Department of English Graduate Handbook

North Dakota State University

College of Arts, Humanities, and Social Sciences

**Master of Arts in English**

**(Composition and Literature Options)**

**PhD in English: Rhetoric, Writing, and Culture**

#### Updated Fall 2013

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**The Handbook’s Function:**

This handbook is designed to acquaint prospective and enrolled graduate students of English with the various procedures, areas of study, and requirements for the MA in English and the PhD in Rhetoric, Writing, and Culture at North Dakota State University. It also answers questions about various aspects of the programs and describes a typical timeframe for completing the programs. While this handbook strives to be thorough, you may still have questions regarding our programs. If so, please direct your questions to the current Department Head or Chair or a member of the Graduate Committee. English, NDSU Dept. 2320, P.O. Box 6050, Fargo ND, 58108-6050. 701-231-7143.

http://www.ndsu.edu/english

Graduate School, NDSU Dept. 2820, P.O. Box 6050, Fargo ND 58108-6050. Phone number: 701-231-7033.

http://www.ndsu.nodak.edu/gradschool/

## Introduction

The Department of English, through its Master’s and PhD programs, 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, and business.

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

## Admission Process

For full admission to graduate study in English, a student should have completed a major in English, or a related major, at the undergraduate level with a cumulative GPA of 3.0 or above. Students whose first language is not English must also score at least 100 on the Test of English as a Foreign Language (TOEFL) or at least 7 overall when tested by the International English Language Testing System (IELTS). Students who do not meet these criteria may be admitted conditionally.

Applications should be submitted online directly to the Graduate School before February 1st of the upcoming academic year; however, applications will be considered at other times as well. To apply, follow the directions posted by the Graduate School at http://www.ndsu.edu/gradschool/prospective\_students/domestic\_applicants/how\_to\_apply/

Applications must be accompanied by the following items:

* A letter of intent articulating goals and qualifications for graduate study. Applicants should indicate which program (MA or PhD) and track (MA composition or literature) that they are interested in pursuing. **Note:** Applicants who wish to be considered for a teaching assistantship should include a letter of application for an assistantship (separate from the letter of application for graduate study) addressed the Department Chair/Head and explaining 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 are recommended; more than one paper can be submitted.

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

Students are encouraged to check on the status of their application package with the Graduate School to assure that 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
* Graduate students are eligible for the annual Pamela O’Connor Memorial Scholarship for excellence in writing.
* The Richard L. Johnson Scholarship is awarded to a continuing graduate student with a GPA 3.75 or above and a Program of Study on file. Preference is given to a student studying literature.
* The Department also awards the Giddings Scholarship of $1,000 to an outstanding graduate student.
* The English department also presents two awards each year: a Graduate Student Teaching Award and a Graduate Student Paper Award.  The College of Arts, Humanities, and Social Sciences awards a Graduate Teaching and Graduate Research Award each year. An English department GTA won the teaching award each of the first 5 years these awards have been offered and English Graduate students won the research award in 2013 and 2014.
* The Graduate School offers a number of fellowships to support graduate students. See the Graduate School Website for details. <http://www.ndsu.edu/gradschool/current_students/fellowships_and_awards/thesis_and_dissertation_awards/#c259281>

Graduate students may request travel support from the Department by submitting a letter of request to the Graduate Director. Requests should include a budget, a description of the conference or project, and an abstract for the research or presentation, using the form found at <http://www.ndsu.edu/english/travel/> Matching funds may be available from the college.

* Graduate School Doctoral Dissertation Fellowship. The Graduate School at NDSU offers a few of these fellowships each year. The awards were in the amount of $18,000/year plus a waiver of tuition in 2014. The deadline is typically in February. Full details can be found at: <http://www.ndsu.edu/gradschool/funds/fellowships.shtml>

# Teaching Assistant Appointment 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 a 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, application letter (specifying experience and qualifications), and letters of recommendation. However, the student must apply to the Graduate School and be accepted for admission before she/he is eligible for an assistantship in the Department of English.

Graduate students are awarded teaching assistantships for the academic year only—limited summer teaching is available to MA and PhD students. As of the 2013-2014 academic year, the annual stipend is $10,500 (MA) and $14,000 (PhD) 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, GTAs in English take six credits of coursework per semester. New GTAs receive a full week of training before classes begin and attend department workshops throughout the fall semester; they are also required to enroll in English 764: Classroom Strategies for Teaching Assistants. The Department provides GTAs with a wireless laptop to support their teaching while at NDSU.

