

THE GRADUATE ENGLISH PROGRAM



SAM HOUSTON STATE UNIVERSITY
2008-2009



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THE ENGLISH MA PROGRAM

The English MA Program at Sam Houston State University offers unique opportunities for graduate study in traditional literary areas, creative and professional writing, critical theory, and composition and rhetoric. With some eighty students in various stages of their degrees, the program is just large enough for intellectual and creative diversity, just small enough for an intimacy between faculty and students that one does not often find at larger research institutions.

The Department of English features an accomplished faculty with expertise and recognition in areas ranging from traditional literary fields and creative writing to linguistics, women's literature, critical theory, and cultural studies. They are scholars, rhetoricians, poets, novelists, and short fictionists—all of them seasoned teachers devoted to the academic community at the University and the success of their graduate students.

In training its students both academically and professionally, the English MA program offers opportunities for them to participate in literary and creative writing colloquia; to gain experience working with a university press that publishes books of poetry and fiction, as well as two journals; and to teach college writing courses. Students who earn Master's degrees at the University find themselves admirably well-prepared for further graduate study, junior college teaching, and enriched secondary teaching.

The Department provides assistantships and scholarships for outstanding graduate students. And in order to provide greater flexibility to com-muting students, we offer courses on the main campus in Huntsville and at The University Center in The Woodlands.

For further information, contact Dr. Paul Child, Director of Graduate Studies in English, by phone at 936-294-1412 or by e-mail at eng_pwc@shsu.edu or GraduateEnglish@shsu.edu.

ADMISSIONS

ADMISSION STATUS:

Students may be admitted to the English Graduate Program under regular, conditional, or probationary admission status.

Regular Status:

A student in regular status has submitted all of the required application materials and satisfied the minimum standards for full admission.

Conditional Status:

A student under conditional status may be missing a key piece of the application file (for example, the GRE scores) and is accepted with the condition that she or he will submit the missing materials by the end of the first long term of enrollment and will satisfy the minimum standards for full admission. A conditional student must have at least a 3.2 undergraduate GPA. The conditional student is limited to taking six hours before submitting the missing materials.

Probationary Status:

A student admitted under probationary status has submitted all of the required materials but fails to meet the minimum standards for full admission. A probationary student must have at least a 2.7 undergraduate GPA and an 800 GRE score and must take nine credit hours (full load) the first long term, earning at least *Bs* in all classes. The student may not earn a *C* in any class. A probationary student may take no more than twelve hours in this status. Any hours beyond these twelve cannot be applied to a degree, should the student later apply successfully for admission to the graduate program in regular status.

ADMISSION STANDARDS:

For regular admission, an applicant must meet the following standard:

GRE Score (combined Q + V) + (GPA X 300) = 2,000 or better.

ADMISSION PROCESS:

In applying for the English Graduate Program, you must submit the following materials. (For submission addresses, see page 7)

1. A graduate application form. The form is available on line at the following URL:

http://www.shsu.edu/~grs_www/application/documents/GraduateApplication.pdf

You may also find a copy in the back of the Graduate Catalogue, available from the Graduate Studies Office (see the address on page 7).

2. A one-time \$20.00 graduate application fee.
3. Transcripts of all undergraduate and graduate work. The under-graduate transcript must show proof of a Baccalaureate degree from an accredited institution.

The applicant should have at least four non-freshman English classes (twelve credit hours), preferably upper-division (junior/ senior) courses, with at least a 3.0 GPA in those classes.

A student admitted under regular admission status should have at least a 3.0 undergraduate overall GPA; a student admitted under conditional status must have at least a 3.2 overall GPA.

An applicant with credentials from a foreign university must have the transcript reviewed by a transcript evaluation service, which will translate classwork and grades into United States equivalencies. (See page 7.)

4. A score report for the Graduate Record Examination (GRE) verbal and quantitative sections. Students should have a minimum 500 score in the verbal area. Scores for the subject test (“Literature in English”) are not required.
5. A formal writing sample of at least ten full typed pages. While we will accept papers from outside disciplines that give evidence of your critical thinking abilities, we prefer samples that demonstrate (1) research and critical reading skills particular to the study of literature and language and (2) your ability to formulate and defend a cogent critical argument in a scholarly idiom appropriate to upper-division English classes. We also prefer samples that demonstrate your familiarity with MLA documentation methods. While the writing sample should be a single, sustained piece of work, of the kind typical of graduate-level writing, we will accept combinations of shorter pieces in exceptional cases.

A student wishing to pursue a creative writing emphasis may also submit for consideration a portfolio of creative work. The creative writing sample will supplement but not replace the critical writing sample.

6. Letters of recommendation from three referees qualified to assess your general intellectual abilities, academic accomplishments, writing skills, and potential for success in a graduate English program. Letters should be addressed to the Director of Graduate Studies in English; they should bear original signatures from the referees.

Submit items 1-4 to the following address:

Graduate Studies Office
C/o Ms. Lou Ann Miles
Sam Houston State University
Box 2478
Huntsville TX 77341-2478

Submit items 5-6 to the following address:

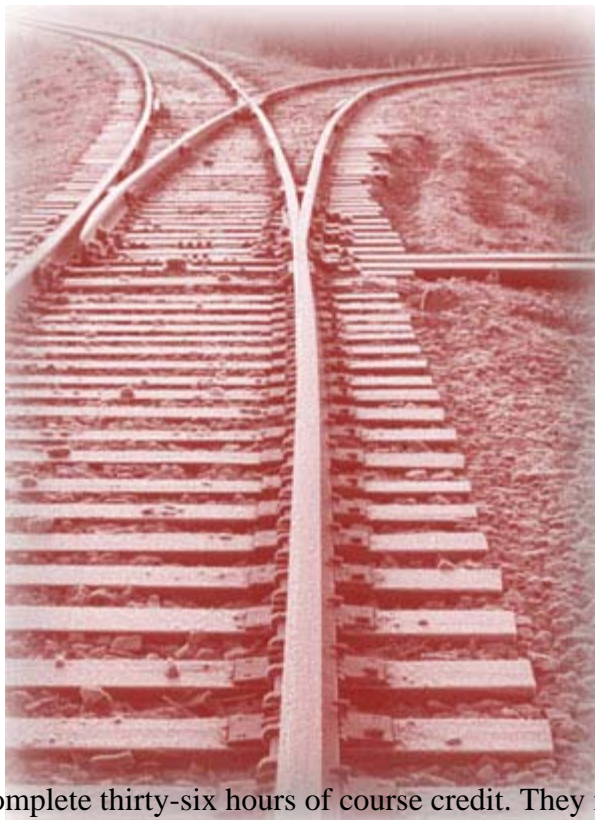
Graduate English Program
C/o Ms. Trina Strange, Secretary
Department of English
Sam Houston State University
Box 2146
Huntsville TX 77341-2146

INTERNATIONAL APPLICANTS:

The English Graduate Program welcomes qualified international applicants. However, applicants who do not hold American citizenship must be accepted under regular admission status, without conditions.

International students must submit the same materials as all other applicants, listed on pages 5-6, with a couple of qualifications:

1. The applicants must submit a score report showing a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This score translates to 213 under revised scoring for the computerized version of the test.
2. An applicant with credentials from a foreign university must have the transcript reviewed by a transcript evaluation service, which will translate classwork and grades into United States equivalencies. The transcript evaluation service should send its report directly to the Graduate Studies Office (see address, above).



MA DEGREE PLANS

To earn an MA in English, students complete thirty-six hours of course credit. They may pursue one of two plans:

MASTER OF ARTS PLAN I

Under this plan, students may either take thirty-six hours of coursework (twelve classes) or take thirty hours of coursework (ten classes) and complete a six-hour MA thesis. The student working under Plan I has the option of pursuing a creative writing track; this option requires a thesis.

MASTER OF ARTS PLAN II

Under this plan, students take a twenty-four-hour English major and a twelve-hour minor in another graduate field. A student working under Plan II does not have the option of writing a thesis.

