal Essay?” 384


Pope, Mary Elizabeth. “Teacher Training.” 465

---. “Composing ‘Teacher Training.’” 471

Sanders, Scott Russell. “The Singular First Person.” 416

Toth, Susan Allen. “Going to the Movies.” 294

Vidal, Erika. “Undressing Victoria.” 297


Baldwin, James. “Notes of a Native Son.” 208


Kingston, Maxine Hong. “No Name Woman.” 348

Sedaris, David. “The Drama Bug.” 387


Williams, Terry Tempest. “The Clan of the One Breasted Women.” 426

Woolf, Virginia. “The Death of the Moth.” 434


Mairs, Nancy. “On Being a Cripple.” 267
Orwell, George. “Shooting an Elephant.” 302
Sanders, Scott Russell. “The Inheritance of Tools.” 369
Walker, Alice. “Beauty: When the Other Dancer Is the Self.” 441
White, E.B. “Once More to the Lake.” 450

(See Dr. Price for copies of the articles in this anthology. Alternately, the Montaigne and the Orwell can be found in their collected essays. See bibliographic information at the end of this reading list.)

Montaigne, Michel de. “Of the Inconsistency of Our Actions.”
———. “Of Idleness.”
Orwell, George. “Shooting an Elephant.”
———. “Politics and the English Language.”

From Kerrane, Kevin, and Ben Yagoda. The Art of Fact: A Historical Anthology of Literary Journalism.
Agee, James. From Let Us Now Praise Famous Men. 417
Alexiyevich, Svetlana. From Boys in Zink. 536
Covington, Dennis. From “Snake Handling and Redemption.” 391
Crane, Stephen. “When a Man Falls a Crowd Gathers.” 58
Hemingway, Ernest. “Japanese Earthquake.” 411
Hersey, John. From Hiroshima. 536
Mahoney, Rosemary. From Whoredom in Kimmage. 367
Mayhew, Henry. “Watercress Girl.” 34
Mitchell, Joseph. “Lady Olga.” 439
Orwell, George. “The Spike.” 245
Talese, Gay. “The Silent Season of a Hero.” 143


Klaus, Carl H. “Essayists on the Essay.” 155

Monographs
Dillard, Annie. Teaching a Stone to Talk and Other Expeditions and Encounters. QH81 D563 (1982)
Douglass, Frederick. Narrative of the Life of Frederick Douglass. E449. D749 (1845)


**Language Studies**

The Language Studies reading list includes four major disciplinary content areas: Composition, Linguistics, Rhetoric, and Technical Communication. Students are only required to choose two content areas, however. If students choose to be examined in either Composition or Rhetoric, they are free to bring study materials and texts with them into the exam. This exam option is unique to these two areas, however (and it is unique in the program). Students writing on Linguistics are not permitted to bring materials into the exam that relate directly to those lists.

*Revised April 2014*

**Composition**


Berlin, James. “Rhetoric and Ideology in the Writing Classroom”

Brereton. From *The Origins of Composition Studies in American College, 1875-1925*


Gee, James Paul. “The New Literacy Studies and the Social Turn”

Harris, Joseph. “The Idea of Community in the Study of Writing”

Hesse, Doug. “Who Owns Writing?”


Shaughnessy, Mina. “Introduction to Errors and Expectations


Selfe, Cynthia L. “The Movement of Air, the Breath of Meaning: Aurality and Multimodal Composing.” College Composition and Communication 60.4 (June 2009): 611-663.


Bartholomae, David. “Inventing the University.”

Bizzell, Patricia. “Contact Zones.”

Bizzell, Patricia. “Cognition, Convention, and Certainty: What We Need to Know about Writing”

Bruffe, Kenneth A. “Collaborative Learning and the ‘Conversation of Mankind.’”

