

ENGLISH PH.D. PROGRAM HANDBOOK

Approved by English Graduate Faculty 12/08

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Introduction

Welcome to ISU and the Ph.D. Program in English and the Teaching of English. The goal of this program is to train students for teaching careers in English at two- and four-year colleges and universities. 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.

ADVISING

Advisors are the principal faculty members who guide students through the program, helping them to choose classes, plan internships, develop dissertations, and search for jobs. When they enter the program, students will work with the Graduate Director as a temporary advisor, but by the end of the first semester, they should choose their own advisor, a member of the English graduate faculty whose research and teaching interests match their own. A faculty member may turn down an advisee, but most will agree to the request.

Students should meet regularly with their advisors, at least once each semester in the first year and more often in later semesters as they undertake their dissertation work and comprehensive exam preparation. While faculty may sometimes contact advisees to set up an appointment, students should expect to contact their advisors to set up meeting times.

Ideally, a student will have the same advisor throughout the program. Students sometimes find that they need to change advisors as their research interests develop or for other reasons. Students who want to change advisors should ask another member of the English graduate faculty to advise them and inform the Graduate Director as well as their old advisor of the change.

PROGRAM OF STUDY

At one of their early meetings, the student and advisor should fill out a draft “Program of Study” form (a copy of this form is available in the Appendix). The form will help the student to outline the coursework, internships, and projects he or she plans to undertake in order to complete the Ph.D. The student and advisor should regularly review and update the “Program of Study” as the student progresses toward the degree.

Students who change advisors during the Ph.D. should fill out a new “Program of Study” with the new advisor.

A final “Program of Study” form must be filed with and approved by the Graduate School early in the semester immediately preceding the semester in which the student intends to graduate. The final

“Program of Study” form will list all requirements that must be completed in order to receive the degree or certificate.

Note: If the requirements for the degree or certificate being sought change during the student’s program, the student is entitled to follow those requirements in effect at the time of admission, but the student may elect to follow the new requirements instead.

TEACHING ASSISTANTSHIP AND FELLOWSHIP FUNDING

All Ph.D. students are eligible to apply for TAship and fellowship funding. The funding is awarded annually on a competitive basis. Students who already have a TAship or fellowship must apply annually to have their funding renewed up to the maximum of four years. Students who wish to renew their funding should submit the following to the Graduate Director by the fellowship renewal application deadline:

- A completed *Renewal Application for Graduate Teaching Assistantship/Fellowship* form (Copies are available in the Graduate Office and in the Appendix of this *Handbook*).
- One letter of recommendation from a professor who knows your recent academic work sent to the Director of Graduate Studies in the Department of English.
- A one page summary outlining how you are doing in the program and how far along you are toward completion of the degree. Please also note the activities you have participated in within the Department this past academic year.
- A copy of your current unofficial graduate school transcript from ISU (if you have questions about how to do this, please ask the secretary to the Graduate Director to assist you).

COURSEWORK

1. Required Coursework

Ph.D. students are required to complete a minimum of 39 credits of coursework. Of these, 27 must be at the 600-level or higher.

Some of these credits consist of required courses, including:

- One required core course: English 612: Introduction to Graduate Studies in English;
- Two literature seminars, one on pre-1800 literature and one on post-1800 literature, chosen from the 62x seminars in the *Graduate Catalog*;
- A language studies/linguistics class, chosen from one of the g500 or 600-level classes listed in the *Graduate Catalog*; and
- A teaching component, consisting of English 631-- Seminar in Teaching Writing, an additional seminar in teaching English, and two supervised teaching experiences (see the “Internships and Externships” section described below).

2. Electives

In addition to the required courses, students must take 15 additional credits of electives. These should be chosen in consultation with the faculty advisor and help to develop the knowledge and skills needed to write a dissertation and pursue professional goals.

3. Coursework Limitations

There are two major limitations on coursework.

- A maximum of 6 credits taken outside of ENGL-prefixed courses may be counted toward degree requirements
- No more than 12 credits in g500 courses may be counted toward degree requirements.

4. Foreign Language Requirement

Students must demonstrate proficiency in one foreign language, either modern or ancient, before the program of study is complete. The purpose of this requirement is for students to have knowledge of a language that will help them to explore literature written in a language other than English that has influenced English and American literature and/or to read important non-English critical, historical, and theoretical works that will help them with their research. Students may satisfy this requirement in one of the following ways:

- By passing four semesters of one foreign language with an average grade of B, either during the course of study for the graduate degree or with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
- By passing with a grade of B a two-part examination administered by the Foreign Language Department.
- By having completed a major in a foreign language, as verified by a college transcript.
- By having satisfied a foreign language requirement as part of M.A. program in English with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
- By having a first language other than English.

5. Additional Work Required in g500 courses (Graduate Council Policy)

The ISU 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 g400 level, for students to receive graduate credit (500 level courses) specific and evaluated activities and performances must be identified. Listed below is a suggested list of activities which an instructor may use to meet this requirement.

An additional scholarly activity such as:

1. term paper(s)

2. substantive report(s) which may be one of the following:
 - survey, analysis and report
 - laboratory investigation and report
 - library research and report
3. attendance at a significant regional or national meeting with an analysis and report

Classroom activities that are beyond those required of undergraduates and are evaluated.

