Master of Arts in English  
Central Connecticut State University

The Master of Arts Program in English offers students the opportunity to refine and expand both their knowledge of literature written in English and their facility with its criticism. The program begins with an introduction to the theory and practice of literary criticism and research, and continues with coursework allowing students to work with faculty in small classes to investigate the discipline of literary studies and the scope of British and American literature from their beginnings to the present day. In this way, the M. A. program supports students’ pursuit of careers in teaching at the elementary, middle or secondary school level (or enhances the skills and qualifications of those already teaching); helps prepare students for further advanced study in a doctoral program; and gives them the tools necessary for other careers involving the reading, writing and analysis of texts.

Students entering the program are assigned an adviser with whom they should meet regularly, and in consultation with whom they develop an individual plan of study that allows them to pursue their interests while assuring that they take courses covering the full range of British and American literature. Students take thirty credits of course work, including an introduction to literary research, criticism and theory (to be taken as soon as possible in the first year of study), and at least one intensive seminar in British literature, in American literature, in a literary period, and in poetry and poetics. The program concludes with a capstone experience for which the student chooses, with departmental approval, either to take a five-question comprehensive examination based on an assigned reading list or to write a thesis on a topic of particular interest to the student, developed in consultation with the thesis director.

The M. A. Program in literature offers an average of seven designated graduate classes each year, in addition to several other classes at the 400-level open to graduate students as well. Course topics range broadly, from Middle English to contemporary global literature, Shakespeare to Pynchon, romance to cyberpunk, reflecting the diverse interests of the English Department’s faculty. Typical approaches include in-depth examinations of individual authors, comparative studies of two or more authors, explorations of established or emergent literary forms, historical treatments of particular periods, and investigations of important critical or theoretical methods. Independent studies and guided readings are also available to allow students to pursue interests not addressed in scheduled courses.

With its diverse, engaged faculty and structured but flexible program, the English Department’s M. A. in literature offers both full-time and part-time students a thorough, rigorous training in British and American literature and literary studies that allows students to tailor their experience to meet their professional and intellectual needs and interests.
Admission

To qualify for the Master of Arts degree program in English, an applicant must have a baccalaureate degree in English or American literature or a closely related field from an accredited college or university, or 30 hours of appropriate undergraduate course work in the discipline (as approved by departmental review). Additional undergraduate credits will be required of students who lack sufficient preparation in literature. Applicants must have a GPA of at least 3.00 on a four-point scale both in English courses and in overall undergraduate and (if applicable) graduate course work. Conditional admission may be offered to students who do not meet all of these requirements. Applicants must also submit the following:

To the Graduate Admissions Office:
- Graduate Application Form
- Official undergraduate and (if applicable) graduate transcripts from every institution attended except CCSU
- Application fee

To the English Department, at the same time that application materials are submitted to the Graduate Admissions Office:
- Letter of application detailing reasons for wishing to pursue graduate study in English
- Two letters of recommendation from individuals familiar with your academic or professional work
- A writing sample of 10-15 pages showcasing your strongest analytical or critical writing about literature. Work written for previous courses is acceptable (indeed encouraged), but “creative” pieces (poetry, fiction, or memoir) and pedagogical essays are not appropriate.

Information and forms for admissions can be found at www.ccsu.edu/english/ma/admissions.html

No applications will be considered until all materials have been received. The English Graduate Committee reviews applications on an ongoing basis.

Addresses for Application Materials:

Graduate Admissions
Central Connecticut State University
Barnard Hall 102
1615 Stanley Street
New Britain, CT 06050
www.ccsu.edu/grad/
gradiateadmissions@ccsu.edu

English Department
Attn. Director of Graduate Studies
312 Carroll Hall
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
www.ccsu.edu/english/ma/
Aimee Pozorski, pozorska@ccsu.edu
**Graduate Assistantships**

A limited number of Graduate Assistantships are available in the M.A. program each year. Writing assistantships are typically divided between two students whose duties involve tutoring in the Writing Center. A research assistantship allows students the opportunity to work with researching professors in the department. All other Graduate Assistantship positions are listed under the College Central Network on the Center for Advising and Career Exploration (CACE) website. After being admitted to the program, students wishing to apply for an assistantship should send a completed application form (available from the graduate office and online at [www.ccsu.edu/grad/resources/forms.html](http://www.ccsu.edu/grad/resources/forms.html)) and two letters of recommendation to the Director of Graduate Studies in English at the address above.

