



**JACKSON STATE UNIVERSITY
DEPARTMENT OF ENGLISH, FOREIGN LANGUAGES, AND SPEECH
COMMUNICATION**

THE MASTER’S PROGRAM IN ENGLISH

Introduction.....	1
Graduate Faculty.....	2
Graduate Admissions.....	6
Program Requirements	7
The Master of Arts in English (M.A.).....	7
M.A. Non-Thesis Option	8
The Master of Arts in Teaching (M.A.T.)	10
The Master of Arts in English (Linguistics Concentration).....	11
Graduate Area Comprehensive Exam (GACE) in English	12
The Master’s Thesis	13
The Committee	
ENG 590	
The Thesis Proposal	
The Thesis in Progress	
Finishing up the Master’s Thesis	
Policies and Procedures.....	21
Forms	
Time limits	
Transfer Credit	22
Graduate Web Resources.....	22
Course Descriptions	23



JACKSON STATE UNIVERSITY

DEPARTMENT OF ENGLISH, FOREIGN LANGUAGES, AND SPEECH COMMUNICATION

THE MASTER'S PROGRAM IN ENGLISH

INTRODUCTION

Graduate study is intended to test and expand your intellectual horizons. In the Department of English, Foreign Languages, and Speech Communication, our graduate students are expected to read, research, write, and think more and more comprehensively every semester. We expect you to be a different person when you graduate: a more professional, independent, and polished scholar. To that end, this handbook has been compiled to assist you with the challenges specific to graduate study in English. The Division of Graduate Studies has created a number of excellent guides, available on its website, for all graduate students at Jackson State University.

In addition to the explanation of degree requirements laid out in the following sections, there are some tips for a successful graduate experience in this department that you should keep in mind.

- **Time Management:** Grades in graduate classes often hinge on one or two exams and a single research paper. The long periods during which you are not required to demonstrate your work can lead to a false sense of security and a very hectic final week of class, especially if you are enrolled in a full load of courses. Plan ahead for assignments; you are now expected to demonstrate your ability to perform as a responsible, independent scholar. Good study habits formed during your coursework will be invaluable when you reach the thesis-writing stage. The most difficult aspect of thesis writing is learning to motivate yourself to stay on task.
- **Academic Advisors:** Because the requirements of graduate study are different from and more strenuous than those of undergraduate study, you need an ally to steer you around the pitfalls. That ally is your academic advisor. Rather than viewing advisement as an unnecessary hoop through which you are required to leap, try to see it as an opportunity to establish a relationship with someone who may become your advocate later in your program. Your advisor knows not only the written rules of graduate study but also those unwritten expectations with which new graduate students are all too often unfamiliar.
- **Graduate Program Coordinator:** Activities, deadlines, and opportunities are communicated to all graduate students through a departmental email list. Be sure that the Graduate Program Coordinator has your current email address so that you will always be well informed.
- **Fellow Graduate Students:** In all of your classes are other graduate students facing challenges and dealing with questions similar to yours. Build a network of peers who can serve as advisors and supporters. Collegiality and professionalism do not have to wait until after you have earned your degree and secured an academic appointment.
- **Academic conferences:** For students considering a career in academe, academic conferences offer opportunities for exposure to a wide variety of approaches to literature and for networking outside your university. You may wish to ask your academic advisor for recommendations on suitable conferences or you may choose to explore the conferences listed on the well-known website the Call for Papers at the University of Pennsylvania (<http://cfp.english.upenn.edu/>).

GRADUATE FACULTY

Even if you are not a student in every graduate faculty member's class, you need to be familiar with all members of the graduate faculty in English. In addition to reading about their areas of academic specialty, is it advisable that you find time during your first few semesters of study to meet with all the members of the graduate faculty. These are the people who will sit on your thesis committee and from whom you one day will be asking for letters of recommendation. Be proactive and responsible for creating a positive impression in the minds of the graduate faculty.

Dr. Helen Chukwuma

Dr. Chukwuma earned her Ph.D. in Literature at the University of Birmingham in England. Her dissertation is entitled "The Oral Tradition of the Ibos." Dr. Chukwuma's research interests include feminist theory in literature, oral and written African literature, and the oral matrix in literature. Her publications include topics ranging from contemporary English and American literature to African and African-American women authors. Recent publications include *Accents on the African Novel, English for Academic Purposes, Feminism in African Literature*, and *Women Writing: Feminism and National Development in Nigeria. Achebe's Women: Imagism and Power, Meeting Points in Black/Africana Women's Literature* with Preselfannie Whitfield-McDaniels. At Jackson State, Dr. Chukwuma has taught graduate courses in Comparative Literature, Contemporary Literature, Seminar in African Literature and Remedial English Course for Graduate Students. A text on Legacies of African Women Writers with Chioma Opara is in press. Dr. Chukwuma's current research focuses on indigenous African feminism and meeting points in Black women's literature.

Dr. Felicia Cosey

Dr. Cosey earned her Ph.D. in English from the University of Kentucky. Her dissertation is titled "Father of All Destruction: Restoration of the White Father in Post-Apocalyptic Cinema." Her primary areas of focus are film and media studies. She is particularly interested in how ethnic, racial, sexual, and gender minorities are represented in American cinema. Critical theory informs Dr. Cosey's research, and she has published articles incorporating psychoanalytic and Marxist theories in her analysis of the horror, science fiction, and western film genres.

Dr. helen crump

Dr. helen crump earned her Ph.D. in Feminist Studies with a concentration in Literary Studies and a graduate minor in African American and African Diaspora Studies from the University of Minnesota – Twin Cities. Her dissertation is titled "Bodied Knowledges (Where Our Blood Is Born): Maternal Narratives and Articulations of Black Women's Diaspora Identity," and it uses a black feminist African diasporic perspective to examine the ways that black women novelists use their fiction and a lens of the maternal / motherhood to theorize and articulate identity through their specific and multifaceted reconstructions of the African Diaspora. Dr. crump's research areas include 20th- & 21st-century diaspora literatures of Black women writers of the African Diaspora, duality and diaspora literature by women of color, "returnee" narratives, and women's childhood and coming-of-age narratives – especially narratives about growing up "Southern." Dr. crump has pursued these interests through her conference presentations, published articles and book chapters,

and teaching. Currently, she is working on a co-edited collection about *Black Girls, Black Girlhoods, and the Stories We Tell: Black Girls' & Black Women's Coming-of-Age Narratives*.

Dr. Tomaz Cunningham

Dr Tomaz Cunningham earned his Ph. D. in Romance Languages from the University of Missouri, Columbia. His dissertation, entitled "Bridging the Gap Between the Enlightenment and Negritude: The Mulatto in French Romantic Fiction," explores the various images of black masculinity in French literature between the eighteenth and twentieth centuries. His teaching and research interests include eighteenth and nineteenth century French literature, Romanticism, the short story and second language acquisition. He teaches French and English at the undergraduate and graduate levels.

