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Master of Arts in English Education

GRADUATE STUDENT HANDBOOK
(Revised and Updated January 2014)*

*This document updates and replaces prior editions of the Graduate Student Handbook.

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GRADUATE STUDENT HANDBOOK

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I. *Important Offices and Publications*

OFFICES	

Department of English	Chardón Building #323
	Telephone: (787) 832-4040 x 3064
	Website: http://www.uprm.edu/english/ (New website under construction)
	Weblog: http://blogs.uprm.edu/english/
	<u>Contacts:</u>
	    Dr. Rosita Rivera, Interim Director
	    rosita.rivera1@upr.edu
	    Dr. Catherine Mazak, Interim Associate Director
	    catherine.mazak@upr.edu
	    Dr. Ricia Anne Chansky, Graduate Program Coordinator
	    ricia.chansky@upr.edu

Office of Graduate Studies (OGS)	Celis Building, Office 111
	Telephones: (787) 265-3809; (787) 832-4040 x 3598, 3809, 3442
	Website: http://grad.uprm.edu/
	<u>Contacts:</u>
	    Office of Graduate Studies
	    Dr. Raúl Macchavelli, Director
	    Dr. Maribel Acosta, Associate Director
	    egraduados.uprm@upr.edu

Financial Assistance Office	Dean of Students Building, 1st floor
	259 Boulevard Alfonso Valdés
	Telephones: (787) 832-4040 x 3037, 3270, 3428, 3042, 3444
	Website: http://aeconomica.uprm.edu/
	<u>Contacts:</u>
	    Ms. Ana I. Rodríguez, Director
	    aeconomica@uprm.edu
	    ana.rodriguez21@upr.edu

Registrar's Office:	D Building (see map):
	http://www.uprm.edu/registrar/media/map.gif)
	Telephone: (787) 832-4040 x 2583, 3424, 3284
	Website: http://www.uprm.edu/registrar/
	<u>Contacts:</u>
	    Ms. Briseida Meléndez, Registrar
	    registro@uprm.edu
	    briseida.melendez@upr.edu

PUBLICATIONS	
UPRM Graduate Catalogue	Most recent version available at: http://www.uprm.edu/catalog/GradCatalog2009-2010.pdf
UPRM Academic Calendar	Most recent version available at: http://www.uprm.edu/academics/calendario/
By-law (*certificación*) 09-09: Policies Governing Graduate Studies at UPRM	Available at: http://grad.uprm.edu/cert.pdf Additional Office of Graduate Studies (OGS) important policy documents are available at: http://grad.uprm.edu/oeg/RecursosDocumentos/
Office of Graduate Studies (OGS) Calendar	This OGS document is published at the beginning of each academic semester and is available at: http://grad.uprm.edu/oeg/FechasImportantes/
MAEE Deadlines	This departmental document is created by the Department of English Graduate Program Coordinator at the beginning of each semester. It is sent to all active MAEE students.

II. MAEE Mission and Goals

Mission	The Master of Arts in English Education (MAEE) program directs its efforts toward preparing professionals from Puerto Rico and abroad with the theoretical and practical knowledge in linguistics, literature, and pedagogy and the social awareness necessary to meet the educational needs of the learners they encounter. We address students' needs to think critically in a complex, culturally diverse, highly technological world in order to continue on a path of life-long learning which will enable students to develop to their fullest potential.
Goals	• To support our students as they develop proficiency in academic communication at all levels (reading, writing, listening, and speaking); • To prepare MAEE students to examine specific language-related issues, particularly those related to Puerto Rico (PR), across the various sub-fields of linguistics, literature, and pedagogy; • To prepare researchers to critically analyze, interpret and evaluate information from various sources; • To prepare our students to meet the educational needs of the learners they encounter by providing our MAEE students with the most recent theoretical and practical approaches, methods, and techniques within the field of English education, including the ability to choose, adapt, create, and evaluate teaching materials and assessment tools in order to effectively implement a required curriculum; to offer students the foundation they would need to pursue doctoral degrees in three broad areas of studies in English: linguistics, literature and pedagogy.

III. MAEE Program Description

A. Overview

The Master of Arts in English Education program combines courses in three areas: pedagogy, linguistics, and literature. In order to ensure familiarity with these related areas, students are required to take five core courses: Foundations of English Education, Second Language Acquisition, Teaching English as a Second Language (TESL) Testing and Materials, Models for Teaching Literature, and Research Methods. Pedagogical courses, in addition to establishing a sound theoretical basis of teaching, especially as it applies to the Puerto Rican classroom, focus upon the application of linguistics to the teaching of English, the exploration of alternative models for the teaching of literature, and practice in methods for teaching reading and writing. In general, courses in linguistics emphasize language contact, language variation, language learning, and language use. Literature courses bring students into contact with historical, thematic, and critical issues in literary studies. All courses familiarize the student with research and promote independent study.

Students are encouraged to take courses in all three areas; this will help them become well-rounded and flexible professionals, better able to exchange ideas with colleagues, keep up with and contribute to the field, and adapt to changes in their interests and work circumstances. In-depth work in one area frequently requires placing it in a wider context that relates it to the other areas of the program.

B. Prerequisites

Prerequisites are necessary to have a strong foundation on which to build in the graduate program. In some cases students are admitted to the program conditionally because they lack the required prerequisites for the MAEE. These students must complete their prerequisites within their first two years in the program and must obtain a letter grade of "B" or higher in each course. Failure to do so will result in a year-long suspension after which it will be necessary to reapply for admission.

Students applying from UPRM or taking these courses as deficiencies must enroll in or have taken the following pre-requisites:

American Literature I or II (3 credits)
British Literature I or II (3 credits)
Introduction to Linguistics (3 credits)
Morphology and Syntax **OR** *Advanced Grammar* (3 credits)

External applicants to the program may substitute the following prerequisites as equivalencies:

A survey of literature in English course
A second survey of literature in English course **OR** *an upper level literature seminar*
An introduction to linguistics course
An advanced grammar course

C. Requirements for MAEE Degree Completion

1. **Credit Requirements**

   These requirements vary depending on the degree completion option chosen by the student.

   Option I (Thesis): Minimum of 30 credits of coursework and three to six credits for thesis.
   Option III (Comprehensive Exam): Minimum of 36 credits of coursework, comprehensive examination (which includes two classroom examinations, a take home specialization examination), and an oral examination defense.

2. **Required Courses for Both Options (15 credits)**

   EING 6005: Foundations of English Education
   INGL 6006: Research Methods
   INGL 6009: Models for Teaching Literature
   INGL 6010: TESL Materials and Testing
   INGL 6020: Second Language Acquisition

   INGL 6006 should be taken within the student's first year in the program. It is important that students complete all other required courses as early as possible. To help you plan, Appendix C provides the schedule of MAEE course offerings from 2009 to 2016. Course descriptions are included in Appendix E.

3. **Elective Courses**

   INGL 6008: Bilingualism and Language Contact
   INGL 6016: Topics in Sociolinguistics
   INGL 6018: Topics in Psycholinguistics
   INGL 6028: Psycholinguistics and the Reading Process
   INGL 6030: Theory and Practice of Composition
   INGL 6040: Practice in the Teaching of Composition
   INGL 6055: Studies in Literature I
   INGL 6056: Studies in Literature II
   INGL 6058: Studies in Literature III
   INGL 6985: Special Topics I (course title is subject to change in 2010-11)
   INGL 6986: Special Topics II (course title is subject to change in 2010-11)
   INGL 6995: Directed Research
   INGL 6996: University Teaching Development (1-credit course Graduate Teaching
                Assistants are required to take up to three times)

INGL 6055/56/58 and INGL 6985/86 are variable content courses proposed by individual professors and approved by the Graduate Committee. They may focus on any program component--linguistics, literature, research, or pedagogy. Each one can be taken only once.

INGL 6995 is a variable credit independent research course. Students and a faculty member selected by the student design together an independent research question, reading list, and work plan for the semester. Students must apply to enroll in 6995 prior to their actual enrollment in the course. The enrollment form can be uploaded at: http://www.uprm.edu/english/?q=node/53. Students have the option of enrolling in this course for one to three credit hours. In close consultation with their advising faculty member, students should determine the correlation between contact hours, work program, and credit hours.

Students may also take up to nine credits in advanced undergraduate courses (5000-level) in the English Department to fulfill MAEE requirements. These courses include:

   INGL 5009: Contrastive Grammar
   INGL 5010: Perspectives on TESL
   INGL 5015: English and American Literary Criticism
   INGL 5025: Current Approaches in Linguistic Theory

Moreover, students may enroll in pertinent 5000- level courses offered by the Departments of Hispanic Studies, Humanities, and/or Social Sciences.

4. **Course Validations**

Students may request credit validation of English graduate-level (5000- or above) courses approved at other institutions. These petitions should be submitted in writing to the Department Chair and Graduate Program Coordinator, who will then present the petition to the departmental Graduate Committee. In addition, students who entered the MAEE program in **or after August, 2009** may request validation of up to six credits for courses taken at the 5000- level and approved with a grade of "A" while enrolled in an undergraduate English program at the UPR.[1] This request must be submitted in writing to the Department Chair and the Graduate Program Coordinator (who will then present the petition to the departmental Graduate Committee) **during the student's first semester in the program**. The deadline for submission of requests is the second Friday of October for students admitted in the fall and the second Friday of March for students admitted in the spring.

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[1] Policy adopted by the departmental Graduate Committee on 9/15/09 in response to article G.3.a of by-law 09-09.

IV. Statute of Limitations for Degree Completion

As indicated in by-law 09-09, all requirements for the Master's Degree should be completed within six years of the date of entry to the program (the first semester the student enrolled after being admitted into the program). Students who exceed this time limit are suspended from the University. They may apply for a second and final admission after they have remained un-enrolled in the MAEE program for two consecutive semesters. Validation of courses taken during the first admission into the program is not guaranteed; the Graduate Committee makes these decisions on a case-by-case basis.

Students who have been suspended for any reason may not take courses in this institution. Any credits taken during the suspension period at other institutions will not be accepted as part of the requirements for the MAEE program.

Students who interrupt their studies for one or several semesters may apply for readmission into the program so long as they have not exceeded the six-year statute of limitation. The departmental Graduate Committee evaluates readmission applications and establishes the conditions for each case.

V.   *Completing the MAEE Program*

A. Advising Upon Enrollment

The Director of the Department of English will assign a temporary advisor to each student once he or she enters the program. During their first semester, students carefully choose their Graduate Committee members in consultation with their temporary advisor and/or with the Director of the Department. Students must consult with professors to find out whether they are available to serve on thesis or comprehensive exam committees. In the second month of their second semester in the program, students are required to file a program of studies (see section D below), which includes the signatures of all committee members. At this point, the committee Chair becomes the student's permanent advisor. **This appointment becomes official once the plan of studies is signed by the Coordinator of the Graduate Program and the Director of the Department and submitted to the Registrar, the OGS and the English Department.**

B. Registering for the First Time

Before registering for the first time, students should schedule a meeting with the Director of the Department. The Director will orient them about the program, provide them with a list of the courses to be offered during that academic year, and advise them on the courses to take that first semester. The Director can also ask the temporary advisor to assist his/her advisee in the selection of courses for the first semester. This first time, the Director will register the student. In subsequent semesters, when the student has already constituted his/her Graduate Committee, he/she will discuss his/her program and plans with the Chair of the committee before registering.

C. Registration and Selection of Courses

Registration for courses is completed online in the English Department office. Before registering it is very important to select courses carefully. After discussing the matter with

his/her Chair, the student should select courses each semester that correspond as closely as possible to the Plan of Graduate Study he/she is required to file (see section V.E below).