**Advising**

Upon admission to the program, a student is assigned an adviser by the department, and is provided with the adviser’s name and contact information in the letter of acceptance. *Students should meet with their advisers as soon as possible, and must do so before registering for courses* (if the adviser is unavailable to discuss initial course choices over the summer, the student may meet with the department chair or the Director of Graduate Studies in English). The student-adviser relationship is an important one: advisers will, among other things, help students select an appropriate range of courses to suit the student’s capstone and career plans; offer guidance on choosing a capstone experience; and discuss the choice and pursuit of career options.

**The Planned Program**

Developed in consultation with the adviser, the Planned Program outlines the individualized path that a student will take to complete the M.A. program by indicating the courses to be taken, the timeline for their completion, and the student’s capstone choice (thesis or comprehensive exam). A good Planned Program will allow students to pursue their literary and critical interests while assuring that they also select courses that will familiarize them with a variety of authors, genres, periods, and critical methodologies. The Planned Program must be approved by the adviser and filed with the School of Graduate Studies before the student completes fifteen semester-hours of graduate course work. Failure to submit an approved Planned Program may result in additional coursework and delayed graduation, as without one a student may mistakenly take inappropriate or insufficient coursework. Once submitted, a Planned Program may be changed with the approval of the adviser and the Chair of the department.
Courses

Overview: the English Department allows a maximum load of twelve credit hours of course work in a semester but strongly recommends no more than nine hours. In consultation with the adviser, students should undertake a broad range of study in British and American literature, avoiding duplication of previous coursework. All courses counted towards the M.A. degree must be at the 400 or 500 level, though graduate students may enroll in lower-level courses to satisfy other requirements or their own interest. Most 500-level courses are variable topic courses; topics for the next semester’s courses are described online prior to the advising and registration period. Information on course offerings may be available earlier informally through the student’s adviser. The Graduate Faculty strongly recommends that students take as many graduate-only classes as possible (ENG 500, 501, 522, 530, 540, 598) in order to maximize instruction in the skills and topics most appropriate to master’s-level study, and that other 400 and 500-level courses be taken to satisfy particular interests rather than for convenience of schedule.

The M.A. degree in English is a 30 credit program which may be completed in either of two ways, depending on the student’s capstone choice. Students must have a 3.00 GPA in order to begin either capstone project.

Plan A (Thesis)
ENG 598 Research in English 3 credits
ENG 500 Seminar in American Literature 3 credits
ENG 501 Seminar in British Literature 3 credits
ENG 522 Topics in Literary Prosody 3 credits
ENG 530 Topics in Literary Periods 3 credits
ENG 540 Topics in Literature and Theory
ENG 580 Seminar in Teaching Developmental Writing (Elective)
ENG 599 Thesis 3 credits
12 credits of electives at the 400 and 500 levels, with no more than 9 credits at the 400 level, as approved by the faculty adviser.

Plan B (Comprehensive Examination)
ENG 598 Research in English 3 credits
ENG 500 Seminar in American Literature 3 credits
ENG 501 Seminar in British Literature 3 credits
ENG 522 Topics in Literary Prosody 3 credits
ENG 530 Topics in Literary Periods 3 credits
ENG 540 Topics in Literature and Theory
ENG 580 Seminar in Teaching Developmental Writing (Elective)
15 credits of electives at the 400 and 500 levels, with no more than 9 credits at the 400 level, as approved by the faculty adviser.
**ENG 598 Research in English:** English 598, typically taught every fall, is an intensive introduction to the principles and practice of literary theory and criticism. It is required of all English M.A. students, and *should be taken as early as possible in the program—in the student’s first semester whenever possible*—because of its emphasis on the research procedures and critical approaches expected in all other graduate work.

**Seminars:** English 500 (Seminar in American Literature) and English 501 (Seminar in British Literature) are both required courses for the M.A. degree. English 500 is usually offered in the fall, and English 501 in the spring; students should plan their schedules accordingly. Each seminar course may be taken twice, on different topics.

**ENG 522 Topics in Literary Prosody:** English 522 is a required course for the M.A. degree, and is offered once or twice per year. It is designed to train students to read carefully and to become expert in a poet or poetic tradition. English 522 may be taken twice, on different topics.

