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Forms available upon request from Graduate Office (m.daigle@neu.edu) and online at http://www.northeastern.edu/cssh/english/graduate/current-student-resources/.

July 30, 2015
THE MASTER OF ARTS IN ENGLISH

The Master of Arts program is designed to give students broad exposure to the current state of English studies. Students in the program have opportunities to take classes in literature, literary studies, linguistics, rhetoric, composition, and digital humanities.

Many successful M.A. graduates have been accepted to well-regarded Ph.D. programs throughout the country, including Cornell, Loyola University Chicago, Notre Dame, Princeton, Rensselaer Polytechnic Institute, the State University of New York at Buffalo, the University of California-Davis, the University of Massachusetts-Amherst, University of Minnesota, and the University of Washington. Others have found the program valuable for enhancing their credentials and opening opportunities for advancement in a variety of fields, including teaching, publishing, writing, law, and business.

Learning Outcomes

Students completing the Master of Arts program will be prepared to

- Identify and describe the historical and cultural contexts of representative works of English and American literature, including works in new and emerging genres
- Identify and describe generic conventions, thematic and rhetorical strategies, and representational features of such works
- Identify and apply a variety of critical and analytical methodologies in order to analyze such works
- Construct original written and oral arguments about such texts and ideas and conduct appropriate research to develop and provide support for those arguments
- Observe disciplinary conventions regarding intellectual dialogue and interaction with the work of other scholars

Curriculum, effective Fall 2010

All students earning the M.A. in English must complete the M.A. core curriculum (below), pass the M.A. comprehensive examination, and satisfy the M.A. language requirement. All students in the program must complete thirty semester hours of coursework. The coursework described below is required of all students in the program. Courses may not be counted twice to satisfy M.A. requirements. Students are encouraged to satisfy these basic requirements as part of an individual program developed in consultation with a faculty advisor. For example, a student may focus on Rhetoric, Composition, American Literature, British Literature, Literature and Writing, or Literature and Linguistics.

ENGL 5103: Proseminar. The proseminar, required for all first-year master’s students and those doctoral students not holding a Master’s degree in English, will introduce students to the history and current scholarly practices of English studies.

Two Theories and Methods courses. Theories and Methods courses include seminars in any area (literature, film, rhetoric, composition, linguistics) that are organized primarily around one or more theoretical or methodological approaches, practices, or questions.

One course in each of the following literary areas:
- Medieval through early Renaissance (to 1600, including Shakespeare)
- 17th Century (including Milton)/Restoration/18th Century (including Early American literature)
- 19th Century/20th Century

Two Rhetoric or Composition courses

Two electives
# MASTER’S PROGRAM
## REQUIREMENT CHECKLIST

1. For student's personal records and annual review meeting

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<thead>
<tr>
<th>Student’s Name</th>
<th>Advisor’s Name</th>
<th>Academic Year</th>
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<tr>
<th>Program</th>
<th>Start Date</th>
<th>Semester <strong><strong>/Year</strong></strong></th>
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<tr>
<th>M.A. Curriculum</th>
<th>Semester/Year</th>
<th>Course # and Name</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 5103: Proseminar</td>
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<td>Theories &amp; Methods course (1 of 2)</td>
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<td>Elective course (1 of 2)</td>
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<td>Elective course or ENGL 7990: Thesis (2 of 2)</td>
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<tr>
<th>Other M.A. Requirements</th>
<th>Semester/Year</th>
<th>Description</th>
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<tr>
<td>Language Requirement</td>
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<tr>
<td>M.A. Comprehensive Exam or Thesis</td>
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*Effective September 2010*

## SUGGESTED TIMELINE

### Fall Semester
- Summer Before Year 1: Study for language examination, to complete the requirement in Year 1.

### Year 1
- M.A. Course 1/ENGL 5103
- M.A. Course 2
- M.A. Course 3

### Summer Year 1
- Read broadly in your potential Comprehensive Examination fields and also look at key journals in your fields.

