



Idaho State
University

Graduate Program Handbook

Ph.D. in English and the
Teaching of English

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LIBERAL ARTS

GRADUATE PROGRAM HANDBOOK
PH.D. IN ENGLISH AND THE TEACHING OF ENGLISH

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INTRODUCTION

Welcome to the Ph.D. Program in English and the Teaching of English at Idaho State University! The goal of this program is to provide a specialized education in literature, composition and rhetoric, linguistics, and pedagogy for students who want to teach at the post-secondary level, at a variety of 2- and 4-year institutions. We offer excellent preparation in written and oral communication, research methods, critical and analytical writing, theoretical approaches to English studies, and English pedagogy. As a result, our Ph.D.'s graduate with an extremely broad set of skills that makes them attractive candidates for any number of career paths, particularly college-level teaching.

The [ISU Graduate Catalog](#) outlines the official requirements of the program. This *Handbook* supplements the *Catalog*, providing information about departmental policies, procedures, and expectations. Therefore, you should be certain to read the English portions of the *Graduate Catalog*, especially those pertaining to the Ph.D. in English and the Teaching of English curriculum and program requirements. If you have questions or need additional information, feel free to ask your faculty advisor or the Director of Graduate Studies.

Please note that this *Handbook* is available online and in print. If you require this material in another format, please contact the Graduate Office at (208) 282-4149, or in person, in the Liberal Arts Building, Room 241.

We strive to make the *Handbook* as complete as possible, but some details may have been overlooked and certain policies may have changed since its most recent revision. If you find that something is missing that would benefit future students, please bring it to the attention of the Director of Graduate Studies so that the *Handbook* can be revised accordingly.

We're excited to have you in our program, and we look forward to helping you complete your Ph.D. with us. Ours is a rich, diverse community, and we hope you enjoy all it has to offer as you pursue your doctorate.

Thomas Klein
Director of Graduate Studies in English

GRADUATE STUDENT RESPONSIBILITIES

All graduate students are expected to meet all the requirements set out in the current *Graduate 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 email, and occasionally through University mail. Copies of any modifications will also be available in the Graduate program office.

You are expected to attend all your classes, keep in touch with your instructors and committee members, and keep up with your assignments. We anticipate that you will maintain a high quality of work and conscientious preparation, all while adhering to the highest standards of academic honesty. Additionally, we hope you will participate in Departmental functions. Many students choose Idaho State's Ph.D. in English and the Teaching of English because of the smaller, collegial atmosphere of our program, and we hope you will enjoy that aspect of our community by getting involved early and often.

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 throughout the semester (teaching assistantships and the mentoring program are discussed in greater detail in a later section of this *Handbook*).

Please note: *If you are teaching and you must cancel a class for any reason, you must inform the English Office Specialist as soon as possible.*

Teaching Assistantships for Ph.D. students are typically granted for four years, subject to the available resources of the University and depending upon satisfactory academic progress. The latter entails: satisfactory performance of teaching duties, with a particular emphasis on excellence in the classroom and in all communication with students, including grading; maintenance of an acceptable standard of work in graduate classes; and satisfactory progress for meeting degree requirements.

In occasional cases, members of the graduate faculty might conclude that a student cannot continue in the program (reasons may include academic dishonesty, regularly receiving unsatisfactory grades in coursework, or failure to meet other departmental or degree requirements). If a student's academic record suggests a problem, the Director of Graduate Studies will meet with the student at the earliest opportunity. English graduate faculty members believe that we have an obligation to do whatever we can to help a student improve their record, or to make the transition out of the program as smooth as possible.

HEALTH AND WELL-BEING

The health of our graduate students is very important to us. While we know that stress can be part of graduate study, we want all students to feel comfortable and supported in pursuing

their educations. ISU offers free, confidential counseling services to all enrolled students, and we encourage you to take advantage of those services whenever you might need them. Visit the Counseling and Mental Health Center via [their website](#), or by phone at (208) 282-2130, Monday-Friday, 8am-5pm. If you are in urgent need, please call the Suicide and Crisis Lifeline at 988. If your concerns are life threatening, call 911.

DISABILITY SERVICES & ACCOMMODATIONS

The Department of English is committed to working with all graduate students to help them reach their potential in the graduate degree. As part of this commitment, a student who has a disability or thinks they might have a disability that could affect their performance should contact [Disability Services](#) at (208) 282-3599 to arrange for reasonable accommodation. The student may also wish to contact the Director of Graduate Studies to prepare for the range of activities for which they might need accommodation. The Graduate Program in English involves a range of activities, usually traditional, discussion-based seminars, as well as other program-related requirements, which can include independent reading and writing; timed, written exams; extensive research projects; oral defenses, and supervised teaching. Most of these activities are eligible for ADA accommodation, with documentation.

Disability Services determines what accommodations specifically need to be put in place, and faculty and staff members do not provide accommodations to a student without specific documentation of their needs from the Disability Services Office. In terms of coursework, the student is responsible for communicating their need for accommodations to course instructors on a semester-by-semester basis. In terms of program requirements outside of coursework, such as oral exams, student should maintain communication with the Director of Graduate Studies about disability-related issues.

Students should be aware that most accommodations require some coordination and planning. For this reason, students who might need accommodations for a specific event should plan to contact their course instructors and/or the Director of Graduate Studies at least **ten (10) workdays** prior to the event with documentation of their needs. This advance notification will ensure that faculty and staff have the time to arrange the necessary accommodations with all parties involved.

Faculty and staff in the Department are committed to dealing sensitively and confidentially with student needs. Students may choose to disclose their specific disability to departmental faculty and staff, and this information may help faculty and staff members to better assist them. But a disability is a personal matter, and students are under no circumstances obligated or required to disclose it. Students are only required to supply written documentation of their needs within a timeframe described above, which will give everyone time to coordinate accommodations.