After completing their coursework, if they have not completed their papers/theses, students may apply for a Graduate Teaching Fellowship (GTF). Teaching Fellows are responsible for three courses per semester. For teaching the extra course, teaching Fellows earn a small pay increase and are typically eligible to receive health insurance and benefits. Teaching Fellowships are available for one year and are not renewable. Students should consult with their advisors and the Department Chair/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, satisfactory execution of their duties as a teaching assistant, and the completion of an end-of-year progress report. According to the Graduate School, to remain in 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 Chair/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 requires the completion of twelve credits in an academic year, typically six credits per semester.

At the end of each academic year, all graduate students, including those holding Graduate Assistantships and Graduate Fellowships are asked to complete an end-of-year progress report. This report accounts for students’ academic activity over the year and serves as one criterion for the renewal of a GTA or awarding of a GTF position. The form includes a space for the student to indicate a desire 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 a GTF must demonstrate adequate performance in two categories:

**Classroom performance:** GTAs are expected to meet their students during all scheduled class periods for the entire scheduled time. Classes may be cancelled in order to confer with all students in the class, either holding one-on-one or small group conferences. GTAs are expected to teach within 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; the department does not employ curved grading.

Information about what gets done with SROIs.

**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 for the program in which they teach, First Year or Upper Division. GTAs are expected to maintain office hours -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. (E.g., see <http://its.ndsu.edu/security/au/> for specific examples.)

Evaluation of classroom performance and professional conduct will occur through classroom observations written 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 students’ advisors—to make classroom visits each year, provide feedback and offer suggestions for professional development. GTAs should also expect the WPA and advisors to write letters of recommendation when necessary and appropriate. GTAs may ask the department for support of professional development, e.g., to attend conferences or workshops, twice per year for travel to domestic events and once per year for travel to international events. ADD: attending conferences: importance, value. Setting up panels, working with professors. RRGSC

## Program of Study - MA

Students in the Master of Arts program must complete 27 credit hours of letter-graded course work in composition and literature with an overall GPA of 3.0 or better, as well as the 3-4 credit Master's paper or the 6-10 credit Master’s Thesis. The MA degree requires 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 allow students to shape a coherent curriculum with a focus in one area of English Studies. Students who wish to pursue a more flexible or varied Program of Study, should consult with the Department Head or an advisor 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 writing.

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

B. **Literature Option**:

The literature option provides a broad background in English literatures and the theoretical approaches used in their study.

1. English 760, Graduate Scholarship, and English 762, Critical Theory
2. 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 are recommended.
3. One course (3 credits)in composition or linguistics
4. Two elective courses (6 credits), literature recommended
5. English 797, Master’s Paper or English 798, Master’s Thesis

### **Master’sPaper (Comprehensive Study Option) (English 797)**

The Master’s Paper gives the graduate student an opportunity to exhibitmasteryof 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’sThesis 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 are 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. They may enroll for a **maximum** number of 797R or 798R of **three** credits. These credits 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)**

Students should work with the graduate faculty memberwho can best supervise the topic based on scholarly expertise. If they agree, the faculty member chosen by the student to supervise the paper becomes the paper director and first reader. With supervisor input, the student selects one, or possibly two, additional reader(s) within the department and requests that faculty member’s assistance. Students and their supervisor should arrange a schedule for drafts and completionof the paper. With the approval of the Graduate School, the required outside reader can be chosen by the student and the student’s committee to represent the Graduate School. The Graduate School’s policy reads as follows:

The supervisory committee will have at least three members. The members consist of

1. The major adviser, who must be a full or associate member of the graduate faculty. The student selects the adviser with approval of the program administrator and the Dean of the Graduate School. The major adviser-student relationship must be a mutually acceptable one. The major adviser will act as the chair of the student’s supervisory committee and will be in charge of the Plan of Study. The remaining members of the committee must be agreed upon by the student, the major adviser, and the Dean of the Graduate School.
2. A second member, who must be a full or associate member of the graduate faculty.
3. A third member, who must be from outside of the department or program. This member could be either a faculty member or a qualified off-campus expert in the field. If this committee member is not a full or associate member of the graduate faculty, the approval of the Dean of the Graduate School is required. Approval by the dean requires a recommendation from the program administrator accompanied by rationale and a curriculum vitae.

