

# Program Change Request

APPROVED BY SENATE  
02/07/2022

EP.22.054\_FINAL  
Approved by EP 12/06/2021

Date Submitted: 10/05/21 1:55 pm

Viewing: **10KS0311MA : English, MA**

Last edit: 12/03/21 4:29 pm

Changes proposed by: Andrea Ray

[English, MA](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1499 Head
3. KV Dean
4. University Librarian
5. Grad\_College
6. Provost
7. Senate EPC

8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DMI

## Approval Path

1. 10/05/21 2:39 pm  
Deb Forgacs  
(dforgacs):  
Approved for U  
Program Review
2. 10/05/21 2:40 pm  
Robert Barrett  
(rwb): Approved  
for 1499 Head
3. 10/06/21 10:26  
am  
Stephen Downie  
(sdownie):  
Approved for KV  
Dean
4. 10/06/21 11:41  
am  
John Wilkin  
(jpwilkin):  
Approved for  
University  
Librarian
5. 11/10/21 2:46 pm  
Allison McKinney  
(agrindly):

- Approved for  
Grad\_College
- 6. 11/10/21 3:17 pm  
Kathy Martensen  
(kmartens):  
Approved for  
Provost
- 7. 12/01/21 3:51 pm  
Barbara Lehman  
(bjlehman):  
Rollback to KV  
Dean for Senate  
EPC
- 8. 12/03/21 4:43 pm  
Andrea Ray  
(aray): Approved  
for KV Dean
- 9. 12/03/21 4:47 pm  
John Wilkin  
(jpwilkin):  
Approved for  
University  
Librarian
- 10. 12/07/21 11:50  
am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
- 11. 12/07/21 1:28 pm  
Kathy Martensen  
(kmartens):  
Approved for  
Provost

Major (ex. Special Education)

This proposal is  
for a:

[Revision](#)

## Administration Details

Official Program Name	English, MA
Sponsor College	Liberal Arts & Sciences
Sponsor Department	English

Sponsor Name [Andrew Gaedtke](#)  
Sponsor Email [gaedtke@illinois.edu](mailto:gaedtke@illinois.edu)

College Contact [Stephen R. Downie](#)  
[sdownie@illinois.edu](mailto:sdownie@illinois.edu)

College Contact  
Email

College Budget Officer [Michael Wellens](#)

College Budget Officer Email [wellens@illinois.edu](mailto:wellens@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. *Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.*

[Andrew Gaedtke](#)

Does this program have inter-departmental administration?

[No](#)

## Proposal Title

Effective Catalog Term Fall 2022

Provide a brief, concise description (not justification) of your proposal.

Title - Revise the language requirement for the Master of Arts in English (MA in English) and coursework requirements in the MA in English Literature Specialization.

We are revising the coursework requirements for the MA in English for students in the Literature specialization and the MA program's language requirement.

- Our coursework requirements will change from having students in the Literature specialization take 6 of 9 seminars to a model, as outlined below, that has them demonstrate that they have taken two courses in each of three areas that represent different approaches to literary study: Historical Period; Form/Genre; and Geographic and Racial Difference

- o Students will be able to "double dip," in that a course can possibly fulfill two different areas.

- o Students fulfill these requirements by taking a minimum of three courses, but they can take more

- We are also eliminating the language requirement for all MA in English students, both in the Literature and Writing Studies specializations

- o We are shifting that requirement to the PhD (Stage II) and revising that requirement. We have submitted a concurrent proposal "Revise the language requirement for the PhD in English, Department of English."

List here any related proposals/revisions and their keys. *Example: This BS proposal (key 567) is related to the Concentration A proposal (key 145) and the Concentration B proposal (key 203).*

## Program Justification

## Why are these changes necessary?

This is the first time the English Department has successfully completed a full review of its MA and PhD Programs in at least twenty years. We had fallen behind our peers in a number of ways, and the goal of this review was to make our department reflect the innovations in our fields that have happened in those decades, and to better prepare our students to join them. Our review, which we conducted from Fall 2019-Spring 2021, was run by the DGS in English, Justine Murison, who chaired an ad hoc committee made up of faculty from a variety of fields in the department, our current Job Placement Director, and two graduate student representatives. Using a climate survey that graduate students had conducted in 2018 as our starting place, we began by isolating the components of the program that are either outdated, causing significant time-to-degree problems, and/or did not fulfill the aims that they were meant to in terms of student mentoring. With those components isolated, we then researched peer departments (including a significant number of our peers in the Big Ten, including Wisconsin, Indiana, Rutgers, Penn State, and Northwestern) to see how they structured their program and to gather ideas for ours. We conducted two townhall meetings with graduate students, the first run by Prof. Murison and the second by our student reps to the committee, and six faculty meetings. Our initial meetings were to present the problems we've isolated and how our peer institutions have innovated their curriculum. We then discussed as a faculty how and in what ways we would like to revise the curriculum. The committee developed potential models out of our research and these discussions, which were then revised at faculty meetings (and in response to written feedback), and we voted on the possible models in May 2021.

Our English Department seeks with these revisions to remain up-to-date with developments in our fields of study and to build on our current efforts to recruit a more diverse study body. We also seek to revise our coursework requirements to better match the size of the program. After 2008, we shrunk our incoming cohorts to match the new economic reality for English PhD students and, because of that, we also ran fewer graduate seminars for the Literature specialization. However, we did not revise our curriculum requirements, which (as we explain below) are restrictive and offer few chances for electives. Therefore, the same faculty are asked to teach our graduate seminar courses over and over again, in order that students can fulfill the numerous requirements, and the chance to teach in the graduate program does not circulate enough through our whole faculty.

Currently, the coursework requirements for the MA in English for the Literature specialization are extremely traditional, based on a model of the field that literary studies has long ago evolved away. The requirements currently demand that students take courses in a variety of historical fields, largely in British Literature, with a scant few options for American Literature, Global Anglophone, or Film. First, they are too restrictive and cumbersome, and coupled with the Proseminar in the Teaching of Rhetoric (ENGL 593) students are also required to take to teach in the Rhetoric Program, it is nearly impossible for students in their MA coursework to take more than 1 elective of their choosing. The requirements – and the seminars we have to run for students to fulfill them – largely skew to older British Literary fields. Our MA coursework in the Literature specialization therefore fails to reflect the diverse and interdisciplinary studies now central to our discipline, which has also become an impediment in our recruitment of top MA applicants, and most especially it is a barrier

topics and allow faculty to propose cutting-edge seminars while also preserving the idea that MA coursework should allow students to develop a broad understanding of the field.

In our innovative curriculum design, we hope to become an example for our peer institutions of how to balance these two mandates: encouraging a broad range of courses while allowing students the flexibility to pursue their interests. First, in the new curriculum, there is no one course that will fulfill any one requirement. Rather, students will take two different courses from each of three areas of study: Historical Period; Form/Genre; Geographic and Racial Difference. However, some courses can possibly fulfill two different areas, so students will be permitted to allow one course to count for two of these axes of difference – for example, an Early Modern poetry course will allow them to show they have taken a pre-1660 English Literature course and a course on poetry – and when they have shown that they have taken courses that match the variety mandated above, they will have fulfilled the curricular requirements and can begin to take electives. (See Appendix for list of eligible courses).