### Year 2
- M.A. Course 7
- M.A. Course 8
- M.A. Course 9

### Spring Semester
- M.A. Course 4
- M.A. Course 5
- M.A. Course 6
- Annual Review
- M.A. Course 10 or ENGL 7990: Thesis
- ENGL 6960: M.A. Exam Preparation (to maintain full-time status)
- Complete M.A. Comprehensive Exam or Thesis
MASTERS PROGRAM
COMPREHENSIVE EXAMINATION REGULATIONS

A comprehensive examination is required of all students in the Master’s program. After earning at least twenty-one semester hours of course credit with a GPA of at least 3.000 (normally, by the end of the third semester of full-time coursework), a student becomes eligible to take the M.A. comprehensive examination. This examination is offered in three written formats: Master's thesis, pedagogy thesis, and timed examination. A student may petition the Graduate Studies Committee for permission to take an oral exam in lieu of the written examination. At the point of eligibility, the student must declare the method of examination to the student’s advisor and the Graduate Studies Committee.

Master's Thesis

A student who has a GPA of 3.500 or higher may elect a thesis to fulfill the comprehensive examination requirement. The student will enroll in ENGL 7990: Master's Thesis, and, upon the successful completion of the thesis, earn three semester hours toward the degree in lieu of coursework.

A thesis should be 10,000 to 15,000 words long and will be evaluated by the thesis supervisor, chosen by the student, and a second reader, chosen by the Graduate Studies Committee.

The thesis should be prepared and submitted according to the College of Social Sciences and Humanities Graduate School guidelines, available at http://www.northeastern.edu/cssh/graduate/commencement/.

Pedagogy Thesis

A student who has a GPA of 3.500 or higher may elect a pedagogy thesis for the comprehensive examination requirement. The student will enroll in ENGL 7990: Master's Thesis, and, upon the successful completion of the thesis, earn three semester hours toward the degree in lieu of coursework.

For this option, candidates will work with their advisors to create a teaching portfolio comprising the following elements:

- Curriculum Vitae
- One-page statement of teaching or tutoring philosophy
- Sample teaching materials, including syllabi, course calendar, assignment sheets, lecture slides, description of in-class activities.
- 7-10 page critical introduction to these pedagogical materials, offering the theoretical and contextual background for the specific materials included. This introduction should provide historical, social, and institutional contexts for the pedagogical materials created, and offer solid theoretical grounding not solely for those practices, but also for the underlying assumptions about student learning upon which those practices are based. Ideally, the student will draw on what s/he has learned in the M.A. program, whether coursework, practicum, co-op, or writing center experience.
- Annotated bibliography of the 10-15 key sources used to inform the critical introduction.
- The Teaching Portfolio will be evaluated by the thesis supervisor and a second reader.

The pedagogy thesis should be prepared and submitted according to the College of Social Sciences and Humanities Graduate School guidelines, available at http://www.northeastern.edu/cssh/graduate/commencement/.

Timed Examination

A student may choose to complete a timed, written examination for the Comprehensive Examination. The student, in consultation with her/his faculty advisor, selects four areas of examination: one from each of the course categories of Theories and Methods, Literature (British and American), and Rhetoric and Composition, and an additional one from any area. The list of the four proposed subject areas will be submitted by the student to the Graduate Studies Committee no later than two months prior to the examination.
The examination will be held for a six-hour time span, on campus, generally in late March of a full-time student’s second year in the program. The Graduate Studies Committee will provide an exam of eight questions, two in each area of examination, from which the student will choose to respond to one from each area. Questions will not necessarily be based on the courses that a student has taken previously.

Each exam response will be evaluated by two faculty members chosen by the Graduate Studies Committee. Both readers must agree on whether the examination passes or fails. If the readers disagree as to whether the examination passes or fails, a third reader, chosen by the Graduate Program Director, shall serve as a tie-breaker.

The student must pass three areas to receive an overall grade of pass. A grade of pass with distinction in a given area will be awarded for either one or two such grades in that area. A student who fails two areas may petition the GSC to retake those parts of the examination as an oral examination with three faculty members who can evaluate the areas failed. A student who fails more than two areas may not commence with the Master’s Degree.

