

ENGLISH PH.D. PROGRAM HANDBOOK
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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.

ADA STATEMENT

The Graduate Program in English involves a range of activities, usually traditional, discussion-based seminars, as well as numerous other program-related requirements, which can include independent reading and writing; timed, written exams; extensive research projects; oral defenses, and supervised teaching. The Department of English and Philosophy is committed to working with all graduate students to help them reach their potential in all of the components of the graduate degree.

As part of this commitment, a student who has a disability or thinks he or she might have a disability that could affect his or her performance on any component of the degree, should contact the Director of Graduate Studies in English as early as possible in the program to prepare for the full range of activities for which he/she might need an accommodation, and should contact Disability Services in order to document the disability and to plan for the services that might be necessary.

Students should be aware that Disability Services determines what accommodations specifically need to be put in place, and course professors, the Director of Graduate Studies, and other faculty and staff members do not provide accommodations to a student without specific, written documentation of their needs from the Disability Services Office. In terms of specific courses, the student is responsible for communicating their need for accommodations to course instructors on a semester-by-semester basis, and individual course professors are responsible for coordinating required accommodations, although professors should feel free to ask the Graduate Director to assist and collaborate with Disabilities Services when and if needed. In terms of program requirements outside of coursework, such as oral exams, it is the student’s responsibility to maintain communication with the Graduate Director about disability issues, and it is the responsibility of the Director of Graduate Studies to coordinate ADA accommodations.

Students should also be aware that most accommodations require some coordination and planning. Moreover, some events, particularly program-related exams and defenses, will require communication and coordination among multiple faculty and staff members, most commonly personnel in the Disability Services Office, the Director of Graduate Studies, and thesis/dissertation committee members. But potentially, this coordination can involve faculty from other departments, who serve as committee members or GFRs, as well as staff in the Graduate School.

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 of the parties involved. In the unusual event that a student realizes that he or she needs accommodations after the ten-workday time frame, the student should immediately contact the relevant course instructor or Graduate Director, as well as Disability Services, to see whether it might be possible nonetheless to coordinate accommodations or, alternatively, to delay the particular event in question in order to ensure there is time to put accommodations in place. In most cases, it is not possible to implement accommodations without lead time, nor is it possible to implement accommodations once an event has begun.

Students should be assured that the faculty and staff in the Department of English and Philosophy are committed to dealing sensitively and confidentially with all 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 private matter and students are never obligated or required to disclose it to Department members. 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 should contact the Graduate Director in English as well as Disability Services at 282-3599 in the Rendezvous Building, Room 125. Please also see [their web page](#) for more information.

TEACHING ASSISTANTSHIP AND FELLOWSHIP FUNDING

1. Eligibility and Applications

All Ph.D. students are eligible to apply for TAs and fellowship funding. The funding is awarded annually on a competitive basis. Students who already have a TAs 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).

2. Mentoring of Ph.D. TAs

Most Ph.D. TAs are experienced teachers, and many already have background working with college-level students and in composition classrooms. For this reason, Ph.D. TAs receive the following mentoring and supervision: They are assigned to a graduate faculty mentor, who will review their syllabus before the start of each term, observe one class session, meet with them to discuss the session, and write up a brief (one-paragraph) report for their departmental file.

Some 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 more extensive mentoring with a graduate faculty member. (The workload of that faculty member will be adjusted accordingly.)

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 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 in the *Graduate Catalog*;
- A language studies/linguistics class, chosen from one of the g5500 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).

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. 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 M.A. or Ph.D. programs.

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

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

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

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

4. 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 g5500 courses may be counted toward degree requirements.

5. 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.

6. Additional Work Required in g5500 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 g4400 level, for students to receive graduate credit (5500 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.

7. 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 (currently 3.5 for doctoral students and 3.0 for MA TAs). An “X” Grade is an “unearned ‘F’” and therefore, will be treated in the same way as a grade in the “C” range or below.

On Transferring Credits

In order to count toward the Program of Study, coursework taken as an unclassified student or at another institution must have earned a B- or higher.

8. 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 allows students to design and implement courses in light of their pedagogical learning and in collaboration with experienced faculty in the graduate program. Internships are individualized and based on the student's academic background and professional goals; they develop the student's ability to design and teach classes, repertoire in teaching, and understanding of pedagogical trends in a specific field.

The internship program consists of four experiences: 1) proposal; 2) supervised teaching; 3) supervised reading; 4) reflection and evaluation.

