

Department of English Graduate Handbook

North Dakota State University
College of Arts, Humanities, and Social Sciences

Master of Arts in English Options in Composition, Linguistics, and Literature

As of Autumn 2005 the English Department is no longer accepting students into the Linguistics option of the master's program.

Updated Spring 2007

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THE HANDBOOK’S FUNCTION:

This handbook is designed to help prospective and enrolled graduate students of English see the various processes, areas of study, and requirements for the M.A. in English at North Dakota State University. It also answers questions about various aspects of the program, and describes a typical timeframe for completing the program. While this handbook strives to be thorough, you may still have questions regarding our program. If so, please direct your questions to the current Department Head or a member of the Graduate Committee. Department of English, North Dakota State University, Fargo ND, 58105. 701-231-7143.
<http://www.ndsu.edu/ndsu/english>

NDSU Graduate School, 201 Old Main, North Dakota State University, Fargo ND 58105. Phone number: 701-231-7033.
<http://www.ndsu.nodak.edu/gradschool/>

Introduction

The Department of English, through its Master's program, offers its students the opportunity for intellectual growth and personal development. Graduates seek careers in diverse fields such as education, government, law, public relations, theology, business, and/or pursue their studies beyond the M.A. in such fields as English, law, creative writing, linguistics, religious studies, or education.

Students can expect small classes, a supportive faculty, opportunities to present material at department seminars or local and regional conferences, and occasional opportunities to research and publish with faculty members.

Admission Process

For full admission, a student should have completed a major in English at the undergraduate level with a cumulative GPA of 3.0 or above. Students whose first language is not English must also have a 600 TOEFL score (paper test) or 250 (computer test). Students who do not meet these criteria may be admitted conditionally.

Applications should be submitted directly to the Graduate School before April 15 of the upcoming academic year; however, applications will be considered at other times as well.

- One may apply on-line or the "Graduate Application Forms" are available as a PDF file: <http://www.ndsu.edu/gradschool/apply/index.shtml>
- Personal reference report forms are available from the same url: <http://www.ndsu.edu/gradschool/apply/index.shtml>

Applications must be accompanied by the following items:

- A letter of intent articulating goals and qualifications for graduate study. Applicants should indicate which programmatic track they are interested in pursuing. **Note:** Applicants who wish to be considered for a teaching assistantship should send a separate letter of application to the Department Head that explains their interest in and qualifications for teaching in the first-year English program.
- Official transcripts (transcripts having an appropriate seal or stamp) of all undergraduate and graduate records. When a transcript is submitted in advance of completion of their undergraduate or graduate studies, applicants must provide a subsequent updated transcript showing all course credits and grades in advance of the initial registration at NDSU.
- Three letters of recommendation.
- A writing sample or samples that show quality of work and a range of scholarly and writing abilities. Ten to fifteen pages of writing is recommended; more than one paper can be submitted.

Review of materials by the English department will not begin until an application packet is complete.

Students are encouraged to check on the status of their application package with both the Graduate School at NDSU and the Department of English to assure their application will be assessed as soon as possible.

Financial Assistance

Scholarships, Stipends, and Travel Money:

- The Department of English annually awards the Rooney Scholarship to a deserving graduate student (in 2004 the award was \$600).
- Graduate students are eligible for the annual Pamela O'Connor Memorial Scholarship for excellence in writing.
- The Department also awards the Giddings Scholarship of \$1,000 to an outstanding graduate student.
- The Graduate School offers Presidential Doctoral Graduate Fellowships to new graduate students in doctoral programs. The awards are in the amount of \$16,000/year plus a waiver of tuition. The fellowship is awarded for a period of four years (subject to annual review). See the Graduate School Website for details.
- Grants, contingent on matching funds, are sometimes available for conference travel.
See:
http://www.ndsu.nodak.edu/research/forms/instructions/nonfaculty_travel_awards.shtml.
Graduate students may request travel support from the Department by submitting a letter of request to the Department Head. Include a budget, a description of the conference or project, and an abstract for the research or presentation. Matching funds may be available from the college.
- Technology Transfer Stipends can be sought if students pursue a Master's paper topic relevant to technology transfer. Visit the Center for Advanced Technology Transfer and Traineeships website for more information: <http://www.ndsu.nodak.edu/catt/>.
- Graduate School Doctoral Dissertation Fellowship. The Graduate School at NDSU offers a number of fellowships to support graduate students working to finish their dissertations. The deadline is typically in February. Full details can be found at: <http://www.ndsu.edu/gradschool/funds/fellowships.shtml>
- Board of Higher Education Scholarship. This award is for tuition waiver and it counts for four semesters. Details may be found at: http://www.ndsu.edu/gradschool/awards/school_awards.shtml

Teaching Assistant Appoint and Renewal Policy

The Graduate Teaching Assistantship (GTA) can be an important part of graduate education at NDSU. Selection and renewal will be reviewed annually as part of GTA's professional development.

TA and TF Appointments

Teaching assistantships are available for a maximum of three years (MA) or five years (PhD) and are awarded based on the applicant's scholastic record and letters of recommendation. However, the student must first make application to the Graduate School and be accepted for admission before she/he is eligible for an assistantship in the Department of English. **Note:** Letters of application for teaching assistantships should be submitted directly to the Department Head and should specify experience and qualifications.