Teaching Assistants must register for at least nine credits or be registered in thesis (English 6999) with the Department Director's and the advisor's permission.

If there is an area of study that particularly interests students, they need to plan ahead. Elective courses are generally given at least once every two years. Students writing a thesis will want to select courses that will give them a strong background in areas related to their thesis topic. Some basic guidelines to consider include the following:

1. Take required courses as soon as possible during the first and second semester.

2. Take "Special Topics" and "Studies in Literature" courses that interest you intellectually and will help you shape your thesis project or comprehensive exam study questions.

3. Avoid a heavy schedule during the semester you will be completing your thesis or preparing to take the comprehensive exam.

4. Prepare in advance for meetings with advisors and other committee members and take responsibility for your academic progress while in the program.

5. Plan your schedule significantly before the registration deadline.

6. Remember that your advisor and committee members also have a schedule to follow and many professional commitments to honor. Always plan extra time in the eventuality that they may not be available to give advice, comment on work, or provide signatures immediately. A good timeline to remember is to turn materials in to your Committee Members, on average, two weeks before you would like a response from them. The same holds true for requests for letters of reference, etc.

D. Student's Graduate Committee

The student's committee should consist of a minimum of three members of the graduate faculty. At least half of the committee members, including its Chair, must be from the Department of English. Other members may be from other departments, faculties, or UPR campuses. Requirements for graduate committee membership are listed in sections D and E of by-law 09-09.

Every graduate student is required to have a graduate committee by the beginning of their second semester in the program. The committee advises the student on his/her program of study, including the choice between the thesis and the comprehensive examination degree completion options. Students should carefully consult with faculty members as to which of the following two options are best for them given their plans upon completion of the MAEE Program.

1. **Thesis Option:** If the student writes a thesis, the committee guides and supports the student in the process of writing the thesis proposal and Internal Review Board proposal (if applicable); designing and conducting the research, drafting, and revising of the thesis; preparing for the oral examination; and polishing the final copy of the document.

2. **Exam Option:** If the student selects the exam option, the committee helps tailor a program to meet student needs for coursework. The committee will also work with the student to compile the reading list for the classroom exam and develop study questions. The committee is in charge of administering all aspects of the examination, which are discussed in section VII below.

Students' committee chairs have the main responsibility for guiding them in the preparation of their program of study, overseeing their general progress, advising them on their thesis or comprehensive examination, and presiding at their thesis defense (Option I students) or examination oral defense (Option III student). Students enrolled in thesis credits should meet with their chairs on a weekly basis and should regularly provide updates to their other committee members about their plans and progress.

It is the student who chooses his or her committee members. Thus, students should strive to select committee members with whom they can work comfortably and effectively. The advisor should be someone the student will feel comfortable going to for guidance, feedback, and support for issues involving course selection, degree completion projects, academic and professional development, etc.

The following are some effective strategies to get to know prospective committee members:

- Students can make appointments to see professors to talk about their interests.
- Students can browse the MAEE thesis database to see the kinds of theses that a given professor has supervised in the past (http://grad.uprm.edu/oeg/ENGLISH/ThesesDissertations/Ingles/)
- Students can discuss options with other graduate students in the program.
- Students can attend regularly scheduled events where professors present their research, creative, and/or pedagogical projects.

E. Plan of Graduate Study

Students must prepare a Plan of Graduate Study (form DAAEG-003, Rev. July 2010, which is available at http://grad.uprm.edu/oeg/ENGLISH/ResourcesDocuments/#stud) and submit the original to the Registrar's Office with copies to the OGS and the Graduate Program Coordinator by the second month of their second semester in the program. Students are also strongly advised to keep a copy for themselves.

The Plan of Graduate Study should list the required and elective courses the student plans to take to complete the degree and, in the case of students who were admitted conditionally, the courses that will be taken to make up any deficiencies (or pre-requisites) stipulated in the admission letter. As indicated above, the Plan should also list the members of the student's committee. The Plan should be prepared in close consultation with the student's Chair and other committee members. The document is considered "official" once it has been signed by the Department Chair and the Graduate Program Coordinator and submitted to the Registrar, the OGS, and the Graduate Program Coordinator (who will place a copy in the student's official departmental file).

F. Changes to the Plan of Study

Any changes in the Plan—courses, committee members, or degree completion options—must be reported to the Registrar, the OGS, the Graduate Program Coordinator, and the Department Chair in writing by filing an Amendment to the Plan of Study (form DAAEG-004,

Rev. July 2010, which is available at

http://grad.uprm.edu/oeg/ENGLISH/ResourcesDocuments/#stud). The form must be signed,

first, by all members of the committee, and then by the Graduate Program Coordinator and the

Director of the Department before it is sent to the Registrar's Office for final approval. Copies of

the form must be submitted to the OGS and the Coordinator of the Graduate Program (who will

file a copy in the student's official departmental file).

G. Suggested Programs of Study

The OGS has developed suggested programs of study based on a two-year degree

completion plan (see Appendix A). Accomplishing this requires careful planning and intense

dedication to the program. Moreover, the suggested plans of study would only work for

students who were admitted "unconditionally" into the program because they had already

completed all of the pre-requisites.

The suggested programs assume that the student completes the program in two years

without taking any summer courses. In all of the programs, it is suggested that the student take

the five required courses as soon as possible. These courses lay the foundation for work in other

courses, help students select and develop a thesis topic, and are necessary to complete before

students can take the exam.

H. Deadlines

Whether or not students complete the program in two years, there are certain crucial

deadlines they are responsible for meeting.

1. **New Students**: Form the committee and submit Plan of Graduate Studies by the second

   month of the second semester in the program.

2. **Option I Students**: Turn in the thesis proposal and the Form to Submit Dissertation,

   Thesis or Project Proposals (which is available at

   http://grad.uprm.edu/oeg/ENGLISH/ResourcesDocuments/#stud) before registering for

   thesis credits for the <u>third</u> time. The form and the original signed cover page of the

   proposal should be turned in to the OGS. A copy of the form, the signed cover page, and

   the full text of the proposal should be submitted to the Department of English. At the

beginning of the semester in which Option I students plan to complete degree requirements (that is, "defend their theses"), they must formally request a date, time, and place for the oral examination (thesis defense) by submitting the completed Request for Admission into the Oral Examination for Dissertations, Theses, and Projects (available at http://grad.uprm.edu/oeg/RecursosDocumentos/PDF/MARZO08.pdf) to the OGS.

3. **Option III Students**: Fill out and submit the official departmental Request to Take the Oral Examination by the **last day of classes in the semester prior to taking the exam.** (see section VII below).

4. **Students Who Plan to Graduate**: Request graduation by the second month of the semester **prior to** the anticipated graduation date; or, request graduation by the second month of the semester you plan to graduate and pay a late fee.

5. **All Students**: Each semester students should consult the OGS deadlines, published in http://grad.uprm.edu/oeg/ENGLISH/ImportantDates/ and the **MAEE Deadlines** document circulated electronically (via email) by the Graduate Program Coordinator.

VI. *Option I: The Thesis*

Writing a thesis is one of the two options presently available for completing the MAEE program. A thesis is the written result of an original research project planned and conducted by the student, working closely with the thesis advisor and other committee members chosen by the student.

A. Selecting a Topic

Writing a thesis gives students an opportunity to identify and explore a research topic or problem that truly interests them in order to contribute to furthering knowledge in the student's field of study. In addition, completing the thesis will improve their writing, research, and critical thinking skills. Thus, the thesis option can be a rewarding experience for students interested in pursuing careers in education, writing, linguistics, literature, and other areas in

English Studies as well as a beneficial option for students planning to continue their studies in a doctoral program.

As students take their first courses, they should be thinking about subject areas that are of particular interest to them. Students should take notice when questions occur to them that have not been answered or have not been answered to their satisfaction in the literature. If the student teaches, classroom observations may also raise questions for further exploration. All such questions may lead to an idea for a thesis. Students should refer to the list of faculty members included in Appendix C to identify faculty who might direct them to resources and help them to develop a line of inquiry.

The MAEE program has accepted theses with a focus in the following general areas: education and pedagogy, linguistics and language skills, literature, and media. All theses are available for consultation:

- **Before 1997**: through the UPRM library on-line catalog
- **From 1997-2002**: through ProQuest, the online database available through the UPRM library (http://www.uprm.edu/library/cre/listdbsp.php?l=1&ch=D)
- **After 2003**: through the web site of the Office of Graduate Studies at UPRM (http://grad.uprm.edu/oeg/ENGLISH/ThesesDissertations/Ingles/)

B. Writing the Thesis

The procedure for writing a thesis involves planning, research, and perhaps materials development. In this process, the student first defines initial goals more precisely, reviews the relevant current research, figures out how his/her topic fits into this research, identifies specific objectives, and selects the method(s) and sources to be used in the research. These planning stages become part of a thesis proposal. Students work closely with their committee Chair and other members in developing the proposal. If students are going to conduct research with humans (interviews, questionnaires, observations, etc.) they must first complete the UPRM's Internal Review Board approval procedure under the supervision of their thesis Chair. **IRB approval should be secured before the proposal is submitted to the OGS and the English Department,** which must happen before the student registers for thesis credits for the third time. IRB forms are available at: http://www.uprm.edu/cpshi/formularios.htm. Additional

information regarding UPRM's IRB office is available at:

http://www.uprm.edu/cpshi/introduccion.htm.

Please note that students may not begin their research until their proposals have been approved by all committee members and required proposal materials have been submitted to the OGS and the English Department (see section V.H.2 for requirements and deadlines).

After the proposal is approved by the student's committee, the student will conduct research, analyze findings and/or texts, and write the thesis manuscript, which in some cases might include the development of curricular materials and/or research protocols. The student's proposal focuses this process of research and often serves in creating the standard initial section/s of the thesis. The final sections of the thesis present the findings and/or analyses and, if appropriate, suggest suitable applications of these findings. The length and organization of theses is variable, but should be agreed upon by all members of the student's committee. When working on the thesis, students enroll in INGL 6999, which may be taken for a maximum of six credits and then may be continued for zero credits. A student must be enrolled in INGL 6999 in the semester when he/she defends his/her thesis.

C. Defending the Thesis

When the student and his/her committee agree that the thesis is completed, the student "defends" his/her project before an examining committee composed of the student's thesis committee and a representative of the Director of the OGS, chosen from among the UPRM faculty. Even though there is no institutionally or departmentally established timeframe for the oral examination ("thesis defense"), it is recommended that students and committee members plan for a minimum of two hours. The "thesis defense" begins as an open forum in which the student delivers an oral presentation of his/her research project and addresses questions and comments from the public. Subsequently, the public is asked to leave the room and the student is expected to respond to additional questions posed by the examining committee. After this exchange, the student is asked to leave the room so that the examining committee can deliberate, in private, about both the oral defense and the thesis manuscript. The committee may pass or fail the student on the oral defense; in case of failure, the student may repeat the

defense once. With regards to the thesis manuscript, the committee may accept it as submitted, request revisions (and establish a timeline for the submission of revisions), or not accept it.

For additional information on thesis guidelines students should consult their committee Chairs and refer to the Graduate School Guidelines for the Preparation of Proposals, Theses, and Project Reports, available at

http://grad.uprm.edu/oeg/ENGLISH/ResourcesDocuments/#writ.