**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 directorand 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**

MA students must have intermediate competency in one language other than English by the time the program of study is completed. Intermediate competency can be demonstrated by completion of four years of high school language study or two years of undergraduate university-level courses, which can be taken pass/fail while completing graduate courses. Competency is determined by the NDSU Department of Modern Languages. Languages offered at NDSU include Arabic, Dakota, French, German, and Spanish. For the rationale undergirding the language requirement, see the MLA Statement on Language Learning: http://www.mla.org/new\_from\_mla/www.mla.org/ec\_us\_language\_policy

## 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.
* 2nd spring semester: Two courses: requirements or an elective 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 advisor and what is his or her role?**

You should be assigned an advisor when you are admitted to the graduate program; if you do not know whom your advisor is, ask the Department Head. An advisor can help you choose courses, plan a complete program of study, and answer questions about department, college, and university policy and procedures. An advisor will not necessarily be on your 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* goingto 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 of Study – PhD

The PhD in English: Rhetoric, Writing, and Culture requires 90 credits beyond the baccalaureate degree and a minimum of 60 graduate credits at NDSU. Students must take a minimum of 30 credits at the 7xx level with an overall GPA of 3.0 or better, and the 6-10 credit PhD dissertation. The PhD requires English 760: Graduate Scholarship(normally taken during the student’s first fall semester in residence) and English 798: PhD Dissertation.

Calendar for progression through program or time to complete? A realistic one—at least 5 years.

Program of study, when to file it, how important it is, what function it serves (not just the worksheet, but the actual program of study)

**Core, 6 Credits**

 English 760: Graduate Scholarship

 English 755: Composition Theory

\*English 764 is required of all Teaching Assistants who have not taken a similar class elsewhere.

**Research Methods, 6 Credits**

*Students select, in consultation with their adviser, two of the following”*

 English 762: Critical Theory

 English 756: Composition Research

Communication 704: Qualitative Methods in Communication

Communication 767: Rhetorical Criticism

History 701: Methods of Historical Research

Sociology 700: Qualitative Methods

**Didactic Courses, 33 Credits**

1. *Didactic Courses: Rhetoric and Writing, 18 credits.*

*Students select six; two must be from English, and two must be from Communication*

English 654: Language Bias

English 655: International Technical Writing

English 656: Literacy Studies

English 659: Research and Writing Grants and Proposals

English 752: Writing Invention to Innovation

 English 753: Rhet and Poetics of New Media

 English 754: Rhet of Science and Technology

 English 758: Topics in Rhetoric and Writing

 English 759: History of Writing Instruction

Comm 767: Rhetorical Criticism

Comm 782: Theories of Persuasion

1. *Didactic Courses: Electives, 15 credits.*

*Students may take* ***any*** *graduate-level class not listed elsewhere on their degree schedules, if approved by student’s adviser. Here are some examples:*

Sociology 624: Feminist Theory and Discourse

Sociology 723: Social Theory

History 650: Ancient History

Anthropology 680: Anthropological Theory

**English Studies, 24 Credits**

These Credits are either Prerequisite or co-requisite with the Ph.D. Topics and Studies Courses may be repeated.

 English 652: History of English Language

 English 653: Social and Regional Var. of English

 English 671: American Realism

 English 672: 20th Century American Writers

English 674: Native American Literature

English 676: Topics in American Literature

English 680: Medieval Literature

English 682: Renaissance Literature

English 683: Topics in British Literature

English 685: 18th Century British Literature

English 686: Romantic Literature

English 770: Studies in American Literature

English 780: Studies in British Literature

English 782: Studies in Irish Literature

**Experiential Learning, 6 Credits**

English 795: Experiential learning credits may be earned in the following ways:

* Teaching Mentorship (0-6 credits), may be taken twice. Students work with faculty to read theory and co-teach 200, 30, or 400 level class.
* Internship (0-6 credits), may be taken twice. Students work outside or inside academy in administrative, editing, consulting, or writing roles.
* Life-experience Credit (0-3 credits). Students submit a writing or teaching portfolio reflecting professional experience prior to enrolling in the program.