Finally, we are shifting the language requirement to the PhD (Stage II). We are doing this for two reasons. First, some of our MA students have struggled to complete this requirement in the short time of their MA coursework (Stage I), while also taking their first grad seminars and learning to teach for the first time. Our MA program is part of an MA/PhD program; we let in students expecting that they stay on through their PhD. We have no terminal master's degree. Therefore, by shifting this requirement to the PhD coursework phase of the program (Stage II), we expect students will still receive its benefit without having to squeeze it into their MA years. The second reason is that we have decided to put the language requirement under a larger umbrella of "Research Competency" that allows students to show competency in either a language or a research skill they will need for the PhD. This will allow students who would like to pursue interdisciplinary training to do so. We will be joining Indiana University's English Department by implementing this innovative approach to an older model of study. In naming this requirement a "Research Competency," we also answer the question of why students should be fulfilling it, which is often not obvious for many of our MA students. It will now be part of the overall preparation for their self-directed PhD research that culminates in a dissertation.

## Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

# Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

For the MA coursework for the Literature specialization, we have identified two Student Learning Outcomes:

1. Students will gain a sense of the various ways a scholar can approach the study of literature across three areas: Historical period; Form/Genre; and Geography and Racial difference.

2. Students will deepen their knowledge of the topics covered in their chosen electives.

Assessment will be as follows:

1. Assessment will take the form of written work in seminars and final grades; faculty instructors of seminars will assess their work in the seminars

2. Students will self-assess their learning in the Stage II application they submit to pass from their MA degree coursework to PhD (Stage II) coursework

3. The DGS in English, with the members of the departments' Graduate Studies Committee, will make sure students have fulfilled these requirements and assess the students' self-assessments in their Stage II applications, and provide feedback for further study

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

## Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs [English MA Appendix Coursework to Satisfy New Required Categories.docx](#)  
[English MA Revised Overview Tab.docx](#)  
[English MA Comparative Table of Proposed Changes.docx](#)  
[EnglishDept CurrRevision-MA\\_12-03-2021.doc](#)  
[English MA Revised Degree Requirements Tab.docx](#)

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of

courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

#### Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

[See attached English MA Revised Overview Tab word document for updates to Overview tab only. See attached English MA Revised Degree Requirements word document for updates to the wording above and below the tables on the Degree Requirements tab only.](#)

#### Statement for Programs of Study Catalog

Code	Course List Title	Hours
	Virtually every student will teach rhetoric classes, and is required to enroll in a teaching proseminar (ENGL 593). Course work selected from list below in consultation with advisor <del>Language Requirement: Students must demonstrate a reading knowledge of at least one foreign language.</del>	4
Total Hours		32

### Other Requirements<sup>1</sup>

#### Grad Other Degree Requirements

Requirement	Description
Other requirements may overlap	
At least two semesters or the equivalent in residence	
Minimum Hours Overall Required Within the Unit:	32 (24 in English, 12 at 500-level)
Minimum 500-level Hours Required Overall:	12
Minimum GPA:	3.0

#### **1**

For additional details and requirements refer to the department's [Graduate Studies in English Website](#) and the [Graduate College Handbook](#).

### Course work listing for MA requirements for the Literature Specialization:

Eight semester-long courses in literature, film, and critical theory (24 credit hours of which need to be in the English Department).

Two courses (worth 4 hours of credit each) must be taken in each of three areas: Historical Period; Form/Genre; and Geographic and Racial Difference. A course may fulfill two different areas, such that a minimum of 3 courses can meet the distribution requirements

After this distribution is achieved, the rest of the 32 credits for the MA degree are electives Coursework taken to fulfill distribution requirements for the MA (Stage I) cannot also count for the research competency requirement for the PhD (Stage II).

At least four of the eight courses must be in 500-level graduate seminars (limited to 14-18 students) The others may (but need not) be in 400-level courses (limited to 36 students) in which graduate students complete work beyond that expected of undergraduates.

**After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a "research competency," which is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).**  
**Course work listing for MA requirements for the Writing Studies Specialization:**

Eight semester-long courses in Writing Studies, Literature, and Theory.

Courses (worth 4 hours each) must be taken as follows:

At least 16 of the 32 required hours must be in 500-level courses. Eight of the 16 hours must be ENGL 505 and 1 course from the following list: ENGL 582, ENGL 583, ENGL 584. In addition, students must take 2 courses in Literature or Theory and four courses approved by the Writing Studies advisor.

At least four of the eight courses must be 500-level graduate seminars (limited to 14-18 students). The others may (but need not) be 400-level courses (limited to 36 students) in which graduate students complete work in addition to that expected of undergraduates.

In their first year of teaching, students are required to complete a Professional Seminar (ENGL 593) in the teaching of composition or the teaching of business and technical writing for four hours of credit.

**After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a "research competency," which is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).**

**Other Requirements 1**

Corresponding MA Master of Arts  
Degree

## Program Features

Academic Level Graduate

Does this major have transcribed concentrations? No

What is the typical time to completion of this program?  
1.5-2 years

What are the minimum Total Credit Hours required for this program?  
32 (24 in English, 12 at 500-level)

What is the required GPA? 3.0

CIP Code 230101 - English Language and Literature, General.

Is This a Teacher Certification Program? No

Will specialized accreditation be sought for this program?

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Admissions Term Fall 2022

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

### Admission (changes in bold)

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the Literature and Writing Studies specializations. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

Describe how critical academic functions such as admissions and student advising are managed.

The DGS for English, with the office manager for the Graduate Studies Office, oversees the admissions process for all three of the graduate programs (the MA and PhD program in the Literature specialization; MA and PhD program in the Writing Studies specialization; and the MFA Program). Applications are shared with readers who are in-field, who recommend admissions and, when applicable, recommend students for the DGS to nominate for recruitment fellowships offered by the Graduate College. The Graduate Studies Office (DGS and office manager) then send admissions letters to prospective students, nominate students for recruitment fellowships, manage correspondence and organize any prospective student events, and manage a wait list (if applicable).

Advising in the graduate programs is a hybrid system. All incoming MA and PhD students, regardless of field, get their main advising through the DGS, who makes sure that they are fulfilling their requirements for the degree in their first years. Students then name an in-field advisor who takes over. This was a change instituted about a decade ago, and it has helped our time-to-degree issues tremendously. MFA students are mainly advised by the Assistant Director of Creative Writing.

## Enrollment

Describe how this revision will impact enrollment and degrees awarded.

This revision is not designed to increase enrollments but rather to improve the quality of our student applicants, therefore there is no impact.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

## Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

No financial impact

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

No

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Resource Implications

### Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

### Technology

Will the program need additional technology beyond what is currently available for the unit?

