A HANDBOOK
FOR THE
MASTER OF ARTS DEGREE
IN ENGLISH
AT USF

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THE USF ENGLISH GRADUATE PROGRAM

In the Carnegie Foundation categories for higher education, the University of South Florida is classified as Very High Research and Community Engaged. The department of English shares these commitments with a productive graduate faculty engaged in creative and critical publishing, and a dynamic and growing program that features Literature and Critical Theory, Cultural Studies, Digital Humanities, Rhetoric and Composition, and Creative Writing.

Graduate studies in English at the University of South Florida includes five degree programs: Literature (PhD and MA), Rhetoric and Composition (PhD and MA) and Creative Writing (MFA). The department also administers graduate certificates in Comparative Literature, Creative Writing, and Professional and Technical Communication. Additionally, graduate students in English can earn certificates in related fields such as Women's Studies and area studies including Film, Africana, Cuban, Latin American and Caribbean Studies, or Library Science.

We have approximately 130 students in our program who work closely with a dynamic faculty of internationally recognized scholars and award-winning teachers. The program features small seminar-style graduate classes and offers opportunities for directed research and professional development. The department is home to journals for undergraduate and graduate students including the *Norman Mailer Review* and the newly established *Aphra Behn Online* interactive journal. In addition, we also publish *Saw Palm*, a literary annual focused on Florida authors and themes produced by members of the Creative Writing program.

Graduate degrees in English are professional degrees in that they prepare students for professional activities in scholarly or creative publications and pedagogy. The Master of Arts degree is a generalist degree that builds upon the literary or writing experiences from the student's Bachelor's program. It involves students in increasingly complex critical inquiry and analysis and introduces them to methods, standards, and conventions of scholarship in the field. It has broad-based distribution requirements but also the flexibility for students to study cutting-edge theories and newly emerging fields of interest, including cultural and comparative studies, genre studies such as film, rhetoric and technology, and theories of composition. The Literature program concludes with a portfolio. The Rhetoric and Composition program has an option for either a thesis with defense or a portfolio.

The Master of Fine Arts in Creative Writing is a graduate-level degree offering concentrations in fiction, poetry, and creative nonfiction. The program emphasizes the craft of writing and concentrates on the student's original work. The MFA requires 45 hours of coursework and typically will take three years for the full-time student to complete. Our goal is to help MFA students produce publishable theses and secure teaching or writing-related positions upon graduation.

The PhD is the highest level of training for studies in English, and it prepares students to be scholars and teachers in recognized fields, including emergent fields with high marketability. This degree allows students to develop depth in primary and secondary fields and to become expert scholar-teachers in the sub-discipline of choice. Students work closely with a faculty advisor whose scholarly training and publication record provides a model for the student's development. After coursework, students must produce a portfolio that highlights their scholarly expertise and

pedagogical interests. Upon completion of the portfolio, this degree concludes with the writing of a dissertation, a substantial work of scholarship that solidifies the student's professional identity.

We have placed many MA and PhD graduates in teaching positions throughout the state and country. Our doctorates have recently earned tenure-track positions at institutions such as the University of Kentucky, Appalachian State University, Middle Tennessee State University, Old Dominion University, University of Central Florida, Florida Atlantic University, College of the Bahamas, Albany State University, University of Wisconsin-Stout, Nova Southeastern University, St. Cloud University, and Edge Hill University, England. Because many of our graduates go on to tenure-track jobs at teaching institutions, we emphasize theories of pedagogy and training in instruction through practica in Composition, Literature, and Professional and Technical Writing. Many of our students are offered teaching assistantships for First-year Composition courses, and there are opportunities for advanced graduate students to teach general education courses in literature and writing.

One of our underlining core principles is community and we believe in creating supportive, challenging, and collaborative relationships among graduate students and faculty. The department benefits from the collegial interaction of our three tracks with colloquia and speaker series that bring them together. Our active English Graduate Student Association (EGSA) sponsors a monthly colloquium in which students from Literature, Rhetoric and Composition, and Creative Writing each read from their work. Additionally, the EGSA annually hosts a national interdisciplinary graduate conference centering on current disciplinary topics.

With help from courses on professional topics such as Scholarly Writing and Research and Publishing Your Journal Article and numerous workshops on preparing for the job market by our placement committee, our graduate students publish their work in a variety of scholarly and literary venues. Our creative writing students have won national awards including the O. Henry Prize for short fiction. The department provides some support for students to present their work at conferences, and additional funds are available from the Graduate and Professional Student Council. Our teaching assistants consistently garner the university's highest distinction, the Provost's Award for Outstanding Teaching, and the department annually honors our top students for their accomplishments in scholarship, writing, and instruction with twelve or more named monetary awards. We also have a vibrant and active graduate internship program to help students prepare for alternative academic careers by matching them with companies such as Refinery29. We have over 120 companies that we can match our students with.

For more information on the program and opportunities for graduate students, please visit the department website: http://english.usf.edu/

SOME HELPFUL HINTS

The purpose of this handbook is to help you plan your graduate studies in English and to prepare you for entrance into either an academic or non-academic career. In addition to examining these materials, you may also want to consider the following resources:

Become active in the English Graduate Student Association.
The EGSA sponsors academic and social events that will help you become an active member of the department.

Consider submitting your seminar papers.
Write seminar papers with the mindset of publication. To facilitate this, apply to conferences in order to gain experience presenting your ideas and using feedback for revision of your paper. Work with colleagues, the Writing Studio, and faculty to workshop your papers and submit them for publication. Students in the Literature program are strongly encouraged to submit the articles from their portfolios to appropriate journals.

Monitor the Canvas organization for English graduate students.
As a graduate student, you will automatically be placed in the Canvas organization "English Graduate Students Information." The organization is accessed through Canvas (https://usflearn.instructure.com) under the Courses tab. This site is regularly updated by the Graduate Program Specialist. It includes department forms, exam information, handbooks, degree information, discussion boards, and more.

Monitor your USF email account
While we may have personal email addresses on file for students, the default means of communicating with students is through USF email. Student email addresses are often used by department staff and administrators, and they are posted on the current graduate student listing of the department website. Students are responsible for actively monitoring their USF email accounts and ensuring that they do not become full.

Get to know faculty, and consult with them on a regular basis.
Our faculty members are interested in helping you. Feel free to seek advice from them on topics for articles, conference papers, dissertations, or theses. The list of faculty (http://english.usf.edu/faculty/) and their specialties will help you to identify those who might be familiar with scholarship in a given area.

Attend regional and national conferences.
Attending conferences is an excellent way to provide you with access to the latest scholarship, an opportunity to meet students and faculty from other institutions, and the opportunity to acquaint yourself with particular areas of specialization. For upcoming conferences, see the MLA Announcements website (member access only) and the University of Pennsylvania CFP website

Read the important journals and scholarship in your area of interest.
Before joining the scholarly "conversation" in your field, know what has been and is being said and by whom. Ask the faculty in your field what the most important journals are. Consider becoming a member of relevant associations.