A student who fails two areas of the written examination has the option of retaking the written examination or taking an oral examination in its stead. If necessary, the second attempt is the final one; no subsequent attempts are permitted.

**Oral Examination**

A student who is approved takes the Comprehensive Examination as an oral examination, in consultation with her/his faculty advisor, selects four areas of examination: one from each of the course categories of Theories and Methods, Literature (British and American), and Rhetoric and Composition, and an additional one from any area. The list of the four proposed subject areas will be submitted by the student to the Graduate Studies Committee no later than two months prior to the examination.

The examination will be held for a two-to-three-hour time span, on campus, generally in late March of a student’s second year in the program. The Graduate Studies Committee will select four examiners—one for each of the subject areas identified by the student. These four examiners, with the addition of the advisor, will constitute the examining committee. Members of the examining committee are free to frame their questions within a given subject area, but should seek to engage the examinee on a basis that allows her/him to respond productively to those questions. Questions will not necessarily be based on the courses that a student has taken previously.

**Time Limit**

Master’s students must complete coursework and the comprehensive examination within seven years of entering the program.

*Effective September 2013*
# MASTER’S PROGRAM

## RECOMMENDED COMPREHENSIVE EXAMINATION TIME TABLES

### Master’s Thesis or Pedagogy Thesis

<table>
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<tr>
<th>FALL</th>
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| **Year 1** | Become familiar with the comprehensive exam options.  
Meet with advisor to receive guidance as to exam options and possible fields. |
| **Summer** | Read broadly in your potential fields and also look at key journals in your fields. |
| **Year 2** | November  
- Develop a reading list, in consultation with your thesis director.  
- Review the College of Social Sciences and Humanities’ Thesis Guide.  
- Submit a thesis proposal to the Graduate Studies Committee no later than December 15.  
- Enroll in ENGL 7990: Thesis Work with thesis director on project  
- Upon receiving approval from the Graduate Studies Committee, begin work on your thesis project. |
| | Enroll in ENGL 7990: Thesis Work with thesis director on project  
March/April  
- Submit your thesis project for evaluation by the thesis director and the designated second reader (chosen by the Graduate Studies Committee).  
- Upload your approved thesis to Proquest by the deadline posted on the Graduate School’s website at [http://www.northeastern.edu/cssh/graduate/commencement/deadlines/](http://www.northeastern.edu/cssh/graduate/commencement/deadlines/). |

## Timed Comprehensive Examination or Oral Examination

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| **Year 1** | Become familiar with the comprehensive exam options.  
Meet with advisor to receive guidance as to exam options and possible fields. |
| **Summer** | Read broadly in your potential fields and also look at key journals in your fields. |
| **Year 2** | Course Work  
January/February  
- Meet with advisor to determine four exam areas.  
- Submit proposed exam areas to the Graduate Studies Committee. If petitioning to take an Oral Examination, include this in the petition.  
- Use the General Petition Form, available from the Graduate Office.  
- Upon receiving approval from the Graduate Studies Committee, determine a date for the examination, and contact the Graduate Office to secure an examination space. |
| | February/March  
Prepare for the examination by reading relevant texts and possibly doing practice exams, to get a feel for time-management. Copies of old examinations may be obtained from the Graduate Office. |
| | March/April  
- Sit for the examination. Allow two weeks for grading.  
- Receive results of examination, no later than the last day of examinations for spring classes. |

*Last updated: July 2015*
An M.A. student must demonstrate reading proficiency in one language other than English or one advanced research skill (ARS). In order to be cleared for graduation, M.A. students must have in their files evidence of having satisfied the appropriate language requirement. M.A. students are urged to satisfy the language requirement in Year 1 of the program.

Languages commonly used to fulfill the requirement include French, Spanish, Italian, German, Hebrew, Latin, and Greek; students wishing to satisfy the requirement in a language other than these, including a signed language, should consult the Chair of the Graduate Studies Committee.

