

RATIONALE OF STUDY – GUIDELINES

MA Program, Department of English and Comparative Literature, SDSU

Description:

The Rationale of Study [RoS] is an opportunity for you to describe your scholarly development in the MA program. It asks you to explain to the department's Graduate Committee why you have taken the classes you have and what kind of scholar you envision yourself to be. It is an opportunity for you to think about the kinds of scholarship you are interested in and should provide an intellectual rationale for your choice of seminars. The committee will review this material and determine whether you can be Advanced to Candidacy. Advancement to Candidacy is required before you can enroll in either the thesis (ECL 799A) or portfolio (ECL 790).

Brief Overview of Process:

First year MA students will need to submit a RoS Draft to the department during the Spring semester of their first year. A RoS Revision/Update will be due the semester before enrolling in thesis or portfolio units.

RoS Draft Due Date:

First Year MA students: May of Spring Semester

RoS Revision and Update Due Date:

Second Year MA students: January of Spring semester

Please submit all RoS documents to Y Howard (yhoward@sdsu.edu) by the designated due dates using the relevant email subject lines: "Rationale of Study - Draft" OR "Rationale of Study - Revision and Update." Enrollment in thesis or portfolio hours will be delayed by a semester if you do not meet the deadlines. The Graduate Committee may determine that it needs additional material before it can approve your RoS Revision/Update in order to recommend that you be advanced to candidacy. To help ensure your success throughout the RoS drafting process, schedule an appointment with the Graduate Director each semester to discuss your class selections and emerging areas of emphasis.

- COMPLETE THE WORKSHEET AND QUESTIONNAIRE BELOW -

SEMINAR COURSEWORK OVERVIEW

- First, list all **MA-specific ECL** seminars taken at the **600-700** levels. *Do not* include core ECL seminars such as ECL 600; ECL 799A/B.
- Next, list seminar-based **non-ECL** courses and/or **ECL 500**-level courses taken. *Do not* include professionalization or internship courses such as RWS 609; ECL 796.

Using the above criteria, complete the table as follows:

NUMBER	NAME	SEMESTER	INSTRUCTOR	SEMINAR PROJECT/ESSAY
ECL 666	INTRO TO ANTIFASCISM	FALL 2030	DR. WHO	“‘Trusk AI’: Techno-Fascism’s Graveyard”

Provide an alphabetized bibliography below that reflects some of the theories, methodologies, and critical approaches that inform your course choices based on the expertise of ECL faculty and seminars offered. Craft ONE bibliography that includes the following: [1] for each course listed in the table above, provide at least one theoretical work that was assigned and with which you see your seminar project/essay in conversation; [2] annotations (1-2 sentences) for each entry that helps to justify and identify the directions of your research. Make sure to include full bibliographic information in MLA style, emphasizing *only* published or forthcoming book-length projects and recent peer-reviewed scholarship.

INTERVENTIONS AND INTELLECTUAL STAKES

Using your bibliography above and the seminar projects/essays for each class listed in the table as references, compose a 250-300-word statement that clearly articulates some of your interventions through original research - in what ways does your work differ from or contribute to the work that has already been done on the topic? What are you adding to the critical conversation? On which theories and/or theorists does your work build? What are the larger intellectual stakes of your work? This statement should display an organized sense of how your seminar-based work reflects your development and growth as a graduate-level scholar.

CULMINATING EXPERIENCE AND SCHOLARLY IDENTITY

Identify whether you plan to do a thesis or portfolio. Please provide an explanation for why either the thesis or portfolio seems the most suitable option for your MA culminating experience. [Your responses to this choice will be significantly developed or changed for the RoS - Revision/Update]. In the context of your thesis or portfolio work so far, describe your scholarly identity by taking into account the critical conversation(s) you will be joining; intellectual and/or cultural communities pertaining to your MA culminating experience; and/or how graduate-level research, writing, and thinking has shaped you since beginning the ECL MA program [200 words max].

FEEDBACK

Please provide any suggestions or additions that you think may be useful for MA students to include on this form.