



Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Senado Académico

CERTIFICACIÓN NÚMERO 19-74

La que suscribe, Secretaria del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, **CERTIFICA** que, en la reunión ordinaria celebrada en la sesión del martes, 22 de octubre de 2019, este organismo **APROBÓ** la **PROPUESTA PARA LA CREACIÓN DE UNA MAESTRÍA EN ARTES EN LITERATURAS EN INGLÉS.**

La propuesta cumple en contenido y formato con la Certificación Número 80 (2005-2006) de la Junta de Síndicos y con las Guías de Programas Académicos Nuevos, Vicepresidencia en Asuntos Académicos (enero 2007, 72 p.).

La propuesta forma parte de la certificación.

Y para que así conste expido y remito la presente certificación a las autoridades universitarias correspondientes, bajo el Sello de la Universidad de Puerto Rico a los veintitrés días del mes de octubre del año dos mil diecinueve, en Mayagüez, Puerto Rico.


Jessica Pérez Crespo
Secretaria



LPM

Anejo

University of Puerto Rico, Mayagüez Campus
College of Arts and Sciences
Department of English

Proposal for a Master of Arts in English Literatures

Submitted by:

Dr. Nandita Batra (chair of MA in Literatures Ad Hoc Committee, 2001-Present)

MA in Literatures Proposal amendments unanimously endorsed by
The Department of English Literature Sector April 2014:

MA in Literatures amendments unanimously endorsed by the Ad Hoc MA in Literature
Committee, October 2016

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I. INTRODUCTION

A. Program Title and Academic Degree

Master's program in English Literatures leading to the degree of M.A.

B. Brief Description of the Program

The Master's in English Literatures (MAEL) proposed here would add another advanced degree to the Department of English, which has at the moment no graduate program in literature. The department was founded in 1953, and initially offered only the Bachelor's degree, adding the M.A.E.E (Master of Arts in English Education) in 1980. The Bachelor's degree is currently based on a two-track division into literature and linguistics.

The Department of English has for several years had the necessary personnel to offer a Master of Arts in English Literatures (MAEL). The proposed MAEL here would offer a unique educational opportunity on this side of the island, but it would not aim only to attract students from Western Puerto Rico. With good publicity, it would draw students from other parts of the Caribbean, and even Latin America, Europe, and the United States. This would increase the international prestige of UPR-RUM.

C. Online Modes

Residence in Puerto Rico will be required for the first year. As of now, there are no plans for online modes of course offerings.

D. Duration of Program

Students who enter the program with all pre-requisites completed would be able to finish in two years of full-time study. The maximum time allowed is six years.

E. Expected Initiation Date of the Program

The program would start the semester after approval of the program by the *Junta de Gobierno de la Univerisdad de Puerto Rico*.

II. Professional Accreditation

The program does not require special professional accreditation.

III. Justification for the Program

A. Justification

The English Department should offer a Master's in literatures because such a program would thoroughly mesh with the goal of this campus being a complete university and research institution in keeping with its goals "To lead higher education throughout Puerto Rico while guaranteeing the best education for our students" and "to strengthen research and competitive creative endeavors."

In addition, the increased potential market for a degree such as the MAEL in the west of Puerto Rico merits it. *How This Program Would Serve Our Community*: One of the reasons that we propose an MAEL for our campus is that there is only one other such program in an English Department in Puerto Rico and it is located in the Metropolitan Area which focuses on Literature (in contrast, hundreds of Universities in the U.S. offer this degree. Examples include the University of Alabama, the University of Alaska, the University of Arkansas at Little Rock, and the University of Central Arkansas to name just a few). In practical terms, our program serves the purpose of offering the residents of western Puerto Rico the possibility of pursuing a graduate degree closer to where they live and work. But this program's uniqueness is threefold. In addition to easing geographical access, it provides a focus on Literatures in English (British, United States, The Anglophone Caribbean, British Postcolonies, Puerto Rican Literature in English). Although as is this program prepares graduates that can continue to competitive and rigorous Ph.D.

literature programs a third unique feature allows our students that so desire to choose up to nine credits (9) in electives from our current MAEL program. No other program on the island offers this choice of a pedagogical component. A candidate may select courses such as INGL 6009 Models for Teaching Literature, INGL 6028 Psycholinguistics and the Reading Process, INGL 6030 Theory and Practice Of Composition, INGL 6040 Practice in the Teaching of Composition, and INGL 6996 University Teaching Development. These unique offerings will strengthen those candidates' teaching careers in the classroom who are interested in specializing in the teaching foremost English literatures, literacy and composition. Thus, many of those teachers, writers, intellectuals, and citizens who graduate from our program will go on to contribute to the cultural life of the community which we live. Our program will help shape these people in a variety of ways at the same time that they will help shape and define the character of our program.

The literary critics Edward Said and Doris Sommer suggest two ways we can think about the importance of place in relation to the program we propose. In Edward Said's view, one of the tasks of the critic is "to reopen the blocked social processes ceding objective representation (hence power) of the world to a small coterie of experts and their clients."¹ As this statement indicates, Said proposes offering those who have not traditionally had access to graduate education the opportunity to speak and be heard. One of the purposes of the program we propose is to nurture the development of a variety of voices from the community we serve. Our job is to give these students the tools with which to produce their own articulate readings of the texts they choose informed by a knowledge of the state of criticism and theory today. The skills our program will help them develop will not only be of use to them in the reading of the texts they may study in our graduate courses. They will also give them the tools to better articulate their ideas in a great variety of professional and personal capacities later on.

Doris Sommer shows another way that the experience of literature can be associated with a relation to place. Sommer, an immigrant to the United States who grew up in Brooklyn surrounded by other immigrants from various countries, recounts how, in her neighborhood, "immigrant teenagers often learned to desire their countries and each other by reading national novels."² This formative literary experience later led her to study literature and then to write an acclaimed book of literary criticism showing how nineteenth century romance literature served the function of uniting social groups in Latin American countries and establishing new national identities which transcended their differences. As a Polish Jew who chose to study Latin American Literature, Sommer's story shows that those specific questions generated by personal experiences of place do not necessarily lead to a focus on the literature of one's own tradition. They can also open up a variety of perspectives and approaches to those questions of gender, class, ethnicity and nation which concern not only literary scholars but also often occupy center stage in our public discourse. In like fashion, the study of literature will offer our students new ways to address those issues that concern them as well as new horizons and possibilities for study.

The students that such a program would attract would include:

- a) teachers of English with a particular interest in literature
- b) those seeking a solid base for a variety of careers and for further graduate study
- c) those who find in the study of literature a culturally enriching and personally satisfying experience.

a) Preparation for Teachers of English with a Particular Interest in Literature

It might be argued that one Master's program in literature used to be enough for the entire population of Puerto Rico. However, at present, when graduate education is pursued by the majority of professionals for the purposes of career advancement, including, most relevantly in our case, teachers, more options should be offered to those seeking to do a Master's.

Our current MAEL program used to define itself as preparing high school teachers largely for the

¹ Said, Edward. "Emancipatory Actions in a Postmodern Era." *Curriculum Studies: Major Themes in Education*. ed. David Scott. New York: Routledge, 2003.

² Sommer, Doris. *Foundational Fictions*. Berkeley: University of California Press, 1993.

public schools. Public school teachers are given incentives to complete a Master's and earn more money when they do so. Teachers who live in the west of Puerto Rico will naturally find it more convenient to pursue a Master's close to where they live and work. And English teachers who live in the west should have the option of doing a Master's in Literature if that is their area of interest (a student-conducted survey of 2004 (Appendix C) of undergraduate and graduate students showed nearly unanimous consent--28 out of 29 students surveyed—for wanting the specialization of the program with the creation of two tracks, one in literature and one in linguistics. In addition, some students wrote on the survey form that a more specialized Master's would be a "Great Idea"—Questionnaire #2—and more specifically that we "desperately needed" greater specialization in the field of literature—Questionnaire #33.) The results of this survey clearly indicate that there is a demand for a graduate program that allows students interested in pursuing a career in education the chance to explore the field of literature in greater depth. This would be a chance that in turn would help increase their knowledge of this area of study and therefore their ability to teach it at the high school level. This will, in turn, help to produce more literate, well-read, and culturally knowledgeable high school students. Since these students, when they graduate, may become our students, we will also be contributing to the quality of those undergraduate students we may teach in the future. Thus, not only will the ones who graduate from the program contribute to the cultural life of the area, but also those students who are enrolled.

b) Preparation for Graduate Study and a Variety of Careers

Not everyone who does a Master's in our program does it with the goal of becoming a teacher. Some students, after obtaining their Master's, have proceeded to work in television. Another went on to study law at Yale University. And, of course, a Master's in literature, is the natural preparation for students who wish to continue graduate studies in literature and related fields. When the undergraduate students enrolled in the literature track were surveyed (cf. Appendix C), less than half indicated that they were planning to enroll in the current MAEL. The most common reason cited for not enrolling was either because they were not interested in graduate studies in English Education (41%), or they felt it lacked literature courses (29%). Furthermore, a majority of the undergraduate students that are in the literature track in the Department (84%) answered that the creation of two tracks—one in Literature and one in Linguistics—in the MAEL would influence their decision to join the program. A recent petition (2016) supports this trend, indicating that there is a genuine interest amongst students for the creation of a Master's Program that is more focused on Literature, and whose sole emphasis is not Education. Those students who are not doing a Master's for the purpose of becoming teachers should have the option of pursuing a degree which is not focused on pedagogy. An MA in literature provides such an option.

c) Cultural Enrichment

There is a third group of potential students we should consider, those who wish to pursue the study of literature because they aspire to deepen their cultural knowledge and because they find such study personally satisfying and enriching. Such is certainly the case of those who aspire to be artists and writers and look to Master's programs such as ours to help them better achieve their goals. As a university, our responsibility is not only to provide a practical education which opens up career opportunities, it is also to nurture the development of literate and cultured citizens who will be able to use what they have learned in our program to better educate their own children and students and make stronger contributions to the cultural life of our community in general. We owe it to these potential students to offer them this opportunity in the area of Puerto Rico where they live.