Graduate students are awarded teaching assistantships for the academic year only—summer teaching is not typically available to M.A. students. As of the 2007-2008 academic year, the annual stipend is \$8,100 for a 2 course teaching load per semester. The University does not provide GTAs with health insurance, though graduate students have access to the university health center. University tuition is waived but some university fees will be charged based on a per-credit cost. Graduate Teaching Assistants are considered full time students if registered for four or more graduate credits. Typically, English GTAs take six credits of coursework per semester. New GTAs receive a full week of training before classes begin and attend a department workshop in the fall of their first semester; they are also required to enroll in English 764, Classroom Strategies for TAs. The Department will provide GTAs with a wireless laptop to support their teaching while at NDSU.

After completing their coursework and portfolio, if students have not completed their papers/theses, they may apply for a Graduate Teaching Fellowship (GTF). Teaching Fellows are responsible for three courses per semester and as of the 2007-2008 academic year, their pay is \$12,000. Teaching Fellows may be eligible to receive health insurance and benefits and must pay retirement costs. Teaching Fellowships are available for one year and are not renewable. Students should consult with their advisers and the Department Head if they are interested in becoming Teaching Fellows.

TA Renewals

Renewal is contingent upon graduate students' holding good academic standing, making satisfactory progress toward their degree, and satisfactory execution of their duties as a teaching assistant. According to the Graduate School, to hold good academic standing, a student must have a cumulative grade point average of at least 3.0. A student who fails to earn a 3.0 grade point average for two consecutive semesters will be placed on Academic Probation. Students on Academic Probation must petition the Department Head and the Dean of the Graduate School for a waiver to remain enrolled. A student on Academic Probation may not hold a Teaching Assistantship or Fellowship or a tuition waiver. Satisfactory progress for a GTA consists of completing twelve credits in an academic year, typically six credits per semester.

At the end of each academic year, students holding Graduate Assistantships and Graduate Fellowships will be asked to complete an end of the year progress report. This report will account for students' academic activity over the year and serve as one criterion for the renewal of a GTA or awarding of a GTF position. On this form will be space to indicate if a graduate student wishes to renew his or her GTA or apply for a GTF.

In addition to the above academic requirements, students wishing to renew a GTA or apply for GTF must demonstrate adequate performance in two categories:

Classroom performance: GTAs are expected to meet all scheduled class periods for the full scheduled time. Classes can be cancelled in order to conference with all students in the class one-on-one or in small groups. GTAs are expected to teach within in the guidelines of the program and use program-required texts. A variety of teaching strategies should be applied effectively: minimal lecturing, large and small group discussion, peer review workshops, and other approaches covered in English 764 Classroom Strategies for Teaching Assistants. GTAs will be expected to grade and return student work in a timely manner and maintain reasonable grade distribution within their classes; 1/3 As, 1/3 Bs, and 1/3 C or lower is a reasonable distribution, although it is not a rigid formula nor does the department employ curved grading.

Professional conduct: GTAs are expected to attend the fall and spring workshops prior to the start of each semester. They are expected to attend departmental assessment readings of student work at the end of each semester. GTAs are expected to maintain at least two office hours per week (one hour per course), and should interact with students in a professionally appropriate manner. GTAs need to comply with all university policies on computer use, student-teacher relations, fair-use of intellectual property, etc. (See <http://its.ndsu.edu/security/au/> and <http://www.ndus.edu/policies/ndus-policies/subpolicy.asp?ref=2551> for the specific policies.)

Evaluation of classroom performance and professional conduct will occur through classroom observations written up by faculty and shared with the student and the Writing Program Administrator (WPA), review of Student Rating of Instruction (SROI) scores by the WPA, monitoring of grade distribution by the WPA, and attendance records at departmental events such as workshops and readings. Any significant misconduct or violation of a university policy may result in immediate termination of a Graduate Teaching Assistantship or non-renewal of contract the following semester.

Graduate students should expect faculty members (especially the WPA and their advisors) to make classroom visits each semester, provide feedback, and offer suggestions for professional development. GTAs should also expect the WPA and advisor to write letters of recommendation when necessary and appropriate. GTAs may ask the department for support of professional development (to attend conferences or workshops) once per year.

Program of Study

The Master of Arts program consists of 27 credit hours of letter-graded course work in any of the three tracks (composition, linguistics, literature) with an overall GPA of 3.0 or better, and the 3-4 credit Master's paper or the 6-10 credit Master's Thesis. All three tracks require English 760, Graduate Scholarship (normally taken during the student's first fall semester in residence) and English 797, Master's Paper, or English 798, Master's Thesis.

Note: Students must have intermediate competency in one foreign language by the time the program of study is completed.

Study Options

Areas of study have been developed in order to shape a coherent curriculum for students wishing to focus their studies in one area of English Studies. If students wish to pursue a more flexible or varied Program of Study, they should consult with the Department Head or an adviser in order to discuss alternative arrangements.

A. Composition Option:

The composition option offers students grounding in the theory, teaching, and research of writing in a variety of settings. Coursework will also allow students the opportunity to extend writing competency in academic, professional, and, to a lesser extent, creative writing. Graduates with an M.A. in English, composition option, will be competitive for jobs in corporate training, grant writing, technical communication, web development, and college and university teaching positions (non-tenure track). In addition, graduates will be well positioned to pursue doctoral degrees in rhetoric, composition, education, professional communication or allied fields.

1. English 760, Graduate Scholarship
2. Two required courses¹:
 - a. English 755, Composition Theory
 - b. English 756, Composition Research
3. Three electives in Composition
4. One course in literature
5. One course in linguistics
6. One elective
7. English 797, Master's Paper, or English 798, Master's Thesis

¹ The NDSU Graduate Bulletin, 2002-04 identifies three requirements in composition and only two electives. The Program of Study (POS) described here is used in the 2004-06 Bulletin; students entering in the fall of 2002 and 2003 may use either the requirements published in the Bulletin or in this handbook.

