



Graduate Academic Learning Compact

English

Program Mission Statement

Focusing on the analysis and appreciation of literary texts, UNF's Master's Program in English provides students the opportunity to develop their analytic, interpretative, and writing abilities; offers English teachers the chance to explore new pedagogical strategies; gives aspiring writers opportunities to develop; and helps prepare students who intend to pursue the Ph.D. in English.

We expect students

* to know literary traditions; literary genres, modes, and types; and methodological and theoretical approaches to literature and culture

* to read critically: to inventory the formal elements of a text, summarize plot and story, and identify motifs and ideas; and to develop an interpretive analysis of character, content, form, and interrelationships between thematic, rhetorical, and contextual elements

* to research responsibly: to make use of bibliographical resources (library-based and electronic); to negotiate critical and theoretical perspectives; and to integrate scholarly resources into the students' own critical approaches

* to write well: to use conventions of critical and scholarly writing; to engage with published knowledge about a literary text or field through writing; and to write clearly and felicitously.

Student Learning Outcomes

Graduates will be able to:

Knowledge of Literature of Discipline (req)

- The student will be able to clearly define a term; locate the term within a broader field of inquiry; apply the term accurately to the text(s) at hand; use the term to effectively forward an argument.
- The student will be able to summarize literary and/or cultural contexts relative to the text being analyzed; appropriately select relevant information for understanding of the text at hand; and effectively deploy contextual information to forward the argument.
- The student will be able to integrate a theoretical concept or approach into an argument; locate the concept or approach within a broader field of inquiry; apply the term or approach accurately to the text(s) at hand; and use the term or approach to effectively forward an argument

Independent Research/ Professional Practice (req)

- The student will be able to locate critics central to the critical conversation at hand, demonstrate an understanding of the viewpoints of critics, separate his/her own thread of argument in relation to the critics, and effectively forward his/her own argument
- The student will be able to identify unassigned critical resources.
- The student is able to paraphrase or summarize, appropriately managing sentence structure or vocabulary of the original. Student quotes only "quotable quotes," paraphrasing or summarizing where appropriate. Student signals the beginning or end of the paraphrase or summation so his/her argument thread remains distinct.
- Demonstrate mastery of MLA or APA style
- Constructs knowledge or frames original questions, draws support from unassigned critical resources, and is free of inherited or obvious positions or hypothesis.
- Analysis examines both the contradictions and continuities of writer's argument; avoids cliché or superficial assumptions; is accurate, nuanced, and respectful.

Professional Skills

- The student is able to use traditional conventions of academic discourse, editing and grammar.

Professional Skills (opt)

- The ability to produce scholarship that meets conventions for correctness, format, and presentation

Assessment Approaches

The Program will use both in-class assignment-based and portfolio evaluation. Instructors and/or the Graduate Coordinator will use rubrics to evaluate specific outcomes that are tied to assignments within period based courses in American and British literature for students who are graduating within that assessment year. Additionally, some learning outcomes will be assessed by the Graduate Coordinator through rubrics that are linked to essays that each graduate student submits during the year of graduation.