Respond to calls for news.
We will publish news of your accomplishments on our website when you publish an article, present a paper, or receive an honor or award.

Begin early to think of a thesis topic or to identify potential portfolio papers.

Don't wait until the last minute; give yourself ample time and opportunity to explore the full range of possible topics. If you are a MA Literature student, you will need to identify two seminar papers that you will convert into portfolio papers in your second year in the program. If you are a MA Rhetoric and Composition student, you will have the option of completing either a thesis or a portfolio. If you are writing a thesis (Option 1), you should have your topic identified by the end of your first year in the two-year MA program. If you are preparing a portfolio for Rhetoric and Composition (Option 2), you and your director will determine the portfolio's contents in keeping with your professional goals.

Meet with the master's advisors in your first year to discuss this process. If you are preparing for a portfolio for the Literature track, from your first term you should consider which papers are suitable for development at greater length and in more depth for your portfolio. Meet with the master's advisors in your first year to begin discussing the process.

Begin now to prepare for your career.
As you begin your graduate study, keep in mind that you are already preparing for your career. Collect materials as you go, and don't assume you can always do it later. Work on building an impressive curriculum vita that will distinguish you from other qualified applicants. Join professional organizations, present papers at conferences, submit articles for publication, and apply for scholarships and honors. Because so much depends on the professionalism of the documents in your dossier, spend ample time perfecting them.

Prepare for PhD Programs.
The department will offer workshops and advice on compiling your materials for PhD applications. A portfolio paper would be a suitable writing sample for applications, so we advise you to prepare this paper in your first year of the program and workshop it with colleagues and faculty. Also remember that if you are applying to doctoral programs, you will need to collect three or more letters of recommendation from professors and administrators who can speak knowledgeably about your teaching and scholarship.

Prepare for an alternative academic career.
Students who wish to cultivate career prospects outside academia are strongly encouraged to take the internship course. Speak with the master's advisor   in the English Department and with Career Services at USF to plan for your future career.

WHERE TO GET ADVICE

We are a community of scholars and teachers who work together to guide students through their academic career here at USF. Please consult the department website first for questions on the program and the Graduate Studies website for questions on degree requirements and policies. The graduate director and master's advisor should be your next stop for advice and regular status checks. Consult the graduate director about departmental and Graduate Studies regulations. The master's advisor will assist each student entering the master's program in planning an academic program. Students are required to meet with the master's advisor at least once per semester. Graduate students should consult the Graduate Program Specialist to schedule advising appointments. Students should regularly seek advice on academic coursework, examinations, and thesis and portfolio questions. Students are also encouraged to seek advice from faculty members. For assistance in seeking a job, students are encouraged to attend workshops sponsored by the Graduate Placement Committee.

THE MA IN ENGLISH

The Aim of the Program

The MA in English with a concentration in Literature is a continuation of the BA with greater depth in literary knowledge and an introduction and implementation of methods, standards, and conventions of scholarship on literature. It is a generalist degree with broad-based distribution requirements, but it has the flexibility to study cutting-edge theories and newly emerging fields of interests (including digital humanities, cultural and comparative studies, ethnic literatures, and genre studies such as film). The program will conclude with a portfolio of two 5000-6000 word essays and an oral defense.

The MA in English with a concentration in Rhetoric and Composition introduces students to the discipline of rhetoric and the theory and practice of writing instruction. The progam includes both preparation in both the historical and theoretical nature of rhetoric and communication and advanced training in pedagogy and the production of print and electronic texts. After completing a program of coursework developed in collaboration with an advisor, each student will pursue one of two options:

- Option 1--traditional thesis. This option is suitable for MA students preparing for doctoral work.
- Option 2--portfolio. This option is suitable for graduates preparing for work as communication specialists in non-academic workplaces or as writing teachers in secondary schools and community colleges.

MA Admission Requirements

Admission to the Master of Arts Degree in English is dependent on four main criteria: the overall impression of the candidate derived from the written statement of purpose and sample of scholarly writing, three recommendations from former instructors, the applicant's GPA (especially in the undergraduate English courses), and the applicant's GRE general test scores,.. All candidates must apply to the program through the Admissions website at http://usfweb2.usf.edu/admissions/. A candidate must apply by **January 1st for Fall admission**. Spring and Summer admission are **not** available, although earlier applications are encouraged. An applicant will normally be expected to meet the following minimum requirements:

- a competitive Verbal score and a target 4.0 Analytical Writing score on the GRE General Test;
- a BA in English or a related field with an undergraduate major GPA of at least 3.5 from an accredited university;
- and an overall GPA of 3.3 for the last two years of college work.

Additionally, applicants must submit the following materials to the department:

- a two-to-three page statement describing the student's background, purpose for attending graduate school, and career goals;
- three letters of recommendation, preferably from former English professors;
- and a writing sample of no more than ten pages that demonstrates academic or disciplinary writing.

All supplementary application materials (i.e., statement, writing sample, and letters) may be submitted electronically through the online application or may be submitted directly to the department at the following address:

Director of Graduate Studies
Department of English
University of South Florida
4202 E Fowler Ave, CPR 107
Tampa, Florida 33620-5550

GENERAL INFORMATION FOR GRADUATE STUDENTS

Internship

As part of our effort to expand professional opportunities for and enhance the job placement of our graduate students, we offer a graduate internship, ENG 6946 Internship for MA, MFA, and PhD students in all tracks. Based on the undergraduate internship in Professional and Technical Writing coordinated by Dr. Michael Shuman (http://mshuman.com/internships/), this is a semester-long, elective course. The department has created relationships with an impressive list of sponsors in the Tampa Bay area from industry and technology to the arts, law, and education. Internships create valuable opportunities to enhance your job skills to prepare you for non-academic careers.

ENG 6946 Internship consists of supervised work-and-learning experience in professional and technical communication or other related fields under the direction of the Graduate Director and an employee of a participating firm. Ten to 12 hours per week of student time is expected during a standard 16-week semester; 13 to 16 hours per week is expected during a 10-week Summer C semester; 30 to 36 hours per week is expected for Summer A or Summer B semesters, although internships during these shorter terms normally are not available.

Students must arrange an internship placement prior to the start of the course and are encouraged to meet with the Director of Graduate Studies at least one semester prior to enrolling in the course. Enrollment is contingent upon the availability of suitable internship sponsors based on the student's academic and career goals. Students are placed according to specific academic and experiential qualifications, including GPA, courses taken, previous employment history, and interviews with the Director of Graduate Studies, the Coordinator of Professional and Technical Writing Internship Program, and a representative of the prospective internship sponsor. This internship course may not be repeated. Enrollment is by permit only. This class is Pass/Fail (S/U).