B. Linguistics Option: (As of Autumn 2005 the English Department is no longer accepting students into the Linguistics option of the master's program.)

The linguistics option introduces students to theories and practices of these two related fields. Course work will develop students' understanding of basic concepts and analytical tools used in each sub-field; course projects will involve theories and research strategies appropriate to the social, historical, and regional analysis of language and its particular uses. Graduates with an M.A. in English, linguistics/rhetoric option, will be competitive for jobs in corporate communication, technical writing, training positions of various kinds, and university instruction (non-tenure track positions). Graduates will also be well positioned to pursue ESL certification, doctoral degrees in linguistics, rhetoric, and allied fields, or a professional degree like law.

1. English 760, Graduate Scholarship
2. English 755, Composition Theory or English 762 Literary Theory
3. Six additional courses, at least 3 in linguistics
4. One open elective
5. English 797, Master's Paper or English 798, Master's Thesis

C. Literature Option:

This option is designed to provide a broad background in English literatures and the theoretical approaches used in their study. With the guidance of their adviser, students may shape the literature option as a preparatory course for further graduate or professional study, or as a means of career enhancement. Graduates with an M.A. in English, literature option, would have the preparation necessary to apply to Ph.D. programs in English, law school, and non-tenure-track college teaching positions. A graduate degree in literature is also excellent preparation for a range of primary and secondary education positions as well as a broad range of business opportunities.

1. English 760, Graduate Scholarship, and English 762, Critical Theory
Literature Core: 6 credits in British and 6 credits in American literature. At least three credits must be in pre-1900 American or pre-1660 British and at least three credits must be in post-1900 American or post-1660 British. Three credits in multicultural or post colonial literature is recommended.
2. One course (3 credits) in composition or linguistics
3. Two elective courses (6 credits), literature recommended
4. English 797, Master's Paper or English 798, Master's Thesis

Portfolio Review Process

The Portfolio Review is intended as a formative review. Faculty will assess students' strengths and make recommendations for improvement in student writing and scholarship. The recommendations are meant specifically to help students prepare for writing their Master's

Paper. The Portfolio Review Process consists of students taking the following actions:

1. Meeting and consulting with an assigned adviser shortly after entering the M.A. Program.
2. Organizing a Portfolio Review Committee (PRC) during the semester in which they are completing their fifth course.
3. Assembling a portfolio of graduate work completed.
4. Writing a cover letter for their portfolios.
5. Scheduling an Initial Review Meeting no later than one month after completing the fifth course.
6. Expecting feedback from the PRC members no later than one month after this meeting.

Some flexibility with the scheduling might be needed if a student completes his or her fifth course during the spring semester. Each step is elaborated on below.

1. Meet and consult with an assigned adviser shortly after entering the M.A. Program.

Students are assigned a faculty adviser upon being admitted to the program. Students who do not know whom their adviser is, should see the Department Head as soon as possible. Students are encouraged to consult their adviser with questions or concerns on any aspect of the Program.

2. Organize a Portfolio Review Committee (PRC) during the semester in which the fifth course is being completed.

Students choose the three members of their committee, one of whom will act as the chair. Members must be faculty, but students do not have to have taken a course from them. Students should consult with their adviser and potential PRC members in order to determine the most appropriate committee.

3. Assemble a portfolio of graduate work completed.

Within one month of completing five graduate courses, students assemble clean copies of **one substantial paper** from each course taken along with the description of the assignment for that paper. If students are unsure what material to submit, they should consult with their adviser or the specific course instructor.

4. Write a cover letter for the portfolio.

Students include a self-reflective cover letter in the portfolio. This letter will list the courses the student has taken, from whom they were taken, and when they were taken. Next, the letter should contain a paragraph identifying the essay the student believes is strongest and why. Following this should be a paragraph that identifies one essay the student would like to revise and describe why. A third paragraph should include a proposed timeline for completing the coursework and beginning the Master's Paper. The letter should conclude by describing the goals beyond completing the M.A. degree. This letter is not intended to be prescriptive or binding, rather it is to help students and their committees think about the students' professional ambitions.

5. Schedule an Initial Review Meeting (IRM) no later than one month after completing the fifth course.

Students schedule a meeting with at least one member of their PRC and one member of the Graduate Committee for an informal discussion of their portfolio, the timetable for its review, and the coursework for the rest of the degree. The Graduate Committee has the responsibility of ensuring the smooth execution of the Portfolio Review process, and any member of the committee should be able to clarify the graduate program procedures.

6. Expect feedback from the PRC members no later than one month after this meeting.

Students turn in their portfolio to the administrative assistant. They should expect written feedback from each committee member one month after the IRM. Copies of this feedback will be filed with students' portfolio and forwarded to the Chair. If students have not heard from their committee members after one month, they should contact their PRC or a member of the Graduate Committee.

After the review process is complete, the portfolio will remain on file in the department, along with committee members' feedback, for assessment of the program.

If special problems or circumstances arise that might affect the timely completion of the portfolio review, students and faculty should attempt to work out an appropriate alternative schedule or appropriate alternative procedures. The Graduate Committee may be consulted at any point during this process.