Dr. Christopher Ian Foster

Dr. Foster completed his Ph.D. in English at The Graduate Center of the City University of New York in 2015. He publishes in Anglophone global and postcolonial literature; and Caribbean and African LGBTQ literature and theory in journals such as Duke University Press's *Small Axe: A Journal of Caribbean Criticism*, *Ufahamu: A Journal of African Studies*, and *South Asian Review*. He has an abiding interest in critical theory and continental philosophy. His first book manuscript is titled *Conscripts of Migration: Neoliberal Globalization and the Literatures of New African Diasporas*.

Dr. Doris O. Ginn

Dr. Ginn earned her Ph.D. in Linguistics from State University of New York at Buffalo. Her dissertation, entitled "Aspects of Bidialectism Among Afro-Americans of the United States," is a study of the language of American Blacks across the United States. The approach focuses on defining and establishing Black English as a language with a complex history and on understanding the various dialects of its cultural existence. Through this research, Dr. Ginn employed the linguistic concepts of pidgin and creole languages, ambiglossia, bilingualism, and bidialectalism. Dr. Ginn's research and advisement areas include sociolinguistics, dialectology, English as a second language, multilingualism, socio-cultural literature, textual analysis, semantics, and syntax. As a thesis chair, she has a particular interest in directing projects dealing with linguistics, textual analysis, composition theory, socio-cultural literature, multilingualism, and dialectology.

Dr. Preselfannie W. McDaniels

Dr. McDaniels earned her Ph.D. in English from Louisiana State University. Her dissertation is titled "Mothering Modes: Analyzing Mother Roles in Novels by 20th Century United States Women Writers." She has completed research in the areas of twentieth-century American, African American, and women's literature with an emphasis on the novel. In recent years, Dr. McDaniels's interests and publications have mainly been focused in the areas of writing/reading across the curriculum, college composition/pedagogy, legalities in women's literature, and, interestingly, adolescent literature, with the latter two categories being influenced by familial connections.

Dr. Everett G. Neasman

Dr. Neasman earned his Ph.D. from Southern Illinois University and his M.A. from the University of Northern Iowa. His areas of specialty include 16th Century British literature, Shakespeare studies and pedagogy, Shakespeare's clown-servants, Elizabethan theatre and performance, theater criticism, and dramaturgy.

Dr. Leticia Pérez Alonso

Dr. Pérez Alonso holds a Ph.D. in Comparative Literature from the University at Buffalo SUNY and a PhD in English from the University of Salamanca, Spain. Her research focuses on the repercussions of modern visual culture in avant-garde Ibero-American and Anglo-American poetry as well as the tradition of ekphrasis. She has published several articles and a book chapter on experimental poetry and art, transatlantic modernisms, comparative literature and women's creative production. Currently, she is working on a book manuscript that explores the impact of early twentieth-century cinema and photography on poetry as a means of understanding the mechanization of ways of seeing and writing in the modern age on both sides of the Atlantic world. Other areas of her interest include critical and feminist theory, continental philosophy, gender studies and ecofeminism.

Dr. Brian M Phillips

Dr. Phillips earned his Ph.D. in Spanish Literature from The University at Buffalo SUNY and his MA in Spanish Language and Translation from New York University in Madrid. His research focuses on social justice issues through the lens of literary and cultural representations of Jewish and Islamic religious converts to Christianity, the poor, the gypsy, the *picaro* (rogue or delinquent) and women as marginalized figures in the theater and prose of Early Modern Spain and the Americas. The major theoretical framing of his research is informed by cultural studies theory and biopolitics—the study of institutionalized power relations. His published work can be found with the University of Navarra's *GRISO* (Golden Age Research Group), *Cincinnati Romance Review*, *Hispanic Studies Review* and Juan de la Cuesta *Hispanic Monographs*, among others.

Dr. Candis Pizzetta

Dr. Pizzetta earned her doctorate in English from Baylor University where her coursework and dissertation focused on the application of feminist theory and Bakhtinian dialogics to colonial and nineteenth-century American fiction. Dr. Pizzetta's research focuses on the development of the feminist mindset in the early American prose, both in fiction and non-fiction. The primary vehicles for this exploration are feminist cultural studies and Darwinian literary studies, which investigate narrative interactions between human nature and culture, especially in the narratives of early American prose fiction. She has also published articles or book chapters on nineteenth-century utopian fiction by women, Southern women writers, and motherhood in contemporary women's fiction.

Dr. Rashell Smith-Spears

Dr. Smith-Spears graduated from Spelman College and went on to earn her Ph.D. in English from the University of Missouri—Columbia where her emphasis was on African-American and American literature at the turn of the twentieth century. While her dissertation explored the image of Black romantic relationships in the discourse on the national identity at the turn of the 20th century, her work has expanded to explore manifestations of identity politics into the 21st century. This research has resulted in the publication of articles and book chapters on Pauline Hopkins, Pearl Cleage, Margaret Walker, and *A Different World*, among other subjects. Additionally, Dr. Smith-Spears is interested in speculative fiction and has presented and published several papers on the Black vampire.

Dr. Smith-Spears has also earned an MFA in Creative Writing (Fiction) from the University of Memphis and has published short stories and poetry in *Black Magnolias Literary Journal*, *Short Story*, *Sycorax's Daughters* and *Mississippi Noir*, along with several other anthologies and journals.

Dr. Shanna L. Smith

Dr. Smith earned her Ph.D. in American Studies from the University of Maryland College Park, specializing in African American Literature, Life History, & Material Culture. Her dissertation was entitled “Tell Me Your Diamonds: Story Bearing in African American Women’s Life History Narratives”, an autoethnographic project with oral history interviews, literary and film critique. She has published articles and chapters on the literary work of Pearl Cleage and patriarchal representations found in the films of Tyler Perry. She has also produced creative work for poetry publications, including *Bone Black: Twenty-Five years of the Affrilachian Poets* and *Black Lives Still Matter*. Her current research interests include oral histories of African American writers and the practices of story bearing found in contemporary African American & Diasporan Literature.

GRADUATE ADMISSIONS

Admission is granted jointly by the Division of Graduate Studies and the Department of English, Foreign Languages, and Speech Communication. All of the information contained in the list below must be submitted to the Division of Graduate Studies on or before the application deadline.

Once all of the required information is received by the Division of Graduate Studies, an admission packet will be sent electronically to the Department of English, Foreign Languages, and Speech Communication, which will forward an admission decision to the Division of Graduate Studies.

Application Deadlines

Semester	Deadline
Fall	March 1
Summer	March 15
Spring	October 15

Admission Criteria

The Department of English, Foreign Languages, and Speech Communication has in place the following criteria for admission to the master's program in English.