**Dissertation, 15 credits**

**Total: 90 Credits**

**LANGUAGE & RESEARCH SKILL PROFICIENCY**

Students admitted to the Ph.D. in Practical Writing are required to demonstrate foreign language competency by the time they begin to write the dissertation. Competency is determined by the NDSU Department of Modern Languages. Students may meet this requirement in one of the following ways:

1. Demonstrate advanced reading competency in one foreign language equivalent to successful completion of a second-semester, third-year (300-level, 6th semester) college language course.
2. Demonstrate intermediate reading competency in two foreign languages equivalent to successful completion of two second-semester, second-year (200-level, 4th semester) college language courses.
3. Demonstrate intermediate reading competency in one foreign language equivalent to successful completion of a second-semester, second-year (200-level, 4th semester) college language course and, in consultation with the student’s advisor and the graduate director, demonstrate competency in one special research skill (written rationale will be required at time of request). See Graduate Handbook for additional information.

Students admitted prior to Spring 2010 may be exempted from this policy and meet existing MA language requirements.

For the rationale undergirding the language requirement, see <http://www.ndsu.edu/fileadmin/english.ndsu.edu/PhD_foreign_lang_req_rationale.pdf>, as well as the MLA Statement on Language Learning: http://www.mla.org/new\_from\_mla/www.mla.org/ec\_us\_language\_policy

**EXPERIENTIAL LEARNING**

Experiential Learning Credit can be gained by several methods.

1. Teaching Mentorship (0-6 credits), may be taken twice. Students work with faculty to read theory and co-teach 200, 300, or 400 level class.
2. Internship (0-6 credits), may be taken twice. Students work outside or inside academy in administrative, editing, consulting or writing roles. Three credits are to be completed before comprehensive exams and three after.
3. Life Experience (0-3 credits). Students submit a writing or teaching portfolio reflecting professional experience prior to enrolling in the program.

For methods 1 and 2, faculty members typically submit proposals for field experience projects for PhD students. These projects can relate to research, administrative duties, or teaching. The last item may include having students shadow a faculty member who is teaching a 200-, 300- or 400-level course, with a view to having students teach a section of the course independently during a subsequent semester. Otherwise, projects typically take place across one semester. Once matches have been made, the supervising faculty member meets with the student to determine the number of credit hours to be earned for their project.

Once proposals are collected, students apply to work with faculty members. Faculty members are under no obligation to accept the applications of those who apply and have final approval in selecting a graduate student for the specific project proposed.

Projects must be supervised by graduate faculty and are given priority in the following order:

1. Tenure-track junior faculty research projects,
2. Tenured faculty research projects,
3. Other department projects.

Students applying to a field experience must answer the following questions in their application:

1. How many years of study have you completed at NDSU?
2. Have you completed your comprehensive exams? If so, have you completed a dissertation proposal?
3. Why are you interested in this project?
4. What skills or experience do you bring to this project? (please address any specific skills or experience asked for in the project description)
5. How does this project correspond to your academic or career goals?

**COMPREHENSIVE EXAMINATIONS** (aka Preliminary Exams)

Students must pass their comprehensive examinations before submitting their official dissertation proposal. The process starts when a student forms an examination committee by inviting one faculty member from each area of concentration to serve on the committee. Together the committee members construct three reading lists representing three areas of concentration for the plan of study. The student should share some proposed reading titles with prospective committee members at the time of the invitation. When the student has received agreements from three faculty members, he or she then schedules a committee meeting in which the student and committee members negotiate the final reading lists and discuss possible exam questions. Committee members should be part of the English faculty, unless there is a special need from outside the department. In that case one member may be selected from another appropriate department. Graduate School appointee

Once the reading lists are finalized and the parameters of the examination questions are determined, the committee meets without the student to finalize the questions.

In Stage 1, the student is asked to sit for two four-hour periods (a week apart) and write answers to questions representing each area of concentration. These might include one essay question from each area, identification questions and short answers, or something similar. The committee then decides the format of the questions, and all members of the committee evaluate the examination.

In Stage 2, the student is asked to compose an additional response that requires the student to synthesize and apply material from the three areas. The student has two weeks from the time she or he receives the question to write an article length paper responding to a specific question or to compose an original paper that synthesizes the areas. The committee decides the format. While the student is working on the paper, the committee evaluates the written exam.

When the student turns in the completed synthesis paper, the committee has two weeks to read and evaluate the paper and to schedule an oral exam. Although the written portions of the comprehensive exam are scored by the three-member committee representing the three areas of concentration, the student’s examination responses and synthesis paper should be shared with the Graduate School appointee on the supervisory committee prior to the oral exam.