B. Potential Audience and Need for the Program

The study of literature has become a much more specialized field than it was when the UPRM English Department was first established in 1953. It is no longer considered merely a broad humanistic discipline that any literate person would be equipped to teach. Our present graduate students interested in literature find themselves at a considerable disadvantage when applying for a Ph.D. at a competitive institution. This MAEL would thoroughly prepare them for further study or for a position as a junior

professor of literature at the college level.

Adding an alternative like an MAEL should attract more students to our program and thus strengthen our department in general, and be in keeping with what a “complete” university offers.

C. Employment Opportunities for Graduates

A wide variety of opportunities awaits graduates of such a program:

(i) Employment in:

1. Public and private schools
2. Institutions of higher learning
3. Other professions that need adept users of the English language

(ii) Graduates of this program may also apply to doctoral or graduate programs in a variety of fields:

1. English Literature
2. Comparative Literature
3. Literary Theory
4. Cultural Studies
5. Film
6. Media
7. Law

IV. Relationship of the Proposed Program to the Mission of the University of Puerto Rico and the UPR Mayagüez Campus

This program would be directly related to the three principal components of the mission of the UPR-RUM: education, research, and service. It would also fulfill the global mission of the English Department, as well as its stated goal to create more advanced programs within the department. From an educational perspective, graduates from this program would be prepared to teach at the University level or to pursue doctoral studies in literature. From the perspective of research, it would prepare students for specialized study. In terms of service, it would give public and private school teachers the opportunity to earn an advanced degree in English literature at this institution.

These objectives are in complete harmony with both the UPR Strategic Plan “Diez para la Decada” 2006-2016, UPR Strategic Plan Plan Estratégico 2017-2022³, and the UPRM Strategic Plan 2012-2022. The program would be a response to the evolving needs of the University and Island populations. The addition of a significant number of courses at the graduate level would also add to the development of the University’s staff by providing an incentive to attract and retain literature professors.

Table 1 Alignment with UPR Strategic Plan 2017-2022

Objective	Intervention and Measurement
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE

³ <https://www.upr.edu/plan-estrategico-upr-2017-2021/>.

Objective	Intervention and Measurement
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of literary texts in a week. • Writing: Writing of academic papers amounting to several hundred words in a week. Writing a thesis.
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program
To produce a more specialized department	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research
To increase the amount and level of research in the English Department and the professional development of its professors.	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research
To prepare students for a doctoral degree in Literature at a top-ranked University	<ul style="list-style-type: none"> • Successful completion of courses that require advanced reading and writing skills • Thesis proposal and defense • Exit exams

See full table in Appendix E

V. Relationship with the Strategic Plan of the University of Puerto Rico and with the Institutional Plan of the Mayagüez Campus.

Table 2. Alignment with UPRM Strategic Plan

UPRM Strategic Plan 2012-2022 or UPR Strategic Plan 'Diez para la Decada' 2006-2016 and Plan 2017-2022	Objective	Intervention and Measurement
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p> <p>UPRM: Objective #5: To strengthen research and competitive creative endeavors</p> <p>d) Promoting our graduate offerings throughout the western hemisphere</p> <p>e) Promoting and supporting the creation of popular graduate programs and of external funding</p> <p>UPR: II. CULTURAS ACADÉMICAS DE ACTUALIZACIÓN, EXPERIMENTACIÓN Y RENOVACIÓN</p>	To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense

UPRM Strategic Plan 2012-2022 or UPR Strategic Plan 'Diez para la Decada' 2006-2016 and Plan 2017-2022	Objective	Intervention and Measurement
<p>Implantar mecanismos ágiles para crear, aprobar y evaluar nuevos programas y reformas curriculares.</p>		
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p> <p>UPR: II. CULTURAS ACADÉMICAS DE ACTUALIZACIÓN, EXPERIMENTACIÓN Y RENOVACIÓN</p> <p>Implantar mecanismos ágiles para crear, aprobar y evaluar nuevos programas y reformas curriculares.</p>	<p>To prepare students who will be well versed in literary theory and its application</p>	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE
<p>UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students</p> <p>UPRM: Objective #5: To strengthen research and competitive creative endeavors</p> <p>d) Promoting our graduate offerings throughout the western hemisphere</p> <p>e) Promoting and supporting the creation of popular graduate programs and of external funding</p>	<p>To prepare students with advanced speaking, reading and writing skills in English</p>	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of literary texts in a week. • Writing: Writing of academic papers amounting to several hundred words in a week; writing a thesis.
<p>UPRM: Objective #6: To influence our Puerto Rican society</p> <p>UPR I. VÍNCULO SOSTENIDO CON EL ESTUDIANTADO</p> <p>Ampliar, en la medida de las posibilidades institucionales, la diversificación académica y la oferta educativa y de servicios, en términos de horario, para atender el perfil cambiante del estudiantado.</p>	<p>To prepare students who are able to teach literature at the University and/or High School Level</p>	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program

UPRM Strategic Plan 2012-2022 or UPR Strategic Plan 'Diez para la Decada' 2006-2016 and Plan 2017-2022	Objective	Intervention and Measurement
UPRM: Objective #5: To strengthen research and competitive creative endeavors d) Promoting our graduate offerings throughout the western hemisphere e) Promoting and supporting the creation of popular graduate programs and of external funding	To produce a more specialized department	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research
UPRM Objective #5: To strengthen research and competitive creative endeavors 1. To provide support and essential resources necessary for efficient research and creative endeavors 2. To support external funding opportunities for research and creative endeavors at our campus, while supporting efforts for securing external investigation income UPR III. INVESTIGACIÓN Y LABOR CREATIVA COMPETITIVA Fortalecer los niveles de publicación de los universitarios, en particular en revistas arbitradas.	To increase the amount and level of research in the English Department and the professional development of its professors	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research
UPRM: Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students	To prepare students for a doctoral degree in Literature at a top-ranked University	<ul style="list-style-type: none"> • Successful completion of courses that require advanced reading and writing skills • Thesis proposal and defense • Exit exams

A. Relationship of this Program with Other Academic Programs Offered in Puerto Rico

The Department of English at UPR-Río Piedras is the only other Department on the island that offers a Master's in Literature degree. There is no other institution in Puerto Rico that offers such a degree. As such, an objective comparison of the proposed MA in Literature with the current program at UPR-RP is in order. The Graduate Student Directory for the English Department at UPR-RP lists 21 students currently enrolled in the MA in Literature and 12 graduates of the program, which was established in the "late 1960s"; three students are listed there as recent graduates of the program. As is common to many such programs, the MA in Literature at UPR-RP consists of 30 credits. Students take required 3-credit courses in "Critical Writing" and "Literary Criticism and Theory," six credits in "Period Specific" courses and six credits in "Author/Genre/Topic" courses, with 9 credits of electives. Thus, with a full academic load of 9 credits per semester, students can be expected to complete their course work in three semesters.

(See table 34a below for required courses and credits in the proposed program at UPR-RUM). Regarding UPR-RUM, MAEL students who choose the “Thesis Option” requiring 30 credits would be expected to complete their course work in three semesters; those choosing the “Exam Option” (36 credits) would be expected to take 4 semesters to complete their course work.

The demand for the program and the increasing enrollment at UPR-RUM justify the establishment of another program on the Western part of the island. In addition, the factor of time, distance, and traffic seriously deter working students from commuting to Río Piedras to pursue their educational goals. An MAEL could also attract English majors from other UPR and Inter-American campuses. In addition, the MAEL could be a graduate school option for UPRM majors in English, Comparative Literature, Education, Hispanic Studies, many of whom wish to pursue an advanced literary degree in English.

Besides UPR-Río Piedras, no other university on the island offers a Master’s in English Literature.

VI. Conceptual Framework

A. Mission

The MAEL promotes a thorough knowledge of the periods, movements, and genres of the diverse literatures in English in their respective contexts. This knowledge promotes global understanding through the study of literature.

B. Goals

The MAEL would have two goals. The first would be to produce graduates who are thoroughly prepared for entry into a Ph.D. program in literature at a competitive university. The second would be to enable those who wish to teach literature at the freshman or high-school level to increase their level of competency in that field.

C. Educational Philosophy

The Value of an Education in Literature: In our times, when some argue that education should be oriented towards the technological and the practical, the value of a humanities-based education needs to be emphasized. To argue that literary studies are not necessary or practical is equivalent to arguing that the cultivation of a greater understanding of human desire and emotion, of achievement and tragedy, of culture, of our place in the universe and in history, and of all the ways human beings have struggled to make language yield up to us its art, its beauty and its philosophical power are not necessary. We need scientists and engineers and all those who use their practical skills to make the world we live in function well but, unless we want to live in a shrunken and incomplete world, we need poets and critics, artists and intellectuals, just as much. Therefore, as a university, it is our responsibility to provide the kind of education which will nurture those of our students whose talents and interests lie in these areas. Offering students the opportunity to complete a Master’s in literary studies will stimulate them to think critically, philosophically, theoretically and creatively.

Literature is the story of human aspirations and our search for meaning. But it is not only that. To study literature is also to reflect on who we have been, and what we have felt and thought over the course of human history, and to study literature is to come to a greater understanding of these things. The history of literature is a series of revolutions and continuities. The work of those writers that are studied in the proposed program of study retain their significance because they still have the power to propose different ways of thinking and meaning. And, of course, literature is not only about particular historical moments of being. As the acclaimed literary critic René Wellek wrote, “Literature...asserts man’s defiance of time

and destiny, his victory over impermanence, relativity and history.”⁴ Because it is the product of imagination and intellect, literature not only documents and interprets, it also proposes, explores, and creates new worlds and new possibilities. All of these possibilities are there for the student of literature to explore.

The word “education” (from Latin *educere*) derives from the verb *to educe*, meaning to draw out. Rather than fill students up with knowledge, the goal of our program is to help them develop their own abilities. To this end, we will provide a comprehensive yet diverse education. Students will receive a solid formation in literary studies which will expose them to a variety of critical and theoretical approaches as well as a variety of literary periods, genres and styles. At the same time our program would provide the opportunity to work with a faculty with a diverse array of interests. Our department already has a reputation for being particularly attentive to and supportive of student needs and concerns. The proposed program will continue this tradition, offering students the opportunity to receive the individualized attention and mentoring from professors a small program such as ours would make possible.