Students with questions may contact the Director of Graduate Studies in English as well as Disability Services at (208) 282-3599 in the Rendezvous Building, Room 125. Please also see [their web page](#) for more information.

ADVISING

Advisors are the principal faculty members who guide students through the program, helping them to choose classes, plan internships, develop exam lists and dissertations, and search for jobs. When they enter the program, students will work with the Director of Graduate Studies 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 (usually for reasons of availability), 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 comprehensive exam preparation and dissertation work. While faculty may sometimes contact advisees to set up an appointment, students should generally expect to contact their advisors to set up meetings.

Most students will have the same advisor throughout the program. However, 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 Director of Graduate Studies as well as their old advisor of the change. For those at the Comprehensive Exam or Dissertation stage wishing to change their advisor (generally the Chair of the Exam or Dissertation committee), please complete the process described in the PhD Change of Advisor form, available through the English Graduate Office.

ADVISING FORMS AND THE PROGRAM OF STUDY

In their first semester, Ph.D. students may wish to fill out an advising form (a copy of which is available in the Appendix), which will help them outline the coursework, internships, and projects they plan to undertake in order to complete the Ph.D. The student should regularly review and update the advising form as they progress toward the degree.

In previous years, a final “Program of Study” form was required to be submitted and approved by the Graduate School early in the semester immediately preceding the semester in which the student intends to graduate. Now the general practice is to use the online Degree Works program, but the advising form may still be useful for students in planning their programs.

Note: If the requirements for the degree 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. If you would like to follow new requirements as they arise, please let the English Office Specialist and your advisor know, to ensure that you can still graduate in the expected timeframe.

CURRICULUM AND COURSEWORK

Required Coursework

Ph.D. students are required to complete a minimum of 39 credits of coursework. Of these, 27 must be at the 6600-level or higher. Some of these credits consist of required courses, including:

- One required core course: English 6612: Introduction to Graduate Studies in English;
- Two literature seminars: one on pre-1800 literature and one on post-1800 literature, chosen from the 662x seminars listed in the *Graduate Catalog*;
- A linguistics course, chosen from one of the 5500- or 6600-level classes listed in the *Graduate Catalog*; and
- A teaching component, consisting of English 6631: Seminar in Teaching Writing, an additional seminar in teaching English, and two supervised teaching experiences (see the “Internships and Externships” section described below).

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.

Independent Study (English 6690)

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 Ph.D. program. Additionally, an Independent Study cannot replicate a course currently represented in the English department’s graduate curriculum (check the *Graduate Catalog* for complete course listings).

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:

- The 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 email will do)

Except in unusual cases, all proposals for independent studies must be submitted to and approved by the Graduate Committee in the semester before the independent study is to take place, no later than the Committee’s penultimate meeting of the semester (dates of these meetings are announced via email at the beginning of every semester, and a list is posted in the English Graduate Office).

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. Students planning to enroll in a course without an ENGL-prefix should obtain the approval of the Graduate Director before enrolling in that course.
- No more than 12 credits in 5500-level courses may be counted toward degree requirements.

Additional Work Required in 5500-Level Courses

The Graduate School expects instructors to require specific work to be done in a graduate level course to justify graduate credit being given. For students to receive graduate credit in those courses designated at the 55xx level, specific and evaluated activities and performances must be identified in the course syllabus. Below is a suggested list of activities that an instructor might use to meet this requirement.

1. An additional scholarly activity such as:
 - a. integrative term paper(s);
 - b. substantive report(s) that may be one of the following: survey, analysis, and report; laboratory investigation and report; library research and report; and/or
 - c. participation in a significant regional or national meeting (e.g., poster session, panel discussion, paper presentation).
2. Classroom activities that are beyond those required of undergraduates and are evaluated:
 - a. special presentation of some subject;
 - b. provision of leadership on discussion of some significant topic in the classroom; and/or
 - c. classroom activity that is evaluated and not required of undergraduates.
3. Examinations: Special examinations that are different from those given to undergraduates and are more demanding than those given to undergraduates. Such exams should be those that require greater performance at a higher cognitive level, such as interpretation, synthesis, and evaluation.

GRADES AND GRADING POLICIES

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 graduate 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. *Students must maintain a 3.5 grade point average to advance to candidacy for the Ph.D.* An “X” Grade is an “unearned ‘F’” (essentially, failure due to nonattendance) and, therefore, will be treated in the same way as a grade in the “C” range or below.

Incomplete Grades

Very occasionally, students cannot complete the work for a graduate course before the end of the semester. 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 main 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 “I”. To receive credit for a course in which an Incomplete grade has become permanent, the entire course must be repeated. Students pursuing an Incomplete grade should consult the policy on Incompletes in the *Graduate Catalog*.

Note: Students receiving teaching assistantships must complete any Incompletes within one semester, or their funding will not be renewed. Ph.D. TAs who receive an Incomplete in December of their first academic year should be sure, by February 1 of the following year, to submit to the Graduate Admissions Committee a plan for completing the Incomplete course by the end of the Spring semester in order for their funding to be considered for renewal.

TRANSFERRING CREDITS

In order to count toward the student’s program, coursework taken as an unclassified student or at another institution must have earned a grade of B- or higher. Only 9 credits taken as an unclassified student or as a student at another institution can be transferred to the Ph.D. program. The Graduate School uses a Graduate Transfer Credit Approval Form, which is required in order to transfer courses, [here](#). Note that this form must be submitted during the student’s first year in the Ph.D. program.

LANGUAGE REQUIREMENT

As the process of learning and working in a language other than one's own allows students to better understand the relationships among languages, expression, and cultural context, and consequently to bring more comparative approaches to their work in English studies, graduate students in English must demonstrate intermediate proficiency in one language other than English, either modern or ancient, before the student's program is complete. Here "intermediate proficiency" is defined as completing the second sophomore-level (2200-level) course in a language other than English, with a grade of B or better, or its equivalent.