Master's Paper (Comprehensive Study Option) (English 797)

The Master's Paper gives the graduate student an opportunity to exhibit mastery of independent scholarly research and critical analysis. Speculation on a topic for the paper may well begin for the candidate on entry into the graduate program in English, and investigation of the topic can take place early in the course of study. A Master's Paper requires a minimum of two and maximum of four credits of English 797.

Students should:

1. Form a Paper Exam Committee (PEC) after completing the portfolio review process.
2. Write a Master's Paper Proposal that will begin the process of working with their PEC.
3. Complete the Master's Paper in a timely fashion.
4. Pass Master's Paper in a final oral examination.
5. Format and edit the paper in accordance with the Graduate School guidelines.

Master's Thesis Option (English 798)

Students may choose to pursue a Master's Thesis rather than a Master's Paper. The thesis option requires a minimum of six and a maximum of ten credits of English 798.

The thesis should be a deeper and more sophisticated scholarly investigation than a Master's Paper and may involve gathering and analysis of primary data. Aside from the course number and number of credits, the procedures for choosing a Master's Thesis is the same as above. The procedures for completing the paper are the same as for the Paper option, as below.

Paper/Thesis Continued Registration (797R & 798R)

Students who have exceeded the maximum number of credits for a Master's Paper (4) or a Master's Thesis (10) may apply to enroll for 797R (Paper) or 798R (Thesis) credits. The maximum number of 797R or 798R credits a student may enroll for is three. They are graded S or U. Students may only enroll for these credits with permission of their advisor.

1. Form a Paper/Thesis Exam Committee (PEC) after completing the portfolio review process.

Students should work with the graduate faculty member who can best supervise the topic. The faculty member chosen by the student to supervise the paper becomes the paper director and first reader. Together they select the two additional readers and work out the procedures and schedule for drafts and completion of the paper. The fourth reader can be chosen by the student and the student's committee to represent the Graduate School, or the Graduate School will assign a reader.

2. Write a Master's Paper/Thesis Proposal that will begin the process of working with the PEC.

Master's Paper/Thesis proposals will typically be considered during a student's final semester of course work or shortly after coursework has been completed. The exact proposal format should be determined by the PEC, but common proposal elements include: argument, statement of need, relevance, or significance of topic and argument, description of research method and/or analytical tools, a preliminary reading list, outline of chapters. Master's Papers should typically be 20-30 pages, but all issues related to topic, method, and final product are to be worked out between students and their committees. A Master's Thesis is typically longer, 40-60 pages, but otherwise similar to a Master's Paper.

The proposal is not a contract. This step towards completing a Master's Paper/Thesis is intended to help students and their committees agree on an approach to the paper and to give students experience with an important academic genre: the proposal.

3. Complete the Master's Paper/Thesis in a timely fashion.

After completing a proposal, students should file their "Program of Study" (POS) form—available in the English department office—with the Graduate School office. Students can begin to enroll for Master's Paper or Thesis credits after the POS has been approved, and students must enroll in English 797 (Master's Paper) or English 798 (Master's

Thesis) the semester they plan to graduate. If necessary, students may enroll in 797 or 798 in preceding semesters if they need to maintain an assistantship. For example, a student who begins working on a Master's Paper/Thesis in a fall semester but plans to graduate in the spring semester, would enroll for 2 credits in one of those semesters, and 1 credit in the other semester.

Students should work out an acceptable timeline with their committee. Students should also be aware of this Graduate School rule: "Graduate credit for any course work which is more than seven (7) calendar years old at the time of final examination cannot be used to satisfy degree requirement" (*Graduate Bulletin 2002-04*, 182).

4. The Master's Paper/Thesis oral examination.

A formal, oral examination based on the paper will be made to the Department of English, including the student's director and readers. If the student has not already, he or she must provide a list of graduate courses taken for each of the committee members. Committees may also ask the student to provide a presentation or statement based on the Master's Paper. Committees have three options for evaluation:

1. Approve
2. Disapprove
3. Other Recommendations

5. Format and edit the Paper/Thesis in accordance with the Graduate School guidelines.

The required copies of the finished paper/thesis are to be filed with the Graduate School according to the schedule dictated by the Graduate School. The Graduate School has a number of guidelines, procedures, and expectations that the M.A. Paper must adhere to. Please see the following:

A. Guidelines for the preparation of disquisitions:

<http://www.ndsu.edu/gradschool/publications/dis.pdf>

B. Disquisition Process:

<http://www.ndsu.edu/gradschool/dissertation/dissertation.shtml>

C. Procedure for Editing Disquisitions. Students submit one copy of the paper/thesis to the Disquisition Editor along with a \$200 disquisition editing fee and a completed Checklist for Dissertations, Theses, and Papers (<http://www.ndsu.edu/gradschool/dissertation/Checklist%20for%20Theses.pdf>). If students want the disquisition sent to them after it has been read, they must include a self-addressed, postage-paid envelope.

D. Expectations of the Graduate School when students submit disquisitions for format review.

Note especially the length of time recommended for the first reading by the Disquisition Editor (two to three weeks) and the second reading and format check

(two to three weeks).

Special Limitations:

1. A graduate student in English should enroll in no more than three credits of English 793, Individual Study, during a Master's career. Exceptions may be provided through a graduate form signed by the Department Head and the student's adviser.

2. A graduate student in English is limited to three incompletes during preparation for the Master's degree. A student may have no more than two incompletes at one time; a student cannot enroll for a new course while carrying two incompletes. Any incomplete courses must be finished within one year. All incompletes must be removed from a candidate's record before the Master's Paper/Thesis Proposal can be approved.