1. Special presentation of some subject
2. Provision of leadership on discussion of some significant topic in the classroom
3. Any other classroom activity which is evaluated and not required of undergraduates

Examinations. Special examinations which are different from those given to undergraduates and are more demanding than those given to undergraduates. Such exams may be those which require greater performance at the higher cognitive levels such as interpretation, synthesis and evaluation.

6. 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 3.5 for doctoral students).

7. 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, 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 with Incomplete grades should consult the policy on Incompletes in the *Graduate Catalog*.

Note: Teaching assistants and Ph.D. fellowship holders 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 along with their funding/renewal funding application.

INTERNSHIPS AND EXTERNSHIPS

The internship program provides Ph.D. students with opportunities to gain practical experience under faculty supervision in a variety of teaching-learning situations. Internships are individualized, based on the student's academic background and professional goals, and result in an extension of the student's skills

and knowledge. Usually internships will focus on designing, conducting, and assessing college-level courses in writing and literature, although students can develop internships in other university departments or other college-level types of teaching-learning situations (such as tutoring). The six credit-hour requirement will normally be satisfied with two separate intern experiences, although some students may wish to take the maximum of nine internship credit hours in order to diversify their pedagogical skills and enhance their attractiveness to potential employers.

1. Two Types of Internships – Cooperative and Independent

In a *Cooperative Internship*, the student works closely with a member of the ISU graduate faculty in the planning and teaching of a course assigned to that professor. Cooperative internships may take place at the 100-, 200-, or 300-level in English classes. Occasionally students develop internships in related disciplines, depending on their academic background and professional goals and the teaching assignments of their internship supervisors.

In an *Independent Internship*, the student, working with a two-member committee made up of an English graduate faculty member and another graduate faculty member, is primarily responsible for the conduct of a course. Independent internships may take place in 100- or 200-level English classes, usually in writing or literature.

Occasionally students choose to do a type of independent internship at another school. This is called an *Externship*. (See the “Externship” section below for details.)

2. Choosing and Combining Types of Internships

Normally students will complete one internship in writing and one in literature, but it is possible to do two in one discipline. Although it is common to do both internships cooperatively, further balance can be achieved by completing one cooperative and one independent internship. Students rarely undertake two independent internships.

3. Compensation

Ph.D. Fellows and students who are funded by a source other than an ISU fellowship may not receive additional compensation for a cooperative or independent internship.

Teaching Assistants: TAs are assigned to teach lower-division composition classes and a TA may propose to use the course they are assigned to gain independent internship credit, provided that the candidate demonstrates to the Graduate Committee that this class represents a genuine pedagogical experiment. Since TAs are assigned to composition classes, a TAship may not fund an internship in a course other than composition.

4. Timing and Planning an Internship Proposal

The internship proposal is the first major proposal students are likely to write in the Ph.D. program and the process may seem a bit confusing or daunting at first. Students should begin to plan an internship with their advisor two semesters before they want to undertake it.

It is important to keep in mind that, as a result of ISU’s timeline for course scheduling, cooperative internship proposals need to be approved the semester before the internship is to take place (in fall for spring and in spring for fall).

Independent internship proposals must be approved *two* semesters before the internship is to take place (by December 10th for an internship the following fall and by May 10th for an internship the following spring).

It is helpful to follow the steps outlined here:

- Consult with the Director of Graduate Studies to go over the internship options and guidelines.
- Consult with your faculty advisor about the kind of internship experiences that are available. Plan ones that align with your academic background and professional goals.
- Contact a member of the Graduate Faculty to ask him or her to supervise the cooperative internship or to chair the independent internship committee, serving as the internship supervisor. (The internship supervisor may be someone other than your faculty advisor.) In the case of an independent internship, you should work with your internship supervisor to choose another member of the graduate faculty to serve on the internship committee.
- Work with the internship supervisor to formulate the precise nature of the internship and develop a proposal. (See the next section for more details.)
- Submit the proposal to the Graduate Committee for approval (at least two semesters before the internship for an independent internship and at least one semester before the internship for a cooperative one).

5. The Internship Proposal

The internship proposal should demonstrate that the student has a rationale and plan for the internship, as well as the necessary academic and pedagogical background to be successful. The proposal three pages, double-spaced (excluding the syllabus and bibliography).

The proposal should include the following.

- A description of the type of internship: Is it cooperative or independent? What class will be taught?
- A brief discussion of why the specific pedagogical goals of the internship. What does the student want to learn, or test, or discover (about teaching) by teaching it?
- A rationale for the structure and course materials (assigned reading) for the class.
- A description of the student's qualifications for undertaking the internship. How does the internship relate to the student's academic and pedagogical background and career plans?
- The name of the student's chosen supervisor and, in the case of an independent internship, the second committee member, as well as a very brief description of how area/goals of the internship intersect with the supervisor/committee member's areas of expertise or competency.
- An e-mail or signature from the supervisor (and, if needed, the second committee member), indicating approval of the internship proposal and willingness to serve as a mentor.

- A complete syllabus, including the policies, assignments and schedule. (Be sure to review any specific departmental guidelines for the course to make sure the syllabus conforms to them.)
- A bibliography of primary and secondary works associated with the pedagogical goals of the internship (specific readings in pedagogy, important studies of the works on the syllabus, etc.)

6. Supervision of the Internship

A cooperative intern is supervised by the cooperating professor, who must be a member of the ISU graduate faculty. Except in rare cases, in a cooperative internship, both the supervisor and graduate student will be present in all classes.