Stage 3, the oral portion of the examination, lasts no longer than two hours. During this time, the supervisory committee, which includes the Graduate School appointee, asks questions arising from the student's written exam and paper. The committee meets separately to determine whether or not the student has passed and reports the results of their deliberations to the student within an hour of the completion of the questioning.

In accordance with Graduate School policy, a negative vote by more than one member of the student’s committee will signify failure of the comprehensive exam. A candidate is allowed to take each examination twice. The Graduate School appointee does not participate in the scoring of the written portions of the examination, but she or he does participate in the scoring of the oral examination. Candidates may re-take only those portions of the examination that she or he has failed. The supervisory committee specifies a period of time, not less than 1 month, which must elapse before the failed examination can be repeated. Exceptions to this time limit must be considered by the Dean of the Graduate School upon presentation of written justification from the chair of the supervisory committee in consultation with the committee members.

Should both attempts to pass an examination result in failure, the candidate may request to take the examination a third time. A request for a third examination requires the support of the supervisory committee and program administrator and the approval of the Dean of the Graduate School after consultation with the Graduate Council.

If the committee believes that the examination answers and paper are strong enough, the student passes and moves on to the dissertation proposal by asking a graduate faculty member to serve as director of the dissertation. (The director may have served on the comprehensive examination committee; however, it is permissible to select someone else.) In consultation with the dissertation director, the student forms a dissertation committee (referred to by the Graduate School as the supervisory committee). Most often, the supervisory committee for the comprehensive examination and for the dissertation is the same, and must consist of at least four individuals, with one being the Graduate School appointee. However, if changes are needed in the makeup of the committee, students must submit a Change of Plan of Study form to the Graduate School. Once the dissertation committee has been formed and approved, the student must submit an official dissertation proposal to the director of the dissertation. When the director gives approval, the student may share the proposal with the rest of the committee.

Approval of the proposal is the final step in the Exam process, making it impossible to pass the Comprehensive Exam without a dissertation proposal.

*Preparing for Comprehensive Exams*

1. Figure out three areas you would like to include in your exams.

2. Determine whom you would like to chair your exam committee. Contact that faculty member, and see if she or he will agree to be your chair. This person may be your adviser, but does not have to be.

3. Work with your committee chair to solidify your exam areas and to discuss graduate faculty members who might serve as your primary examiner in each area. Your committee chair should be one of your examiners. You should also discuss who would be a good external member for the committee.

4. Contact prospective examiners to request that they serve on your exam committee and that they work with you in developing a reading list in a specific area. Also contact the external member and to see if he or she is willing to be on your committee.

5. When you have commitments from all four members, schedule a preliminary meeting to discuss the exams, the reading lists, the roles of each member, and timeline.

6. Work with each committee member to come to an agreement on the reading list for each area. In most cases, the student generates an initial list and then works with the faculty member to add and delete readings.

7. Send the combined reading list (divided into areas) to the entire committee and ask for their approval.

8. Read and study, take notes and memorize.

9. When you near completion of your study time, contact the committee saying you want to schedule the exam and offer possible times. Normally, exams should be scheduled to fall within the fall or spring semesters. (Summer falls outside most faculty members’ 9-month contract year.)

response or responses

timed ()another 





Specific details are available at
<http://www.ndsu.edu/fileadmin/english.ndsu.edu/Grad_Program_Docs/Comprehensive_Exam_PHD.pdf>

10. When you have agreement on the times, fill out the Request to Schedule Exam form, available at <http://www.ndsu.edu/gradschool/current_students/forms/#c215461> <<http://www.ndsu.edu/gradschool/current_students/forms/#c215461>> , get the signatures needed, and submit it to the Graduate School within the time restrictions specified on the form.

11. Take the exam consisting of two timed writing sessions in which you will write responses to questions, one two-week synthesis paper, and an oral exam.

12. If you pass the exam, the Graduate School will be notified, but you will not officially pass your exams until you have written your dissertation prospectus and have had it approved by your dissertation committee, which is often the same as your exam committee, but it is not required to be so. The chair of your exam committee will then notify the Graduate School, and then you will be ABD (“all but dissertation”).

**DISSERTATION PROPOSAL (PROSPECTUS)**

Guidelines for the dissertation

The PhD dissertation proposal is a graduate student’s overview of what she/he intends to accomplish in the dissertation. While the format of the dissertation proposal is decided in consultation with the student’s major adviser, the dissertation proposal should outline the plan for the dissertation, including potential chapters. It should include a preliminary literature review and sketches of each potential chapter. Many proposals include a timeline for finishing the dissertation.