Typical course plans follow:

MASTER OF ARTS PLAN I

A. Non-Thesis, Non-Creative Writing Emphasis:

English 697 (first long term).....	3 hours
Courses in five blocks.....	15 hours
Electives.....	18 hours
Comprehensive Written Examination	
Comprehensive Oral Examination	

B. Thesis Option:

English 697 (first long term).....	3 hours
Courses in five blocks.....	15 hours
Electives.....	12 hours
Thesis (English 698 + English 699).....	6 hours
Comprehensive Written Examination	
Oral Defense of Thesis	

C. Creative Writing Emphasis:

English 697 (first long term).....	3 hours
Block I class.....	3 hours
Block III class.....	3 hours
Block IV class.....	3 hours
Block V class.....	3 hours
Two creative writing workshops (one of which satisfies the Block II requirement).....	6 hours
At least one <i>Texas Review</i> Press internship.....	3 hours
Electives.....	6 hours
Creative thesis (English 698 + English 699).....	6 hours
Comprehensive Written Examination	
Oral Defense of Thesis	

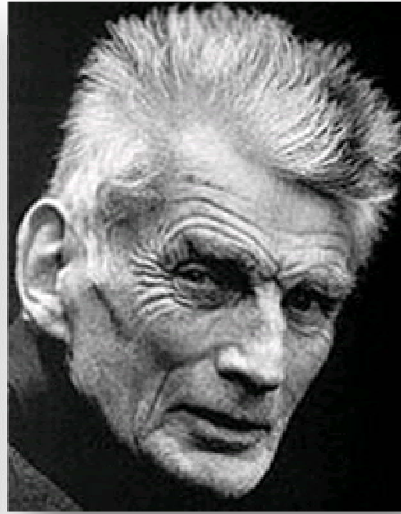
MASTER OF ARTS PLAN II

Graduate English Major:

English 697 (first long term).....	3 hours
Block I class.....	3 hours
Electives (in at least three different blocks).....	18 hours

Graduate Minor:

Courses in minor field.....	12 hours
Comprehensive Written Examination in English	
Comprehensive Oral Examination in English	



THE CREATIVE WRITING EMPHASIS

The graduate creative writing emphasis at Sam Houston State University, an important component of the English MA Program, seeks to produce students with balanced creative, critical, and professional credentials that will enable them to enter into a writing and/or editing profession or to pursue a terminal degree in creative writing (MFA or PhD).

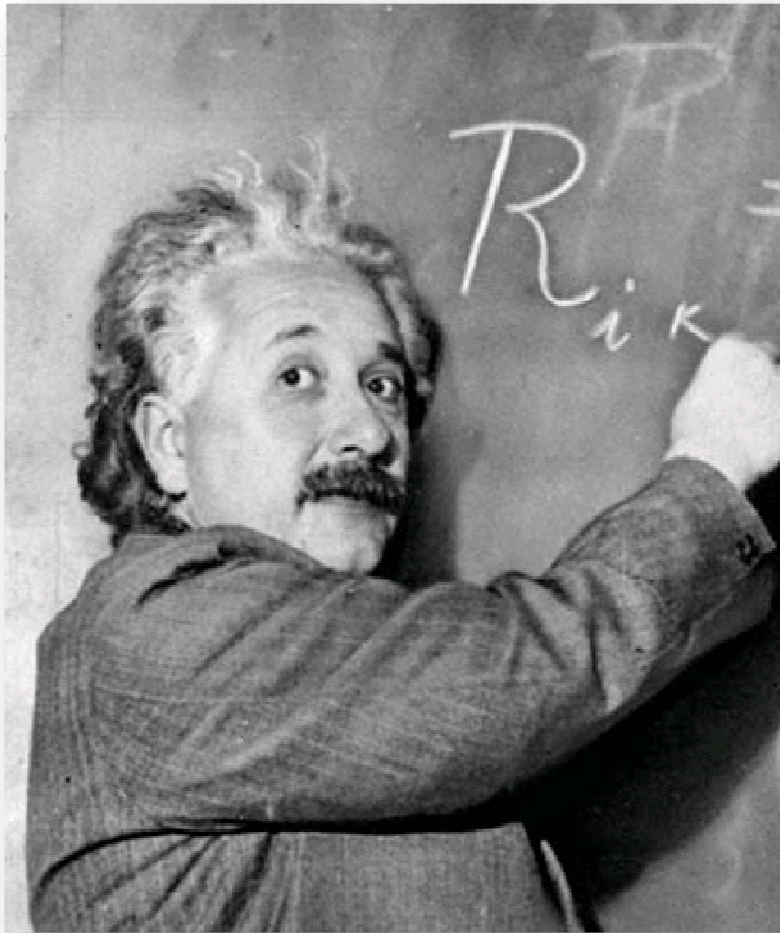
Students pursuing the creative writing emphasis take two workshops in fiction and/or poetry and serve as interns on the staff of the *Texas Review* Press.

CREDIT HOUR DISTRIBUTION FOR A STUDENT PURSUING THE GRADUATE CREATIVE WRITING EMPHASIS:

English 697 (first long term).....	3 hours
Block I class.....	3 hours
Block III class.....	3 hours
Block IV class.....	3 hours
Block V class.....	3 hours
Two creative writing workshops (one of which satisfies the Block II requirement).....	6 hours
At least one <i>Texas Review</i> Press internship.....	3 hours
Electives.....	6 hours
Creative thesis (English 698 + English 699).....	6 hours
Comprehensive Written Examination	
Oral Defense of Thesis	

GRADUATE CREATIVE WRITING FACULTY, 2008-2009:

Dr. Paul Ruffin
 Dr. Melissa Morphew
 Dr. Scott Kaukonen



SOME BIG RULES

1. A student has six years to complete the MA degree from the first term of enrollment.
2. A student must be enrolled continuously in at least three credit hours. (Enrollment in one or both of the summer terms counts as continuous enrollment.) If the student drops out for a long term, he or she must submit a reinstatement application in order to enroll again in classes. This application is available from the Graduate Studies Office, at the following web address:
http://www.shsu.edu/~grs_www/current/index.html
3. A student must maintain good academic standing (3.0 average).

ENROLLMENT STATUS

FULL-TIME STATUS (required for most financial aid packages):

Graduate Assistant:	Six hours minimum
All Others:	Nine hours minimum

GRADES AND ACADEMIC STANDING

GOOD ACADEMIC STANDING:	3.0 average
SECOND GRADE OF C:	Review by Graduate Studies Committee and recommendation to Chair
THIRD GRADE OF C:	Termination from program
GRADE OF D OR F:	No graduate credit
GRADE OF F:	Termination from program; reacceptance conditional upon appeal to the Dean of the College of Humanities and Social Sciences
COURSE IN PROGRESS (IP):	With the permission of the instructor of record in a class and the Chair, a student may take an incomplete in a course; his or her transcript will carry a grade of <i>IP</i> until the requirements for completing the course are met. Students enrolled in English 699 (Thesis II) will receive a grade of <i>IP</i> until the thesis is completed. Students in ENG 698 (Thesis I) may not take an incomplete.

CREDITS

CREDIT HOURS:	Most classes carry an award of three credit hours.
TRANSFER HOURS:	A student may typically transfer up to six graduate credit hours from an accredited institution. The student is awarded credit for a course equivalent at Sam Houston State University. The student may not take the course equivalent at SHSU.
CREDIT FOR DIFFERENT COURSES WITH THE SAME NUMBER:	A student may occasionally take the same course number twice for new credit. The student must get permission from the Chair, who will write a memo to the Registrar.



THE STRUCTURE OF THE PROGRAM

The English MA Program aims to produce students who have a good graduate-level foundation across a broad range of interests in literature and language. To that end, students are required to take at least one course in each of five blocks and to take comprehensive exams in three areas.

Blocks govern coursework; areas govern the comprehensive examination:

COURSE BLOCKS

A student takes at least one course in each of five blocks. The student need not take the block classes in any particular order, but ideally he or she will take a Block I course within the first twelve hours, to provide a foundation in English language.