An independent intern is supervised by a member of the English graduate faculty (who chairs the internship committee) and one other member of the graduate faculty, who does not have to be in English. For an independent internship, each committee member should make four visits to the intern's class and each visit should be followed by a conference. If necessary, some classes may be video recorded.

7. Evaluating the Internship

By the last day of classes in which the internship takes place, the intern should submit to the supervisor or chair a one page, single-spaced self-evaluation of the internship, discussing what was learned from the experience.

By the last day of final week, the supervisor (in consultation with the other committee member, for an independent internship) will write a report of about a page on the intern's performance during the semester. This should be submitted to the Director of Graduate Studies. Before it is submitted, the intern should sign the report and may also submit a written response. The supervisor (in consultation with the other committee member, for an independent internships), must assign the intern an S or U grade by the end of the semester.

8. Externships

In most instances, internships will be completed on the ISU campus, but with the approval of the Graduate Committee an externship (i.e. teaching experience gained under supervision on another college or university campus) may be arranged. The externship must take place at the undergraduate level, although it may involve teaching-learning situations other than a traditional class.

Before submitting a proposal for an externship, applicants must contact an ISU English graduate faculty member who will chair the externship committee. The chair and student will then review the applicant's plan for the externship and choose an appropriate mentor at the site of the proposed externship. The on-site mentor must be in some way senior to the applicant or have special expertise that qualifies him/her for a supervisory role. The student must contact the chosen on-site mentor, explain the responsibilities that person will assume, and solicit a letter of acceptance from the prospective mentor.

The on-site mentor will visit the extern's class at least four times, with each visit followed by a conference. The ISU faculty member serving as the externship chair will visit the extern's class at least once and conference with the extern at that time. While an on-site visit is recommended, the student may choose to video record one or more classes. The ISU externship chair will then view the videotape(s) and conference with the student in person or by phone.

By the last day of classes in which the internship takes place, the intern should submit to the on-site mentor a one page, single-spaced self-evaluation of the internship, discussing what was learned from the experience. The on-site mentor then writes a report evaluating the intern's performance during the semester and both of these are then sent to the student's ISU externship supervisor.

By the last day of final week, the ISU supervisor will write a report of about a page on the intern's performance during the semester. This should be submitted to the Director of Graduate Studies. Before it is submitted, the intern should sign the report and may also submit a written response. (Students at a distance may submit an e-mail showing that they have read their report and indicating whether they will submit a response.) The ISU externship supervisor must assign the intern an S or U grade by the end of the semester.

DISSERTATION PROPOSALS AND DISSERTATION COMMITTEE

For many students, the most daunting part of a Ph.D. program involves defining and proposing a dissertation, a project that is an order of magnitude larger than anything they have done before – about 200 pages, instead of a 15- to 20-page graduate seminar paper or a 50- to 75-page M.A. thesis.

There are ways to make the process easier and, as with other parts of the program, students should begin by discussing potential thesis ideas with their advisors 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 their advisors to establish a dissertation committee and develop a dissertation proposal.

1. The Dissertation Committee

Working in consultation with the dissertation advisor, it is the student's responsibility to establish the dissertation committee. This committee consists of the dissertation advisor/chair and two other committee members. The dissertation advisor/chair is a member of the English graduate faculty and the rest of the committee consists of two additional graduate faculty members, at least one of whom must be a member of the English graduate faculty. The dissertation chair and the two other committee members must approve the dissertation proposal and comprehensive exam lists before they are submitted to the Graduate Director.

Students may wish to contact other potential committee members as they develop the proposal or to wait until it is written, depending on the advice of their advisor. Similarly, depending on the advice of the advisor, the student's need for feedback, and the inclinations of the committee members, a student may choose to involve committee members as readers of the dissertation in the early stages or once a full draft is complete.

There are benefits and drawbacks to both approaches. Students who involve committee members earlier will get more advice and input, but they also can get potentially conflicting advice or receive so much feedback that they are overwhelmed. Most, but not all, students work primarily with their dissertation advisor until they have a strong draft of a proposal and, later, the full dissertation. It is important that students allow enough time to respond to the suggestions of the committee members, especially since all committee members may ask for substantive revisions to the proposal and the completed dissertation.

2. The Dissertation Proposal

A dissertation proposal is similar in structure to an academic grant and fellowship application. It is important to address each of the points listed below (although not necessarily in the order listed). The

proposal should be about 6-8 double-spaced pages (excluding the works-cited page and the comprehensive exam list).

- Introduction – The introduction *briefly* summarizes the topic, research question, research methods, thesis/hypothesis, and significance of the project, as in the following example:

Most studies of the flora and fauna in Jane Novelist’s (1858-1908) fiction have focused on the flowers, and especially, the potted plants in chapter 10 of *A Rooted Woman* (1879), which are a metaphor for the immobility of the main character, Gretta. But what about the trees? Novelist’s novels are filled with references to trees, ranging from the aspen in *A Long Way Home* (1898), to the maples in *East on Sunday* (1900), to the oaks in her last novel, *Places! Places!* (1907). It is important to discuss these. For, while the cultivated flowers and plants in her fiction serve as metaphors for the lives of the women characters (Smith 228), the trees themselves seem to resist metaphor, to defy being read or associated with something else.