Admission Requirements

- An application for admission to Graduate School, which is available online on the Division of Graduate Studies website under Graduate Admissions:
<http://www.jsums.edu/graduateschool/prospective-students-home/>.
- Official Transcripts: All applicants must submit an official transcript from all regionally accredited colleges and universities attended. Official transcripts can be sent electronically using escript, Parchment or another approved electronic service to gradtranscript@jsums.edu, or by mail to:
The Division of Graduate Studies
Jackson State University
P.O. Box 17095
Jackson, MS 39217
- Letters of Recommendation: Three letters of recommendation should be uploaded directly to the online admissions portal.
- Writing Sample: Students must submit via email to the department chair or graduate coordinator an electronic copy of an undergraduate research paper.
- A 3.00 GPA (on a 4.00 Scale) at the undergraduate level or a masters' degree is required.
- Students with International transcripts: Please visit the [International Admissions](#) web page for additional information regarding transcripts.
- Out-of-state and International applicants must submit a \$25.00 application fee. Applications will not be processed without payment of the application fee. Payment is made by using a credit/debit card at the time of application. Application payments are processed as part of the application.
- International applicants must submit satisfactory TOEFL or IELTS scores to the Division of Graduate Studies. Click [International Graduate Student](#) for more information.
- International applicants must also file a Certified Declaration of Financial Support with the university. Please consult our [International Programs Office](#) for additional information. Click for: [Form I-134, Affidavit of Support](#) (pdf).
- All applicants must submit immunization records showing proof of immunization compliance for measles and rubella, unless born prior to 1957, to: JSU, Health Services, P.O. Box 17097, Jackson, MS 39217. Telephone: (601) 979-2260. [Click here for additional information.](#)

PROGRAM REQUIREMENTS

Graduate English Competency Examination

This test is taken prior to registration or during the first term when the student begins work beyond the undergraduate level at Jackson State University. It is designed to show the strengths and weaknesses of each student in the areas of grammar and usage, logic, organization and content. Students unsuccessful on the English Examination must pass English 500- Advanced Laboratory Writing. The examination can be taken only once. It is expected that students who must take English 500 will do so no later than their second semester of enrollment. A final grade of "B" or higher is considered passing in English 500. ENG500 will not count as a credit in graduate degree programs. Information on specific dates can be obtained from the Division of Graduate Studies, the Graduate website and academic departments.

Exemptions

1. Students in selected degree programs may meet this requirement by obtaining appropriate scores on the following examinations: GRE, GMAT and PRAXIS.
2. JSU undergraduate students may meet this requirement by entering the Division Graduate Studies **immediately** after graduation.

Please contact your department chair or graduate program advisor for eligibility. The Division of Graduate Studies must receive notification of students meeting the requirement via exemptions.

The Department of English, Foreign Languages, and Speech Communication offers two graduate programs: The Master of Arts (M.A.) and the Master of Arts in Teaching (M.A.T.). Each program has different course load requirements, which are outlined in the following sections.

The Master of Arts in English (M.A.)

Core Courses

The following courses are required of all students seeking the Master of Arts in English degree.

Course	Title	Semester Hours
ENG 501	Research and Bibliography	3
ENG 505	Critical Analysis of Literature	3
ENG 590	Thesis Writing	6
LING 501	Fundamentals of Linguistic Science	3
<i>Total Core Hours</i>		<i>15</i>

Electives

Students must select fifteen (15) hours of electives from 500 and 600 level courses. No more than six (6) hours of non-English courses may be counted toward the degree.

Thesis

Students in the M.A. program must complete a thesis. Details on the thesis process can be found in the section of this guide titled "The Master's Thesis."

Non-Thesis Option

The following requirements apply to students who choose the non-thesis option for the M.A.

- The student must indicate upon entering the program that he or she intends to pursue the non-thesis option by completing the Declaration of Intent Form.
- The student must complete a 33-hour curriculum that includes (1) completing the required core courses for the regular M.A. curriculum (ENG 501, ENG 505, and LING 501),
- (2) completing 18 hours of electives in English or other fields (with the restriction that only 6 hours may be taken outside the department),
- (3) taking two additional courses from the following list:
ENG 570 Technical Writing, ENG 586 Practicum in Teaching Composition, ENG 591 Independent Study (for students working on projects), ENG 620 Classical Rhetoric, ENG 622 Seminar on Writing Problems, LING 504 Applied Linguistics, LING 509 Modern Trends in Grammar, LING 511 Linguistics and Pedagogy, LING 512 Second Language Teaching, or
LING 514 Linguistics in Education.
- **and** (4) completing a non-thesis option portfolio presentation that adheres to the criteria in the following list.

Non-Thesis Option Portfolio

General portfolio criteria

The purpose of the portfolio for the non-thesis student is to engage the student in the process of scholarly research and writing in order to produce a publishable, article-length research paper.

The following items will be included in the portfolio. The function of each item or other requirements related to each item will be detailed in the list.

- A research paper written by the student as part of a graduate course in English at JSU. The professor of record for the course will usually serve as the portfolio committee chair for the non-thesis option portfolio.
- An abstract of the original research paper. The committee for the non-thesis option portfolio will be comprised of the portfolio committee chair and two other graduate faculty members from the department of English. Potential committee members will be presented with the abstract prior to agreeing to work on the committee.
- Revised original research paper. **After assembling the committee, the student will revise the original research paper under the direction of the committee chair and in preparation for an oral presentation of the paper.**
- List of proposed journals. Prior to the oral presentation, the student will locate three to five scholarly journals (print or electronic) that would be appropriate for the publication of an article on the topic covered by the research paper. The student will type a list of these journals along with a brief, two to five sentence, explanation of why each journal was selected. The list will be presented to the committee members at the oral presentation.
- Review of literature. The review of literature will be incorporated into the revised, article-length paper, so it will not be a separate item in the portfolio. However, the weight which will be given to the review of literature necessitates special mention in this list of criteria. The review of literature will consider a minimum of ten (10) approved sources; the final

minimum number may be adjusted by the committee. The revised, article-length paper will not be accepted without the review of literature.

- Revised, article-length paper. After consulting with the portfolio committee and after reading articles from the selected journals, the student must complete an article-length research paper appropriate for publication in one of the selected journals. The paper is considered complete when the committee members have reviewed the paper and recommended it for submission. This process should involve multiple revisions of the paper.
- Article Approval Form. Once the committee reaches a consensus on the paper, the committee members must sign the Article Approval Form indicating that they believe the revised, article-length paper is suitable for publication.
- Copy of submission email or letter. Once the committee approves the paper, the student must submit the paper to one of the selected journals, using the format designated by that journal. A copy of the submission letter or email must be included in the portfolio.