Prerequisites: Graduate students enrolled in the MA or MFA program must have completed with a grade of B or higher 18 credits of coursework toward the degree. Students enrolled in the PhD program must have completed 27 credits of coursework and be scheduled to take their qualifying exams..

The principal goal of ENG 6946 Internship is to transfer graduate-level skills in research, analysis, text production, course management, as well as oral and written communication into job preparedness and practice by providing students on-the-job experience in non-academic work environments.

Transferring Hours

- Up to 12 hours of graduate coursework taken by the student at USF as a non-degree-seeking student may be applied toward the degree when the student becomes a degree-seeking student or candidate. More than twelve hours will not be applied.

- A student may transfer as many as 9 hours of graduate credit in English from another accredited university at the time of first enrollment.

English Department "I" Grade Policies

While the Office of Graduate Studies sets a minimum for the university, they also authorize departments to set standards fitting their program. The Graduate Studies policies can be found at http://www.grad.usf.edu/catalog.asp.

- An Incomplete grade indicates incomplete coursework and may be awarded to graduate students at the discretion of the instructor, only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade.
- To receive a grade of Incomplete, the student and the professor for the course must complete an **Incomplete Grade Contract** (available on the Forms page of the Graduate Studies website: http://www.grad.usf.edu/student-forms.php) a copy of which must be placed in the student's file. The contract describes the work to be completed, the date it is due, and the grade earned including a zero for the incomplete portion. The instructor must file a copy of the contract in the department before the date grades are due.
- Graduate students cannot take more than one grade of Incomplete at a time.
- Graduate students cannot carry an "I" for more than one term, including summer. For example,
  - An Incomplete incurred in the fall term must be completed no later than the following spring.
  - An Incomplete incurred in the spring term must be completed no later than the following summer.
  - An Incomplete incurred in the summer term must be completed no later than the following fall.
- Failure to conform to this policy will constitute a failure to maintain satisfactory progress toward degree and thus a failure to maintain **good standing.**
- Students who have Incomplete grades (I [Incomplete], IF [Incomplete Failing], IU [Incomplete Unsatisfactory], or MU [Missing Unsatisfactory]) will not be eligible to take the MA comprehensive examination and cannot be certified for graduation.
- Students who fail to complete the assigned work within one term will be placed on Academic Probation for the semester following the term in which the grades were earned. Standard policies for completing the incomplete courses will apply. Students will be taken off probation when the Incompletes are satisfied; this status changes at the start of the semester following the completion of the Incompletes. Graduate Assistants who have failed to satisfy the Incomplete grades after one semester will lose their USF funding (assistantship and/or fellowship).

"Good Standing" – Graduate Studies Policy

- To be considered a student in good standing, graduate students must
  - maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken as a graduate student, and

- o maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken in each of the student's degree-seeking programs.

- No grade of **C-** or below will be accepted toward a graduate degree [see additional department policy below]. Students must meet the requirements to be in good standing to graduate. A student will not be certified to graduate if an "IF" or "MF" is on the transcript, unless the student requests to "accept" the "IF" or "MF" grade and the request is signed and approved by the student, program, college and Graduate Studies. "IF" or "MF" grades that are "accepted" will never be changed.

- Any student who is not in good standing at the end of a semester shall be considered on probation as of the following semester. The college or program may also place students on probation for other reasons as designated by the college or program. Notification of probation shall be made to the student in writing by the department, with a copy to the College Dean.

For further information on Academic Probation, consult the [Graduate Catalog](#)

"Good Standing" – English Department Policy

- All students must meet with the Master's Advisor for a graduation check before they can take the MA exam, enroll in portfolio hours, or be certified for graduation.

- All work applicable to the Master's degree requirements must be completed within five years from the date of admission.

- Any course in which a student earns a grade below a **B-** will be disqualified from counting toward the degree requirements, though it will be calculated in the GPA. There is no grade forgiveness at the graduate level. Students should be aware that in the event that they earn a grade lower than a **B-**, they will need to take additional coursework to complete their degree requirements.

- While students will usually be notified on a periodic basis (around the first third of each semester) if they are in any of these categories, **it is entirely the students' responsibility** to keep track of their own GPA and Incompletes by checking their grades on [OASIS](#).

- English graduate students who are not in good standing may be refused graduate assistantships the following semester.

- Students who are not in good standing, according to either the Graduate Studies definition or that of the English Department may be recommended for dismissal from the program.

- Graduate faculty are responsible for reporting grades lower than a B to the graduate director

Minimum Enrollment, Leave of Absence, and Inactive Status

- All students must enroll in a minimum of six (6) graduate hours in any twelve-month/three-semester time frame to maintain continuous enrollment, including summers.

  Examples:

Fall	Spring	Summer
6	no enrollment	no enrollment
2	2	2
2	4	no enrollment
3	3	no enrollment
no enrollment	5	1

- Students requiring time off from the program should request an official Leave of Absence, the form for which is located on the Forms page of the Graduate Studies website. The completed form is then submitted to the Graduate Program Specialist. Time that is taken away from the program when not on an approved Leave of Absence counts toward the student's time limitation.

- Students who neglect to enroll in three consecutive semesters will become inactive and must reapply for admission to the program, subject to the current admission criteria and degree requirements in place.

TIMELINES FOR THE MA IN ENGLISH

Timeline for the Literature Concentration

Semester I: ENG 6009: Introduction to Graduate Studies
ENC 6745 Practice in Teaching Composition (counts as an elective)
1 core requirement (i.e., Historical Distribution course [4 courses required] or
      Cultural-Critical Studies course [2 courses required])

Semester II:*   ENG 6018: Criticism and Theory I (if not taking ENG 6019) or 1 elective
2 core requirements

Semester III: ENG 6019: Criticism and Theory II (if not taking ENG 6018) or 1 elective
2 core requirements

Semester IV:**   1 core requirement
Portfolio directed study (3 credits)

*Begin choosing your 2 portfolio papers and your faculty for the portfolio during this semester. You should aim to have completed at a minimum one (1) course with an eligible paper by the end of your second semester. Keep in mind the portfolio must contain one paper on literature written before 1900 and one on literature written after 1900. Please choose your courses carefully with these requirements in mind during your first two semesters.