**FINAL EXAM (DEFENSE) OF DISSERTATION**

PhD candidates will submit to an oral examination in defense of their dissertation before the entire dissertation committee when the student and the major adviser agree the dissertation is ready. Committee members may ask questions about any aspect of the dissertation.

The dissertation committee may decide one of three outcomes from the dissertation defense: 1. Accept the dissertation as successfully completed.

2. Accept the dissertation conditionally with revisions. The major adviser will oversee the successful implementation of these revisions.

3. Reject the dissertation.

2. The new policy requires that doctoral students submit a 2-3 minute video that summarizes the dissertation research for a general audience. This requirement serves several functions. First, in our role as a faculty member, we are often asked to provide an expert opinion about a current event or news story. These interactions with the media frequently produce a brief opportunity to explain the importance of our work to the general public. These communications must be in terms that are broadly understandable. Therefore, this requirement begins to prepare our students who wish to pursue academic careers for interactions with a non-academic audience. Second, national numbers across all disciplines indicate that only 25% of our doctoral degree recipients will be employed in a tenure-track position five years post-graduation. We also know that doctoral degree recipients have the lowest unemployment rate of any education attainment level. This means that a large percentage of our graduates will not work in a traditional academic role. This requirement is a measure of their ability to apply the work conducted as students to a variety of roles that they might occupy outside of the academic world. Third, many of our students conduct original and important research. This requirement will allow us to collect a database of stories that will allow us to communicate more effectively about the impact our students have in North Dakota and elsewhere. I am looking for 4-6 programs to serve as the original pilot project for rolling this requirement out to the entire campus. It is my intent to have procedures fully in place for a complete implementation of this requirement by fall of 2014.
3. The new policy requires that the Graduate School appointee to a student’s committee will file a report after the final examination. We will begin developing the report format and present a draft to Graduate Council in the fall. I do not want this to be an onerous task for the appointee, but I would like it reflect our current thoughts about this individual both potentially contributing to the content of the dissertation, but also serving as a check to ensure that policies are being followed. I hope that the development of this report will help the me and the entire graduate faculty clarify our thoughts about the role this graduate appointee should play in the dissertation and examination process.

### **Dissertation Continued Registration (899)**

Students who are studying for comprehensive exams or writing their dissertation will enroll in 899 (Dissertation) credits. They are graded S or U. Students may only enroll for these credits with permission of their advisor. The Graduate School considers 9 credits to be full-time enrollment, but Teaching Assistants are full-time with 5 credits. http://www.ndsu.edu/fileadmin/bisonconnection.ndsu.edu/sfs/GradLetter.pdf

**1. Form a Dissertation Exam Committee after completing the comprehensive exam process.**

Students should work with the graduate faculty memberwho can best supervise the topic. The faculty member chosen by the student to supervise the Dissertation becomes the paper director and first reader. Together they select the two additional readers and work out the procedures and schedule for drafts and completionof 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 Dissertation Proposal (prospectus) that will begin the process of working with the Committee.**

Dissertation proposals will typically be considered after the completion of comprehensive exams. The exact proposal format should be determined by the Paper Examining Committee 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.

The proposal is not a contract. This step towards completing a Dissertation is intended to help students and their committees agree on an approach to the research and to give students experience with an important academic genre: the proposal.

**3. Complete the Dissertation in a timely fashion.**

Students can begin to enroll for Dissertation credits after the coursework is finished. Students must enroll in English 899 (Dissertation) the semester they plan to graduate.

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 Dissertation oral examination.**

A formal, oral examination based on the dissertation will be made to the Department of English, including the student’s directorand 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 Dissertation. See page 18.

**5. Format and edit the Dissertation in accordance with the Graduate School guidelines.**

The required copies of the finished dissertation 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 Dissertation 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).