- 1) **Proposal:** The internship proposal process helps students to develop a coherent course design and rationale for their proposed course. Proposals should articulate how and why the course is put together. In other words, the proposal should describe how the goals and objectives of the course are fulfilled by the course topic, the proposed units, the planned reading, and the major assignments. Students should develop courses that are informed by current practice in the field in which the course is taught (e.g. literature, composition) and pedagogical theory, as well as by their prior teaching experience. While students may wish to test pedagogical theory with practice, the principal aim of the proposal is to assist students to develop skills in course design and to assist students as they develop a sophisticated ability to articulate the relationships among the interrelated levels of their course (goals, units, readings, assignments, etc.).
- 2) **Supervised Teaching:** The internship supervisor assists the student as he/she develops and implements the course, serving as a guide or a co-explorer in the course materials and methods. The supervisor and, where relevant, other committee member, also serve as outside observers who can help the student to improve their course development and their teaching in the classroom.
- 3) **Supervised Reading:** As part of the internship, the student also develops a reading list of approximately ten works related to the pedagogical methods and/or subject matter of the course (see more below). The student completes the reading concurrently with the internship and meets regularly with the supervisor to discuss how it informs the student's current or future teaching practice.
- 4) **Reflection and Evaluation:** At the end of the course, the student writes an essay summarizing their original plan for the course and reflecting on the course and their teaching in light of their experience and their reading. The supervisor also writes an evaluation of the student's internship and their reflection. This evaluation is shared with the student and placed in the student's file.

Further Details about the Internships

1. Developing an Internship – Types of courses, cooperative or independent

Usually internships focus on designing, conducting, and assessing college-level courses in writing and literature at ISU, although students can develop internships in other fields taught within the department or in other university departments, at other universities, 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. Students can do a maximum of nine internship credit hours in order to diversify their pedagogical skills and enhance their attractiveness to potential employers. Occasionally students develop

internships in related disciplines, depending on their academic background and professional goals and the teaching assignments of their internship supervisors.

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 even undertake two independent internships, but we recommend that students who wish to teach a literature class consider proposing a cooperative internship, since our ability to offer literature classes depends on the scheduling needs in the department.

Cooperative Internship

In a Cooperative Internship, the student works closely with a member of the ISU graduate faculty in the planning and teaching of a course for which the professor is the instructor of record. Cooperative internships may take place at the 1100-, 2200-, or 3300-level in English classes.

Cooperative internships may take many different forms, depending on the goals of the internship, the type of class, the level of experience of the student, and aims of the course professor. For instance, a faculty member and a student might cooperatively design a course and split the teaching and grading between them. Alternatively the professor might oversee the design of the class, while the student attends the course and teaches a significant portion of it. The student might teach a specific skill for 15 minutes at the beginning of each class session. Or the student could attend the class, but run special supervision and tutorial sessions outside class for students. These examples are meant to spark ideas about how to approach the internship. They are not exhaustive or prescriptive, and there is no expectation that the internship will take one form over another, but no matter the form, the supervisor and the student should work together to develop a cooperative model that will best fit the goals of the course, the styles and methods of the professor, and the aims and interests of the student, and the student should be able to articulate the reason for the collaborative arrangement in the proposal (see more below). The student and the professor will share the grading and assessment.

In agreeing to take on a cooperative internship, the faculty member is agreeing to work with the student to make plain the approach and logic of their course design.

Independent Internship

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 planning and conducting of a course. Independent internships may take place in 1100- or 2200-level English classes, usually in writing or literature. With fluctuations in enrollments, students wishing to do independent internships will need to discuss the likelihood that a particular course they wish to propose will make.

Externship

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. 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, typically 1101 or 1102, but if qualified English 1122 or 1123. A TA may propose to use the course they are assigned to teach to gain independent internship credit, provided that the candidate demonstrates to the Graduate Committee that this class represents a genuine attempt to design or approach the course in a new way. Since TAs are assigned to composition classes, a TAship may not fund an internship in a course other than composition.

Externships may be part of the student's regular part- or full-time teaching load at another institution.

3. Timing and Planning an Internship / Externship 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 the timeline for course scheduling, cooperative internship and externship 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).

In planning the internship, students will find it helpful to follow the steps outlined here:

- 1) Consult with the Director of Graduate Studies to go over the internship options and guidelines.
- 2) 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.
- 3) 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 approach another member of the graduate faculty to serve on the internship committee.
- 4) Work with the internship supervisor to formulate the precise nature of the internship and develop a proposal. (See the next section for more details.)
- 5) 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).