D. Graduate Profile

Students who graduate from the program will:

- demonstrate knowledge of the field of literary theory
- have a thorough knowledge of literatures in English from the earliest times to the present
- demonstrate knowledge of a more specialized field in English Literature
- demonstrate competence in the application of literary theory
- demonstrate mastery over oral and written English
- be able to present their research in public at professional conferences or symposia
- be able to teach literature at college and high school levels

E. Curricular Components

a. Structure and Distribution

- Students must complete a minimum requirement of 36 credits if taking the “Exam Option” and a minimum of 36 credits if taking the “Thesis Option.”. According to Certification 09/09, Academic Senate, a maximum of 9 credits may be from courses at the 5000 level.
- Graduate students who receive teaching assistantships are required to take a one-credit University Teaching Development (UTD) course (Ingl 6996) for three consecutive semesters in addition to program requirements.
- Students must complete a thesis or pass a comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with *Certificación SA 09-09*.

Table 3 – Program Course Distribution for Thesis Option

Core Methodology	Core Period	Electives	Thesis
6 credits based on research methods and literary theory: (1) INGL 6605	15 credits to be taken from 5 of 6 different periods, or time spans, of literature. ⁵	3 credits to be distributed among Topic courses or additional Period	Three to six credits in thesis research

⁴ Wellek, René, and Stephen G. Nichols. *Concepts of Criticism: By Rene Wellek*. New Haven: Yale University Press, 1963. p.20.

⁵ The six periods have been defined as the following:
(1) Old and Middle English

Core Methodology	Core Period	Electives	Thesis
Research Methods in Literature (2) INGL 5015 English and American Literary Criticism	(See Table 5 for specific courses)	courses, if students wish to obtain greater depth in a particular topic or period. 6 elective credits in courses related to, but outside the area of interest	

Thesis Option:

Required Courses: (6 credits)

(Ingl 5015) English and American Literary Criticism

(Ingl 6605) Research Methods in Literature

Period Distribution Requirements: (15 credits)

To be taken from five of the six specified literary historical periods. A list of these period courses is given in Table 5 below.

Electives: (6 credits)

Students may take courses related to, but outside the area of interest

Thesis: (maximum of 6 credits)

Working toward and completing the thesis.

Total Credits for the Thesis Option: 36

Table 4. Program Course Distribution for Exam Option

Core Methodology	Core Period	Electives	Exam
6 credits based on research methods in literature and literary theory (1) INGL 6605 Research Methods in Literature (2) INGL 5015 English and American Literary Criticism	15 credits to be taken from 6 different periods, or time spans, of literature. (See Table 5 for specific courses.)	9 credits to be distributed among Topic courses or additional Period courses, if students wish to obtain greater depth in a particular period. 6 elective credits in courses related to, but outside the area of interest.	Required comprehensive exit exam, which will be designed by the Graduate Committee, based on the academic profile of the candidate, in accordance with <i>Certificación 09-09</i> .

Exam Option:

Required Courses: (6 credits)

(INGL 5015) English and American Literary Criticism

-
- (2) Shakespeare and the Renaissance to 1660
 - (3) British Literature from 1660-1900
 - (4) American Literature till 1900
 - (5) The Twentieth Century through World War II
 - (6) Literature since World War II

(INGL 6605) Research Methods in Literature

Period Distribution Requirements: (15 credits)

To be taken from five of the six specified literary historical periods. A list of these period courses is given in Table 5 below.

Electives: (15 credits)

Students may take courses related to, but outside the area of interest To be taken from Topic courses or additional Period courses.

Comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with Certificación SA 09-09.

Total Credits for the Exam Option: 36

F. Courses in the Curriculum

(One topic course should be offered each semester. At least three period courses should be offered each semester.) The required courses will be offered every other semester. Students who have taken these courses at the undergraduate level or similar courses at other institutions will have to apply to the Graduate Committee in order to have these courses approved for graduate credit. (Appendix B contains course creation forms and/or sample syllabi for the courses listed below.) Additional period courses will be added once the program has started.

Table 5. Courses in the curriculum

Course ID	Course Title and Credits	Period	Professors available to Teach as of Fall 2019
Ingl 5015	English and American Literary Criticism (3 credits)	Methodology	Profs Batra, Chansky, Chott, Lamore, Leonard, Haydock, Irizarry, Rodríguez,
Ingl 6605	Research Methods in Literature (3 credits)	Methodology	Profs Batra, Chansky, Lamore, Leonard, Haydock, Irizarry, Rodríguez,
Ingl 6478	Old English Language and Literature (3 credits)	Period 1	Prof. Haydock
Ingl 6247	Sixteenth-Century Literature (3 credits)	Period 2	Profs. Batra, Chott, Haydock
Ingl 6441	Shakespeare: Texts and Contexts (3 credits)	Period 2	Profs. Batra, Chott, Haydock
Ingl 6479	Neoclassical Literature (3 credits)	Period 3	Profs Batra, Lamore, Chott, Haydock,
Ingl 6487	The Romantic Movement: The First Generation (3 credits)	Period 3	Prof. Batra
Ingl 6076	The Romantic Movement: The Second Generation (3 credits)	Period 3	Prof. Batra
Ingl 6448	The Victorian Novel (3 credits)	Period 3	Prof. Batra, Chott
Ingl 6477	Victorian Poetry and Prose	Period 3	Prof. Batra

Course ID	Course Title and Credits	Period	Professors available to Teach as of Fall 2019
	(3 credits)		
Ingl 6059	Early American Literature to 1820 (3 credits)	Period 4	Profs Chansky, Chott, Lamore, Irizarry
Ingl 6048	Poetry since 1945 (3 credits)*	Period 6	Profs Chott, Lamore, Irizarry
Ingl 6075	Drama from 1880-1945 (3 credits)	Period 5	Prof. Batra, Chott, Leonard
Ingl 6516	Puerto Rican Literature in English (3 credits)	Topic Course	Profs Irizarry, Rodríguez
Ingl 6518	Literature of the Anglophone Caribbean (3 credits)	Topic Course	Profs Chansky, Lamore, Rodríguez
Ingl 6526	Postcolonial Theory and Literature from British Postcolonies (3 credits)	Topic Course	Profs Batra, Leonard
Ingl 6997	Topics in a Genre or Mode (variable content) (3 credits)	Topic Course	Profs Batra, Chansky, Chott, Lamore, Leonard, Haydock, Irizarry, Rodríguez
Ingl 6999	Thesis (0 to 6 credits)	Thesis	Profs Batra, Chansky, Chott, , Lamore, Leonard, Haydock, Irizarry, Rodríguez

*The course description of this course will specify “focusing mainly on British and American texts” and that these texts will reflect “diversity.”

G. Curricular Sequence

Core Courses

Students will be required to take INGL 5015 and INGL 6605 (Research Methods in Literature). If they have had one or both courses at the undergraduate or graduate level at another institution, these courses could be transferred.

Model of the Proposed Program

Thesis option	Exam option
<p>First Year, 1st semester: (9 credits) Ingl. 5015 (Core course, 3 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Period course, 3 credits)</p> <p>First Year, 2nd semester: (9 credits) Ingl. 6605 (Core course, 3 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Period course, 3 credits)</p> <p>Second Year, 1st semester: (9 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Topic or Period course, 3 credits) Ingl. 6999 (Thesis, 3 credits)</p> <p>Second Year, 2nd semester: (9 credits) Elective (3 credits)* Elective (3 credits)* Ingl. 6999 (Thesis, 3 credits)</p>	<p>First Year, 1st semester: (9 credits) Ingl. 5015 (Core course, 3 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Period course, 3 credits)</p> <p>First Year, 2nd semester: (9 credits) Ingl. 6605 (Core course, 3 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Period course, 3 credits)</p> <p>Second Year, 1st semester: (9 credits) Ingl. 6__ (Period course, 3 credits) Ingl. 6__ (Topic or Period course, 3 credits) Ingl. 6__ (Topic or Period course, 3 credits)</p> <p>Second Year, 2nd semester: (9 credits) Ingl. 6__ (Topic or Period course, 3 credits) Elective (3 credits)* Elective (3 credits)* Exam</p>

Example of Schedule of Course Offerings

First Year, 1st semester:

Ingl. 5015 (Core Course): English and American Literary Criticism
 Ingl. 6075 (Period course): Drama from 1880-1945
 Ingl. 6478 (Period course): Old English Language and Literature
 Ingl. 6448 (Period course): The Victorian Novel
 Ingl. 6516 (Topic course): Puerto Rican Literature in English

First Year, 2nd semester:

Ingl. 6605 (Core Course): Research Methods in Literature
 Ingl. 6247 (Period course): Sixteenth-Century Literature
 Ingl. 6997 (Topic course): Topics in a Genre or Mode (variable content)
 Ingl. 6459 (Period course): Early American Literature to 1820
 Ingl. 6076 (Period course): The Romantic Movement: The Younger Generation

Second Year, 1st semester:

Ingl. 5015 (Core Course): English and American Literary Criticism
 Ingl. 6526 (Topic course): Postcolonial Theory & Literature from British Postcolonies
 Ingl. 6441 (Period course): Shakespeare
 Ingl. 6479 (Period course): Neoclassical Poetry, Prose, and Drama

Ingl. 6999: Thesis

Second Year, 2nd semester:

Ingl. 6605 (Core Course): Research Methods in Literature
 Ingl. 6518 (Topic course): Literature of the Anglophone Caribbean
 Ingl. 6048 (Period course): Poetry since 1945*
 Ingl. 6477 (Period course): Victorian Poetry and Prose
 Ingl. 6247 (Period course): Sixteenth-Century Literature

Ingl. 6999: Thesis

Third Year, 1st semester (if needed):

Ingl. 5015 (Core Course): English and American Literary Criticism

Ingl. 6478 (Period Course): Early American Literature to 1820

Ingl. 6487 (Period Course): The Romantic Movement: The First Generation

Ingl. 6516 (Topic Course): Puerto Rican Literature in English

Ingl. 6999: Thesis

Third Year, 2nd semester (if needed):

Ingl. 6605 (Core Course): Research Methods in Literature

Ingl. 6075 (Period Course): Drama from 1880-1945

Ingl. 6479 (Period Course): Neoclassical Poetry, Prose, and Drama

Ingl. 6477 (Period course): Victorian Poetry and Prose

Ingl. 6997 (Topic Course): Topics in a Genre or Mode (variable content)

Ingl. 6999: Thesis

H. Curricular Coherence and Effectiveness

The courses are designed to produce graduates with a solid foundation in literary studies as well as knowledge of the major periods of literature in English. The methodology requirement equips the student with the necessary tools for literary research and analysis. The “period” requirement provides breadth; the topic offerings and additional electives enable depth.