Option III: The Comprehensive Exam

This section helps students understand the process involved in taking the comprehensive exam. It outlines the steps involved in this process, from forming the Examination Committee to understanding the format and components of the exam, requesting and preparing for it, and timely completion of it. It also provides valuable information on how the comprehensive exam is evaluated.

A. Creating the Examination Committee

The Examination Committee is the equivalent of the student's graduate committee for Option I students. As indicated above, it should consist of a minimum of three members of the graduate faculty; two-thirds of the members, including its Chair, who will serve as the student's advisor, must be from the Department of English in the semester in which the exam is taken. Additional requirements for committee members are detailed in sections D and E of by-law 09-09.

B. Exam Content and Format

The exam has three components:

1. two three-hour written classroom exams
2. one take-home specialization examination
3. an oral defense of the three written exams

The content of the examination is not restricted to coursework in the Plan of Graduate Study and students may be required to prepare in areas not covered in their courses. The

student has the right to initiate negotiation and dialog with his/her committee to determine the specific focus of the exam in the three required content areas: applied linguistics, pedagogy, and a specialization (see point "D"). Students must <u>initiate these discussions at least one semester before they plan to take the exam</u> in order to prepare reading lists for all three exam areas.*

C. Preparing to Take the Exam

Prior to taking the comprehensive exam, students must fulfill certain course requirements:

1. **Prerequisites**: To request the examination the student must have **completed** 27 (out of 36) credit hours in the program, including the following courses:

    EING 6005: Foundations of English Education
    INGL 6006: Research Methods
    INGL 6009: Models for Teaching Literature
    INGL 6010: TESL Materials and Testing
    INGL 6020: Second Language Acquisition

   Candidates must be registered in a graduate-level course during the semester in which they plan to take the examination.

2. **Registration in INTD 6015**: If students have already completed all course and credit requirements for the degree, students should register for INTD 6015, which is equivalent to zero (0) credits.

3. **Exam Dates**: The classroom exams are given over a period of two consecutive days on dates agreed upon by the student and his/her committee members. Students will answer one exam question on the first day (three hours) and the second one (three hours) on the second day. The specialization exam will be turned in two weeks after the classroom examinations have been completed. The oral defense of the exams will take place within one week after the specialization exam has been turned in. The last day a student will be permitted to complete his/her oral defense is **the last day of classes** for the semester in which the student takes the comprehensive exam. (Please refer to the MAEE deadlines sheet.)

4. **Study Guide**: By the end of their second semester in the program, students planning to take the comprehensive exam should familiarize themselves with the Comprehensive Exam Study Guide (see Appendix D), which provides students and graduate

committees with guidance as to the possible themes and appropriate scope of the Applied Linguistics and Pedagogy sections of the exam. As the sample questions in the Guide demonstrate, analytical ability, strong familiarity with pertinent and current scholarly literature, and an ability to apply knowledge to specific teaching contexts is essential.

5. **Requesting the Exam**: Students must file a formal written Request to Take the MAEE Comprehensive Exam (included in Appendix D) by the last day of classes of the semester BEFORE they intend to take the examination.* The Request must be signed by <u>all members</u> of the student's Examination Committee and the Graduate Program Coordinator before it is presented to the Department Chair for his/her approval and before registering in INTD 6015. The original request is filed in the Department by the Graduate Program Coordinator and the Department Chair will inform OGS about the students who are planning to take comprehensive exams on any given semester. On the Request form, candidates indicate the following information:

   - Their intention to take the comprehensive examination;
   - The dates of the classroom examination, due date of the specialization take-home examination, and date of the oral defense;
   - The study questions for the classroom examinations and specialization examinations (3 per exam);
   - A reading list of at least twenty recent academic sources (scholarly journals, book chapters or books, dissertations, etc.) for each part of the exam (Applied Linguistics, Pedagogy, and the specialization). Sources on the list may overlap.
   - In the case of a second attempt to pass the exam, the candidate should indicate which parts of the exam will be retaken.

   *Please Note: Students who first entered the MAEE Program before August 2012 and who reenter the program as a second admission or a readmission may petition the Department Director and the Graduate Program Coordinator to apply for and take the comprehensive examination in the same semester. In order to petition for this exemption, students must have completed successfully all other MAEE Program requirements prior to their second admission or readmission to the program.

6. **Cancellation of Request to Take the MAEE Comprehensive Exam**: Once the *Request* has been received by the Director, students are committed to taking the comprehensive

exam. **If a student wishes to reverse this decision, he or she must file a** *Cancellation of Request to Take the MAEE Comprehensive Exam* <u>**at least ten working days before the date set**</u> **for the requirement in first component of the exam. In the unlikely event that a student does not request the cancellation in a timely manner, the original Request to Take the MAEE Comprehensive Exam will be recorded as an official attempt to pass the Exam regardless of whether or not the student actually takes it.**

7. **Studying for the MAEE Comprehensive Exam**: In consultation with the committee the student will prepare a reading list of at least 20 recent academic sources (scholarly journals, book chapters or books, dissertations, etc.) to be read in preparation for each of the classroom examinations (Applied Linguistics and Pedagogy) and for the specialization examination (three lists total). A minimum of 10 of these sources must be referred to in the answer to each exam question. There may be some overlap between the lists. In preparation for the exam, the student may wish to prepare an annotated bibliography and an outline of his or her answers to each exam question listed on the Request to *Take the MAEE Comprehensive Examination* form. However, <u>no outlines or notes of any kind</u> will be allowed during the classroom exam. For the oral defense of the exam, students may bring a copy of their answer to each written exam, but they may not use notes or other resources.

D. Taking the Exam

As stated above, the Comprehensive Examination includes two classroom exams, a specialization take-home exam, and an oral defense. Each component of the examination is further explained below:

1. **Classroom Examination Content**: The classroom examination will be comprised of two three-hour exams taken over two consecutive days. The focus areas of each exam are listed below:

    a. **Applied Linguistics**
        - First and second language acquisition
        - Psycholinguistics and sociolinguistics as related to bilingualism and second language acquisition

b. **Pedagogy**
   - TESOL Methodology in six areas: listening, speaking, reading, writing, grammar, vocabulary
   - The teaching of English in Puerto Rico
   - Teaching materials and tasks
   - Evaluation of student performance
   - Test construction
   - Methods of teaching literature

Classroom Examination Protocol: The classroom examinations will be administered and evaluated by the members of the student's committee. Committee members will jointly select the exam question for each of the two areas (Applied Linguistics and Pedagogy) from the three questions filed by the student in the *Request to Take the MAEE Comprehensive Exam*. **This information will not be communicated to the student prior to the time of the exam.** The committee will also decide which member will be in charge of administering each of the classroom examinations and booking a computer-equipped room for this purpose in consultation with the Department Director. Students should be notified about their faculty exam proctors and examination sites at least <u>one week</u> before the scheduled exam date.

On each of the two consecutive exam days, the committee member chosen to administer it will provide the student with an official copy of the exam question. The student will answer the question on a computer provided by the department or committee member (not the student's personal computer). Students will not be allowed to use the Internet or consult any personal files or notes during classroom examinations. At the end of the examination period, the committee member will keep a digital copy of the student's completed exam and will make the file available to the other committee members by the next business day. The student will provide hard copies of his/her completed exams to the Department Chair so that they can be placed in the student's departmental file.

3. **Specialization exam:** When the student completes the last of the classroom examinations, he/she will receive the specialization question.   The student will have two weeks from that time to turn in the written specialization examination. Because it is a take-home exam, students may use their notes, annotated bibliography, and other

resources to answer the question. However, it is inappropriate to receive any input or assistance on the answer to the specialization question from faculty members, other students, etc.

4. **Oral defense:** One week after the student turns in the specialization exam, s/he will sit for the oral defense with all three committee members. The defense is closed to the public. The oral defense is an opportunity for the students to verbalize answers about their written exams. Questions are about the students' written exams and therefore should NOT include new questions about the reading lists. During the defense, committee members may not intervene to aid the student in answering the questions. Each committee member will ask up to two questions about each of the three written parts of the exam. These questions will NOT be shared in advance with the student. After the defense is finished, the student will be asked to leave while the committee deliberates the results. The student will be invited back in and told the results immediately after the deliberation.

E. Passing the Exam

In order to pass the MAEE Comprehensive Examination, the student must obtain passing marks on all components: the two classroom examinations, the specialization exam, and the oral defense.

1. **Classroom Examination**: To pass the classroom examinations students must obtain a passing grade on both exam areas. The student's Examination Committee members will evaluate the exam (see appendix D for the rubric). General evaluation criteria for the exams are based on the student's ability to perform the following tasks:

   a. Synthesize the key theoretical and methodological debates defined by the exam questions.
   b. Articulate an original argument in response to those debates.
   c. Integrate information from a variety of sources into an organized, cogent, and scholarly response.
   d. Apply theoretical frameworks to the analysis of concrete pedagogical practices or resources.
   e. Contextualize the argument appropriately.

      f.   Include a minimum of 10 appropriate citations (recent academic journal articles, academic book chapters and/or books) in author/year format.

      g.   Compose a scholarly essay of 6-8 pages (double-spaced)

After reading the student's work, Examination Committee members will confer to evaluate the student's classroom examination (on a pass/fail basis) and complete the corresponding portion of the *Examination Result Form* required by the Registrar's Office and the Office of Graduate Studies (form DAAEG21 Revised October 2008, which is available at http://grad.uprm.edu/daaeg21.pdf). Written justification will be submitted to the student and the Department Chair (for inclusion in the student's file) in case of failure in any of the exams. Students who fail one or both parts of the classroom exam on their first attempt will have one more opportunity to pass those failed parts. They may retake 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.** Failure of **any** area exam during a second attempt will constitute failure in the MAEE program.

2. **Specialization exam:** As stated above, to "pass" the Comprehensive Examination students must also obtain a "passing" mark on the specialization exam. General evaluation criteria for the specialization exam are based on the student's ability to perform the following tasks:

a)   Review recent academic literature related to the specialization topic.
b)   Synthesize key theoretical and methodological debates pertinent to the topic.
c)   Articulate an original argument.
d)   Integrate information from a variety of sources into an organized, cogent, and scholarly response of 15-20 pages.
e)   Contextualize the argument appropriately.
f)   Include a minimum of 15 appropriate citations (recent academic journal articles, academic book chapters and/or books) following APA or MLA.

3.   **Oral defense**: The general evaluation criteria for the oral presentation are based on the student's ability to perform the following tasks:
a)   Extemporaneously and formally synthesize the theoretical and conceptual frameworks present in the exam questions.
b)   Knowledgeably respond to questions and comments about the exam responses.

At the end of the oral defense the Examination Committee will confer, in private, to evaluate (on a pass/fail basis) the oral defense component of the examination. The student will be informed of the committee's decision immediately after. The committee's evaluation should be reported in the corresponding section of the *Examination Result Form* required by the Registrar's Office and the Office of Graduate Studies (form DAAEG21 Revised October 2008, available at http://grad.uprm.edu/daaeg21.pdf). Written justification will be submitted to the student and the Department Chair (for inclusion in the student's file) in case of failure in this component of the examination. Students who do not obtain a passing mark on the oral defense first time they sit or any part of the written exam may retake it no sooner than the next semester and no later than one year after the first exam was taken. Failure to obtain a passing mark on the second try will constitute failure in the MAEE program.

**Please Note: The Graduate Committee has determined that summer may be counted as a semester in this case, if all members of a student's committee agree to meet and work with the student over the summer.