Students may satisfy this requirement in one of the following ways:

1. By passing four semesters of coursework in a language other than English with an average grade of B, either during the course of study for the graduate degree or with an interval of no longer than five years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
2. By passing the CLEP exam and earning credit for a 2200 course or by passing a language test from an approved site such as the BYU Foreign Language Achievement Testing Service (FLATS).
3. By having completed an undergraduate major or minor in a language other than English, as verified by a college transcript.
4. By having satisfied a language requirement as part of having completed an MA in English or a related field with an interval of no longer than FIVE years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
5. By taking 6 credits beyond the normal 3 credits of required Linguistics coursework. These 6 credits, which do not count toward the degree requirements for the PhD, must include: a. ENGL 5586: Old English AND ENGL 5587: History of the English Language OR b. Either of the above courses plus one additional course in linguistics (see the list of courses that fulfill the Linguistics Requirement for options).
6. By having a first language other than English.

INTERNSHIPS AND EXTERNSHIPS

The internship program provides Ph.D. students with opportunities to combine pedagogical theory with practical teaching experience, and to test theory against practice, under faculty supervision in a variety of teaching-and-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. The 6-credit-hour requirement will normally be satisfied with 2 separate intern experiences, although some students may wish to take the maximum of 9 internship credit hours in order to diversify their pedagogical skills and enhance their attractiveness to potential employers.

Two Types of Internships: Cooperative and Independent

Cooperative: In a Cooperative Internship, the student works closely with a member of the English Graduate Faculty in the planning and teaching of a course assigned to that professor. Cooperative internships may take place at the 1100-, 2200-, or 3300-level in English classes. In some cases students have developed internships in related disciplines, depending on their academic background and professional goals and the teaching assignments of their internship supervisors (e.g., linguistics courses offered through the Anthropology department.)

Independent: 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 (typically, but not necessarily, from English), is solely responsible for the conduct of a course. Independent internships may take place in 1100-level English classes, usually in composition (ENGL 1101, but occasionally 1102 depending on the course content and learning outcomes).

Occasionally students choose to do an independent internship at another school. This is called an Externship, and is described in a later section of this *Handbook*.

Choosing and Combining Types of Internships

The kinds of internship experiences you pursue are unique to you, and will depend on your areas of pedagogical and research interest, the availability and expertise of faculty supervisors, and the timing of your internship proposals. Cooperative internships are undoubtedly the more popular type of internship, as they allow you to teach in a wide variety of fields alongside experienced faculty mentors. We recommend that, when choosing a Cooperative internship, students aim to work in different areas, and if possible with different faculty members (e.g., one 2200-level World Literature survey with Professor A and one 3300-level introduction to literary theory with Professor B), in order to develop breadth in their areas of teaching expertise. That is, rather than pursuing two internships in an area related to your dissertation, you should pursue two internships in different fields, each representing an area in which you would like to teach in the future. Students may also elect to complete one Cooperative internship and one Independent internship. Due to scheduling concerns, students are discouraged from pursuing two Independent internships.

Independent Reading for the Internship

Independent and Cooperative internships both require students to complete a set of independent readings, selected in consultation with the internship supervisor, that will inform the development and teaching of the internship course. These readings should be centered on pedagogical theory and practice, and interns should plan to meet regularly with their supervisors during the semester in which the internship occurs in order to discuss them. A list of readings and a tentative schedule of supervisor meetings should be included in all internship proposals (see below).

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.

TAships and Internships

It is important to remember that Ph.D. students who also serve as GTAs at the University will be teaching one course, usually ENGL 1101, in the same semester during which they are completing an internship (in other words, since TAs are assigned to 1100-level composition classes, a TAship may not fund an internship in a course other than composition.) However, because TAs in English are regularly assigned to teach these composition classes, a TA may propose to use the course they are assigned to gain Independent internship credit, provided that the student demonstrates to the Graduate Committee, in their proposal, that this class represents a genuine pedagogical endeavor that expands, rather than simply replicating, their experience in teaching composition.

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. Please know that, when the English Graduate Committee reviews internship proposals, it is very common for them to ask students for revisions before approving those proposals. This is in no way an indication of students having done something wrong. Rather, their feedback is simply designed to give students ample opportunity to develop a strong course early on, so that the teaching of that course goes as smoothly as possible.

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 by the English Graduate Committee the semester before the internship is to take place (in fall for the following spring and in spring for the following fall). Early in a semester, the English Graduate Office will distribute a list of 1100-, 2200-, and 3300-level courses to be offered the following semester that will count toward a Cooperative internship. Students are encouraged to contact the faculty members teaching those courses to see if they would be interested in supervising a Cooperative internship; faculty are not obligated to accept those requests, so if a faculty member is not available to have an intern for a particular class, feel free to contact a different faculty member, teaching a different course, who might be available. Once a student has located a supervisor, they should then write a proposal for their internship in that faculty member's course and submit it to the Graduate Committee for consideration. The Committee reviews internship proposals on a rolling basis, but they will not review a new proposal any later than their penultimate meeting of the semester (a list of Committee meeting dates is distributed at the beginning of every semester and posted in the English Graduate Office). The final meeting date of the semester is devoted entirely to revised proposals.

Independent internship proposals must be approved two semesters before the internship is to take place (in fall for an internship the following fall, and in spring for an internship the following spring).

As you plan your internships, we recommend following 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 interests, background, and goals.
- Contact a member of the Graduate Faculty to ask them to supervise the Cooperative internship or chair the Independent internship committee, thereby serving as the internship supervisor. (The internship supervisor may well 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 proposed semester for an Independent internship and at least one semester before the proposed semester for a Cooperative internship).