Ede, Lisa and Andrea Lunsford. “Audience Addressed”

Flower and Hayes. “A Cognitive Process Theory of Writing”


Kinneavy, James E. “The Basic Aims of Discourse”

Matsuda, Paul Kei. “Composition Studies and ESL Writing: A Disciplinary Division of Labor”

Rose, Mike. “Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism”

Sommers, Nancy. “Revision Strategies of Student Writers and Experienced Adult Writers”

Trimbur, John. “Consensus and Difference in Collaborative Learning”


**Rhetoric**


Bitzer, Lloyd. “The Rhetorical Situation”


- Gorgias, *Defense of Helen* (42-46)
- Anonymous, *Dissoi Logoi* (47-55)
- Aspasia, From Plato, Cicero, Athenaeus, and Plutarch (56-66)
- Plato, *Gorgias* (80-137)
- Plato, *Phaedrus* (138-168)
- Aristotle, From *Rhetoric* (169-240)
- Cicero, From *De Oratore* and *Orator* (283-343)

  Locke, From *An Essay Concerning Human Understanding*

Bakhtin, Mikhail. Selections from *Marxism and the Philosophy of Language*


Perelman & Olbrechts-Tyteca. From *The New Rhetoric*

Toulmin, Stephen. From *The Uses of Argument*

Foucault, Michel. From *Archeology of Knowledge*


**Linguistics**


**Technical Communication**


Miller, Carolyn, “A Humanistic Rationale for Technical Writing.”

Johnson, Robert R., “Audience Involved: Toward a Participatory Model of Writing.”

Slack, Jennifer Daryl, David James Miller, and Jeffrey Doak, “The Technical Communicator as Author: Meaning, Power, Authority.”


Sullivan, Dale, “Political-Ethical Implications of Defining Technical Communication as a Practice.”


**Linguistics**

The Linguistics reading list covers five sub-disciplinary areas within Linguistics, all of which are required reading for the exam.

**Applied Linguistics**


Discourse: Theory and Analysis


Historical Linguistics & History of the English Languages


Intercultural Communication


Sociolinguistics


## APPENDIX B: SCHEDULE OF COMPREHENSIVE READERS*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Period</th>
<th>Subject</th>
<th>Pre-1800 British</th>
<th>Post-1800 British</th>
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<th>Creative Non-Fiction</th>
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*The listed reader could change due to professional leave, illness, or other circumstances.*
APPENDIX C: FACULTY RESEARCH AND TEACHING AREAS

American Literature

Ramon Guerra
Chicano/a Literature, Latino/a Literature, 20th & 21st Century American Literature, Post-modernism, Testimonio Literature
Charles Johaningsmeier
American regionalist literature, Readers and American literary history, American immigrant literature, Multicultural Literature
David Peterson
American Literature
Barbara Robins
Contemporary Native American Literature, Visual Arts

British Literature

J. David Boocker
Milton, Milton and His Influence, Milton & Science
Influence Theory
Lisabeth Buchelt
British and Irish Medieval Literature, Early Medieval Insular Gospel Manuscripts, Early Medieval Insular Apocrypha, Medieval Anglo-Saxon and Irish Manuscript Culture, Anglo-Norman Literature, Arthurian Literature, 19th and Early 20th Century British and Irish Medievalism,
Robert Darcy
Early Modern Literature & Culture, History of Ideas
Influence Theory, Gender & Sexuality
Tanashree Ghosh
Victorian Literature and Culture
Visual Studies, Popular Culture
Postcolonial Studies

Creative Non-Fiction
Lisa Knopp
Experiments in Creative Nonfiction, Narrative Nonfiction, Modern Familiar Essay, Travel Writing
John T. Price
Creative Nonfiction, American Literature, Great Plains Literature, Environmental Literature

Language Studies

Travis Adams
Writing Center Theory
Nora Bacon
Transition from Academic to Nonacademic Writing, Service Learning, Prose Style
Frank Bramlett
Linguistics and Comics, Discourse Analysis, Gay Men’s English, Homophobia and Anti-gay Bias
Tanashree Ghosh
Victorian Literature and Culture
Visual Studies, Popular Culture

Postcolonial Studies
Kristin Girten
Restoration, Eighteenth-Century, and Romantic Literature and Culture; History and Philosophy of Science; Women’s Literary History; Aesthetic Theory; Feminist Theory; Visual Studies; Embodied Rhetoric and Pedagogy.

