

English M.A. Program Handbook

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INTRODUCTION

Welcome to the M.A. in English. The goal of this program is to provide a broad education in literature for students who want Master's level training in English, especially those who want to teach at the post-secondary level or aim to pursue a doctoral degree. The *ISU Graduate Catalog* outlines the official requirements of the program. This *Handbook* supplements the *Catalog*, providing information about departmental policies, procedures, and expectations. If you have questions or need additional information, please talk to your faculty advisor or the Director of Graduate Studies.

Please note that this *Handbook* is available in print and online. Every effort is made to keep the online edition current, but the official version of the *Handbook* is the printed copy in the English Graduate Office. If you require this material in another format, please contact the Graduate Office at (208) 282-4294 or English Office at (208) 282-2478.

We have tried to make the *Handbook* as complete as possible, but some details may have been overlooked. If you find that something is missing that would benefit future students, we would appreciate it if you could bring it to the attention of the Director of Graduate Studies so that the *Handbook* can be revised accordingly.

GRADUATE STUDENT RESPONSIBILITIES

All graduate students are expected to meet all the requirements set out in the current Graduate School *Catalog* and all the other requirements specified by the Department. These are subject to change; you will be notified of modifications in Departmental rules and procedures through inter-office mail or email correspondence. Copies of any modifications will also be available in the Graduate Studies Assistant's office.

You are expected to attend your classes, keep in touch with your instructors and committee members, and we hope you will participate in Departmental functions. Many students have particularly enjoyed the smaller, collegial atmosphere of our program, and we hope you will as well. We anticipate that you will maintain a high quality of work and conscientious preparation, as well as adhering to the highest standards of academic honesty.

Students with Graduate Teaching Assistantships bear further responsibilities because they are part of the teaching faculty. Graduate Teaching Assistants are responsible for meeting their classes and conducting them as effectively as possible. Grading of papers and other assignments should be completed promptly and fairly, respecting students' dignity, and you should maintain prompt and regular contact with your faculty mentor. Please note: ***If you are teaching and you must cancel a class for any reason, you must inform the Graduate Studies Assistant as soon as possible.***

Assistantships are granted for one year periods (or shorter) and are considered for renewal annually based upon a competitive review and evaluation. ***Students must reapply for fellowships and assistantships each year: the DEADLINE IS February 15.*** We remind students that Teaching Assistantships are not automatically renewed from one semester to the next. Renewal will depend upon satisfactory performance of teaching duties, with a particular emphasis on excellence in teaching; maintenance of an acceptable standard of work in graduate classes; and satisfactory progress for meeting degree requirements. Further information related to assistantships and mentoring appears in later sections of this handbook.

In occasional cases, members of the graduate faculty might conclude that a student cannot continue in the program. If a student's academic record suggests that there is a problem, the graduate director will meet with the student at the earliest opportunity so that he or she will have time to decide how to proceed. The graduate faculty members believe that we have an obligation in such cases to do whatever we can to help a student to improve his or her record or to make the transition out of the program as smooth as possible.

ADVISING AND SELECTING COURSES

The Director of Graduate Studies in English will be your primary advisor, although you should also consult faculty within your own areas of interest. Near the beginning of your participation in the Graduate Program, the Director will assist you in creating a Program of Study that will identify those courses to be taken in order to ensure program requirements are met. It is your responsibility to make arrangements to meet with the Director at regular intervals in order to keep your Program of Study up-to-date and your studies on track.

WHAT GRADES MEAN IN GRADUATE COURSES

In general, a final grade of “A” or “A-“ in a graduate course indicates consistently strong and outstanding achievement. Students receiving an “A” have not only fulfilled all course requirements, but have exceeded them by the skill and originality of their written and oral work.

A grade in the “B” range (B+, B, or B-) in a graduate course indicates adequate completion of course requirements but may also indicate work that has potential greater than the final product demonstrates.

A grade in the “C” range (C+, C, or C-) in a graduate course indicates weak, substandard performance. Students who receive more than two “C”-range grades in their required course work will be released from the English Graduate Program. It should be noted that in accordance with the Graduate Catalog a grade of C+ or lower is essentially failing at the graduate level so every effort should be made to avoid such a grade. A program GPA must be maintained in accordance with current program requirements (currently 3.0 for M.A. students).