No

### Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

## Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Attach File(s)

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

There will be no impact on faculty resources except a positive one, as course seminars will now be able to better reflect the intellectual innovations in our fields and will rotate more widely through the faculty.

## Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The university's collections are sufficient for the needs of the program, including with these revisions.

## EP Documentation

EP Control Number            EP.22.054

Attach  
Rollback/Approval  
Notices

This proposal            No  
requires HLC  
inquiry

## DMI Documentation

Attach Final  
Approval Notices

Banner/Codebook Name    MA:English -UIUC

Program Code:            10KS0311MA

Minor Code	Conc Code	Degree Code	MA	Major Code
0311				

Senate Approval  
Date

Senate  
Conference  
Approval Date

BOT Approval  
Date

IBHE Approval  
Date

HLC Approval  
Date  
Effective Date:

Attached  
Document  
Justification for  
this request

Program Reviewer **Barbara Lehman (bjlehman) (12/01/21 3:51 pm):** Rollback: I am returning this  
Comments at the request of Andrew Gaedtke.

Key: 223



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## Proposal for revised curricula (degree, major, concentration, minor)

Submit completed proposals via email to Interim Associate Dean Stephen Downie ([sdownie@illinois.edu](mailto:sdownie@illinois.edu)). Please obtain Executive Officer and School Director (if applicable) approval via email and forward with the proposal to LAS.

**Proposal Title:** Revise the language requirement for the Master of Arts in English (MA in English) and coursework requirements in the MA in English Literature Specialization

**Proposed effective date:** Fall 2022

**Sponsor(s):** Andrew Gaedtke, Associate Professor, Director of Graduate Studies, Department of English, [gaedtke@illinois.edu](mailto:gaedtke@illinois.edu)

**College contact:** Stephen Downie, Interim Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences, [sdownie@illinois.edu](mailto:sdownie@illinois.edu)

### PROGRAM DESCRIPTION and JUSTIFICATION

#### 1) Provide a brief, concise description of your proposal.

We are revising the coursework requirements for the MA in English for students in the Literature specialization and the MA program's language requirement.

- Our coursework requirements will change from having students in the Literature specialization take 6 of 9 seminars to a model, as outlined below, that has them demonstrate that they have taken two courses in each of three areas that represent different approaches to literary study: Historical Period; Form/Genre; and Geographic and Racial Difference
  - Students will be able to “double dip,” in that a course can possibly fulfill two different areas.
  - Students fulfill these requirements by taking a minimum of three courses, but they can take more
- We are also eliminating the language requirement for all MA in English students, both in the Literature and Writing Studies specializations
  - We are shifting that requirement to the PhD (Stage II) and revising that requirement. We have submitted a concurrent proposal “Revise the language requirement for the PhD in English, Department of English.”

#### 2) Provide a justification of the program

This is the first time the English Department has successfully completed a full review of its MA and PhD Programs in at least twenty years. We had fallen behind our peers in a number of ways, and the goal of this review was to make our department reflect the innovations in our fields that have happened in those decades, and to better prepare our students to join them. Our review, which we conducted from Fall 2019-Spring 2021, was run by the DGS in English, Justine Murison, who chaired an ad hoc committee made up of faculty from a variety of fields in the department, our current Job Placement Director, and two graduate student representatives. Using a climate survey that graduate students had conducted in 2018 as our starting place, we began by isolating the components of the program that are either outdated, causing significant time-to-degree problems, and/or did not fulfill the aims that they were meant to in terms of student mentoring. With those components isolated, we then researched peer departments (including a significant number of our peers in the Big Ten, including Wisconsin, Indiana, Rutgers, Penn State, and Northwestern) to see how they structured their program and to gather ideas for ours. We conducted two townhall meetings with graduate students, the first run by Prof. Murison and the second by our student reps to the committee, and six faculty meetings. Our initial meetings were to present the problems we've isolated and how our peer institutions have innovated their curriculum. We then discussed as a faculty how and in what ways we would like to revise the curriculum. The committee developed potential models out of our research and these discussions, which were then revised at faculty meetings (and in response to written feedback), and we voted on the possible models in May 2021.

Our English Department seeks with these revisions to remain up-to-date with developments in our fields of study and to build on our current efforts to recruit a more diverse study body. We also seek to revise our coursework requirements to better match the size of the program. After 2008, we shrunk our incoming cohorts to match the new economic reality for English PhD students and, because of that, we also ran fewer graduate seminars for the Literature specialization. However, we did not revise our curriculum requirements, which (as we explain below) are restrictive and offer few chances for electives. Therefore, the same faculty are asked to teach our graduate seminar courses over and over again, in order that students can fulfill the numerous requirements, and the chance to teach in the graduate program does not circulate enough through our whole faculty.

Currently, the coursework requirements for the MA in English for the Literature specialization are extremely traditional, based on a model of the field that literary studies has long ago evolved away. The requirements currently demand that students take courses in a variety of historical fields, largely in British Literature, with a scant few options for American Literature, Global Anglophone, or Film. First, they are too restrictive and cumbersome, and coupled with the Proseminar in the Teaching of Rhetoric (ENGL 593) students are also required to take to teach in the Rhetoric Program, it is nearly impossible for students in their MA coursework to take more than 1 elective of their choosing. The requirements – and the seminars we have to run for students to fulfill them – largely skew to older British Literary fields. Our MA coursework in the Literature specialization therefore fails to reflect the diverse and interdisciplinary studies now central to our discipline, which has also become an impediment in our recruitment of top MA applicants, and most especially it is a barrier for our recruitment of underrepresented MA students. In these revisions to the curriculum, we seek to open up the curriculum to allow students to explore diverse topics and allow faculty to propose cutting-edge seminars while also preserving the idea that MA coursework should allow students to develop a broad understanding of the field.

In our innovative curriculum design, we hope to become an example for our peer institutions of how to balance these two mandates: encouraging a broad range of courses while allowing students the flexibility to pursue their interests. First, in the new curriculum, there is no one course that will fulfill any one requirement. Rather, students will take two different courses from each of three areas of study: Historical Period; Form/Genre; Geographic and Racial Difference. However, some courses can possibly fulfill two different areas, so students will be permitted to allow one course to count for two of these axes of difference – for example, an Early Modern poetry course will allow them to show they have taken a pre-1660 English Literature course and a course on poetry – and when they have shown that they have taken courses that match the variety mandated above, they will have fulfilled the curricular requirements and can begin to take electives. (See Appendix for list of eligible courses).