Tracy Bridgeford
Technical Communication, Information Design, Communities of Practice, Pedagogy, Theories of Technology, Theories of Practice

Tammie Kennedy
Feminist Rhetorics, Rhetorical Memory, Rhetorics of Difference, Whiteness Studies, Film and Popular Culture, Creative Nonfiction

Joan Latchaw
Computers and Composition, Cultural Studies, Rhetoric
Owen Mordaunt
Black literature
Socio- and Applied Linguistics
### APPENDIX D: GRADUATE DEPARTMENT FORMS

(Available in the main office)

**Independent Study Contract available on website**

For term: _______ Final course grade due from instructor by: ___________

ENGL 4980: ___ (undergraduate) ENGL 8900: ____ (graduate)

Hours attempted (1–3): ___

Instructor comments: ______________________________________________________

**COURSE OBJECTIVES**

1. _____________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

**COURSE REQUIREMENTS**

1. _________________________________________________________________

2. __________________________________________________________________

3. _________________________________________________________________

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<th>Student’s Signature and Date</th>
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**Notes:** Before attempting an independent study, undergraduate students should have completed ENGL 2410 or 2420; graduate students should have completed ENGL 8010 (unless an individual faculty member waives this prerequisite).

Faculty MUST submit this signed form before the office is allowed to give a permission number to enroll. Email, verbal, or telephone permit requests by faculty or students cannot be accepted.

Faculty should fill out the “comments” line when appropriate (i.e.: “This course counts for pre-1800 British Lit,” “This course replaces the 8616 requirement for the TESOL Grad. Certificate.”)
# Registration and Reporting Form for the Comprehensive Examination in the UNO English MA Program available in the main office

**PART I: TO BE COMPLETED BY THE STUDENT**

Complete all items in Part I (A-H) and submit this form to the English Department Staff Assistant, Arts and Sciences Hall (ASH 192) by the first Friday of the semester in which you will take comps. If you do not take the comprehensive examination on the indicated date or if you fail the examination the first time that you take it, you must refile the Registration and Reporting Form to take the examination.

A. **Check the box next to the comprehensive examination area you choose to be tested:**
   - ☐ British Literature to the Pre-Romantics (British Literature I)
   - ☐ British and Commonwealth Literature from the Pre-Romantics to the Present (British Literature II)
   - ☐ American Literature
     - Check the box for your chosen supplemental list for American Literature:
       - ☐ American Women Short Fiction
       - ☐ Beyond Walden Pond
       - ☐ Native American Literature
       - ☐ American Drama
       - ☐ Realism and Naturalism 1860–1920
       - ☐ American Poetry to 1900
       - ☐ American Modernist Poetry, Major Figures
   - ☐ Linguistics
   - ☐ Language Studies (Choose two areas: ☐ Composition ☐ Linguistics ☐ Rhetoric ☐ Technical Communication)
   - ☐ Creative Non-Fiction

B. **Check the box next to the date on which you expect to take the examination:**

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C. **Student’s Signature:**
D. **Student NU ID number:**
E. **Print your name:**
F. **Address:**
G. **City, State, and Zip:**
H. **Phone number:**

**PART II: TO BE SECURED BY THE STAFF ASSISTANT**

1. *Signature, First Examing Professor*
2. *Signature, Second Examing Professor*

**PART III: FOR THE PROCTOR**

1. Sign and date below after the student submits the completed comprehensive examination.
2. Return this form, the questions, and the student’s completed exam to the English Department’s Staff Assistant (ASH 192).

**Proctor’s Signature**

**PART IV: FOR THE EXAMINING PROFESSORS**

1. After consultation, check the box indicating the student’s grade.
2. Sign and date items
3. Return this form, the comprehensive examination questions, and the student’s comprehensive examination to the English Department’s secretary of graduate studies (ASH 192).