ADDITIONAL WORK REQUIRED IN g5500 COURSES (Graduate Council Policy)

The Graduate Council expects instructors to require specific work to be done in a graduate level course to justify graduate credit being given. This is particularly true for courses which may be used to count toward a degree. In those courses designated at the g4400/5500 level, for students to receive graduate credit (5500 level courses) specific and evaluated activities and performances must be identified. For a suggested list of activities which an instructor may use to meet this requirement, please see the *Graduate Catalog*.

INCOMPLETE GRADES

Very occasionally, students cannot complete the work for a graduate course. In order to make progress toward the degree, it is important that they finish their coursework in a timely way. For this reason, any student seeking an incomplete must first fill out an incomplete grade contract with the course instructor (these contracts are available in the English Department Office), and any work for Incomplete grades must be completed within one year. After one year, if the Incomplete grade has not been changed, the Incomplete will become a permanent “F”. Students pursuing an Incomplete grades should consult the policy on Incompletes in the Graduate Catalog.

Note: Teaching assistantships and fellowships must complete incompletes within one semester, or their funding will not be renewed. Those TAs and fellows who receive an incomplete in December of the academic year and then apply for funding the subsequent February should be sure to include a plan for completing the incomplete course by the end of the Spring semester with their funding/renewal funding application.

(FOREIGN) LANGUAGE REQUIREMENT

Ways of fulfilling this requirement are detailed in under the M.A. Program description in the *Graduate Catalog*. Students should note that the M.A. requirements are slightly different than the Ph.D. requirements, so students should be sure to consult the correct section of the *Catalog*.

All students considering a Ph.D. in the future are strongly advised to fulfill the language requirement through coursework in a foreign language in a traditional classroom setting or through an accredited on-line program.

INDEPENDENT STUDY (ENGLISH 690)

Graduate students have the option to develop an independent study for 1-3 credits in order to enhance their knowledge in a particular area that is not adequately covered in coursework. Independent Study credits are in addition to (i.e. do not take the place of) the required coursework credits needed for the M.A. or Ph.D. programs.

Students who want to pursue an independent study must find a faculty member to advise their work and then submit a proposal to the graduate committee. The proposal should include:

- Title of the independent study
- A description of the topic and a rationale for pursuing the topic independently
- A reading list, usually a list of both primary and secondary sources, and a rationale for the selection of texts
- A description of the final written work to be submitted
- Signature of proposed graduate faculty advisor for the Independent Study (an e-mail will do)

Except in unusual cases, all proposals for independent studies must be submitted and approved by the Graduate Committee in the semester before the independent study is to take place. The proposal due dates are:

- Nov. 1: Proposals due for spring semester
- April 1: Proposals due for summer and fall semester

FINAL PROJECT OPTIONS

In order to obtain the M.A., each student must complete a final exam or project. The English Department offers three different options: the Set Text Exam, the Paper, and the Thesis. Students should take time to look over each of these options and discuss them with the Graduate Director as well as faculty members in their area(s) of interest. The options are designed to appeal to the strengths different types of learners, and the goals of different students. Early in their program, and preferably in the first year, students should consult the English Graduate Director regarding the final project option that best suits their interests and goals. While the each option is available to any student, the M.A. Paper and Thesis will provide excellent preparation for students who

want to go on to a Ph.D., although the Set Text exam will not disadvantage students who may decide at a later point to apply to Ph.D. programs.

Option A: The M.A. Set Text Examination

Purpose:

1. To test M.A. students' ability to address specific critical problems regarding set texts from various genres and periods. The candidate can be expected to apply principles from the required courses in literary theory and methods of scholarship.
2. To afford M.A. students the opportunity to study independently a few texts in depth, thus practicing sustained inquiry and critical synthesis as M.A. Paper and Thesis students do.