In this dissertation, I discuss scientific literature on trees that dominate Novelist’s work as well as 19th-century treatises on trees and Novelist’s diary, which she wrote while hiking in the woods of New England. I use this information to show that Novelist was deeply engaged with what might be described as the physical and scientific reality of nature; she wrote with an almost scientific accuracy about at least one aspect of it, the arboreal aspect. Such evidence shows that she struggled with how to write about nature in a novel, without having that nature always disappear into metaphor. Jane Novelist has often been written off as merely a writer of “women’s fiction” (Jones 22), but this dissertation shows that her work engages non-gender specific issues and that she explores gender in important and complex ways. In her novels, Novelist struggled with the nature of literature and nature in literature. In this way, she was at the forefront of an emerging debate that would only become fully visible in the 20th century about how to represent the beauty and the otherness of the natural world.

- Background – This section describes the background the reader needs to understand the dissertation project. This part of the proposal will usually review criticism on the topic well as the historical, literary, biographical information the audience needs to understand the proposal.
- Methods – The method section outlines how the student will go about investigating the topic and research question outlined in the dissertation. Will the student use an approach shaped by a particular literary theory? Will the student look at historical context, biographical information, letters, other works of the same genre that were written at the time? Why do these methods/procedures make sense and what does the student hope they will reveal? Here, the student should also note whether the library has the resources they need to write the dissertation or whether their research will require travel to another library or archive.
- 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.
- Qualifications – This section outlines the student’s academic background and qualifications for writing this dissertation, for instance the relevant coursework, theses, teaching, and language study.

- Timeline – This section outlines the timeline for completing the dissertation. The timeline should be realistic.
- Significance – This section describes the significance of the project. How does it contribute to work in the field and in the discipline? For instance, for the dissertation outlined above, the author might describe how the dissertation contributes to the emerging field of ecocriticism or the field of gender studies.
- Pedagogical Applications – This part of the proposal will outline how the student will fulfill the “pedagogical applications” requirement of the dissertation. How will the student provide a section of the dissertation (of about 20-30pp.) that will apply his/her dissertation research to classroom instruction. The pedagogical section will usually consist of an essay, which includes a literature review, that explores the way that the student’s research or research methods might shape or influence the student’s classroom practice or help the student to respond to trends in the teaching of English.

For instance, a student working on the dissertation described above might include an essay discussing eco-critical approaches to teaching literature and how they might plan such a class (including Jane Novelist’s writing). Or the student might describe a course on eco-critical approaches to nineteenth-century literature, situating their plans in the context of current trends in the teaching of nineteenth-century literature.

- Works Cited – Provide a brief list of works cited in the proposal.
- Comprehensive Exam Rationale and Lists – Provide a brief rationale for the three comprehensive exam areas and attach the lists. (See the “Comprehensive Exam” section below for more information about the lists.)
- Note: Human Subjects Approval – In rare cases, dissertations 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.

3. Submitting the Dissertation Proposal and Exam Lists

Students with completed proposals and exam lists will need to get the dissertation proposal cover sheet from the secretary to the Graduate Director. The cover sheet will need to be signed by all three committee members and submitted with the proposal itself. (A copy of the cover sheet is available in the Appendix.)

The dissertation proposal and exam lists are submitted together to the Graduate Director for review and approval. The Graduate Director, who may seek the input of the Graduate Committee, will review the proposal and exam lists to ensure that they meet departmental guidelines and standards and may remand the proposal for any necessary revisions. The student should allow at least two full weeks for the proposal for the review. In the event that a student or dissertation advisor disagrees with the decision of the Graduate Director, either may ask the Graduate Committee to review the proposal.

4. Enrolling in Dissertation Credits

Once the dissertation proposal and exam lists have been approved by all three dissertation committee members and the Graduate Director, a student may enroll in dissertation credits. Students should keep in mind that the comprehensive exam is designed to ensure that they have adequate background to complete

their dissertation research and, for this reason, they should plan to take the comprehensive exam as soon as possible after their dissertation proposal and exam lists are approved, but before beginning to work full-time on the dissertation.

COMPREHENSIVE EXAM

1. Purpose and Timing

The purpose of the comprehensive exam is to ensure that students have sufficient knowledge and skills in analysis and synthesis to research and write their dissertations. For this reason, students should plan to take the comprehensive exam as soon as possible after their dissertation proposal and exam lists are approved, but before beginning to work full-time on the dissertation.

2. Exam Areas

The exam is divided into three areas: the dissertation area, a broader field or period, and an area in the teaching of English. The second and third lists should be related to the student's dissertation area and professional goals. For instance, a student writing on Shakespearean tragedy might have three lists: (1) Shakespearean tragedy and criticism, (2) Renaissance literature and criticism, and (3) teaching early literature. A student writing on the representation of Vietnam veterans in American fiction might have three lists: (1) Vietnam and Vietnam veterans – novels, criticism, and history, (2) post-World War II American literature and criticism, and (3) teaching literature. A student writing on fictional representations of English departments might have these lists: (1) American novels about English departments and criticism, (2) post-WW II American literature and criticism, and (3) studies of the history of the disciplines of English and Composition studies.

3. The Exam Committee

The exam committee will consist of the three-member dissertation committee. In order to ensure that the examining committee has sufficient expertise to test the student in all three exam areas, the dissertation committee chair may propose to substitute a member of the dissertation committee with another member of the graduate faculty, so long as two members of the examining committee are English graduate faculty and there is an odd number of committee members. Except in rare and unusual cases, the dissertation director may not be substituted. Substitutions must be approved by the Graduate Director.