Finally, we are shifting the language requirement to the PhD (Stage II). We are doing this for two reasons. First, some of our MA students have struggled to complete this requirement in the short time of their MA coursework (Stage I), while also taking their first grad seminars and learning to teach for the first time. Our MA program is part of an MA/PhD program; we let in students expecting that they stay on through their PhD. We have no terminal master's degree. Therefore, by shifting this requirement to the PhD coursework phase of the program (Stage II), we expect students will still receive its benefit without having to squeeze it into their MA years. The second reason is that we have decided to put the language requirement under a larger umbrella of "Research Competency" that allows students to show competency in either a language or a research skill they will need for the PhD. This will allow students who would like to pursue interdisciplinary training to do so. We will be joining Indiana University's English Department by implementing this innovative approach to an older model of study. In naming this requirement a "Research Competency," we also answer the question of why students should be fulfilling it, which is often not obvious for many of our MA students. It will now be part of the overall preparation for their self-directed PhD research that culminates in a dissertation.

**Is this program interdisciplinary?** No

**Will specialized accreditation be sought for this program?** No

## **ADMISSION REQUIREMENTS**

**1) Desired admissions term:**

Fall, 2022

**Is this revision a change to the admission status of the program?**

No

**2) Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students. (degrees, majors, concentrations ONLY)**

## **Admission (changes in bold)**

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the **Literature and Writing Studies specializations**. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

### **3) Describe how critical academic functions such as admissions and student advising are managed.**

The DGS for English, with the office manager for the Graduate Studies Office, oversees the admissions process for all three of the graduate programs (the MA and PhD program in the Literature specialization; MA and PhD program in the Writing Studies specialization; and the MFA Program). Applications are shared with readers who are in-field, who recommend admissions and, when applicable, recommend students for the DGS to nominate for recruitment fellowships offered by the Graduate College. The Graduate Studies Office (DGS and office manager) then send admissions letters to prospective students, nominate students for recruitment fellowships, manage correspondence and organize any prospective student events, and manage a wait list (if applicable).

Advising in the graduate programs is a hybrid system. All incoming MA and PhD students, regardless of field, get their main advising through the DGS, who makes sure that they are fulfilling their requirements for the degree in their first years. Students then name an in-field advisor who takes over. This was a change instituted about a decade ago, and it has helped our time-to-degree issues tremendously. MFA students are mainly advised by the Assistant Director of Creative Writing.

## **ENROLLMENT**

### **1) Describe how this revision will impact enrollment and degrees awarded.**

This revision is not designed to increase enrollments but rather to improve the quality of our student applicants, therefore there is no impact.

### **2) Estimated Annual Number of Degrees Awarded (degrees, majors, concentrations ONLY)**

**Year 1: 8**

**Year 5 (or when fully implemented): 8**

**3) What is the matriculation term for this program?** Fall

**4) What is the typical time to completion of this program?**

1.5-2 years

**5) What are the minimum Total Credit Hours required for this program?**

32 (24 in English, 12 at 500-level)

**6) Delivery Method, what is the program's primary delivery method?**

Face to Face

## **BUDGET**

**1) Please describe any budgetary implications for this revision- addressing applicable personnel, facilities, technology and supply costs.**

No impact

**2) Will the revision require staffing (faculty, advisors, etc.) beyond what is currently available? If yes, please describe.**

No impact

**3) Please provide any additional budget information needed to effectively evaluate the proposal.**

No impact

## **RESOURCE IMPLICATIONS**

**1) Facilities- Will the program require new or additional facilities or significant improvements to already existing facilities? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

**2) Technology- Will the program need additional technology beyond what is currently available for the unit? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

**3) Non-Technical Resources- Will the program require additional supplies, services or equipment (non-technical)? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

## **RESOURCES**

**1) Faculty Resources:** Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

There will be no impact on faculty resources except a positive one, as course seminars will now be able to better reflect the intellectual innovations in our fields and will rotate more widely through the faculty.

**2) Library Resources:** Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The university's collections are sufficient for the needs of the program, including with these revisions

**3) Instructional Resources:** Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? If yes, please describe.

No

**4) Does this new program/proposed change result in the replacement of another program?** If yes, please specify the program.

No

**5) Does the program include any required or recommended subjects that are offered by other departments?** If yes, please list the courses. Explain how these additional courses will be used by the program and provide letters of support from the departments.

No

## **FINANCIAL RESOURCES**

**1) How does the unit intend to financially support this proposal?**

No financial impact

**2) Will the unit need to seek campus or other external resources?** If yes, please provide a summary of the sources and an indication of the approved support.

No

**3) Are you seeking a change in the tuition rate or differential for this program?** (degrees, majors, concentrations ONLY) *If this program requires a tuition or differential change, initiate a discussion with the LAS curricula contact, LAS budget officer, and LAS Associate Dean.*

No

**4) Is this program requesting self-supporting status? (degrees, majors and concentrations ONLY)? If yes, please explain.**

No

## **PROGRAM REGULATION & ASSESSMENT**

**1) Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning.** Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

For the MA coursework for the Literature specialization, we have identified two Student Learning Outcomes:

1. Students will gain a sense of the various ways a scholar can approach the study of literature across three areas: Historical period; Form/Genre; and Geography and Racial difference.
2. Students will deepen their knowledge of the topics covered in their chosen electives.

Assessment will be as follows:

1. Assessment will take the form of written work in seminars and final grades; faculty instructors of seminars will assess their work in the seminars
2. Students will self-assess their learning in the Stage II application they submit to pass from their MA degree coursework to PhD (Stage II) coursework
3. The DGS in English, with the members of the departments' Graduate Studies Committee, will make sure students have fulfilled these requirements and assess the students' self-assessments in their Stage II applications, and provide feedback for further study

**2) Is the career/profession for graduates of this program regulated by the State of Illinois? If yes, please describe.**

No

## **ACADEMIC CATALOG ENTRY**

**1) All proposals must submit the major requirements (courses, hours) for the proposed curricula. Please see the University of Illinois Academic Catalog- <http://catalog.illinois.edu/> for your unit for an example of the entry.**

**Changes to English, MA Overview Page**

## Admission (changes in bold)

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for **Literature and Writing Studies specializations**. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

## Revisions to “Degree Requirements” page (changes in bold):

A full-time student can complete this program in two academic years. Students must choose to complete a specialization in Literature or Writing Studies.

Code	Title	Hours
	Virtually every student will teach rhetoric classes, and is required to enroll in a teaching proseminar ( <a href="#">ENGL 593</a> ).	4
Course work selected from list below in consultation with advisor		
<b>Total Hours</b>		<b>32</b>

Course List

## Other Requirements<sup>1</sup>

Requirement	Description
Other requirements may overlap	
At least two semesters or the equivalent in residence	
Minimum Hours Overall Required Within the Unit:	32 (24 in English, 12 at 500-level)
Minimum 500-level Hours Required Overall:	12
Minimum GPA:	3.0

Grad Other Degree Requirements

<sup>1</sup> For additional details and requirements refer to the department's [Graduate Studies in English Website](#) and the [Graduate College Handbook](#).

