

## Master of Arts in English Dual-Level Course Analysis Instrument

In the curriculum offered by the M.A. in English program, each graduate course covers a selection of literary texts or topics in creative writing, linguistics, rhetoric, or cultural studies. Just within our literature courses, we offer a wide variety of diverse literatures, including American Ethnic, Women, British, and Native American writers. These courses are not ranked hierarchically, and there is no required sequence of courses for our program; this is very much a norm for English graduate programs. Dual-level courses allow us to offer this variety and to allow our students to focus on areas of interest. Dual-level courses also offer many benefits to our graduate students as well as to our undergraduates; having undergraduates work with more advanced students raises the level of class discussion, and having graduate students take leadership roles in discussion and present their outside research to the undergraduates allows them to see how their work builds on fundamental concepts.

As a complement to the graduate-only 700-level seminars [**a minimum of 18 credits is required at the 700-level**], dual-level courses enable graduate students to pursue individual interests and to work with some independence, producing work that reflects the standards expected of graduate work in the program. Given the dual-level focus of the course, graduate students usually participate in all the coursework with the undergraduates and then take those concepts further, applying a critical stance to the work and/or moving toward a unique contribution to the area of study or creative endeavor. Dual-level courses in the M.A. in English program differentiate graduate work from undergraduate work in a variety of ways. The purpose of this instrument is to make clear the high expectations for graduate experiences in dual-level courses.

The following checklist will be used to differentiate graduate work from undergraduate work in dual-level courses. Beginning in spring 2009, all faculty and academic staff teaching dual-level courses will write a brief (250 words maximum) statement describing how their courses meet the criteria on this list, [**including a copy of the course syllabi**]. This statement will be required for each dual-level course the faculty member teaches. In the case of courses taught regularly by particular faculty, no new statement will be required unless the course syllabus changes significantly. New statements may be requested every five years. New course proposals and syllabi for dual-level courses must also include this statement.

### Syllabus Requirements:

- Dual-level syllabi must contain a statement of expectations for graduate work, including both general expectations that graduate work will be held to a higher standard than that of undergraduates and specific expectations for work in the course.
- Dual-level syllabi must contain specific statements of how the work the graduate students will do in the course will be differentiated from the undergraduate work. For example, the syllabus could specify different assignments for graduate students than for undergraduates, or specify that graduate students will do the same assignments as undergraduates but with some extra component that makes the assignments more appropriate for graduate students—or some combination of these options.
- Dual-level syllabi must contain specific criteria for differentiated grading.

In addition to the syllabus requirements outlined above, faculty are required to develop assignments for graduate students that support the following learning outcomes:

- integration of key concepts/ theories
- higher-level thinking (i.e., analysis, synthesis, evaluation, creativity)
- either critical written work that indicates familiarity with larger critical conversations on a topic and an ability to contribute to those conversations through complex and detailed arguments or creative written work that shows thematic development and/or cumulative growth
- meaningful and in-depth research
- leadership (in class discussion, in research, etc.)

Approved with noted changes **in bold** by the Graduate Council, 12/1/2008.