Description/Process:

1. A student who chooses the Set Text option must complete all of the required coursework for the M.A., including 18cr. of coursework at the 600-level.
2. The Set Text Examination will normally be taken in April of the student's last semester and will consist of a written examination.
3. If the examining committee warrants the exam passing, an oral examination will take place which may address the student's written response as well as any of the set texts for that year, even if the student did not write on them. The oral examination will be scheduled within two weeks after the student has passed the written examination.
4. The Set Text Exam committee is made up of four appropriate members of the Graduate Faculty appointed by the Graduate Committee. The Graduate Committee also appoints one committee member to be chair of the examination committee. This committee makes up the test questions, which are reviewed by the Graduate Committee, and is responsible for evaluating the student's written response. If the student passes the written, then two members of the committee will be assigned to the student's oral defense. The Graduate School will also assign a GFR for the oral.
5. The Set Text Examination will be based on a list of 5-8 works announced at the end of each academic year for the next year. These texts will be chosen by the M.A. Set Text Examination Committee, drawing on a master list submitted by the Graduate Faculty of the Department. The list of 5-8 texts will change each year, but every list will include different genres and literary periods.
6. Students will be allowed three hours to write the Examination; they will be given at least *three* questions and will select *one* to answer.
7. Students are expected to survey on their own secondary materials about each of the 5-8 texts. They may be asked to do the following:

- To put each work in its literary historical and socio-historical context;
 - To describe a recent line of criticism about each work and to note possible counter-arguments;
 - Students may choose to use computers available to the department. (Only PCs available; no Macs.)
8. Students may consult test questions and sample answers from previous years. Students will receive a copy of their own written responses before the oral examination.
 9. If a student fails the Set Text Examination, one retake is allowed. Retakes may be given in the fall, spring, or summer terms. The retake will be on the same list of 5-8 texts as the initial Set Text Examination. The M.A. degree will not be awarded until students who choose the Set Text option successfully pass the Set Text Examination.

Option B: The M.A. Paper

Purpose:

1. To give students the experience of developing a publishable-quality, article-length study; and
2. To allow students options beyond the more standardized set text exam and the more broadly - ranging M.A. thesis.

Description/Process:

The final M.A. paper should be a publishable-quality paper based on work previously produced for a course. The paper should demonstrate that the student understands and can work within the conventions of peer-reviewed publication. It should

- aim at a well-defined audience, one associated with a peer-reviewed venue that is recognized and meaningful for the field;
- make an original contribution to the field;
- incorporate research in primary and secondary resources;
- demonstrate a command of the trends in the field to which the student is contributing; and
- use a documentation style appropriate for the field in which the paper is written.

In addition to the publishable-quality paper, with the final submission the student will also submit

- an annotated bibliography
- a letter to the editor of the target journal
- an essay on the nature of the revisions to the paper and the rationale for those revisions
- a CV

The student who chooses the paper option should aim to submit a paper proposal to the Graduate Committee no later than mid-way through the third semester (usually fall semester of the second year) and to complete the thesis no later than just over mid-way through the fourth semester (usually the beginning of April in the second year).

To meet the criteria for the final paper and the timeline, the student should try to follow the process that is outlined below.

1. At the end of the first year, or in the beginning of the second year of the program, the student confers with and secures permission from the Graduate Faculty member under whose supervision he or she wishes to revise and write the paper (normally, the faculty member in whose class the original paper was written). (NOTE: This choice is subject to approval from the Graduate Committee. The student, working in consultation with the proposed paper supervisor, works to develop a proposal. (See the M.A. Paper Proposal Guidelines below)
2. Once the proposal is final, the student should fill out the M.A. Thesis/Paper Declaration Form (see Appendix). The form and the proposal should then be submitted to the Graduate committee for consideration. The Graduate Committee may remand the proposal for revision or clarification or approve it.
3. Once the proposal is approved, the Graduate Committee will set up a three-member evaluation committee, which is then formally appointed by the Dean of Graduate Studies. This committee includes a representative of the Graduate Faculty (GFR) as well as the paper supervisor and one other member of the English Graduate Faculty. (The Graduate Committee welcomes input from the student and the paper supervisor on the selection of the committee member and the GFR.)
4. Once the proposal is approved, the student may then register for ENGL 6651, M.A. Paper. All students must register for at least one credit of ENGL 6651. Up to three M.A. Paper credits count toward the 18 credits of 6600 hours required for the M.A. degree.
5. Soon after the Graduate Committee approves the proposal, the supervisor should meet with the student to review the approved proposal. Thereafter, the student works in consultation with the supervisor.
6. Once the supervisor deems the paper ready for further consultation by the other readers on the committee (i.e. when the paper is nearing the final-draft stage), the student delivers a copy of the paper directly to each reader. Readers must be given at least two weeks in which to complete their evaluation. If committee approval of the paper is not unanimous, the student, in consultation with each committee member, will revise the paper and resubmit it to committee members.
7. If the committee approves the paper, the supervisor will schedule a final oral defense with the student and the full committee to discuss the strengths and weaknesses of the paper. The supervisor will inform the Director of Graduate Studies when it is time to schedule the oral

defense. This is a necessary step in order to ensure that the oral packet and ballots for the paper can be prepared in the Graduate School for the GFR to pick up.