**Grade:**
- ☐ High Pass
- ☐ Pass
- ☐ Fail

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## APPENDIX E: COURSE DESCRIPTIONS

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<th>Description</th>
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<td>8010</td>
<td>Seminar: Literary Research</td>
<td>A survey of the resources, methodologies, and protocol for conducting and reporting the results of research appropriate to graduate-level study in English and its related disciplines. Prereq: Graduate.</td>
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<tr>
<td>8020</td>
<td>Seminar: College Writing Instruction</td>
<td>The seminar in college writing instruction prepares Graduate Teaching Assistants to fulfill their responsibilities as teachers of first-year composition. Prereq: Graduate status and a teaching assistantship. Not open to nondegree students.</td>
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<tr>
<td>8026</td>
<td>American Poetry</td>
<td>The practice and theory of American poetry from the colonial period up to the contemporary period. Formerly ENGL 4930/8936. Prereq: Graduate. (Cross-listed with ENGL-4020.)</td>
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<td>8046</td>
<td>Contemporary Poetry of England and America</td>
<td>A study of English and American poetry, the important ideas it contains, and the relevant critical theory of the contemporary period. Formerly ENGL 4910/8916. Prereq: Graduate. (Cross-listed with ENGL-4040.)</td>
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<td>8066</td>
<td>The American Novel</td>
<td>A comprehensive survey of the evolution of the American Novel from 1789 to the present day. Special emphasis will be placed on how authors have responded to changing cultural circumstances and expressed widely varying viewpoints depending on their own gender, race, geographic region, and/or ethnicity. Prereq: Graduate. (Cross-listed with ENGL-4060.)</td>
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<tr>
<td>8086</td>
<td>The American Drama</td>
<td>A study of the American drama and its theatrical background from the beginning to the present day, with concentration on the drama of the 20th century. Formerly ENGL 4980/8986. Prereq: Graduate. (Cross-listed with ENGL-4080.)</td>
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<tr>
<td>8100</td>
<td>Seminar: Topics in American Literature</td>
<td>Individual research and group discussion relating to a general topic in American literature. (The course may be repeated for additional credits under different topics.) Formerly ENGL 8060. Prereq: Graduate.</td>
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<tr>
<td>8146</td>
<td>American Literary Realism and Naturalism</td>
<td>This course examines a wide range of 19th- and 20th-century American literary works, written by male and female authors of various races, geographic regions, and ethnicities. The influence of cultural, economic, political, and social environments on the construction and reception of these works will be emphasized. Prereq: Graduate. (Cross-listed with ENGL-4140.)</td>
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<tr>
<td>8150</td>
<td>Seminar: Theodore Roethke's Poetry</td>
<td>A study of the poetry of Theodore Roethke as well as his notebooks, poetic theories, poetic practices, revisions, and biography where appropriate to an understanding of the poetry. Formerly ENGL 8900. Prereq: Graduate.</td>
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<td>8160</td>
<td>Seminar: Postmodern Fiction of the United States</td>
<td>A seminar in American Fiction from the second half of the twentieth century into the twenty-first century which presents and discusses some of the major trends and issues associated with postmodern culture in America. Prereq: Graduate student standing.</td>
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<td>8166</td>
<td>Topics in American Regionalism</td>
<td>A study of major trends in American literary regionalism, with special emphasis on social, cultural, and ecological contexts. Focus will be determined by instructor, but may include particular authors, literary themes, historical periods, or geographic regions. Prereq: Graduate. (Cross-listed with ENGL-4160.)</td>
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<td>8180</td>
<td>Seminar: Contemporary American Poetry</td>
<td>A study of the work of selected contemporary American poets, especially the technical aspects of the poetry. Texts usually will be a full single volume by each poet or in some cases the selected or collected works of a poet. Formerly ENGL 8920. Prereq: Graduate.</td>
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<tr>
<td>8186</td>
<td>Major Movements in Contemporary Literature</td>
<td>A critical study of selected major literary figures or major literary movements which have appeared since World War II. Formerly ENGL 4950/8956</td>
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Contemporary Literature: Major Figures and Major Movements. Prereq: Graduate. (Cross-listed with ENGL-4180.)

8200 Seminar: Middle English Literature (3) A study of selected writings in Middle English. Prereq: Graduate and one course in Middle English language or writings.

8236 Latino Literature (3) A study of representative works of Mexican-American, Spanish-American, and American writers, along with their cultural and historical antecedents. Formerly ENGL 4180/8186 Chicano Literature and Culture. Prereq: Graduate, permission. (Cross-listed with ENGL-4230.)