4. The Internship Proposal

The internship proposal provides an opportunity for the student to develop a coherent course and to explain the rationale for the course topic, approach, readings, and assignments. Regardless of the internship type, the proposal should also demonstrate that the student has the necessary academic and pedagogical background to teach a successful class. The proposal is usually about ten-pages, double-

spaced (excluding the syllabus and the reading list). For sample proposals, please contact the English Graduate Secretary.

The proposal should include the following.

- A cover sheet signed by the supervisor (see Appendix)
- A very brief indication of the type of internship: Is it cooperative or independent? What class will be taught?
- A rationale for your chosen internship type and course, explaining why you chose it and how it fits with your educational and professional goals. If you are proposing a cooperative internship, please describe the nature and extent of the collaboration and the rationale for it. In some cases, you might fully and cooperatively design and teach a course, but in others you might be trying to understand a particular approach, which your supervisor has developed. Even if the collaboration is closer to the latter, you should still have substantial responsibilities in the class, for instance combining writing of assignments with teaching (either all at once or multiple times over the semester), and grading at least two batches of papers (or equivalent).
- A description and explanation of the design of the course. This section will make up the majority of the ten-page proposal. It should address most of the following points, although some points may take more time than others to make and proposals needn't address these points in the order listed here. For students engaged in cooperative internships, the way you address the topics and questions below will vary depending on the nature of the collaboration with your faculty supervisor. Regardless of the nature of the collaboration, your proposal should describe the goals, topics, or assignments for class, and the rationale for these, as you understand them, even if these elements of the course have been entirely determined by the supervising professor, and it is the responsibility of the supervising professor to be able to explain these aspects clearly to you.
 - The goals of the course: How were these arrived at? Do they match SBOE, university, and departmental requirements? How do they relate to the catalog description of the class? Are they informed by pedagogical theory, or an attempt to think through a particular pedagogical issue or problem?
 - The topic of the class: What is the topic, theme, or focus for the class? How did you arrive at the topic or specific focus of the class? How does this topic help to meet the course goals?
 - The text books and/or readings for the class: What text book, readings, or other materials will be assigned? Why are these assigned? What process of selection governs the choice of these readings or materials?
 - The structure of the class: How is the class organized? What are the main units and what will be the focus of each unit? Why are these the units? Why are the units organized in the order presented? How will these units help to meet the course goals?
 - Types of assessment and assignments: What types of assignments are planned? Will there be quizzes, reading logs, shorter and longer essays, etc.? What is the rationale for the modes of assessment that have been planned? How will these help students to meet the course goals?
- 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.) Also describe a final project you will produce from your readings. In most cases, an annotated bibliography is fine.

- Appendixes

- *Student Qualifications*

If this point was not already addressed in your internship rationale, describe your qualifications and preparation for teaching the proposed course. How does the internship relate to your academic and pedagogical background and career plans?

- *Supervision*

Give the name of your 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 and committee member's areas of expertise or competency.

- *Course Syllabus*

Include a complete syllabus for the course, including the course description and goals, policies, assignments, and schedule. (Be sure to review any specific departmental guidelines for the course to make sure the syllabus conforms to them. See "F" below.)

- *Independent Reading List and Schedule*

Create a reading list and schedule for the ten (or so) total primary secondary "works" associated with the pedagogical goals of the internship (specific readings in pedagogy, important studies of the works on the syllabus, etc.). Follow the formula for counting "Works" in the comprehensive exam section. The schedule should include specific meeting dates and proposed time for the meetings with your internship supervisor, even though the specific dates/times might need to change as your supervisor's and your own schedules develop.

- *Assurances*

Please include 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. Please note: If the Graduate Committee requests that you revise your proposal, you will need your supervisor's approval for the revision before turning in the proposal again.

If you are proposing a class that meets a general education requirement, please print, read, sign, and submit with your proposal the State Board and ISU General Education guidelines for that requirement. A signature will indicate that you have read the guidelines and will aim to design and teach a course that will meet them. Please note that the department's Graduate Secretary can help you to locate these on the ISU and State Board websites.

If you are proposing a class that has departmental guidelines (1101, 1102, 1110, and 1115), please print out, read, sign, and submit with your proposal the department's guidelines for that course. Please note that these guidelines are available in the "Faculty Handbook," which is accessible for all TAs, instructors, and faculty through "Google Sites." If you need assistance accessing the site, please see the department's Graduate Secretary. A signature

will indicate that you have read the guidelines and will aim to design and teach a course to meet these goals.