The Internship Proposal

The internship proposal should demonstrate that the internship will test, apply, or extend an important issue in pedagogical theory in a well-planned course, or help the student develop key pedagogical skills within a particular area of teaching. It should show that the student has the necessary academic and pedagogical background to be successful in the internship, and that the student has a clear sense of not only the course's content, but also the more practical elements of how it will be designed and executed. The proposal is at least 3 pages long, double-spaced (excluding the syllabus and bibliography).

All proposals should include the following:

- A cover sheet signed by the supervisor (available from the English Office Specialist and included in this *Handbook*, as an Appendix)
- A description of the type of internship: Is it Cooperative or Independent? What class will be taught?
- A brief discussion of the specific pedagogical goals of the internship. What does the student want to learn, or test, or discover (about teaching) by teaching it? What issue in pedagogical theory/practice will the student explore and why will they explore it in this particular class?
- A rationale for the class's theme, materials (i.e., assigned readings), assignments, learning activities, learning objectives, and methods of evaluation.
- 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.
- In the case of a Cooperative internship, an explanation of the division of labor between the student intern and the faculty supervisor. How much grading will the student do, and for what assignments? How often will the intern be teaching whole class sessions?
- In the case of a Cooperative internship in an online class, an explanation of how the intern and faculty supervisor will divide labor unique to that online environment. For instance, who will create weekly modules, grade Moodle discussion posts, etc.?

- A signature from the internship supervisor (and, if needed, the second committee member) on the cover sheet (see Appendix), indicating approval of the internship proposal and willingness to serve as a mentor.
- A complete syllabus, including the course policies, assignments, and schedule. (Be sure to review any specific departmental guidelines for the course to make sure the syllabus conforms to them. This is especially important for courses that meet requirements for ISU's General Education program.)
- In the case of an internship in a course that counts toward a General Education objective, a signed copy of that objective's learning competencies. This information is available in [the General Education section of the Undergraduate Catalog](#).
- A description and rationale for the independent reading you plan to undertake for your internship, including some explanation of the scope and focus of the 10-“work” list you have made. (Follow the formula for counting “works” in the comprehensive exam section.) In addition to providing the list of works you'll be reading, please include a tentative schedule of meetings with your faculty supervisor in order to discuss these readings.
- In the case of an Independent internship in a composition course, students should be aware that the department's Composition Committee has an approved textbook list for all composition courses. If students wish to assign texts not on this list, they must submit the titles of those texts along with the section of the internship proposal devoted to a rationale for the internship class's materials (i.e., assigned readings), to the Director of Composition at least one week before submitting the full internship proposal to the Graduate Committee. The Composition Director will then approve the textbook list for the internship and give the student written confirmation of that approval (email is fine) to include when they submit the proposal to the Graduate Committee, or request changes to the internship class's reading list, to be resubmitted to the Director of Composition for approval before the final proposal goes to the Graduate Committee.

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 the intern will be present for all class sessions.

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.

Evaluating the Internship

By the last day of classes in which the internship takes place, the intern should submit to the supervisor a 3-5-page, double-spaced self-evaluation of the internship, describing the aims of the course and reflecting on the course design and experience of teaching it. This reflection should demonstrate engagement with the internship reading list.

By the last day of finals week, the supervisor (in consultation with the other committee member, for an Independent internship) will write a report of about 1 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 internship), must assign the intern an S or U grade by the end of the semester.

Externships

In most instances, internships will be completed on the ISU campus, but with the approval of the Graduate Committee an externship (i.e., a 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-and-learning situations other than a traditional class. Proposals for externships should follow the same format as those for internships.

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 them 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 intern may choose to video record one or more classes; the ISU externship chair will then view the recording(s) and conference with the student in person, by phone, or by teleconference.

By the last day of classes in which the externship takes place, the extern should submit to the supervisor a 3-5-page, double-spaced self-evaluation of the internship, describing the aims of the course and reflecting on the course design and experience of teaching it. This reflection should demonstrate engagement with the externship reading list.

By the last day of finals week, the ISU supervisor will write a report of about 1 page on the extern's performance during the semester. This should be submitted to the Director of Graduate Studies. Before it is submitted, the extern should sign the report and may also submit a written response. (Students who are not based in the Pocatello area may submit an email showing that they have read their report and indicating whether they will submit a response.) The ISU externship supervisor must assign the extern an S or U grade by the end of the semester.

COMPREHENSIVE EXAMS

Once a student has nearly completed their coursework, typically in the second semester of their second year in the Ph.D. program, they will begin working toward their Comprehensive Exams. The purpose of these exams 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 exams soon after their exam lists are approved, but before beginning to work full-time on the dissertation.

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. In defining the second list, it might be helpful to think of it as matching up with a broader area of specialization that might be advertised in a job listing, but that has obvious relevance to the dissertation, which is typically a more narrowly-defined project within that field/area. For instance, a student planning a dissertation on Shakespearean tragedy might have three lists: (1) Shakespearean tragedy and criticism, (2) Renaissance literature and criticism, and (3) teaching early literature. Similarly, 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. For a final example, a student planning a dissertation on fictional representations of English departments might have these lists: (1) British, American, and Anglophone fictions about English departments and related criticism, (2) post-WW II literature and criticism, and (3) studies of the history of the disciplines of English and Composition studies.

The Exam Committee

At the beginning of the second semester of their second year in the Ph.D. program, a student should contact a Graduate Faculty member in English and ask them to serve as the Chair of the Comprehensive Exam committee. The Chair will likely be that student's primary advisor already, but that is not a requirement. The Exam Chair will also very likely serve as the student's dissertation advisor once the exams have been passed, but that is also not a requirement.

In consultation with the Exam Chair, it is the student's responsibility to establish the rest of the exam committee. This committee consists of the Chair and two other Graduate Faculty members, at least one of whom must be a member of the English Graduate Faculty. All three committee members must approve the exam lists and rationales before they are submitted to the Director of Graduate Studies for final approval (see below).