4. Composition and Length Exam Lists

The student designs the comprehensive exam lists in consultation with his/her advisor and committee members. It is important that the lists meet certain departmental expectations. The lists will usually include primary and secondary sources (an exception is a teaching-oriented list, which might only include theory, criticism, and/or history). Each list should consist of at least thirty "works" (not individual entries), with the stipulation that one "work" is equal to:

- 1 novel of 400 pages or less (more than 400 equals two works)
- 1 book of history, criticism, or theory of 400 pages or less (more than 400 equals two)
- 2 plays
- 10 short stories
- 40 sonnets or shorter poems
- 5 critical, historical, or theoretical articles

Overall, students should aim to develop lists that are both manageable and comprehensive. They should be focused enough to allow students to pass their exams and broad enough to help them to speak confidently about their proposed dissertation topics and the implications of their research. Students should keep in mind that the exam lists are a starting point and expect to do further reading as they develop individual dissertation chapters.

5. Submission of Exam Lists

Students develop their comprehensive exam lists in conjunction with their dissertation proposals. The members of the dissertation committee (or the exam committee, if there has been a substitution) must approve the lists, which are submitted to the Graduate Director, along with the dissertation cover sheet and dissertation proposal, for review and approval. (See the section on “Submitting the Dissertation Proposal” above.)

6. Exam Format

The comprehensive exam is both written and oral.

The Written Exam

The written exam is take-home and open book (but a student may arrange to take the exam in the department). It consists of three essay exams (one on each list) that are written over the course of a single 72 hour period (see “exam scheduling” below). While they are taking the written exam, students may not share or discuss their answers with anyone else.

The dissertation advisor oversees the development of the written exam questions. The questions may be written by the committee members collaboratively or individually, but all three committee members must approve the final version of all of the questions. At least two weekdays before the student is scheduled to begin the written exam, the dissertation advisor must submit the final version of the all of the exam questions to the Graduate Director.

Students will have a choice of at least two prompts for each section of the exam. Each essay should be about 7-10pp. double-spaced (excluding a works cited page) and formatted according to MLA guidelines.

Each student should discuss the specific expectations of the examining committee before taking the exam, but in general committees will expect students to demonstrate the breadth of their reading in each area, by discussing at least 5-8 primary texts and/or scholarly sources and by demonstrating their ability to discuss at least 1-2 texts in detail. In general committees will not specify a text to address, but they may do so, so long as the same text or texts are not specified in any other question. The essay prompts may ask students to do a number of things, but students might expect questions such as:

- In your dissertation proposal, you argue X, but you provide only a handful of brief examples to illustrate your point, so it is difficult to have a concrete sense of how your argument will shape our understanding of specific works or contribute to current debates in the field of Y. Write an essay in which you discuss at least three texts from your reading list in detail, showing how each reading illustrates your proposed argument and, citing relevant scholarly literature, show how your reading of each work contributes to the main critical controversies surrounding each one and to the field of Y in general.
- The representation of X [let’s say, nature or London or sexual violence] is an obvious theme in the reading on your second list. Why does X appear so often? Write an essay in which you

demonstrate that this theme is important and discuss why this might be. In your answer, be sure to discuss at least two texts in detail and incorporate relevant history, criticism, and theory.

- Citing relevant criticism and theory, discuss the debate surrounding X, show why the debate is important, and take a position on this debate (or reconcile the various positions in it). Be sure to discuss at least two texts in some detail to support your position.
- One important trend in the teaching of [insert author or literary period] involves the use of [insert particular trend or theory]. Why is [this trend or theory] increasingly important and how exactly has [this particular trend or theory] changed teaching practice? Write an essay in which you demonstrate the existence of [this trend] in the teaching of X, discuss why the trend is important, and show specifically how [this trend or theory] has influenced the teaching of one or two of [this author's texts or texts in X literary period].
- Identify an important trend in the teaching of X [insert discipline, such as literature or composition, or author or period] and discuss how an awareness of this trend would influence how you would design the goals, reading assignments, and structure of a lower-division course in X. Be sure to cite relevant scholarly literature and discuss three texts in detail, describing specifically how you would teach them and explaining how your teaching of these texts would help you to meet your course goals.

The Oral Exam

The oral exam will consist of one 90-120 minute exam on the dissertation proposal, the exam lists, and the written exam answers. The exam is administered by all three exam committee members and chaired by the dissertation director. At the beginning of the exam, the student will give some prepared, opening remarks (about 10 minutes). These should provide an overview of the dissertation project as well as a rationale for the lists. The student may also highlight strengths or weaknesses in the dissertation proposal, the lists, or the exam answers, which he/she is prepared to discuss further in the exam. The student may bring the opening remarks, the dissertation proposal, the exam lists, the written exam questions, and written exam answers to the oral. The student may bring no additional notes or other materials.

7. Exam Scheduling

Students are eligible to take the comprehensive exam after completing 36 credits beyond the M.A. Students must take the exam before defending the dissertation.

With the approval of the dissertation advisor, the student is responsible for initiating the scheduling of the written and oral exam, which is officially scheduled by the Secretary to the Graduate Director. The exam may take place anytime, but it must take place over an uninterrupted 72 hour period, which is set by the student ahead of time. For instance, the student may choose to begin the exam at 10am on Monday (in which case the exam would need to be returned no later than 10am on Thursday), or the student may choose to begin at noon on Wednesday (in which case the exam would need to be returned no later than noon on Saturday).