I. Pedagogical Methodologies

In line with current research on college learning, we emphasize that teachers teach students, not classes. Although teaching strategies within courses will vary, running the gamut from lecture and discussion to seminar-style sessions, collaborative pedagogy will shape and lend consistency to all we do in this Masters in English Literature, giving students a stake and a say in what and how they learn. At the graduate level, we wish to stress particularly the fostering of what Ken Bain calls a “natural critical learning environment,”⁶ in which students work cooperatively with teachers on significant, specific, authentic problems, the ramifications of which stretch well beyond the classroom. Basic to this endeavor is the framing of provocative questions, questions that engage students in the deepest, broadest possible ways, and designed to elicit responses at once personal and intellectual, questions which encourage students to compare, analyze, apply, synthesize, and evaluate, rather than simply memorize and regurgitate. Courses should serve—to quote Bain again—“as a window through which students can begin to see what questions the discipline raises [...] what skills it employs to answer those questions; what intellectual standards it uses [...] to weigh competing claims.” As such, this graduate program will emphasize the constructed, always-evolving nature of knowledge by “teaching the conflicts,”⁷ in Gerald Graff’s terms. What this means in practice is a pedagogy aware of the embedded-ness of critical perspectives within broader social and historical concerns. Yet from a recognition of the situated-ness of literary studies something akin to Paulo Freire’s “critical pedagogy” becomes relevant as well.⁸ We hope to empower our students to live and practice freedom, to criticize rather than simply accept reality, and to

⁶ Bain, Ken. *What the Best College Students Do*. Cambridge, MA: Belknap Press of Harvard University Press, 2012.

⁷ Graff, Gerald. *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*. New York: W. W. Norton, 1993.

⁸ Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2005.

employ what they learn and teach to help transform their world.

At the graduate level in particular, instruction must be personal and addressed to individuals, “rendering,” in Claude M. Steele’s influential formulation, “unto the right students the right intervention” (“A Threat in the Air: How Stereotypes Shape Intellectual Ability”).⁹ Such approaches are in keeping with trends in contemporary graduate programs seeking to foster an intellectual community where professors and students cooperate in the production of critical knowledges. While our program is anchored in literary history, medieval to postmodern, we will also stress the importance of theoretical discourse in keeping the lines of communication open across specialties and disciplinary boundaries. Additionally, this program will pursue a process approach to writing that encourages students to continue developing and refining their work from class presentations and seminar papers through conference panels and journal publications.

J. Assessment Plan

The efficacy of the program would be regularly measured to see if we are accomplishing our objectives.

Table 6. Assessment plan (also see Section XV, p. 27)

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense 	If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE 	All students meeting the requirements of the course should show an improvement If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.	Every semester	Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development

⁹ Murphy, Mary C, Claude M. Steele, and James J. Gross. "Signaling Threat: How Situational Cues Affect Women in Math, Science, and Engineering Settings." *Psychological Science*. 18.10 (2007): 879-885.

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> Speaking: Class participation and oral presentation; thesis defense Reading: Critical reading of several hundred pages of literary texts in a week. Writing: Writing of academic papers amounting to several hundred words in a week: writing a thesis. 	<p>All students meeting the requirements of the course should show an improvement</p> <p>If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.</p>	Every semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> Experience as a Teaching Assistant Completion of Class Presentation Employment in local High School while still enrolled in the program 	<p>Over 75% of the population should have strong student evaluations.</p> <p>Over 75% of the population should have strong evaluations by their advisors.</p>	Every Semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To produce a more specialized department	<ul style="list-style-type: none"> Advanced courses being offered More specialized research 	<p>Significant increase in enrollment in specialized courses indicates a higher degree of specialization.</p>	Annually	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To increase the amount and level of research in the English Department and the professional development of its professors.	<ul style="list-style-type: none"> Faculty participation in professional conferences Publication of Faculty research Student participation in professional conferences Publication of Student research 	<p>Significant increase in faculty conference participation and publication.</p>	Annually	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To prepare students for a doctoral degree in Literature at a top-ranked University	<ul style="list-style-type: none"> Successful completion of courses that require advanced 	<p>Acceptance of over 75% of those applying for a doctoral degree in</p>	Every 2 years	Curricular Review and Possible Revision

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
	reading and writing skills <ul style="list-style-type: none"> • Thesis proposal and defense • Exit exams 	Literature at a top-ranked University		Implementation of New Teaching Practices Faculty Development

VII. Admission, Enrollment, and Graduation

A. Admission Requirements

Applicants to the program should satisfy the following conditions:

- i) Hold a Bachelor's degree with at least 9 credits in British literature and 6 in American literature from an accredited institution of higher learning or show proficiency on the advanced Literature GRE exams in lieu of completing these deficiencies. The departmental Graduate Committee will assess the applicants and can assign up to 4 undergraduate courses to be taken by applicants who have deficiencies.
- ii) Have a GPA of at least 3.00 in English courses
- iii) Have mastery over written and spoken English (a criterion that will be evaluated by the Departmental Graduate Committee)
- iv) Certification 09-09 provides for conditional admission to be granted to candidates who require pre-requisites.

B. Enrollment Projection

Up to 6 students per semester are expected to be admitted

C. Degree Requirements

i) Total Number of Credits

Students in the Thesis Option should satisfy the following requirements:

- 6 credits of core methodology courses
- At least 15 credits in Period courses
- At least 9 credits to be distributed among topic courses, or additional Period courses, if students wish to obtain greater depth in a particular period. Up to 6 credits may be taken from other areas: courses from the English MAEE.
- At most 6 credits in 6999 (Master's thesis)

Students in the Exam Option should satisfy the following requirements:

- 6 credits of core methodology courses
- At least 15 credits in Period courses
- At least 15 credits to be distributed among topic courses, or additional Period courses if students wish to obtain greater depth in a particular period. Up to 6 credits may be taken from other areas: courses from the English MAEE.

ii) Minimum Academic Index

An academic index of 3.0 (minimum) would have to be maintained for courses in the Plan of Study.

iii) Total Number of Transferred Credits

The departmental graduate committee will evaluate applications for the transfer of credits from other Universities up to a maximum of 9 of the required credits. For the degree 9 credits may also be fulfilled though the MAEL courses Ingl. 6055, 6056, 6058. (Studies in Literature).

iv) Residence

Students must be in residence in Puerto Rico for the first two semesters and must have passed 60% of

the required credits for the program.

v) Language Requirement

The program would not have a language requirement other than the one required by University Graduate Studies regulations. Presently the University Graduate Studies regulations defer language requirements to each program. Currently many programs state that international students for whom English is not the first language are required to submit a Test of English as a Foreign Language (TOEFL) exam score.

vi) Requirements for Exit Exam or Thesis Options

a) Exit Exam Option

Students taking the option of comprehensive exit exam must pass an exam which would require them to demonstrate knowledge of the major works representative of 5 of the 6 assigned literary periods. In order to pass, the student must obtain passing marks (pass/fail) on four out of five questions (80%) of the exam. They may retake simply the questions that they failed, as long as they have passed 3 out of five questions. If they have failed more than 3 questions, they must re-take the entire exam. They may re-take the exam (in full or in part) no sooner than the following semester and no later than one year after their first attempt to pass the exam. (The student may register to take the exam during the summer if all members of the student's committee agree to meet and work during the summer.) Failure in any area of the exam during a second attempt will constitute failure in the MALIT program.

a) Proposal and Thesis Option

Students taking the thesis option should have their thesis proposal approved by their 3rd semester in the program. The proposal must be approved by the student's graduate committee. The student's graduate committee should be formed by the end of the first year and consists of a minimum of 3 members, at least 2 of whom are members of the English Department. Research and the preparation of the thesis must correspond to the proposal as originally approved and submitted to the Office of Graduate Studies as part of the student's academic program. Any substantial topic changes in the final thesis will require a new proposal. The student's committee chair is responsible for evaluating whether or not the changes are substantial. The thesis defense must be completed on or before the last day of class in a semester. The final version of the thesis, approved and signed by all the members of the student's committee and the OGS representative, must be submitted by the deadline stipulated by the Office of Graduate Studies, otherwise the defense must be repeated. The above does not apply to students who are defending the thesis in the last semester of the allotted time for completing their degree., These students must submit the completed and duly approved thesis during the final exam period of their last semester.

vii) Time to Complete the Thesis

Students will have a maximum of 6 years to complete the degree.

VIII. Faculty Development

A. Profile

Faculty available. The English Department has had the necessary faculty to begin a Master's program for several years. There are 9 professors in the Literature Sector, and all hold Ph.Ds in literature. There would be no pressing need to hire additional faculty to begin the MA program. Hiring 5 Teaching Assistants (graduate students in the program) would not only cover the gap created by Full-time faculty being less available to teach first- and second-year courses, it would also provide teacher-training for these graduate students. The English department consistently employs on average thirty Graduate Teaching Assistants (GTA) every semester. Students in the MAEL will compete in the selection process be part of this departmental GTA resource pool. Once chosen the MAEL GTA will comply to all certifications, regulations and UTD required of GTA at UPRM.

The table below shows the composition of the department's literature faculty as well as their major area of specialization. All the major areas of literature in English are covered by the present faculty.