8250 Seminar: Chaucer (3) A study of selected works of Geoffrey Chaucer. Prereq: Graduate and one course in Middle English language or writings.

8256 Introduction to Women's Studies in Literature (3) A critical study of literature by and about women in which students learn about contributions of women to literature, ask what literature reveals about the identity and roles of women in various contexts, and evaluate standard interpretations from the perspectives of current research and individual experience. Prereq: Graduate. (Cross-listed with ENGL-4250.)

8266 Women of Color Writers (3) Women of Color Writers is designed to introduce students to the multicultural, literary experience and contributions of women of color writers. The course will elucidate the multi-ethnic and feminist/womanist perspectives reflected in literary works by examining the themes, motifs and idioms used to portray women. The course examines critically the implications and conceptual grounds of literary study which have been based almost entirely on male literary experiences. Prereq: Graduate English major or permission of instructor. (Cross-listed with ENGL-4260.)

8276 Women Writers of the West (3) A survey of American and Canadian women writers who explore issues of settlement, land use, cultural displacement, and survival in western territories, states, and provinces. Readings span 19th and 20th-Century literacy and reflect the cultural diversity of the American and Canadian wests. Prereq: ENGL 1150 and 1160 or equivalent; ENGL 2410 recommended. (Cross-listed with ENGL-4270, WMST-4270.)

8300 Seminar: Shakespeare (3) Critical analysis of ten tragedies, ten histories, or ten comedies of Shakespeare. Formerly ENGL 9120. Prereq: Graduate.

8316 Middle English Literature (3) A survey of the principal writings in English, excluding those of Chaucer, from 1100 to 1500. Formerly ENGL 4320/8326. Prereq: Graduate. (Cross-listed with ENGL-4310.)

8326 Chaucer (3) A literary, linguistic, and historical study of the works of Geoffrey Chaucer: his dream visions, Troilus and Criseyde, and the Canterbury Tales. Formerly ENGL 4340/8346. Prereq: Graduate. (Cross-listed with ENGL-4320.)

8336 Sixteenth Century Literature (3) Poetry and prose of the English Renaissance, from its continental origins to the end of the Elizabethan age. Prereq: Graduate. (Cross-listed with ENGL-4330.)

8346 Shakespeare (3) A critical study of selected plays from among the four traditional Shakespearean genres: comedy, history, tragedy, and romance. Formerly ENGL 4600/8606 Prereq: Graduate. (Cross-listed with ENGL-4340.)

8356 Shakespeare's Contemporaries (3) A study of the development of the English drama, exclusive of Shakespeare, from the beginning to 1642. Formerly ENGL 4500/8506. Prereq: Graduate. (Cross-listed with ENGL-4350.)
8366 Seventeenth Century Literature (3) A study of the English poetry and prose from 1600 to 1660 including such authors as John Donne, Ben Jonson, Sir Francis Bacon, Sir Thomas Brown, and John Milton. Formerly ENGL 4480/8486. Prereq: Graduate. (Cross-listed with ENGL-4360.)

8376 Restoration and Eighteenth Century Literature (3) Poetry, prose (exclusive of the novel), and drama of England in the Restoration and 18th century (1660-1800), with emphasis on Swift and Johnson. Formerly ENGL 4620/8626. Prereq: Graduate. (Cross-listed with ENGL-4370.)

8386 The Eighteenth Century English Novel (3) Readings in the English novel from Daniel DeFoe to Jane Austen. Formerly ENGL 4640/8646. Prereq: Graduate. (Cross-listed with ENGL-4380.)

8396 Medieval Celtic Literature (3) This course examines the literature and culture of the Celtic civilizations. The course examines the archeological record and texts about the Celts by Greek and Roman authors, as well as later medieval tales from the Irish, Welsh, and Breton traditions. All texts are in translation with guided reference to the original languages. Prereq: ENGL 2410 or ENGL 2420 and one ENGL course above 3299, or instructor permission; ENGL 2310 recommended. Not open to nondegree students. (Cross-listed with ENGL-4390.)

8400 Seminar: English Renaissance (3) A seminar in a few significant literary figures of the English Renaissance. Formerly ENGL 8080. Prereq: Graduate.

