



INDIANA UNIVERSITY

University Graduate School
2009-2010
Academic Bulletin

English

School of Liberal Arts Indianapolis

Chairperson

Professor Thomas A. Upton

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Departmental URL

<http://liberalarts.iupui.edu/english/>

Graduate Faculty

(An asterisk [*] denotes membership in the University Graduate School faculty with the endorsement to direct doctoral dissertations.)

Professors

John D. Barlow* (Emeritus), Edwin F. Casebeer* (Emeritus), Ulla M. Connor*, Kenneth W. Davis*, Jonathan Robert Eller*, Sharon J. Hamilton* (Emerita), Karen Marie Kovacic, Missy Dehn Kubitschek*, William M. Plater*, Jane E. Schultz*, Helen J. Schwartz* (Emerita), Judith A. Spector* (Columbus), William F. Touponce*, Richard C. Turner, Thomas A. Upton

Associate Professors

Julie Belz, Dennis P. Bingham*, Terri A. Bourus, Frederick J. DiCamilla, Stephen L. Fox, Ronda C. Henry, David E. Hoegberg, Marjorie Rush Hovde, Karen R. Johnson, Kim Brian Lovejoy, Thomas Fletcher Marvin, Melvin L. Plotinsky* (Emeritus), Robert Rebein, Susan C. Shepherd, Harriet Wilkins (Emerita)

Assistant Professors

Mitchell L. H. Douglas, Jennifer Thorington Springer, Debra White-Stanley

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Degrees Offered

Master of Arts, Certificate in Teaching English as a Second Language, Certificate in Professional Editing, Certificate in Teaching Writing

Program Information

IUPUI's graduate English program has been designed to prepare students for careers in the analysis and production of "texts." To this end, the program covers issues and skills in reading and writing, in the richest sense of these words, to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions.

In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems. Although interested students will be encouraged to take courses in literary history, graduates of this program will no doubt have to take additional literary history courses to be qualified candidates for traditional doctoral programs. Because of IUPUI's urban, nonresidential setting, its English graduate program will strive, in its curriculum and scheduling, to meet the special needs of part-time, nonresidential students.

Special Departmental Requirements

(See also general University Graduate School requirements.)

Master of Arts Degree

Admission Requirements

1. Applicants should have a bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 on a 4.0 grading scale in the student's undergraduate major, documented by an official transcript. Applicants are normally expected to have been English majors, but admission will be considered also for those who otherwise demonstrate the competency necessary for successful graduate work in English.
2. Applicants must have taken the Graduate Record Examination (GRE) General Test and earned a score of 600 in at least one of the three areas. Applicants are encouraged to take the examination by December of the year prior to admission.
3. Applicants must submit three letters of recommendation.

Foreign Language Requirements

None, but M.A. students continuing on for the Ph.D. are encouraged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Grades

M.A. students must maintain a 3.0 (B) grade point average.

Course Requirements

The degree requires 36 credit hours, including 8 credit hours of “core” courses, 24 credit hours of “area” courses (possibly including an internship), and 4 credit hours of thesis work. The core courses provide an introduction to three major areas in the discipline of English: Language: G500 Introduction to the English Language; Writing: W509 Introduction: Writing and Literary Studies; Literature: L506 Issues and Motives of Literary Studies. Students are required to take two of the three core courses. They may take the remaining core course as an elective if they wish. Core courses should be taken at the beginning of the graduate program.

Certificate in Teaching English as a Second Language (TESL)

The Certificate in Teaching English as a Second Language (TESL) is a six-course, 21-credit program. The five required courses include ENG G500, G541, and L535, as well as LING L532 and L534. The elective course can be chosen from ENG G625, G652, and LING T600; courses in other departments relevant to TESL are acceptable with approval from the director. An emphasis in English for Specific Purposes (ESP) can be earned by taking LING T600 as the elective course and completing the practicum in an ESP setting. For more information about the certificate, contact the English for Academic Purposes Program in the Department of English or visit the IUPUI TESOL Web site at english.iupui.edu/esl/tesol.html.

Certificate in Professional Editing

See the separate entry for “Certificate in Professional Editing” in the University Graduate Bulletin for more information.

Graduate Certificate in Teaching Writing

The Graduate Certificate in Teaching Writing is a 20-hour program of study for certified middle school or high school teachers, part-time university writing faculty and lecturers in other disciplines, and M.A. students interested in earning a certificate in writing to enhance their professional teaching careers. Major topics include theories and methods of teaching writing; understanding linguistic diversity; uses of technology in writing; social aspects of writing development; non-fiction writing; writing assessment; and teacher research. The Certificate requires completion of five graduate courses consisting of one core course and four elective courses.

Graduate credits earned can be applied toward the M.A. in English upon acceptance into the M.A. For more information, contact Professor Steve Fox (278-2054) or Professor Kim Brian Lovejoy (274-2120).

Courses Offered

500 Level

The 500 level is reserved for courses that are methodologically, professionally, and pedagogically oriented.

G500 Introduction to the English Language (4 cr.) An introduction to the English language: its nature, structure, and development.

G541 Materials Preparation for ESL Instruction (4 cr.) Students will learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other ESL (English as a Second-language) teaching devices (e.g., tapes, videotapes, software programs) to evaluate their usefulness and will learn to evaluate ESL materials for adequateness.