Table 7 Available Faculty as of Fall 2019

Name Rank PhD Institution Year	Fields of Expertise	Status	Can Teach
Batra, Nandita. University of Rochester, 1987.	19 th - and 20 th - century British Literature, Shakespeare, Gender, Disability, Anthrozoological and Postcolonial Studies	Tenured	Ingl. 5015: English & American Literary Criticism; Ingl. 6605: Research Methods; Ingl. 6441: Shakespeare; Ingl. 6479: Neoclassical Poetry, Prose and Drama; Ingl. 6487: The Romantic Movement: The First Generation; Ingl. 6076: The Romantic Movement: The Younger Generation; Ingl. 6448: The Victorian Novel; Ingl. 6477: Victorian Poetry and Prose; Ingl. 6075: Drama from 1880-1945; Ingl. 6476: Fiction from 1900 to 1945 Ingl. 6526: Postcolonial Theory & Literature from British Postcolonies; Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Chansky, Ricia. Ph.D. Illinois State University, 2009.	Women's literatures, Caribbean literatures, diasporic and colonial/post- colonial studies, Transamerican studies, auto/biography studies, multimodal narratives, feminist theory, and pedagogy	Tenured	Ingl. 5015: English & American Literary Criticism; Ingl. 6605: Research Methods; Ingl. 6526: Postcolonial Theory & Literature from British Postcolonies; Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6459 Early American Literature Ingl. 6048 Poetry since 1945 Ingl. 6518 Literature of the English-Speaking Caribbean Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Chott, Laurence. Ph.D. Ball State University.	Advanced English, American literature survey, world literature survey, Shakespeare, special topic: "The Image of Baseball in Literature"	Tenured	Ingl. 5015: English & American Literary Criticism Ingl. 6605: Research Methods; Ingl. 6459 Early American Literature Ingl. 6048 Poetry from 1945, Ingl. 6476 Fiction since 1945 Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Flores, Leonardo. Ph.D. University of	Electronic literature, digital	Tenured	Ingl. 5015: English and American Literary Criticism; Ingl. 6605: Research Methods in Literature;

Name Rank PhD Institution Year	Fields of Expertise	Status	Can Teach
Maryland, 2010.	humanities, new media studies, poetry, 20th century American literature		Ingl. 6048: Poetry since 1945; Ingl. 6997: Topics in a Genre or Mode; Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Haydock, Nickolas. University of Iowa, 1994.	English literature, Medieval, Early Modern, Restoration and Eighteenth Century, Literary Theory, Film, Classicism, Orientalism and Medievalism	Tenured	Ingl. 5015: English and American Literary Criticism Ingl. 6605: Research Methods in Literature; Ingl. 6478: Old English Language and Literature; Ingl. 6247: Sixteenth Century; Ingl. 6441: Shakespeare; Ingl. 6479: Neoclassical Poetry, Prose, and Drama Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Irizarry, José. Ph.D. 1999 Indiana University of Pennsylvania	American literature: 19th century and early 20th century African American Literature mid-19th to early 20th Century, Puerto Rican Literature written in English in the US	Tenured	Ingl. 5015: English and American Literary Criticism; Ingl. 6459: Early American Literature Ingl. 6516: Puerto Rican Literature in English; Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Lamore, Eric. Ph.D. Illinois State University.2007	Early American Literature, African American Literature, American Literature, Caribbean Literature, Literary Criticism and Theory, Teaching of Literature, Slavery Studies, Olaudah Equiano Studies, The Early Black Atlantic, Caryl Phillips Studies	Tenured	Ingl. 5015: English and American Literary Criticism Ingl. 6605: Research Methods in Literature; Ingl. 6459: Early American Literature Ingl. 6518: Literature of the English-Speaking Caribbean Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Leonard, Mary.	20th and 21st	Tenured	Ingl. 5015: English & American Literary Criticism;

Name Rank PhD Institution Year	Fields of Expertise	Status	Can Teach
Ph.D. University of the West Indies in Barbados 2003.	Century Literature; Modernism; Film and Media; Visual Narration; Narratology		Ingl. 6605: Research Methods in Literature Ingl. 6075: Drama from 1880-1945; Ingl. 6526: Postcolonial Anglophone Literature; Ingl. 6997: Topics in a Genre or Mode (variable content); Ingl. 6048: poetry since 1945 Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III
Rodríguez, Linda University of Michigan, Ann Arbor 1994.	Caribbean and African/Caribbean Diaspora Literature, Culture, History, Women's Literature, US Latino, Creative Writing, Poetry, Drama and Performance, and Film Studies.	Tenured	Ingl. 6441: Shakespeare; Ingl. 6048: Poetry since 1945; Ingl. 6516: Puerto Rican Literature in English; Ingl. 6518: Literature of the English-Speaking Caribbean; Ingl. 6997: Topics in a Genre or Mode (variable content) Ingl. 6055: Studies in Literature I Ingl. 6056: Studies in Literature II Ingl. 6058: Studies in Literature III

IX. Administration of the Program

A. Office of Graduate Studies

This program would fall under the auspices of the UPR-RUM Office of Graduate Studies, which is in charge of regulating the rules of graduate study for this campus. This office would receive applications for admissions, sending those that complied with the minimum requisites for admission to the English Department, and notify the candidate of the decision taken by the Director of the department. The Office of Graduate Studies would also certify that the student completed all the requirements for the degree.

B. Department of English

The Departmental Graduate Committee governs the program regulations. The student's Graduate Committee supervises his or her progress through the program, both in accordance with the regulations of the Office of Graduate Studies. The English Department has over 30 years of experience in the administration of graduate programs, and the necessary infrastructure is already in place.

X. Information Resources

The General Library of UPR-RUM has a number of books related to literature (approximately 7000) as well as 30 journals and 8 electronic databases. Additional materials in literature would certainly be a plus, and they would benefit not only graduate students but undergraduates as well. Nevertheless, the current resources are adequate for the program to begin.

The Department of English would establish a committee for Graduate Resources to identify books, journals, and audiovisual material needed by our graduate students. The General Library would use this information to acquire new material. This measure and Internet access would obviate the need for a

specialized library

As the General Library is moving towards electronic rather than print subscriptions, there are more available resources for our graduate students now than there were in 1980, when the first graduate program was started in the English Department. Our students have access to international resources, and combined with the excellent Interlibrary Loan department of the UPRM library, our resources are adequate to support a graduate program in literature.

XI. Teaching, Research and Service Resources

At the moment, the Department of English has facilities in Edificio Chardón, which include 7 classrooms with A/C, computers and projectors. All the remaining classrooms also have computers and projectors. There would be no need for new physical facilities. The present computer facilities should be maintained and modernized for the general needs of the English Department, but the MA program will not create a need for additional computers.

XII. Student Services

A number of student services are available to students at UPR-Mayagüez, such as teaching and research assistantships. Students in this program could receive up to two years of assistantships, which could possibly be extended for another year. As of 2014-2015, the graduate stipend for students holding a Bachelor's degree is \$917. All Teaching assistants work under supervision, through courses as well as mentors. Students receiving teaching assistantships from institutional funds have their registration fee waived, but other fees and medical plan costs are not waived.

In addition, students in this program can also apply for scholarships. The Graduate Students Office maintains a list of various programs that provide different scholarships. The Mayagüez campus also offers various services including emergency and other medical assistance at the on-campus Medical Services Center, extensive assistance on degree-related issues by the Office of Graduate Studies, an Office for Services to Students with Disabilities, a Sports Department offering sport and fitness services and facilities, and a Placement Office that helps students seek employment after graduation.

Full information about financial aid for graduate students and other services is available on the Office of Graduate Studies website.

XIII. Student Catalog and Outreach

A description of the program will be available in the Student Catalog, both in print and online. Several measures will be taken to provide publicity both internationally and on the Island. Appendix A provides a draft of the Graduate Catalog Description.

XIV. Budget

The establishment of a new Master's program would require minimal institutional support, particularly during the first few years. Since the normal course load for professors in the Dept. of English is four 3-credit courses per semester, many Literature professors teach one general proficiency ("service") freshman or sophomore course, such as Engl. 3103-04 or 3011-02, in addition to upper-level Literature courses. Therefore, there would probably be some gaps created by the diversion of literature professors from freshman courses to graduate MA classes. However present faculty could be reallocated to teach graduate courses and teaching assistants could be assigned general proficiency courses in the first year; the situation will be assessed at the end of the first year and depending on the popularity of the program and frequency with which courses are offered, recommendations for hiring 1 new Assistant Professor might be made. The following table (Table 7) shows a budget plan for the first four years of the program.

Table 8. Budget

Description	Year 1	Year 2	Year 3	Year 4
5 Teaching assistants \$9170 p/a for each	\$ 45,850	\$ 45,850	\$ 45,850	\$ 45,850
Total	\$ 45,850	\$ 45,850	\$ 45,850	\$ 45,850

XV. Assessment Plan and Program Evaluation

The program would be evaluated annually by the Departmental Graduate Committee, taking into consideration criteria that would include the number of applicants, the number of students accepted into the program, the index of retention, the time taken for completion of degree, the academic success of students in the program, their participation in conferences and professional meetings and their success in finding employment after graduation. Periodic evaluation would enable the department to improve the program.

A. Program Assessment

Objective	Index of Success	Measurement	Frequency of Assessment
Create appeal for quality students from the Island and a wide geographic radius	Number of students applying, high GPAs; number of international students	Keep statistics on student applications	Annual
Index of Student Retention	50% of the students who enter with no deficiencies graduate within 2 years	Keep statistics on student graduation	Annual
Promote participation in conferences	75% of the students present at 1 conference every other year; 50% at 2 or more	Keep records of student participation in conferences	Annual
Academic success after graduation	75% of the students who apply to a doctoral program are accepted; 75% of those who apply for school-teaching jobs find employment; 75% of those who apply for jobs described in III.C.1.3 above find employment	Maintain a database with information on alumni	Annual

XVI. Development Plan

1. Development Assessment

Objective	Index of Success	Measurement	Frequency of Assessment
Provide an opportunity for UPRM undergraduates to continue their graduate studies at UPRM instead of moving off-island	Number of undergraduate students asking for letters of recommendation for Master's programs in Literature outside Puerto Rico should drop by 50%	Keep statistics on undergraduate applications	Bi-Annual
Draw students from a wide geographic radius to the MA program	Applications from at least 2 international students every semester	Keep statistics on applications	Annual

Objective	Index of Success	Measurement	Frequency of Assessment
Promote participation by students in this program in local and international conferences	75% of the students present at 1 conference every other year; 50% at 2 or more	Keep records of student participation in conferences	Annual
Promote publication by students in this program	50% of the students have 1 publication by their 3 rd semester; 25% have 1 publication within a year	Maintain statistics on student publication	Bi-Annual
Motivate UPRM English Department professors to continue their research and develop professionally	Publication by UPRM faculty members has increased by 30% in the first two years; 50% after five years	Maintain statistics on faculty publication	Annual

XVII. Appendices

Appendix A: Draft Graduate Catalog Description

The Department of English offers graduate study leading to the Master of Arts in Literature.