** Note that your final semester requires only 6 credits of enrollment.

Timeline for the Rhetoric and Composition Concentration

Semester I: ENG 6009: Introduction to Graduate Studies
ENC 6745: Practice in Teaching Composition (counts as an elective)
1 core requirement out of 4; or, 1 elective out of 4

Semester II: 3 courses in any combination of core or elective

Semester III: 2 courses in core or elective
ENG 6971: Master's Thesis or Portfolio Directed Study (3 credits)

Semester IV: 1 core requirement
ENG 6971: Master's Thesis or Portfolio Directed Study (3 credits)

COURSE REQUIREMENTS FOR THE MA IN ENGLISH
Literature Concentration

Students must complete a minimum of **33 credit hours**, which must include the following:

I.   Required Courses (2 courses / 6 credits)

- ENG 6009 Introduction to Graduate Studies (students must enroll in their first semester)
- ENG 6018 or ENG 6019 (Criticism and Theory I or II)

II. Historical Distribution (4 courses / 12 credits)*

- 1 Medieval or Renaissance course (including 17th C): ENL 6206, ENL 6216, ENL 6226, ENL 6228
- 1 18th-Century course (Either British tradition or Literature of the Americas): AML 6017, ENL 6236
- 1 19th-Century course (Either British tradition or Literature of the Americas): AML 6017, AML 6018, ENL 6246, ENL 6256
- 1 20th-Century course (Either British tradition or Literature of the Americas): AML 6027, ENL 6276, LIT 6096

III. Cultural – Critical Studies (2 courses / 6 credits)*: AML 6608, ENG 6018, ENG 6019, ENG 6067, LIT 6934

- One course in ethnic literature (including African American, Latino/a, postcolonial), world literature, women's literature or gender studies, critical theory, film, genre

IV. Elective (2 courses / 6 credits): any LAE, , LIT, ENG, ENL, AML

- Students taking ENC 6745 Practice in Teaching Composition must use this as an elective if they count it toward the 33 credits in the degree.
- Students taking ENG 6946 Internship must use this as an elective if they count it toward the 33 credits in the degree.
- No CRW courses will be allowed in the Literature track

V.   Portfolio hours (3 credits minimum): ENG 6916

* Of the 6 courses in II and III, 2 must be from British traditions and 2 from American traditions.

Additional Required Course for Teaching Assistants

ENC 6745 Practice in Teaching Composition (counts as elective credit toward the 33 credit-hour requirement)

MA Portfolio Guidelines (Literature Concentration)

During the term in which students submit and defend the portfolio, students must enroll in a minimum of three (3) directed study hours (ENG 6916) with the committee chair.

In the fourth and final semester (excluding summer terms), MA students will submit a portfolio for review to a two-member faculty committee. Upon submission, the student and chair of the committee will establish a defense date with the Graduate Program Specialist.

The portfolio will contain the following:

• An introductory first-person essay in which the student offers a self-evaluation of the contents of the portfolio and how it reflects his or her own process of revision, intellectual growth, plans for publication/dissemination, and professional development (1250–2500 words).

• Two revised seminar papers 5000-6000 words in length, including appropriate MLA- or Chicago-style documentation.
> o One paper must be focused on literature written before 1900; one paper must be focused on literature written after 1900.
> o Papers should be developed under the direction of two different faculty members from the English Department, who then will form the committee for the defense. One member of the committee will serve as the chair, who will coordinate the circulation of the portfolio, the scheduling of the defense, and the submission of evaluation forms to the graduate director within specified deadlines.

The portfolio will be reviewed and evaluated by the two-member faculty committee using the established assessment rubric.

Members of the portfolio committee will be asked to work with the student to revise the papers she/he wrote for class. The goal is to get the papers into a form that might reasonably be published.

Because this portfolio is not a thesis, it is not submitted to the Office of Graduate Studies, and so it does not need to adhere to the Graduate Studies deadlines. Defenses should be concluded two weeks before the end of classes. The whole portfolio, along with the revised papers and the introductory essay, should be circulated three weeks prior to the defense, to give committee members an opportunity to read it through. The final portfolio must be circulated at least five weeks prior to the last day of classes.

Oral Defense

An application for the oral defense must be submitted to the Graduate Program Specialist in accordance with the published semester deadlines. The application is available on the Forms page of the department website.

The committee chair will convene a meeting with the committee and student for thirty to sixty minutes; during the oral exam both committee members have the opportunity to question the student on any portion of the portfolio, and students have the opportunity to expand upon and refine ideas represented in writing. The defense also provides an opportunity for further suggestions on publication and revision.

After thirty to sixty minutes, the committee will convene without the student to discuss a final assessment for the portfolio using the rubrics in Appendix C.

Evaluation

Each portfolio paper will be scored on an overall basis using the rubric at the end of the handbook.

To earn an overall score of **pass**, the following conditions must be met:

- Each of the two papers must be rated at least a pass.
- In addition, the introductory essay must be rated at least a pass in order for the overall portfolio to be deemed passing.

To earn an overall score of **pass with distinction**, the following conditions must be met:

- Both of the papers must be rated pass plus.
- In addition, the introduction must be rated at least a pass in order for the overall portfolio to merit a pass with distinction.

The overall rating of pass with distinction will be noted in the student's file and can be referenced on a student's CV.

A **deficiency** is awarded if the following conditions apply:
- If any one element of the portfolio (paper one, paper two, or the introductory essay) is rated pass minus, the portfolio is considered deficient, and the low-scoring element will require revision.

Individual faculty need to specify in writing what revisions are required in order to pass. Students will have the opportunity to revise during the time remaining in the semester; the revised element (paper or introductory essay) needs to be submitted to both committee members for approval no later than the last day of class for the semester. No second defense is required. Students who fail to revise appropriately before the end of the semester will be put on academic probation and will be required to submit a final, acceptable revision the following semester (excluding summer unless faculty agree to serve during the summer).

A portfolio **fails** if the either of the following conditions apply:
- Two elements (paper one, paper two, or introductory essay) are rated pass minus,
- OR (b) any one element in the portfolio (paper one, paper two, or introductory essay) is rated fail.

Students who fail will automatically be put on academic probation and given the opportunity to revise papers so that the portfolio reaches a minimum overall rating of pass (with all three elements each rating *at least* a pass) the following semester (excluding summer unless faculty agree to serve during the summer). A failed portfolio requires a second defense after revision, and

the committee will determine if it passes or fails (no deficiencies or distinctions may be awarded). If the portfolio fails after the second defense the student will be academically dismissed from the program.

Graduate Assistants on probation in the initial term maintain eligibility for an assistantship. If probationary status is not removed by the end of the semester, the student can be removed from assistantship and academically dismissed from the program.

Chair's Responsibilities

1. Supervise the portfolio directed study in the last semester of MA coursework.
2. Oversee the organization of the papers with the student, making sure they meet the distribution and length requirements and deadline for circulation.
3. Review the introductory essay and advise student on any needed revisions.
4. When papers are ready to circulate as a portfolio, set the date of the defense in coordination with the other members of the committee. Make appropriate room reservation. The committee should have three weeks to review portfolio.
5. Circulate the PDF with two papers and introductory statement to the other members of the committee with a reminder of the time, date, and place of the defense.
6. Oversee the defense and signing of defense completion form downloaded from the department website, and submit the form to the program specialist and the Graduate Director.
7. Submit a grade (Pass/Fail) for the portfolio directed study.