## Course work listing for MA requirements for the Literature Specialization:

**Eight semester-long courses in literature, film, and critical theory (24 credit hours of which need to be in the English Department).**

**Two courses (worth 4 hours of credit each) must be taken in each of three areas: Historical Period; Form/Genre; and Geographic and Racial Difference. A course may fulfill two different areas, such that a minimum of three courses can meet the distribution requirements.**

**After this distribution is achieved, the rest of the 32 credits for the MA degree are electives. Coursework taken to fulfill distribution requirements for the MA (Stage I) cannot also count for the research competency requirement for the PhD (Stage II).**

At least four of the eight courses must be in 500-level graduate seminars (limited to 14-18 students). The others may (but need not) be in 400-level courses (limited to 36 students) in which graduate students complete work beyond that expected of undergraduates.

In their first year of teaching, students are required to complete a Professional Seminar ([ENGL 593](#)) in the teaching of composition or the teaching of business and technical writing for 4 hours of credit.

**After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a "research competency," which is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).**

#### **Course work listing for MA requirements for the Writing Studies Specialization:**

Eight semester-long courses in Writing Studies, Literature, and Theory.

Courses (worth 4 hours each) must be taken as follows:

At least 16 of the 32 required hours must be in 500-level courses. Eight of the 16 hours must be [ENGL 505](#) and 1 course from the following list: [ENGL 582](#), [ENGL 583](#), [ENGL 584](#). In addition, students must take 2 courses in Literature or Theory and four courses approved by the Writing Studies advisor.

At least four of the eight courses must be 500-level graduate seminars (limited to 14-18 students). The others may (but need not) be 400-level courses (limited to 36 students) in which graduate students complete work in addition to that expected of undergraduates.

In their first year of teaching, students are required to complete a Professional Seminar ([ENGL 593](#)) in the teaching of composition or the teaching of business and technical writing for four hours of credit.

**After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a "research competency," which is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).**

#### **2) Include a comparative table of the current and proposed requirements.**

Our catalog entry for degree requirements does not reflect the current MA coursework requirements for the Literature specialization. This update will allow the catalog to reflect the actual curriculum, and part of our goal in these revisions is to fix this.

Comparative Table of Proposed Changes

Current Requirements	Current Hours	Proposed Requirements	Proposed Hours
Eight semester-long courses in British and American Literature and Critical Theory.	[missing info]	Eight semester-long courses in Literatures in English, Film, and Critical Theory.	32 (minimum of 24 in ENGL)
<p>Course work selected from list below in consultation with advisor</p> <p>List (from below):            Courses (worth four hours of credit each) must be taken in six of the following nine areas:</p> <ul style="list-style-type: none"> <li>• Medieval British Literature (beginning to 1485)</li> <li>• Renaissance British Literature (1485-1660)</li> <li>• Restoration/Eighteenth-Century British Literature (1660-1800)</li> <li>• Nineteenth-Century British Literature (1800-1900)</li> <li>• Twentieth-Century British Literature (1900-2000)</li> <li>• Early American Literature (beginning to Civil War)</li> <li>• Later American Literature (Civil War to present)</li> <li>• Anglophone Literature (other than British and American)</li> <li>• Critical Theory</li> </ul> <p>Candidates may substitute another area (such as film) for one on the above list with the permission of the Director of English Graduate Studies. However, all students must take at least one course in a period before 1660, and one course in either Early or Later American Literature.</p>	[missing info]	<p>Two courses (worth 4 hours of credit each) must be taken in each of three areas: Historical Period; Form/Genre; and Geographic and Racial Difference. A course may fulfill two different areas, such that a minimum of 3 courses can meet the distribution requirements</p> <ul style="list-style-type: none"> <li>• After this distribution is achieved, the rest of the 32 credits for the MA degree are electives</li> <li>• Coursework taken to fulfill distribution requirements for the MA (Stage I) cannot also count for the research competency requirement for the PhD (Stage II).</li> <li>• At least four of the eight courses must be in 500-level graduate seminars (limited to 14-18 students)</li> <li>• The others may (but need not) be in 400-level courses (limited to 36 students) in which graduate students complete work beyond that expected of undergraduates</li> </ul>	Area requirements: 12-24
Total Hours	32	No change	No change

<p>The Foreign Language Requirement may be satisfied by demonstrating a reading knowledge of an appropriate foreign language in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1. By completing the equivalent of three full years of undergraduate work</li> <li>2. By passing a proficiency exam administered by a UIUC department</li> <li>3. By passing a non-credit 501 language course with a grade of B or better</li> </ol>	n/a	Eliminate (moved to the PhD (stage II) and revised as a Research Competency requirement)	
<p>[Under MA requirements for the Writing Specialization:] The Foreign Language Requirement may be satisfied by demonstrating a reading knowledge of an appropriate foreign language in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1. By completing the equivalent of three full years of undergraduate work</li> <li>2. By passing a proficiency exam administered by a University of Illinois department</li> <li>3. By passing a non-credit 501 language course with a grade of B or better.</li> </ol>	n/a	Eliminate (moved to the PhD (stage II) and revised as a Research Competency requirement)	

## Appendix: Courses that can be taken to satisfy the new required categories

In the new curriculum, an individual course will not fulfill any one requirement. Rather, students must take two different courses from each of three categories of study: Historical Period; Form/Genre; Geographic and Racial Difference. Because many seminars are special topics courses that are taught with different topical or thematic emphases from one semester to another, they can be classified within different areas of study depending on the version that was offered. For example, English 519 (Seminar on Shakespeare) could be offered with a focus on “Shakespeare and Race” and would therefore be classified within the “Geographic and Racial Difference” category; in a subsequent semester, English 519 could be offered with an emphasis on “Shakespeare and Tragedy” and would be classified within the “Form/Genre” category. As a result, many courses appear in each of the three categories, because their topical emphases may vary.

### Historical Period:

500 level courses:

**ENGL 500 Intro to Criticism & Research credit: 4 Hours.**

**ENGL 503 Historiography of Cinema credit: 4 Hours.**

Same as CWL 503 and MACS 503.