Students may demonstrate proficiency in five ways:

1. **Reading comprehension examination.** A student must pass a language examination provided by the Department of English or the Department of Languages, Literatures and Cultures and evaluated by qualified faculty. Examinations are generally given once each semester, and the date will be announced well in advance. Students have two hours to translate a passage of 200-250 words, on a topic related to literary studies. Print dictionaries may be used; however, grammar or vocabulary aids such as “501 French Verbs” are not permitted. The examination is given on a pass/fail basis, and students will be notified of the result in writing. Students who do not pass may repeat the examination without penalty. Copies of previous examinations are available in the Graduate Programs office. Grading criteria can be found on the next page.

2. **Previous course work.** A student may provide an official transcript demonstrating one year of intermediate-level undergraduate literature (not language) courses (or the equivalent in the case of signed languages) in the language with grades of “B” or higher. The transcript will be evaluated by the Chair of the Graduate Studies Committee, and the student will be notified of the result in writing. Doctoral students entering with a Master’s degree may present evidence of having completed a similar examination at the previous institution. The request will be evaluated by the Graduate Program Director.

3. **Native proficiency.** A student may petition to have proficiency in a native language other than English count toward satisfaction of the requirement. Petitions and supporting materials will be evaluated by the Chair of the Graduate Studies Committee, and students will be notified of the result in writing.

4. **Advanced Research Skill.** A student may petition to have proficiency in an Advanced Research Skill pertinent to their Master's research. An ARS would be a research skill that goes beyond the traditional textual analysis techniques taught in English graduate programs, e.g. text encoding, oral history, qualitative coding, geographic information systems, database design, statistical analysis, rhetorical strategy, or computational text analysis.

5. **Another method, proposed by the student and approved by the advisor and the Graduate Studies Committee.** Petitions and supporting materials will be evaluated by the Chair of the Graduate Studies Committee, and students will be notified of the result in writing.

Use the General Petition Form for options 2-5. Form available upon request from Graduate Office (m.daigle@neu.edu) and online at http://www.northeastern.edu/cssh/english/graduate/current-student-resources/.

*Effective April 2015*
The goal of the reading comprehension examination is to test your competence as a translator of literary and critical works in languages other than English. The exam consists of a two-hour session in which you are asked to translate a passage of 200-250 words. You are allowed to consult a dictionary during the exam; you are not allowed to consult grammar or language guides. While preparing for the exam, you should keep in mind the following guidelines, which will be used to evaluate the exam.

**Meaning**

Does your translation capture accurately the overall sense of the passage and convey this sense in coherent and meaningful English? Does your translation accurately present the ideas, actions, and concepts of the original text?

**Grammar**

Is your translation an accurate representation of verb conjugations both in terms of tense and person? Does your translation link pronouns with the proper antecedents? Does your translation account for demonstrative distinctions that appear in the original? Is your translation written in grammatical English?

**Vocabulary**

Do English words chosen convey accurately the meaning of the words used in the original language?

**Evaluation**

The exam is graded on a pass/fail basis. Multiple and/or significant errors in any combination of these categories result in a failing exam.

**Preparing for the Language Examination**

To assist students preparing for the language exam in a number of languages, including German, Japanese, French, Russian, Spanish, Latin, Portuguese, and Arabic, the Modern Languages Department has placed a set of auto-tutorial CD ROMS entitled *Transparent Language Now* on Reserve at the main circulation desk of the library. As Reserve items, the CD ROMS are available for use in the library for up to 3 hours.

Graduate students have an opportunity to enroll in NU undergraduate language courses. Please contact the Graduate Office for more information and appropriate forms.