**ENG 530 Topics in Literary Periods:** English 530 is a required course for the M.A. degree, and is typically offered at least once each year. It is designed to familiarize students with a particular literary period, and with the concept of literary periodization. English 530 may be taken twice, on different topics.

**ENG 540 Topics in Literature and Theory:** English 540 is a required course for the M.A. degree, and is typically offered at least once each year. To be taken after ENG 598, it offers students in-depth exposure to a particular school or method of literary theory or criticism and teaches them to apply it to a given set of literary texts. English 540 may be taken twice, on different topics.

**ENG 548 & ENG 558:** English 548 (Advanced Studies in American Literature) and English 558 (Advanced Studies in British Literature) are linked to 400-level Studies in American and British Literature courses; the typical class will thus contain a mixture of undergraduate and graduate students, with graduate students expected to do additional work. Each Advanced Studies course may be taken twice, on different topics, but graduate students who have taken the linked course at the 400-level may not take the course on the same topic at the graduate level.

**ENG 580 Seminar in Teaching Developmental Writing:** ENG 580 seeks to help graduate students interested in learning about Developmental/Remedial/Basic Education in higher ed, and more specifically within the fields of reading, writing, and critical thinking. It considers the political, economic, and social history of the terms, scholarship, and practices of developmental ed, culminating with a look at present-day Connecticut (particularly in response to PA 12-40, the Connecticut State Legislature’s most recent legislation regarding remedial education). In addition to learning about the history, scholarship, and practice of DevEd, the course will also help prepare students for potential work at the community college and 4-year college level by producing practical materials for use in 09x-level classrooms through research and collaborative work. This course is an elective course.
400-Level Courses: Graduate students may take a maximum of three 400-level courses. Not all 400-level courses in English may be counted towards the M.A. degree; students should consult this Handbook, the Graduate Catalogue, and/or their adviser to be sure that a course is appropriate. Graduate students enrolled in 400-level courses should identify themselves to the instructor on or before the first day of classes, and will be expected to do additional work.

Independent Studies: Students wishing to pursue an interest not covered in regularly available course work may do so through English 590 (Graduate Tutorial: Individual Guided Reading). Interested students should consult with their advisers and then must seek out a faculty member qualified and willing to direct the tutorial. Independent Study proposals must be approved by the supervising faculty member, the department chair, the Dean of the School of Arts and Sciences, and the Dean of Graduate Studies, and that approval will not be given for a project that duplicates the scope of an existing course offered by the English Department. English 590 may be taken twice, on different topics.

Other upper level undergraduate literature courses that graduate students may take for elective credit include: English 445: American Drama; English 449: Major American Authors; English 450: Chaucer; English 451: Milton; English 461: Shakespeare: Major Comedies; English 462: Shakespeare: Major Tragedies; English 463: Elizabethan and Jacobean drama; English 464: Restoration And Eighteenth-Century Drama; English 470: The Victorian Novel; English 474: Contemporary American Literature; English 488: Contemporary Literature; English 475: The British Novel To 1832; English 476: The Modern British Novel; English 477: Modern British Poetry; English 478: Modern American Poetry; English 480: Modern Irish Literature; English 487: Twentieth-Century British Drama.

Grades: Graduate students must maintain a B (3.00) average and may receive no more than two grades of C to remain in good academic standing. Grades of C- may not be counted towards the Planned Program, but nonetheless remain on the transcript and are included in the student’s GPA. Students who fall below the standards of good academic standing risk dismissal from the program.

Incompletes: Grades of Incomplete are allowed at the discretion of the instructor. Students have one year beyond the end of the semester in which an Incomplete is recorded to make up the necessary work, or the grade will become an F.

Transfer Credit: Students entering the English M.A. program may request to transfer up to nine credits from a graduate program at another university; all transfer requests must be approved by the student’s adviser and the Dean of the School of Graduate Studies. Transferred credits must be for courses in which the student received a B (3.00) or higher. Once enrolled in graduate studies at CCSU, students must, with very few exceptions, take courses offered by the English Department.
**Time Limit:** Students have six years to complete all requirements for the M.A. degree, including all coursework and the capstone. This time period includes any transferred credits. Students who due to extenuating circumstances cannot complete the degree within the six year time limit may request an extension in writing from the student’s adviser, which, if approved, will be forwarded to the Dean of the School of Graduate Studies for additional approval. Under no circumstances will a total of more than eight years be allowed for completion of the degree.
The Comprehensive Examination