Criteria for a passing portfolio

- The written work demonstrates a substantial knowledge of and facility with the underlying principles of and central concepts in the subject area relevant to each paper.
- The paper must show that the student has the ability to establish an original thesis or hypothesis, an original interpretation or analysis, or a substantial and original synthesis.
- The paper appropriately frames the original material in the project within the context of established work or relevant traditions in the discipline, provides documentation appropriate to the discipline, contains few and relatively minor grammatical or typographical flaws, and is clear, well-organized, and stylistically sound.
- The work itself is of very high quality. The paper has been carried out competently, diligently, independently, and in a manner that fulfills the basic standards of the discipline.

The student has one year from the end of the semester in which he or she passes the GACE in English to complete the non-thesis portfolio.

The portfolio must be complete and designated as passing by the entire portfolio committee at least three weeks prior to the date the student expects to graduate.

Foreign Language Requirement

Students must demonstrate the ability to read a foreign language. This requirement may be met with the completion of twelve hours of undergraduate language courses.

The Master of Arts in Teaching (M.A.T.)

Degree Requirements

All students seeking the Master of Arts in Teaching degree must complete thirty-three to thirty-six hours of courses, including (12) hours of core courses, which are indicated in the chart below.

Course	Title	Semester Hours
Core Courses		
EDFL 511	History and Philosophy of Education	
OR		
PSY 566	Advanced Educational Psychology	3
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDFL 568	Curriculum Methods	3
<i>Total Core Hours</i>		<i>12</i>
ENG 503	Survey of Grammatical Principles	3
ENG 505	Critical Analysis of Literature	3
ENG 514	Classical and World Literature	3
ENG 515	Classical and World Literature	3
ENG 609	Seminar in Contemporary Literature	
OR		
LING 504	Applied Linguistics	3
LING 501	Fundamentals of Linguistic Science	3
ENG	Electives	3-6
<i>Total Hours</i>		<i>33-36</i>

Certification

Students who have a Class A Teaching Certificate in English must complete the courses listed above. Students who do **not** have a Class A Teaching Certificate in English must complete the courses listed above **AND** take all necessary undergraduate courses to satisfy the State requirements for both the Class A and Class AA certificates.

Options

Students may complete the M.A.T. in English with the 33-hour option (with a project) or the 36-hour option (without a project). Students should discuss with their academic advisors, during the first semester of their enrollment, which option they are choosing.

The Master of Arts in English (Linguistics Concentration)

Course	Title	Semester
Core Courses		
LING 500	Research in the Social and Behavioral Sciences	3
LING 501	Fundamentals of Linguistic Science	3
LING 503	Telephonetics and Telephonemics	3
LING 506	Transformational Syntax	3
LING 508	Sociolinguistics	3
LING 546	Languages of the World	3
LING 590	Thesis Writing	3
<i>Total Core Hours</i>		<i>21</i>
Free Electives		6
Restricted Electives		
LING 504	Applied Linguistics	3
LING 505	Semantics	
OR		
LING 639	The History of Linguistic Science	3
LING 512	Second Language Teaching	
OR		
LING 653	Bilingualism and Cultural Pluralism	3
<i>Total Restricted Electives</i>		<i>9</i>
Total Hours		36

Graduate Area Comprehensive Exam (GACE) in English

Requirements

After completing 24 semester hours of graduate coursework, graduate students are eligible to sit for the Graduate Area Comprehensive Exam in English (the GACE). The full list of requirements is set out below.

- All students must have completed 24 semester hours with a GPA of 3.0 or higher.
- **M.A.** students must have successfully completed ENG 505, ENG 501, and LING 501
- **M.A.T.** students must have successfully completed ENG 503, ENG 505, LING 501, and either LING 504 or ENG 609.
- All students must have taken and passed the Graduate English Competency Exam.
- All students must have completed the “Graduate Degree Plan” (old Form I) and “Application for Degree Candidacy” (old Form II).
- All students must be enrolled in at least one semester hour during the semester the exam is administered and must have submitted an application for the GACE on or before the deadline noted on the Division of Graduate Studies website.

Exam Date

The exam is administered once each semester (fall, spring, and summer) on a Saturday; the date of the exam is set by Graduate School and is available on the website at <http://www.jsums.edu/graduateschool/important-dates/>.

Exam Grading

There are six sections on the GACE in English. Each section is graded separately by a faculty member with expertise in the specific area that section addresses. If a student earns a failing grade on one (1) or two (2) sections of the exam, the student will be permitted to retake those sections within two weeks of the initial exam date. If a student earns a failing grade on three (3) or more sections of the exam or if the retake attempt is not successful, the student must sit for the entire exam during the next scheduled exam date.

The Division of Graduate studies allows students to take the GACE a maximum of two (2) times. If the student fails the second time, the student must petition the Academic School Dean for permission to take the examination the third time. Once permission is granted, the student may then register for the next scheduled exam date.

THE MASTER'S THESIS

The following applies to the students in the Department of English, Foreign Languages, and Speech Communication Master of Arts in English program.

The Committee

In consultation with your academic advisor or the department chair, you will select a committee chairperson, who will assist you in forming the complete committee. When choosing a committee chairperson, you may want to narrow your choice to faculty members with some expertise in the general area you plan to research and to consider selecting a professor from whom you have taken a course or with whom you have worked on a project. After you have discussed your options with your academic advisor, you are expected to speak to the potential committee chairperson yourself, in person.

As soon as you have a committee chairperson, you and your chairperson will need to assemble the remaining members of the committee. Thesis committees must comprise at least four faculty members, all of whom must have "graduate faculty" status. Three members of the committee will be from the Department of English, Foreign Languages, and Speech Communication, and the fourth member will be an "outside" reader from another department at JSU. The outside reader should be a professor with expertise in an area related to your topic.

The best approach for selecting the other members of your thesis committee is to seek advice from your committee chairperson. Although you will most likely have some notion of the faculty members with whom you wish to work, your committee chairperson will have more information about the graduate status, workload, and areas of expertise of the department members. Having committee members with expertise in areas related to your research topic functions to ensure that the feedback you receive is as valuable and on-target as possible.

Your committee chairperson may offer to approach other potential committee members for you or may advocate that you communicate with them directly. Although many different issues make each student's situation different, what is essential in committee selection, as well as during the entirety of the thesis process, is that you keep your committee chairperson well informed.

The final step of the committee-forming part of the process is to discuss with your committee the details of the thesis you have in mind so that you can prepare to write the thesis proposal. Again, your committee chairperson is the key to this dialogue. Through a series of in-person conversations and email exchanges, you and your committee chairperson can refine and focus your thesis topic. Ideally, your entire committee should be drawn into the discussion at some stage. Keeping committee members knowledgeable about your progress will help the entire process run more smoothly.