*Effective May 2009*
GRADUATE FACULTY SPECIALTIES

Professor Nicole Aljoe

Eighteenth- & nineteenth-century Black Atlantic Literature; the Slave Narrative; Postcolonial Studies (Black British, African, Caribbean, Latin American, South Asian); eighteenth-century British Novel; gender/sexuality and writing; archival studies; visual culture

Professor Samuel Bernstein

Dramatic literature; creative writing

Professor Frank Blessington

Milton; seventeenth-century British literature; classics; poetry writing; fiction writing; genre (epic and lyric); sixteenth-century British literature; Spenser; Shakespeare

Professor Erika Boeckeler

Shakespeare; Alphabets & Alphabetic Literature; Language Theory; Renaissance Lyric Poetry; History of the Book; Early Modern Northern European Visual Art; Early Slavic Print Culture

Professor Beth Britt

Contemporary rhetorical criticism, especially feminist and cultural criticism; classical rhetoric; rhetoric and the law; rhetoric and materiality; qualitative research methods, including participant-observation and interviewing; discourses of domestic violence, probability, infertility/reproductive technologies

Professor Ryan Cordell

Nineteenth-century American literature; periodical studies; digital humanities; religion and literature; American apocalypticism; technologies of textual production

Professor Ellen Cushman

Composition and rhetoric, literacy studies in tribal and urban communities, decolonial rhetorics, Cherokee language and writing, digital composing and archiving, writing pedagogies, qualitative research methodologies and research in the teaching of English.

Professor Theo Davis

Eighteenth- & nineteenth-century American literature; literary and political theory; aesthetics
Professor Elizabeth Maddock Dillon
Seventeenth- through nineteenth-century American literature; transatlantic seventeenth-nineteenth century literature; origins of the novel; public sphere and early print culture; eighteenth-century draM.A. – British and American; aesthetics; feminist theory; critical theory; early Caribbean literature; early African American literature; literature and performance; archival studies; literature and political theory

Professor Chris Gallagher
Rhetoric and composition, with emphases in writing pedagogy and assessment; writing program administration; educational change and reform

Professor Laura Green
Victorian literature; twentieth-century anglophone literature; history and theory of the novel; feminist and queer theory

Professor Carla Kaplan
Twentieth-century American Literature; Modernism; African American Literature and History; Feminist Theory; Biography and Cultural History; Literary Journalism and Creative Nonfiction

Professor Kathleen Kelly
Medieval studies; film; contemporary British novel; non-human and post-human studies; animal studies; ecocriticism; feminist and gender theories; genre theories; narrative theories (with a particular interest in magic realism and other “non-traditional” forms); queer theories; British literature from the medieval period through the present; speculative fiction

Professor Lori Hope Lefkovitz
Jewish literature; Hebrew bible; contemporary critical theory; Jewish feminism; Victorian literature; the novel

Professor Neal Lerner
Composition and rhetoric, writing across the curriculum, writing centers, literacy, writing studies research methods

Professor Marina Leslie
Early modern literature and culture; archival studies; gender studies. Specific topics of interest include utopian fiction, fictions of social contract and the origins of science fiction; travel literature and narratives of contact; literature and crime, with particular interest in the ways that “true crime” stories enter literary culture; early modern women as subjects and authors; the human animal connection and the pre-history of the post-human.
Professor Mary Loeffelholz

American literature; women writers; gay and lesbian cultural studies; nineteenth-century Anglophone poetry

Professor Patrick Mullen

Nineteenth- and twentieth-century Irish and English culture and politics; modernity and globalization; Marxism; critical theory; history of sexuality

Professor Stuart Peterfreund

English Romanticism (poetry, fiction, and drama); eighteenth-century British literature; literature and science; social history of science; history of ideas

Professor Mya Poe

Writing and Rhetoric; writing assessment, especially issues of fairness and racial/linguistic diversity; writing across the curriculum with particular interest in disciplinary ways of knowing and representing data; public discourses about literacy, identity, and language; intersections of literary and literacy research; writing studies research methods; genre studies

Professor Janet Randall

Linguistics; grammar; English language teaching/education; dialects of English (including African American English); gender and language; mental representations of language; language and law

Professor Bonnie TuSmith

Multiethnic literatures of the US (especially African American, Asian American, Native American, US Latino/a); multiethnic literary theory and pedagogy; critical race theory; comparative American cultures; literary tricksterism; short story cycles; the American novel; literary nonfiction (memoir, autobiography, personal essay); narrative theory