8416 Literature of the Romantic Period (3) Poetry and prose (excluding the novel) of England from 1798 to 1830. Formerly ENGL 4810/8816. Prereq: Graduate. (Cross-listed with ENGL-4410.)

8426 Literature of the Victorian Period (3) English poetry and prose (excluding the novel) from 1830 to 1900. Formerly ENGL 4820/8826. Prereq: Graduate. (Cross-listed with ENGL-4420.)

8436 The Nineteenth Century English Novel (3) Readings in the English novel from Jane Austen to Thomas Hardy. Formerly: ENGL 4650/8656. Prereq: Graduate. (Cross-listed with ENGL-4430.)

8450 Seminar: John Milton (3) Intensive seminar in the major works of John Milton and investigation of specific critical and scholarly problems. Formerly ENGL 8140. Prereq: Graduate.

8466 The Twentieth Century English Novel (3) Readings in the English novel from Joseph Conrad to the present. Formerly ENGL 4660/8666. Prereq: Graduate. (Cross-listed with ENGL-4460.)

8486 Twentieth Century English Literature (3) Readings in English literature from Shaw and Yeats to the present. Formerly ENGL 4850/8856. Prereq: Graduate. (Cross-listed with ENGL-4480.)

8500 Seminar: Restoration and Eighteenth Century (3) A detailed study of selected English authors and works of the Restoration and the 18th century (1660-1800). Formerly ENGL 8090. Prereq: Graduate.

8600 Seminar: Nineteenth-Century English Literature (3) An intensive study of selected Victorian authors and their works. Formerly ENGL 8100 Seminar: Victorian Literature. Prereq: Graduate.

8615 Introduction to Linguistics (3) An introduction to the concepts and methodology of the scientific study of language; includes language description, history, theory, variation, and semantics as well as first and second language acquisition. Formerly ENGL 4610. Prereq: ENGL-1160 or equivalent. (Cross-listed with ENGL-3610.)

8620 Seminar: Jane Austen (3) This seminar examines Jane Austen's oeuvre from her juvenilia to her posthumous fragments, giving particular emphasis to her six great novels, Northanger Abbey, Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, and Persuasion. Austen biography and scholarship provide the framework for studying her literary career.
8626 History of English (3) A critical study of both the internal and external histories of English. Includes historical development of English phonology, morphology, graphics, syntax, diction, dialects, and semantics. Prereq: Graduate. (Cross-listed with ENGL-4620.)

8656 Structure of English (3) A study of grammar as it has been conceived through history, including traditional prescriptive and descriptive approaches as well as transformational- generative grammar. Formerly ENGL 4780/8786. Prereq: Graduate, ENGL 4610/8616, or permission. (Cross-listed with ENGL-4650.)

8676 Sociolinguistics (3) An exploration of interconnections between language, culture, and communicative meaning, stressing interactional, situational, and social functions of language as they take place and are created within social contexts. Formerly ENGL 4880/8886. Prereq: Graduate, ENGL 4610/8616 or permission. (Cross-listed with ENGL-4670.)

8680 Seminar: Workshop in Tom Stoppard’s Plays (3) A study of both the theory and practice of selected plays by contemporary British playwright Tom Stoppard. An informal workshop approach requiring active participation in class activities which include assembling a portfolio and presenting a reader’s theater production of one play. Formerly ENGL 8000. Prereq: Graduate.

8696 Topics in Linguistics (3) Studies in a selected subfield or problem area of linguistics such as sociolinguistics, generative semantics, applied linguistics, descriptive linguistics, teaching English as a foreign language, etc. Formerly ENGL 4960/8966 Studies in Linguistics. Prereq: Graduate, ENGL 4610/8616, or permission of instructor. (Cross-listed with ENGL-4690.)

8736 Rhetoric (3) A study of contemporary theories of invention, form, and style and their application in written discourse. Formerly ENGL 4530/8536. Prereq: Graduate. (Cross-listed with ENGL-4730.)

8740 Seminar: Discourse, Culture, and Power (3) A graduate-level introduction to theories and methodologies of analyzing spoken and written discourse. This seminar will prepare students to conduct field research and analyze natural language data based on theoretical orientations to discourse analysis. Prereq: Graduate standing.

