## APPENDIX D

## GRADUATE CURRICULUM AUTHORIZATION FORM

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To sign off on resource implications, confirm that detailed justification of resource sufficiency has been made and approved

## New Course Proposal

Course Number: ENGL 753/853

Course Name: Studies in Literature as a Profession

CIP Code: 000000

2a. Syllabus and Bibliography

ENGL753/853
Studies in Literature as a Profession

3c-01-3sh

#### Course Description:

There are many ways in which students can prepare themselves to be competitive and successful when they enter the English Literature professions. Focusing on the practical aspects of literature as a profession, this course will cover a variety of topics including the job market, publishing, defining a field of study, writing in relevant genres, and teaching. Although appropriate for any student in the Masters or Doctoral program, this course is aimed at those students seeking employment at the university level and/or those who are looking to develop their academic research and writing skills. The purpose of this course is to provide a space in which students can engage in intensive work on the project or projects of their choice while situating that work within broader scholarly and professional communities. Students will become fully immersed in the profession by studying the resources relevant to their chosen fields and careers. This course is offered as an elective for MA and Ph.D. students, and it will also fill the Research Skills requirement.

#### Course Objectives:

Upon completion of this course students will be able to:

- 1. Articulate the place of English Studies in higher education
- 2. Synthesize professional resources to determine the nature of their field of study and the implications of working in that field
- 3. Evaluate scholarly articles, websites, and other resources
- 4. Produce professional scholarly work
- 5. Construct and assess materials necessary for professional development

#### Required Texts:

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Hume, Kathryn. Surviving Your Academic Job Hunt. New York: Palgrave, 2005. Semenza, Gregory Colon, Graduate Study for the Twenty-First Century. New York: Palgrave, 2005.

Course Packet of selected readings from bibliography

#### **Evaluation and Assignments:**

Assignments will be evaluated on breadth and depth of research, development of argument (where appropriate), use of professional resources, attention to discipline-specific parameters (i.e. requirements for journal submission, format for job letter), and quality of writing.

## Field Study (25 pts.)

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This project offers students the opportunity to become immersed in the research and professional resources relevant to their chosen field of study (i.e. Victorian Literature, Contemporary Poetry, Gender Studies, etc.). Suggested components:

> Overview of 3 major journals in the field

Basic publication statistics (see MLA Directory of Periodicals)

What kinds of articles do they publish?

What is the critical/theoretical bent?

- Description of a major listserv in the field and overview of recent chatter
- Book review of a recent book in your field (published since 2000)
- ~ Overview of 3 major conferences in the field

Basic information

Recent themes/Nature of keynotes

Do presentations lead to publication?

Summary/overview of the research resources for this field

What are the best online sources?

Where are the archival materials?

Which libraries have the best holdings?

Are there related programs/institutions?

Are there research fellowships?

- > Your response/analysis
- Other

## Scholarship Project (25 pts.)

This project invites students to become involved in two major areas of scholarship: conference presentation and article publication. Suggested components:

- A Revised/Polished article in journal house style with a copy of journal submission criteria and explanation of why your article fits this journal
- ~ Cover letter to journal editor
- Conference Abstract with CFP
- In-class Mock Conference Presentation

#### Jobs Project (25 pts.)

For this project, students will create materials that they would have to produce for an academic job search. Suggested components:

- Two Advertisements with analysis (for two different types of jobs: large/small schools, specialist/generalist, etc.)
- cover Letter for each job
- & CV
- ~ Teaching Portfolio
- Mock Interview

## Final Reflective Essay or Series of Reflective Journals (15 pts.)

Given the individualized nature of the coursework, the students should have ample opportunity for reflection and discussion. This can be accomplished through in-class writing activities, weekly journal responses, and/or a final reflective essay.

