

COLLEGE OF ARTS AND SCIENCES
M.F.A. IN CREATIVE WRITING PROGRAM
MARSTON HALL 250
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MFA@SPU.EDU
WWW.SPU.EDU/MFA

Master of Fine Arts in Creative Writing (M.F.A.)

PHILOSOPHY

The low-residency M.F.A. at Seattle Pacific University is a creative writing program for apprentice writers — both Christians and those of other traditions — who not only want to pursue excellence in the craft of writing but also place their work within the larger context of the Judeo-Christian tradition of faith. The spiritual dimension of this program is not intended to produce didactic, sectarian, or sentimental literature. Nor is this M.F.A. intended to produce writers of “Christian fiction.” Far from it. Seattle Pacific’s program seeks to extend the tradition of Christian writing in which the highest standards of art, an open-eyed exploration of human experience, and a respect for transcendent mystery come together.

At the heart of any low-residency program is the ancient relationship between master and apprentice. Writing is ultimately a solitary experience, so the rhythm of students sending packets of completed material and receiving feedback from mentors is both appropriate and effective. The beauty of this type of program is that it allows students to maintain their current jobs and locations, while offering two stimulating and intensive residency periods at stunning locations in the American West — the high desert of New Mexico and an island off the coast of the Pacific Northwest.

RESIDENCIES

The residencies are intensive: they pack in a great deal, including workshops, classes on craft, lectures, and readings, as well as extended consultations with faculty mentors. Faculty at the residencies will consist of a group of current mentors along with a number of invited guest speakers, including some of America’s most celebrated writers. Students are required to attend a total of five residencies over the course of two academic years. The 10-day residencies will take place during the months of August and March. The residency dates for the 2005-06 academic year are July 27–August 7, 2005, and March 16–26, 2006.

The summer residencies will be held alongside the Glen Workshop, a program run by Image journal, the leading quarterly of arts and religion based here at Seattle Pacific. The Glen, held on the campus of St. John’s College in Santa Fe, New Mexico, features daily lectures, readings, concerts, and worship services with some of the leading artists and writers at work today. M.F.A. students will pursue their own activities, but will have the benefit of all the presentations at the Glen Workshop.

The spring residencies will be located amidst the beautiful waterfront surroundings of Whidbey Island at SPU’s Camp Casey Conference Center. M.F.A. students will have the opportunity to sample the many cultural and recreational possibilities in the area, including visits to nearby historic Coupeville as well as Port Townsend, just a short ferry ride away.

CORRESPONDENCE QUARTERS

The heart of the low-residency M.F.A. program involves the relationship between the student and his or her faculty mentors. Each student will have two responsibilities: the creative writing project in a chosen genre and the reading list.

THE CREATIVE PROJECT

During the academic quarter, the student will be responsible for generating three packets (at approximately three-week intervals). Each packet will consist of a cover letter, in which the student might share thoughts

about the creative challenges he or she is facing, and a segment of new or revised creative writing. Some packets will include critical papers that are due. Mentors will respond with detailed comments, pointing out strengths and weaknesses and suggesting fruitful avenues for further development. While the lion's share of this communication will be handled through email or paper mail, the program will also utilize the Blackboard online course technology to allow for online workshops, manuscript exchanges, and discussion threads. The norm for low-residency M.F.A. courses is for students to spend 25 hours per week on their work.

READING LIST/CRITICAL ESSAYS

In close consultation with their faculty mentors, each student will formulate a course of reading. Readings will be chosen from two categories: classic works from the Judeo-Christian literary tradition and contemporary works that may serve as models and inspiration for students' immediate creative needs and gifts. Special emphasis will be placed on gaining a deeper understanding of the classic works in the student's chosen genre. By the end of the two-year program, students will have read between 50–60 books.

Students will write one short critical paper (approximately seven pages in length) per quarter in preparation for their long critical essay (20 pages), due at the end of the final quarter.

Among the classics that students will select for study are: the poetry of Chaucer, John Donne, John of the Cross, W.H. Auden, and Denise Levertov; the fiction of Cervantes, Sigrid Undset, and Walker Percy; and the creative nonfiction of Desiderius Erasmus, John Henry Newman, and Kathleen Norris.