8. In the oral defense the student should be prepared to defend or explain the design or development of the paper more fully. The student may be asked to make corrections and minor changes, if any, based on the oral defense.

Option C: The M.A. Thesis

Purpose:

1. To provide students with an opportunity to explore a topic in depth and to develop an expertise in it; and
2. To give students an opportunity to learn to develop and carry out a sustained research project, under the guidance of a faculty member.

Description/Process:

1. Up to six thesis credits of English 650 count toward the 18 600-level credits required for the M.A. degree.
2. The M.A. thesis, customarily at least fifty pages in length.
3. Student who choose the Thesis Option should submit a thesis proposal to the Graduate Committee no later than midway through their third semester (usually fall semester of the second year) and to complete the thesis no later than just over midway through their fourth semester (usually the beginning of April in their second year).
4. At the end of their first year, or early in the beginning of their second year of the program, students confer with and secure permission from the Graduate Faculty member under whose direction they wish to write a thesis. (Note: This choice is subject to approval from the Graduate Committee.) The student, working in consultation with the proposed thesis director, develops a proposal. For proposal guidelines, see the section "general guidelines for thesis proposals" below.
5. Once the proposal is final, the student should fill out the "M.A. Paper and M.A. Thesis Proposal Approval/Title Page" (see Appendix). The form and the proposal should then be submitted to the Graduate Committee for consideration. The Graduate Committee may remand the proposal for revision or clarification or approve it.
6. Once the proposal is approved, the Graduate Committee will set up a three-member evaluation committee, which is then formally appointed by the Dean of Graduate Studies. This committee includes a representative of the Graduate Faculty (GFR) as well as the thesis advisor and one other member of the English Graduate Faculty. (The Graduate Committee

welcomes input from the student and thesis advisor on the selection of the committee member and GFR.)

7. Also, once the proposal is approved, the student may then register for thesis credits. M.A.-level thesis credits are mandatory for “thesis option” students.
8. Soon after the Graduate Committee approves the proposal, the committee chair should meet with the student to review the approved proposal. Thereafter, the student works in consultation with the chair of the committee.
9. Once the chair of the committee deems the thesis ready for further consultation by the other readers on the committee (i.e., nearing final-draft stages), the student delivers a copy of the thesis directly to each reader. Readers must be given at least two weeks in which to complete their evaluation. If committee approval of the thesis is not unanimous, the student, in consultation with each committee member, will revise the thesis and resubmit it.
10. If the committee approves the thesis, the chair of the committee will schedule a final oral examination with the student and/or the full committee to discuss strengths and weaknesses of the thesis. The chair of the committee will inform the Director of Graduate Studies when it is time to schedule the oral examination. This is a necessary step in order to ensure that the oral packet and ballots for the thesis can be prepared in the Office of Graduate Studies for the GFR to pick up.
11. The oral examination will usually be an informal interview, but the student should be prepared to defend or explain the design or development of the thesis more fully. The student may be asked to make corrections and minor changes, if any, based on the oral examination.
12. The student prepares finished copies for binding as directed in Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects, which is prepared by the Office of Graduate Studies:

See: www.isu.edu/graduate/pdf/Thesis_Dissertation_Instructions.pdf

Special Guidelines for an M.A. Thesis in Creative Writing

Most students will do a critical thesis. In rare cases, students who have completed considerable coursework, or who have unusual talent and interest, may undertake a creative thesis. Students who wish to undertake this kind of thesis should only do so after careful deliberation with a graduate faculty member who specializes in creative writing, taking special care to discuss: 1) their qualifications for undertaking the thesis; 2) the nature of the thesis as a "capstone" project that is the culmination of the M.A. experience and an expression of the student's academic credentials; and 3) how the thesis will help them to meet their professional goals.