The exam committee needs time to write questions and grade the written exam. Consequently, committee members must have at least two weeks notice of the date of the written exam.

The oral may take place no sooner than two weeks after the last day of the written exam, but it must take place within one month of the last day of the written exam. Students should schedule the oral at the time

they schedule the written (even though some students could receive a grade on the written portion that will prevent them from advancing to the oral; see “Exam Grading” below).

The written exam, with questions on all three lists, will be available for pick-up at the English Department office at the opening time the student has set for the exam. It is due back in the English department office at the end of the 72 hour period. A student may arrange with the department to receive and submit the exam via fax or e-mail, and in this case, the completed exam should be e-mailed to the Graduate Director and CCed to the secretary to the Graduate Director and the department secretary. (Students are advised to request to have receipt of the message acknowledged.)

It is important to note that the student is responsible for ensuring that he or she receives the exam questions and that the answers are received on time in the department. For this reason students are strongly advised to plan to begin and end the exam during normal English department hours, so that they will be able to contact someone immediately if they have an unforeseen difficulty which might affect the exam procedure (for instance, a break down in e-mail communication, which might lead to a delay while the student hand delivers or faxes the exam answers instead).

The written exam and oral exam schedules may be changed up to forty-eight hours before each is supposed to begin, but after that the dates and times may not be changed.

8. Studying for the Exam

The exam lists are long and students will necessarily find that they will need to read some works quickly. The written exam is open book, so students need not memorize quotes, passages, or characters, but instead they should focus on reading widely and synthesizing the material so that they can see important connections among different texts.

There are many different study methods. One helpful way to study is to create a note card on each work. On the card, write the names of the main characters and a plot summary (or a summary of the main argument and key terms) and one or two things that are notable, significant, or important about the work. The note cards can provide a quick reference during the written exam, and they a good study tool when reviewing for the oral exam.

Students may talk to their committee members about the exam before the written exam and between the written and oral.

9. Evaluation of the Exam

The exam is evaluated by the three exam committee members. There is no Graduate Faculty Representative (GFR) for the comprehensive exam.

The exam committee has ten weekdays from the last day of the written exam to grade the student’s answers. Each section is graded “High Pass,” “Pass,” and “Fail.” In order to advance to the orals, a student must “pass” each part of the exam. A student who fails any part of the written exam must retake that section before advancing to the orals.

The oral is graded “pass” or “fail.” Two of the three committee members must vote “pass” in order for the student to pass the exam. A student who fails the oral exam must retake it in order to advance to candidacy and defend the dissertation.

10. Written and Oral Exam Retakes

A student who fails any part of the written exam must retake that section before advancing to the orals. Each part of the written exam may be retaken only once and within a year of the first day of the original written exam date. If a student must retake more than one part of the exam, these parts must be retaken together. The format for the retake is similar to the original exam (take-home, essay format, etc.), although a student retaking only one section of the written exam will have 24 hours to complete the exam; a student retaking two sections will have 48 hours; and a student retaking all three sections will have the normal 72 hours. Students must take oral exam within one month of completing the retake.

If a student passes the written but fails the oral, the oral exam may be retaken only once and within a year of the first day of the original *written* exam date. Like the initial exam, the retake covers the proposal, the exam lists, and the exam answers, although the examiners may choose to focus more on areas that were weak in the initial oral.

11. Advancement to Candidacy

A student who completes the course requirements and passes the comprehensive exam will advance to candidacy.

DISSERTATION DEFENSE

1. Scheduling

Once the dissertation advisor and committee members have tentatively approved a final (or nearly final) version of the dissertation, they can give the go-ahead to the student to schedule his/her dissertation defense. The defense is officially scheduled by the secretary to the Graduate Director.

The Graduate Director will nominate a member of the Graduate Faculty outside the English Department to serve as the GFR on the exam. The student, the dissertation advisor, and/or the dissertation committee members are welcome to recommend a GFR. The Graduate School officially appoints the GFR and may appoint someone other than the recommended GFR.

No less than two weeks before the defense, a final copy of the dissertation must be given to the advisor, dissertation committee members, and GFR.

2. Format

The dissertation defense is an oral exam of about 90-120 minutes, which is chaired by the dissertation director. The exam focuses on the dissertation, its relevance to the field in which it is written, and the student's understanding of its application to the teaching of English.

The student should begin the defense with a prepared overview of the dissertation (no more than 10 minutes). The student may also wish to comment on how the project has changed since it was proposed and raise issues for further discussion with the committee during the defense.

3. Evaluation

In order to pass, the student must receive three votes to "pass." A two or more "fail" votes will result in a failed defense.

DOCTORAL COLLOQUIUM

Students must present a colloquium on the topic of the dissertation research, given in the last semester of their degree work, which will allow them to obtain experience in presenting the results of their research to their peers.

The model for the colloquium is a job talk. It is usually about 50-60 minutes, with 30 minutes designated for the student's presentation and 20 minutes for questions and discussion.

With the approval of the dissertation advisor, the student initiates the scheduling of the colloquium, which normally takes place at the very end of the student's program. The colloquium should be scheduled at least a week before it is to take place.

FILING THE DISSERTATION

Students preparing the final form of the dissertation for submission to the Graduate School should carefully consult the "Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects," which are available on-line at the Graduate School web site:

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

TRANSFERRING FROM THE D.A. TO THE PH.D.