GRADUATION REQUIREMENTS

1. Each student will choose a specialization in one of three genres — poetry, fiction, and creative nonfiction — and complete a thesis under the direction of a faculty mentor. Students may choose to study two genres during the course of the program, but this will require a third full year of study.
2. Students will work toward completion of a full-length manuscript in one of the following categories: collection of poems; collection of short stories; novel; book-length work of creative nonfiction.
3. In close consultation with his or her faculty mentor, the student will formulate a course of reading. By the end of the two-year program, students will have read between 50–60 books.
4. For the first four quarters, the student will complete a short critical paper on a subject relevant to the chosen course of study. In the fifth quarter of the program, the student will complete a long critical paper.
5. Recommendation for the degree can be made only after the successful completion of at least six quarters of work and five residencies (64 graduate credit hours) as well as the approval of the faculty.
6. During the final residency, the students will present a graduation lecture and give a public reading of their work.

ADMISSION INFORMATION

To qualify for admission consideration, turn in an application packet to The Graduate Center. Please bear in mind the following things:

1. Students may choose to begin the program during either of the 10-day residencies in March and August. The first residency will take place in August 2005.
2. The application deadline to begin the program during the August residency is March 1. The application deadline to begin the program during the March residency is October 1.
3. The creative manuscript will be given special emphasis. The applicant must submit 10 pages of poetry or 25 to 30 pages of prose, whether of fiction, creative nonfiction, in the student's chosen genre. (In the case of prose, the applicant must decide whether to send an excerpt of a longer manuscript or stories or essays that fall within the page limit.) If an applicant wishes to study two genres, he or she must submit creative manuscripts in both genres (see above for page requirements). The application should include three manuscript copies; two-genre students should submit three manuscript copies in each genre. The manuscripts cannot be returned.
4. Applicants must also submit a three-to-four-page personal essay on their development as writers and as people of faith.
5. Three letters of recommendation must be submitted from three people familiar with the student's writing and capacity to undertake a graduate program requiring independence and initiative.

6. A \$50 nonrefundable application fee. This fee cannot be waived.
7. Though GRE scores are not required, the applicant must have a bachelor's degree and must submit official transcripts from previous schools attended.

COURSE DESCRIPTIONS

ENG 6100 Art and Faith (3)

A theological and cultural overview of the relationship between the arts and religion, grounded in the tradition of Christian humanism. Class open to masters in fine arts majors.

ENG 6210 Workshop I (3)

The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6220 Workshop II (3)

The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6230 Workshop III (3)

The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6240 Workshop IV (3)

The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6250 Workshop V (3)

The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6310 Craft I (3)

At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6320 Craft II (3)

At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6330 Craft III (3)

At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6410 Tutorial I (6)

Each quarter students will produce three packets of material: new or revised parts of their creative project, plus short critical responses to the literary readings they have selected. Class open to masters in fine arts majors.

ENG 6420 Tutorial II (6)

Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6430 Tutorial III (6)

Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6440 Tutorial IV (6)

Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6450 Tutorial V (6)

Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6460 Final Manuscript Tutorial (6)

Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6500 Manuscript and Reading (3)

The final manuscript is presented, publicly read, and discussed. Class open to masters in fine arts majors.

ENG 6900 Independent Study (1–5)

Registration approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

FACULTY

Gregory Wolfe, the M.F.A. director, and writer-in-residence at SPU, will teach the introductory Art and Faith course that M.F.A. students attend during their first residency. Wolfe is publisher and editor of *Image* journal and author of *Intruding Upon the Timeless: Meditations on Art, Faith, and Mystery* and numerous other books.

Robert Clark is the author of three books of nonfiction and four novels, most recently the novel *Lives of the Artists*, forthcoming in 2005. His other novels include *Love Among the Ruins*, *Mr. White's Confession* (which won the Edgar Award), and *In the Deep Midwinter*. A memoir, *My Grandfather's House: A Genealogy of Doubt and Faith*, was published in 1999. He is currently a Guggenheim Fellow working on a collection of essays on art and belief.

Leslie Leyland Fields is the author of the nonfiction books *Surviving the Island of Grace*, *Out on the Deep Blue*, and *The Entangling Net: Alaska's Commercial Fishing Women Tell Their Lives*, among others. She teaches at Kodiak College and fishes commercially with her family. Her essays have appeared in *The Atlantic*, *Orion*, *Image*, and *The Christian Science Monitor*.