BLOCK I (ENGLISH LANGUAGE BLOCK):

English 577	Studies in Early and Middle English Literature
English 583	Studies in English Linguistics
English 589	History and Development of the English Language

BLOCK II (A “CATCH-ALL” BLOCK OF COURSES THAT DO NOT FIT INTO THE FRAMEWORK OF TRADITIONAL LITERARY HISTORY):

English 531	Creative Writing: Fiction
English 532	Creative Writing: Poetry
English 533	Practicum: Editing and Publishing
English 567	Practicum in Teaching College Composition
English 568	Literary Criticism and Theory
English 584	Studies in Rhetoric and Composition Theory
English 590	Studies in Technical Communication

BLOCK III (EARLY LITERATURE BLOCK):

English 572	Early American Literature
English 575	Studies in Restoration and Eighteenth-Century English Literature
English 576	The Classical Tradition
English 578	Studies in Renaissance and Seventeenth-Century English Literature

BLOCK IV (19TH-CENTURY LITERATURE BLOCK):

English 579	Studies in Romantic Literature
English 580	Studies in Victorian Literature
English 585	Studies in American Literature, 1800-1860
English 586	Studies in American Literature, 1860-1920

BLOCK V (20TH-CENTURY LITERATURE BLOCK):

English 571	Studies in Modern World Literature
English 581	Studies in Twentieth-Century British Literature
English 587	Studies in American Literature, 1920-Present

“WILD CARDS” (CLASSES THAT CAN BE DISTRIBUTED IN DIFFERENT BLOCKS, DEPENDING UPON A PROFESSOR’S EMPHASIS):

English 569	Studies in the Novel (Block III, IV, or V)
English 570	Multicultural Literature (Block IV or V)
English 574	Studies in Women’s Literature (Block IV or V)
English 588	The Study of Major Figures in American Poetry (Block IV or V)

ENGLISH 697:

Every student takes English 697, Methods of Research and Bibliography, during her or his first long term (as it is available).

COMPREHENSIVE EXAMINATION AREAS

To demonstrate that a student taking an MA in English from Sam Houston State University has a graduate-level understanding of literature and language, he or she must pass a comprehensive examination.

The student chooses three broad areas for examination, from among the list that follows. Because they are *comprehensive*, areas typically comprise more than one discrete literary “period”: so, for example, the 19th-Century British area covers both the Romantics and Victorians, and the 20th-21st-Century American area covers everything from 1900-the present.

- English Language
- Early and Middle English Literature
- World Literature (one of the following):
 - Emphasis in the Classical Tradition
 - Emphasis in World Literature in English (Postcolonial)
- Theory and Practice of Composition and Rhetoric
- Technical and Professional Writing
- Renaissance and 17th-Century British Literature
- Restoration and 18th-Century British Literature
- American Literature before 1800
- 19th-Century British Literature
- 19th-Century American Literature
- 20th-21st-Century British Literature
- 20th-21st-Century American Literature

The candidate must choose at least one British literature area and one American literature area. The candidate must choose at least one pre-1800 literature area and one post-1800 area.

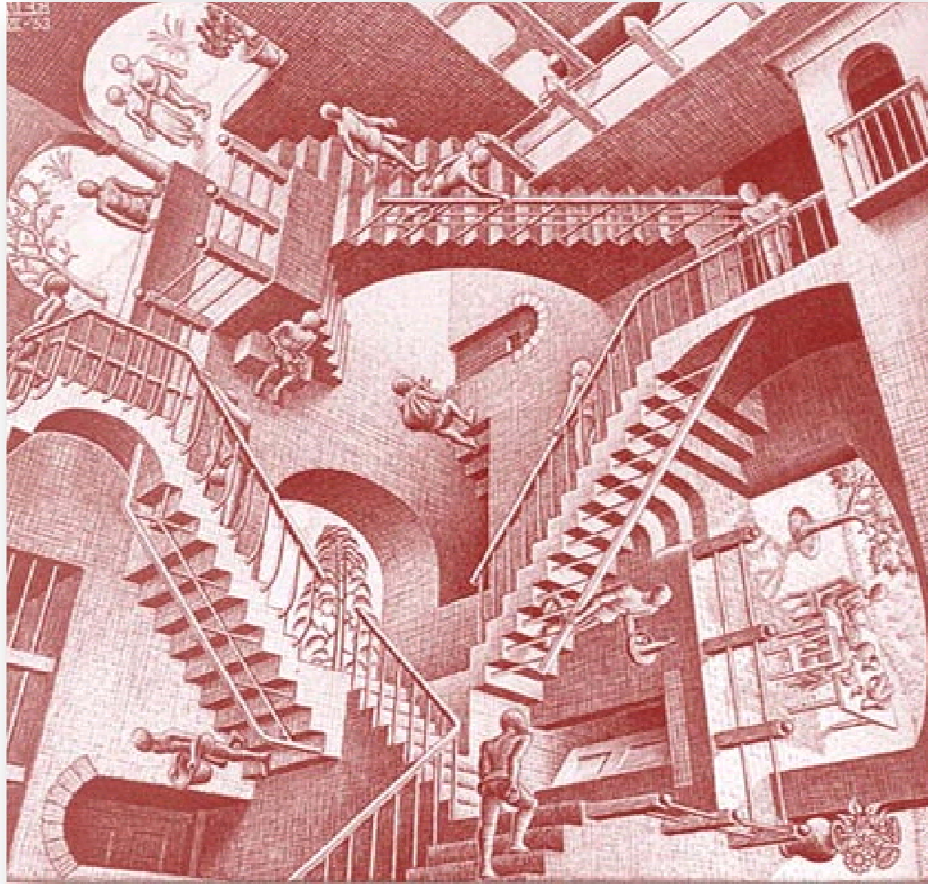
So, for example, one could choose the following combination:

English Language

Early and Middle English Literature (satisfies both the British and pre-1800 requirement)

20th-21st-Century American Literature (satisfies both the American and post-1800 requirement)

For further information on the graduate comprehensive examination, see page 22.



STEPS IN THE ENGLISH GRADUATE PROGRAM

1. Submit all required materials for admission: See pages 5-7 for more information.
2. Satisfy any conditions attached to your admission: You must fulfill any requirements that made your acceptance into the MA program probationary or conditional—including reporting your GRE scores—and do so in the time stipulated by the conditions. Any credit hours taken beyond those allowed under the restrictions of conditional or probationary admission will not be counted toward the degree.
3. During your first long term, complete English 697, Methods of Research and Bibliography, with a grade of *A* or *B*.
4. File a declaration of major form after completing no fewer than twelve and, preferably, no more than fifteen semester hours, including English 698 and a Block I course. At this time you declare your degree plan and establish “candidacy.” The declaration of major is required before you may take the comprehensive examination, write a thesis, transfer credits from previous graduate work, and substitute courses. See page 18 for further information.

5. Complete all coursework required by your degree plan.

Thesis Track:

5a. Begin work on the thesis. Ask a member of the graduate English faculty to serve as thesis director. File an appointment of committee form with the Director of Graduate Studies.

5b. Enroll in English 698 (Thesis I). Students enroll in this three-credit course for the first semester of thesis work. The student receives a grade of *CR* (credit) or *NC* (no credit) for the class. To earn credit for this course, the student must submit to the Director of Graduate Studies a thesis prospectus approved by the members of his or her committee and must complete a draft of the introduction that is acceptable to the readers.

5c. Enroll in English 699 (Thesis II). The student enrolls in this class every semester and receives a grade of *IP* (In Progress) until the thesis is completed.

For more information on the MA thesis, see page 19.

6. Take the written comprehensive examination. Submit a declaration of intent to take the comprehensive examination form in the semester before you plan to sit for the exam. Consult the posted reading lists to prepare for each of the three examination areas. Then sit for the exam, which is offered three times annually (February, June, and October). You must be enrolled at the University during the semester in which you take the comps; you must *stay* enrolled during that semester. For more information on the written comprehensive examination, see page 22.

7. If you are a thesis student, defend your completed thesis orally. If you are a non-thesis student, take the oral comprehensive exam. You must be enrolled at the University during the semester in which you take the oral examination. For more information on the oral examination, see page 25.

8. File for graduation with the Office of the Registrar. Be sure to fulfill any missing requirements. If you decide not to graduate after having filed, be sure to notify the Registrar. For more information on graduation, see pages 28.