After the defense, students should submit the revised portfolio electronically to the program specialist. The portfolio defense and assessment form needs to be signed by the committee and filed with the program specialist.

COURSE REQUIREMENTS FOR THE MA IN ENGLISH
Rhetoric and Composition Concentration

Students must complete a minimum of **33 credit hours**, which must include the following:

I.   Core Requirements (4 courses / 12 credits)

- ENC 6700 Studies in Composition Theory (3 credits)

- ENC 6720 Studies in Composition Research (3 credits)

- ENC 6421 Studies in Rhetoric and Technology (3 credits)

- ENC 6336 Studies in the History of Rhetoric **OR** ENC 6333 Contemporary Rhetorics (3 credits)

II. ENG 6009 (3) – Introduction to Graduate Studies*

III. 2-3 elective courses within Rhetoric and Composition (6-9 credits)

IV. 1-2 other elective courses related to course of study (either from within the department, outside the department, or a combination of the two) (3-6 credits)

V.   ENG 6971 (6 credits minimum) – MA Thesis (Option 1) or Portfolio (Option 2) on a Rhetoric and Composition topic

Additional Required Course for Teaching Assistants:

ENC 6745 Practice in Teaching Composition (counts toward 2-3 elective courses within Rhetoric and Composition)

MA Thesis Guidelines (Rhetoric and Composition Concentration Option 1)

Forming a Thesis Committee
The first step in forming a thesis committee is choosing a thesis director, who serves as the major professor of the thesis committee. This faculty member will work most closely with the student and who will have the most influence on the thesis. Students should choose a faculty member with whom they have taken one or more courses, with whom they work well, and whose area of expertise corresponds to the student's thesis topic. Students may want to consult with the Director of the Graduate Program in Rhetoric and Composition in making this decision. It is the student's responsibility to speak with the appropriate faculty member and arrange to have them direct the thesis.

The student and their thesis director will then select two other graduate faculty members to serve on the thesis committee. Again, it is the student's responsibility to speak with the appropriate faculty members and arrange for them to serve on the thesis committee.

The final part of forming the committee is the completion of the Graduate Supervisory Committee Form with the Master's Advisor (available on the English Department website).

Once the committee is selected and the graduate student supervisory committee appointment form has been completed, signed, and submitted to the Graduate Program Specialist, the student should submit a written thesis proposal of 10-15 pages (excluding Works Cited) to the committee containing a detailed description of the project, including:

- Problem statement with research question
- Literature review
- Methodology
- Outline of major sections
- Timeline/production schedule
- Working bibliography

A sample proposal is available on the English Graduate Students Information organization on Canvas. The student should develop the proposal in collaboration with his or her thesis director. Once the major professor says the proposal is ready, the student will distribute it to the committee. The student should allow committee members at least a week to read the proposal. The student and the committee will meet in person for a required thesis proposal defense. It is the student's responsibility to determine the date of the defense in coordination with the director and other members of the committee and to make appropriate room reservations. , The student may be asked to revise the proposal according to the committee's direction after the thesis proposal defense. This process helps the student develop a thesis project and ensures that the committee members all agree on the merit and methodology of the proposed project. When all three committee members approve the proposal, a Thesis Proposal Title Page containing signatures from all members must be submitted along with the proposal to the Graduate Program Specialist, the Director of the Graduate Program in Rhetoric and Composition, and the Director of Graduate Studies. Failure to collect these signatures and file the approved proposal may lead to a delay in graduation.

Thesis Requirements

The MA thesis should be at least forty to fifty pages in length (excluding Works Cited) and will normally contain all or most of the following elements:

- a clear statement of the research question and thesis;

- a survey of relevant literature that situates the research question within the published scholarship and establishes the need for or importance of the research.

- a clearly structured argument supporting the thesis and incorporating material from the published literature and, possibly, empirical data.

- a list of references and appendices (if appropriate).

Thesis Process

In the semester *prior* to the graduating term, thesis students must attend an ETD workshop in person at the Office of Graduate Studies or online through Canvas. Students who are out of town or who missed the in-person workshop in the previous semester may complete the online tutorial and assessment within the first four weeks of the graduating semester. Registration information for the workshop is at http://www.grad.usf.edu/ETD. The student should work with the director to draft and

revise the thesis. The student must submit a completed draft to the director five weeks prior to the final submission deadline.

<u>Thesis Defense</u>

The committee must meet in person or electronically for a thesis defense. The director determines which type of defense is held.

Oral Defense Option

Oral defense may be held no fewer than three weeks before the final submission deadline. It is the student's responsibility to determine the date of the defense in coordination with the director and other members of the committee and to make appropriate room reservations. In scheduling an oral defense, please take account of the Graduate Studies ETD (electronic thesis and dissertation) deadlines (http://www.grad.usf.edu/ETD_Deadlines.php), as well as the department's important dates and deadlines (http://english.usf.edu/graduate/currentstudents/deadlines/). An application for the oral defense must be submitted to the Graduate Program Specialist in accordance with the published semester deadlines. The form is available on the forms page of the department Web site.

For an oral defense, the committee chair will convene a meeting with the committee and student for sixty minutes; this oral examination will provide the opportunity for faculty to question the student on various aspects of the thesis, and it will give the student the opportunity to expand upon and refine ideas represented in writing. The defense will also provide an opportunity for further suggestions on publication and revision. After fifty minutes, the committee will convene without the student to discuss a final evaluation of the thesis using the published rubric (see Appendix A). The thesis director will submit an evaluation (three assessments total) for SACS data to the Director of the Graduate Program in Rhetoric and Composition and the Director of Graduate Studies, following the Graduate Program Assessment Plan.

Electronic Option

For an electronic defense, the committee will communicate online to:
- question the student on various aspects of the thesis
- give the student the opportunity to expand upon and refine ideas represented in writing
- offer further suggestions on publication and revision

The committee will also communicate electronically without the student to discuss a final evaluation of the thesis using the published rubric (see Appendix A). The Thesis Director will submit an evaluation (three assessments total) for SACS data to the Director of the Graduate Program in Rhetoric and Composition and the Director of Graduate Studies, following the Graduate Program Assessment Plan

<u>Final Thesis Submission</u>

Students must prepare the final copy of the thesis following the guidelines established by the Office of Graduate Studies. After a successful oral defense, the final thesis must be submitted by the twelfth week of the semester (ninth for summer) to be eligible for graduation. Final submission can only be made if the student previously attended an ETD workshop with the Office of Graduate

Studies in person or online. Students must consult the Electronic Thesis and Dissertation (ETD) Resource Center website for formatting and submission guidelines: http://www.grad.usf.edu/ETD.