Language Requirement

Students must have intermediate competency in one language other than English by the time the program of study is completed. This can be demonstrated by completion of four years of high school language study or two years of undergraduate classes, which can be taken pass/fail while completing graduate courses. Languages offered at NDSU include French, German, Spanish, Latin, and Greek.

A Typical Program of Study

This typical program of study assumes a fall semester start as a full-time student and a Graduate Teaching Assistantship. Part-time students and graduate students who start in a spring or summer semester should consult with an adviser before enrolling in any courses.

- First fall semester: 764 (Teaching Strategies) and 760 (Graduate Scholarship).
- Spring semester: Two required courses if two are available, or a required course and an elective.
- Summer: students who wish to finish course work at the end of their second spring semester should enroll in one class.
- 2nd fall semester: Two courses: requirements or an elective. Students who take a summer course their first year should submit their Portfolio in September.
- 2nd spring semester: Two courses: requirements or an elective. Students who did not take a summer course their first year should submit the Portfolio in January. Students who wish to finish during the summer of their second year should write a proposal for their Master's Paper by the end of this semester.
- 2nd summer: complete course work if necessary. Students who have not written a Proposal yet can consider working on one during the summer; students who have written a Proposal may work on their Master's Paper/Thesis. Consult with faculty about their availability to

work with students during the summer.

- 3rd fall and spring. Students should complete their Master's Paper/Thesis in the semester that makes sense for them and their committee.

Frequently Asked Questions

Who is my adviser and what is his or her role?

You should be assigned an adviser when you are admitted to the graduate program; if you do not know whom your adviser is, ask the Department Head. An adviser can help you choose courses, plan a complete program of study, and answer questions about department, college, and university policy and procedures. An adviser will not necessarily be on your Portfolio Review Committee (PRC) or on the Paper Examining Committee (PEC).

Can I complete the program in two years?

A two-year completion is possible, but extremely difficult for Graduate Teaching Assistants. GTAs must receive special permission from the Head to enroll in three classes for a semester, and completing the M.A. Paper while finishing 2 courses would also require special permission. Finishing the program during the second summer is possible, but it would require the co-ordination and co-operation of your PEC.

What courses are going to be offered during my two or three years in the MA Program?

Required courses for the program are offered on a very regular basis, but others are offered sporadically and unpredictably because of changes in staffing, faculty leaves, low enrollment in certain course, etc. A list of "expected courses" is difficult to generate, and potentially more misleading than helpful. If you would like to know what courses are *probably* going to be offered during the years you will be in the program, talk with your adviser and other faculty to try and determine which courses are scheduled to be offered.

If you are interested in a particular course, find out who typically teaches that course and ask him or her the likelihood of it being offered while you are working on your degree.

Does my Master's Paper need to be "original?" What is meant by an "original thesis"?

Scholarship in English Studies is best understood as extending or challenging existing scholarship; the topic for your paper is likely to be something that has been discussed by other scholars, but you are attempting to add something to that conversation. Your thesis should be arguable, and it should not simply regurgitate arguments already published, but radical "originality" is unlikely and certainly not expected.

What can I do with a Master's Degree in English?

Pursuing a Master's Degree in English opens many doors to further study or viable employment. The teaching experience gained while being a Teaching Assistant can often lead to university or college teaching positions after you finish your degree, although you

should be aware that lecturer and adjunct positions around the country are frequently very demanding jobs with low pay and little or no job security. Teaching experience, however, can also lead to jobs in corporate training, instructional design, human resources, or ESL instruction.

Pursuing a Master's degree can also give you a chance to hone writing and editing skills developed as an undergraduate. Master's students are more likely than undergraduate students to publish creative or scholarly work, and are more likely than undergraduate students to find editing, technical writing, or more general communication positions around campus or in the community. As a Master's student in English at NDSU, you can currently take a Grants and Proposal Writing Class as a specialized form of professional communication, and you will likely have an opportunity to work on web development skills and presentation skills through coursework.

Each year, one or two graduates of the program also pursue Doctoral studies in literature, professional or technical communication, education, or linguistics. If you choose to pursue a Ph.D. in English, research the job market carefully, read some of the extensive literature available on the future of profession, and talk with faculty about your plans. The following websites are useful resources:

- Mark Johnson's "Sellout: A Resource for Careers beyond Academe." Although biased towards helping humanities Ph.D. holders, the site has information relevant to people with Master's degrees. <http://www.ironstring.com/sellout/>
- The Chronicle of Higher Education's Career Network. The Career Network lists academic positions, jobs in non-profit organizations, for-profit corporations, as well as stories about seeking employment in a variety of fields. <http://chronicle.com/jobs/>
- "The H-Net Job Guide covers positions in History, the Humanities, and Social Sciences, as well as listings in rhetoric, composition. A weekly index is posted to many of H-Net's E-mail lists. We particularly encourage listings of replacement or temporary jobs." <http://oldwww.matrix.msu.edu/jobs/>
- Graduate Student Blackboard Site. This site is designed specifically for graduate students in the English Department by the Graduate Teaching Assistant Organization (GTAO). Information about being a graduate student at NDSU and many other matters is available.
- Linguistlist.org. The primary website for linguists. Contains scholarly information as well as employment information.
- Graduate Student Resources Page. This site is maintained by the Graduate

Committee of the English Department and contains information about being a graduate student, CVs, conferences, and national graduate student organizations. <http://www.ndsu.nodak.edu/ndsu/maune/GradStudentResources.html>

- Modern Languages Association Resources. The MLA has a collection of documents and studies about graduate education, PhD programs, and the job hunt. <http://www.mla.org/resources/documents>
- Higher Education Jobs. This website is a resource for all types of higher education positions and is updated daily. <http://www.higheredjobs.com>
- Association of Teachers of Technical Writing <http://www.attw.org/default.asp>
- Council for Programs in Technical and Scientific Communication <http://cptsc.org>
- Society for Technical Communication <http://stc.org/>

Program and Community Events

Fargo-Moorhead is a community growing in size, diversity, and cultural richness. The Tri-College Consortium (NDSU, Minnesota State University-Moorhead, and Concordia College) hosts many events during the school year, but the universities are by no means the sole providers of literary, artistic, musical, and cultural events.