9. Graduate. Proudly collect your degree, celebrate, and go out to do good works in the world.



DECLARATION OF MAJOR

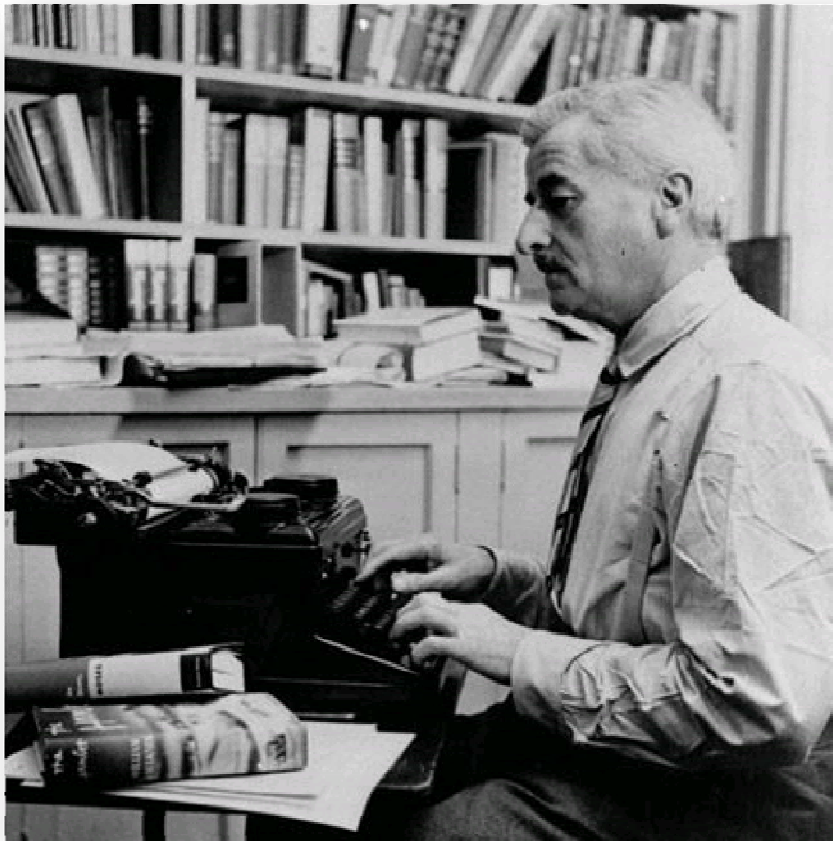
By declaring your major, you establish a degree plan with the Office of the Registrar and file for degree candidacy. You must declare your major before you are allowed to take the comprehensive examination, write a thesis, transfer credits from previous graduate work, and substitute courses.

To declare your major (file for degree candidacy) you must

- be a student in good standing in the English MA program (this means that you must have been accepted under regular admission status)
- successfully complete English 697 with a grade of *A* or *B*
- successfully complete a Block I class
- successfully complete six additional hours of English coursework
- maintain an average of *B* or better in the first twelve hours

Once you have fulfilled all of these requirements, submit a declaration of major form to the Director of Graduate Studies in English. For instructions on filling this form out, consult the graduate program web page concerning the declaration of major: http://www.shsu.edu/~eng_www/graduate/candidacy.html. You will find a link to the form itself on this page.

N.B.: If you change your major or minor emphasis (if, for example, you first sign up to write a thesis and then decide later on the non-thesis track), you must fill out and submit a new declaration of major form as soon as possible.



WRITING A THESIS

Degree Plan I allows students the option of writing an MA thesis to fulfill six of the thirty-six credit hours required for graduation.

Students pursuing the creative writing emphasis must write a creative thesis.

WHAT IS A MASTER'S THESIS?

- A well-researched, well-developed, and well-articulated essay of literary scholarship/criticism or a carefully considered and artfully executed body of creative work (for example, a cycle of short fiction or poetry, a novel, or a full-length play)
- Essentially a long essay or cohesive creative work
- Most run between sixty and eighty pages.
- Most are typically divided into four or five well-developed chapters. A creative work may comprise four or five stories or twenty or so carefully considered poems; the creative thesis also features a critical introduction to the work.

WHY WRITE A THESIS?

- To indulge yourself in researching and making a scholarly argument about a particular topic that is dear to you, or to produce a cohesive body of creative work that has long been your great goal

- To demonstrate to yourself and the graduate faculty that in and *through* the graduate program you have, in fact, become an independent critical thinker or creative writer
- To prepare for future graduate work

STEPS TO WRITING THE MA THESIS IN ENGLISH:

For a detailed sequence of steps to completing the thesis, consult the booklet “Writing the English Master’s Thesis” or see the graduate web page:
http://www.shsu.edu/~eng_www/graduate/thesis.html

A synopsis of those steps follows:

1. You must be an MA candidate to begin thesis work. File a declaration of major form, if you have not already done so. See page 18 for further information
2. If you have not already done so, decide upon a scholarly topic or creative project that will sustain your interests and energies for six to ten months.
3. Ask a member of the English graduate faculty to serve as a thesis director. Presumably, this will be someone who has specific academic training and interests in the field of study or creative pursuit.
4. With your director, decide upon the other two faculty members of the reading committee.
5. Submit to the Director of Graduate Studies an appointment of thesis committee form.
6. Enroll in English 698 (Thesis I). In this first semester of thesis work, you will produce the prospectus (see Steps 7 and 8) and a draft of your introduction. If you are writing a critical thesis, you will produce a review of the literature, as appropriate. You will receive a final grade of “credit” or “no credit.” (English 698 is a credit-bearing class, but your grade will not be computed mathematically into your overall graduate GPA.)
7. Develop a carefully considered thesis prospectus (proposal). The prospectus is a reasonably well-developed plan for the thesis. In this proposal, you will describe the project and your approaches to the topic, lay out your methods for accomplishing it, and provide a bibliography, as appropriate to the nature of the work.
8. Submit the prospectus to the Director of Graduate Studies with the approval page signed by all members of the reading committee.
9. Procure a copy of *Directions on Form, Preparation, and Submission of the Final Copies of Master’s Theses and Doctoral Dissertations*, available on line at the following site:
<http://library.shsu.edu/research/thesis.php>.

10. Enroll in English 699 (Thesis II): In this second semester of thesis work, you will complete the project begun in English 698. You must continue to enroll in English 699 every term until you have completed the thesis. You will receive a grade of *IP* (“In Progress”) until the completion of the work, at which time you will receive a final grade and three credit hours for the course.

11. Complete the thesis to your readers’ satisfaction and orally defend the work by the stated deadline for the semester.

12. Walk the thesis and route sheet from campus office to campus office for approvals.



THE WRITTEN COMPREHENSIVE EXAMINATION

The graduate faculty expect that any student earning a Master's degree in English at Sam Houston State University will step out into the polite world with sound preparation for teaching in secondary schools or junior colleges and sound preparation for further graduate studies in English. A candidate should have a solid understanding of British and American literature in survey and a solid understanding of *how* to approach the literature. The candidate may also have preparation in a writing or pedagogical area.

To assure the English graduate faculty and the University that you have, in fact, achieved this level of preparation and expertise, the MA comprehensive examination requires that you demonstrate your broad, graduate-level understanding of literary "periods," critical approaches, and writing disciplines, in various combinations, and your mastery of specific defining or representative works within those areas.

PARTICULARS:

The Department of English offers the written comprehensive exam three times a year, on the third Saturdays of February, June, and October. A candidate chooses three areas from among the following and writes for two hours on each area:

- English Language
- Early and Middle English Literature
- World Literature (one of the following):
 - Emphasis in the Classical Tradition
 - Emphasis in World Literature in English (Postcolonial)
- Theory and Practice of Composition and Rhetoric
- Technical and Professional Writing
- Renaissance and 17th-Century British Literature
- Restoration and 18th-Century British Literature
- American Literature before 1800
- 19th-Century British Literature
- 19th-Century American Literature
- 20th-21st-Century British Literature
- 20th-21st-Century American Literature

STEPS FOR TAKING THE WRITTEN COMPREHENSIVE EXAMINATION:

1. You must be an MA candidate to take the graduate comprehensive examination. File the declaration of major form, if you have not already done so. See page 18 for further information.
2. Submit a declaration of intent to take the comprehensive examination form in the semester before you plan to sit for the exam. The form asks that you specify the test date and then identify the three areas of study over which you would like to be examined. One must be a British

literature area; one must be an American literature area. One must be a pre-1800 literature area; one must be a post-1800 literature area.

3. Prepare for the exam by downloading the reading lists for the three areas from the graduate web pages.

4. Sit for the examination. Because you will be using University resources (in this case, the human resources who administer and read the examination), you must be enrolled in at least one graduate course in the semester during which you sit for the exam. You must remain enrolled during the entire semester.