Students and Chairs should look for committee members with research and teaching expertise related to the exams' subject matter, methods, and/or theoretical approaches. Such committee members will be in the best position to provide knowledgeable feedback on the exams and authoritative letters of recommendation when the student applies for jobs.

Composition and Length of Exam Lists

The student designs the comprehensive exam lists in consultation with their Chair 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 the third, 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: indicate with an asterisk)
- 1 book of history, criticism, or theory of 400 pages or less (more than 400 equals two work: indicate with an asterisk)
- 2 plays
- 10 short stories
- 40 sonnets or shorter poems
- 5 critical, historical, or theoretical articles

Note for students writing about television: 1 full season of any television series should count as 2 works: indicate with an asterisk.

Students who wish to include media or literary artifacts not specified in this list should come to an explicit agreement with their Chair and committee members about how to count these other materials as “works.” When in doubt, please contact the Director of Graduate Studies, who can help with those deliberations.

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 and teaching. Students should keep in mind that the exam lists are a starting point, and they should expect to do further reading as they develop the dissertation proposal and individual dissertation chapters after passing their exams.

Submission of Exam Lists

Once the full Exam Committee has approved the lists and the accompanying rationales for each list (roughly 1 paragraph each), students should submit a copy of the lists and the signed cover page (available from the Office Specialist or in the Appendix) to the Director of Graduate Studies, for review and approval. If the Director serves on a student’s Exam Committee, then the review process will be conducted by the Department Chair or a member of the English Graduate Committee who is not serving on the student’s Exam Committee.

Exam Format

The comprehensive exam is both written and oral.

1.) The Written Exam

The written exam is take-home and open book. 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 exam Chair 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 exam Chair must submit the final

version of the all of the exam questions to the Director of Graduate Studies, who may suggest edits for clarity or consistency of style. Thus, the exam questions are a collaborative effort.

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 rationale for this list, you argue that X is a major topic of debate within the field of Y. Write an essay in which you discuss at least three texts from this 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 specifically and to the field of Y more generally.
- The representation of X 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.

2.) The Oral Exam

The oral exam will consist of one 90-120 minute exam covering both the exam lists and the written exam answers. The exam is administered by all three exam committee members and chaired by the committee Chair. At the beginning of the exam, the student will give some prepared, opening remarks (no more than 10 minutes). These should provide an overview of

the exam lists and the responses to the written exam questions, perhaps highlighting strengths or weaknesses in the exam answers, which the student is prepared to discuss further during the exam. The student may bring the opening remarks, the exam lists, the written exam questions, and written exam answers to the oral, but may bring no additional notes or other materials. During the exam, committee members may ask anything about works that appear in the exam lists or the written exam essays, but will not ask questions about works and periods not covered in the exam lists.

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 exam Chair, the student is responsible for initiating the scheduling of the written and oral exam, which is officially scheduled by the English Office Specialist. The written 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). Most students opt to take the written exam over a weekend, but this is not required; students should pick a set of days that work well for their schedules.

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).

Distribution and Submission of the Written Exam

The written exam, with questions for all three lists, will be sent to the student via email at the opening time the student has set for the exam, and students should immediately email the English Office Specialist to confirm that they have received the exam questions upon receipt. Completed exam essays are due back at the end of the 72-hour period. The completed exam should be emailed to the English Office Specialist and cc'd to the Director of Graduate Studies and the department Administrative Assistant. (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

email 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 48 hours before each is supposed to begin, but after that the dates and times may not be changed.

Studying for the Exam

The exam lists are long and students will 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; 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 are 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, in order to prepare for each portion of their exams.

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," or "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.

Successful Responses

A successful essay for the written Comprehensive Examination should, first and foremost, present a clear, original, and considered thesis. This thesis should address the issues raised in the chosen question through a reasoned synthesis of the primary texts under discussion, and should use secondary materials in order to support the student's argument. The body of the essay should be clearly organized in support of the thesis and demonstrate a command of the tools of analysis most pertinent to the question being answered (i.e., a question about historical approaches to three novels should demonstrate a command of historicist interpretation.)

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. Students who do not pass the written exam on their second attempt will be dismissed from the Ph.D. program. Please see [the *Graduate Catalog's* section on "Appeals and Dismissals"](#) for the procedures involved in dismissal from a graduate program as well as the student appeals process.

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. Students who do not pass the oral exam on their second attempt will be dismissed from the Ph.D. program. Please see [the *Graduate Catalog's* section on "Appeals and Dismissals"](#) for the procedures involved in dismissal from a graduate program as well as the student appeals process.

In the event that a student fails any section of their exam, help is available! While that help will necessarily be tailored to meet students' individual needs, in general, students should expect to schedule more regular meetings with their Chair to discuss possible strategies for improvement, to develop and take practice tests in consultation with their committee, and, potentially, to schedule meetings with the Director of Graduate Studies to plan and prepare for the exam retake. As a program, we want to help you succeed, and are committed to providing you with the resources you need as you prepare for your exam retake.

Advancement to Candidacy

A student who successfully completes all coursework requirements, the language requirement, and the comprehensive exam will advance to candidacy (ABD status).

Enrolling in Dissertation Credits

Once the student has passed the comprehensive exam, they may enroll in dissertation credits (ENGL 8850) and begin work on the dissertation proposal and, once that proposal is approved (see below), the dissertation.