**ENGL 504 Theories of Cinema credit: 4 Hours.**

Same as CWL 504 and MACS 504

**ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**

Same as MDVL 514

**ENGL 519 Seminar in Shakespeare credit: 4 Hours.**

**ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**

**ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**

**ENGL 533 Seminar Romantic Lit credit: 4 Hours.**

**ENGL 537 Seminar Victorian Lit credit: 4 Hours.**

**ENGL 543 Seminar Mod British Lit credit: 4 Hours.**

**ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**

**ENGL 553 Seminar Later American Lit credit: 4 Hours.**

**ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**

**ENGL 563 Seminar Themes and Movements credit: 4 Hours.**

**ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**

**ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**

**ENGL 581 Seminar Literary Theory credit: 4 Hours.**

**ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

**ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**

Same as MDVL 407

**ENGL 411 Chaucer credit: 3 or 4 Hours.**

Same as MDVL 411

**ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**

Same as CWL 417 and MDVL 410

**ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**

- ENGL 418 Shakespeare credit: 3 or 4 Hours.**
- ENGL 421 Renaissance Poetry and Prose credit: 3 or 4 Hours.**
- ENGL 423 Milton credit: 3 or 4 Hours.**
- ENGL 427 Eighteenth-Century Literature credit: 3 or 4 Hours.**
- ENGL 428 British Drama, 1660-1800 credit: 3 or 4 Hours.**
- ENGL 429 Eighteenth-Century Fiction credit: 3 or 4 Hours.**
- ENGL 431 Topics in British Romantic Literature credit: 3 or 4 Hours.**
- ENGL 435 Nineteenth-Century British Fiction credit: 3 or 4 Hours.**
- ENGL 441 Innovation and Conflict in British and Irish Modernism credit: 3 or 4 Hours.**
- ENGL 442 Contemporary British and Irish Literature credit: 3 or 4 Hours.**
- ENGL 449 American Romanticism credit: 3 or 4 Hours.**
- ENGL 450 Becoming Modern: American Literature, 1865-1914 credit: 3 or 4 Hours.**
- ENGL 451 American Literature in the Age of Modernism credit: 3 or 4 Hours.**
- ENGL 452 The Postwar Era and Contemporary American Literature credit: 3 or 4 Hours.**
- ENGL 455 Major Authors credit: 3 or 4 Hours.**
- ENGL 458 Latina/o Performance credit: 3 or 4 Hours.**  
Same as LLS 458
- ENGL 459 Topics in American Indian Lit credit: 3 or 4 Hours.**  
Same as AIS 459
- ENGL 460 Literature of American Minorities credit: 3 or 4 Hours.**
- ENGL 461 Advanced Topics in Literature and Culture credit: 3 or 4 Hours.**
- ENGL 462 Topics in Modern Fiction credit: 3 or 4 Hours.**
- ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**  
Same as AFST 410 and CWL 410
- ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**
- ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**

**Form/Genre:**

500 level courses:

- ENGL 500 Intro to Criticism & Research credit: 4 Hours.**
- ENGL 503 Historiography of Cinema credit: 4 Hours.**  
Same as CWL 503 and MACS 503.
- ENGL 504 Theories of Cinema credit: 4 Hours.**  
Same as CWL 504 and MACS 504
- ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**  
Same as MDVL 514
- ENGL 519 Seminar in Shakespeare credit: 4 Hours.**
- ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**
- ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**
- ENGL 533 Seminar Romantic Lit credit: 4 Hours.**
- ENGL 537 Seminar Victorian Lit credit: 4 Hours.**
- ENGL 543 Seminar Mod British Lit credit: 4 Hours.**
- ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**
- ENGL 553 Seminar Later American Lit credit: 4 Hours.**
- ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**
- ENGL 563 Seminar Themes and Movements credit: 4 Hours.**
- ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**

**ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**

**ENGL 581 Seminar Literary Theory credit: 4 Hours.**

**ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

**ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**

Same as MDVL 407

**ENGL 411 Chaucer credit: 3 or 4 Hours.**

Same as MDVL 411

**ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**

Same as CWL 417 and MDVL 410

**ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**

**ENGL 418 Shakespeare credit: 3 or 4 Hours.**

**ENGL 421 Renaissance Poetry and Prose credit: 3 or 4 Hours.**

**ENGL 423 Milton credit: 3 or 4 Hours.**

**ENGL 427 Eighteenth-Century Literature credit: 3 or 4 Hours.**

**ENGL 428 British Drama, 1660-1800 credit: 3 or 4 Hours.**

**ENGL 429 Eighteenth-Century Fiction credit: 3 or 4 Hours.**

**ENGL 431 Topics in British Romantic Literature credit: 3 or 4 Hours.**

**ENGL 435 Nineteenth-Century British Fiction credit: 3 or 4 Hours.**

**ENGL 441 Innovation and Conflict in British and Irish Modernism credit: 3 or 4 Hours.**

**ENGL 442 Contemporary British and Irish Literature credit: 3 or 4 Hours.**

**ENGL 449 American Romanticism credit: 3 or 4 Hours.**

**ENGL 450 Becoming Modern: American Literature, 1865-1914 credit: 3 or 4 Hours.**

**ENGL 451 American Literature in the Age of Modernism credit: 3 or 4 Hours.**

**ENGL 452 The Postwar Era and Contemporary American Literature credit: 3 or 4 Hours.**

**ENGL 455 Major Authors credit: 3 or 4 Hours.**

**ENGL 458 Latina/o Performance credit: 3 or 4 Hours.**

Same as LLS 458

**ENGL 459 Topics in American Indian Lit credit: 3 or 4 Hours.**

Same as AIS 459

**ENGL 460 Literature of American Minorities credit: 3 or 4 Hours.**

**ENGL 461 Advanced Topics in Literature and Culture credit: 3 or 4 Hours.**

**ENGL 462 Topics in Modern Fiction credit: 3 or 4 Hours.**

**ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**

Same as AFST 410 and CWL 410

**ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**

**ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**

**Geographic and Racial Difference:**

500 level courses:

**ENGL 500 Intro to Criticism & Research credit: 4 Hours.**

**ENGL 503 Historiography of Cinema credit: 4 Hours.**

Same as CWL 503 and MACS 503.

**ENGL 504 Theories of Cinema credit: 4 Hours.**

Same as CWL 504 and MACS 504

**ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**

Same as MDVL 514

**ENGL 519 Seminar in Shakespeare credit: 4 Hours.**

**ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**

**ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**

**ENGL 533 Seminar Romantic Lit credit: 4 Hours.**

**ENGL 537 Seminar Victorian Lit credit: 4 Hours.**

**ENGL 543 Seminar Mod British Lit credit: 4 Hours.**

**ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**

**ENGL 553 Seminar Later American Lit credit: 4 Hours.**

**ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**

**ENGL 563 Seminar Themes and Movements credit: 4 Hours.**

**ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**

**ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**

**ENGL 581 Seminar Literary Theory credit: 4 Hours.**

**ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

**ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**

Same as MDVL 407

**ENGL 411 Chaucer credit: 3 or 4 Hours.**

Same as MDVL 411

**ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**

Same as CWL 417 and MDVL 410

**ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**

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**ENGL 431 Topics in British Romantic Literature credit: 3 or 4 Hours.**

**ENGL 435 Nineteenth-Century British Fiction credit: 3 or 4 Hours.**

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**ENGL 442 Contemporary British and Irish Literature credit: 3 or 4 Hours.**

**ENGL 449 American Romanticism credit: 3 or 4 Hours.**

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**ENGL 455 Major Authors credit: 3 or 4 Hours.**

**ENGL 458 Latina/o Performance credit: 3 or 4 Hours.**

Same as LLS 458

**ENGL 459 Topics in American Indian Lit credit: 3 or 4 Hours.**

Same as AIS 459

**ENGL 460 Literature of American Minorities credit: 3 or 4 Hours.**

**ENGL 461 Advanced Topics in Literature and Culture credit: 3 or 4 Hours.**

**ENGL 462 Topics in Modern Fiction credit: 3 or 4 Hours.**

**ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**

Same as AFST 410 and CWL 410

**ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**

**ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**

Revisions to “Degree Requirements” page (changes in bold):

**Course work listing for MA requirements for the Literature Specialization:**

Eight semester-long courses in literature, film, and critical theory (24 credit hours of which need to be in the English Department).