Paul Mariani is one of America's leading literary biographers and poets. His books include the poetry collections *Salvage Operations* and *The Great Wheel*, as well as biographies of William Carlos Williams (nominated for a National Book Award), John Berryman, Robert Lowell, and most recently Hart Crane. Three of his biographies were *New York Times* notable books. His most recent books are *Thirty Days: On Retreat with the Exercises of St. Ignatius*, winner of the Catholic Book Award, and *God and the Imagination: On Poets, Poetry, and the Ineffable*.

COLLEGE OF ARTS AND SCIENCES**M.A.-TESOL PROGRAM**

MARSTON HALL 227

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TESOL@SPU.EDU

WWW.SPU.EDU/DEPTS/TESOL

Teaching English to Speakers of Other Languages: TESOL (M.A.)

Bringing together knowledge and skill from linguistics, education, humanities, and the social sciences, the Seattle Pacific University M.A.-TESOL program will prepare you for leadership and service in the field of teaching English as a second or foreign language. Close interaction with faculty committed to excellence in teaching and scholarship is integrated with active involvement in the ESL community. A low faculty-to-student ratio is a hallmark of the program, which offers the following:

- Theory made practical.
- Balance between academic preparation and teacher training.
- Strong emphasis on ethical and intercultural sensitivity.
- Practica to ensure your success and confidence in the classroom.

DEGREE DESCRIPTION

The M.A.-TESOL program, begun in 1993, is rooted in a four-strand approach. The first strand, academic preparation, includes courses in phonology, morphology, syntax, and second-language acquisition. The second strand, pedagogy, includes methods courses that serve as a bridge between theory and practice. The third strand, practica, includes a language-learning practicum in which students reflect on the frustrations and rewards of learning another language. This strand also includes a two-quarter teaching phase during which students near the end of their program are placed with seasoned “host teachers” for classroom observation and teaching experience. The fourth strand, electives, gives students a chance to explore individual interests in the TESOL field, including courses in technology. The M.A.-TESOL program is 54 credits.

SCHEDULING

The 3-credit courses generally meet once a week for three hours. TESOL courses are usually held during afternoon and evening hours, Monday through Thursday. This makes full- or part-time employment possible. Students are also free to take only one or two courses per quarter as other obligations must be met, or to take up to 9 credits per quarter. All coursework must be completed within six years.

ADMISSION REQUIREMENTS

1. Hold a bachelor's degree from a regionally accredited college or university, or its equivalent.
2. Submit letters of recommendation from at least two people. The letters submitted must come from unrelated individuals familiar with the applicant's intended field of study.
3. Submit an official copy of transcripts from the college or university that granted the bachelor's degree and any institution attended since that time.
4. Present a GPA of at least 3.0 (4.0=A) in the last 45 quarter credits of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
5. Present an acceptable score on the appropriate entrance examination (for GRE, a minimum score of 500 on the verbal portion and 3.5 on the analytical writing portion; for MAT, a minimum of 35).
6. Submit an essay in response to questions provided in the application packet.
7. Provide proof of English proficiency if English is not the first language (TOEFL paper-based score of at least 600 or 250 on the computer-based test.)
8. Provide an affidavit of support reflecting financial support covering each year of intended enrollment if the applicant is not a citizen or permanent resident of the United States.
9. Complete an application for the M.A.-TESOL program and include the \$50 application fee.

Students may enter the program at the beginning of any quarter. The completed application packet must arrive in the M.A.-TESOL office by the applicable deadline below for admission to that quarter:

QUARTER APPLICATION DEADLINE

Autumn	August 1
Winter	December 1
Spring	March 1
Summer	May 1

PROGRAM CURRICULUM

Our program prepares you to teach in colleges and universities, and in various language institutes within the United States and abroad. The program may be completed in six quarters of full-time coursework. Practica scheduling and other considerations may extend this period.

PREREQUISITES

Proficiency in a foreign language equivalent to at least one year's study at the college level and one or more basic courses in linguistic theory (e.g., LIN 2100) are required. With the approval of the program director, these courses may be taken concurrently with the master's coursework as the program is begun.

Students wishing to apply coursework completed prior to application must provide applicable transcript data; students may transfer up to 12 comparable graduate credits into the SPU program.

