

Department of English and Literature  
College of Arts and Sciences  
Silliman University

**MASTER OF ARTS IN ENGLISH**

**DESCRIPTION OF THE PROGRAM**

Students enter graduate programs in English for a variety of reasons. Some wish to extend their liberal education beyond the bachelor's level; others want professional training for high school or college teaching; still others see M.A. as a stepping stone to the Ph.D. and a career in university teaching. Thus, the Graduate Program in English has been revised to meet the needs of these students who wish to further their study in Language, Literature, or Creative Writing. Whether they come from undergraduate degrees in English or from other relevant or related disciplines, they will find in this revised curriculum three innovative and dynamic degree programs in which to specialize.

Master of Arts (M.A.) in English with concentration in:

- \* English Language Studies (ELS)
- \* Teaching of English to Speakers of Other Languages (TESOL)
- \* Literary Studies
- \* Creative Writing

**REQUIREMENTS FOR ADMISSION**

Applicants must have a baccalaureate degree from an accredited college or university, with a grade point average (GPA) rating of at least 3.0 or its equivalent, and with no failing mark in any subject. The Department of English and Literature require a minimum of 18 units of undergraduate orientation in the specific field of concentration.

Applicants who do not meet the QPA requirement but show evidence of academic potential may be allowed to enroll on a probationary status and may be admitted as regular students after taking a total of 18 units and maintaining the required grade of 3.0. They must also have earned a minimum of 18 units of undergraduate orientation in the field of study.

The applicant will also undergo an interview with one or more members of the faculty.

Upon admission, a student is assigned to an adviser, preferably a specialist or at least knowledgeable, in the student's proposed research project, who will supervise his/her academic work throughout his candidature. Admission into the graduate program, however, does not guarantee admission to candidacy for a degree. All M.A. students should apply for the degree after passing the written comprehensives. The admission committee reserves the right to decide on the fitness of a student for a degree.

## **CONCENTRATION: ENGLISH LANGUAGE STUDIES (ELS)**

English Language Studies (ELS) provides an excellent background for further studies and more advanced work in linguistic or fields related to linguistics or other language sciences. Such areas may include language and culture, language and society, language and the mind, language and literature, discourse analysis, and advanced semantics.

### **PROGRAM OBJECTIVES**

Graduates of the ELS track should be able to assume or train for positions in a number of different areas of applied linguistics other than teaching, such as translation, lexicography, language policy and planning, linguistics research, language testing, or language and the profession.

### **CURRICULUM**

#### **\*12 units of core courses**

English 201(Linguistics Structures I: English Phonology and Morphology)  
English 202(Linguistics Structures II: English Syntax and Semantics)  
English 203(Language and Acquisition Theories)  
English 204(Language Research)

#### **\*18 units of major courses chosen from:**

- \*English 211 (Language Teaching Methodology: TESOL techniques and Products)
- \*English 212 (Advanced Grammar)
- \*English 213 (Sociolinguistics)
- \*English 214 (English for Specific Purposes/English across the curriculum)
- \*English 215 (History and Development of the English Language with Focus on Modern English Varieties)
- \*English 216 (Language Curriculum/Syllabus Design and Materials Preparation)
- \*English 217 (Pragmatics and Discourse Analysis in Communicative Language Teaching)
- \*English 218 (Language Teaching and Assessment)
- \*English 219 (Seminar on TESOL Topics and Issues)
- \*English 220 (Introduction to Applied Linguistics)
- \*English 221 (Discourse Analysis)
- \*English 222 (Language and Literature: Introduction to Stylistics)
- \*English 223 (Language and Thought: Introduction to Psycholinguistics)
- \*English 224 (Independent Study: Comparison of Philippine Languages and English)
- \*English 225 (Seminar: Topic in Language Studies)
- \*Two or three TESOL major courses
- \*Six units of thesis writing

## CONCENTRATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Teaching English to Speakers of other Languages (TESOL) is primarily designed for teachers of English as a second or foreign language. It focuses on language teaching methods, materials development, language testing, pedagogical approaches to grammar, second and foreign language teaching-learning research, linguistics, and sociolinguistics. It immerses candidates in both theoretical and practical aspects of ESL/EFL.