These theses will be a substantial body of original work which forms a coherent whole and will be approximately 50-100 pages long. Along with the creative work, the student will include an

introduction or an afterword placing the creative material in a critical context. This critical comment usually includes:

1. A discussion of the ways the writer has used formal and stylistic elements to fulfill his/her purposes;
2. A discussion of the ways in which the writing of the thesis has contributed to the writer's own development as a writer, teacher, and/or critic;
3. A brief discussion of the relationships of this work to other established literary works (e.g., influences, adaptations, ideas of generic form, etc.).
4. To fulfill the requirements for the creative M.A. thesis, the student must present a public reading from the finished thesis. Students who write creative M.A. theses must pass an oral examination.

GUIDELINES FOR M.A. PAPER AND THESIS PROPOSALS

The Graduate Committee realizes that most proposals are, of necessity, written at an early stage in the student's progress and so may contain much that is anticipatory and tentative. At the same time, students would do well to remember that a proposal is, fundamentally, a piece of persuasive writing--i.e., the proposer is trying to persuade an audience (consisting at least of faculty advisors and members of the Graduate Committee) that the project is interesting, feasible, and worthwhile for the student; that it is theoretically informed and bibliographically current; and that the proposer has thought and read enough to form preliminary hypotheses and a projected work plan.

It is probably often the case that the proposer has indeed covered all these angles in his or her own mind, yet the written proposal submitted can still be vague and largely descriptive, leaving the committee to infer suppositions and lines of thinking that ought to be presented explicitly and justified persuasively.

There are ways to make the process easier and, as with other parts of the program, students should begin by discussing thesis ideas with the proposed thesis advisor so that they can find a topic they are qualified to undertake and that falls within the advisor's area of expertise. Once students have a clear sense of a topic, they should work with the advisor to write the proposal, which will then need to be approved by the advisor submitted, along with the M.A. Paper/Thesis Proposal Cover Sheet (available from the Secretary to the Graduate Director and in the Appendix), to the Graduate Committee for review and approval.

The M.A. Paper or Thesis proposals should include the elements below. In both cases, the guidelines are not meant to be a rigid formula, but to offer a general format for casting the proposal in the form of a persuasive, structured argument.

Note: Human Subjects Approval – In rare cases, M.A. papers/theses may involve human subjects (surveys, classroom observation and taping, interviews, etc.) and proposals for projects of this sort must also include a letter of approval from the ISU Human Subjects Committee.

A. M.A. Paper Proposal Guidelines

1. Proposal Approval Form/Title Page (including the signature of the proposed paper advisor, normally the faculty member for whom the original paper was produced). A copy of this form is available in the back of this *Handbook* or the Graduate Program Office.
2. Abstract, 150 words maximum, outlining the most essential points below. This will help the committee, but its main purpose is to force you to “boil down” the important issues of a longer, complex proposal and determine whether or not you have a clear focus and adequate grasp of the issues involved.
3. Description of the Original Paper. Describe the extant paper that will form the basis of this project. For which course was it written, under which instructor? What was its research question? How does it reference ongoing conversations in the field? What was its methodology? What conclusion did it reach? What were its limitations, given the seminar paper format?
4. Description and Justification of Proposed Revision/Expansion. How will your M.A. paper build on the original paper? What is your research question? How is this similar to or different from the research question in the original paper? What specific new topics or approaches will be considered? Why is such revision/expansion important, given disciplinary context? To what specific scholarly conversations will the finished paper contribute, and how?
5. Procedures. Describe the procedures, materials, and resources you will use to write your M.A. paper. Provide a substantive bibliography of secondary and primary sources (if relevant) that you will use over and above those used in the original paper (see #10 below). How will you access them?
6. Dissemination. To which peer-reviewed publication/journal would you submit your finished M.A. paper? Describe briefly but concretely why you believe that venue is a good fit for your work. A conference can be a good way to work toward a publication, and if you would plan also to present your research at a conference, describe which one, and why that one?
7. Qualifications. Describe your academic background and your specific academic qualifications for writing this paper, including for instance relevant coursework, teaching, and language study.
8. Timeline. This section outlines the timeline for completing this paper. The timeline should be realistic.
9. Works Cited. Provide a list of works cited in the proposal.
10. Appendix: Bibliography of secondary and primary readings that you will do (see #5 above).