In addition to the general prerequisites for admission to the Graduate School of the University of Puerto Rico at Mayagüez, the English Department requires that applicants:

Minimum 3.00 general and major grade point average. The Department Graduate Committee may consider applicants whose general and major GPA is 2.75-2.9 if compelling justification for the lower average is provided in the application.

International students whose native language is not English must submit their TOEFL scores. The minimum score required is 550 for paper-based test, 213 for the computer-based test and 79 for the internet-based test.

Hold a Bachelor's degree with at least 9 credits in British literature and 6 in American literature from an accredited institution of higher learning or show proficiency on the advanced Literature GRE exams in lieu of completing these deficiencies.

The departmental Graduate Committee will assess the applicants and can assign up to 4 undergraduate courses to be taken by applicants who have deficiencies.

iii) Have an academic index of 3.00 in English courses

iv) Have mastery over written and spoken English (a criterion that will be evaluated by the Departmental Graduate Committee)

submit a one-page, single spaced statement of purpose with their on-line application.

submit an academic writing sample (e.g. course paper) or a 3-5 page career philosophy.

submit results of the GRE or EXADEP

submit three recommendations from professionals who are familiar with the applicant's academic and/or professional work. Formal letters should be attached to

the recommendation form provided with the application.

complete a personal interview with a member of the Department Graduate Committee and/or the Chair of the Department.

fulfill any additional requirements of the Graduate Studies Office

Applicants must submit a one-page, single spaced statement of purpose written in English with their on-line application.

Applicants must also submit an academic writing sample (e.g. analytic essay).

Three recommendations from faculty who are familiar with the applicant's academic and/or professional work. Formal letters should be attached to the recommendation form provided with the application.

Personal interview with a member of the Department Graduate Committee and/or the Chair of the Department.

Pre-requisites: The prospective students must take or have had taken the following undergraduate courses (or equivalent courses).

9 credits in British Literature and 6 credits in American Literature from an accredited institution.

Conditional Admission:

Students who lack up to 12 credits of course work may be admitted to the program on a conditional basis. These students are required to make up the deficiencies by passing relevant course work during their first year in the program.

Within the Masters in Literature program, there are two courses required for all students. Outside of the core, students choose one from two options.

Option I: Thesis

Option II: Comprehensive Exam

The thesis option requires students to take 15 credits to be taken from 5 of 6 different periods, 15 credits to be distributed among Topic courses or additional Period

courses if students wish to obtain greater depth in a particular period. In addition, at least 6 credits in working towards and completing a thesis. The comprehensive exam option requires students to take 15 credits to be taken from 5 of 6 different periods and 21 credits to be distributed among Methodology, Topic or Period courses. They will also take a Comprehensive exit exam, which will be designed with the candidate and approved by the Committee in accordance with *Certificación 09-09*.

Each option is defined clearly in the English Department Graduate Handbook that is available on our website: uprm.edu/english.

Additionally, applicants must:

Have a minimum Bachelor's degree GPA of 3.00 (those with a GPA between 2.75 and 2.99 may be considered at the discretion of the Graduate Admission Committee if compelling justification for the lower average is provided in the application).

Students who do not meet these requirements may be admitted on a provisional basis until deficiencies are removed.

****All letters of recommendation and evidence of the above material should be submitted to the Graduate School along with the regularly required material.**

ADVANCED UNDERGRADUATE COURSES

INGL 5015. ENGLISH AND AMERICAN LITERARY CRITICISM (On demand). Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department. Theory and practice of literary criticism within the tradition of English and American literature. A research paper will be required.

GRADUATE COURSES

INGL 6478. OLD ENGLISH LANGUAGE AND LITERATURE. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. An introduction to Old English, coupled with a study of Old English prose and lyric. Students will read representative texts such as the prose works of Bede, Aelfric, Wulfstan, the Anglo-Saxon Chronicle, and

anonymous prose works, as well as poetry from the Anglo-Saxon verse anthology, *The Exeter Book*.

INGL 6605. RESEARCH METHODS IN LITERATURE. Three credit hours. One and a half hour of lecture and one and a half hour of seminar per week. Prerequisite: six credits in English Literature at the 3000 level or above. Study of the materials and methodologies used in literary research. Development, documentation, and defense of a thesis proposal on a literary topic. Preparation of a paper suitable for a professional symposium or academic publication.

INGL 6048. POETRY SINCE 1945. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week.

Discussion of the main poetic traditions that characterize the works of the major poets since the second half of the Twentieth Century, including a distinction between modern and postmodern poetry. Examination of movements, themes, and conventions associated with poetry of this period and identification of the common elements in poetry from 1945 to the present. Study of the relationship between primary sources taking into account their historical and cultural contexts. Development of a research project using literary critical theory.

INGL 6055. STUDIES IN LITERATURE I. Three credit hours. Three hours of lecture per week. Study of selected authors, themes, or movements in the literature of the English language.

INGL 6056. STUDIES IN LITERATURE II. Three credit hours. Three hours of lecture per week. Study of selected authors, themes, or movements in the literature of the English language.

INGL 6058. STUDIES IN LITERATURE III. Three credit hours. Three hours of lecture per week. Study of selected authors, themes, and movements in the literature of the English language.

INGL 6441. SHAKESPEARE: TEXTS AND CONTEXTS Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of Shakespeare's texts and contexts at an

advanced level, including a study of the critical, textual, and scholarly traditions. Students will refine their critical reading and writing skills, acquire an understanding of the relationship between the primary texts and their cultural/historical contexts, comprehend the critical theory pertinent to studying Shakespeare's texts, and apply critical theory in the reading of primary texts.

INGL 6075. DRAMA 1880-1945. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, conventions and contexts of dramatic works of representative writers from the period 1880-1945, such as Oscar Wilde, John Synge, W.B. Yeats, Lillian Hellman, Bernard Shaw, Sean O'Casey, Clifford Odets, Christopher Isherwood, Maxwell Anderson, T.S. Eliot and Eugene O'Neill. Discussion of the relationship between the primary texts and their historical period through the use of critical theory. An original research project will be required.

INGL 6479. NEOCLASSICAL LITERATURE EXCLUDING THE NOVEL. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A study of the major topics that characterize representative poetry, drama and shorter prose of the Neoclassical period. Representative poets, dramatists and prose-writers--such as William Congreve, William Wycherley, Aphra Behn, Addison & Steele, Samuel Johnson, Richard Sheridan, John Dryden, Alexander Pope, Anne Finch, William Cowper, Thomas Gray, and James Thomson--will be included in the reading. Students will develop a research paper that uses secondary sources to analyze texts from this period.

INGL. 6487. THE ROMANTIC MOVEMENT: THE FIRST GENERATION. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of the representative writers (born 1743-1775) of the First Generation of the Romantic Movement, such as William Blake, Robert Burns, William Godwin, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Sir Walter Scott, Samuel Taylor Coleridge, Charles Lamb, Anna Barbauld, Charlotte Smith, and William Hazlitt. Students will develop a research project that requires the use of secondary sources to analyze texts from the period.

INGL 6076. THE ROMANTIC MOVEMENT: THE SECOND GENERATION. Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of the representative writers of the Second Generation of the Romantic Movement born after 1775, also known as the "Younger Generation." Development of analytical skills and use of critical theory through a historical perspective of the primary texts and their historical period. Development of a research project using secondary sources to analyze texts from the period.

INGL 6477. VICTORIAN POETRY AND PROSE Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements and conventions of representative poets and non-fictional prose-writers of the Victorian period (1837-1901). They will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6448. THE VICTORIAN NOVEL. Three credit hours. Three hours of lecture and discussion per week. Identification and analysis of the themes, elements, conventions, and authors of the novels of the Victorian period (1837-1901). A research project including the use of secondary sources to analyze texts is required.

INGL 6459. AMERICAN LITERATURE UNTIL 1820. Three credit hours. One and a half hours of lecture and one and a half hours of discussion per week. Identification and analysis of the themes, elements, and conventions of American literature until 1820. Analysis of the relationship between the primary texts read in the course and their cultural/historical contexts. Application of critical theory in the analysis of Early American literature. A research project will be required.

INGL 6526. POSTCOLONIAL THEORY AND LITERATURE FROM BRITISH POSTCOLONIES Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. Identification and analysis of the themes, elements, and conventions of postcolonial British literary texts, mainly of writers from former colonies or dependencies of the British empire and their diaspora, such as Chinua Achebe, Wole Soyinka, C.L.R. James, V.S. Naipaul, Tsiti Dangarembga, Raja Rao, Salman Rushdie, Arundhati

Roy, Bapsi Sidhwa, Seamus Heaney, J.M. Coetzee and Peter Carey. Students will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6997. TOPICS IN A GENRE OR MODE Three credit hours. One and a half hours of lecture and one and a half hours of seminar per week. A variable content course offering a detailed examination of a specific literary genre or mode, such as Science Fiction, Comedy, The Gothic and Magical Realism, among others. Students will develop a research project that requires the use of secondary sources to analyze the primary texts.

INGL 6516. PUERTO RICAN LITERATURE IN ENGLISH. Three credit hours. Three hours of lecture per week. Identification and analysis of the themes, elements, and conventions of Puerto Rican literature in English since 1898. Discussion of the relationship between the primary texts read in the course and the cultural/historical contexts. Application of critical theory in the reading of primary texts. An original research project will be required.

INGL 6995. RESEARCH. One to three credit hours. Three to nine hours per week of research.

Research on a topic, which focus and breadth of study will be designed by the student and approved by the supervising professor prior to registration in the course.

INGL 6999. THESIS. Three to six credit hours. Research in the fields of English language and applied linguistics, and presentation of a thesis.

ENGLISH FACULTY

A list of professors who engage in graduate activities in Literature in the department follows including their highest earned degree, the date of completion, and the degree-granting institution. Research and teaching interests are also included.

NANDITA BATRA, *Professor*, Ph.D., 1987, University of Rochester. Research and teaching interests: British Literature (1660 to the present), Postcolonial Studies, Gender Studies, Disability Studies, Anthrozoological Studies, Literary Theory.

