

Candidates for the Master of Arts in English will:

1. *think of themselves as scholars doing meaningful work.* They demonstrate their **orientation** to the field of English Studies by:
 - a. investigating issues pertinent to historical and contemporary conversations and controversies in the field;
 - b. employing rigorous and disciplinarily appropriate methods informed by relevant theory and methodology;
 - c. constructing a coherent account of their graduate study that extends beyond the unit of the individual seminar or program of study; and
 - d. participating actively and ethically in the scholarly community by:
 - i. developing their inquiries in the broader context of their professional and/or creative field(s) of interest; and
 - ii. framing their own work relative to relevant scholarship and events.
2. *develop relevant content-knowledges.* They demonstrate their **familiarity** with the field of English Studies by:
 - a. critically reading texts across genres and historical periods; and
 - b. engaging a range of scholarly interests, investments, and approaches that characterize contemporary English Studies.
3. *hone their writing practices.* They demonstrate **participation** in the field of English Studies by:
 - a. effectively using discourse conventions of academic research-writing;
 - b. drafting and revising sustained works of scholarship that attend ethically to evidence, are persuasively reasoned, and are measured in their conclusions; and
 - c. if appropriate, producing original creative works that show aesthetic cohesion and engagement with literary conventions
4. *demonstrate a critical self-awareness.* They demonstrate their **conscientious relationship** to the field of English Studies by:
 - a. carefully identifying and framing the historical and cultural contexts of their own intellectual projects;
 - b. cultivating a recursive relationship with their own writing, making use of drafting and revision cycles (alone and with colleagues) to further develop their analytic thinking;
 - c. constructing accounts of their composing decisions in light of their own authorial intent, in response to disciplinary demands, and/or as part of an ongoing intellectual path; and
 - d. articulating the intellectual growth and professional skills obtained throughout the program in terms of how they will help them advance their next academic/professional/personal goals.