ENG 590: Thesis

You will enroll in this course after you have completed at least 24 hours of course work (with a cumulative GPA of 3.0 or better) and have passed the Graduate Area Comprehensive Exam in English (the GACE). While the "instructor of record" for this course may not always be your committee chairperson, you will work closely with your committee and committee chairperson throughout the time you are enrolled in the course.

ENG 590 must be taken every semester, for at least one hour of credit, until you graduate. Important note: once you have passed the GACE, you have only two years to complete the thesis.

Students quite often miscalculate the amount of time and effort necessary to write a thesis, a document that is often at least sixty to seventy-five pages long. Your thesis writing will most likely take you longer than one semester, so you do not have to enroll in three hours of thesis writing the first semester. As in all things thesis related, discuss how many hours you should take the first semester with your committee chairperson. For the semesters during which you enroll in ENG 590 but in which you do not complete the thesis, you will receive a grade of In-Progress (“IP”), to be removed once you have completed the thesis.

The Thesis Proposal

You will submit a thesis proposal describing the project in detail prior to starting the thesis. The final proposal must be approved and signed by all committee members. The proposal provides a blueprint for your thesis project, giving you and the committee a clear understanding of its purpose and scope.

The proposal is integral to the process of scholarly writing and is tangible evidence of your qualifications for writing a thesis. The proposal is an essential stage in your degree program, and with the exception of the thesis proper, it is probably the most important document you will write for this program.

Although you may have spoken informally about your thesis to members of your committee, you must submit the formal proposal and it must be approved by your committee before you proceed with the thesis project. To write the thesis first and then submit a proposal is to operate at very considerable risk.

Finding a thesis topic and formulating a research plan

Selecting a thesis topic can be one of the most difficult aspects of the thesis writing process. An appropriate topic does not develop for the typical student without the student first engaging in significant exploratory research in the library and in dialogue with his or her thesis committee chairperson. Often the initial topic idea is too wide in scope or too poorly designed to produce an effective thesis. Once research and consultation have begun, the student may choose to prepare an outline of the topic to analyze its potential before beginning the proposal.

Tips for selecting a thesis topic

- Select something you find interesting. Choosing a topic only because your chairperson urges you to will make it difficult to become energized about the thesis.
- Select something your thesis committee chairperson considers worthy of note. Although you should not choose a topic solely to please your chairperson, you should heed your chairperson’s advice. If the chairperson does not find the topic appealing, he or she is unlikely to devote much time to your research.

- Select something that will add a new dimension to the currently available research. If you want to make yourself marketable, make sure your thesis addresses a question that has not yet been addressed by the research community.
- Select something that is narrow enough that it can be completed in the time frame allotted by JSU, which means that you can complete the project in the two years after passing the GACE.
- Have realistic expectations. As your first major research project, your thesis writing will most likely be an experience that prepares you for future research but will not be something that wins you accolades outside your department.

Thesis Proposal Sections

COVER PAGE

A cover page which includes the names of each committee member, the tentative title of your thesis, your name, address, phone number, e-mail address, and estimated date of thesis submission. You can find a sample of the cover page on the Division of Graduate Studies website under [Guidelines for Preparing Masters' Thesis, 2008](#).

ABSTRACT

One or two crisply written paragraphs that provide a thorough review of the main concepts and the approach you are planning.

DESCRIPTION OF THE RESEARCH PROBLEM

Imagine a reader who has only passing familiarity with the texts you will examine in your thesis. Your goal in this section of the proposal is to help your reader understand the approach you will take to the text. You can accomplish this goal with an introduction that establishes the central thrust of the project, its purpose, importance, audience, length, and scope.

RATIONALE

This section is an argument that establishes why the research question is important. This section is crucial because it is the first place you explain what is new about your approach to the research problem. This section places your question about the text or texts you are examining in the context of critical literature about the subject and establishes how your thesis will add to the discipline.

RESEARCH METHODOLOGY

This section and the rationale section are often blended together. As you explain why your research is important (the rationale), you may also want to explain the approach you are taking or argument you are making and how that relates to current scholarship. You will also want to explain why you have selected particular authors and texts.

The proposal must offer a clear sense of your critical methodology and sketch out, chapter by chapter (*in outline form if you so choose*), the direction you expect to follow in pursuing the topic. Your thesis director and the graduate committee are fully aware that you may not know all the details of each chapter at this stage.

The methodology section is designed to explain to your reader precisely how you intend to set about finding answers to the research question. You need to put in enough detail so that your reader will understand precisely what process has led to your results and conclusions.

REVIEW OF LITERATURE

The review of literature presents one of the greatest challenges of the research proposal to experienced and inexperienced researchers alike. The literature review should provide a conceptual framework for the reader so that the research question and methodology can be better understood and demonstrate to the expert reader that the researcher is aware of the breadth and diversity of literature that relates to the research question.

A literature review section of approximately 2-4 pages should place your thesis in context of the *critical* literature in the field. Please consider and discuss the major concepts, works, influential readings, and important models that have helped shape your project and your thinking. This is an important section of the proposal that helps the committee evaluate your preparation for thesis work. This should follow the MLA guidelines for research papers and include a properly formatted Works Cited list.

It is important that you are able to provide an *integrated* overview of your field of study. This means that you show awareness of the most important and relevant theories and studies you are citing in your review. You should indicate *how these are relevant to your project and how these works are similar to and/or different from your own research*. The literature review is not simply a list or summary of books and articles that you have read. Instead, it combines the most significant aspects of the works you have consulted, combining and synthesizing them in an integrated description of the field of study.

The following are three reliable web resources that discuss writing a review of literature:

The Writing Center at The University of North Carolina at Chapel Hill
<https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

The Writing Center at the University of Wisconsin Madison
<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

Writing at the University of Toronto
<http://advice.writing.utoronto.ca/types-of-writing/literature-review/>

WORKS CITED AND BIBLIOGRAPHY

A works cited page should indicate the specific texts to which you refer in the proposal. In addition to that, you should include a bibliography that lists sources of research, both secondary and primary. Both documents must conform to the standard format as outlined in *MLA Style Guide*.

RESEARCH SCHEDULE

A key feature of the research proposal, and one that is often neglected, is a discussion of the schedule you plan to follow in completing your research, writing, and revising your thesis. While

your committee understands that until you have begun the process you cannot know precisely how much time you will need to complete the thesis, your committee will expect you to have some recorded goals for completing drafts of each chapter, revising those drafts, and submitting the completed thesis for your defense.

You would do well to consult with your thesis committee chairperson to develop a schedule that reflects consideration of the demands of your topic and your personal commitments as well as an understanding of your approach to writing.

Submission of Thesis Proposal

When the thesis proposal is complete and all revisions have been approved by the committee or committee chairperson, depending the procedures on which your committee has agreed, the thesis committee chairperson will organize a meeting of the entire committee during which you will explain your proposal and your committee members will be able to ask questions and provide you with feedback and guidance.