PREPARING FOR THE WRITTEN COMPREHENSIVE EXAMINATION:

1. Begin preparing early. Download the appropriate reading lists for the areas immediately and make a reasonable plan for studying.

2. For guidance, you might consult a graduate faculty member who specializes in a certain area.

3. Learn or review the *facts* about the age or subject and about the works.

4. Review key questions, problems, themes, and methods under consideration in critical discussions about the area of study.

5. Look for broad aesthetic and cultural developments over a literary age and important cohesive principles in a writing or pedagogical discipline. But also know specific works well.

6. Do not rely exclusively on class lecture and discussion notes. The exam requires that you demonstrate your mastery of a study area, not your mastery of a class.

SITTING FOR THE EXAMINATION:

For each area, you will choose one of three questions and respond. You will have two hours to answer each area question. The exam poses questions carefully designed so that candidates can manage them within the allotted time, *provided that they prepare well*. The questions, drawn from an examination bank, are such that you will be asked not only to demonstrate your broad understanding of developments and issues in the study area but also to demonstrate that you can apply this broad understanding to your close reading of a handful of central texts.

You will be allowed to write your responses by hand or to use a word processor. More specific practical instructions are provided at the time that you apply to take the exam.

Some modest suggestions for managing your response follow:

1. Read through all three area questions carefully and decide upon the one that best suits your strengths, interests, and preparation.
2. Pay careful attention to the language and requirements of the question.
3. Be flexible, so that you are able to answer the question that is asked and not some hoped-for or imagined question.
4. Manage your time well.
5. Write an introduction, with a significant thesis that appears at the end of the thesis.
6. “Stay on task.”
7. Make your response *significant*.
8. Give yourself a few minutes at the end of the two hours to proofread your response.

AFTER YOU HAVE TAKEN THE EXAMINATION:

Each essay will be assigned a code number so that its author will remain anonymous during the evaluation process.

Working independently and anonymously, two readers from among the graduate faculty will evaluate your responses and score each area essay as a high pass, pass, or fail. If the two graders disagree, the essay will go to a third anonymous reader, who will break the tie.

The Director of Graduate Studies will formally contact you with the results.

Should you fail a particular area question, you will have one opportunity to retake that area question at the next examination date. You will retake the exam in only the area that you failed, and you may not change areas. You must submit a new comprehensive examination declaration form, and you must be enrolled at the University when you retake the area exam.

FOR FURTHER INFORMATION:

Consult the booklet *The Graduate Comprehensive Examination in English*, which supplies all information necessary for applying and preparing to take the exam, sample forms, and sample essay questions and responses.

Area reading lists are available from links at the following web address:
http://www.shsu.edu/~eng_www/graduate/comps.html



THE ORAL EXAMINATION

All students working toward the MA in English sit for a one-hour oral examination. The thesis student defends his or her thesis orally; the non-thesis student takes a comprehensive oral examination over the same three areas covered in the written comps.

For both thesis and non-thesis students, three members of the graduate faculty examine the candidate, one serving as chair of the examining committee. Students who fail a section of the oral exam have a single opportunity to retake that section.

ORAL EXAMINATION FOR THESIS STUDENTS: THESIS DEFENSE

After passing the written comprehensive examination *and* completing the scholarly or creative thesis, the candidate must defend that thesis orally. The examination committee comprises the three members of the student's thesis reading committee.

The defense of a scholarly thesis typically emphasizes the genesis, critical methodologies, and findings of the thesis and the value of those findings.

The defense of a creative thesis typically emphasizes the genesis, rationale, and methods for the project and requires that the candidate explain her or his aesthetic.

ORAL EXAMINATION FOR NON-THESIS STUDENTS: ORAL COMPREHENSIVE

After successfully passing all three areas of the written comprehensive examination, the non-thesis student sits for a one-hour oral examination, usually scheduled for a date shortly after the written comps. The Director of Graduate Studies appoints the three examiners from among faculty area specialists.

As with the written comprehensive examination, the examiners ask that the candidate demonstrate his or her broad understanding of literary ages and critical approaches. Typically, each of the three examiners asks questions for approximately fifteen minutes; this initial round of questions is followed by a fifteen-minute "redirect," during which the committee members follow up on earlier questions or ask new ones that have arisen during the conversation.

DIRECTED STUDY COURSE (ENGLISH 539)

English 539, popularly called an “independent study,” allows a student to work under close supervision with a graduate faculty mentor on a specialized topic not covered in any classes.

QUALIFICATIONS:

The English 539 option offers a unique opportunity. But to ensure that a student has both a significant project and serious intent in undertaking the project, there are restrictions:

1. The directed study is available only to students who have been admitted into the English graduate program in regular admission status and who have completed English 697, Methods of Research and Bibliography.
2. The directed study is reserved for very carefully considered scholarly or creative work and should not be taken to circumvent regular course requirements or to accommodate the student’s convenience.
3. A student may not take a directed study in a course that is taught in the classroom during the student’s time in the graduate program (for example, a literature course or internship that is a regular class in the graduate rotation).
4. A student may not use the directed study course as a thesis or comprehensive examination prep course.
5. A student may take no more than two such classes during her or his graduate career at Sam Houston State University.

ARRANGING A DIRECTED STUDY COURSE:

In order to arrange for a directed study course on a carefully considered topic, follow these steps:

1. Choose as a director for your study a graduate English faculty member who is qualified by academic training or interest to direct the project. A graduate faculty member is allowed to undertake a single ENG 539 during a semester, so approach the director early.
2. Prepare a detailed directed study proposal that
 - outlines the goals of the project
 - describes fully the nature and scope of the course, with attention to the proposed methods of procedure
 - discusses the relation of the proposed study to other relevant work in the area
 - describes in detail the course requirements and methods of evaluation
 - presents a week-by-week schedule for the course
 - presents a detailed bibliography for the course, as appropriate

For further guidance, see the questions outlined on the directed study proposal cover sheet.

3. Submit the course proposal to the supervising graduate faculty member for approval.

4. Submit the proposal to the Graduate Studies Committee for review. It is easiest to send the proposal to the Director of Graduate Studies as an e-mail attachment in Microsoft Word. You must submit the proposal during the previous term. In reviewing the proposal, the GSC will consider the following before making its recommendation to the Chair:
 - the significance of the project
 - the thoroughness and carefulness of the proposal
 - the realistic possibilities for accomplishing the goals of the project
 - class enrollments: The University has minimum enrollment numbers required for a graduate class to “make,” and the GSC is committed first to ensuring that classes are filled.

The Graduate Studies Committee may ask for revisions before accepting the proposal and making its recommendation to the Chair.

5. Once the proposal has been approved by the Graduate Studies Committee, sign the proposal cover sheet, secure the signature of your faculty supervisor, and submit the final version of the proposal and the cover sheet to the Director of Graduate Studies.

TAKING AN UNDERGRADUATE COURSE FOR GRADUATE CREDIT

A student may take a 400-level (senior) class for graduate credit. As with the directed study, this one-time opportunity is reserved for very special circumstances and should not be taken to circumvent regular course requirements or to accommodate the student’s convenience. By no means may a student substitute an undergraduate class for a course that is taught regularly in the graduate rotation. As with the directed study, a student may not exercise this option until after she or he has passed English 697, Methods of Research and Bibliography.

ARRANGING TO TAKE AN UNDERGRADUATE CLASS FOR GRADUATE CREDIT:

1. Procure permission from the instructor of the 400-level class in question.
2. Write up a proposal detailing not only the course material and objectives (the instructor may be able to provide a course syllabus, which you can attach to your proposal) but also any extra work you will do in the class to give it the equivalency of a graduate-level course.
3. You yourself must write up the proposal, not merely submit the instructor’s syllabus.
4. Submit the course proposal to the Graduate Studies Committee for review. You must submit the proposal during the previous term. The GSC will make a report to the Chair, recommending that the proposal be approved or disapproved.

GRADUATION

Even after you have finished all of your coursework and successfully passed your written and oral examinations, there are still tasks for you to complete before the University bestows upon you the cherished hood and valuable parchment:

As early as possible in the semester during which you plan to graduate, you must file an application for graduation with the Office of the Registrar and pay a graduation fee. The application is available through the Registrar's information page on the web.

The Registrar prefers, in fact, that you file for graduation during the previous semester, but that office will accept your graduation application—and fee, of course—as late as one month before commencement exercises. Consult the Registrar's web site for deadlines.