CREDIT TIME LIMITS FOR DOCTORAL DEGREES

Note: The following excerpt comes directly from the *Graduate Catalog*:

Because the comprehensive examination attests to the academic competence of the student who is about to become an independent researcher or practitioner, the examination should not precede the awarding of the degree by too long a period of time. Consequently, doctoral candidates are allowed 5 years in which to complete remaining degree requirements. In the

event a student fails to complete the doctorate within 5 years after passing the comprehensive examination, an extension of time can be obtained by:

- The student getting a specified set of requirements from the student's committee that states in writing what must be done to make the candidate up-to-date in the discipline. These new requirements for obtaining an extension may include the necessity to repeat parts or all of the comprehensive examination;
- The student must then submit a petition to the Dean of the Graduate School for the extension and provide the written documents showing the additional requirements established by the student's committee justifying the requested extension.

DISSERTATIONS

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 dissertation ideas with their dissertation Chair so that they can find a topic they are qualified to undertake and that falls within the Chair's area of expertise. Once students have a clear sense of a topic, they should work with their Chair to develop a dissertation proposal.

The Dissertation Committee

It is the student's responsibility to establish the dissertation committee, following successful completion of the comprehensive exams. This committee consists of the dissertation Chair and two other committee members. The dissertation Chair must be a member of the English Graduate Faculty while 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. It is likely that the student's comprehensive exam committee will serve as the dissertation committee, but this is not a requirement, and students should make sure to ask their exam committee members if they are willing to continue on as members of the dissertation committee. The dissertation Chair and the two other committee members must approve the dissertation proposal before it is submitted to the Director of Graduate Studies (typically by the end of the second semester in a student's third year in the Ph.D. program).

There is also a required fourth member of any dissertation committee: the Graduate Faculty Representative, or GFR. This person's role is to ensure that basic standards of fairness are applied to the dissertation and its defense (e.g., ensuring that a rigorous but fair examination takes place during the defense). The Director of Graduate Studies can nominate a member of the Graduate Faculty outside of the English Department to serve as the GFR for the dissertation, usually when the dissertation defense is being scheduled, but we encourage the student, in consultation with the dissertation committee, to identify a suitable GFR early in the

dissertation process (preferably at the proposal stage). The Graduate School officially appoints the GFR and may appoint someone other than the recommended GFR (though in practice, the latter is a very rare occurrence).

Depending on the advice of the Chair, 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 proposal and chapters in the early stages of writing 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 Chair 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.

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 15 double-spaced pages (excluding the works cited list), and should include the following:

- **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’s scope and argument. This part of the proposal will usually review criticism on the topic well as the historical, literary, and 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 or methodology? 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 ISU 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. One chapter (typically the final chapter, just before the conclusion) must deal explicitly with pedagogy related to the dissertation’s topic, applying some element of the dissertation research to classroom instruction. This chapter should include a literature review that explores how 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.
- **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.
- **Works Cited** – Provide a brief list of works cited in the proposal.
- **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. If you aren't sure of whether or not your dissertation project will require such approval, ask your Chair.

Submitting the Dissertation Proposal

Completed proposals must include a copy of the dissertation proposal cover sheet, signed by all three committee members (available from the English Office Specialist and included in this *Handbook*, as an Appendix).

The dissertation proposal is then submitted to the Director of Graduate Studies for review and approval, and the student should allow at least two full weeks for that review. If the Director of Graduate Studies serves on a student's dissertation committee, then the review process will be conducted by the Department Chair or a member of the English Graduate Committee who is not serving on the student's dissertation committee. In the event that a student or dissertation Chair disagrees with the decision of the Director of Graduate Studies, either may ask the Graduate Committee to review the proposal.

DISSERTATION DEFENSE

Scheduling the Defense

Once the dissertation Chair 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 their dissertation defense. The defense is officially scheduled by the English Office Specialist.

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.

Format of the Defense

The dissertation defense is an oral exam of about 90-120 minutes, which is chaired by the dissertation Chair. 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.

Evaluation

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

DOCTORAL COLLOQUIUM

Students must present a colloquium on the topic of their 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 an audience of peers.

The colloquium is a significant genre for many reasons, and students can expect to encounter it at several stages of their careers. For instance, students may reasonably expect to give a job talk when applying for teaching positions, or to give a public presentation on their work to an interested audience (e.g., the visiting scholars who come to ISU and present their research, whether as a formal talk for the Department or as a keynote lecture for an on-campus conference, or the ISU faculty members who present their latest research as part of a grant award). Both of these are good models for the colloquium, and students should plan on attending these – as well as fellow students' colloquia – when they occur, in order to get a sense of what their own colloquium might look like.

In keeping with these models, the doctoral colloquium should abide by a set of standard professional conventions:

- The colloquium typically runs for 50-60 minutes, with 30 minutes designated for the student's presentation and 20 minutes for questions and discussion.
- The presentation should be formal in tone and delivery; that is, the talk should follow a clear structure, beginning with a clear discussion of the dissertation research's aims and significance and continuing through a series of illustrating examples and subclaims.
- Visual aids are not required, but a PowerPoint or Prezi presentation can help showcase the research being discussed and help focus the audience's attention on specific examples and claims.
- Students should keep in mind that their audience will be interested and engaged, but not necessarily specialists in the subject or field being discussed. Consequently, students should make sure to explain, clearly, how the research makes an important contribution to or intervention into its field.

When planning the colloquium, students should consult with their dissertation advisor to get feedback on potential strategies and approaches. It is highly recommended that students send either a draft of the presentation or a detailed outline to their advisor in order to get feedback before presenting at the colloquium.

With the approval of the dissertation advisor, students will be responsible for initiating the scheduling of their colloquium, which normally takes place at the very end of the program. Students are encouraged, but not required, to hold their colloquium before their oral defense of the dissertation. Finally, the colloquium should be scheduled no later than one week before it is to take place.