RICIA CHANSKY, *Assistant Professor*, Ph.D. 2009, Illinois State University. Research and teaching interests: Literatures of Marginalized Communities, Feminist Theory, Pedagogy, Visual Culture, Autobiography Studies, Cultural Geography Studies.

LAURENCE CHOTT, *Assistant Professor*, Ph.D. 1985, Ball State University. Research and teaching interests: E.E. Cummings, Modern American Poetry, The Literature of Exploration, The Historical Background of Shakespeare's *The Tempest*.

LEONARDO FLORES, *Professor*, Ph.D. 2010, University of Maryland. Research and teaching interests: Poetry, Electronic Literature, American Literature, Film, Media and Writing, Science Fiction, and Fantasy.

NICHOLAS HAYDOCK, *Professor*, Ph.D. 1995, University of Iowa. Research and teaching interests: Old English, Middle English, Middle Scots, Movie Medievalism, Film, Scottish Makkers, Robert Henryson, William Dunbar, Gavin Douglas, Epic, History of English. Neoclassism.

JOSÉ IRIZARRY, *Professor*, Ph.D. 1999, Indiana University of Pennsylvania. Research and teaching interest: Early 20th Century Puerto Rican Writing in the US, African American Intellectual Discourse, Autobiographical Discourse.

ERIC LAMORE, *Associate Professor*, Ph.D. 2007, Illinois State University. Research and teaching interests: American Literature, African American Literature, Caribbean Literature, Critical Theory.

MARY LEONARD, *Professor*, Ph.D. 2003, University of the West Indies. Research and teaching interests: Film, Media, Twentieth and Twenty-First Century Literature.

LINDA RODRÍGUEZ, *Professor*, Ph.D. 1994, University of Michigan. Research and teaching interests: Caribbean Writers, Women Writers, Creative Writing, and Film.

Appendix B: contains a list of all faculty in the English Department in the field of literature, listing their highest degrees and areas of specialization.

NANDITA BATRA, *Professor*, Ph.D., 1987, University of Rochester. Research and teaching interests: British Literature (1660 to the present), Postcolonial Studies, Gender Studies, Disability Studies, Anthrozoological Studies, Literary Theory.

RICIA CHANSKY, *Associate Professor*, Ph.D. 2009, Illinois State University. Research and teaching interests: Literatures of Marginalized Communities, Feminist Theory, Pedagogy, Visual Culture, Autobiography Studies, Cultural Geography Studies.

LAURENCE CHOTT, *Assistant Professor*, Ph.D. 1985, Ball State University. Research and teaching interests: E.E. Cummings, Modern American Poetry, The Literature of Exploration, The Historical Background of Shakespeare's *The Tempest*.

NICHOLAS HAYDOCK, *Professor*, Ph.D. 1995, University of Iowa. Research and teaching interests: Middle English, Middle Scots, Movie Medievalism, Film, Scottish Makkar, Robert Henryson, William Dunbar, Gavin Douglas, Epic, History of English.

JOSÉ IRIZARRY, *Professor*, Ph.D. 1999, Indiana University of Pennsylvania. Research and teaching interests: Early 20th Century Puerto Rican Writing in the US, African American Critical Discourse, Autobiographical Discourse.

ERIC LAMORE, *Associate Professor*, Ph.D. 2007, Illinois State University. Research and teaching interests: American Literature, African American Literature, Caribbean Literature, Critical Theory.

MARY LEONARD, *Professor*, Ph.D. 2003, University of the West Indies. Research and teaching interests: Film, Media, Twentieth and Twenty-First Century Literature.

LINDA RODRÍGUEZ, *Professor*, Ph.D. 1994, University of Michigan. Research and teaching interests: Caribbean Writers, Women Writers, Creative Writing, and Film.

1. Appendix C: Student surveys in 2004 illustrating the demand for more graduate programs in the field of Literature in English. ¹⁰

The English Department in UPR-RUM currently offers a Masters of Arts in English Education (MAEE). The purpose of this survey is to review and if necessary suggest updates to this program, and to explore new options for current and future graduate students according to their needs. Please answer the following questions by checking the corresponding box.

1. How would you describe yourself?

- Undergraduate Student
- Graduate Student
- Alumnus

2. What is your Major / Track or what is your principal field of interest?

- ESL and Linguistics
- Literature

3. Are you enrolled or interested in enrolling in the MAEE at UPR-RUM, or have been enrolled in the past?

- Yes – enrolled
- Yes – plan to enroll
- Yes – enrolled in the past
- No

4. If you answered yes, proceed to question 5. If you answered no, why not?

- Lack of Literature courses
- Lack of Linguistic courses
- Limited Financial Aid / Lack of Assistantships
- Not interested in Graduate Studies in English Education
- Not interested in Graduate Studies in English in general

5. What attracted you to the MAEE program?

- Convenience – it fits my schedule
- Physical proximity to where I live
- Affordable enrollment fees and the possibility of financial aid
- Course Offerings
- Other: _____

¹⁰ This petition was a major impetus for the development of a proposal to offer a Masters in Literature. It has not been replaced because the process for offering a Master's in Literature has already begun. This proposal was initially developed in 2004 but was placed on hold while the minimum number of courses for a student to graduate had been approved.

6. Do you believe that the creation of two MAEEs, one in ESL and Linguistics, and one in Literature would not only contribute to the specialization of the Graduate Program, but also improve its overall quality?

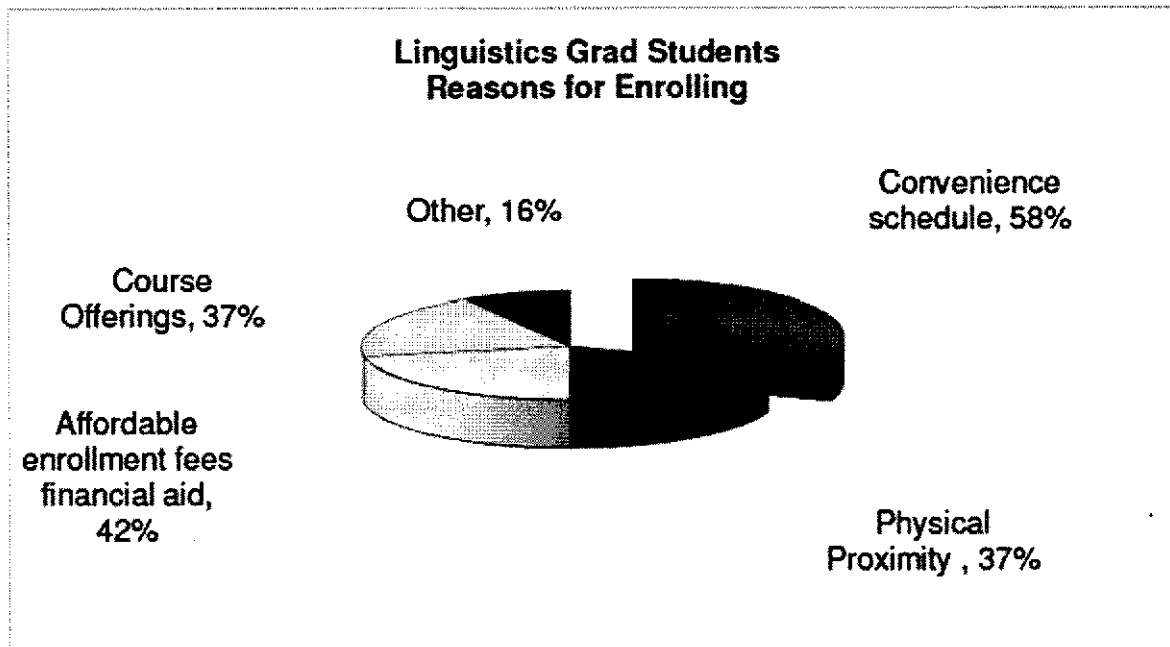
- Yes
- No

7. Would the creation of two MAEEs be a factor positively influencing your decision to continue your graduate studies here, in Mayagüez?