M.A.-TESOL DEGREE (54 CREDITS)

Academic Preparation (18 credits)

LIN 6145 Phonology (3)
 LIN 6150 Morphology (3)
 LIN 6410 Syntax (3)
 LIN 6200 Second Language Acquisition (3)
 TESL 6650 Professional Issues and Ethics (3)
 TESL 6070 Comparative Religion (3)

Pedagogy (21 credits)

LIN 6365 Methodology of Foreign Language Teaching (3)
 TESL 6250 Testing and Curriculum Development (3)
 TESL 6300 Technology in Language Teaching (3)
 TESL 6400 Teaching ESL Grammar (3)
 TESL 6480 Teaching ESL Reading (3)
 TESL 6500 Teaching Listening and Speaking (3)
 TESL 6581 Teaching ESL Writing (3)

Electives (6 credits)

Select from the following:
 COM 6180 Cultural Communication (3)
 LIN 6601 History of the English Language (3)
 LIN 6300 Historical Linguistics (3)
 LIN 6400 Comparative Syntax (3)
 TESL 6950 Intensive Grammar (3)
 EDU 6085 Values and Ethics in Education (3)

Practicum (3 courses/9 credits)

TESL 6930 Language Learning Practicum
 TESL 6940 Teaching Practicum Phase I
 TESL 6941 Teaching Practicum Phase II

PRE-MA-TESOL LINGUISTICS COURSE WAIVER POLICY

The Academic Preparation required courses LIN 6145 Phonology, LIN 6150 Morphology, and LIN 6410 Syntax constitute the “common body of knowledge” foundational to the program. Students who have covered some or all of this subject matter in an undergraduate program may request a waiver. Waivers are granted for prior coursework if the content is equivalent, the bachelor’s degree was earned within seven years, and the course grade was at least B. If the bachelor’s degree is more than seven years old, or the grade was less than B but not less than C+, then students may take a competency test to waive the course.

Competency tests must be completed within the year following the student’s date of admission to the program. If the competency examination is successfully completed, the applicable linguistics course will be waived. If not, the student must take the linguistics course or successfully complete a credit-by-examination test for which a fee is charged.

COURSE DESCRIPTIONS**COM 6180 Cultural Communication (3)**

Examines theory and literature of the ethnography of communication, with direct application in the description and analysis of language in its social context. Class open to graduate students.

COM 6900 Independent Study (1–5)

Registration approval: Independent Study Agreement. Student works independently with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

LIN 6145 Phonology (3)

Prerequisite: LIN 2100.

Provides a thorough study of sound systems and processes, with problem-solving experience in the analysis of English and other languages. This course is specifically geared to the needs of language teachers. Class not open to undergraduate students.

LIN 6150 Morphology (3)

Prerequisite: LIN 2100.

Features a thorough study of word structures and processes, with problem-solving experience in the analysis of English and other languages. Class not open to undergraduate students.

LIN 6200 Second Language Acquisition (3)

Prerequisite: LIN 2100.

Presents an intensive study of the research literature so that students will become familiar with recent findings on the acquisition of a second language and with the research process. Course equivalent: LIN 4200. Class not open to undergraduate students.

LIN 6300 Historical Linguistics (3)

Prerequisite: LIN 2100.

Studies the nature of language change, illustrated by the history of the Indo-European language family, especially English. Presents a diachronic study of phonology, morphology and syntax, with emphasis on reconstructed Indo-European, classical texts and modern European diversity. Offered alternate years.

LIN 6365 Methodologies of Foreign Language Teaching (3)

Prerequisite: LIN 2100.

Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; and selection and development of instructional materials. Class not open to undergraduate students.

LIN 6400 Comparative Syntax (3)

Prerequisite: LIN 2100.

Provides an intensive investigation into non-English sentence structure. Examines basic rule-making and rule-testing in a variety of languages. Not offered every year. Class not open to undergraduate students.

LIN 6410 Syntax (3)

Prerequisite: LIN 2100.

Provides an intensive investigation into contemporary English sentence structures through the application of current syntactic theory. Examines basic rule-making and rule-testing in English. Class not open to undergraduate students.

LIN 6601 History of the English Language (3)

Examines Anglo-Saxon, middle and modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax and some of the relationships of each language stage to literary expression during its era. Offered alternate years.

LIN 6900 Independent Study (1–5)

Registration approval: Independent Study Agreement.

Student works with a faculty member on a mutually agreed upon topic. Class not open to undergraduate students.

LIN 6950 Special Topics (1–5)

Focuses on topics relating to linguistics. May be repeated for credit one time.