8756 Composition Theory and Pedagogy (3) Students will review and evaluate 20th century theories with an emphasis on theories developed since 1968. Students will investigate current research practices and design and execute their own research projects. Formerly ENGL 4760/8766. Prereq: Graduate standing. (Cross-listed with ENGL-4750.)

8760 Seminar in Popular Culture, Mass Media and Visual Rhetoric (3) This course studies how discursive meaning is made through established and emerging visual technologies and the impact visual symbol systems are having upon the field of rhetoric in general. Students will investigate how visual technologies, discourse theory, and semiotic theory has intersected with and expanded contemporary rhetorical theories, and they will apply these theories to visual texts. Prereq: Graduate standing. (Cross-listed with COMM-8200.)

8780 Pedagogic Field Experience in TESOL (3) A semester of observation and participation in a service-learning and/or classroom situation in Teaching English to Speakers of Other Languages (TESOL). The course will emphasize the orchestration of the learning environment in a multicultural and global society. Prereq: Graduate Standing and TED 4000/8006 FL/TESOL Methods.

8796 English Career Preparation (3) This course will help you prepare for an internship or a career, addressing topics such as finding and applying for internships, understanding the workplace and industry, creating a skills/competency inventory, writing and producing a resume and cover letters, practicing interviewing techniques, and a statement of goals. Although open to all undergraduate students, this course is required if you plan to complete an internship. It is not required for graduate students, but is highly recommended. Prereq: Graduate.
**8800 Seminar: Topics in English Language and Literature** (3) An intensive study of one or more authors, genres, literary movements, or literary problems not covered by regular period or genre courses. (This course may be repeated for additional credits under different topics.) Formerly ENGL 8130 Topical Seminar in English. **Prereq:** Graduate.

**8806 English Internship** (1-3) Supervised internship in a professional setting with a local employer or nonprofit organization. Hands-on experience. Work hours, activities, and responsibilities must be specified in a written agreement between the employer and the student in consultation with the internship director. Some internships will be paid and some will not. **Prereq:** Permission of internship director. (Cross-listed with ENGL-4800)

**8816 Digital Literacies for Technical Communicators** (3) This course addresses emerging issues about digital literacies such as the rhetoric of technology, technological competency, technology and information ecologies, critical awareness of technology and human interactions, judicious application of technological knowledge, user-centered design, networking and online communities, ethics and technology, and culture and technology. (Cross-listed with ENGL-4810, JOUR-4810, JOUR-8816.)

**8826 Autobiography** (3) Students will read as well as write autobiography. Students will read texts representing various social, political, and religious points of view. Students will also study these texts for theoretical principles and autobiographical techniques which they will use to inform their own autobiographical essays. **Prereq:** ENGL 2450 or 2460. (Cross-listed with ENGL-4820.)

**8836 Technical Communication** (3) Technical Communication introduces students to the field of technical communication. Students will study the development of print and electronic genres common to industry settings, the design and production of technical documents, the writing processes and work practices of professional technical communicators, and the roles of technical communicators in organizational contexts. **Prereq:** (Cross-listed with ENGL-4830, JOUR-4830, JOUR-8836.)

**8846 Travel Writing** (3) Travel Writing is a course in professional writing. Although the course includes critical examinations of texts, the primary focus is on the composition of various kinds of travel essays. **Prereq:** Graduate standing. (Cross-listed with ENGL-4840, JOUR-4840, JOUR-8846.)

**8850 Seminar: Spiritual Nonfiction** (3) Spiritual Nonfiction is a creative nonfiction writing seminar where students study and practice various forms and styles of spiritual nonfiction. The comparative study of spirituality and religion is not the focus of this course. Writing is the focus. Discussion of the characteristics of spiritual experiences and ideas will be limited to their formalistic treatment within individual works. **Prereq:** Graduate Standing. At least one creative nonfiction writing course at 4000/8000 level.

**8856 Information Design for Technical Communicators** (3) This course introduces students to strategies for integrating visual and textual elements of technical documents. Instruction will focus on design theory and application through individual and collaborative projects. Students will develop the professional judgment necessary for making and implementing stylistic choices appropriate for communicating technical information to a lay audience. (Cross-listed with ENGL-4850, JOUR-4850, JOUR-8856.)