F. Reporting the Results of the Exam

The English Department Chair is the person in charge of reporting the results of the Comprehensive Examination to the Registrar and the Office of Graduate Studies. For he or she to be able to do so in a timely fashion, Examination Committee chairs must submit form DAAEG21 (Revised October 2008) to the Department Chair <u>within three working days</u> of the completion of the examination process (i.e., classroom examinations, the specialization exam, and the oral defense).

VII. *Financial Aid*

Financial aid is available in various forms from the Department and the University. Each type is explained below.

1. Teaching Assistantships

1. **Eligibility**

A limited number of Graduate Teaching Assistantships are available through the Department office. They are awarded on a competitive basis. Students may hold a Teaching Assistantship if they are taking nine graduate credits (including 5000-level courses) or are enrolled in thesis, INGL 6999. To hold a Teaching Assistantship, students must have a grade point average of 3.00 or higher. For their first three semesters as GTAs they also need to be enrolled in INGL 6996, a 1-credit course on Teaching Development (UTD). For more information on Teaching Assistantships, contact the Director of the English Department.

2. **Limitations**

A teaching load can range from three to six credits. Graduate Teaching Assistants may not hold another full-time job inside or outside of the university.

3. **Benefits**

As a teaching assistant, students are exempt from tuition cost, though they are subject to medical plan fees and any special fees. GTAs also receive a modest stipend and gain valuable college-level teaching experience.

4. **Duties**

As graduate teaching assistants, students are responsible for planning and teaching classes in compliance with the objectives and guidelines set out by the master syllabus on file in the Department and/or by course coordinators; they are also charged with evaluating students and assigning grades. GTAs must hold office hours (one and an half hours per week for every three credits that they are teaching), contribute to course committee work, and participate in other training and oversight obligations (see section 6.1 of Bylaw 05-62, which is available at: http://grad.uprm.edu/oeg/AyudasEconomicas/Certificaciones/0562.php). In addition, each section they teach will undergo a student evaluation in accordance with UPRM policies and a faculty member will visit GTAs classes at least once per semester to conduct such an evaluation. Finally, as Teaching Assistants, graduate students are held to the same standards as other faculty members and must treat all students respectfully, explain class policies and assessment procedures clearly, and assess student work reasonably and fairly.

In addition to maintaining adhering to best practices in classroom teaching, GTAs are expected to uphold all regulations of the University of Puerto Rico at Mayagüez that govern teaching faculty. This includes, but is not limited to, attending all required meetings, University Teaching Development classes and functions, and Center for Professional Development events; following the university drug and alcohol policy and the smoking restrictions placed on university property; and maintaining professional standards on campus.

5. **Support**

Teaching Assistants are supported by many people in the Department, including the Graduate Committee, the Department Director, the University Teaching Development Coordinator (TADS), and the course coordinators.

- Coordinator of the University Teaching Development (INGL 6996) Program:
  The Coordinator directly oversees the development of teaching assistants and gives the UTD (formerly TADS) course, the required orientation course for GTAs. If the coordinator is not an elected member of the Graduate Committee, he or she will be periodically invited to exchange information about the TADS program with members of the GC.

- Course Coordinators:
  Course coordinators provide Teaching Assistants with practical assistance for the courses they teach, including the master syllabus upon which Teaching Assistants will base their course.

- Graduate Committee:
  The GC is comprised of elected faculty members from the Department of English and a graduate student representative (elected by MAEE students each year). This committee coordinates, in collaboration with the Department Chair, the MAEE program and fulfills the responsibilities stated in By-law (*certificación*) 09-09: Policies Governing Graduate Studies at UPRM. GTAs may bring their concerns to the attention of the GC via the graduate student representative or by contacting the Graduate Program Coordinator directly.

2. **Research Assistantships**

    A limited number of research assistantships become available each year, which allow students to gain research experience while working on a project coordinated by a member of our faculty. The number of positions available and the terms of the positions (salary, tuition waiver, etc.) vary, depending on the needs and budgets of each research project. Eligibility criteria for these positions are determined by the faculty member in charge of the research project.

3. **University Loans**

    In order to qualify for a university loan, students have to complete an application for a Federal Pell grant and be given a Pell grant number. Graduate students do not qualify to receive Pell grants, but this is nevertheless the necessary first step.

    There are two major university loans. One is the Federal Perkins loan; as of 1998, it gives $2,000 per year. To be eligible, students must be registered for at least six credits. The interest rate is low, and students do not start paying back until nine months after they graduate, stop studying, or become registered less than half time. The other is the Direct Federal loan, or the William Ford loan. The amount varies depending on the number of credits the student is taking and the other sources of income the student may have, but it can be quite generous. There are two types of William Ford loans. One is subsidized; eligibility is based on need and the federal government pays the interest until the student starts to pay. The other isn't based on need, but students are responsible for the interest as soon as they receive the loan disbursement.

D. Scholarships

   A major university scholarship is the P.I.B.S., or *Programa Institucional de Becas Suplementarias*. This is based on the number of credits the student is taking.

For more information on university loans and scholarships, students should inquire at the Financial Aid Office.

APPENDIX A

SUGGESTED PLANS OF STUDY
Office of Graduate Studies

Students entering in August who choose the thesis option

	First Year-Fall	Spring		Second Year-Fall	Spring
Courses:	Two required courses	Two required courses	Courses:	INGL 6999 (for 3 credits)	INGL 6999 Thesis (for 3 credits)
					One elective
	One elective	Two electives		Two electives	
Other requirements:	By October determine who your advisor will be (suggested)	February-determine who your committee members will be, turn in plan of study form- start drafting thesis proposal (suggested)	Other requirements:	September-request & pay for graduation in May-OGS deadline complete thesis research and outline thesis (suggested)	February-request & pay for May graduation if you didn't in September, pay late fee OGS deadline
					March-Complete thesis
	By the end of the semester, set up full graduate committee & submit study program (suggested)			December-submit thesis proposal-OGS deadline	April- arrange date of thesis defense in May & turn in the thesis-OGS deadline
					May-defend thesis-OGS deadline

Students entering in January who choose the thesis option

	First Year-Fall	Spring		Second Year-Fall		Spring
				Fall	Spring	
Courses:	Two required courses	Two required courses	Courses:		INGL 6999 (for 3 credits)	INGL 6999 Thesis (for 3 credits)
						One elective
	One elective	Two electives			Two electives	
Other requirements:	By March-determine who your advisor will be (suggested)	September-get committee, turn in study program-OGS deadline start drafting thesis proposal (suggested)	Other requirements:		February-request & pay for graduation in December- OGS deadline	September-request & pay for December graduation if you didn't in February, pay late fee OGS deadline
						October-Complete thesis
	By the end of the semester, determine who will be on your graduate committee & submit study program (suggested)	Start drafting thesis proposal (suggested)			Complete thesis research and outline thesis (suggested)	November- arrange date of thesis defense in May & turn in the thesis-OGS deadline
					April-submit thesis proposal-OGS deadline	

Students entering in August who choose the exam option

	First Year-Fall	Spring	Second Year-Fall	
			Fall	Spring
Courses:	Two required courses	Two required courses	Two electives	Three electives (of four if you took only one elective the second semester)
	One elective	Two elective (or one-see the last semester)		
Other requirements:	By October determine who your advisor will be (suggested)	February- -OGS deadline	September 15- inform the department in writing of your desire to take the examination in November. See Comprehensive Exam.	February-request and pay for graduation in May if you didn't in September; pay late fee-OGS deadline
	By the end of the semester determine who will be on your graduate committee-file your plan of study (suggested)	Throughout the semester-start consolidating your notes for the comprehensive examination; select the fifth course if possible.	September-request & pay for graduation in May-OGS deadline	April-take the examination or parts of the examination if necessary

Students entering in January who choose the exam option

	First Year-Spring	Second Year		Third Year-Fall
		Fall	Spring	
Courses:	Two required courses	Two required courses	Two electives	Three electives (of four if you took only one elective the second semester)
	One elective	Two electives (or one-see last semester)		
Other requirements:	By March-determine who will be your advisor (suggested)	September- -OGS deadline	February 10-inform the department in writing of your desire to take the examination in April. See Comprehensive Exam	September-request and pay for graduation, with a late fee, if you didn't in February
	By the end of the semester, determine who will be on your graduate committee & submit the plan of study	Throughout the semester-start consolidation your notes for the comprehensive examination; select the fifth course if possible	February-request & pay for graduation in December-OGS deadline	OGS deadline
				April-take the examination

APPENDIX B

SCHEDULE OF MAEE COURSE OFFERINGS
2014-2020

Código	Título del curso	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
		1er	2do	1er	2do	1er	2do	1er	2do	1er	2do	1er	2do
INGL 5009	Contrastive Grammar (II)		X			X					X		
INGL 5010	Perspective on Teaching English as a Second Language (I)	X	X	X	X	X	X	X	X	X	X	X	X
INGL 5015	English and American Literary Criticism		X		X		X		X		X		X
INGL 5019	Pragmatics			X				X				X	
INGL 5025	Current Approaches in Linguistic Theory	X				X				X			
INGL 6005	Foundations of English Ed.*		X		X		X		X		X		X
INGL 6006	Research Methods*	X	X	X	X	X	X	X	X	X	X	X	X
INGL 6008	Bilingualism and Language-Contact				X				X				X
INGL 6009	Models for Teaching Literature*	X		X		X		X		X		X	
INGL 6010	Tesl Materials and Testing (II)*		X		X		X		X		X		X
INTD 6015	Comprehensive Exam Review	X	X	X	X	X	X	X	X	X	X	X	X
INGL 6016	Topics in Sociolinguistics		X				X				X		
INGL 6018	Topics in Psycholinguistics	X				X				X			
INGL 6020	Second Language Acquisition (I)*	X		X		X		X		X		X	
INGL 6028	Psycholinguistics and the Reading Process			X				X				X	
INGL 6030	Theory and Practice of Composition	X		X		X		X		X		X	
INGL 6040	Practice in the Teaching of Composition		X		X		X		X		X		X
INGL 6055	Studies in Literature I (I) **			X						X			
INGL 6056	Studies in Literature II (II) **		X				X						
INGL 6058	Studies in Literature III **					X					X		
INGL 6985	Special Topics I (I) **	X						X				X	
INGL 6986	Special Topics II (II) **						X		X				X
INGL 6995	Research (I, II)	X	X	X	X	X	X	X	X	X	X	X	X
INGL 6999	Thesis	X	X	X	X	X	X	X	X	X	X	X	X

*Core course required for the MAEE program   ** These courses are by faculty proposal.

Note: Course offerings are contingent upon professor availability and student enrollment.

APPENDIX C

MAEE COURSES AND DESCRIPTIONS
English Department

COURSES OF INSTRUCTION

MASTER OF ARTS IN ENGLISH EDUCATION

ADVANCED UNDERGRADUATE COURSES

INGL 5009 CONTRASTIVE GRAMMAR. Three credit hours. Three hours of lecture per week. Prerequisite: Consent of the Director of the Department. Analysis of the descriptive grammars of English and Spanish to identify areas of divergences and to achieve an understanding of linguistic universals.

INGL 5010 PERSPECTIVES ON TEACHING ENGLISH AS A SECOND LANGUAGE. Three credit hours. Three hours of lecture per week. Prerequisite: Consent of the Director of the Department. Historical overview of language teaching methods from grammar-translation to the most recent approaches; students will develop applications for teaching English as a second language.

INGL 5015 ENGLISH AND AMERICAN LITERARY CRITICISM. Three credit hours. Three hours of lecture per week. Prerequisite: Consent 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.

INGL 5019 PRAGMATICS. (I) Three credit hours.