Once the proposal has been approved by your committee, you are ready to submit the “Committee Approval Form.” The Division of Graduate Studies does not have a specific deadline for submission of this form. However, the Department of English, Foreign Languages, and Speech Communication requires that this form be submitted at least one semester prior to the semester the students plans to submit his or her thesis project for defense. You will need to have all members of your committee sign the form.

Note: If you will be interviewing (even by email) people as part of your research, your thesis will subject to the "human subjects" provision; if you are studying actual behavior, you will of course be using "human subjects." If your project uses human subjects in any capacity—and the Division of Graduate Studies interprets this phrase very broadly—you will have to fill out a number of additional forms for submission to the Institutional Review Board (IRB). Please discuss this possibility with your committee chairperson early in the process so that your research is not delayed.

Common Proposal Evaluation Criteria

Problem Identification:

- Is the problem/line of inquiry clearly identified?
- Have other relevant sources been used to identify the problem?
- Are the aims and/or objectives of the inquiry clearly specified?

Methodology:

- To what extent are the conceptual framework and theoretical assumptions clearly stated?
- Are the project design and analysis appropriate to the aims and scope of the research?
- Does the author indicate which (if any) literary theory will be applied and why that theory was selected?

Review of Literature

- Has appropriate literature been examined in order to provide a background to the problem?
- Is the review of literature focused on the topic of the research?
- Does the review of literature indicate how the research will differ from already published examinations of the topic?
- Is the review thorough?

Significance:

- To what extent will the research make an original contribution or be an innovative application of knowledge to its disciplinary field and/or across disciplines?
- Is the proposed research a new line of inquiry?
- Is the proposed research likely to promote further investigation within and/or across disciplines and fields?

The Thesis in Progress

Once your committee is in place, your proposal has been approved, and you have submitted the “Committee Approval Form,” you are ready to begin work. While you will prepare and submit to your committee a plan specifically designed for your project, you are expected to meet with the committee chairperson (and perhaps occasionally all members of the committee) on a regular basis. For your thesis writing experience to be successful, everyone involved needs to know what to expect and when to expect it. Keep in contact with your chairperson and committee members. Be sure that they receive drafts of your information and that they can see that you are responding to and including their suggestions.

The Research Process

Conducting research is highly individualized. You should work closely with your thesis committee chairperson during the whole research process to be sure all procedures are conducted ethically. It is necessary to accurately document all sources. You may choose to employ the use of a typist or other miscellaneous task persons with the approval of your thesis committee chairperson, but the basic research and writing must be done by you. You may use prepared research reports or texts written by others if proper credit is given in the final document. Plagiarism consists of the use of another person’s ideas or expressions in writing without acknowledging the source. Plagiarism is not limited to textual expression, but may include graphic, artistic, and electronic expressions as well.

If it is the judgment of the thesis committee chairperson, the committee, or the Division of Graduate Studies that violations of the JSU Academic Honesty Policy have occurred, either in the research or the writing, final approval of the thesis will not be granted. For your reference, the JSU Academic Integrity Policy is appended at the end of this document as Appendix B.

Writing and Revising

As a student at the thesis-writing stage in your program, you should have graduate-level writing skills. You must carefully proofread each draft before submitting it to your committee in order to avoid problems with grammar, punctuation, and spelling. It is far more helpful to you if your

committee members spend their time making substantive suggestions about the content or organization of your thesis rather than spending their energies correcting minor grammatical errors.

Writing means re-writing. It is best to keep in mind that a first draft or edit is only that. Content and format have to meet the specific requirements of the Division of Graduate Studies, the Department of English, Foreign Languages, and Speech Communication, and your committee. Be prepared to do a lot of writing and rewriting once you undertake your thesis. As a rule, students complete several rewrites of each chapter before the oral defense and occasionally make minor revisions after the oral defense.

As you work on your thesis, at some fairly early point, carefully review the Division of Graduate Studies' "Guidelines for Preparing the Master's Thesis," which provides some general guidelines and, most importantly, all of the layout and mechanical requirements of the final thesis. The "Guidelines for Preparing the Master's Thesis" is available on the Division of Graduate Studies' website (<http://www.jsums.edu/graduateschool/files/2012/08/Thesis.pdf>). The Division of Graduate Studies is strict about holding theses to the requirements spelled out in this document; careful reading of it is not optional.

Finishing Up The Master's Thesis

NOTE: Exact deadlines referred to in this document may be found on the Division of Graduate Studies website (<http://www.jsums.edu/graduateschool/important-dates/>).

To meet Division of Graduate Studies' requirements, you will need to have applied for graduation at the beginning of the term in which you plan to graduate, which is typically the semester in which you will be defending your thesis.

The Thesis Defense

You and your entire committee will need to agree upon a date and time for the thesis defense. Typically these are scheduled in the afternoon and last approximately one hour. It is recommended that the defense occur at least one month prior to the date that the Division of Graduate Studies has set for submitting the "Committee Report of Defense Results." In addition to changes that the committee may suggest after the oral defense, you will be held to the deadlines established by the Dean of the College of Liberal Arts, which tend to be earlier than those of the Division of Graduate Studies.

After determining a suitable date, the chairperson of your thesis committee will notify the department chairperson of the proposed thesis defense and then will notify the members of the committee, the College Dean or designee, the Dean of the Division of Graduate Studies, and other appropriate persons of the place, date and time of the defense as well as reserve a room for the defense. (Defenses are commonly held in seminar classrooms or in conference rooms in the Dolly M. E. Robinson Liberal Arts building, on the fourth floor.) The chairperson of the thesis committee will also post an announcement of the defense throughout the College of Liberal Arts. Thesis defenses are open to the public and may be attended by your committee, other interested faculty, and other graduate students. In fact, you may want to consider attending a defense before your own to better get a feel for the process.

A typical thesis defense will begin with a brief (15 to 20 minute) presentation by the candidate of her or his research findings; this is essentially a summary of the thesis, although it may cover other topics as well. This is followed, usually, by a question-and-answer period for the remainder of the hour.

Committee Report of Defense Results

Once your thesis committee chairperson has notified the department chairperson, you will need to complete the “Committee Report of Defense Results” in preparation for the defense. This critical piece of paperwork must be completed and submitted after the defense and before the Graduation Clearance Process can begin.

It is fairly common for students to be instructed, at the defense, to make further minor changes to the thesis. Once those emendations are made, confirm their satisfactory completion with your committee chairperson before submitting the finished thesis to the chair of the department. Be sure to read carefully and follow scrupulously the “Guidelines for Preparing the Master’s Thesis” when preparing and submitting your thesis.