### PROGRAM OBJECTIVES

The TESOL track prepares its graduates to be able to do the following:

- understand the fundamental concepts of the knowledge base for ESL and EFL teaching
- utilize research to understand and critically evaluate the current literature of TESOL and systematically investigate the knowledge base to inform their own and other's teaching
- be effective classroom teachers
- employ curriculum skills to design, implement, and evaluate a TESOL program
- practice reflective teaching: to continue to improve as teachers, to have high professional values, to influence the field as leaders with involvement in the broad aspects of TESOL

### CURRICULUM

#### ❖ 12 units of core courses

- English 201 (Linguistics Structures I: English Phonology and Morphology)
- English 202 (Linguistics Structures II: English Syntax and Semantics)
- English 203 (language Acquisition Theories)
- English 204 (Language Research)

#### ❖ 15 units of major (language) courses chosen from:

- English 211 (Language Teaching Methodology: TESOL techniques and procedures)
- English 212 (Advanced Grammar)
- English 213 (Sociolinguistics)
- English 214 (English for Specific Purposes/English across the Curriculum)
- English 215 (History and Development of the English Language with Focus on the Modern English Varieties)
- English 216 (Language Curriculum/Syllabus Design and Material Preparation)
- English 217 (Pragmatics and Discourse Analysis in Communicative Language Teaching)
- English 218 (Language Testing and Assessment)
- English 219 (Seminar on TESOL Topics and Issues)
- English 220 (Introduction to Applied Linguistics)
- English 221 (Discourse Analysis)
- English 222 (Language and Literature: Introduction to Stylistics)
- English 223 (Language and Thought: Introduction to Psycholinguistics)
- English 224 (Independent Study: Comparison of Philippine Languages and English)
- English 225 (Seminar: Topics in Language Studies)

#### ❖ three units of cognate course (e.g. Education 126 (Advanced Statistics))

#### ❖ six units of thesis writing

## **CONCENTRATION: LITERARY STUDIES**

The Literary Studies Program includes all the department's graduate courses on genre, literary history, literary theory, and criticism in a variety of literary traditions from different areas of the world. This wide range reflects the broadening of the discipline that has taken place in the last twenty years and the diversity of interest and scholarly commitments of both our faculty and our students.

### **PROGRAM OBJECTIVES**

Literary Studies aims to provide critical thinking and reading skills appropriate to the study of a broad range of literature while emphasizing a number of critical orthodoxies as well as the way that these orthodoxies have been challenged by recent developments in literary criticism and theory.

The fundamental goal of the Literary Studies program is to help graduate students learn what it is to think theoretically and creatively about literature and its contexts across and within traditional disciplinary boundaries with a high level of critical and cultural awareness as well as linguistic precision and sensitivity.

Without neglecting the foundation provided by earlier critics and scholars, the program also addresses the ways in which recent theoretical insights have changed the way both well-studied and less familiar texts may be read. Thus, one central concern is with the reading and interpreting of texts to train students in modes of intellectual inquiry and various aspects of textual analysis.

The study of texts includes an interest in language, both formally and historically, and with the relationship between language and human social relationships and institutions. The notion of a literary text presumes an aesthetic, a tradition or form, and particular skills of reading, all of which are culturally based and which are themselves the proper objects of examination. Literary texts also shape and are shaped by the contexts in which they arise, and can thus be examined with relation to religion and philosophy, the sciences, the plastic, visual and musical arts, and political issues, social structures, and other ideological formations.