INGL 5025 CURRENT APPROACHES IN LINGUISTICS THEORY. Three credit hours. Three hours of lecture per week. Prerequisite: Consent of the Director of the Department. Recent developments in linguistics theory and their application to related issues.

GRADUATE COURSES

INGL 6005 FOUNDATIONS OF ENGLISH EDUCATION. (II) Three credit hours. Three hours of lecture per week. Foundations of English education emphasizing an analysis of the social, economic, and political issues which affect the teaching of the language in Puerto Rico.

INGL 6006 RESEARCH METHODS. (I, II) Three credit hours. Three hours of seminar per week. Research techniques in language study with emphasis on English.

INGL 6008 BILINGUALISM AND LANGUAGE CONTACT. (I) (Even numbered years.) Three credit hours. Three hours of lecture per week. The linguistic and social-psychological aspects of bilingualism, the sociology of language contact.

INGL 6009 MODELS FOR TEACHING LITERATURE. (II) Three credit hours. Three hours of seminar per week. The teaching of literature in English: explication of texts, literary theory and its value in the classroom, the establishment of historical context; problems of teaching literature to speakers of English as a second language.

INGL 6010 TESL MATERIALS AND TESTING. (II) Three credit hours. Three hours of lecture per week. Study and development of materials and techniques for the teaching and evaluation of English as a second language, with emphasis on oral communication skills.

INGL 6016 TOPICS ON SOCIOLINGUISTICS. (On demand.) Three credit hours. Three hours of lecture per week. Selected topics based on current research interests in sociolinguistics.

INGL 6018 TOPICS IN PSYCHOLINGUISTICS. (On demand.) Three credit hours. Three hours of lecture per week. Selected topics on current research interests in psycholinguistics.

INGL 6020 SECOND LANGUAGE ACQUISITI. (I) Three credit hours. Three hours of lecture per week. An overview of research topics in second language acquisition, and an in-depth study of one of these topics.

INGL 6028 PSYCHOLINGUISTICS AND THE READING PROCESS. (On demand.) Three credit hours. Three hours of lecture per week. The reading process and the measurement of reading skills and comprehension in native and second languages; degree of transfer of reading skills from native to second language; current psycholinguistics research in the field of reading.

INGL 6030 THEORY AND PRACTICE OF COMPOSITION. (On demand.) Three credit hours. Three hours of lecture per week. Practice in the techniques of writing. Study of writing research and theory.

INGL 6040 PRACTICE IN THE TEACHING OF COMPOSITION. (On demand.) Three credit hours. Three hours of lecture per week. Development and demonstration of materials and methods for the teaching of writing. Study of recent theory, research and pedagogy.

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, or movements in the literature of the English language.

INGL 6985 SPECIAL TOPICS I. (I) Three credit hours. Three hours of seminar per week. Selected topics in linguistics, literature, or pedagogy.

INGL 6986 SPECIAL TOPICS II. (II) Three credit hours. Three hours of lecture per week. Selected topics in linguistics, literature, or pedagogy.

INGL 6995 RESEARCH. (I, II) 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. (I, II) Three to six credit hours. Research in the field of English language and applied linguistics, and presentation of a thesis.

INTD 6015 COMPREHENSIVE EXAMINATION REVIEW

_____
(I)= courses normally offered during the First Semester.
(II)= courses normally offered during the Second Semester.

APPENDIX D

COMPREHENSIVE EXAM DOCUMENTS
Study Guide/ Request to Take Exam/ Cancellation of Exam/Rubric

DEPARTMENT OF ENGLISH
Faculty of Arts and Sciences
University of Puerto Rico
Mayagüez Campus
PO Box 9265
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(787) 832-4040 – Ext. 3064
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MASTER OF ARTS IN ENGLISH EDUCATION PROGRAM
COMPREHENSIVE EXAM STUDY GUIDE
(CLASSROOM EXAMINATION COMPONENT)
REV. FEBRUARY, 2012

Introduction:

This guide has been created by the Graduate Committee of the Department of English to help students, along with their Committee Members, to prepare for the Comprehensive Exam (CE), one of the two options for completing the M.A.E.E. program. Please refer to the latest Graduate Student Handbook for a full description of the examination process and policy. This document is meant to provide guidance to students and Committee Members for preparing to create and administer the <u>classroom examination component</u> of the CE,[2] which will be comprised of two three-hour exams taken over two consecutive days in the areas of Applied Linguistics and Pedagogy.

Each examinee will negotiate the particular focus of the classroom examinations on Applied Linguistics and Pedagogy, and the research paper with his/her Committee. Committees will work with students to create a list of three (3) study questions from which one (1) exam question will be selected for each area.

Sample questions are included for the Applied Linguistics and Pedagogy sections of the exam. They are meant to help the examinee and his/her committee to understand the scope of exam questions and to develop their own questions based on their particular focus within each section.

Examinees should be able to use the scholarly and professional terminology within their field. All candidates with their committees should develop a list of key concepts in the exam areas that examinees are expected to be able to use in answering the exam questions. <u>All questions will require that examinees reference pertinent sources in their chosen areas of study</u>.

The Classroom Examinations will be evaluated as specified in the Graduate Student Handbook:
   4. Written Examination: To pass the classroom examination students must obtain a passing grade in both exam areas. The student's Committee Members will evaluate the exam.

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[2] As noted in the **Option III: Comprehensive Exam Policy**, the other components of the CE are a specialization question and an oral defense of the examination.

General evaluation criteria for the exams are based on the student's ability to perform the following tasks:

h. Synthesize the key theoretical and methodological debates defined by the exam question.
i. Articulate an original argument in response to those debates.
j. Integrate information from a variety of sources into an organized, cogent, and scholarly response.
k. Apply theoretical frameworks to the analysis of concrete pedagogical practices or resources.
l. Contextualize the argument appropriately.
m. Cite sources appropriately.

Sample Examination Questions in Applied Linguistics:

1. A theory is sound when it is able to account for the phenomenon within the scope of its study. There are a number of theories that explain how languages are learned. Which do you believe to be the most plausible and explanatory theory? Use other theories to compare and contrast your view. Cite pertinent sources to support your claim.

2. Compare learning a second language as a child with learning one as an adult. What aspects are different? Discuss linguistic, social and cognitive mechanisms that work for both. Cite pertinent sources to support your claim.

3. The role of the first language in learning a second language has been explained by various theoretical perspectives, which periodically are contested and reconceptualized by scholars in the field. Discuss the theories that have supported language transfer such as the contrastive analysis hypothesis and cross-linguistic influence. Use examples to support why these theoretical views have changed. Cite pertinent sources to support your claim.

4. Pick one theory on Second Language Acquisition (SLA) and explain: (1) how it has informed the study of SLA; and (2) how the theory might guide classroom practice or teaching. Cite pertinent sources to support your claim.

5. Language variation is central to Sociolinguistics and SLA. Define language variation. Compare/contrast the role that language variation has played in the two areas; in other words, address how language variation is approached in theory and in practice. Cite pertinent sources to support your claim.

6. Compare/contrast the roles of the individual and the speech community with respect to methodology, data collection and data elicitation in Sociolinguistics and SLA. Cite pertinent sources to support your claim.

7. The meaning of "bilingual" has been contested in light of the spread of English as an international language. List the competing definitions of "bilingualism" and explain

how you think the Puerto Rican context fits into these definitions or demands a new definition of "bilingual." Cite pertinent sources to support your claim.

8. Speech production is an active area of research in Psycholinguistics. Choose one issue in speech production (for example, lexical access) and compare and contrast how it is viewed in monolingual and bilingual speech production. Cite pertinent sources to support your claim.

9. What are the factors that motivate language shift and language maintenance? Apply these factors to the case of Puerto Rico. Take a stand and argue that Puerto Rico, in the future, is facing either language shift or language maintenance. Cite pertinent sources to support your claim.

10. Second language learning theories have been criticized for ignoring the role of context in their explanations of language learning. Sociocultural theory seeks to address this by claiming that language learning can never be extracted from its social, cultural, and political context. Explain the role of identity, power, and agency in language learning from a sociocultural perspective. Cite pertinent sources to support your claim.

Sample Examination Questions in Pedagogy:

1. Provide a detailed overview of the various types of bilingual education programs that developed historically in the U.S. since the establishment of the Elementary and Secondary Education Act. Consider the various theoretical perspectives and characteristics that define each program and explore how they overlap or differ in theory, practice, and their target populations in relation to mandated language programming in contemporary Puerto Rico. Cite pertinent sources to support your claim.

2. You receive the following paragraph as a writing sample (12th grade). Explain what you would say to this student, and explain how you would organize the rest of the school year's writing and grammar instruction to help this student develop writing proficiency. Include the theoretical basis for your pedagogical decisions by citing appropriate sources.

    I put to think to search was are my worst day of my life, but really I don't had. I think that I had bad experiences. Because every day you thanks God for your life, family and others things. I think that the persons learnd about the mistakes. One ofmy bad experiences was when I enter in this university, I always want to study heare. One morning I prepare to went at the university to know if they are acepted. I went to a university at faculty of admissions and the secretary tell my tha I don't enter in this university. In that moments I felt super bad, because, I thing that my dreams was dertebed.

3. Testing in ESL and EFL environments is complicated. Select a specific application of a test or an evaluative measure and explain what parameters are important in that context. For example, you might explain which methods you believe would work best for exit

testing from a multi-sectional basic integrated skills course at the University of Puerto Rico at Mayagüez. Cite pertinent sources to support your claim.

4. Gender studies, post-structuralist feminist theories, queer theories, critical race theories, cultural studies, and critical/liberating pedagogies share many features. Explain these shared characteristics and the concerns that they address in contemporary global classrooms. Cite pertinent sources to support your claim.

5. Trace the history of literary pedagogy through a discussion of the four sets of terms given below. Your essay should: (1) clearly explain the meaning of each of the ten terms; (2) explain why the terms are grouped into those sets; and (3) show some interconnections among the four sets of terms. Whenever possible, connect particular terms (or sets) with the theorist(s) associated with them, and explore the impact of these concepts on the teaching of literature past and present. Cite pertinent sources to support your claim. Cite pertinent sources to support your claim.
Ten Terms in Four Sets:
Set 1: growth/heritage / skiDs
Set 2: new criticism / reader-response / subjective criticism
Set 3: aestetic/efferent
Set 4: teacher-centered/student-centered

6. While leading figures in the *Departamento de Educación*'s English Program have recently argued for the use of English only in classrooms, such a practice is refuted by much of the literature in the field, as well as by professional organizations composed of language and literacy teachers such as NCTE, IRA, and NCBE. Challenge this position drawing on the multiple theories that contest it, and provide an alternative argument for specific uses of Spanish in the English classroom that would, in fact, support English language learning. Cite pertinent sources to support your claim.

7. Discuss how the teaching and practice of creative writing can benefit the field of English Education and in turn lead to a better understanding and appreciation of literature written in English or any other language. Cite pertinent sources to support your claim.

8. Discuss memoir (or life) writing and its pedagogical application in the teaching of English writing courses as well as its potential contribution to academic training, which tends to devalue the student's voice and privilege a canonical *Other*. Cite pertinent sources to support your claim.

9. According to Gunter Kress, in *Literacy in the New Media Age*, after a long period of the dominance of the book, the screen has now taken over its place and literacy has taken on new meanings. If technology has changed traditional forms of reading and writing texts, what must teachers of writing know and what should they be able to provide their students to develop new media literacy? What theoretical frameworks underpin this new conception of writing? Cite pertinent sources to support your claim.