- The annual Red River International Conference on World Literature, hosted by the NDSU English Department near the end of the spring semester. <http://www.ndsu.edu/RRCWL>
- The annual Linguistic Circle of Manitoba and North Dakota conference rotates among the English departments of NDSU, UND, U of Winnipeg, and U of Manitoba. http://www.umanitoba.ca/outreach/linguistic_circle/
- Great Plains Alliance for Computers and Writing conference is held annually, every other year (even years) it is hosted by NDSU. <http://www.departments.dsu.edu/gpacw/>
- The Lyceum of the Liberal Arts Lecture Series: Four lectures by distinguished scholars from around the country—The Regional Studies Lecture (typically a Great Plains writer or scholar: <http://www.ndsu.edu/RSL>); the Catherine Cater Lecture (typically a humanities scholar); the Women’s Studies Lecture (scholars from a wide range of fields); the Communication’s Lecture (a scholar in Communications).
- The Annual Fargo Film Festival in March. <http://www.fargofilmfestival.com/>
- Local theater. All three colleges offer an annual schedule of student theatrical productions. Numerous local theater companies offer a full bill of performances year-round.
- Lively Arts Series, NDSU. “The mission of the Lively Arts Series is to provide quality performing art programs for all members of the university community including students, faculty, staff, alumni, guests, parents, and Fargo-Moorhead community.” http://www.ndsu.edu/memorial_union/las/index.php
- The Fargo-Moorhead Symphony Orchestra. <http://www.fmsymphony.org/> and the Fargo-Moorhead Opera. <http://www.fmopera.org/>
- Museums: Plains Art Museum, Heritage Hjemkomst Center, The Rourke Gallery and Museum.
- The Tom McGrath Writers Series (Minnesota State University, Moorhead): Typically four contemporary writers present readings and workshops. <http://www.mnstate.edu/English/mcgrath>
- English Department Seminars. Three or four seminars per semester—formal talks or informal presentations delivered by English department faculty, lecturers, graduate students, or presenters from outside the department.
- The Fargo-Moorhead Red Hawks, Northern League Baseball.

Graduate Faculty and Areas of Specialization

Elizabeth Birmingham (Ph.D., 2000, Iowa State) Rhetoric and Professional Communication, Gender Studies, Pedagogy, Architectural History, Theory and Criticism

Kevin Brooks (Ph.D., 1997, Iowa State) Rhetoric and Professional Communication, History and Theory of Writing Instruction, Computers and Writing

Muriel Brown (Ph.D., 1971, Nebraska) Medieval Literature, Modern Drama, Women's Studies

Linda Lizut Helstern (Ph.D., 2001, Southern Illinois, Carbondale) Native American Literature, 20th-century American/Multi-ethnic Literature, Literature and the Environment.

R.S. Krishnan (Ph.D., 1981, Nebraska) Restoration and 18th-century British Literature, British Novel, Postmodern Theories, Postcolonialism

Andrew Flood Mara (Ph.D., University of New Mexico, 2003) Technical and Professional Communication

Miriam O'Kane Mara (Ph.D., University of New Mexico, 2003) Postcolonial and Irish Literature

Thomas Matchie (Emeritus) (Ph.D., 1974, Wisconsin) 19th- and 20th-century American, Native American and Regional Literature, Victorian Literature, and Contemporary Drama

Robert O'Connor (Ph.D., 1979, Bowling Green State) Romantic Literature, Science Fiction and Fantasy, British Novel, Gothicism

Amy Rupiper Taggart (Ph.D., 2002, Texas Christian) Composition, Rhetoric, English Education, Pedagogy and Multi-Ethnic Literature

Jean Strandness (Emerita) (Ph.D., 1974, Michigan State) Medieval Literature, International and Multicultural Writers, Women's Studies, Native American Studies, Process Writing

Dale L. Sullivan (Ph.D., 1988, Rensselaer Polytechnic Institute) Rhetorical Theory and Criticism, History of Rhetoric, Rhetoric of Science, Rhetoric of Religion, Technical Communication.

Gary Totten (Ph.D., 1998, Ball State) American Literature and Culture 1865-1950, Travel Writing, Multi-Ethnic American Literature, Material Culture, Critical Theory

Recent Graduates of the Program

Kelly Cameron (2006) “Two Scenes of Women’s Writing: How Acts of Female Authorship Both Subvert and Reinforce Patriarchal Images of Authorship in Carol Shields’ *Swann* and *Unless*” is a graduate student in the Composition and Rhetoric program at Texas Christian University.

Stephen Disrud (2006) “Parody, Liminality, and Re-Authoring in Stephen Graham Jones’s *The Bird is Gone*” is enrolled in the PhD in literature program at the University of Nebraska.

Melissa Vosen (2006) “Cooperating in the Composition Classroom: Creating a Successful Collaborative Writing Environment” is working toward a PhD in the English Department here at NDSU.