The Ph.D. in English and the Teaching of English is a conversion from the D.A. in English, which ISU offered from 1971-2008. Several different types of D.A. students may wish to enroll in the Ph.D. Program and the following describes the admission requirements for these students.

- All Current ISU D.A. students are eligible to transfer into the Ph.D. program. They do not need to submit a formal application through the graduate school. But current D.A. students who wish to transfer must submit a very brief petition (no more than a page) to the Graduate Committee. This should indicate the area in which they plan to work and identify a graduate faculty member who has agreed to serve as an advisor. The student should also submit one letter of support, which would ideally come from the graduate faculty member who has agreed to serve as the advisor. Once the petition is approved by the Graduate Committee, the student should submit a “change of status” form to the Graduate School (the form is available from the Graduate School).
- A lapsed ISU D.A. student (who has not enrolled program-related credits in the past five years) must apply to the Ph.D. program. Likewise, students who received an English D.A. degree from ISU in the past five years also must apply to the Ph.D. program. Since the department already has a recent record of the student’s academic ability and performance, the departmental transcript, GRE, and TOEFL requirements are waived (students may still need to submit these with their application to the Graduate School). The applicant still must submit three letters of recommendation, a writing sample, and a statement of purpose. This statement should identify a proposed dissertation area and topic as well as a graduate faculty member who has agreed to serve as a dissertation advisor. Acceptance into the Ph.D. program is not automatic.
- D.A. degree holders from other institutions, or those who graduated from ISU more than five years ago, will need to submit a complete Ph.D. application.

When any current or former D.A. student enters the Ph.D. program, the Graduate Director will evaluate the student’s transcript in order to determine how many courses may count toward the Ph.D. A current ISU D.A. student, or one who graduated within the past five years, may transfer up to 39 post-M.A. graduate course credits to the Ph.D., but the number will depend on the Graduate Director’s evaluation of the student’s coursework in relation to the Ph.D. program requirements and the continued relevance of the coursework in the discipline.

Note: A student who completed all of the coursework for their D.A. may need to complete additional coursework for the Ph.D. The Ph.D. comprehensive exam and dissertation requirement can not be substituted or waived.

As with other Ph.D. students, all current and former D.A. students who enter into the Ph.D. program will need to find a permanent faculty advisor and fill out a “Program of Study.” At the appropriate stage in the program, the student will need to put together an exam and dissertation committee.

FOUR-YEAR DEGREE COMPLETION TIMELINE

Below is a suggested timeline for fulfilling all of the Ph.D. requirements within four years. The timeline is only a suggestion and students should work with their advisors to tailor the timeline to accommodate their personal circumstances, funding situation, and research and professional goals.

Year of study	Fall Semester	Spring Semester
Year 1	9 graduate credits: 1. ENGL 612 (3cr) 2. ENGL 631 (3cr) 3. Pre-/Post-1800 Seminar (3cr) Other --Meet with advisor to plan courses --Find permanent advisor	9 graduate credits: 1. Second English Pedagogy Seminar <u>or</u> Elective Course (3cr) 2. Language Studies Course (3cr) 3. Pre-/Post-1800 Seminar (3cr) Other: --Plan internship for year 2
Year 2	9 graduate credits: 1. Elective ENGL Course (3cr) 2. Elective ENGL Course (3cr) 3. Elective ENGL Course (3cr) other: --Non-English language (4 cr) --Plan internship for year 3	9 graduate credits: 1. Elective ENGL Course <u>or</u> Second English Pedagogy Seminar (3cr) 2. Elective Course (3cr) 3. ENGL 700 Internship (3cr) other: --Non-English language (4 cr) --Define dissertation & exam committees, work on dissertation and exam proposals
Year 3	9 graduate credits: 1. ENGL 700 Internship or ENGL 783 TESL Practicum (3cr) 2. ENGL 698 Dissertation and Exam Preparation (6cr) Other: --Submit dissertation proposal and exam lists early in the semester	9 graduate credits: 1. Dissertation (9cr) other: --exams in the first half of semester --work on dissertation
Year 4	10 graduate credits: 1. Dissertation (9cr) 2. Career Preparation (1cr) other: --Participate in thesis/dissertation series	9 graduate credits: 1. Dissertation (9cr) other: --Participate in thesis/dissertation series --Dissertation defense and colloquium

PH.D. PROGRAM OF STUDY
Department of English, Idaho State University

Student's Name/ID Number: _____ Advisor's Name: _____

Coursework (39 cr., of which 27 credits are at 600 level or higher):

A. Required Courses and Distribution Areas (12 credits)

1. ___ ENGL 612 – Introduction to Graduate Studies in English 3 cr.
2. ___ Language Studies Class (chosen from list in *Graduate Catalog*) 3 cr.
3. ___ Pre-1800 Seminar: _____ Date Completed: _____
4. ___ Post-1800 Seminar: _____ Date Completed: _____

B. Teaching Component (12 cr.)

1. ___ ENGL 631 Seminar in Teaching Writing 3 cr. Date Completed: _____
2. ___ Additional seminar in the teaching of English 3 cr.
Name of Course: _____ Date Completed: _____
3. ___ ENGL 700 Supervised Teaching Internship 3 cr.
Semester (fall or spring and year): _____
Type of Internship (Co-op, Ind., or Ext.): _____
Course Title: _____
Supervisor: _____
Committee Member (for Ind. and Ext.): _____
Date Proposal Approved by Graduate Committee: _____
Written Evaluation of Internship Submitted by Supervisor (Y/N and date) _____
4. ___ Additional Supervised Teaching Experience (ENGL 700 or ENGL 783) 3 cr.
Semester (fall or spring and year): _____
Type of Internship (Co-op, Ind., or Ext.): _____
Course Title: _____
Supervisor: _____
Committee Member (for Ind. and Ext.): _____
Date Proposal Approved by Graduate Committee: _____
Written Evaluation of Internship Submitted by Supervisor (Y/N and date) _____