10. The "process" movement has been the most influential movement in the field of composition and is responsible for questions in writing research such as those that ask

what writers do as they write. Although process has dominated scholarship in the field, it has been under critique by "post process" views. Describe the "writing as process" movement and then explain why the "social turn" has lead to post -process views on writing. What does this imply for the teaching of composition? Cite pertinent sources to support your claim.

MASTER OF ARTS IN ENGLISH EDUCATION PROGRAM
REQUEST TO TAKE THE MAEE COMPREHENSIVE EXAM (Rev. Feb 2012)

This form must be submitted the semester prior to taking the examination. Students who have not submitted this form one semester prior to taking the examination will not be allowed to register for or take the examination.

(Submit the original to the Department Chair and a copy to the Graduate Program Coordinator)

Name: _____

       Last name/s (as it appears on your registration)   First name   MI

Student Number: _____

Telephone: _____ **E-mail:** _____

Current date: _____ **Semester of Exam:** _____
                                                           (i.e. Fall 2012)

I hereby request to take the **MAEE Comprehensive Examination**. I have read the Examination Policy and Study Guide and have met with my committee members to assemble a reading list, prepare study questions, define the topic for the specialization question, and schedule all components of the examination.

Please attach to this sheet your proposed reading lists for all three questions. The three separate reading lists should follow the appropriate format for a works cited page and include all necessary citation information. Each reading list should include a minimum of twenty recent academic sources (scholarly journals, book chapters or books, dissertations, etc) for each part of the exam (Applied Linguistics, Pedagogy, and the specialization). This reading list is developed by the student in close consultation with his/her committee members. The student and his/her chair will also decide which form of citation will be used (MLA or APA). Sources on the list may overlap.

Our agreements are indicated below:

Applied Linguistics Exam	**Date:** _____ **Time:** _____ *day, mm/dd/yyyy* **Study Questions:** 1. _____ _____ 2. _____ _____ 3. _____ _____
Pedagogy Exam	**Date:** _____ **Time:** _____ *day, mm/dd/yyyy* **Study Questions:** 1. _____ _____ 2. _____ _____ 3. _____ _____

Specialization Question	**Start Date:** _____ **Time:** _____
	          day, mm/dd/yyyy
	
	Finish Date: _____ **Time:** _____
	          day, mm/dd/yyyy
	          (no more than 14 days total from the time of start to the time of finish)
	
	Study Questions:
	
	1. _____
	_____
	2. _____
	_____
	3. _____
	_____

Date of Oral Defense: _____ **Time:** _____
        day, mm/dd/yyyy

I understand that this request commits me to taking the classroom exam and submitting and defending the specialization question on the dates indicated above. If I decide not to take the classroom exam on these dates, I must file an *MAEE Comprehensive Exam Cancellation Request* <u>at least ten working days before the date of the first exam</u>. Failure to submit a timely *Cancellation* will result in this *Request* counting as an official attempt to pass the exam.

_____   _____
Student's Signature   Date   *mm/dd/yyyy*

_____   _____
Committee Chair's Signature   Date   *mm/dd/yyyy*

_____   _____
Committee Member's Signature   Date   *mm/dd/yyyy*

_____   _____
Committee Member's Signature   Date   *mm/dd/yyyy*

_____   _____
Graduate Program Coordinator's Signature Date   *mm/dd/yyyy*

_____   _____
Department Chair's Signature   Date   *mm/dd/yyyy*

DEPARTMENT OF ENGLISH	DEPARTAMENTO DE INGLÉS
Faculty of Arts and Sciences	Facultad de Artes y Ciencias
University of Puerto Rico	Universidad de Puerto Rico
Mayagüez Campus	Recinto Universitario de Mayagüez
PO Box 9265	Apartado Postal 9265
Mayagüez, Puerto Rico 00681-9265	Mayagüez, Puerto Rico 00681-9265
(787) 832-4040 – Ext. 3064	(787) 832-4040 – Ext. 3064
FAX: (787) 265-3847	FAX: (787) 265-3847

MASTER OF ARTS IN ENGLISH EDUCATION PROGRAM
CANCELLATION OF MAEE COMPREHENSIVE EXAM

--Submit original to the Department Chair and a copy to the Graduate Program Coordinator—

Instructions: The completed form, including all signatures, must be submitted to the Department Chair <u>at least ten working days before the date set</u> for the first classroom examination. Failure to submit the cancellation on time will be considered as an official attempt to attempt to pass the Comprehensive Exam.

Name:

_____
              Last name   *First name*   *MI*

Student Number: _____

Academic Year: _____ **Semester:** _____

I hereby request the cancellation of my **MAEE Comprehensive Examination**, originally scheduled for (*enter below the classroom examinations dates registered in your Request to Take the MAEE Comprehensive Exam*):

_____

_____

Justification and Plans (*enter below the reason for the cancellation and your plans to reschedule the classroom examination in accordance with established MAEE policies explained in the Graduate Student Handbook*):

_____

_____

_____

_____

_____   _____
Student's Signature   Date   *month/day/year*

_____   _____
Committee Chair's Signature   Date   *month/day/year*

_____   _____
Committee Member's Signature   Date   *month/day/year*

_____   _____
Committee Member's Signature   Date   *month/day/year*

_____   _____
Department Chair's Signature   Date   *month/day/year*

EVALUATION OF COMPREHENSIVE EXAM [SAMPLE RESULTS RUBRIC]

Conducted By:_____

Aims/Yes	Partially	No	Notes
Synthesized the key theoretical and methodological debates defined by the exam questions.	Review of key theoretical and methodological debates reads like a list, with some key figures or issues absent.	Did not review key theoretical and methodological debates or some key debates absent.	
Articulated an original argument in response to those debates.	Argument articulated is not original.	Lacked an argument; response relies on summary.	
Integrated information from a variety of sources into an organized, cogent, and scholarly response.	Information from sources read like a list.	Thin in scholarly sources. Response disorganized. Tone of writing casual or inappropriate.	
Contextualized the argument appropriately.	Contextualization incomplete or poorly organized.	Contextualization absent.	
Applied theoretical frameworks to the analysis of concrete pedagogical practices or resources.	Connection between theoretical frameworks and pedagogical practices weak.	Treatment of theoretical frameworks or pedagogical practices is missing.	
Included a minimum of 10 appropriate citations from certification exam reading lists pre-approved by committee.	Cited fewer than ten sources from the appropriate and corresponding pre-approved reading lists.	Missing citations and some were inappropriate (not from the corresponding pre-approved list or sources not included on any of the lists).	
Cited sources correctly.	In text citations sporadic	Lacked in-text citation.	
Composed a scholarly essay of 6-8 pages (double-spaced).	N/A	Did not meet page length requirement.	

Result: Pass _____ Fail _____

Faculty Name: _____

Faculty Signature: _____

APPENDIX E

FACULTY PROFILES
English Department

English Department Faculty Profiles

Name, Degree	Degree Year, Institution	Rank	Research Interests
Nandita Batra, Ph.D.	1986 University of Rochester	Professor	British Literature 1660 to the present, especially 19th century and early 20th century particularly in their intersection with Gender, Narrative, Postcolonial, Disability, and Anthrozoological Studies
Kevin Carroll, Ph.D.	2009 University of Arizona	Assistant Professor	Language planning and policy; ESL
Ricia Anne Chansky, Ph.D.	2009 Illinois State University	Assistant Professor	Literatures of Marginalized Communities; Feminist Theory; Pedagogy; Visual Culture; Auto/Biography Studies; Women's Literatures
Laurence Chott, Ph.D.	1985 Ball State University, Indiana	Assistant Professor	E. E. Cummings; Modern American Poetry; The Literature of Exploration; The Historical Background of Shakespeare's *The Tempest*
Elizabeth Dayton, Ph.D.	1996 University of Pennsylvania	Professor	Linguistics
Catherine Fleck, Ph.D.	2003 Michigan State University	Associate Professor	Bilingualism; Language Contact; Sociolinguistics; Perceptual Dialectology
Leonardo Flores, Ph.D.	2011 University of Maryland	Associate Professor	Poetry; Electronic Literature; American Literature; Film; Media and Writing; Science Fiction; Fantasy
Jocelyn A. Géliga Vargas, Ph.D.	1999 University of Massachusetts-Amherst	Associate Professor	Gender/Race Representations in Media and Testimonial Narratives; Film History and Criticism; Media Literacy and Critical Pedagogy; Ethnography; Oral History; Action Research

Gayle Griggs, Ed.D.	2011 University of Texas-Austin	Professor	Instructional Technology; Distance Education; Graduate TA Education; Web-Based Instruction; Writing & Communication; ESL; Peer Review; Conversational English
Nicholas Haydock, Ph.D.	1995 University of Iowa	Professor	Middle English; Middle Scots; Movie Medievalism; Scottish Makars; Robert Henryson; William Dunbar; Gavin Douglas; Epic; History of English; Literary Theory; Film Criticism; Classicism; Medievalism; Orientalism
José Irizarry, Ph.D.	1999 Indiana University of Pennsylvania	Professor	Early 20th Century Puerto Rican Writing in the US; African American Literature; Autobiographical Discourse; American Literature (19th century to early 20th century); Children and Young Adult Literatures; Critical Theory; Cultural Studies.
Raymond Knight, M.A.	1986 Interamerican University of San Germán	Professor	Literacy; L2 Literacy; Integration of Computers in Teaching; Media Literacies; Composition and Identity
Eric Lamore, Ph.D.	2007 Illinois State University	Associate Professor	Early American Literature, African American Literature, Caribbean Literature, Critical Theory, The Early Black Atlantic, Transatlantic Studies
Nevin Leder, Ph.D.	2003 Michigan State University	Associate Professor	Generative Grammar, especially morphology, syntax and semantics; Literacy; Second Language Acquisition; Psycholinguistics
Mary Leonard, Ph.D.	2003 University of the West Indies in Barbados	Professor	20th and 21st Century Literature; Modernism; Film and Media; Visual Narration; Narratology
Roberto López, M.A.	1972 University of Southwestern Louisiana	Professor	Folklore (especially Puerto Rican); Children's Literature; American Literature
Jeannette Lugo, M.A.	1980 New York University	Professor	ESL Testing; ESL Reading Development
Catherine Mazak, Ph.D.	2006 Michigan State	Assistant Professor	ESL Teaching and Teacher Training; Second Language Literacy; Language

	University		Policy
Sonja Mongar, M.F.A.	2003 University of New Orleans	Assistant Professor	Creative Writing; Creative Nonfiction; Autobiography; Life Narrative; Journalism; Documentary film; B&W Photography; Drama Games; Literature in Cyberspace
Betsy Morales Caro, Ph.D.	1999 University of Texas-Austin	Professor	Culture Studies; Bilingual Education; ESL; Writing in the Disciplines; English Education in Puerto Rico; Pedagogy
Waleska Morciglio, MAEE	1998 University of Puerto Rico-Mayagüez	Instructor	Second Language Writing; Basic Writing; ESL
Mabel Ortiz, M.A.	1974 State University of New York	Associate Professor	American Literature; Writing Skills; General Education; Assessment; Translations; Study Skills
Darnyd W Ortiz-Seda, Ph.D.	1990 Florida State University	Professor	Drama; Theater; Short Story; Rhetoric and Composition; Teaching Literature; Teaching Composition
Ellen Pratt, Ph.D.	1999 Indiana University of Pennsylvania	Professor	Writing in the Disciplines; Second Language Writing; Second Language Acquisition; Rhetoric; Teaching Writing
Sandra Ríos, Ph.D.	1995 Rensselaer Polytechnic Institute	Associate Professor	Rhetoric; Environmental Rhetoric; Technical Writing
Myrna Rivera Montijo, MAEE	1994 University of Puerto Rico-Mayagüez	Associate Professor	English Education
Rosita Rivera Rodríguez, Ph.D.	2006 Pennsylvania State University	Assistant Professor	ESL Curriculum Development and Assessment; Discourse Analysis; Teacher's Narratives; Teaching as Inquiry; Language Policy; Socio-cultural Issues in ESL Education; Cultural Studies of Language Teaching and Learning; Philosophical Foundations of Education Research
Aixa L. Rodríguez, Ph.D.	1995 University of Massachusetts-Amherst	Associate Professor	Environmental Journalism; Cultural Studies; Mass Media and Culture