### **CURRICULUM**

- ❖ **9 units of core courses of criticism**
  - English 231 (History of Literary Criticism)
  - English 232 (Contemporary Literary Theory and Criticism)
  - English 233 (Literary Research)
- ❖ **21 units of major courses on national/regional literatures**
  - English 234 (Philippine Literature)
  - English 235 (Southeast Asian Literature)
  - English 236 (Asian Literature)
  - English 237 (African Literature)
  - English 238 (Latin American Literature)
  - English 239 (European Literature)
  - English 240 (Anglo-American Literature)
- ❖ **six units of thesis writing**

## **CONCENTRATION: CREATIVE WRITING**

The Creative Writing Program enables writers to practice their art with the intelligence and skill that the study of literature from a writer's point of view instills. This concentration differs from the others in the Graduate Program in that students are selected for their talent and their dedication to the craft of writing. This judgment is made on the basis of manuscripts submitted by the applicants. The program confers the degree with the conviction that disciplined attention to writing produces good writing and good teachers of writing.

Instruction is grounded in writing workshops or seminars which meet weekly and to which students bring poems, stories, or essays for criticism by their teacher and their peers. The assumption underlying the workshop-approach is that writing benefits from the responses of other writers. Students in creative writing also take courses in literary studies and their academic program is similarly anchored on a solid knowledge of different literary theories and proficient practice of criticism. An important course requirement is qualification as a writing fellow in any of the national writer's workshop.

## **PROGRAM OBJECTIVES**

The Creative Writing program aims to equip the student with a critical eye as well as the skills necessary in the practice of the craft. The M.A. in Creative Writing degree program is geared toward students and professionals who would like to hone their skills in creative writing, as well as those who would like to pursue a career both in writing and literary scholarship. The degree programs have a critical base- as seen in the core courses – to equip students with the necessary critical vocabulary and skills to approach literary texts.

## **CURRICULUM**

- ❖ **9 units of core courses on criticism**
  - English 231 (History of Literary Criticism)
  - English 232 (Contemporary Literary Theory and Criticism)
  - English 233 (Literary Research)
- ❖ **9 units of major courses**
  - English 263 (Writing Workshop I)
  - English 264 (Writing Workshop II)
  - English 265 (Writing Workshop III)
- ❖ **12 units of elective courses**
  - English 241 (Seminar on Fiction)
  - English 242 (Seminar on Poetry)
  - English 243 (Seminar on Drama)
  - English 244 (Seminar on the Essay)
  - English 245 (Seminar on the Novel)
  - English 246 (Seminar on Children's Literature)
  - English 247 (Seminar on Musical Drama)
  - English 248 (Seminar on Autobiographical Writing)
  - English 249 (Seminar on Critical Writing)

- ❖ **6 units of thesis writing which is a book-length collection of revised and finely-crafted writing, accompanied by a critical preface**

Note: Students who qualify for summer session of any National Writers Workshop may have their fellowship credited in the first semester of the succeeding year. They may devote their free time in the first semester in preparing for the comprehensive examinations.