L501 Professional Scholarship in Literature (4 cr.) Materials, tools, and methods of research.

L502 Introduction to Literacy Studies and the Teaching of College English (2-4 cr.) Historical and cognitive effects of writing, reading, and language use; and the implication of these effects for the teaching and study of literature and writing.

L506 Issues and Motives of Literary Studies (4 cr.) The conditions and assumptions of studying English, with emphasis on the application of theory to a culturally and historically diverse range of writings.

L532 Second-Language Acquisition (3 cr.) Offered as Linguistics L532 at Bloomington.

L534 Linguistics Resources and TESOL (3 cr.)

L553 Studies in Literature (1-3 cr.) Primarily for secondary-school and junior-college teachers of English. Emphasis on thematic, analytic, and generic study. With consent of instructor, may be repeated once for credit.

L560 Literary Studies in England and Scotland (6 cr.) Provides on-site opportunities in England and Scotland to explore the literary landscapes of British authors in relation to the English and Scottish school systems. Designed primarily for education majors and continuing certification credits. Offered biannually.

L573 Studies of Literary Appreciation I (3 cr.)

L590 Internship in English (4 cr.) A supervised internship in the uses of language in the workplace. Each intern will be assigned a problem or task and will develop the methods for solving or completing it. Each intern will complete a portfolio of workplace writing and self-evaluation.

W500 Teaching Composition: Issues and Approaches (4 cr.)

Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

W508 Graduate Creative Writing for Teachers (4 cr.) W508 offers current and future teachers insights into the creative process, teaches them to think as writers do, suggests strategies for critiquing creative work, and provides guidance in developing creative writing curriculum. W508 emphasizes hands-on writing activities in three genres, adaptable for use with students at every level.

W509 Introduction to Writing & Literacy Studies (4 cr.) This course examines two primary, yet interrelated, threads in postsecondary education: literacy studies and contemporary composition teaching. Students will read, analyze, discuss, and write about key issues in literacy and writing, laying a foundation for further study. The primary goals for this course are for students 1) to understand the theoretical and pedagogical implications of literate activity inside and outside the classroom, 2) to learn how scholars in writing and literacy studies organize their thinking, 3) to recognize different research methods in this field, and 4) to develop skills necessary for professional success in academia.

W510 Computers in Composition (4 cr.) Based in current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assigned instruction as teaching aids, and computer programs as research aids to study writing.

W525 Research Approaches for Technical and Professional Communication (4 cr.) Examines the theory and practice of quantitative and qualitative research approaches used by individuals working in technical and professional communication. The course explores both primary (i.e. field) and secondary (i.e. library) research approaches for learning about content, audience, and publication design, providing hands-on experience in multiple research approaches.

W532 Managing Document Quality (4 cr.) Course considers issues in establishing and maintaining quality throughout the document development cycle. Topics may include principles and theories of quality control, establishing quality goals, task analysis and information gathering, usability testing, creating and using style guides, single-sourcing/document reuse, supervising crossfunctional teams, meeting production schedules.

W553 Theory and Practice of Exposition (1-3 cr.) Primarily for secondary-school and junior-college teachers of English.

W590 Teaching Composition: Theories and Application (4 cr.) Current theories of composition and their pedagogical implications.

600 Level

600-level courses in literature may be taught either as topical colloquia or historical surveys, at the discretion of the instructor. All courses at this level will be understood as prefatory to the kind of work done in 700-level seminars, without prerequisites.

G625 Introduction to Text Linguistics/Discourse Analysis (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

G652 English Language Sociolinguistics (4 cr.) A survey course in American and British sociolinguistics, this course investigates the theoretical bases, the major works, and the methodological approaches of current sociolinguistics.

L606 Topics in African American Literature (4 cr.) Focuses on a particular genre, time period, or theme of African American literature. Examples: twentieth-century African American women's novels, black male identity in literature, kinship in African American literature, African American autobiography. May be repeated twice for credit with different focuses.

L655 American Literature and Culture 1900-1945 (4 cr.) Study of American literature and culture from the turn of the century to 1945.

L681 Genre Studies (4 cr.) A variable-title course, Genre Studies examines the specific characteristics of individual genres. May be repeated once for credit.

L695 Individual Readings in English (1-4 cr.)

L699 M.A. Thesis (cr. arr.) W600 Topics in Rhetoric and Composition (4cr.) Covers selected issues in current composition and rhetorical theory. May be repeated once for credit with a different topic.

W605 Writing Project Summer Institute (3-6 cr.) By application and invitation only. For teachers from K-university, who together consider major issues involved in the teaching of writing and explore the pedagogical approaches inherent in these issues. The institute explores current theories of writing and their application in the classroom. Preference given to active classroom teachers.

W609 Directed Writing Projects (1-4 cr.)

W615 Writing Creative Nonfiction (4 cr.) Writing workshop in such modes as personal essay, autobiography, and documentary. Open also to graduate students not in the creative writing program.

700 Level

The following courses are seminars requiring directed individual study and investigation. For each, the prerequisite is advanced graduate standing, or a 600-level course in the subject, or the consent of the instructor; it is recommended that a

student take L501 before enrolling in a seminar. With consent of the instructor, a student may take a 700-level course twice for credit.

L701 Descriptive Bibliography and Textual problems (4 cr.)

Cross-Listed Course

Linguistics L353 TESOL Practicum (3 cr.)