Linda Rodríguez, Ph.D.	1994 University of Michigan	Professor	Caribbean Writers; Women Writers; Creative Writing; Film
Rosa Román, Ph.D.	2007 Pennsylvania State University	Assistant Professor	Critical Discourse Analysis; Critical Pedagogy and Teacher Education in Secondary Schools; Developmental Education and Student Retention; Media Literacy; ESL Writing; Disability Studies and Reading
Mary Sefranek, Ed.D.	2006 Teachers College, Columbia University	Assistant Professor	K-12 Public Education and Digital Literacies in Puerto Rico; Latin@ Studies in English Education; Bilingual/Bicultural Education; Multiliteracies and Multimodality Theorizing and Practice; Feminist Poststructuralist Research and Methods in Education; Auto/biography and Narrative Inquiry
Iris Toro, MAEE	1997 University of Puerto Rico-Mayagüez	Assistant Professor	ESL Student Attitudes; Motivation; Listening Comprehension
Nancy Vicente, Ph.D.	2011 Pennsylvania State University	Assistant Professor	Autobiography; De-Colonizing methodologies; Latino Studies
Billy Woodall, Ph.D.	2000 University of Washington	Associate Professor	Second Language Acquisition; Second Language Literacy; Psycholinguistics

APPENDIX F

FACULTY PROFILES
**External Faculty Willing to Serve on
MAEE Thesis Committees**

External Faculty Profiles

(Arts & Sciences Faculty Willing to Serve on MAEE Thesis Committees)

Name/ Degree	Degree Year/ Institution	Rank	Department/ Specialization	Research Interests	E-mail/ Telephone
Aníbal Aponte Colón, Ph.D.	1993 University of Chicago	Associate Professor	Social Sciences/ Political Science	Political Sciences; Latin American Studies; Political Theory; Postcolonial Theory; Marxist Theory	anibalj.aponte@upr.edu, 832-4040 ext. 2912
Luis A. Avilés, Ph.D.	1998 Johns Hopkins University	Associate Professor	Social Sciences/ Sociology	Social Justice; Social Inequality; Feminism; Marxism; Statistics; Caribbean Demography; Research Methods	luis.aviles3@upr.edu, 832-4040 ext. 3107
Laura Bravo López, Ph.D.	2004 Universidad Autónoma de Madrid	Associate Professor	Humanities/ Art Theory	Photography and Copyright; Photography and Fiction; Installations; Popular Culture; Cultural Studies; Puerto Rican Art	laura.bravo@upr.edu, laura_bravolopez@yahoo.com, 787-525-2530
Rima Brusi Gil de Lamadrid, Ph.D.	2004 Cornell University	Associate Professor	Social Sciences/ Anthropology	Cultural Anthropology; Social Inequality; Marginality; Education; Higher Education; Social Dislocation	rima.brusi@upr.edu, 832-4040 ext. 3839
Jeffrey Herlihy, Ph.D.	2008 Universidad Pompeu Fabra, Barcelona	Assistant Professor	Humanities and Comparative Literature	American Literatures; Postcolonial Literatures; Postmodern Theory; Transnational Studies; Exile Literature; Border Studies; Transatlantic Studies	jeffrey.herlihy@upr.edu, 787-265-3846
Carlos Hernández Hernández, Ph.D.	2005 University of Puerto Rico-RP	Assistant Professor	Social Sciences/ History	Puerto Rican History; Spanish History; Puerto Literature; Caribbean Literature; Oral History and Memory Studies	carlos.hernandez15@upr.edu, caivhernandez@yahoo.com

Ana Kothe, Ph.D.	1996 Univ. of Maryland at College Park	Professor	Humanities/ Comparative Literature	Early Modern Studies (Renaissance/Medieval); Women's Literature and Gender Studies; Women and Religion; Comedy	anam.kothe@upr.edu 832-4040 ext. 3253; 265-3846 (messages)
Lester McGrath Andino, Th.D.	1995 Boston University	Associate Professor	Humanities	Comparative Religions, Sociology of Religions, Theology of Liberation, Social History of the United States	lester_mcgrath@yahoo.com
Luis E. Nieves Rosa, Ph.D.	2007 University of Puerto Rico-RP	Assistant Professor	Social Sciences/ General Social Sciences & Human and Social Certificate	Social Policies; LGBT & Queer Studies; Same Sex Domestic Abuse & Bullying; Social Work Ethics & Practice	luis.nieves22@upr.edu (787)485-6384
Christopher Powers, Ph.D.	2003 Johns Hopkins University	Associate Professor	Humanities/Comparative Literature	Literary and Critical Theory; Atlantic Studies; Afrodiasporic Studies; African American Studies Critical Race Theory; Romanticism	christophe.powers@upr.edu 832-4040 ext. 3179
Lissette Rolón Collazo	1997 University of Iowa	Professor	Humanities/ Comparative Literature	Critical Theories; Memory, History, and Literature; Film and Literature; Modern and Contemporary Spanish Literature and Culture	lissette.rolon@upr.edu, 832-4040 ext. 3242
Ángel L. Viera Tirado, Ph.D.	2004, Purdue University	Assistant Professor	Social Sciences/ Political Science	International Relations (Regionalism, Trade Agreements); Comparative Politics (U.S., Caribbean); Political Economy (Globalization); Political and Sociological Theory	angel.viera2@upr.edu 832-4040 ext. 3375

APPENDIX G

MAEE THESES BY TOPIC
(1984-2009)*

*Information compiled by Dr. Elizabeth Dayton (years 1984-2006) and Dr. Jocelyn A. Géliga Vargas (years 2007-2009)

MAEE Thesis Topics and Titles (1984-2009)

I. FOCUS ON PEDAGOGY (N = 25)

A. Teaching (n = 19)

<u>Teaching of Literature in ESL</u>
1. The use of creative dramatics in the teaching of drama with special application to the teaching of English as a second language / by Darnyd W. Ortiz Seda, 1984 (#1 Hunt)
2. Using creative dramatics to teach the short story in the ESL classroom in Puerto Rico / by Minerva Gonzalez Lopez, 1989 (#13 Jonassen)
3. The quest archetype as schema for teaching poetry in an English as a second language class / by Alena Anastasia Alberani Hrachovsky, 1991 (#21 Hunt)
4. The use of works by Puerto Rican playwrights living in the U.S. in the teaching of drama with special application to the teaching of English as a second language in Puerto Rico / by James D. Rivera Martínez, 1996 (#35 Ortiz)
5. Night-sea crossing: teaching the macabre in the ESL classroom / by Edwin Astacio Sanchez, 1999 (#41 Hunt)
6. The teaching of poetry to ESL students through the use of creative dramatics / by Carmen Sierra Monroig, 2003 (#71, Ortiz)
7. Teaching William Blake's *The Songs of Innocence and of Experience* to university ESL students with reader-response and Freirian pedagogy, by Jennifer Gomez-Alvarez, 2006 (#78 Irizarry)

<u>Teaching ESL</u>
8. A description of Puerto Rico's ESL classrooms: teachers, methods, and materials / by Betsy Morales Caro, 1992 (#24 Gutiérrez)
9. Returned migrants and the teaching of English in secondary schools of Puerto Rico: an individualized approach / by Myrna Rivera, 1994 (#28 Blau)
10. English language education in Japan and the use of English by Japanese in the world Englishes framework / by Sanae Eda, 1994 (#26 Blau)
11. Visual Art and the teaching of English as a second language / by Ingrid Carre, 1996 (#33 Hunt)
12. Teaching units to lower language anxiety for 8th and 9th grade ESL students / by Gladys Vargas-Batista (#73 Morales)
13. Teachers speak out on the use of the English Curriculum in Southwestern Puerto Rico / by Kevin S. Carroll, 2005 (#74 Pratt)
14. Teaching English the Puerto Rican Way: Developing ESL Materials that Mirror the Source Culture for the Puerto Rican Elementary English Classroom / by Stephanie M. Cardona, 2007 (Géliga Vargas)
15. Teacher Change in the Knowledge and Practice of Responding to ESL Student Writing / by Pauline Torres, 2007 (Pratt)
16. The Creation of an English Curricula Unit for 10thGraders in a Public School in Western PR / by Francis Acevedo-Biaggi, 2008 (Morales)
17. Dictionary Use and Instruction in Pre-Basic English at the University of Puerto Rico-Mayagüez / by, Melody Feliciano Martínez, 2008 (Rivera)
18. Kindergarten English Teaching Through the Arts (Ketta): Curriculum Development / by Awilda Nieves Pérez, 2009 (Ortiz)

<u>Teaching of Human Values in ESL</u>
19. The Use of Chekhov's Plays for the Teaching of Human Values in the ESL Classroom / by María M. Montes de Condat, 2000 (#51 Ortiz)

B. Learning (n = 4)

English Language Learning
20. A description of English language learning in a rural elementary community school in Puerto Rico / by Jill Heinlein-Pacheco, 1999 (#49 Dayton)
21. Perceptual learning style preferences in the college English classroom in Puerto Rico / by Coraly Romero Garcia, 2002 (#58 Dayton)
22. A comparison of learners of English in Puerto Rico and Japan / by Tsuneko Ryu, 2003 (#57 Blau)
23. "Because They Said So": Life Stories of Four College Students in Puerto Rico and the Influential Factors in Their English Learning Process / by Sandra Soto Santiago, 2009 (Mazak)

C. Discourse Analyses (n = 2)

24. Learning by the Numbers: Critical Discourse Analysis of Representations of the No Child Left Behind Public Law 107-110 in Puerto Rico / by Thea L. Mateu Zayas, 2007 (Géliga Vargas)
25. "*Mayormente las nenas*": Gendered Discourses in Online and Offline Educational Settings /by Zaira Arvelo Alicea, 2009 (Mazak)

II. Focus on a Skill Area (n = 30)

A. Reading (n = 15)

Reading Comprehension
1. Reading comprehension in English as a second language: cultural background knowledge through a single universal theme / by Gladys Cruz Rivera, 1985 (#2 Hunt)
2. Increasing reading comprehension by providing a purpose to read / by Nancy Torres Claudio, 1985 (#4 Blau)
3. The use of pre-reading activities to build background knowledge and its effects on reading comprehension / by Martha Elugardo, 1986 (#5 Blau)
4. The use of teacher-underlining as an aid to reading comprehension for ESL students in the public school system of Puerto Rico / by Dorothy A. Martinez, 1987 (#9)
5. A comparison of native and second language reading comprehension of Puerto Rican university students of English as a second language / by Jose Irizarry Rodriguez, 1988 (#11 Blau)
6. Poetry: a medium for ESL language processing and reading comprehension / by Thomas Wm. McNeil, 1988 (#10 Sherwin)
7. The effects of silent reading (monitored and unmonitored) and oral reading (by the teacher and by the students) on the reading comprehension scores of tenth grade Puerto Rican students of English as a second language / by Lilliam I. Rivera Rivera, 1990 (#17 Gutierrez)
8. The reading-writing relationship: using script form writing to enhance reading comprehension / by Eulalia Texidor Ortiz, 1990 (#18 F. Betancourt)
9. Using cultural schemata as a mechanism for easing comprehension and increasing reading interest for Puerto Rican students of English as a second language / by Agapito Ruiz Millán, 1999 (#46 Hunt)
10. The effect of cultural background knowledge on reading comprehension / by Daisy Perez Soto, 2003 (#66 Irizarry)