The Comprehensive Exam is one of the English M.A. program’s two capstone options, the other being the Master’s Thesis. It is a five-question exam based on a short reading list of primary texts and supporting secondary materials. The exam, administered twice each year, is divided over two days, typically a Friday and Saturday in late March or early April and again in late October or early November. Students answer three questions in four hours on the first day, and two questions in three hours on the second day. Students must have at least a 3.00 GPA at the time they apply to take the exam. Deadlines for applying to take the exam are typically around October 1 for the fall semester and February 15 for the spring semester, but the decision to take the exam should be made no later than the semester prior to that in which the exam is to be taken; when students decide to take the exam, they should notify the Director of Graduate Studies in English immediately to assure that they receive all relevant communications. Further information on the comprehensive exam can be found at www.ccsu.edu/english/ma/capstonereq.html

The Reading List: Each reading list consists of approximately ten primary texts. The texts are drawn from the full historical range of British and American literature, though each historical period may not be represented on every list; in addition, each list contains at least one work of World Literature and one important critical or theoretical text. The list also includes at least one secondary text to accompany each primary text. All texts, primary and secondary, are required reading. The list, which is different for each administration of the exam, is posted on the department web site shortly after the previous exam is given.

Studying for the Exam: The student’s preparation for the exam should begin as soon as the new list is released, and it is strongly recommended that students take no more than one—and preferably no—courses in the semester that they plan to take the exam. Adequate knowledge of the texts on the list will involve an understanding well beyond the level of plot summary. Students are encouraged to consult with their adviser, the Director of Graduate Studies in English, and faculty specialists in the texts on the reading list, and to respond to practice questions that any of these instructors can provide. In addition to reading the required primary and secondary texts, students are encouraged to consult introductions and guides to the authors and texts in question, as well as introductions to general topics useful for the exam like literary terminology, literary theory, periodization, and formal analysis; the names of such texts may be provided as an addendum to the reading list, or may be requested by the student from the instructors mentioned above. Because the exam requires knowledge of a broad historical and generic range of texts, it is strongly advised that students planning to take the exam are particularly careful to choose, in consultation with their advisers, a range of courses designed to familiarize them with a variety of literary periods and genres.
The Questions: The exam consists of five questions based on the primary and secondary texts on the reading list. Students taking the exam answer all five questions; because the texts to be discussed are provided in advance, there is no choice of questions on the exam itself. Questions may be of several sorts, including:

- multiple-text comparison/contrast questions
- questions that require close analysis or explication of a given passage
- historically-oriented questions
- generically or formally-oriented questions
- thematically-oriented questions
- questions that require the application of critical or theoretical concepts
- questions that are combinations of the above

Typically, each exam contains a question requiring the close formal analysis of a poem, and a question requiring the application of the list’s critical or theoretical text to one or more of the other texts on the list. In addition to a thorough knowledge of the primary and secondary texts on the reading list, the questions assume no knowledge beyond the basic understanding of literary terminology, literary and cultural history, generic/formal classification, and critical analysis available in the course of a well-considered Planned Program supplemented as needed by consultation with the sorts of introductory texts mentioned above.

Grading: Each question is graded according to the rubric below. To pass the exam, students must average 16 points (a B-) on the five questions, achieving a minimum total of 80 points for the entire exam. While this makes it possible narrowly to fail one or more questions and still pass the exam with excellent answers on the other questions, a combination of mediocre and poor answers will not pass. Students who fail the exam must retake it in its entirety.

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Sample Instructions: The following is a slightly adapted version of the instructions given to students taking the comprehensive examination. For further details and sample exam questions, see the English Department’s web site.

Answer all three [day 2: both] of the following questions. Your answers should be written either in the enclosed blue books or in word processing files on the computer before you. If you use the blue books, please use a separate blue book (or books) for each question, and write the identification number found on the outside of this packet and the number of the question you are answering on each blue book you use; if you use more than one blue book to answer a question, please number the blue books. Do NOT put your name on the blue books. When you are finished, please put the questions and the blue books back in the envelope and return it to the proctor. If you use the computer, save your answer to each question as a separate file on the computer’s hard drive. The name under which you save each answer should be the identification number on the outside of this packet followed by a period and the number of the question (e.g. S0701.1, S0701.2, etc.); this code should also be placed at the top of the first page of your answer. When you are finished, please print your answers, check them for accuracy and completeness, and put them with the questions back in the envelope and return it to the proctor. You have four hours [day 2: three hours] to answer the questions; be sure to apportion your time appropriately.