## Costs at time of graduationDisquisition submission fee: $175

Bound copy: $35/copy

ProQuest editing of disquisition and copyright: $50/90

## 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 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 Cosgrove 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.
* Minor league sports: The Fargo-Moorhead Red Hawks, American Association of Independent Baseball. The Fargo Force, U.S. Hockey League.
* NCAA Athletics: http://www.gobison.com/

***Graduate Faculty and Areas of Specialization***

Alison Graham Bertolini (Ph.D., 2009, Louisiana State) American Literature, Women’s Studies

Elizabeth Birmingham (Ph.D., 2000, Iowa State) Rhetoric and Professional Communication, Gender Studies, Research Design, 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

Adam Goldwyn (Ph.D., 2010, CUNY) Medieval Literature, Byzantine 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., 2003, New Mexico) Technical and Professional Communication

Miriam O’Kane Mara (Ph.D., 2003, New Mexico) Postcolonial and Irish Literature and Film, Rhetoric of Health and Medicine, Theory and Criticism.

Maylath, Bruce (Ph.D., 1994, Minnesota) Composition, International Technical Communication, Sociolinguistics, Translation

Amy Rupiper Taggart (Ph.D., 2002, Texas Christian) Writing Studies, Rhetorical Criticism, Community-based Learning, Literacy Studies, Writing Program Administration

Kelly Sassi (Ph.D., 2008, Michigan) English Education and Composition

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

Verena Theile (Ph.D., 2006, Washington State) Shakespeare, Early Modern Literature and

 Cultural Studies, European Literature, Women's Literature, Literary Theory and Criticism

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

Emily Wicktor (Ph.D., 2010, Kansas) Victorian Literature, Rhetoric/Composition/Pedagogy, Modern American and British Drama, and Literary Theory

(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; 8/07; 9/09; 5/14)

**A Master’s 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

 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

**PhD** **IN ENGLISH**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Degree Requirements**

1. **Core, 6 Credits**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 760: Graduate Scholarship

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 755: Composition Theory

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 764: Classroom Strategies for TAs

1. **Research Methods, 6 Credits**

*Students select, in consultation with their advisor, two of the following.*

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 762: Critical Theory

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 756: Composition Research

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Communication 704: Advanced Qualitative Methods in Communication

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Communication 767: Rhetorical Criticism

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ History 701: Methods of Historical Research

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sociology 700: Qualitative Methods

1. **Didactic Courses, 33 Credits**
2. *Didactic Courses: Rhetoric and Writing, 18 credits. (six classes required)*

*At least two must be from English.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 654: Language Bias

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 655: International Technical Writing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 656: Literacy Studies

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 659: Researching/Writing Grants and Proposals

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 752: Writing Invention to Innovation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 753: Rhetoric and Poetics of New Media

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 754: Rhetorics of Science/Technology

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 758: Topics in Rhetoric and Writing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 759: History of Writing Instruction

*At least two must be from Communication.(contact your advisor and the graduate director to discuss substitutions)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Communication 767: Rhetorical Criticism

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Communication 782: Theories of Persuasion

Comm 767: Rhetorical Criticism

Comm 782: Theories of Persuasion

1. *Didactic Courses: Electives, 15 credits. (students select five classes)*

*Any graduate-level class not listed elsewhere on student’s degree schedule, approved by student’s advisor.*

Course No.: \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course No.: \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course No.: \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course No.: \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course No.: \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reason: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Proficiency in English Studies, 24 Credits**

*Students must show proficiency in English studies****.*** *They may do so by transferring in graduate credits in this area or by taking English 6xx and 7xx literature and linguistics classes not listed as part of the English Ph.D. These credits are either prerequisite or co-requisite with the Ph.D.*

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

1. **Experiential Learning, 6 Credits**
2. Teaching Mentorship (0-6 credits), may be taken twice. Students work with faculty to read theory and co-teach 200, 300, or 400 level class.
3. Internship (0-6 credits), may be taken twice. Students work outside or inside academy in administrative, editing, consulting, or writing roles.
4. Life Experience (0-3 credits). Students submit a writing or teaching portfolio reflecting professional experience prior to enrolling in the program

Course No. \_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

Course No. \_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Credits: \_\_\_\_\_

1. **Comprehensive Exams**

*Comprehensive Exams**are taken when 72 credits are complete; the Dissertation Proposal is submitted after successful completion of the Comprehensive Exams.*

Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synthesis Paper Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Passed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Proficiency in Language & Research Skill**

Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How Demonstrated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Certified: \_\_\_\_\_\_\_\_\_\_

Research Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How Demonstrated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Certified: \_\_\_\_\_\_\_\_\_\_

1. **Dissertation, 15 credits**

*The committee is comprised of a director and two members from within the department and a member from outside the department, who ideally is selected by the student but can be assigned by the Graduate School.*

Title: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Director: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Member: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Member: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Outside Member: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**