Please Note: Two weeks before your scheduled thesis defense, you **must** have announced the date, time, and place of the oral defense; have given copies to all members of your committee; and have placed a copy of your completed thesis in the Department of English, Foreign Languages, and Speech Communication office, where it is available for review by English faculty and students.

For more on Division of Graduate Studies’ submission requirements, see below.

- **The Reader:** The thesis will be assigned to a Graduate Reader, who will review it to determine format and compliance with the appropriate guidelines from the department’s adopted style manual. The student will be notified through his or her committee chairperson if any revisions are necessary. After your committee chairperson has accepted the final revisions, you should also obtain, fill in, and print out the “Approval Sheet” (attached to the end of this document), which is required by the Division of Graduate Studies to be part of your submitted final thesis draft. You will want to print several copies of this form on the same high-quality "bond" paper on which you plan to print (or copy) your thesis, per the Division of Graduate Studies’ requirements.
- **Final Copies:** After the oral defense has been completed and the corrections of the Graduate Reader are made, the student will submit three (3) unbound copies of the thesis, on white, (at least) 20 pound, 25% rag, acid-free paper, paper to the Chair of the Department of English, Foreign Languages, and Speech Communication. These copies will be forwarded to the office of the Dean of the College of Liberal Arts. The office of the Dean will submit all copies to the library for binding. One copy will remain in the JSU Library, one copy will be sent to the department, and one copy is for the student.

Once the final thesis is submitted to and accepted by the Division of Graduate Studies, the thesis part of your M. A. program is complete. Final granting of the degree will follow the resolving of any issues noted on your graduation check, including the completion of any outstanding requirements (such as “IP” grades from ENG 590).

POLICIES AND PROCEDURES

Forms

Almost all forms are now available online through the CyberAdvising page on the Division of Graduate Studies' website (<http://www.jsums.edu/%7Egadmappl/Resource.html>).

Graduate Degree Plan

- Complete during the first semester of enrollment.
- Complete and submitted online.

Declaration of Intent (<http://sites.jsums.edu/emfl/files/2010/03/Non-thesis-option-form1.pdf>)

- Complete during first semester of enrollment
- Obtain signatures of the major advisor and the department chair.

Application for Admission to Graduate Degree Candidacy: Masters'

- Complete after twelve (12) semester hours of graduate coursework but only if the overall GPA is 3.0 or better.
- Complete online and print out one copy.
- Obtain signatures of the major advisor, the department chair, and the college dean.
- Submit to the Division of Graduate Studies along with two (2) copies.

Committee Approval Form

- Complete after the GACE in English and after the thesis committee has approved the thesis proposal.
- Complete online and print out one copy.
- Obtain signatures from thesis committee members, the department chair, and the college dean and submit to the Division of Graduate Studies.

Defense Committee's Report of Results

- Complete after thesis defense is held, after all changes suggested by the committee have been made, and after the college reader has approved the final copy.
- Complete online and print out one copy.
- Obtain signatures from thesis committee members, the department chair, and the college dean and submit to the Division of Graduate Studies.

Graduation Clearance Process: This is a new process completed entirely online. You are required to obtain approval from your academic advisor before completing this process.

Time Limits

The current time limit for earning a Master of Arts degree at Jackson State University is eight years. However, that time limit is likely to be shortened in the near future. It is suggested that students try to complete their coursework in three semesters and then begin their thesis.

A separate time limit of two years is applied to thesis writing. The two-year period is measured from the end of the semester in which a student passes the Graduate Area Comprehensive Exam in English.

Transfer Credit

Graduate credit may be transferred from accredited graduate schools. Acceptance of graduate credit from other institutions is not automatic; the chairperson of the department and the college dean along with the Division of Graduate Studies.

GRADUATE WEB RESOURCES

Homepage

<http://www.jsums.edu/~gadmappl>

CyberOrientation

<http://www.jsums.edu/~gadmappl/Orient.html>

Dates and Deadlines

<http://www.jsums.edu/~gadmappl/Dates.html>

Graduate Catalog

<http://www.jsums.edu/~gadmappl/Catalog/Gradcatalog.html>

Forms and Brochures

<http://www.jsums.edu/~gadmappl/Resource.html>

COURSE DESCRIPTIONS

ENGLISH

ENG 500 Advanced Laboratory Writing. (3 Hours) A practical course for graduate students who wish to improve their writing and to be informed about modern grammar and usage. (Cannot be used for graduate degree credit.)

ENG 501 Research and Bibliography. An intensive study of sources for research in literature and of representative problems and techniques of literary research.

ENG 503 Survey of Grammatical Principles. A course for teachers of English surveying the concept of grammar and its working principles.

ENG 505 Critical Analysis of Literature. A study of the literary genres in terms of their conventions, and analysis of literature using methods of *explication de texte* and structural analysis.

ENG 506 Seminar in English Literature. A detailed study of major figures or a genre in English literature.

ENG 507 Comparative Literature. Cross-cultural study of a selected period, theme or genre in world literature.

ENG 514 World and Classical Literature Part I Undergraduate 430. This course will acquaint the students with a wide variety of genres from the classical, medieval, and renaissance periods of Western Literature.

ENG 515 World and Classical Literature. Part II Undergraduate 431. This course is a continuation of 514. Beginning with the late Renaissance, students will read a wide variety of genres from Western Literature. This course concludes with contemporary writers.

ENG 520 American Fiction before 1900. A study of major writers such as Hawthorne, Melville, and the novelists of the Gilded Age.

ENG 521 American Fiction after 1900. A study of major writers of fiction in the twentieth century.

ENG 530 Modern Drama. A course on recent trends in drama, particularly Theatre of the Absurd, including Ibsen, Strindberg, Ionesco, Leroi Jones, and Beckett.

ENG 531 Modern Poetry and Poetics. A study of the major poets, of the aesthetic principles which govern literary form, and of the principles and rules of poetic composition.

ENG 541 Publishing Procedures for Poetry and Prose. A course which acquaints the student with the basics of how to get creative works, as well as other kinds of writing, into print. Several authorities in these fields will be available to share their expertise with the students.

ENG 555W Humanites Workshop. An interdisciplinary course which deals with man's ideas about what it means to be human and with the ways in which he has expressed these ideas. Specifically, the workshop integrates the study of literature, art, music in the context of an examination of various fundamental concepts. (Sum.)

ENG 558W Improving Instruction in Composition. A workshop designed to help teachers in secondary schools improve the teaching of composition. Varied approaches and methods will be stressed each time the workshops are offered.

ENG 560 Seminar in American Literature. A research course in which the subject varies from semester to semester; one or more term papers with complete bibliographies and a reading list are required.

ENG 570 Technical Writing. A writing course for students in business and industry; emphasis on letters, formal and informal reports, technical instructions, description and technical articles.