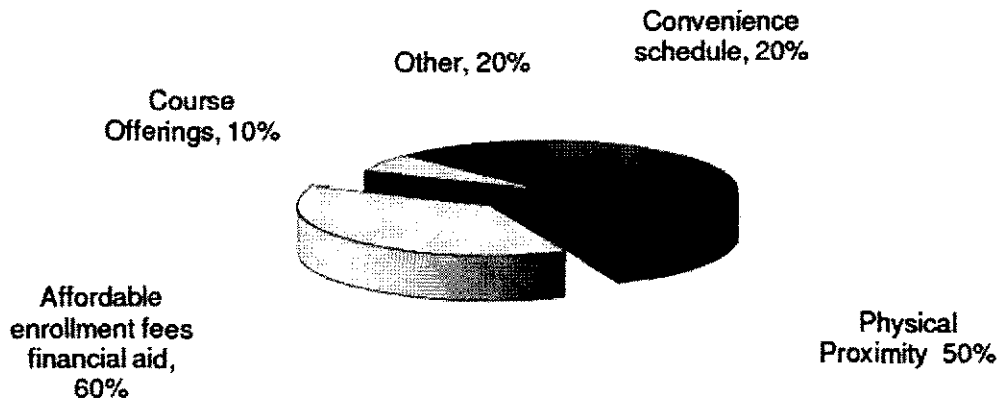
- Yes
- No

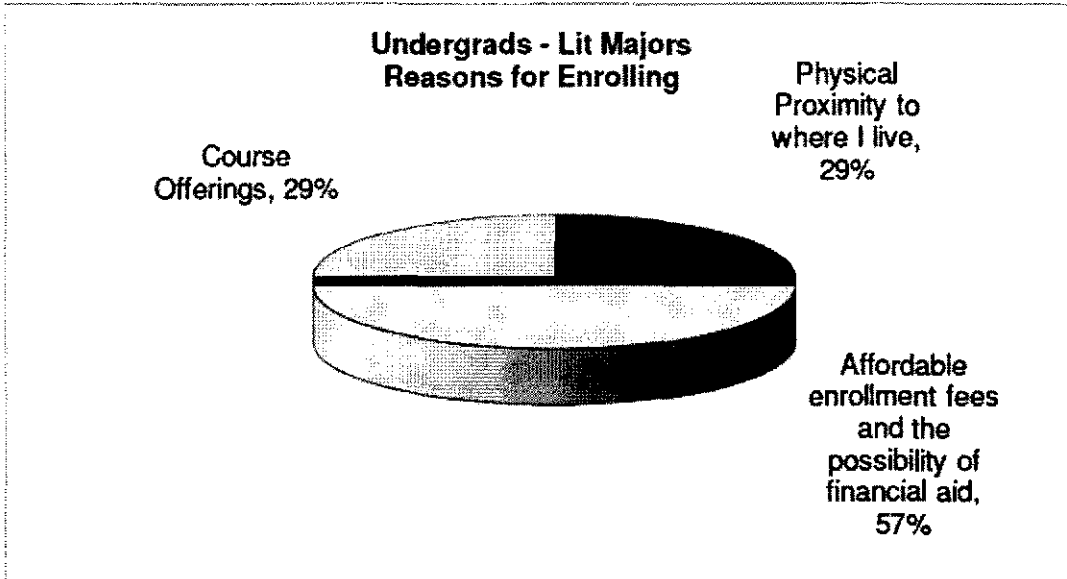
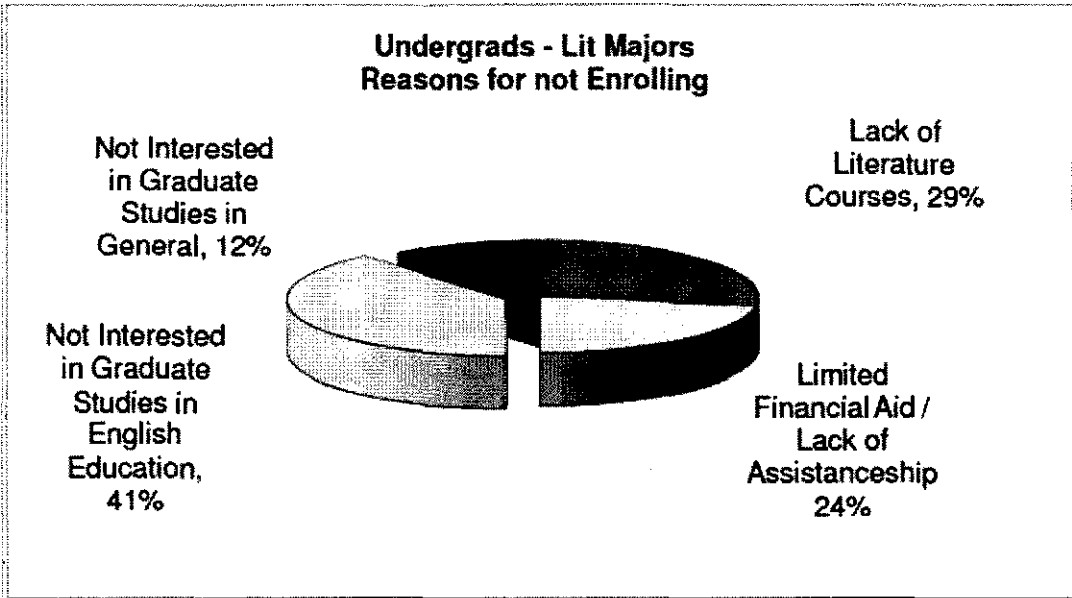
Thank You!

Created by J. Jimenez and V. Messier



**Literature Grad Students
Reasons for Enrolling**





Appendix D: A petition initiated by Ms. María Rivera and Mr. José Cruz, graduate students in the English Department

April 23, 2016

To whom it may concern,

As many students are aware, some years ago the English Department at the University of Puerto Rico's Mayagüez campus implemented a proposal for a Master of Arts in English Education when the prospect of a Master of Arts in English Literature was not viable given the existing MA in English program at Río Piedras. At the time, arguments were made by the UPR's administration to justify the importance of having two similar programs within the UPR system and the possibility of an MA in English Literature at Mayagüez was discarded. Surely, we as students, many of whom are instructors ourselves, can understand that two different programs allowed students within the UPR system, and other universities, to apply to whichever program they thought best suited their professional goals; however, it has not been without significant drawbacks for the student body at our undergraduate English program.

Many of the undergraduate students at our campus are on what is known as the "Literature Track" in their English degree. Once students graduate, many consider pursuing a graduate degree in English Literature but find themselves unable to do so because our department only offers a degree focused on the acquisition of English as a second language. Because of the lack of options, some Literature Track students have applied to the program, but a large portion of graduates from our department have matriculated instead at other universities outside Mayagüez, or off the island entirely, to obtain a higher education focused on literature. Evidently, this is problematic not only for our students, but the department itself, as the English department continues to hemorrhage potential income from students who decide to pursue their studies elsewhere because of the lack of options we offer.

With this reasoning in mind, we, the students, unwaveringly stand by the implementation of a Master of Arts in Literature, as it would attract more potential students to our faculty ensuring the longevity and relevance of graduate studies in our department.

We the undersigned, current or former students of UPRM urge the approval of the MA in English Literature:

[Signatures]

Names and emails of everyone who signed the proposal for the MA in Literature

1. Jose J. Alvarez – jose.alvarez14@upr.edu
2. Joan W. Yordan – Joan.yordan@upr.edu
3. Yarisel Ramirez – yarisel.ramirez@upr.edu
4. Valenia Aguirre – valeria.aguirre1@upr.edu
5. Marina Lorezaca – morina.lorenzara@upr.edu (handwriting not clear)
6. Genesis Suarez – genesis.suarez@upr.edu

7. Jessica C. Santiago – Jessica.santiago@upr.edu
8. Michelle Medina – michelle.medina1@upr.edu
9. Paola Avellane – Paula.avellane1@upr.edu (handwriting not clear)
10. Claudia Rios – Claudia.rios@upr.edu
11. Edward A Martinez – Edward.martinez@upr.edu
12. Gabriela M. Gonzalez – Gabriela.gonzalez@upr.edu
13. Ian F. Rolon Romero – ian.rolon@upr.edu
14. Edcel J. Cintron – edcel.cintron@upr.edu
15. Marilyn E. Sanabria Rivera – marilyn.sanabria@upr.edu
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22. Anel Arroyo Gonzalez – anel.arroyo@upr.edu
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26. Nancy Y. Torres Otero – nancy.torres5@upr.edu
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38. Ana C. Marrero – Ana.Marrero5@upr.edu
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47. Carlos A. Carrero – carlos.carrero3@upr.edu
48. Luis Davila – luis.davila@upr.edu
49. Darian Coriano – darian.corriano@upr.edu
50. Jorge O. Rivera Ramos – jorgeo.rivera@upr.edu (not clear)
51. Gabriela Ruiz – Gabriela.ruiz2@upr.edu
52. Kathy Vega – Kathy.vega1@upr.edu
53. Carlos Aguayo – Carlos.aguayo2@upr.edu

54. Ian Garrastegui – ian.garrastegui@upr.edu
55. Andrea V. Valdez – andrea.valdes@upr.edu
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96. Jose Jimenez Justiniano — JoseJJ@dcccd.edu
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99. Eric Thompson — ethompson327@gmail.com
100. Carlos Acosta Ponce — carlos-acostaponce@utulsa.edu

101. Joel I Navarrete — joel.navarrete@upr.edu
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108. Angel Daniel Matos — amatos@nd.edu
109. Adrienne Cruz — adrienne.cruz@upr.edu
110. Hugo Rios — riosh@miamioh.edu
111. Maria Margarita Rivera Santiago — maria.rivera@upr.edu
112. Layla Colon Vale — layla.colon@upr.edu

APPENDIX E.

Alignment with UPR Strategic Plan

Objective	Intervention and Measurement	Hypotheses	Timeline	Action
To prepare students who will be well versed in the major periods and genres of English literature	<ul style="list-style-type: none"> • Successful completion of a range of courses distributed from the earliest to present times • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE • Thesis proposal and defense 	If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful.	Every semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To prepare students who will be well versed in literary theory and its application	<ul style="list-style-type: none"> • Successful completion of Ingl.5015 • Successful completion of Exit exam • Informal administering of external tests such as the Subject GRE 	<p>All students meeting the requirements of the course should show an improvement</p> <p>If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the</p>	Every semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>

		students have not been successful		
To prepare students with advanced speaking, reading and writing skills in English	<ul style="list-style-type: none"> • Speaking: Class participation and oral presentation; thesis defense • Reading: Critical reading of several hundred pages of literary texts in a week. • Writing: Writing of academic papers amounting to several hundred words in a week. Writing a thesis. 	All students meeting the requirements of the course should show an improvement. If less than 75% of the post-test population shows marked improvement, either intervention methods and/or the professor and/or the students have not been successful	Every semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To prepare students who are able to teach literature at the University and/or High School Level	<ul style="list-style-type: none"> • Experience as a Teaching Assistant • Completion of Class Presentation • Employment in local High School while still enrolled in the program 	Over 75% of the population should have strong student evaluations. Over 75% of the population should have strong evaluations by their advisors	Every Semester	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>
To produce a more specialized department	<ul style="list-style-type: none"> • Advanced courses being offered • More specialized research 	Significant increase in enrollment in specialized courses indicates a higher degree of specialization.	Annually	<p>Curricular Review and Possible Revision</p> <p>Implementation of New Teaching Practices</p> <p>Faculty Development</p>

<p>To increase the amount and level of research in the English Department and the professional development of its professors.</p>	<ul style="list-style-type: none"> • Faculty participation in professional conferences • Publication of Faculty research • Student participation in professional conferences • Publication of Student research 	<p>Significant increase in faculty conference participation and publication. Significant increase in student conference participation and publication</p>	<p>Annually</p>	<p>Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development</p>
<p>To prepare students for a doctoral degree in Literature at a top-ranked University</p>	<ul style="list-style-type: none"> • Successful completion of courses that require advanced reading and writing skills • Thesis proposal and defense • Exit exams 	<p>Acceptance of over 75% of those applying for a doctoral degree in Literature at a top-ranked University</p>	<p>Every 2 years</p>	<p>Curricular Review and Possible Revision Implementation of New Teaching Practices Faculty Development</p>