Reading
11. The effects of first language reading ability and second language competence on learning to read in the second language / by Ana D. Arce, 1990 (#15 Jonassen)
12. Materials for crossing the reading threshold / by Yoichiro Shirasaka, 1998 (#40 Strodt)
13. An analysis of the influence of English students' proficiency on the use of oral reading mode vs. silent reading mode / by Gitasri Mazumdar, 1999 (#43 Smyrniou)

14. Reading Attitudes, Habits and Performance of Third Grade ESL Students Participating in a Reading Challenge Program / by Lizzel Martínez Marrero, 2009 (Morales)

<u>Contrastive Rhetoric</u>
15. Comparison of English and Spanish short story structure / by Ismael Jimenez Vega, 1989 (#14 Gutierrez)

B. Vocabulary (n = 4)

16. A comparison of the effectiveness of two vocabulary development techniques / by Mercedes Olivieri, 1987 (#6 Gutierrez)
17. Strategies for the teaching and learning of vocabulary in English as a second language / by Clarena Larrotta Monsalve, 1999 (#42 Strodt)
18. Vocabulary acquisition through reading: a study of the effectiveness of different call-based annotations / by Aimet Coriano Velasquez, 2001 (#54 Baker-Gonzalez)
19. Let's put our heads together: The processing of idioms by Spanish speakers at different proficiency levels / by Rosita Rivera Rodriguez, 2002 (#59 Morales)

C. Writing (n = 7)

20. Error correction in ESL compositions / by Sandra Rios Miranda, 1987 (#7 Gutierrez)
21. Testing the effectiveness of using word processors in the reading and composition course for ESL learners / by Anuradha B. Venkatesan, 1990 (#19 Jonassen)
22. Computers, writing and ESL learners: an observational study / by Margarita Acevedo Cortes, 1991 (#20 F. Betancourt)
23. Modifying programmable grammar checkers to enhance their effectiveness for native Spanish-speakers writing in English: a feasibility study / by David Dayton, 1994 (#25 Sherwin)
24. The implementation of the writing process in a low-proficiency college English course in Puerto Rico / by Luz Ospina Cortes, 2002 (#65 Dayton)
25. Types of feedback in the ESL writing process and student noticing / by Melissa Garcia, 2004 (# 70 Pratt)
26. Exploring the Writing Process Across Modalities: Learning in Face-to-Face and Online Classrooms / by Irmaris Rosas Nazario, 2009 (Sefranek)

D. Listening (n = 3)

27. The effects of contextual pictures and sound effects on the listening comprehension of short stories among seventh grade students / by Milagros M. Mendizabal Garcia, 1985 (#3 Blau)
28. The effects of speech rates on the listening comprehension of fifth grade students / by Enid Crooks de Dwyer, 1987 (#8 Kilpatrick)
29. The effect of closed caption television on the listening comprehension of students in a rural middle school in Puerto Rico /by Hector Acosta Matos, 2003 (#64 Blau)

E. Speaking (n = 1)

30. Sample ESL Oral Tests to Assess English Proficiency Skills of Pre-Basic Students at UPRM by Virginia D. Figueroa Seda, 2009 (Morales)

III. FOCUS ON LINGUISTICS: SOCIOLINGUISTICS AND SECOND LANGUAGE ACQUISITION (N = 30)

A. Attitudes and Motivation (n = 10)

1. Motivation, attitude and achievement of eleven Hispanic adult ESL learners in Roxbury, Massachusetts / by Edil Flores-Velez, 1989 (#12 F. Betancourt)
2. Attitudes of business students toward learning English / by Maritza Muñoz Carrasquillo, 1991 (#23 Betancourt)
3. The effect of accent on listening comprehension and attitudes of ESL students / by Iris Toro Manzano, 1997 (#55 Moreno)
4. Attitudes of Japanese adolescents toward the use of English in Japanese mass communication / by Yuki Sakurai, 1999 (#47 Padilla)
5. The effect of political affiliation on motivation to learn English in Puerto Rico / by Nancy Vanessa Vicente Velez, 2000 (#52 Padilla)
6. The influence of motivation and proficiency on communication strategy use of English as a second language learners / by Edna Jimenez Lugo, 2000 (#50 Padilla)
7. An approach to changing attitudes towards sexist language among Puerto Rican high school students / by Ivette Alicea Ruiz, 2001 (#53 Moreno)
8. Attitudes of ninth graders in a rural middle school in Yauco, Puerto Rico toward the English language and the English class / by Mayrin Irizarry Vincenti, 2005 (#75 Dayton)
9. Attitudes of Basic Track Students Towards English at the University of Puerto Rico at Mayagüez / by, Yezenia López-Hernández, 2007 (Morales)
10. Language Use, Attitudes, Perception and Production of English Vowels Among Tenth Graders in a Public High School in Aguadilla, Puerto Rico / by Magaly M. Duprey Almeyda, 2009 (Dayton)

B. Bilingualism (n = 13)

11. An implementation of Project "*De Orilla a Orilla*": cultural exchange program in a fourth grade English immersion class in Mayagüez. Puerto Rico / by Colette C. Green, 1990 (#16 Betancourt)
12. Political affiliations vs. Spanish language maintenance, English language shift, and /or bilingualism in Puerto Rico / by Michelle Crespo Ortiz, 1991 (#22 F. Betancourt)
13. Parental strategies used in Puerto Rico to raise bilingual children / by Douglas P. Lay, 1994 (#27 Ortiz)
14. A description of Buenaventura as an English-using society in Colombia / by Klinger Casquete Gomez, 1995 (#29 Dayton)
15. The relationship between environment and self-reported language attrition / by Orville O. Villanueva Feliciano, 1999 (#48 Moreno)
16. English use in manufacturing plants in Puerto Rico / by Rosa Roman Perez, 1999 (#45 Moreno)
17. A description of immersion for 10th grade students at the English Immersion Laboratory in Aguadilla, Puerto Rico / by Dagmar Alicea Alvarado, 2003 (#56 Dayton)
18. Fluency and the planned and unplanned speech of Spanish-English bilinguals / by Angel Portalatín, 2004 (#68 Dayton)
19. The Spanglish of New York Puerto Rican bilinguals: Attitudes and code-switching / by Jessica Tubens, 2004 (# 67 Dayton)
20. Style for Puerto Rican high school students: A teaching unit focusing on informal style and slang / by Aynicha Rios Ramirez, 2006 (#77 Dayton)
21. Style shifting in Spanish and English across three English proficiency levels at the University of Puerto Rico at Mayagüez / by Jannette Hermina, 2006 (#79 Dayton)
22. The Design and Creation of a Bilingual Phonemic Awareness Test for Puerto Rico / by Aleida Ferrer Muñoz, 2007 (Dayton)
23. English in the Lives of Former UPRM Engineering Students / by Damaris Echevarría Méndez, 2007 (Dayton)

C. L2 English Language (n = 7)

<u>Description</u>
24. A description of the English lexicon of Puerto Rican English teachers: a world Englishes perspective / by Annie Johnston, 1995 (#32 Blau)
25. Address forms and politeness routines: a comparative study of regular and Chapter 1 teachers / by Sonia G. Cubero Lopez, 1995 (#30 Moreno)
26. Japanese backchannel cue behavior in English conversation / by Natsumi Itoh, 1995 (#31 Dayton)
27. Style-shifting awareness and the English of Spanish-English Puerto Rican bilinguals / by Katherine Hernandez Gonzalez, 1997 (#36 Dayton)
28. Voice Onset Time for Voiced and Voiceless Stops Across English Proficiency Levels for Sixteen Puerto Rican Spanish Speakers at the University of Puerto Rico at Mayagüez / by Mirta Maldonado Valentín, 2007 (Dayton)

<u>Acquisition</u>
29. Acquisition of Simple Past and Past Progressive Aspect by Learners of English in Puerto Rico / by Clifton Deed Armstrong Pedersen, 1998 (#38 Strodt)
30. Acquisition of Subjacency by Nonnative Speakers in Two Different Contexts / by Shizuko Ozaki, 1999 (#44 Padilla)

IV. FOCUS ON LITERATURE (N = 16)

1. Bildungsroman written by Puerto Rican Women in the US: Nicholasa Mohr's Nilda: A Novel and Esmeralda Santiago's When I was Puerto Rican / by Ismael Muñiz Cruz, 1996 (#34 Batra)
2. Judith Ortiz Cofer and Esmeralda Santiago, Two women, Two Voices--A Common Story / by Ivonne Marie Vancelette El-Koury, 1997 (#37 Batra)
3. The Tell-Tale Ending: The Poetics of Closure in Poe's Short Stories / by Claudio Salas, 1998 (#39 Haydock)
4. Voices of Caribbean Women in the Slave period between 1780-1830: A Closer Look at the History of Mary Prince / by Humberto Campos Rodríguez, 2001 (# 60 Rodríguez)
5. The Transmutation of Mother Love-Daughter Love and Community: The Construction of Identities in Toni Morrison's *Beloved* and *Sula* / by Liz Torres, 2002 (# 61 Irizarry)
6. The Bildungsroman in Female Fiction: A Study of Female Development in Selected Woman Writers of Color, 2002 / by Zenaida Sanjurjo Rodríguez, 2002 (#62 Irizarry)
7. Deconstructing *Beowulf* / by Noel Casiano Saez, 2002 (# 63 Haydock)
8. Charting a Route: From Gothic to Magic Realism / by Hugo Ríos, 2003 (# 69 Batra)
9. Canons of Transgression: Shock, Scandal, and Subversion from Matthew Lewis' The Monk to Bret Easton Ellis' American Psycho / by Vartan P. Messier, 2004 (#72 Haydock)
10. "A History of Possibilities": The Use of History in the Interpretation of William Shakespeare's Second Tetralogy / by José Jiménez Justiniano, 2006 (# 76 Haydock)
11. The New Face of the Vampire: Autobiographical Fiction in Anne Rice's The Vampire Chronicles / by Camille L. Cortés-López, 2007 (Rodríguez).
12. An Analysis of Gender Representations in Children's Novels by Frances Hodgson Burnett / by Iris Otero, 2007 (Géliga Vargas)
13. Representations of Strong Black Women in Calypso Lyrics of Calypso Rose, Singing Sandra, Singing Francine, Singing Vennie, and Queen Bee; and in Zora Neale Hurston's Work: Their Eyes Were Watching God and Edwidge Danticat's Work: Breath, Eyes, Memory / by Linda Smith, 2007 (Irizarry)
14. The American Dream: Disillusionment in Selected Works of Ana Castillo, Judith Ortiz Cofer, and Virgil Suarez / by Filimón Orozco Cortés, 2008 (Irizarry)
15. From Theory to Practice: Mending the Gap Between Truth and Memoir / by María del C. Quintero Aguiló, 2008 (Rodríguez).

16. Re-Creating the Text: Jane Austen's *Pride and Prejudice* and Its Film Adaptations / by Sharon Méndez Rodríguez, 2009 (Batra)