The following guidelines and suggestions articulate your readers’ expectations and may help you to formulate your responses.

- Read each question closely, paying particular attention to its structure and its important concepts, and make sure that you understand what it is asking in order to craft an essay that answers it satisfactorily.
- Plan your essay carefully before beginning to write rather than beginning and hoping to discover your argument as you proceed; a good essay will present its argument and then defend it, rather than offering information about a set of texts and ending with a conclusion drawn from that information.
- Your answers should be in essay form: that is, they should offer a clear thesis statement that is defensible but not obvious, and should support that thesis clearly and persuasively with evidence drawn directly from the texts in question.
- A good thesis statement will not simply repeat or restate the question, but present an original argument based on or engaging with the question’s key ideas and terms.
- A good thesis statement (and, in turn, a good essay) will not simply compare and/or contrast the texts in question but draw conclusions based on those comparisons/contrasts.
- Evidence should be as specific as possible: while quotation is neither necessary nor expected, reference to and analysis of specific lines, speeches, scenes and other discrete textual elements is preferable to generalization; plot summary, while occasionally useful or even necessary, is never in itself sufficient.
The Thesis

The Master’s Thesis is one of the English M.A. program’s two capstone options, the other being the Comprehensive Exam. While the exam emphasizes historical and generic breadth of knowledge, the thesis offers the opportunity for in-depth study of a particular author, text, or idea, or small group thereof. The thesis option is therefore recommended for students with an established interest in pursuing such a topic as well as the research, reading and writing skills to do so, and especially for students interested in pursuing additional advanced education. To write a thesis, a student must have a GPA of at least 3.00 and a minimum of 15 credits of graduate coursework in English at the time the prospectus is approved. The graduate thesis handbook can be found in the graduate office and online at www.ccsu.edu/grad/resources/thesis.html

An English Master’s Thesis is typically a work of 50-100 pages, and usually takes from one to two semesters to complete after the approval of the prospectus. Thesis topics should be chosen with these general guidelines in mind, and should be neither too broad to be manageable nor too narrow to support sustained research and writing. While a thesis need not be an entirely original contribution to the discipline, it should be more than a compendium of familiar ideas: a thesis should bring the student’s own interests into contact with the current state of the discipline and contribute to an ongoing scholarly discussion. Theses will be evaluated according to the following criteria:

- A thesis should have an appropriate **topic**: one that engages with texts, authors, and issues associated with (or capable of association with) the concerns of the discipline, and one that is neither too broad to be adequately addressed in, nor too narrow to sustain, a project of this scope.

- A thesis should have a clear and consistent **argument**—that is, it should be more than a collation of others’ arguments—and should make clear the relevance and value of that argument for the discipline’s understanding of the texts, authors, or ideas in question.

- A thesis should have a coherent and sufficiently scholarly **methodology**, which may but need not be indebted to or in dialogue with one or more contemporary modes of literary criticism or critical theory. A thesis should make its methodology clear explicitly in a section on method and/or implicitly through clear discussion and consistent application of the methodology and citation of appropriate critical texts in the body of the thesis.

- A thesis should have a clear and effective **structure** appropriate to its subject, usually divided into chapters or sections.

- A thesis should demonstrate familiarity with the **primary and secondary literature** appropriate to its subject, both through a bibliography and through engagement with that literature in the body of the thesis.
• A thesis should be **written at the appropriate level**, should be free of compositional errors and awkwardness, and should be written, formatted, and documented in accordance with MLA format.

Students wishing to write a thesis should proceed through the following steps:

1. **Identify and develop a topic and method of inquiry.** Generally a student should have an interest he or she wishes to pursue before deciding to write a thesis, rather than the reverse.

2. **Find a director and second reader** for the thesis. Generally the director is a faculty member in the department with whom the student has worked before, who has confidence in the student’s ability to write a thesis, and who has some expertise in the topic of the thesis. A faculty member is not obliged to accept a student as a thesis advisee, and will generally only do so when convinced that both the thesis project and the director-student match are good ones. The second reader should also be chosen, usually in consultation with the director, for his or her knowledge of or interest in the topic of the thesis.