C. Electives 15 Cr.

1. ___ Course: _____ Date Completed: _____
2. ___ Course: _____ Date Completed: _____
3. ___ Course: _____ Date Completed: _____
4. ___ Course: _____ Date Completed: _____
5. ___ Course: _____ Date Completed: _____

D. 600-Level and Above Requirement, including Two Internships

___ Student has 39 credits or more (including the two internships). 27 of these credits are at 600-level or higher (that is, no more than 12 credits in g500 courses can be applied to the total of 39)

Foreign Language Requirement:

Language Studied: _____ Date Approved by Graduate Director: _____

Dissertation Proposal and Comprehensive Exam Requirement:

A. Proposed Dissertation Title: _____

B. Exam Areas:

- 1. Dissertation Area: _____
- 2. Broader Field or Period: _____
- 3. An Area in the Teaching of English: _____

C. Dissertation and Exam Committee Members

- 1. Chair: _____
- 2. Committee Member: _____
- 3. Committee Member: _____
- 4. Substitute Exam Committee Member (if necessary): _____
Substituting for: _____
Approval of Graduate Director for Substitution Date: _____

D. Dissertation and Exam Proposal

Date approved by Dissertation Committee Members: _____
Date approved by Graduate Director: _____

E. Written Exam

- 1. Days/Dates/Beginning & Ending Time Scheduled (one, consecutive 72-hour period):

- 2. Written Exam Results: (Area 1) _____ (Area 2) _____ (Area 3) _____
- 3. Date Passed: _____

F. Oral Exam

- 1. Date and Time Scheduled: _____
- 2. Exam Results: (Vote) _____ (Vote) _____ (Vote) _____
- 3. Date Passed: _____

Dissertation Requirement

A. Final Dissertation Title: _____

B. Dissertation Committee Members

- Chair: _____
- Committee Member: _____
- Committee Member: _____

C. Dissertation Defense

1. Date _____
2. Dissertation Defense Committee Members
Chair: _____
Committee Member: _____
Committee Member: _____
GFR (Name/Dept.): _____
3. Defense Results: (Vote 1) _____ (Vote 2) _____ (Vote 3) _____ (Vote 4) _____
Note: Three "pass" votes needed (two or more "fail" votes result in a failed defense)

D. Dissertation Submission Date: _____

Colloquium:

Title: _____
Date and Time: _____ Colloquium Chair: _____

Transfer Credits and Course Substitutions: Note: These must be approved by the Graduate Director.

Transfer Credits (up to nine credits)

1. Course Number/Title/Date Completed: _____
 2. Course Number/Title/Date Completed: _____
 3. Course Number/Title/Date Completed: _____
- Graduate Director Approval (signature and date): _____

Course Substitution (up to nine credits)

1. Course Number/Title/Date Completed: _____
Substituting for (list requirement): _____
2. Course Number/Title/Date Completed: _____
Substituting for (list requirement): _____
3. Course Number/Title/Date Completed: _____
Substituting for (list requirement): _____

Graduate Director Approval of Transfers (signature and date): _____

Advisor's Signature/Date: _____

Program of Study Form Completed (Date): _____

Signature of Graduate Director/Date: _____

Program of Study Form Filed (Date): _____

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

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

Name: _____
Last First Middle

Date: _____ **Social Security Number:** _____

Present Address: _____

Present Phone Number: _____

Permanent Address: _____

Permanent Phone Number: _____

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

List honors, fellowships, or scholarships 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 the ISU faculty member who will be providing a reference letter on your behalf.

List the 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.

Equal Opportunity/Affirmative Action Employer

COVER SHEET
PH.D. DISSERTATION PROPOSAL AND COMPREHENSIVE EXAM LIST

TO: Director of Graduate Studies in English, Idaho State University

FROM: _____

DATE: _____

Dissertation Title: _____

Exam Areas/Titles of Exam Lists:

1. Dissertation Area: _____

2. Broader Field or Period: _____

3. An Area in the Teaching of English: _____

Signatures of Committee Members (print name, then signature and date)
Note: signatures required for submission of proposal to Graduate Director.

I approve this dissertation proposal and the exam lists.

1. Dissertation/Exam Chair: _____

2. Committee Member: _____

3. Committee Member: _____

Approved by Graduate Director/Date: _____

Please attach the dissertation proposal and comprehensive exam lists.

SOME GRADUATE SCHOOL AND ACADEMIC CAREER GUIDES

Below is a brief bibliography of guides to graduate school, 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, Acy 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. Aarne. *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 and Advice

- Boice, Robert. *Advice for New Faculty Members*. 2000.
Evans, Elrena and Caroline Grant, ed. *Mama Ph.D.: Women Write about Motherhood and Academic Life*, 2008.

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.
Toth, Emily. *Ms. Mentor's Impeccable Advice for Women in Academia*, 1997.
-- -- --. *Ms. Mentor's New and Evermore Impeccable Advice for Women and Men in Academia*, 2008.