## Class Participation (10 pts.)

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Attendance and participation are expected in a graduate course. You are expected to complete all reading assignments and come to class prepared to discuss, question, and analyze them. If problems arise during the semester, please contact me so we can work something out. Because this class relies so heavily on student-generated texts, failure to complete assignments (such as bringing in articles, completing workshops, or providing written feedback to classmates) will result in a lowered final grade (minus one point from the participation grade for each missed assignment—up to 10 points).

#### Grade Breakdown:

Field Study	25 pts.	Α.	90-100 pts.
Scholarship Project	25 pts.	В	80-89 pts.
Jobs Project	25 pts.	C	70-79 pts.
Reflective Essay/Journals	15 pts.	F	0-69 pts.
Participation	10 pts.		•

#### Suggested Schedule of Topics:

(detailed descriptions of assignments appear below)

Weeks 1 & 2: Graduate Study and the Role of English in the Academy Readings: Scholes, Downing, Guillory, Nerad, Semenza, Peters

Weeks 3 & 4: Working in a Field

Readings: Cahn and Stimpson, Semenza, Peters

Workshop: Tools for Field Study

Assignment: Field Study

Week 5: Book Reviews

Readings: Sample book reviews collected by students

Assignment: Field Study

Week 6: Academic Conferences

Readings: Semenza, Peters

Workshop: Article Drafts and Revisions

Week 7: Article Publication

Readings: Bugeja & Wilkins, Thompson, Semenza

Assignment: Scholarship Project

Week 8: Successful Dissertation Strategies

Readings: Cardozo, Perlmutter, Semenza

Week 9: Book Publication

Readings: Germano

Week 10: Scholarship Projects

Workshop: One-on-one conferences Assignment: Scholarship Project

Week 11: The Academic Job Market Readings: Hume, Miller Vick and Furlong

Week 12: Cover Letters & CVs Readings: Hume Assignment: Jobs Project

Week 13: Additional Application Materials: Teaching Portfolios, Dossiers, etc. Readings: Hume, Miller Vick and Furlong

Assignment: Jobs Project

Week 14: Mock Interviews
Readings: Miller Vick and Furlong

Week 15: Conclusions and Reflections Readings: Lang

## Bibliography:

Bugeja, Michael J. and Lee Wilkins. "The Pipeline to Publication." Chronicle of Higher Education Online 6 Dec. 2006.

Cahn, Steven M. and Catharine R. Stimpson. From Student to Scholar: A Candid Guide to Becoming a Professor. New York: Columbia UP, 2008.

Cardozo, Karen M. "Demystifying the Dissertation." Profession (2006): 139-54.

Clark, Irene L. "Entering the Conversation: Graduate Thesis Proposals as Genre." *Profession* (2005): 141-52.

DeNeef, A. Leigh, ed. The Academic's Handbook. 3rd ed. Durham: Duke UP, 2006.

Downing, David, Claude Marc Hurlbert, and Paula Mathieu, eds. Beyond English Inc. New York: Boynton/Cook, 2002.

Fuss, Diana. "The Junior Faculty Handbook." Profession (2007): 107-115.

Germano, William. From Dissertation to Book. Chicago: U of Chicago P, 2005.

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Goldsmith, John A., John Kolmos, and Penny Schine Gold. The Chicago Guide to Your Academic Career. Chicago: U of Chicago P, 2001.