MA Portfolio Guidelines (Rhetoric and Composition Concentration Option 2)

At the director's discretion, an MA student may submit a portfolio (print, electronic, or some combination of the two) in lieu of a traditional thesis. Portfolio contents will be determined in concert with the candidate's professional goals. Portfolios will
- document mastery of rhetoric and composition's theories, research, and/or practices.
- demonstrate command of at least two appropriate research methods (e.g., content analysis, hermeneutics, case study, etc.).
- include artifacts that are the intellectual equivalent of 40-50 pages of a traditional thesis (excluding works cited).
- be accompanied by a critical reflection of 2,000-4,000 words that includes sections on
  - Theory. How did knowledge of the discipline's scholarship shape the portfolio's artifacts?
  - Methods. How did the methods used to conduct research shape its contents?
  - Synthesis. How does the portfolio cohere into a document that furthers the student's professional goals? How does it synthesize knowledge and expertise gained over the course of the MA?

Forming a Portfolio Committee
Once the committee is selected and the graduate supervisory committee appointment form has been completed, signed, and submitted to the Graduate Program Specialist, the Director of the Graduate Program in Rhetoric and Composition, and the Director of Graduate Studies, the student should submit a written portfolio development plan to the committee containing a detailed description of the project that addresses:
- Why develop a portfolio instead of a traditional thesis?
- What artifacts will it include? Provide a description of each item.
- Why these artifacts? Provide a rationale for the project.
- How will the portfolio further your professional goals?
- Who is the audience for this portfolio?
- Preservation and dissemination. How will the portfolio be preserved? What plans are there for interactions, uses, and/or publication?
- Timeline/schedule of production
- Working bibliography

The student should develop the portfolio plan in collaboration with his or her thesis director. Once the major professor says the plan is ready, the student will distribute it to the committee. The student should allow committee members at least a week to read the plan. The student and the committee will meet in person for a required portfolio plan defense. It is the student's responsibility to determine the date of the defense in coordination with the director and other members of the committee and to make appropriate room reservations. The student may be asked to revise the plan according to the committee's direction after a successful portfolio plan defense. This process helps the student develop the project and ensures that the committee members all agree on the merit and methodology of the proposed project. When all committee members approve the plan, a

Portfolio Development Title Page containing signatures from all members must be submitted along with the proposal to the Graduate Program Specialist, the Director of the Graduate Program in Rhetoric and Composition, and the Director of Graduate Studies. Failure to collect these signatures and file the approved proposal may lead to a delay in graduation.

Portfolio Process

During the term in which students submit the portfolio, students must enroll in a minimum of three (3) directed study hours (ENG 6916) with the committee chair. In the fourth and final semester (excluding summer terms), MA students will submit a portfolio for review to a three-member faculty committee. After the defense, students should submit the revised portfolio electronically to the program specialist. The portfolio defense and assessment form needs to be signed by the committee and filed with the Graduate Program Specialist, the Director of the Graduate Program in Rhetoric and Composition, and the Director of Graduate Studies. Because this option is not a thesis, it is not submitted to the Office of Graduate Studies, and so it does not need to adhere to the Graduate Studies deadlines. The whole portfolio should be circulated three weeks prior to the defense, to give committee members an opportunity to read it through.

Portfolio Defense

The committee must meet in person or electronically for a portfolio defense. The director determines which type of defense is held.

Oral Defense Option

It is the student's responsibility to determine the date of the defense in coordination with the director and other members of the committee and to make appropriate room reservations. In scheduling an oral defense, please take account of the department's important dates and deadlines (http://english.usf.edu/graduate/currentstudents/deadlines/). The Portfolio Defense Request Form must be submitted to the Graduate Program Specialist in accordance with the published semester deadlines. The portfolio defense request form is available on the Forms page of the department Web site.

The committee chair will convene a meeting with the committee and student for sixty minutes; this oral examination will provide the opportunity for faculty to question the student on various aspects of the portfolio, and it will give the student the opportunity to expand upon and refine ideas represented in writing. The defense will also provide an opportunity for further suggestions on revision. After fifty minutes, the committee will convene without the student to discuss a final evaluation of the thesis using the published rubric (see Appendix B). The director will submit an evaluation (three assessments total) for SACS data to the Director of the Graduate Program in Rhetoric and Composition and the Director of Graduate Studies following the Graduate Program Assessment Plan.

Electronic Option

For an electronic defense, the committee will communicate online to:
- question the student on various aspects of the portfolio

- give the student the opportunity to expand upon and refine ideas represented in writing
- offer further suggestions on revision

The committee will also communicate electronically without the student to discuss a final evaluation of the portfolio using the published rubric (see Appendix B). The director will submit an evaluation (three assessments total) for SACS data to the Director of the Graduate Program in Rhetoric and Composition and the Director of Graduate Studies following the Graduate Program Assessment Plan.

Final Portfolio Submission

The final portfolio must be circulated at least five weeks prior to the last day of classes. After a successful defense, the student should submit the revised portfolio electronically to the Graduate Program Specialist. The signed portfolio completion form must be filed with the Graduate Program Specialist, the Director of the Graduate Program in Rhetoric and Composition, and the Director of Graduate Studies.

GRADUATION PROCEDURES

At the start of the graduating term, students in all tracks must complete the following steps:

- Within the first four weeks of the student's graduating term, the student must complete and submit a Graduate Degree Graduation Application. This form is available on the Registrar's website. The form should be submitted to the Graduate Program Specialist for processing with the college and Registrar's Office.

- Students who plan to attend commencement must register for commencement online at http://usfweb2.usf.edu/commencement/. Students who do not submit a graduation application within the first four weeks of the semester are not eligible to participate in commencement ceremonies. Likewise, students who do submit the graduation application but do not successfully complete the capstone requirement for their respective tracks are not eligible to participate in commencement ceremonies.

Portfolio Option Graduation Checklist (Literature)

- ☐ Form faculty committee
- ☐ Apply for graduation
- ☐ Register for commencement
- ☐ Complete portfolio papers
- ☐ Apply for oral defense
- ☐ Orally defend portfolio
- ☐ Submit final portfolio to director

Thesis Option Graduation Checklist (Rhetoric and Composition Option 1)

☐ Form thesis committee with director. File Graduate Student Supervisory Committee Appointment Form.

☐ Submit thesis proposal to director. Distribute proposal to committee with director's approval.