TESL 6070 Comparative Religion (3)

Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. Focuses on enabling future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems which have influenced their students. Windows to the worlds' major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Course equivalent: THEO 6070.

TESL 6250 Testing and Curriculum Development (3)

Explores approaches to curriculum development, the assessment of ESL proficiency and the development of tests. Class not open to undergraduate students.

TESL 6300 Technology in Language Teaching (3)

Develops an understanding of how to effectively integrate technology such as audio, video, computer software, the Internet and e-mail into the communicative language classroom. Class not open to undergraduate students.

TESL 6400 Teaching ESL Grammar (3)

Helps MA-TESOL students develop a better conscious understanding of the grammar of the language they have chosen to teach, and allows them to effectively present grammatical points to their own future students. Discusses the basic elements of word classes, phrases and sentences, and focuses on elements of English grammar that are especially difficult for non-native speakers, including tenses, negation, interrogatives and modals. Class not open to undergraduate students.

TESL 6480 Teaching ESL Reading (3)

Introduces recent research on second language reading. Explores a number of approaches that enable second language students to develop these modes of language. Class not open to undergraduate students.

TESL 6500 Teaching Listening and Speaking (3)

Highlights historical and current perspectives on the theory and practice of teaching listening and speaking. Includes pronunciation, communicative strategies and cross-cultural aspects. Class not open to undergraduate students.

TESL 6581 Teaching ESL Writing (3)

Explores a variety of approaches and strategies for teaching ESL writing. Class not open to undergraduate students.

TESL 6650 Professional Issues and Ethics (3)

Examines the characteristics of ethical leaders and the influence of core values on teaching. Gives attention to the issues involved in being an effective teacher/leader and colleague in a work environment that is often challenging and unpredictable. Invites students to reflect on these issues in light of Christian faith and beliefs. Class not open to undergraduate students.

TESL 6900 Independent Study (1–5)

Registration approval: Independent Study Agreement.

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits. Class not open to undergraduate students.

TESL 6930 Language Learning Practicum (3)

Provides students the opportunity to become members of an elementary class in a language they have never studied, responsible for all activities, home-work and tests. In addition, they keep a journal and observe their learning experience. Students in the practicum meet several times with one another and the practicum supervisor for discussion and debriefing, and write a brief summary at the end of the quarter. Class not open to undergraduate students.

TESL 6940 Teaching Practicum Phase I (3)

Registration approval: Graduate Director.

Allows students to observe professional teachers in the TESOL field model teaching methods and techniques in a classroom setting. Gives students a sense of the day-by-day progress of classes - something quite different from micro-teaching a single point. Students observe ESL classes eight hours per week. In order to give maximum exposure to different levels and teaching styles, the two classes are in different subjects, at different levels, and taught by two different instructors. Students meet with host instructors and the practicum supervisor on a regular basis; these people make recommendations about students' readiness to proceed to Phase II. Class not open to undergraduate students.

TESL 6941 Teaching Practicum Phase II (3)

Registration approval: Graduate Director.

Allows students to attend class two hours daily continuing with one of the Phase I teachers and gain actual teaching experience. Students teach about 15 hours during the quarter at the host teacher's discretion. Some of these hours are done consecutively, so the student can get the feel of implementing long-term instructional plans. Phase II gives students opportunities to teach and receive immediate feedback and reflection from the host teacher. Students are observed by the practicum coordinator about two to four hours for feedback. The decision as to whether the student is ready to leave Phase II or continue for one or more additional quarters is made by the MA-TESOL committee, guided by the recommendations of the practicum supervisor and the host instructor. Class not open to undergraduate students.

THEO 6070 Comparative Religion (3)

Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. Focuses on enabling future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems which have influenced their students. Windows to the world's major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Course equivalent: TESL 6070. Class open to TESOL majors.

FACULTY

Kathryn Bartholomew, *Associate Professor of Foreign Languages and Linguistics; Director of Graduate TESOL*; B.A., University of Washington, 1969; M.A., 1970; Ph.D., 1979. At SPU since 1989.

Katya Nemtchinova, *Associate Professor of TESOL and Russian*; D.A., State University of New York, Stony Brook, 1997. At SPU since 1997.

Nancy McEachran, *TESOL Practicum Coordinator*; M.S., Eastern Washington University, 1985; M.A., Seattle Pacific University, 1998. At SPU since 1999.