Abhijeet Rao (2005) “The Eternal Hero: A Comparative Study of *Odyssey* and *Ramayana*” is currently enrolled in the PhD in Rhetoric and Professional Communication program at Iowa State University.

Krisann Norby (2005) “Exploring the Double: Duality in Narration and Character in Sylvia Plath’s *The Bell Jar*” is currently enrolled in the PhD program at Kent State University.

Sybil Priebe (2005) “Critical Thinking and Complex Writing in an Online Campus Community” currently holds a tenure-track position at North Dakota State School of Science, Wahpeton, ND.

Emily Malsam (2004) “Linguistic Predictability in Electronic Discourse: Teacher-Student Request and Response Patterns” currently holds a teaching position in the Yosemite Community College District, Modesto, CA.

Kendra Faiman, (2004) “A Mordant Realization: The Role of Electronic Plagiarism and the Cultural Commons in a First Year English Classroom”

Susan Thomas (2004) “Slaying Through the Ages: “ accepted into PhD program at the University of Kansas.

Tamara Weets (2004) “(De)constructing the Self: Jane Austen and the ‘Reading’ Woman” is teaching full-time at Concordia College.

Katherine Ehrenberg (2004) “The Invisible Compositionist: Personal Perceptions, English Instructors, and the Influence of the Media.” currently works as an academic advisor at Walden University.

Marcia Lundberg (2004) “Gender Differences in Scientific Grant Proposals: A Case Study”

Bethany Eastvold (2004) "Glossing Glossolalia: A Phonemic Analysis of Speaking in Tongues"

Dayna Del Val, (2003) "'Think but This and All Is Mended': Rewriting the Academy" is teaching ESL in the English Departments at MSUM and NDSU.

Suzanne Oak, (2003) is working at the writing center at North Dakota State College of Science in Wahpeton.

Kim Crowley, (2003) "My Mother, Her Self: A Rural Woman Develops a Literate Self Through the Sponsorship of the Women's Movement" is enrolled in the English Doctoral Program at the University of North Dakota

Mirim Kim, (2003) "Reconstructing Narratives of International Adoption: A Korean Adoptee Talks Back" is continuing her research on international adoption in Seoul, South Korea.

Mary Pull, (2003) "Snippets and Snapshots: Focusing on Writing in the Disciplines at NDSU" is Director of the Center for Writers at North Dakota State University.

Melanie Richman (2003) "The Double-Edged Feminism of Charlotte Perkins Gilman" is teaching high school in Glyndon-Felton, Minnesota.

Sheree Kornkven, (2002) "Electrifying Margaret Fuller's *Woman in the Nineteenth Century*" is Director of the Technology Learning Center, NDSU.

Amy Watkin, (2002) "Fiction and the Writing Self: Mary Hays's *Memoirs of Emma Courtney*" is currently enrolled in the doctoral program in English, University of North Dakota and teaching full time at Concordia College.

Florence Hunt March (2002) "Approaches to Chicano Patriarchy: The Contradiction and Contribution of the Female Persona in Sandra Cisneros' "Woman Hollering Creek" and Ana Castillo's *So Far From God*."

Deona McEnery. (2001) "Chocolate, Peaces, and Witches Brew: A Feast for Starving Imaginations" Lecturer in the English Department, North Dakota State University.

Peter Susag, (2001) "Codeswitching and Cultural Identity In the Norwegian-American Press" Currently enrolled in the doctoral program in Linguistics, University of Minnesota.

William Tunstall, (2001) "Race and Identity in Emily Bronte's *Wuthering Heights*" Lecturer in the English Department, North Dakota State University.

Kaye Temanson, (2001) "Byron's Manfred and Cain" Lecturer in the English Department, North Dakota State University.

Anthony Ellertson, (2000) "Time, Reality, and Brahman In T.S. Eliot's *Four Quartets*"
Completed a PhD in Rhetoric and Professional Communication at Iowa State University and holds a tenure-track position at University of Wisconsin, Stevens Point.

Judy Gelinske, (2000) "Wordsworth's Expressive Theory in Relation to Aristotelian Cathartic Theory" is currently pursuing a Master's of Divinity degree at Wartburg Theological Seminary.

Barbara Glore, (2000) "Conduct Books, Constructs, Containment: The Ideological Context of Fanny Burney's 'Evelina'." Currently enrolled in the doctoral program in English, University of North Dakota.

Christine Harrell (2000) "Responding Responsibly: Writing Conventions in Mary Wollstonecraft's *A Vindication of the Rights of Woman* and First-Year Composition Writers"
Completed a PhD in English at Oklahoma State University and holds a tenure-track position at Utah Valley State College.

Mary McGlynn, (2000) "Two Esthers, Two Plaths, One Discourse: Using Madness to Unmask Conformity in Sylvia Plath's *The Bell Jar*".

(Rev.10/93, 02/99, 3/02/99, 03/04/99, 11/02, 12/02; 01/03; 03/03; 04/03; 10/04; 8/05)

A Graduate Paper/Thesis Completion Schedule

This schedule assumes that students will complete their 5th course in the fall of their 2nd year (the end of the 3rd semester).

(Bold dates are formal graduate school deadlines, other dates are suggestions only.)

Fourth Semester

By Jan. 15 Submit portfolio to PRC & schedule review meeting, Begin Master's Paper/Thesis proposal

By late Feb. Expect feedback from PRC

Mar. 1 Form PEC (paper director + 3 readers, 2 from Eng.)