☐ Defend thesis proposal in person (required). File Thesis Proposal Title Page Form.
☐ Attend ETD workshop semester prior to graduation.
☐ Apply for graduation.
☐ Register for commencement.
☐ Complete thesis.
☐ Apply for oral defense, if required by director*. File the Thesis Defense Request Form.
☐ Submit final draft to director. Distribute draft to committee with director's approval.
☐ Defend thesis orally or electronically.
☐ Submit final thesis to Office of Graduate Studies

Portfolio Option Graduation Checklist (Rhetoric and Composition Option 2)

☐ Form portfolio committee with director. File Graduate Student Supervisory Committee Appointment Form.

☐ Submit portfolio proposal to director. Distribute proposal to committee with director's approval.
☐ Defend portfolio proposal in person (required). File Portfolio Development Title Page Form.
☐ Apply for graduation.

☐ Register for commencement.
☐ Complete portfolio.
☐ Apply for oral defense, if required by director*. File the Portfolio Defense Request Form.
☐ Submit final draft to director. Distribute draft to committee with director's approval.
☐ Defend portfolio orally or electronically.
☐ Submit final portfolio to director and Graduate Program Specialist.

*The committee must either: 1) hold an oral defense of the final thesis/portfolio in person; OR 2) communicate electronically with the student about the thesis/portfolio and without the student to discuss a final evaluation of the thesis/portfolio using the appropriate rubric (see Appendices).

FINANCIAL ASSISTANCE

Financial Assistance in the form of scholarships, fellowships, and grants is available through the Office of Graduate Studies (http://www.grad.usf.edu/), the College of Arts and Sciences (http://www.cas.usf.edu), the Office of Financial Aid (http://usfweb2.usf.edu/finaid/), and external sources. It is wise to check all sources to be fully aware of the funding for which you may qualify.

Graduate Assistantships

The Department of English annually awards a number of First-Year Composition Graduate Assistantships. GAs usually teach between two and four sections per year. GAs must maintain a minimum 3.0 GPA in all courses throughout their tenure. Students with fewer than 18 credit-hours in English may hold teaching assignments but cannot be the instructors of record. Such students will further be classified as Graduate Teaching Assistants (class code 9550) and be assigned a mentor. All Graduate Assistants may receive a partial tuition payment plus a stipend. To be eligible to teach and receive a partial tuition payment, which covers approximately 80% of tuition costs, a student must hold a .25 FTE (10 hours per week/one course per semester) appointment or higher, which is equivalent to teaching one course, and must register for nine credit-hours of coursework in the fall and spring terms, and six hours during the summer (summer assignments are not guaranteed and should not be counted on). Students in their final semester of enrollment may register for only two credit-hours and still keep eligibility for the assistantship. Students in good standing may teach and receive the partial tuition payment for a maximum of two years while working toward the MA degree, three years while working toward the MFA, and four years while working toward the PhD, with a possible fifth year. To be eligible for health insurance benefits, a student must hold a .25 FTE (10 hours per week) appointment. More information on graduate student health insurance is available at http://www.grad.usf.edu/health-insurance.php.

Graduate Assistant Requirements

Graduate Assistants will also be required to attend an orientation, conducted by the Director of Composition and the Assistant Director of Composition, prior to the start of the fall semester.

All Graduate Assistants will be required to take **ENC 6745**, Practice in Teaching Composition, during their first semester of employment. This course counts as elective credit toward the 33 required credits for the MA degree.

Applicants should express interest in an assistantship in their personal statement. A detailed description of the First Year Composition program is available at http://hosted.usf.edu/FYC/.

APPENDIX A

MA with a Concentration in Rhetoric and Composition Thesis Rubric (Option 1)

	Primary Content	Argument	Methodology (for empirical research only)	Writing
Pass Plus	Identifies a significant topic; addresses a new topic or advances existing knowledge; makes original claims; interprets the literature correctly	Establishes the importance of the topic and the need for the thesis by citing, as appropriate, the relevant literature; articulates a clear purpose and argument; provides appropriate and adequate evidence for claims; is clearly organized and developed; articulates a conclusion warranted by the analysis or discussion	Research design is sound; methodology is sufficient to support conclusions; research design is clearly and appropriately described	Grammar, lexicon, style and format are professional and appropriate for an academic audience; Writing is mature and fluent
Pass	Identifies a current topic that is of interest to the field; makes some contribution to the scholarly conversation; makes claims that are not repeating existing knowledge; has only minor problems interpreting the literature	Addresses the question of the importance of the topic or need for the thesis by citing some relevant literature; identifies a general argument and purpose, though may need clarification; provides evidence for claims; is organized and offers a specific conclusion	Research design is sound; conclusions are not incommensurate with methods; research design is introduced if not clearly articulated	There are not significant problems with grammar, lexicon, style and format; writing is adequate to the argument and audience
Pass Minus	Identifies a research topic, but not one that is significant or important to contemporary scholarship; reviews rather than creates new knowledge; makes claims that	Does not adequately establish the need for the thesis and cites little relevant literature; has only a general and unclear argument and purpose; has evidence for claims	Research design is weak; methodology is inadequate to the conclusions; research design in not discussed adequately	There are some problems with grammar, style, lexicon, or format; writing has some inadequacies

	are derivative or not in dispute; has significant problems interpreting the literature	but not enough; has some problem with organization; needs a better conclusion		
Fail	Does not identify a clear topic or identifies a topic that is not important, current or new; does not advance the scholarship; makes reductive or outdated claims; misinterprets the literature	Does not establish the need for the thesis and fails to cite relevant literature; has no clear argument or purpose; lacks evidence for major claims; is not well organized; lacks a conclusion or offers an inappropriate or unsubstantiated conclusion	Research design is absent or faulty; methodology is inappropriate for conclusions; methodology is not addressed	There are significant problems with grammar, style, lexicon or format; writing is poor and inadequate to the scholarly context

Appendix B
MA with a Concentration in Rhetoric and Composition Portfolio Rubric (Option 2)