- Guillory, John. "Valuing the Humanities, Evaluating Scholarship." *Profession* (2005): 28-36.
- Hume, Kathryn. Surviving Your Academic Job Hunt. New York: Palgrave, 2005.
- Lang, James M. Life on the Tenure Track: Lessons from the First Year. Baltimore: JHU Press, 2005.
- Miller Vick, Julia and Jennifer S. Furlong. "Writing a Good Letter," Chronicle of Higher Education Online 12 July 2006.
- --- and Mary Morris Heiberger. "How to Write Appealing Cover Letters," Chronicle of Higher Education Online 21 April 2000.
- --- and Mary Furlong. *The Academic Job Search Handbook*. 4<sup>th</sup> ed. Philadelphia: U of Pennsylvania P, 2008.
- Murphy, Sean P, ed. Academic Cultures: Professional Preparation and the Teaching Life. New York: MLA, 2008.
- Nerad, Maresi and Joseph Cerny. "From Rumors to Facts: Career Outcomes of English PhDs." ADE Bulletin 124 (Winter 2000): 43-55.
- Perlmutter, David D. and Lance Porter. "Thinking Beyond the Dissertation," *Chronicle of Higher Education Online* 16 Dec. 2005.
- Peters, Robert. Getting What You Came For: The Smart Student's Guide to Earning an M.A. or a Ph.D. New York: Farrar, Strauss, and Giroux, 1997.
- Scholes, Robert. The Rise and Fall of English. New Haven: Yale UP, 1999.
- --. "Whither, or Wither; the Humanities?" Profession (2005): 7-9.
- Semenza, Gregory Colon. Graduate Study for the Twenty-First Century. New York: Palgrave, 2005.
- Showalter, English. The MLA Guide to the Job Search. New York: MLA, 1996.
- Slevin, James F. "Academic Literacy and the Discipline of English." *Profession* (2007): 200-9.
- Thompson, John B. "Survival Strategies for Academic Publishing," Chronicle of Higher Education Online. 17 June 2005.

#### 2b. Rationale

This program will be an elective for students in the MA Generalist, MA Literature, and Ph.D. Literature and Criticism programs within the English Department, and it will fill the Research Skills requirement for the Ph.D. in English Literature and Criticism. The course will supplement other required and non-required skill-based courses, such as ENGL 674: Bibliographical Methods and ENGL 760/860: Teaching College Literature. The course will have no prerequisites nor will it be a prerequisite for any other courses.

With the increasing competition on the academic job market, professional development is essential. According to the Final Report of the Modern Language Association Committee on Professional Development, "if present employment patterns continue fewer than half the seven or eight thousand graduate students likely to earn PhDs in English and foreign languages between 1996 and 2000 can expect to obtain full-time tenure-track positions within a year of receiving their degrees." Students must be well-equipped to enter the job market; thus, this course focuses on professional development, including: working in a field, presenting at conferences, scholarly publishing, and entering the academic job market. Moreover, this course offers those professional skills in a sustained format with substantial one-on-one interaction that allows the students to tailor the work to their own professional goals. This course will also supplement and reinforce current mentoring and advising efforts.

This course was originally offered as a Special Topics course, and student interest and demand (see also section 6 "Miscellaneous") has prompted the creation of the course as a standing part of the Graduate Program curriculum.

#### 2c. Other courses or programs

The course does not require changes in the content of other existing courses.

- i. the course content does not overlap that of courses offered by other departments
- ii. the course will not be included as a required or elective course in any degree programs outside the English department

#### 2d, Variable Credit

The course will not be offered on a variable credit hasis.

#### 2e. Teaching Plan

This course will be taught by a single instructor in a mix of workshop and seminar formats. The course will employ lecture and discussion to address important topics in professional

<sup>&</sup>lt;sup>1</sup> The Modern Language Association is the governing body for Departments of English and Foreign Languages and Literatures. The Committee on Professional Employment: Final Report is available at http://www.mla.org/prof\_employment

development (seminar format) as well as one-on-one and small group workshops to develop professional materials such as articles and job application letters (workshop).

## 2f.Special Topics

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This course was offered as ENGL 781/881: Studies in Literature as a Profession in Spring 2007 (enrollment: 10) Summer Pre-Session 2007 (enrollment: 16) and Spring 2008 (enrollment: 13)

## 2g. Comparisons (descriptions attached)

Rutgers University: Introduction to Graduate Studies

Texas A&M University: Publication and Professionalization

Texas Tech: Writing for Publication

Miami University of Ohio: Issues of the Profession

University of Denver: Professional Development Seminar Harvard University: The Intellectual Life of the Profession

Ball State University: Writing in the Profession Ohio University: Colloquium on Profession