B. M.A. Thesis Proposal Guidelines

1. Proposal Approval Form/ Title Page (including signature of proposed thesis adviser). A copy of this form is available in the back of this *Handbook* or the Graduate Program Office.
2. Abstract 150 words maximum, outlining the most essential points of #3 - #5 below. This will help the committee, but its main purpose is to force you to “boil down” the important issues

of a longer, complex proposal and determine whether or not you have a clear focus and adequate grasp of the issues involved.

3. Objectives. What is the specific purpose of your proposal? What particular research/pedagogical/creative experiment do you wish to pursue?

Define a specific problem, issue, or goal to be addressed. Remember that most proposals are persuasive writing, in which it is necessary to advance a specific thesis--i.e., an arguable assertion about or approach to some problem that you have identified.

4. Background and Disciplinary Context. What is the topic of your thesis? What is your research question? How does your project relate to other work in its field? What works have most influenced your thinking or helped you define your objectives?

This part of the proposal will explain, to an audience who may not be familiar with all the issues and related works or concepts, the state of the question and the place of your project therein. Special sensitivity is required when discussion calls for bibliographical survey, the purpose of which should never be simply to "name drop" (usually meaningless to your audience) but to explain how this reading has informed your understanding of the project, and, conversely, how a developing sense of the project has directed the choice of readings. (Note: Part of this requirement may be met by an attached bibliography, but the committee is too often left guessing about what the informing principles of such lists are. Some narrative justification is essential.)

5. Methods & Procedures. What understandings of method inform your planning and execution of this project? What materials and resources are involved and how will you access them?

This part of the proposal shows that you can translate the conceptual matter of #3 into discrete tasks. Obviously the scope of this part of the proposal will vary considerably depending on the type of project, but it is a serious mistake to assume--as sometimes happens, especially in non-pedagogy papers and creative projects--that the methodology is self-evident. If theories of method have been adequately covered in #5, above, then this part of the proposal can simply cover the practical aspects. Again, be mindful that mere bibliography is no substitute for a thoughtful reflection on scholarly or creative method.

6. Chapter Outline. This section provides a brief rationale for the parameters and organization of the project and provides a brief summary of each chapter. The "parameters" of the project are the chronological, biographical, national, or historical limitations you put on the project, for instance the decision to focus on an author's early works (but not later ones), the decision to discuss tragedy (but not comedy), the decision to discuss a particular writer (but not a similar writer of the same period). The chapter outline should include a tentative title and summary of the subject and thesis of each chapter.

7. Significance. What is the significance of your project? How will it (a) contribute to the current state of knowledge about the subject? And (b) complement your graduate program and (if applicable) your career plans?

From the specific thesis outlined under “Objectives” (#3), proceed to convince your audience that the project would be worth doing even if it were not a degree requirement. Do not assume that the audience has an intimate familiarity with all the issues and stakes of your project; if a great deal of background is needed, this part of the proposal might well be incorporated into, or even follow, #4, above.

8. **Qualifications.** This section outlines the student’s academic background and his/her specific academic qualifications for writing this thesis, for instance relevant coursework, teaching, and language study.
9. **Timeline.** This section outlines the timeline for completing the thesis. The timeline should be realistic.
10. **Works Cited.** Provide a list of works cited in the proposal.

THE TEACHING ASSISTANTSHIP/MENTOR PROGRAM

Teaching assistantships are awarded on a competitive basis to students accepted into the M.A. program who have a record of good scholarship, who have demonstrated a potential ability for good teaching, and who have met all other requirements for admission to the M.A. program. The Graduate Faculty of the Department has designed the first two semesters of the teaching assistantship/mentor program to allow teaching assistants to study and observe the teaching of composition at ISU and to allow teaching assistants to demonstrate an ability to teach composition. Teaching assistantships are renewed for a third and fourth semester for students who have maintained a record of good scholarship and who have demonstrated their ability to teach well. Students apply each year for a teaching assistantship for the subsequent academic year. Except in extraordinary cases, it is assumed that teaching assistants who perform satisfactorily will teach for three semesters after their initial mentoring semester. During the period of a student's teaching assistantship, faculty members and teaching assistants follow the requirements and practices outlined below.