File Program of Study form with Graduate School (allow 2-3 weeks for approval).

April 1 Submit proposal (with previous IRB approval for human subjects research if required). Expect a response within three weeks.

In preparation for 3rd year of graduate study: Register for Engl 797 up to 4 credits (Master's Paper) or Engl 798 for up to 6 credits (Master's Thesis), which may be spread over 2 semesters, typically fall and spring of the 3rd year of study. You must be enrolled in this course the semester you plan to graduate.

1. **Faculty readers may not be available from May 15- Aug. 15.**
2. **Allow 2-4 weeks for review/response to whatever you turn in.**

The 3rd year of graduate study

FALL GRADUATION

Sept. 15 Submit paper/thesis to committee & schedule final examination

By Oct. 1 File Request to Schedule Final Examination with Grad School

Oct. 15 Final examination; immediately file Report of Final Examination with Grad School

Oct. 16-24 Revise and reformat paper/thesis

Oct. 24 Submit paper/thesis for final committee approval

By Oct. 31 Apply for graduation

By Nov. 7 Leave 1 copy of committee-approved paper/thesis with Graduate School for editing; must include signed Checklist for Theses, Papers, and Dissertations

By Dec. 1 Pick up approved paper/thesis & make copies for Graduate School OR

Make corrections and re-submit paper to Graduate School for approval

Sat before last wk. of classes: Last day final exam can be scheduled in order to participate in December commencement; Report of Final Examination must be filed by 5:00 p.m.

Last day of Final exam week: Last day approved copies of disquisition may be filed in order for student to receive degree in fall of current year

SPRING GRADUATION

Jan. 21 Submit paper to committee & schedule final exam

By Feb. 7 File Request to Schedule Final Examination with Grad School

Feb 21 Final exam; immediately file Report of Final Examination with Grad School

Feb.22-Mar. 7 Revise and reformat paper/thesis

Mar. 7 Submit paper/thesis for final committee approval

By Mar. 15 Apply for graduation

By Apr. 1 Leave 1 copy of committee-approved paper/thesis with Graduate School for editing; must include signed Checklist for Theses, Papers, and Dissertations

By Apr. 21 Pick up approved paper/thesis & make copies for Graduate School OR

Make corrections and re-submit paper/thesis to Graduate School

Sat before last wk. of classes: Last day final exam can be scheduled in order to participate in May commencement of current year; Report of Final Examination must be filed by 5:00 p.m.

Last day of Final exam week: Last day approved copies of disquisition may be filed in order to receive degree in spring of current year

GRADUATE MAJOR IN ENGLISH
Composition Option

COURSE	CREDITS	COMPLETED/ GRADE
Core Courses in English MA (3 credits)		
Engl 760 Graduate Scholarship	3	
Composition Core (6 credits)		
Engl 755 Composition Theory	3	
Engl 756 Composition Research	3	
Composition Electives (9 credits; may include Engl 764)		
Engl ____ Composition Elective	3	
Engl ____ Composition Elective	3	
Engl ____ Composition Elective	3	
Electives (9 credits)		
Engl ____ English Literature Elective	3	
Engl ____ Engl Linguistic Elective (650 or 651 or 652 or 653 or 654)	3	
Engl ____	3	
Thesis or Paper (3 credits)		
Master's Paper or Thesis (Engl 797 or Engl 798)	3	
TOTAL	30	

Student's Name: _____ NAID # _____

Advisor's Name: _____

Revised Fall 2003

GRADUATE MAJOR IN ENGLISH

Linguistics Option [currently unavailable]

COURSE	CREDITS	COMPLETED/ GRADE
Core Courses in English MA (6credits)		
Engl 760 Graduate Scholarship	3	
Engl 755 Composition Theory or Engl 762 Literary Theory	3	
Ling. Electives (18 credits) (min. 9 credits Linguistics)		
LINGUISTICS		
Engl ____	3	
Open Elective (3 credits)		
Engl ____	3	
Thesis or Paper (3 credits)		
Master's Paper or Thesis (Engl 797 or Engl 798)	3	
TOTAL	30	

Student's Name: _____ NAID # _____

Advisor's Name: _____

Revised Fall 2004

GRADUATE MAJOR IN ENGLISH
Literature Option

Core Courses in English MA (6 cr)	Credits	Completed/Grade			
Engl 760 Graduate Scholarship	3				
Engl 762 Critical Theory	3				
Literature Core (12 credits; 6 in British AND 6 in American Lit.) As part of their 12 credits in literature, students must also complete at least 3 credits in pre-1900 (American) OR Pre-1660 (British) and at least 3 credits in post-1900 (American) OR Post-1660 (British), although more courses in each category can be taken if desired. 3 credits in multicultural or postcolonial literature are recommended. Students should check off the courses in the core and electives that fulfill these requirements (minimum of one check mark for each column).			Pre-1900 (American) OR Pre-1660 (British) (√)	Post-1900 (American) OR Post-1660 (British) (√)	Multicultural or Postcolonial (Recommended) (√)
American Literature Engl ____	3				
American Literature Engl ____	3				
British Literature Engl ____	3				
British Literature Engl ____	3				
Electives (9 credits)					
Open English Elective (Literature Recommended) Engl ____	3				
Open Elective	3				
Composition/Linguistics Elective (Engl 652, 653, 654, 753, 755, 756, 757, 758, 759, or 764)	3				
Thesis or Paper (3 credits)					
Master's Paper or Thesis (Engl 797 or 798)	3				
TOTAL	30				

Effective January 2006 Revised Fall 2005