DISSERTATION FILING

1. *Thesis and Dissertation Submission Process.* Students should consult the current guidelines for submission of theses and dissertations on the [Graduate School website](#). This includes manuscript preparation and the ISU Graduate School Style Guide. Note that the Graduate School may remand submissions not adhering to their specified format, required contents, and document order.
2. *Electronic Dissertation and Thesis Copies.* Students must submit PDF files of their thesis/dissertation to the Graduate School (through the process described on their website) **and** to the English Office Specialist.
3. *Committee Approval Pages.* When students are ready to submit their thesis/dissertation in pdf form, they will submit additional documents, including an electronically signed committee approval page, use authorization, and an abstract. The English Office Specialist can help in creating the approval page and sending it to committee members.
4. *Printed Copies for the Department.* The English Department wishes to keep printed copies of all master's theses and doctoral dissertations for our files and as a resource for current students. Before graduating, students should provide the English Office Specialist a printed copy of their thesis/dissertation, meeting the requirements above. Copies should be made on office-quality paper with plastic or card-stock covers and spiral bound. Information about the thesis (name, title, date, and degree) should be printed on the front cover or on a cover sheet under a transparent cover. Either one-sided or two-sided printing is acceptable.
5. *Use Authorization.* With electronic filing, dissertations and theses are now publicly available from the time they are uploaded. This is achieved by depositing the thesis/dissertation in the ISU ETD repository, although certain theses and/or dissertations may be subject to a temporary embargo. Publication rights are reserved to the author, and permission to download and/or print for scholarly purposes must be explicitly granted by the author. Since difficulties may arise in locating the authors of theses/dissertations to secure permission to copy, all theses and/or dissertations must include the Use Authorization form in the preliminary pages.

THE TEACHING ASSISTANTSHIP/MENTOR PROGRAM

Teaching assistantships are awarded on a competitive basis to students accepted into the Ph.D. 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 Ph.D. program. Teaching assistantships are renewed for up to a total of four years for students who have maintained a record of good scholarship and who have demonstrated their ability to teach well. Except in extraordinary cases, it is assumed that teaching assistants who perform satisfactorily will teach for four full years, with the exceptions of those who are awarded Fellowships (a form of funding that does not come with a teaching requirement).

During the period of a student's teaching assistantship, faculty mentors and teaching assistants follow the requirements and practices outlined here:

The TA teaches one section of English 1101 (or, in rare cases, 1102) each semester. TAs must use a recommended text for English 1101. In order to use a text that is not on the list of required texts, maintained by the Composition Committee, the TA must submit a proposal to that Committee. The proposal, accompanied by a syllabus which follows the Guidelines for English 1101, must be approved during the semester before the TA teaches a course modeled on it. No proposals will be approved after the fact.

1. The Mentor for the TA is a member of the Graduate Faculty, and typically someone the TA did not have as a Mentor in prior semesters.
2. The Mentor approves the TA's detailed syllabus before classes begin.
3. The Mentor observes the TA's class at least once (potentially more if the TA received less teaching experience during their M.A. program).
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, which is due no later than the last day of finals week, and should be submitted to the English Office Specialist. 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.

New Ph.D. TAs who have less background with college-level and/or composition students may need additional supervision. In these cases, the Graduate Committee, in consultation with the Director of Composition and the Chair, will require that the student have more extensive mentoring with a Graduate Faculty member. (The workload of that faculty member will be adjusted accordingly.)

Alternative TA Assignments

In cases where the Department does not have enough open sections of English 1101 to assign to graduate TAs, some TAs may, on the basis of their teaching experience, disciplinary preparation, and/or academic interests, be assigned to teach a section of English 1102: Writing and Rhetoric II. Students asked to teach this course should consult with the Director of Composition for advice on adapting their 1101 training to the 1102 classroom.

In some semesters, TAs may, on the basis of their teaching experience, disciplinary preparation, and/or academic interests, be asked to serve in a more "traditional" TA role by working as a TA in a larger undergraduate class (at the 1100-, 2200-, 3300-level) taught by a member of the Graduate Faculty. Duties in these courses will vary, but they typically consist of some version of the following: attending all class sessions, grading some assignments, teaching some class sessions, and proctoring exams. These TA assignments are rare, but are typically made when the Department has more available TAs than it does available sections of English 1101 or 1102.

PROFESSIONAL DEVELOPMENT

As a professional program that trains students for a variety of academic careers, but most notably in the field of teaching at the post-secondary level, our Ph.D. in English and the Teaching of English emphasizes professional development both inside and outside of the classroom.

ENGL 6610: Careers in English

In their second semester of their third year in the Ph.D. program, students should take ENGL 6610, a one-credit course that prepares them for the academic job market. This course covers a wide variety of topics, including: decoding job announcements; writing academic cover letters and CVs; developing research statements, diversity statements, and teaching philosophies; interviewing; and the market for “alt-ac” jobs (i.e., academic staff or related positions that do not involve teaching as their primary duty).

Conferences

As part of their professional development, Ph.D. students should aim to present their work at one conference per year (costs permitting). Beginning students may want to try a graduate student conference—that is, a conference featuring only graduate student presenters—while more experienced students should submit proposals for consideration at a mixture of regional and national conferences in their field. Conference funding is limited, but some funds are usually available from the Graduate School (see their website for details). To find conferences in your field and for advice on submitting your work to them, speak with your advisor or Chair.

The English Department also hosts the annual Intermountain Graduate Conference, which draws participants from our institution as well as others (both neighboring universities and those much farther away). Ph.D. students are encouraged to work with the English Graduate Student Association to help host the conference, chair sessions, and present their work.

Publishing

Ph.D. students should also strongly consider submitting their work for publication in peer-reviewed journals in their field. Please speak with your instructors about seminar papers that seem especially promising candidates for being developed as articles, or with your dissertation Chair about which chapters of your dissertation could be revised and reframed as article-length publications. Get in the habit of checking the [Penn CFP List](#) for publication opportunities in your field (as well as opportunities to present at conferences).

Appendix 1: Four-Year Degree Completion Timeline

Below is a suggested timeline for fulfilling 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 professional goals.

