

**English Department  
Literature Sector**

**Mission**

**To promote, develop and facilitate the study of literatures in English and literary theory at the University of Puerto Rico Mayagüez (UPRM)**

**Goals**

- **To award the degree of B.A. in English with a specialization in Literature.**
- **To award a certificate or Minor in Literature in English**
- **To implement the degree of M.A. in Literature in English**
- **To strengthen the literature component of the M.A.E.E. program**
- **To encourage a socio-humanistic outlook.**
- **To strengthen research skills and to foster a positive attitude towards research that will provide useful information in the field of literature in English**
- **To refine skills in academic writing about literature**
- **To provide a foundation for advanced study in literatures in English**

**Objectives**

**1. English Majors—Literature Track**

- a. By the end of the program, these students should have a broad knowledge of literary periods and traditions of British, American, and other literatures in English through successful completion of the required Survey courses.
- b. By the end of the program, these students should have an in-depth knowledge of literary periods and traditions of British, American, and other literatures in English through successful completion of directed 4000-level Electives.
- c. We expect students to have expanded the knowledge gained of literature and be able to analyze a text within its relevant contexts and traditions.
- d. Students should have further developed their critical thinking, reading, and writing skills through the engagement with literary texts, as well as the articulation of analytical ideas orally.
- e. Students will be expected to demonstrate critical thinking, engagement with literary texts and peer-reviewed scholarship in essays amounting to at least 5000 words per course.
- f. Literature track students should be able to achieve a passing score in the GRE Literature Subject Test (over the 60th percentile).

**2. Non-Literature Track English Majors**

- a. By the end of the program, these students should have a broad knowledge of literary periods and traditions of British and American literature..
- b. We expect students to have expanded the knowledge gained of literature and be able to analyze a text within its relevant contexts and traditions.

- c. Students should have further developed their critical thinking, reading, and writing skills through the engagement with literary texts, as well as the articulation of analytical ideas orally.
- d. Students will be expected to demonstrate critical thinking in essays amounting to at least 5000 words per course.

### **3. Non-English Majors— Students**

- a. We expect students to have expanded the knowledge gained of literature and be able to analyze a text within its relevant contexts and traditions.
- b. Students should have further developed their critical thinking, reading, and writing skills through the engagement with literary texts, as well as the articulation of analytical ideas orally.
- c. Students will be expected to demonstrate critical thinking in essays amounting to at least 5000 words per course.

### **MAEE degree Literature courses**

- a. By the end of the program, these students should have a broad knowledge of literary periods and traditions of British, American, and other literatures in English through successful completion of the required Survey courses.
- b. By the end of the program, these students should have an in-depth knowledge of literary periods and traditions of British, American, and other literatures in English through successful completion of directed 4000-level Electives.
- c. We expect students to have expanded the knowledge gained of literature and be able to analyze a text within its relevant contexts and traditions.
- d. Students should have further developed their critical thinking, reading, and writing skills through the engagement with literary texts, as well as the articulation of analytical ideas orally.
- e. Students will be expected to demonstrate critical thinking, engagement with literary texts and peer-reviewed scholarship in essays amounting to at least 5000 words per course.
- f. Literature track students should be able to achieve a passing score in the GRE Literature Subject Test (over the 60th percentile).

### **1. INGL 5015- British and American Literary Criticism**

- a. Students should have expanded their knowledge of the history of literary criticism and theory and understand the role of theory in contemporary literary studies.
- b. Students should have further developed their critical thinking and reading, and writing skills through the engagement with literary criticism and theory, of which they should be able to read 100 pages in a week.
- c. Students should demonstrate an understanding of theoretical approaches to different kinds of texts.
- d. They should have developed their analytic skills to include the articulation of analytical ideas orally.
- e. Students should demonstrate the ability to engage with current scholarship.
- f. Students will be expected to demonstrate critical thinking, engagement with literary texts and peer-reviewed scholarship in essays amounting to 7000-10,000 words per course

## **2. MAEE Degree Literature Courses (6055/6056/6057)**

- a. Students should have expanded their knowledge of literature and be able to analyze a text within its relevant contexts and traditions.
- b. Students should have further developed their critical thinking and reading, and writing skills through the engagement with literary texts, of which they should be able to read 500 pages (or a medium-length novel) in a week.
- c. Students should demonstrate an understanding of literary approaches to a particular text.
- d. They should have developed their analytic skills to include the articulation of analytical ideas orally.
- e. Students should demonstrate the ability to engage with current scholarship.
- f. Students will be expected to demonstrate critical thinking, engagement with literary texts and peer-reviewed scholarship in essays amounting to 7000-10,000 words per course.

## **3. INGL 6009: Models for Teaching Literature**

- a. Students should have expanded their knowledge of the teaching of literature and understand the role of theory in the literature classroom.
- b. Students should have further developed their critical thinking and reading, and writing skills through the engagement with the approaches and theories of teaching literature. They should be able to read at least 150 pages of theoretical/pedagogical discourse in a week.
- c. Students should demonstrate an understanding of various theoretical/pedagogical approaches and considerations to teaching literary texts.
- d. Students should apply various theoretical/pedagogical approaches and considerations to teaching literary texts in their particular classroom setting.
- e. They should have developed their analytic skills to include the articulation of analytical ideas.
- f. Students should demonstrate the ability to engage with current scholarship.
- g. Students will be expected to demonstrate critical thinking, engagement with literary texts and peer-reviewed scholarship in essays amounting to 5,000- 7,000 words per course.

## **4. INGL 6995: Directed Research**

This course offers graduate students the opportunity to design their own course and develop an independent research plan. Students may enroll in this course only after writing an extensive proposal—with reading list—completed in consultation with their major professor.

After successfully completing this research semester, students focused on the study of literature will be able to:

- a. Comprehend further the appropriate scope of a research question;
- b. Formulate research questions leading to the thesis project or comprehensive examination, as well as other ancillary research projects taken on within or independent of their coursework;
- c. Create and follow an independent research schedule;
- d. Understand further the scope of an academic research agenda and the work of scholarship;
- e. More adeptly identify, collect, organize, and engage with pertinent research materials;

- f. Synthesize selected primary texts, theoretical essays, and peer reviewed scholarship in their written work;
- g. Articulate orally the relationship between selected primary texts, theoretical essays, and peer reviewed scholarship;
- h. Produce substantial academic writing in both the genres of reading responses and research guided academic essays; and
- i. Participate as junior scholars in academic discourse.

### **MA Thesis - Thesis Goals**

After successfully completing the thesis option in the Masters of English Education, students will be able:

- a. to demonstrate, in writing and orally, familiarity with scholarly conversations in a given field of study;
- b. to use, in writing, MLA Style or another appropriate system of citation in the thesis;
- c. to incorporate theory to support an interpretation or reading of a literary text or texts in the thesis;
- d. to defend, in writing and orally, an interpretation or reading of a literary text or texts;
- e. to conduct research independently in a given field of study;
- f. to write a thesis of least seventy-five double spaced pages; and,
- g. to present their research to the university community