Once you file for graduation, the Registrar will perform a graduation audit, to make sure that you have satisfied all of the requirements for the degree. Common problems that are uncovered during the records check:

- unfulfilled course block requirements
- directed study courses or senior-level classes taken for graduate credit that are not properly identified as such in the records or are unacknowledged because they were never formally approved
- missing notification of examination results
- missing thesis components

Usually these problems are either ones of which the student is already aware or ones that the Director of Graduate Studies, in consultation with the student, can resolve clerically.

The earlier that you file for graduation, the more time is available to fulfill any missing requirements or correct any errors or oversights in the University records.

Remember that the ultimate responsibility for completing all degree requirements lies with *you*, not with the Department of English or the University. Please monitor your own process and progress through your graduate career, especially as you near graduation.

Be aware also that graduation does entail some financial costs, and be prepared for these by checking with the Office of the Registrar. Costs vary, depending upon the degree plan and upon the nature of the student's involvement in graduation ceremonies.

If you find for some reason that you cannot graduate after filing (if, for example, you are not able to complete your MA thesis by the projected date), notify the Registrar immediately. Otherwise, the University will keep the graduation fee that you have already paid and require that you pay again for the date on which you graduate, in fact.



THE UNIVERSITY CENTER

GENERAL:

The University Center (UCtr) is a consortium of six area universities that offer various undergraduate and graduate courses to serve students in the North Houston/The Woodlands area. Sam Houston State University teaches English graduate courses at UCtr.

Classes are held at The University Center, located on Route 242 (Needham Road), The Woodlands.

In theory, one should be able to complete the MA degree at UCtr, especially with the recent installation of interactive television (ITV) classes. But there are a couple of qualifications: (1) Because we offer only two or three classes every semester at UCtr, as compared with the five or six offered on the main campus in Huntsville, students who take classes exclusively at UCtr should expect a little longer time to earn the degree. (2) Graduate assistants and graduate interns will still be expected to take ENG 567 and perform assistantship duties on campus.

SOME SUGGESTIONS FOR THOSE WHO USE THE UNIVERSITY CENTER:

1. Be flexible. Keep open the possibility of a course on campus every once in a while.
2. Be willing to travel to use physical resources beyond UCtr: the Newton Gresham Library and other area university libraries. Apply for a TexShare card, which gives you library privileges in most other state-supported institutions. See the NGL web site for further information.

3. Make use of special library resources that may be available to you as a distance education student. The NGL interlibrary loan service is superb; see the NGL web site for further information.

4. Be willing to travel to use *human* resources, and call upon your graduate director, Dr. Child, who lives in The Woodlands:

Office phone: 936-294-1412

Home phone: 281-298-1992

E-mail addresses: eng_pwc@shsu.edu
GraduateEnglish@shsu.edu

5. Ask your UTr professors to hold office hours *there* as well as at the Huntsville campus, if they don't already do so.





FINANCIAL ASSISTANCE

FINANCIAL AID

FINANCIAL AID PACKAGES FOR GRADUATE STUDENTS:

Financial aid packages routinely awarded to graduate students at Sam Houston State University by the Financial Aid Office include the Texas Public Education Grant (TPEG), Texas Work-Study (TWS) and/or Federal Work Study (FWS), the Perkins Loan, and the Stafford Loan (GSL). The Financial Aid Office does not award tuition-waivers, grant-in-aid funds, or scholarships, although other funding organizations and the University itself may make such awards. However, the Aid Office does *consider* any such aid when it makes an award of the kind listed above, in order to determine if it should appropriately reduce the financial aid offer, usually a loan or work-study package, to stay within the student's need and/or the established estimated Cost of Attendance (COA).

ELIGIBILITY FOR FINANCIAL AID:

To qualify for financial aid of the kind listed above, the student must be accepted in "good standing" (regular admission status) in an eligible graduate program leading toward a degree. Most aid packages require that the student be enrolled full time (see page 11 for definitions).

FINANCIAL AID FOR GRADUATE ASSISTANTS:

A graduate assistant may apply for financial aid, like any other graduate student at Sam Houston State University. The graduate assistant is a University employee paid by the Payroll Office, like any other student employee. The assistant's stipend is considered income.

FOR FURTHER INFORMATION:

Visit the Financial Aid Office web site: http://www.shsu.edu/~sfa_www/

Or call the Aid Office at 936-294-1724 or 936-294-1774 (Toll Free: 1-866-BEARKAT).

GRADUATE SCHOLARSHIP

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES SPECIAL GRADUATE STUDENT SCHOLARSHIP:

The College of Humanities and Social Sciences awards competitive graduate student scholarships based on GRE scores and GPA. A qualified student must submit a scholarship application (available on line) and supply all supporting documentation, including transcripts and two letters of recommendation. The student must apply anew every term, by the CHSS deadline.





GRADUATE ASSISTANTSHIPS

The Department of English offers valuable graduate assistantships for qualified students. The graduate assistant is awarded a \$9,800 stipend for an academic year (two long terms) and qualifies for state health benefits. The typical assistantship is renewable for a total of four long terms (although a student may apply for a fifth semester). The graduate assistant typically works twenty hours a week.

A graduate assistant will be assigned to one (or more) of the following positions each semester, depending on need and available openings:

TEACHING ASSISTANTSHIP:

Teaching assistants typically work their way up the rungs of freshman English classes:

ENGLISH 031 (DEVELOPMENTAL ENGLISH)

The graduate assistant helps students who have not yet managed to meet the University's entrance-level writing standards. In remediating these students, the instructor concentrates on the fundamentals of composition—grammar, sentence construction, mechanics, and the basics of organizing and developing a simple essay.

ENGLISH 164 (COMPOSITION I)

After earning eighteen hours of graduate credit, the teaching assistant may be assigned to a Composition I class, which concentrates on formulating and developing a single thesis through an essay and on English syntax, diction, and rhetoric.

ENGLISH 165 (COMPOSITION II)

Some teaching assistants are given the opportunity to teach Composition II, which picks up with the basic skills mastered in English 164 but helps the students in the course develop more complex modes or patterns of writing. It also concentrates on research writing across the disciplines.

WRITING CENTER TUTOR:

The Sam Houston State University Writing Center, to which a number of graduate assistants are assigned as tutors, offers help in writing to students, staff, faculty, and members of the community. After training, Writing Center assistants typically work twenty hours a week, usually one-on-one with freshman and sophomore students who need help in planning and writing essays for classes across the disciplines in the core curriculum. But they may also give advice on writing résumés, lab reports, and job and scholarship application letters.

For further information about the Writing Center, contact Dr. Diane Dowdey, Director: dowdey@shsu.edu.

TEXAS REVIEW PRESS ASSISTANTSHIP: *

Some Writing Center assistants serve part-time editorial assistantships in the *Texas Review* office, where they gain valuable professional experience in the day-to-day editing and publishing work of a review journal. For further information about the *Texas Review* and *Texas Review* Press, contact Dr. Paul Ruffin, Director: eng_pdr@shsu.edu.

REQUIREMENTS FOR THE GRADUATE ASSISTANTSHIP:

The applicant for a graduate assistantship must

- be a student accepted under regular admission
- have a minimum combined verbal and quantitative GRE score of 1,000
- submit an application for assistant instructor, available from a link at the following web address: http://www.shsu.edu/~eng_www/graduate/assist.html

Submit the application form to the following address:

Ms. Trina Strange, Secretary
Department of English
Sam Houston State University
Box 2146
Huntsville TX 77341-2146

* To avoid a conflict of credit and employment interests, a student may not hold an assistantship at the *Texas Review* Press at the same time that she or he is taking the internship class required of students pursuing the creative writing emphasis.

TEACHING PRACTICUM:

All graduate assistants take English 567 (Practicum in Teaching College Composition) during their first long term. Taught by Dr. Bill Bridges, Chair of English and Freshman English Program Director, this practicum guides students through practical and theoretical issues involved in English pedagogy.

English 567 may be taken as either a Block II class or an elective.

A student need not be a graduate assistant to enroll in the class.