## DESCRIPTION OF COURSES

- English 201 (Linguistics Structures I: English Phonology and Morphology): Introduction to key concepts including descriptive and prescriptive grammars, human language as a system, and related language theories: focus on English phonetics, phonology, and morphology.
- English 202 (Linguistics Structures II: English Syntax and Semantics): Fundamentals of syntax and semantics within the broad frameworks of generative and functional linguistics: includes theories and methods of syntactic analysis as well as related language theories.
- English 203 (Language Acquisition Theories): A critical survey of first and second language acquisition/learning theories and principles from the behavioristic position of the nativist and functional positions; includes related concepts such as competence and performance, comprehension and production. Students develop a critical view of the differences and similarities between first and second language acquisition/learning.
- English 204 (Language Research): Aims, techniques, principles, and analytical procedures in language research: includes methods in obtaining and organizing research materials: familiarizes students with critical approaches and assumptions commonly used in existing scholarship; construction of an academic argument such as would be offered in a research proposal (end-of-semester output). English 203 is a prerequisite for M.A. students.
- English 211 (Language Teaching Methodology: TESOL techniques and Procedures): An overview, description, analysis of approaches the methods to second/foreign language learning. The course focuses on the theoretical approaches, major issues and current controversies in language teaching pedagogy and language learning, classroom techniques, and instructional procedures. Students will be given language learning, classroom techniques, and instructional procedures. Students will be given opportunities to experience numerous language teaching approaches and methods through microteaching/demonstration sessions.
- English 212 (Advanced Grammar): Grammar study in the context of meaning and discourse: comparative analysis of language using case grammar, transformation-generative grammar, and functional grammar.
- English 213 (Sociolinguistics: Language and Social Settings/Registers in English): The course examines the role of language in society and of society in language: it includes subject areas such as regional and social dialects, language variation and change, language and gender, bilingualism, pidgins and creoles, as well as language policy and planning. The course employs discourse analysis in examining language samples of different registers in English and considers implications on language teaching and learning. The course also examines sociolinguistic researches.
- English 214 (English for Specific Purposes/English across the Curriculum): Theory and Practice of teaching English for Specific Purposes (ESP). Trains students to identify language needs of specific groups of learners. Determine aspects of language use that reflect these needs, examine and assess suitable materials, and design instructional activities.
- English 215 (History and Development of the English Language with focus on Modern English Varieties): Surveys the historical developments in the English Language, all the way from pre-Anglo-Saxon (medieval England) to present- day Black English (African American and British Black English): synthesizes theory and methodology of linguistic historiography; considers the major changes in writing systems, pronunciation, grammar, and vocabulary. The course will attempt to present a dynamic perspective/treatment of language change and development by considering external factors (including nonlinguistic)

that influence such change. Current views/insights from sociolinguistics and pragmatics will also be studies in relation to the changes and variations that the English Language has undergone.

- English 216 (Language Curriculum/Syllabus Design and Materials Preparation): Examination of theoretical underpinnings to curriculum and syllabus design. Overview of various historical impetus for design as backdrop to current language curricula (in the Philippines and other countries). Analysis and evaluation of syllabuses and materials used in teaching ESL/EFL. Design and development of syllabus and materials appropriate for different age groups and language skills.
- English 217 (Pragmatics and Discourse Analysis in Communicative Language Teaching): The analysis of connected speech and writing and their relationship to the contexts in which they are used. The course introduces students to discourse analysis, conservation analysis, interactional analysis, and general text linguistics. The study is geared towards considerations and pragmatics and discourse in teaching language communicatively.
- English 218 (Language Testing and Assessment): Theory and practice in the creation, evaluation and adaptation of classroom tests and other assessment tools for the language and/or literature classroom. It includes designing instruments for testing or assessing learner skills including alternative methods of assessing communicative skills-oral and written- and rating and scoring. Language performance testing is given emphasis on this course.
- English 219 (Seminar on TESOL Topics and Issues): Different topics are selected for intensive study. The course consists of review and discussion of contemporary issues in TESOL on topics such as language acquisition/learning, teaching, performance assessment, syllabus and materials preparation, language and literature, language and gender, language and culture, language policy and planning, language and the profession, etc. Discussion is based on research projects and review of pertinent literature: emphasizes exchange of ideas and information during meetings.
- English 220 (Introduction to Applied Linguistics): In the graduate level, the course examines the nature, development, and scope or domains of applied linguistics. The course puts more emphasis of ESL and EFL teaching and learning but includes language policy and planning language testing and evaluation, lexicography, speech communication research, translation, language and the profession. The course investigates the relationship between applied linguistics and the social and the pure sciences, mathematics and engineering, as well as the arts.
- English 221 (Discourse Analysis): The course aims to expose students to the key issues in linguistic pragmatics placing emphasis on the analysis of connected speech and writing and their relationship to the contexts in which they are used. The course introduces the students to conservation analysis and text linguistics or text analysis.
- English 222 (Language and Literature: Introduction to Stylistics): This course aims to develop student's awareness of the typical characteristics of literary texts and to enable them to analyze the linguistic features of literary discourse. It introduces students to the theories and practices of discourse analysis and enables them to relate and apply these theories on their analysis of literary genres and other specific literary texts.
- English 224 (Independent Study: Comparison of Philippine Languages and English): This is a research based independent study that familiarizes students with the features of Philippine languages and English: phonological, morphological, syntactic, semantic. Students examine and identify similarities and contrasts in the language systems with the view of apprising them about the interlanguage features and problems Filipino learners of English.