	Primary Content	Argument	Methodology (for empirical research only)	Writing
Pass Plus 4	Portfolio provides compelling evidence of mastery of rhetoric and composition's theories, research, and/or practices; portfolio synthesizes knowledge and expertise from multiple courses in the M.A.	Portfolio coheres into a unified, well-organized document with a clear purpose; critical reflection cites a wealth of relevant scholarship, articulates how the portfolio synthesizes the student's coursework in support of their professional goals, and presents a detailed plan to preserve and disseminate the portfolio's contents	Method/methodology support portfolio's contents; research design is sound and appropriately described in critical reflection document	Grammar, lexicon, style and format of portfolio are professional and appropriate for intended audience; critical reflection is written for an academic audience; writing is mature and fluent
Pass 3	Portfolio provides some evidence of mastery of rhetoric and composition's theories, research, and/or practices; portfolio synthesizes knowledge and expertise from at least two courses in the M.A.	Most of the portfolio coheres into a unified, well-organized document with a clear purpose; critical reflection cites some relevant scholarship, articulates how the portfolio synthesizes the student's coursework in support of their professional goals, and presents a plan to preserve and disseminate the portfolio's contents (though critical reflection may need clarification)	Research design is sound; portfolio's contents are not incommensurate with research methods; research design is introduced if not clearly articulated in the critical reflection document	There are not significant problems with grammar, lexicon, style and format; writing is adequate to the argument and the audiences for the portfolio and critical reflection
Pass Minus 2	Portfolio provides some evidence of	Portfolio is not well organized; portfolio's	Research design is weak; portfolio's	There are some problems with

	understanding rhetoric and composition's theories, research, and/or practices but not enough; portfolio fails to synthesize knowledge or expertise gained from more than one course during M.A	purpose is unclear; critical reflection presents a general and/or underdeveloped argument about how the portfolio contributes to the student's professional development, how it synthesizes the student's coursework, and how the student plans to preserve and disseminate its contents	contents are incommensurate with methods used to produce them; research design is not discussed adequately in critical reflection	grammar, style, lexicon, or format; writing has some inadequacies for professional and scholarly contexts
Fail 1	Portfolio does not provide evidence of understanding rhetoric and composition's theories, research, and/or practices; portfolio fails to synthesize knowledge or expertise from any courses in the M.A.	Portfolio has no clear organizational scheme or purpose; critical reflection fails to cite relevant literature, has no clear argument or purpose, lacks evidence for major claims, makes inappropriate or unsubstantiated claims, does not address synthesis, preservation, or dissemination	Research design is absent or faulty; methodology is inappropriate; method/	There are significant problems with grammar, style, lexicon or format; writing is poor and inadequate to the professional and scholarly contexts

APPENDIX C

MA with a Concentration in Literature Portfolio Rubric: Seminar Papers

	Primary Content	Critical Thinking (competence structuring argument and analyzing/evaluating evidence)	Writing
4 Pass Plus	Each paper develops detailed and coherent discussion of a critical problem in 5000-6000 words (including documentation), based on dialogue with influential scholarship; analyzes relevant primary and secondary materials, demonstrates knowledge of historical context, genre, author and/or theory; makes an original contribution to scholarship.	Each paper demonstrates logical thinking in significant and clear arguments based on nuanced understanding of primary and secondary material. Argumentative focus remains clear throughout each paper. Each paper analyzes appropriate research to support claims, references a range of critical opinion, and distinguishes clearly student's position in relation to scholarship.	Each paper is engagingly, concisely written with few, if any, grammatical or stylistic problems. Voice is appropriate for audience. Style is consistent throughout. Documentation is complete and accurate.
3 Pass	Each paper develops coherent discussion of a critical problem in 5000-6000 words (including documentation), based on dialogue with scholarship; offers analysis of relevant primary and secondary materials, demonstrates knowledge of historical context, genre, author and/or theory; amplifies existing scholarship.	Each paper demonstrates logical thinking in arguments based on accurate knowledge of primary and secondary material. Argumentative focus remains clear throughout paper. References appropriate research to support claims and references a range of critical opinion. Situates argument in relation to appropriate research.	Each paper is concisely and correctly written with only minor grammatical or stylistic problems. Voice appropriate for audience. Basically consistent in style. Documentation is complete and accurate.
2 Pass Minus	Each paper develops discussion of a critical problem in 5000-6000 words (including documentation), based on dialogue with scholarship; offers limited or weak analysis of primary and secondary materials, demonstrates minimal knowledge of appropriate contexts, history, genre, author and/or theory; recapitulates existing scholarship.	Each paper provides a plausible argument that lacks clarity or substantiation in primary material and secondary material. Argumentation is uneven or undeveloped across paper. Some errors of interpretation or failure to connect argument to examples or support.	Writing is inconsistent, with some grammatical or stylistic problems; voice may be inappropriate for audience. Documentation is uneven or incomplete.

1 Fail	One or more papers does not develop discussion of a critical problem based on dialogue with scholarship or is less than 5000-6000 words long (including documentation); does not offer analysis of sufficient primary and secondary materials, or demonstrates lack of knowledge of the subject; contains errors in references to primary materials, historical context, genre, author or theory; is insufficiently related to existing scholarship.	One or more papers does not develop a critical argument; lacks analysis or original interpretation and instead merely summarizes material.	Writing shows consistent or major problems in grammar, style, and voice. There are major errors or missing items in documentation.

MA with a Concentration in Literature Portfolio Rubric: Introductory Essay

	Primary Content	Critical Thinking (competence structuring argument and analyzing/ evaluating evidence)	Writing
4 Pass Plus	Offers an insightful introduction, 1250-2500 words long, of the papers included in the portfolio that demonstrates a keen awareness of academic conventions and of the individual's progress during the MA program. Suggests realistic plans for publication, development, or other dissemination of one or more papers and plots a strong course for the student's overall professional growth.	Insightfully evaluates the student's own process of revision and intellectual growth. Demonstrates nuanced understanding of the scholarly conversations into which the papers enter.	Engagingly, concisely written with few, if any, grammatical or stylistic problems. Voice is appropriate for audience. Style is consistent throughout.
3 Pass	Offers a thoughtful introduction, 1250-2500 words long, of the papers included in the portfolio that demonstrates a sound awareness of academic conventions and of the individual's progress during the MA program. Suggests realistic plans for development or other dissemination of one or more papers and plots a solid course for the student's overall professional growth.	Evaluates the student's own process of revision and intellectual growth. Demonstrates sound understanding of the scholarly conversations into which the papers enter.	Concisely and correctly written with only minor grammatical or stylistic problems, if any. Voice appropriate for audience. Basically consistent in style.
2 Pass Minus	Offers some introduction, 1250-2500 words long, of the papers included in the portfolio that demonstrates an awareness of academic conventions and of the individual's progress during the MA program. Suggests some plans for development or dissemination of a paper and makes some plans for the student's overall professional growth.	Evaluates the student's own process of revision and intellectual growth poorly. Demonstrates minimal understanding of the scholarly conversations into which the papers enter.	Writing may be inconsistent, with some grammatical or stylistic problems; voice may be inappropriate for audience.

1 **Fail**	Offers little or inaccurate introduction of the papers included in the portfolio that demonstrates an awareness of academic conventions and of the individual's progress during the MA program. May substantially exceed or fall short of 1250-2500 words in length. Suggests little or unrealistic plan for development or dissemination of a paper and makes poor or unrealistic plans for the student's overall professional growth.	Evaluates the student's own process of revision and intellectual growth poorly or fails to offer an evaluation. Demonstrates little or no understanding of the scholarly conversations into which the papers enter.	Writing shows consistent or serious problems in grammar, style, and voice.