GRADUATE-LEVEL RESEARCHING AND WRITING

The requirements for different kinds of writing assignments in different kinds of graduate classes will vary, of course. But the following general guidelines may help give you some idea of the expectations for researching and writing at the graduate level:

UNDERGRADUATE CRITICAL WRITING VS. GRADUATE CRITICAL WRITING:

Good undergraduate essays are supposed to offer the following:

- a clear sense of purpose
- an *argument* that presents convincing evidence; in writing about literature, one demonstrates (rather than merely asserts) the points being made by using meaningful quotations from the text and giving specific commentary on those quotations
- focused, cohesive paragraphs that progressively develop one central focus for the essay that has been made clear to the reader at the outset of the paper—a focus that attempts to do more than merely summarize a text or retell a plot
- mechanically sound sentences and correct expression
- properly used MLA conventions for citation, bibliography, and manuscript form

A *graduate* critical essay should strive for these same virtues, of course, but it should aim for other criteria as well:

- It should make some attempt to situate the argument within relevant criticism on the subject; that is, it should engage the critical conversation over the works and ideas.
- It should use quality secondary sources to do so.
- It should answer, typically in the introduction or conclusion (or both), the questions, “So what? So why is this argument significant? What does it offer to the critical debate over the subject?”

ENTERING INTO THE CRITICAL CONVERSATION:

Discussing literary, linguistic, and pedagogical issues means that you are entering into a conversation with others who are also interested in your topic. Some of the people who are carrying on the current critical conversation about a work or author or about features of language and creative techniques—scholars and writers who have devoted entire careers to these subjects—have been at it a long time; they are, understandably, better-versed in the topic than you. If you are to establish credibility with your reading audience (and without credibility, you can never convince that audience to accept your critical argument), you need to listen carefully at first to what the conversationalists are saying. You need to demonstrate that you understand the important issues at hand and, importantly, the critical idiom that the conversers use in talking about these issues. Only then should you yourself enter into the critical conversation.

A graduate professor does not necessarily expect that you have the expertise of a scholar who has been studying and conversing about a work or author for half a century, but she or he certainly expects that you show an intelligent awareness of some of the important current and running issues regarding your topic. You will be surprised to what degree enlightening yourself about the critical conversation helps you in refining your own thinking—and provokes you to say more.

Because of the greater expectations for your participation in a critical conversation about a work or author, you can expect to spend hours, days, weeks in the library. But certainly you love books and ideas, or you wouldn't be pursuing an MA in English, would you?

USING APPROPRIATE SECONDARY SOURCES:

When you undertake a project requiring research, avoid using “sophomoric” sources intended for, well, sophomores. Use standard bibliographic tools like the MLA International Bibliography to identify relatively current sources in opinion. For that reason, as a rule, avoid Internet sources, except for bibliographic purposes, unless you are absolutely certain of their authority.

Don't shy away from difficult critical articles and books. When it comes to citing sources and using them to inform your argument for an essay, aim *high*.

Always be meticulous about getting your citations and bibliography correct.

INTRODUCTIONS AND THE BIG “SO WHAT?”

A graduate essay should be able to fulfill a clearly stated purpose: What do you plan to *show* your reader about the text, the author, or the cultural context? Be able to say in your introduction what is at stake in your essay—*why* someone should want to read it. A good introduction to an argumentative essay is often crafted last, after the author has written a full draft and finally discovered exactly what she or he wants to argue—not “kind of” or “sort of,” but *exactly*; we usually discover our true thesis in an argument as we write our way into it.

Look at some articles from credible journals and see how they build their introductions. Very often the author will proceed in this fashion: defining the subject, stating the reigning critical opinion(s) on that subject, and then proposing what will be shown to the reader and how it differs from, or augments, current critical opinion. Not a bad model.





PROFESSIONAL CONFERENCES

Whether you are working toward the terminal MA at Sam Houston State University or contemplating PhD or MFA work, consider sharing your ideas and writings at any one of hundreds of scholarly or creative writing conferences around the region, country, or world. In so doing, you make a place for yourself in the larger academic and creative communities.

WHAT TYPES OF CONFERENCES ARE OUT THERE?

Conferences, typically hosted by professional scholarly and creative organizations, come in all types. There are huge annual gatherings like those offered by the Modern Language Association (MLA), the Popular Culture Association (PCA), and the National Council of Teachers of English (NCTE).

There are also international, national, and regional conferences held annually by organizations devoted to scholarship in certain academic areas: the American Literature Association (ALA), the North American Society for the Study of Romanticism (NASSR), and the American Society for Eighteenth-Century Studies (alas, ASECS), to name a very few.

There are conferences for rhetoricians and creative writers like those presented by the Association of Writers and Writing Programs (AWP). Some conferences cater to specific theoretical interests. And there are some conferences exclusively for graduate students.

HOW DO I FIND OUT ABOUT THESE CONFERENCES?

You can find out about the international and national societies, their regional affiliates, and the conferences that they host by several means:

- Ask a professor who is an area specialist.
- Go to an Internet site like the Scholarly Societies Project, which tries to keep tabs on all such organizations (an unenviable mission): <http://www.scholarly-societies.org/>
- Go to an Internet site that lists academic resources; Jack Lynch at Rutgers has an excellent one: <http://andromeda.rutgers.edu/~jlynch/Lit/>
- Subscribe to a “Call for Papers [CFP] Mailing List.” The most extensive one is that from U Penn. Write to Jennifer Higginbotham (higginbj@english.upenn.edu), who edits the list.

PREPARING A PRESENTATION PROPOSAL:

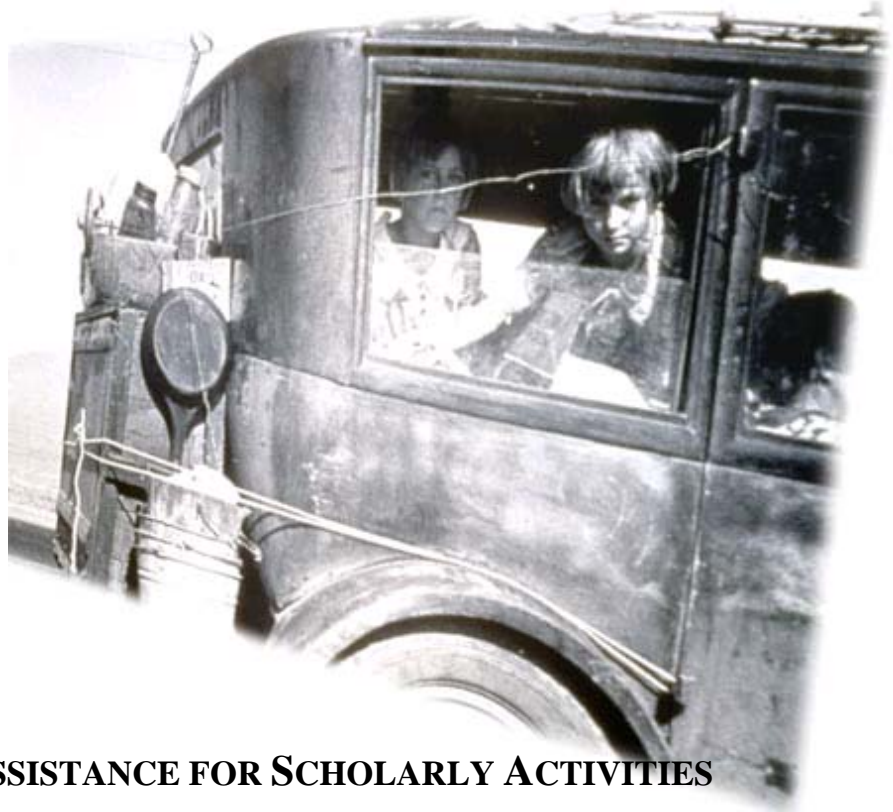
Usually conference presentations are competitive. You will almost always have to submit a proposal for a conference paper or creative reading. This will be judged against others for the same presentation panel by a moderator or conference board. For papers presented at regional conferences, the deadline for submitting presentation proposals usually falls in the previous season. For big national or international conferences, the proposal deadlines often come a year before the presentations; participation in such conferences is much more competitive.

If you come across an enticing call for paper proposals for a particular session at a particular conference, consider first what *exactly* the invitation calls for. If you think that you have a paper or an idea that fits the bill, send in a proposal.

The calls for papers invite proposals, usually with a word limit (typically ca. 250 words). The proposal is an abstract of the paper that succinctly sums up the main points, making clear how the paper suits the panel. In the abstract, you should show the importance of your topic to the interest of the panel specifically and perhaps the conference generally; indicate the methods by which you will approach your topic; and make clear your thesis and, in a general way, your line of development for that thesis. The idea is to sell the proposal—so well that it cannot be turned down.