Two courses (worth 4 hours of credit each) must be taken in each of three areas: Historical Period; Form/Genre; and Geographic and Racial Difference. A course may fulfill two different areas, such that a minimum of three courses can meet the distribution requirements.

After this distribution is achieved, the rest of the 32 credits for the MA degree are electives. Coursework taken to fulfill distribution requirements for the MA (Stage I) cannot also count for the research competency requirement for the PhD (Stage II).

At least four of the eight courses must be in 500-level graduate seminars (limited to 14-18 students). The others may (but need not) be in 400-level courses (limited to 36 students) in which graduate students complete work beyond that expected of undergraduates.

In their first year of teaching, students are required to complete a Professional Seminar ([ENGL 593](#)) in the teaching of composition or the teaching of business and technical writing for 4 hours of credit.

After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a “research competency,” which is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).

**Course work listing for MA requirements for the Writing Studies Specialization:**

Eight semester-long courses in Writing Studies, Literature, and Theory.

Courses (worth 4 hours each) must be taken as follows:

At least 16 of the 32 required hours must be in 500-level courses. Eight of the 16 hours must be [ENGL 505](#) and 1 course from the following list: [ENGL 582](#), [ENGL 583](#), [ENGL 584](#). In addition, students must take 2 courses in Literature or Theory and four courses approved by the Writing Studies advisor.

At least four of the eight courses must be 500-level graduate seminars (limited to 14-18 students). The others may (but need not) be 400-level courses (limited to 36 students) in which graduate students complete work in addition to that expected of undergraduates.

In their first year of teaching, students are required to complete a Professional Seminar ([ENGL 593](#)) in the teaching of composition or the teaching of business and technical writing for four hours of credit.

After finishing all MA requirements and during coursework and exam preparation for the PhD, students will be required to fulfill a “research competency,” which is defined as the acquisition of a language broadly construed (global languages, ASL, computer

**languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.).**

Comparative Table of Proposed Changes

Current Requirements	Current Hours	Proposed Requirements	Proposed Hours
Eight semester-long courses in British and American Literature and Critical Theory.	[missing info]	Eight semester-long courses in Literatures in English, Film, and Critical Theory.	<b>32 (minimum of 24 in ENGL)</b>
<p>Course work selected from list below in consultation with advisor</p> <p>List (from below): Courses (worth four hours of credit each) must be taken in six of the following nine areas:</p> <ul style="list-style-type: none"> <li>• Medieval British Literature (beginning to 1485)</li> <li>• Renaissance British Literature (1485-1660)</li> <li>• Restoration/Eighteenth-Century British Literature (1660-1800)</li> <li>• Nineteenth-Century British Literature (1800-1900)</li> <li>• Twentieth-Century British Literature (1900-2000)</li> <li>• Early American Literature (beginning to Civil War)</li> <li>• Later American Literature (Civil War to present)</li> <li>• Anglophone Literature (other than British and American)</li> <li>• Critical Theory</li> </ul> <p>Candidates may substitute another area (such as film) for one on the above list with the permission of the Director of English Graduate Studies. However, all students must take at least one course in a period before 1660, and one course in either Early or Later American Literature.</p>	[missing info]	<p>Two courses (worth 4 hours of credit each) must be taken in each of three areas: Historical Period; Form/Genre; and Geographic and Racial Difference. A course may fulfill two different areas, such that a minimum of 3 courses can meet the distribution requirements</p> <ul style="list-style-type: none"> <li>• After this distribution is achieved, the rest of the 32 credits for the MA degree are electives</li> <li>• Coursework taken to fulfill distribution requirements for the MA (Stage I) cannot also count for the research competency requirement for the PhD (Stage II).</li> <li>• At least four of the eight courses must be in 500-level graduate seminars (limited to 14-18 students)</li> <li>• The others may (but need not) be in 400-level courses (limited to 36 students) in which graduate students complete work beyond that expected of undergraduates</li> </ul>	Area requirements: 12-24
Total Hours	32	No change	No change

<p>The Foreign Language Requirement may be satisfied by demonstrating a reading knowledge of an appropriate foreign language in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1. By completing the equivalent of three full years of undergraduate work</li> <li>2. By passing a proficiency exam administered by a UIUC department</li> <li>3. By passing a non-credit 501 language course with a grade of B or better</li> </ol>	n/a	Eliminate (moved to the PhD (stage II) and revised as a Research Competency requirement)	
<p>[Under MA requirements for the Writing Specialization:] The Foreign Language Requirement may be satisfied by demonstrating a reading knowledge of an appropriate foreign language in one of the following three ways:</p> <ol style="list-style-type: none"> <li>1. By completing the equivalent of three full years of undergraduate work</li> <li>2. By passing a proficiency exam administered by a University of Illinois department</li> <li>3. By passing a non-credit 501 language course with a grade of B or better.</li> </ol>	n/a	Eliminate (moved to the PhD (stage II) and revised as a Research Competency requirement)	

## English MA\_Revised Overview Tab

### **Admission (changes in bold)**

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for **Literature and Writing Studies specializations**. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (213 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

## **Appendix: Courses that can be taken to satisfy the new required categories**

In the new curriculum, an individual course will not fulfill any one requirement. Rather, students must take two different courses from each of three categories of study: Historical Period; Form/Genre; Geographic and Racial Difference. Because many seminars are special topics courses that are taught with different topical or thematic emphases from one semester to another, they can be classified within different areas of study depending on the version that was offered. For example, English 519 (Seminar on Shakespeare) could be offered with a focus on “Shakespeare and Race” and would therefore be classified within the “Geographic and Racial Difference” category; in a subsequent semester, English 519 could be offered with an emphasis on “Shakespeare and Tragedy” and would be classified within the “Form/Genre” category. As a result, many courses appear in each of the three categories, because their topical emphases may vary.

### **Historical Period:**

500 level courses:

**ENGL 500 Intro to Criticism & Research credit: 4 Hours.**

**ENGL 503 Historiography of Cinema credit: 4 Hours.**

Same as CWL 503 and MACS 503.