Year	Fall Semester	Spring Semester
Year 1	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. ENGL 6612 (3cr) 2. ENGL 6631 (3cr) 3. Pre-1800 Seminar (3cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> -- Beginning language course (4 cr) --Meet with DGS to plan courses --Find permanent advisor 	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. Second English Pedagogy Seminar <u>or</u> Elective Course (3cr) 2. Linguistics Course (3cr) 3. Post-1800 Seminar (3cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> -- Beginning language course (4 cr) --Plan internship for year 2
Year 2	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. Elective ENGL Course (3cr) 2. Elective ENGL Course (3cr) 3. Elective ENGL Course (3cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> -- Intermediate language course (4 cr) --Plan internship for year 3 	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. Elective ENGL Course <u>or</u> Second English Pedagogy Seminar (3cr) 2. Elective Course (3cr) 3. ENGL 7700 Internship (3cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> --Intermediate language course (4 cr) --Define exam committee in early Spring --Develop exam lists in consultation with the committee --Have exam lists approved by the DGS by the end of the semester
Year 3	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. ENGL 7700 Internship or ENGL 7783 TESOL Practicum (3cr) 2. ENGL 6694 Dissertation and Exam Preparation (6cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> --Take comprehensive exams by the end of the semester 	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. Dissertation (8cr) 2. ENGL 6610: Careers in English (1cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> --Develop dissertation proposal in consultation with the committee --Have dissertation proposal approved by the DGS by the end of the semester
Year 4	<p>10 graduate credits:</p> <ol style="list-style-type: none"> 1. Dissertation (9cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> --Go on the job market if applying for academic jobs 	<p>9 graduate credits:</p> <ol style="list-style-type: none"> 1. Dissertation (9cr) <p><i>Other:</i></p> <ul style="list-style-type: none"> --Continue applying for jobs --Dissertation defense and colloquium

Appendix 2: PhD Advising Form

Coursework

39 credits of coursework, 27 of which must be seminars and internships (at the 6600-level or higher)

Distribution Component (12 credits)

Course	Credits	Notes
English 6612: Introduction to Graduate Studies	3	
Linguistics course (see <i>Grad Catalog</i>)	3	
Pre-1800 literature seminar (6620-level)	3	
Post-1800 literature seminar (6620-level)	3	

Pedagogy Component (12 credits)

Course	Credits	Notes
English 6631: Seminar in Teaching Writing	3	
Additional Seminar in Teaching English (6600-level)	3	
Teaching Internship (7700 or 7783)	3	
Teaching Internship (7700 or 7783)	3	

Electives Component (15 credits)

Course	Credits	Notes

Language Requirement

Equivalent of two years at the undergraduate level within five years of beginning the program.

See the *Graduate Catalog* for a complete description of how to fulfill this requirement.

Course	Credits	Notes

Comprehensive Exam

Written and Oral Exam in three areas, designed by student in consultation with dissertation committee: 1) dissertation topic, 2) broader dissertation field or period, and 3) an area in the teaching of English

Notes
Written:
Oral:

Dissertation

Literature dissertation and/or research in a field in the teaching of English

Includes a chapter discussing applications of research to trends in the teaching of English, especially in the student's dissertation field

Notes

Colloquium

Student gives presentation on dissertation research to the department in the last semester of the program

Notes

Appendix 3:
PhD Program of Study

(Please note: this document is usually no longer required by the Graduate School.)

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

Coursework (39 cr., of which 27 credits are at 6600 level or higher):

A. Required Courses and Distribution Areas (12 credits)

1. __ ENGL 6612 – Introduction to Graduate Studies in English 3 cr.
2. __ Linguistics 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 6631 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 7700 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 7700 or ENGL 7783) 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. 6600-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)

Language Requirement:

Language Studied: _____
Date Approved by Director of Graduate Studies: _____

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 Director of Graduate Studies for Substitution Date:

D. Exam Proposal/Dissertation Proposal

Dates approved by Dissertation Committee Members: _____
Dates approved by Director of Graduate Studies:

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 Director of Graduate Studies.

Transfer Credits (up to nine credits)

1. Course Number/Title/Date Completed: _____
2. Course Number/Title/Date Completed: _____
3. Course Number/Title/Date Completed: _____
Director of Graduate Studies 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): _____

Director of Graduate Studies Approval (Signature/Date): _____

Advisor's Signature/Date: _____

Program of Study Form Completed (Date): _____

Signature of Director of Graduate Studies/Date: _____

Program of Study Form Filed (Date): _____

(02/09)

Appendix 4:
Internship/Externship Proposal
Cover Sheet

TO: Graduate Committee, Idaho State University

FROM: _____

DATE: _____

Internship Title: _____

Internship Course (Number and Standard Title): _____

Type of Internships (circle one): Cooperative Independent Externship

Proposed Semester and Year: _____

Note: Cooperative internships need one ISU supervisor; Independent Internships need on ISU supervisor and another committee member; externships need an on-site supervisor and an ISU committee member

I have read this proposal and the evaluation requirements described in the Ph.D. Handbook and I agree to supervise this internship:

Proposed Supervisor (all internships and externships):

(signature and date)

Proposed Committee Member (for independent internships and externships):

(signature and date)

Appendix 5:
PhD Comprehensive Exam List
Cover Sheet

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

FROM: _____

DATE: _____

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 lists to the Director of Graduate Studies.

I approve these exam lists.

1. Dissertation/Exam Chair: _____
2. Committee Member: _____
3. Committee Member: _____

Approved by Director of Graduate
Studies/Date: _____

**Appendix 6:
PhD Dissertation Proposal
Cover Sheet**

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

FROM: _____

DATE: _____

Dissertation Title: _____

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

I approve this dissertation proposal.

4. Dissertation Chair: _____

5. Committee Member: _____

6. Committee Member: _____

Approved by Director of Graduate
Studies/Date: _____