Among the graduate English pages, you will find advice about presentation format, your audience, and panel questions and responses:

http://www.shsu.edu/~eng_www/graduate/conferences.html



TRAVEL ASSISTANCE FOR SCHOLARLY ACTIVITIES

To help students defray expenses incurred in participating in professional conferences and other such scholarly activities, the Department of English is sometimes able to offer small travel subsidies. In asking for assistance with travel to a conference, the student must (1) provide evidence that his or her paper has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department of English, preferably at the beginning of the academic year, when travel funds are allocated; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the department secretary) with the University Travel Office.



GRADUATE ENGLISH FACULTY: 2008-2009

The graduate English faculty at Sam Houston State University include teachers, scholars, and creative writers with a broad range of interests, training, and experience in literature, language, and writing disciplines:

ROBERT ADAMS (PhD University of Virginia): research and bibliography, early and middle English literature, and the Renaissance. eng_ira@shsu.edu

LEE BEBOUT (PhD Purdue University): multicultural and 20th-century American literature and literary theory. lx006@shsu.edu

KIMBERLY BELL (PhD Georgia State University): early and middle English literature, history and development of the English language, and the classical tradition. eng_kkb@shsu.edu

TRACY BILSING (PhD Texas A & M University): 20th-century British literature and the modern novel. eng_teb@shsu.edu

BILL BRIDGES, CHAIR OF THE DEPARTMENT OF ENGLISH AND FRESHMAN ENGLISH PROGRAM DIRECTOR (PhD Florida State University): rhetoric and composition and the teaching practicum. eng_cwb@shsu.edu

LINDA BYRD-COOK (PhD Texas A & M University): women's, multicultural, and 20th-century American literatures. eng_ljb@shsu.edu

PAUL CHILD, DIRECTOR OF GRADUATE STUDIES IN ENGLISH (PhD University of Notre Dame): Restoration and 18th-century British literature, the early English novel, and research and bibliography. eng_pwc@shsu.edu

LEE COURTNEY (PhD Emory University): Victorian and early 20th-century British literature. eng_lfc@shsu.edu

ROBERT DONAHOO (PhD Duke University): literature of the 20th-century American South, the novel, and research and bibliography. eng_rxd@shsu.edu

DIANE DOWDEY, DIRECTOR OF THE SAM HOUSTON STATE UNIVERSITY WRITING CENTER (PhD University of Wisconsin-Madison): multicultural literature, 20th-century British literature, and composition and rhetoric. dowdey@shsu.edu

JULIE HALL (PhD University of North Carolina at Chapel Hill): 19th- and early 20th-century American literature and women's literature. eng_jeh@shsu.edu

HELENA HALMARI (PhD University of Southern California): English linguistics and the history and development of the English language. eng_shh@shsu.edu

DARCI HILL (PhD Texas Women's University): the Renaissance, the classical tradition, and composition and rhetoric. eng_dnh@shsu.edu

SCOTT KAUKONEN (PhD University of Missouri-Columbia): fiction writing, editing and publishing practicum, the novel. sak007@shsu.edu

DOUGLAS KRIENKE, ASSOCIATE CHAIR OF THE DEPARTMENT OF ENGLISH (PhD University of Toledo): the Renaissance and the classical tradition. eng_mdk@shsu.edu

DREW LOPENZINA (PhD University of New Hampshire): early American literature, 19th-century American literature, and multicultural literature. ajl011@shsu.edu

MELISSA MORPHEW (PhD University of Georgia): poetry writing and 20th-century British and American poetry. eng_smm@shsu.edu

CARROLL NARDONE, DIRECTOR, WRITING IN THE DISCIPLINES (PhD New Mexico State University): technical and professional communication, composition and rhetoric. cfnardone@shsu.edu

RALPH PEASE (PhD Texas A & M University): the Renaissance, early American literature, and 20th-century American poetry. eng_rwp@shsu.edu

DEBORAH PHELPS (PhD University of Delaware): 19th-century British literature and poetry writing. eng_dlp@shsu.edu

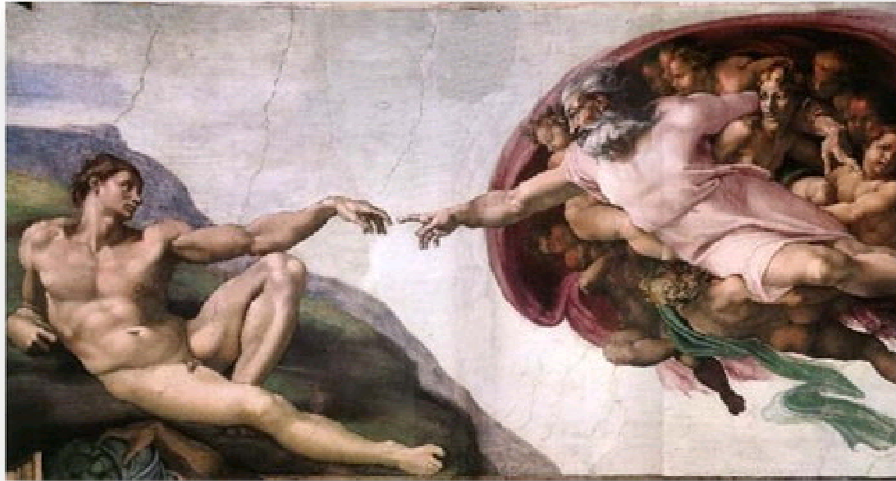
PAUL RUFFIN, DISTINGUISHED PROFESSOR, DIRECTOR OF THE *TEXAS REVIEW* AND *TEXAS REVIEW PRESS* (PhD Center for Writers at the University of Southern Mississippi): fiction writing and the editing and publishing practicum. eng_pdr@shsu.edu

APRIL SHEMAK (PhD University of Maryland): multicultural literature, women's literature, modern world literature. aas004@shsu.edu

KANDI TAYEBI, ASSOCIATE DEAN, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (PhD University of Denver): literary theory and 19th-century British literature. eng_kat@shsu.edu

GENE YOUNG, DIRECTOR OF THE SAM HOUSTON STATE UNIVERSITY HONORS PROGRAM (PhD University of Tennessee): 19th- and 20th-century American literature, early American literature. eng_eoy@shsu.edu





IMPORTANT CONTACTS

CHAIR, DEPARTMENT OF ENGLISH FRESHMAN ENGLISH PROGRAM DIRECTOR

Dr. Bill Bridges
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Sam Houston State University
Box 2146
Huntsville TX 77341

Office phone: 936-294-1402
E-mail address: eng_cwb@shsu.edu

DIRECTOR OF GRADUATE STUDIES IN ENGLISH CHAIR, GRADUATE STUDIES COMMITTEE

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Sam Houston State University
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Huntsville TX 77341

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MEMBERS OF THE GRADUATE STUDIES COMMITTEE, 2007-2008

Dr. Linda Byrd-Cook eng_ljb@shsu.edu
Dr. Robert Donahoo eng_rxd@shsu.edu
Dr. Drew Lopenzina ajl011@shsu.edu
Dr. April Shemak aas004@shsu.edu

GRADUATE LIAISON, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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Lou Ann Miles

Office phone: 936-294-1971
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COORDINATOR OF GRADUATE STUDENT FINANCIAL AID

Terri Colley

Office phone: 936-294-1774
E-mail address: fao.colley@shsu.edu

GRADUATE REGISTRAR

Karen Carr:

Office phone: 936-294-1033
E-mail address: reg_kdc@shsu.edu

UNIVERSITY CENTER LIAISON

Dina Flores

Office phone: 936-273-7518

NEWTON GRESHAM LIBRARY

Circulation Desk	936-294-1618
Interlibrary Loan Office	936-294-1616

COMPUTER SERVICES

Help Desk	936-294-1950
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ON-LINE RESOURCES

ENGLISH GRADUATE STUDENT HANDBOOK AVAILABLE ON LINE AT

http://www.shsu.edu/~eng_www/graduate/

UNIVERSITY GRADUATE STUDENT HANDBOOK AVAILABLE ON LINE AT

http://www.shsu.edu/~grs_www/documents/GraduateInformationPacket.pdf