**ENGL 504 Theories of Cinema credit: 4 Hours.**

Same as CWL 504 and MACS 504

**ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**

Same as MDVL 514

**ENGL 519 Seminar in Shakespeare credit: 4 Hours.**

**ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**

**ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**

**ENGL 533 Seminar Romantic Lit credit: 4 Hours.**

**ENGL 537 Seminar Victorian Lit credit: 4 Hours.**

**ENGL 543 Seminar Mod British Lit credit: 4 Hours.**

**ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**

**ENGL 553 Seminar Later American Lit credit: 4 Hours.**

**ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**

**ENGL 563 Seminar Themes and Movements credit: 4 Hours.**

**ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**

**ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**

**ENGL 581 Seminar Literary Theory credit: 4 Hours.**

**ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

**ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**

Same as MDVL 407

**ENGL 411 Chaucer credit: 3 or 4 Hours.**

Same as MDVL 411

**ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**

Same as CWL 417 and MDVL 410

**ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**

**ENGL 418 Shakespeare credit: 3 or 4 Hours.**

**ENGL 421 Renaissance Poetry and Prose credit: 3 or 4 Hours.**

**ENGL 423 Milton credit: 3 or 4 Hours.**

**ENGL 427 Eighteenth-Century Literature credit: 3 or 4 Hours.**

**ENGL 428 British Drama, 1660-1800 credit: 3 or 4 Hours.**

**ENGL 429 Eighteenth-Century Fiction credit: 3 or 4 Hours.**

**ENGL 431 Topics in British Romantic Literature credit: 3 or 4 Hours.**

**ENGL 435 Nineteenth-Century British Fiction credit: 3 or 4 Hours.**

**ENGL 441 Innovation and Conflict in British and Irish Modernism credit: 3 or 4 Hours.**

**ENGL 442 Contemporary British and Irish Literature credit: 3 or 4 Hours.**

**ENGL 449 American Romanticism credit: 3 or 4 Hours.**

**ENGL 450 Becoming Modern: American Literature, 1865-1914 credit: 3 or 4 Hours.**

**ENGL 451 American Literature in the Age of Modernism credit: 3 or 4 Hours.**

**ENGL 452 The Postwar Era and Contemporary American Literature credit: 3 or 4 Hours.**

**ENGL 455 Major Authors credit: 3 or 4 Hours.**

**ENGL 458 Latina/o Performance credit: 3 or 4 Hours.**

Same as LLS 458

**ENGL 459 Topics in American Indian Lit credit: 3 or 4 Hours.**

Same as AIS 459

**ENGL 460 Literature of American Minorities credit: 3 or 4 Hours.**

**ENGL 461 Advanced Topics in Literature and Culture credit: 3 or 4 Hours.**

**ENGL 462 Topics in Modern Fiction credit: 3 or 4 Hours.**

**ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**

Same as AFST 410 and CWL 410

**ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**

**ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**

**Form/Genre:**

500 level courses:

**ENGL 500 Intro to Criticism & Research credit: 4 Hours.**

**ENGL 503 Historiography of Cinema credit: 4 Hours.**

Same as CWL 503 and MACS 503.

**ENGL 504 Theories of Cinema credit: 4 Hours.**

Same as CWL 504 and MACS 504

**ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**

Same as MDVL 514

**ENGL 519 Seminar in Shakespeare credit: 4 Hours.**

**ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**

**ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**

**ENGL 533 Seminar Romantic Lit credit: 4 Hours.**

**ENGL 537 Seminar Victorian Lit credit: 4 Hours.**

**ENGL 543 Seminar Mod British Lit credit: 4 Hours.**

**ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**

- ENGL 553 Seminar Later American Lit credit: 4 Hours.**
- ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**
- ENGL 563 Seminar Themes and Movements credit: 4 Hours.**
- ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**
- ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**
- ENGL 581 Seminar Literary Theory credit: 4 Hours.**
- ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

- ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**
- Same as MDVL 407
- ENGL 411 Chaucer credit: 3 or 4 Hours.**
- Same as MDVL 411
- ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**
- Same as CWL 417 and MDVL 410
- ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**
- ENGL 418 Shakespeare credit: 3 or 4 Hours.**
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**ENGL 452 The Postwar Era and Contemporary American Literature credit: 3 or 4 Hours.**

**ENGL 455 Major Authors credit: 3 or 4 Hours.**

**ENGL 458 Latina/o Performance credit: 3 or 4 Hours.**

Same as LLS 458

**ENGL 459 Topics in American Indian Lit credit: 3 or 4 Hours.**

Same as AIS 459

**ENGL 460 Literature of American Minorities credit: 3 or 4 Hours.**

**ENGL 461 Advanced Topics in Literature and Culture credit: 3 or 4 Hours.**

**ENGL 462 Topics in Modern Fiction credit: 3 or 4 Hours.**

**ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**

Same as AFST 410 and CWL 410

**ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**

**ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**

### **Geographic and Racial Difference:**

500 level courses:

**ENGL 500 Intro to Criticism & Research credit: 4 Hours.**

**ENGL 503 Historiography of Cinema credit: 4 Hours.**

Same as CWL 503 and MACS 503.

**ENGL 504 Theories of Cinema credit: 4 Hours.**

Same as CWL 504 and MACS 504

**ENGL 514 Seminar in Medieval Literature credit: 4 Hours.**

Same as MDVL 514

**ENGL 519 Seminar in Shakespeare credit: 4 Hours.**

**ENGL 524 Seminar in Early Modern Literature credit: 4 Hours.**

**ENGL 527 Seminar in 18th C Literature credit: 4 Hours.**

**ENGL 533 Seminar Romantic Lit credit: 4 Hours.**

**ENGL 537 Seminar Victorian Lit credit: 4 Hours.**  
**ENGL 543 Seminar Mod British Lit credit: 4 Hours.**  
**ENGL 547 Seminar Earlier American Lit credit: 4 Hours.**  
**ENGL 553 Seminar Later American Lit credit: 4 Hours.**  
**ENGL 559 Seminar Afro-American Lit credit: 4 Hours.**  
**ENGL 563 Seminar Themes and Movements credit: 4 Hours.**  
**ENGL 564 Seminar Lit Modes and Genres credit: 4 Hours.**  
**ENGL 578 Seminar Lit & Other Disciplines credit: 4 Hours.**  
**ENGL 581 Seminar Literary Theory credit: 4 Hours.**  
**ENGL 586 Topics in Digital Studies credit: 4 Hours.**

Same as CI 586

400 level courses:

**ENGL 407 Introduction to Old English credit: 3 or 4 Hours.**

Same as MDVL 407

**ENGL 411 Chaucer credit: 3 or 4 Hours.**

Same as MDVL 411

**ENGL 412 Topics in Medieval British and Irish Literature credit: 3 or 4 Hours.**

Same as CWL 417 and MDVL 410

**ENGL 416 Topics in British Drama to 1660 credit: 3 or 4 Hours.**

**ENGL 418 Shakespeare credit: 3 or 4 Hours.**

**ENGL 421 Renaissance Poetry and Prose credit: 3 or 4 Hours.**

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**ENGL 428 British Drama, 1660-1800 credit: 3 or 4 Hours.**

**ENGL 429 Eighteenth-Century Fiction credit: 3 or 4 Hours.**

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**ENGL 470 Modern African Fiction credit: 3 or 4 Hours.**

Same as AFST 410 and CWL 410

**ENGL 475 Literature and Other Disciplines credit: 3 or 4 Hours.**

**ENGL 476 Topics in Literature and the Environment credit: 3 or 4 Hours.**