**8866 The Modern Familiar Essay** (3) A study of the modern familiar essay, with an emphasis on writing the informal essay. Formerly ENGL 4700/8706. **Prereq:** Graduate. (Cross-listed with ENGL-4860.)

**8870 Seminar: Publishing Non-Fiction** (3) A seminar in the process leading to publication of essays in one or more of the following genres: scholarly essay, personal essay, travel essay, pedagogical essay, autobiographical essay. **Prereq:** Graduate standing and 6 hours of graduate credit.

**8876 Technical Editing** (3) This course introduces students to the roles and responsibilities of technical editors: the editorial decision-making processes for genre, design, style, and production of technical
information; the communication with technical experts, writers, and publishers; the collaborative processes of technical editing; and the techniques technical editors use during comprehensive, developmental, copyediting, and proofreading stages. (Cross-listed with ENGL-4870, JOUR-4870, JOUR-8876.)

8880 Advanced Placement Institute: English & Compositions (3) An intensive workshop devoted to the organization, planning, implementation and improvement of advanced placement courses in literature and composition. Intended for secondary school teachers of English who are presently teaching or are planning to propose and/or teach advanced placement courses in their school. Prereq: Graduate in English or in English education.

8886 Community Service Writing (3) A study of the relationship between texts and the social contexts in which they function, with particular attention to differences between academic and non-academic discourse communities. This is a service-learning course: students work as volunteers at community organizations. Prereq: Graduate standing. (Cross-listed with ENGL-4880.)

8890 Sem: Experiments in Creative Nonfiction (3) English 8890 is a graduate seminar in creative nonfiction. This course explores, through an intensive engagement with long and short forms of creative nonfiction, the ways in which contemporary practitioners of the genre have experimented with form and meaning. Students will attempt their own experiments in writing. Prereq: Graduate Standing, Two graduate-level creative nonfiction courses from ENGL-8846, ENGL-8866, ENGL-8870, or ENGL-8800, when topic is appropriate.

8896 Capstone Course in Technical Communication (3) In this capstone course, students will extend foundational skills learned in previous technical communication courses. Students will demonstrate their competency of the technical documentation process in organizational environments, the issues important to the technical communication profession, and the practices of writing and creating complex technical documents for specific purpose and audience. Prereq: Graduate standing or permission of instructor. ENGL 8816, 8836, 8856 and 8876 highly recommended. (Cross-listed with ENGL-4890, JOUR-4890, JOUR-8896.)

8900 Independent Study (1-3) Specially planned readings in a well-defined field of literature or language, carried out under the supervision of a member of the graduate faculty. Designed primarily for the student who has need of work not currently available in the departmental offering and who has demonstrated capability of working independently. May be repeated for credit once. Formerly ENGL 8980. Prereq: Graduate, permission of instructor, admission to candidacy, and no "incompletes" outstanding.

8910 Seminar: Critical Theory (3) Seminar in theories of literary criticism, with emphasis on modern approaches. Formerly ENGL 8040. Prereq: Graduate.

8926 Great Characters (3) Great Characters is a study of literary characters in fiction and drama from the standpoint of temperament theory. The course uses Keirsey’s model of temperament to focus on conflict and conflict resolution between characters as this constitutes the dynamics of plot. Formerly ENGL 4050/8056. Prereq: Senior standing, or one 4000 level English course. (Cross-listed with ENGL-4920.)

8946 History of Literary Criticism (3) Primarily a study of the history of English, American, and continental literary criticism, with emphasis on modern theory and methods. Formerly ENG 4040/8046. Prereq: Graduate or permission. (Cross-listed with ENGL-4940.)

8966 Topics in Language and Literature (3) Specific subjects (when offered) appear in class schedules. Complete syllabus available in English Department. Formerly ENGL 4940/8946 Studies in Language and Literature. Prereq: Graduate. (Cross-listed with ENGL-4960.)

8990 Thesis (3-6) Independent research project written under the supervision of an adviser. Prereq: Graduate, permission of thesis director.