First Semester

1. The teaching assistant (TA) enrolls in English 631: Seminar in Teaching Composition.
2. The TA is assigned a Mentor, a Graduate Faculty member who is teaching English 101. In conjunction with this assignment, the TA also enrolls in English 631L, a one-credit lab section, with their composition mentor.
3. The Mentor uses one of the recommended texts for English 101.
4. The Mentor follows the department Guidelines for English 101.
5. The TA attends each meeting of the Mentor's English 101 class.

6. The TA observes at least two other English 101 class meetings and writes an account of the observations, to be reviewed and discussed in English 631.
7. The TA teaches at least five times in the Mentor's English 101 course.
8. The TA grades at least two sets of essays from the Mentor's English 101 students. The Mentor also grades these essays for comparison.
9. The Mentor and the TA discuss each of the TA's teaching and grading experiences. Guided by the Mentor's suggestions, the TA adjusts teaching and grading practices.
10. The Mentor writes a one page report to the Director of Graduate Studies and the Director of Composition (one copy is sufficient) on the TA's performance during the semester. The report is due no later than the last day of finals week. The TA signs the report and may write a response. The report will be kept in the TA's file in the office of the Director of Graduate Studies.

Second Semester

1. The TA enrolls in English 731: Practicum in Teaching Composition, 3 credits. TAs can expect to meet as a group several times in the semester to discuss pedagogical issues.
2. The TA teaches one section of English 101.
3. All second semester teaching assistants are supervised by one Mentor, a Graduate Faculty member who is the instructor for English 731: Practicum and who performs the mentorship as an assigned teaching responsibility.
4. After ensuring that the TA is using an approved text and is following the Guidelines for English 101, the Mentor approves each TA's detailed syllabus before the semester begins.
5. The TA adopts classroom teaching and grading practices consistent with the Department's Guidelines.
6. The Mentor observes each TA's class at least five times, including at least once in the first two weeks and once in the last two weeks of the semester.
7. The Mentor records each class observation in writing. The report of the observation forms the basis for a conference with the TA following each class observed by the Mentor.
8. The Mentor evaluates in writing each TA's grading of at least two sets of compositions. The evaluation forms the basis for a conference with the TA on each set of compositions.
9. The Mentor writes a one page report to the Director of Graduate Studies and the Director of Composition (one copy is sufficient) on each TA's performance during the semester, after reading the student evaluations of each TA's English 101 course. The reports are due no later

than the last day of finals week. The TA signs the report and may write a response. The report will be kept in the TA's file in the office of the Director of Graduate Studies.

10. Using a departmental student evaluation form for English 731: Practicum, the TA writes an evaluation of the Mentor's performance during the semester as students do for other classes.

Third and Fourth Semesters

The TA teaches one section of English 101 each semester. TAs must use a recommended text for English 101. In order to use a text which is not on the list of required texts, the TA must submit a proposal to the Composition Committee. The proposal, accompanied by a syllabus which follows the Guidelines for English 101, must be approved during the semester before the TA teaches a course modeled on it. No such proposal will be approved after the fact.

1. The Mentor approves the TA's detailed syllabus before classes begin.
2. The Mentor for the TA is a member of the Graduate Faculty.
3. The Mentor observes the TA's class at least two times.
4. The Mentor records each class observation in writing. The observation forms the basis for a conference with the TA following each class observed by the Mentor. The Mentor writes a one-page report to the Director of Graduate Studies and the Director of Composition (one copy is sufficient) using a standardized evaluation form. The TA signs the report and may write a response. The report will be kept in the TA's file in the office of the Director of Graduate Studies.

Appendix 1

M.A. Paper and M.A. Thesis Proposal Approval Form/Title Page

Student's Name: _____

Type of Proposal (circle one):

M.A. Paper

M.A. Thesis

Proposed Title of Paper/Thesis:

Proposed Thesis Advisor: _____

Signature of Proposed Paper/Thesis Advisor:

I have read and approve this proposal: _____
Signature Date

Appendix 2

Graduate Teaching Assistantship/Fellowship Application Form

For renewal and first-time applications by *currently enrolled graduate students*.

Directions: Please submit the following application form along with a letter of support from a faculty member, a statement about your progress toward the degree and contribution to/participation in the department, and a copy of your unofficial transcripts to the Director of Graduate Studies.

Due: February 15.