3. In consultation with the director, **develop a prospectus** for the thesis to be approved by the director and second reader and submitted for additional approval to the department’s Graduate Committee. *The prospectus is designed to assure that the student’s plan for the thesis is appropriate, and the student may not proceed with the thesis until the prospectus is fully approved; submitting the prospectus after completing substantial work on the thesis may result in much of that work having to be discarded and re-done. Students must have completed at least 15 credits of work toward their degree—and ideally more—before a prospectus can be approved. Research for the prospectus should be started in the semester before you plan to submit it. At least 21 days before the semester during which you plan to register for English 599, submit your prospectus draft along with a complete annotated bibliography. A prospectus is generally five to seven pages in length (exclusive of bibliography) and should do the following:

   • Clearly identify the **topic** of the thesis, which should be appropriate in the ways described above
   • Set out the **argument** of the thesis, making clear its appropriateness to the topic and its relevance and value to the discipline
   • Identify an appropriate **critical methodology** and describe how it will be applied to the topic in order to support the argument
   • Describe the **structure** of the thesis, including its division into chapters or sections
   • Demonstrate knowledge of the current **state of the discipline** with regard to the topic of the thesis, including familiarity and engagement with relevant primary texts and scholarship at a level appropriate to this stage of the thesis project
• Include a bibliography of appropriate and up-to-date primary and secondary materials consulted and to be consulted, usually comprising at least 20-30 items.

4. After the Graduate Committee approves the prospectus, register for ENG 599, which requires permission of the chair of the department.

5. Write the thesis, typically over a period of one to two semesters, in regular consultation with the director. Students should expect the writing process to involve considerable additional research, reading, and revision; first drafts are rarely acceptable. The thesis, including documentation, should be formatted according to the current MLA style guidelines.

6. When the thesis is complete, prepare an abstract of no more than 500 words.

7. Submit the thesis and abstract to the director and second reader for approval. The student should submit the thesis at a date which allows adequate time—as defined by the director and second reader—for the thesis to be carefully read and, if necessary, revised or corrected, before the School of Graduate Studies’ final submission deadline. Students planning to graduate in May should plan to submit the thesis to its readers no later than April 30, and no later than November 30 for December graduation.

8. After approval by the director and second reader, submit two copies of the thesis, accompanied by five copies of the abstract, to the Dean of the School of Graduate Studies. At this point, one copy of both thesis and abstract should be submitted to the English Department as well. The submission deadlines for inclusion in the Commencement Program are April 15 for May graduation and November 15 for December graduation.

9. The student must make a public presentation of the thesis, typically in the antepenultimate week of the semester in which the student plans to graduate. The presentation is in general much like a conference paper, 15-20 minutes in length, in which the student presents the argument, chief evidence, and structure of the thesis. The presentation is open to the public, and is typically attended by faculty members and students who may ask questions concerning the thesis. Typically the presentation is made after submitting the thesis to the School of Graduate Studies, at a date determined by the Graduate Committee. Alternatively, the student may choose to make the presentation before final submission of the thesis to the director and second reader, in order to receive feedback from those in attendance. The presentation is factored into the student’s grade for ENG 599, and no grade will be given until the presentation has been completed.
Forms

The following forms may be useful to students during the course of their graduate studies. Unless otherwise noted, they may be found on the School of Graduate Studies’ web site at http://www.ccsu.edu/grad/request%20forms.htm.

- Application Form (at http://www.ccsu.edu/apply/)
- Graduate Assistantship Application
- Planned Program Form (sent with acceptance letter, and available from your adviser)
- Comprehensive Examination Application
- Thesis Prospectus Approval Form
- Thesis Course Registration Form
- Independent Study Registration Form
- Graduation Application

Further Information

For further information, please see the English Department’s Graduate Studies Web Page at http://www.ccsu.edu/english/ma/, the School of Graduate Studies’ Web Site at www.ccsu.edu/grad/, and the current Graduate Catalogue. You may also contact the School of Graduate Studies or the English Department at:

School of Graduate Studies
Central Connecticut State University
Barnard Hall 102
1615 Stanley Street
New Britain, CT 06050
(860) 832-2363

English Department, Carroll Hall
Attn. Director of Graduate Studies
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
(860) 832-2740

Or you may contact Dr. Aimee Pozorski, Director of Graduate Studies in English, at pozorskia@ccsu.edu.