- English 225 (Seminar: Topics in Language Studies): Following the principles of the negotiated curriculum, students and teacher decide on the topics and presentation techniques.
- Two or three TESOL major courses
- English 231 (History of Literary Criticism): Readings on critical concepts from antiquity up to the early part of the 20<sup>th</sup> century with the rise of Formalism and New Criticism.
- English 232 (Contemporary Literary Theory and Criticism): Readings on critical concepts and theories, aside from Formalism, from the early part of the 20<sup>th</sup> century to the present.
- English 233 (Literary Research): Principles in research and literary scholarship.
- English 234 (Philippine Literature): Readings of Literary texts from the different Philippine regions- in the vernacular or any other languages, and/or in English translation- and study of special topics related to Philippine Literature.
- English 235 (Southeast Asian Literature): Readings of literary texts from the different Southeast Asian countries- in English translation- and study the special topics related to Southeast Asian Literature.
- English 236 (Asian Literature): Readings of literary texts from the different Asian countries- in English Translation- and study of special topics related to Asian literature.
- English 237 (African Literature): Readings on literary texts from the different African Countries- in English translation- and study of special topics related to African Literature.
- English 238 (Latin American Literature): Readings on literary texts from the different Latin American Countries- in English translation- and study of special topics related to Latin American Literature.
- English 239 (European Literature): Readings on literary texts from the different European Countries- in English translation- and study of special topics related to European Literature.
- English 240 (Anglo-American Literature): Readings on literary texts from the different Anglo-American, including Commonwealth, countries and study of special topics related to Anglo-American Literature.
- English 241 (Seminar on Fiction): A study of the form, history and development of the short story.
- English 242 (Seminar on Poetry): A study of the form, history and development of poetry.
- English 243 (Seminar on Drama): A study of the form, history and development of the drama.
- English 244 (Seminar on Poetry): A study of the form, history and development of the essay.
- English 245 (Seminar on the Novel): A study in the form, history, and the development of the novel.
- English 246 (Seminar on Children's Literature): A study of the form, history and development of Children's Literature.
- English 247 (Seminar on Musical Drama): A study of the form, history and development of musical drama.
- English 248 (Seminar on Autobiographical Writing): A study of the form, history and development of the autobiography.
- English 249 (Seminar on Critical Writing): A study of the form, history and development of critical writing- with emphasis on Philippine literary criticism.
- English 263 (Writing Workshop I): A semestral workshop on the genre of student's choice.
- English 264 (Writing Workshop II): A semestral workshop on a genre of student's choice.

- English 265 (Writing Workshop III): Attendance in a national summer workshop- e.g. the Writers Workshop in Dumaguete, the U.P. Writers Workshop, the Iligan Writers Workshop- with faculty advice)

#### Other Requirements (6 units)

- English 320 (Thesis Writing): Literary Studies: Production of a thesis, not less than 100 pages in length, using critical concepts and theories in the study of literary texts. English 233, a reading examination in one foreign- other than English- language, or a vernacular language other than the student's first language. As well as two sets of comprehensive examinations are prerequisite. (Six units)

Creative Writing: (Production of a thesis, not less than 100 pages in length, consisting of the student's book-length creative output- novel, short story, poetry, or drama collection- accompanied by a critical preface. English 233, a reading examination in one foreign- other than English- language, or a vernacular language other than the student's first language, as well as two sets of comprehensive examinations are prerequisite. Students initially enroll in six units when they present their thesis proposal, and three units in succeeding semesters until they finish their degree requirements.)