I am requesting consideration for:

M.A. Teaching Assistantship

PhD Fellowship*/TAship

*Note: Fellowships are considered scholarships can will affect the total amount of financial aid (including loans) for which you are eligible.

I am in my:	1st
Semester	2nd
Semester	3rd
Semester	Other

Name:

Last	First
	Middle

Date:

Present Address: _____

Present Phone Number: _____

Permanent Address: _____

Permanent Phone Number: _____

List all previous T.A./Fellowship Funding from ISU (indicate the type of funding and the semesters):

List honors, fellowships, scholarships, and/or outstanding achievements that you want the committee to be aware of (for renewal applicants, list only those since your last application for funding).

Name of faculty member who will be providing a reference letter on your behalf.

List any and all university, department and community committees or activities that you have participated in during the past academic year.

I certify that the information contained herein is accurate to the best of my belief and understanding.

Signature

Date

PLEASE NOTE: Any application submitted on-line or via facsimile must be followed up with a mailed hard copy reflecting the original signature of the applicant.

ISU is an Equal Opportunity/Affirmative Action Employer

Appendix 3

Some Graduate School and Academic Career Guides

Below is a brief bibliography of guides to graduate school, thesis/dissertation writing, and academic careers. These are by no means the only books available or even the most recent ones, but these may provide some helpful perspective and advice on getting through graduate school and searching for a job. The books marked with * are held by ISU Library.

1. Graduate School Survival Guides

- Jerrard, Richard. *The Grad School Handbook*, 1998.
Johnson, W. Brad and Jennifer M. Huwe. *Getting Mentored in Graduate School*. 1st ed., 2003.*
Mitchell, Lesli. *Ultimate Grad School Survival Guide*, 1996.
Peters, Robert. *Getting What You Came For: The Smart Student's Guide to Earning an M.A. or Ph.D.*, 1997.

2. Dissertation and Thesis Writing Guides and Resources

- Balian, Edward S. *How to Design, Analyze, and Write Doctoral Research: The Practical Guidebook*, 1982.*
Dunleavy, Patrick. *Authoring a PhD: How to Plan, Draft, Write, and Finish a Doctoral Thesis or Dissertation*, 2003.*
Gardner, David C. and Grace Joely Beatty. *Dissertation Proposal Guidebook: How to Prepare a Research Proposal and Get it Accepted*, 1980.*
Locke, Lawrence et al. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. 5th Ed., 2007.*
Madsen, David. *Successful Dissertations and Theses*. San Francisco: Jossey-Bass, 1983.*
Mauch, James E. and Jack W. Birch. *Guide to the Successful Thesis and Dissertation: Conception to Publication: A Handbook for Students and Faculty*, 1983.*
-- -- -- and Namgi Park. *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*, 2003.*
Miller, Joan I. *The Thesis Writer's Handbook: A Complete One-Source Guide for Writers of Research Papers*, 1987.*
Ogden, Evelyn Ogden. *Complete Your Dissertation or Thesis in Two Semesters or Less*, 3rd Ed. 2007.
Sternberg, David Joel. *How to Complete and Survive a Doctoral Dissertation*, 1981.*
Thomas, R. Murray. *Theses and Dissertations: A Guide to Planning, Research, and Writing*, 2000.*

3. Academic Career Search Guides

- Anthony, Rebecca and Gerald Roe. *The Curriculum Vitae Handbook: How to Present and Promote Your Academic Career*. 2nd Ed., 1998.*
Jackson, Aycy L. *How to Prepare Your Curriculum Vitae*. 2nd Ed., 1997.*
Kronenfeld, Jennie J. and Marcia Lynn Whicker. *Getting an Academic Job*, 1997.*

Thompson, Mary Anne. *The Global Resume and CV Guide*, 2000.*
Vesilind, P. Arne. *So You Want to Be a Professor?: A Handbook for Graduate Students*, 2000.*
Vick, Julia Miller and Jennifer Furlong. *The Academic Job Search Handbook*. 4th Ed., 2004.

4. Academic Career Guides

Boice, Robert. *Advice for New Faculty Members*. Allyn and Bacon, 2000.
Lucas, Christopher J. John W. Murry. *New Faculty: A Practical Guide for Academic Beginners*, 2002.
Silvia, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*, 2007.