University of California at Riverside: Professional Research Preparations

University of Notre Dame: Practicum: Preparing for the Profession

University of Notre Dame: Practicum: Literary Publishing

Case Western: Graduate Publication Seminar

#### 2h. Standards

This course is not required or recommended by a professional or accrediting institution; however, its aims are in line with the MLA recommendations for graduate programs.<sup>2</sup>

## 3a. Resources

#### i. Faculty

Current faculty complement is sufficient to teach this class, and this class will not carry Doctoral Enhancement hours

#### ii. Space and Equipment

No additional space or equipment is needed

#### iii. Laboratory Supplies

No laboratory supplies are needed

## iv. Library

Current library holdings are sufficient for the needs of this class

<sup>&</sup>lt;sup>2</sup> MLA reports on graduate programs and professional development can be found at http://www.mla.org/documents#tab02

# v. Travel Funds No travel funds are needed

#### vi. Miscellaneous

No additional resources are needed

## 3b. Frequency

This course will be part of the regular course offerings through the Graduate Program in Literature and Criticism; thus, it will be offered every 2 or 3 semesters as well as during the summer sessions. The frequency of the course will increase if student need and interest dictate. Although it will be an elective, this course also fills the Research Skills requirement for the Ph.D. in English Literature and Criticism.

## 3c. Enrollment

The enrollment cap of 15 students is the same as that of other graduate courses. When the course was offered as a Special Topics, the average enrollment was 13 students.

## 4a. Catalog Description

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There are many ways in which students can prepare themselves to be competitive and successful when they enter the English Literature professions. Focusing on the practical aspects of literature as a profession, this course will cover a variety of topics including the job market, publishing, defining a field of study, writing in relevant genres, and teaching. Although appropriate for any student in the Masters or Doctoral program, this course is aimed at those students seeking employment at the university level and/or those who are looking to develop their academic research and writing skills. The purpose of this course is to provide a space in which students can engage in intensive work on the project or projects of their choice while situating that work within broader scholarly and professional communities. Students will become fully immersed in the profession by studying the resources relevant to their chosen fields and careers. This course is offered as an elective for MA and Ph.D. students, and it will also fill the Research Skills requirement.

## 4b. Number of semester hours 3c-01-3sh

## 4c. Prerequisites None

## 4d. Brief Description of Course Content

This course offers MA and Ph.D. students practical training in professional skills including, conducting research, presenting at conferences, writing dissertations, publishing articles, and entering the academic job market.

## 4e. Other Information

None

5a. Start Term Summer 2009

5b. Course Number Confirmation ENGL 753/853

5c. CIP Code 000000

5d. Catalog Term Summer 2009

#### 6. Miscellaneous

Students who took this course when it was offered as ENGL 781/881: Special Topics wrote response papers reflecting on their experiences in the course and their relationship to the issues discussed therein. Below is a representative sample of comments from those essays (excerpted with permission from the students).

- 1. "I consider the work that I have done in this course to be invaluable. In fact, I have used every opportunity to alert fellow students to this class"
- 2. "The jobs project was extremely beneficial and informative.... I feel better now that I know what I am up against and that there are opportunities out there for me."
- 3. "In my opinion, this class provided students with some blueprints for the academic marketplace....The topics explored during Professional Development have turned into a metaphorical tool box of sorts. No matter what a student may choose to do with this information, the hammer and nails are there, ready and waiting."
- 4. "I'm extremely glad that I chose to take this class as a Master's student. I'm now in a position to get started with conference presentations and publications early enough that I won't be scrambling down the road."
- 5. "As I proceeded through the workings of Engl 881, Studies in Literature as a Profession, I became increasingly aware throughout the semester how little I actually knew about the 'ABCs' of my profession"
- 6. "I am very glad that I took a gamble and signed up for this course! The assignments forced me to explore and define 'My Field' and 'My Professional Self,' and helped me better understand what exactly I do want to do and achieve."