ENG 586 Practicum in Teaching Composition. This graduate course in teaching composition is a prerequisite for all graduate assistants in English; but it is also open to in-service teachers. Content of course will include writing papers based on principles which freshman papers are based on, reading about teaching freshman English, reading materials for the JSU freshman course and discussing ways of presenting it, grading papers, observing composition classes, and teaching freshman classes.

ENG 590 Thesis Writing. (1-6 Hours)

ENG 591 Independent Study. For students working on projects.

ENG 600 Old English. Prerequisite: LING 501. A study of Old English phonology, morphology, and syntax to prepare the student to read Anglo-Saxon literature in the original.

ENG 601 Readings in Old English Prerequisite: Eng 600. Readings from *Beowulf*, Old English poetry of other types; selections from Bede, *Domesday Book*, the *Anglo-Saxon Chronicle*, and *Holy Writ*.

ENG 602 Middle English. Prerequisites: LING 501, ENG 600 desirable but not required. A study of the phonology, morphology and syntax of Chaucerian English to prepare students to read English literature produced between 1100 and 1500.

ENG 603 Readings in Middle English. Prerequisite: ENG 602. Exercises in reading Middle English poetry and prose.

ENG 604 Seminar in Medieval Literature. Prerequisites: ENG 600 and 602. A study of Old and Middle English literature and authors including discussion of the historical, social and religious background.

ENG 606 Seminar in Renaissance Literature. A study of English Renaissance literature and its European antecedents.

ENG 608 Seminar in Nineteenth Century Literature. A study of Romanticism and Realism in English, American and other national literatures.

ENG 609 Seminar in Contemporary Literature. A study of a specific theme, genre, or style exemplified in American, English and other contemporary literature.

ENG 611 Seminar in African-American Literature. In-depth study of selected works by African-American writers.

ENG 613 Seminar in African Literature. An inter-disciplinary study of selected contemporary African poets, novelists and dramatists with special attention to the traditional culture and to social and political conditions reflected in them.

ENG 619 Creative Writing. A course designed for the advanced writer of poetry, fiction, essay, and drama in which publication, readings, and presentations are required.

ENG 620 Classical Rhetoric. A study of persuasive discourse applying the system set up by Aristotle, Cicero, and Quintilian with analysis of writings and application of effective strategies to the students' own writing.

ENG 622 Seminar on Writing Problems. A course for teachers of composition in junior and senior high schools. Students will analyze problems, devise corrective exercises and appropriate writing assignments, and write model essays.

ENG 690 Independent Study.

LINGUISTICS

LING 500 Research in the Social and Behavioral Sciences. A course in basic research theory, practice and concepts. Emphasis is on proposal writing, research techniques, thesis form structure and development.

LING 501 Fundamentals of Linguistic Science. Introduction to the scientific study of language; topics include language and linguistics, philology, phonology, morphology, and syntax with emphasis on the linguistic features of English.

LING 503 Phonetics and Phonemics. Prerequisite: LING 501. A study of the production and discrimination of speech sounds. Emphasis on production, application, and discrimination of phonological differences and variations. Topics include phonetic change, phonological rules and pronunciation standards.

LING 504 Applied Linguistics. Prerequisite: LING 501. Application of the principles of linguistics to the teaching of composition and grammar; emphasis on linguistic terminology, immediate constituent analysis, and transformational-generative grammar.

LING 505 Semantics. Prerequisite: LING 501. An advanced course in semantics; emphasis on types of meaning, transfer functions of speech, and systems of semantic principles. (Restricted Elective)

LING 506 Transformational Syntax. Prerequisite: LING 501. An advanced course in the techniques of generative analysis and the transformational implications of Noam Chomsky's theory with exercises in the structure of English and other languages.

LING 507 Psycholinguistics. Prerequisite: LING 501. A study of the principles of learning theory in verbal behavior with emphasis on operant conditioning and its applications to language programs and other remedial situations.

LING 508 Sociolinguistics. Prerequisites: LING 501, 503. A study of language in society: its social settings, and its speech communities. Topics include dialects, language variation, and bilingualism.

LING 509 Modern Trends in Grammar. Prerequisite: LING 501. A study of grammatical principles derived from structural and generative-transformational grammar with exercises in grammatical analysis.

LING 510/406 Morphosyntax. Prerequisites: LING 501, 506. The study of word formations and syntactic arrangement. The goal of the course is to familiarize students with the basic principles of morphological theory and analysis, including traditional approaches (item-and-arrangement, item-and-process, and word-and-paradigm) as well as generative-transformational morphology.

LING 511 Linguistics and Pedagogy. Prerequisites: LING 501, 504. A practicum which focuses on the principles that underlie the transfer of linguistic information from teacher to student. Emphasis is on the comprehension of content. Students perform individual research tasks, adapt theory to practical classroom activities, and fit linguistic principles and educational requirements together.

LING 512 Second Language Teaching. Prerequisite: LING 501. A course designed to give methods and techniques for teaching English as a Second Language, English as a Second Dialect and English as a Foreign Language. The primary focus is the linguistic discovery of individual differences in language learning, language aptitude, and the natural and unnatural methods of language teaching. (Restricted Elective).

LING 514 Linguistics in Education. Prerequisites: LING 501, 504. A course that demonstrates the role of linguistics and language in education. A variety of topics are analyzed and discussed to determine the best approaches to the development of skills in the language arts. There is a brief survey of general linguistics and of the nature and functions of language. (Restricted Elective).

LING 546 Languages of the World. Prerequisites: LING 501, 506. A survey of major language families investigating the topological classifications of languages and language universals, writing systems, artificial “international” languages, and “mixed” languages.

LING 590 Thesis Writing. (Variable 1-6)

LING 639 The History of Linguistic Science. Prerequisite: LING 501. A historical study of language and linguistic theories from the early middle ages through the rise of structuralism and the theories of the twentieth century. (Restricted Alternate Elective)

LING 650 Dialectology. Prerequisite: LING 501. An introduction to field work methodology, dialect variations, and linguistic surveys of regional and social language differences.

LING 651 Black Dialect in Literature. Prerequisites: LING 506, 650. A study of the forms of dialect and their expressive power in the literature of America and other regions where blacks adapt the dialect to standard language. [Cross reference: FR 551, FR 552].

LING 653 Bilingualism and Cultural Pluralism. Prerequisites: LING 501, 508. A course designed to promote better understanding among cultures in present day societies. This course gives a description of bilingualism and bidialectalism as social, psychological, and linguistic. Students study language contact situations in communities among individuals from a variety of cultures. (Restricted Alternate Elective)

LING 654 Afro-American Sociolinguistics. Prerequisites: LING 504, 508. A course in the historical development and linguistic description of Caribbean and North American Creoles, including an investigation of Black Vernacular English and the relationships between linguistic and socio-cultural factors of these varieties; the complex processes of creolization and pidginization; the Creole Continuum; Black-white speech differences.