5. Supervision of the Internship

It is expected that students will work with a different supervisor for each of their internships, since different supervisors will give the students a variety of perspectives and input. A supervisor for one internship, however, might serve as a committee member for another.

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 together in all of the meetings of the course, and both will likewise be present in a cooperative hybrid or online course.

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, the supervisor should make four visits to the intern's class and each visit should be followed by a conference. The second committee member should visit the class two times. If necessary, some classes may be video recorded.

6. 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 five- page, single-spaced self-evaluation of the internship, describing the aims of the course and a reflection 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 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.

7. 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.

Externship proposals follow the same guidelines and format as the internship proposal (See above). Before submitting a proposal for an externship, applicants must find an ISU English graduate faculty member to chair the externship committee, supervise the independent reading, and serve as the instructor of record for the course. 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. This letter should indicate that the on-site supervisor will visit the class four times and write a report.

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 video recording and conference with the student in person or by phone. In addition, the student will complete the independent reading portion of the externship with the ISU supervisor.

By the last day of classes in which the externship takes place, the extern should submit to the on-site mentor a five-page, single-spaced self-evaluation of the externship, describing the aims of the course and a reflection on the course design and experience of teaching it. This reflection should include a demonstrated engagement with the externship reading list. The on-site mentor then writes a report evaluating the extern's performance during the semester and both the essay and the evaluation are then sent to the student's ISU externship supervisor.

By the last day of finals week, the ISU supervisor will write a report of about a page on the externs 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 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 extern 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 the proposed dissertation advisor so that they can find a topic they are qualified to undertake and that falls within the advisor's area of expertise. Once students have a clear sense of a topic, they should work with 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 and dissertation advisors should look for committee members with research and teaching expertise related to the dissertation's subject matter, methods, and/or theoretical approach. Such committee members will be in the best position to provide knowledgeable feedback on the project and authoritative letters of recommendation when the student applies for jobs.

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 20 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

Students who find that they need to include media or literary artifacts not specified in this list should come to an explicit agreement with their advisor and committee members about how to count these other materials as “works.”

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 successfully completes the course requirements, the foreign language requirement, and the comprehensive exam will advance to candidacy (ABD status).

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 AND BINDING THE DISSERTATION

1. Pages with Signatures

When students complete their thesis/dissertation, they must create two (2), separate sets of the front pages containing original signatures. These will include at minimum the copyright page and committee approval page, and may also include the microfilm approval page and human subjects

approval page. Each copy must be printed on at least 20% rag content paper. One set of copies goes to the Graduate School and another set of copies goes to the Graduate Secretary in English.

In most cases, students will only need to personally obtain enough 20% rag content paper for these pages with signatures. The binderies (discussed below) will provide the paper for printing your thesis/dissertation at the time they bind the project.

2. Electronic Dissertation and Thesis Copies

Students must submit two (2) electronic, PDF copies of their thesis/dissertation. One goes to the Graduate school and the other goes to the Graduate Secretary in English. These electronic copies must be PDFs and formatted and submitted according to the requirements in the *Dissertation and Thesis Filing Guide* on the Graduate School web page.

3. Copies for the Department

In order to graduate, each student must provide two (2) hard-bound copies of his or her thesis/dissertation to the Graduate Secretary in English. The conferral of the degree is contingent upon the department receiving these copies. Students should expect to pay at least \$300 for these two hard-bound copies.

Hard-bound dissertation and thesis copies must be printed on at least 20% rag content paper measuring 8 ½" x 11". Each copy must be bound in hard cover, with an imitation leather binding embossed with at least the student's name and year of graduation on the spine. (Students may choose to include their name and title on the front cover too.) It is customary for dissertations and theses to be bound in red or burgundy. Copies may be single or double-sided. We do not specify particular margins or spacing, but the entire text of the dissertation must be readable (i.e. not bound into the binding). If the document is double-sided, it will look better if both margins are 1 ½" on the left and right, or off-set so that the inside margin (toward the binding) is set at 1 ½".

In order to graduate, students must provide the graduate director with proof that they have ordered and paid for at least two copies of their dissertation, meeting the requirements above, to be bound and delivered to the department. At the time when they order the two hard copies, students may wish to order additional copies for themselves, since most vendors will decrease the cost per book if more books are ordered. In many cases, students can have these additional copies mailed directly to them, but if they must be delivered to the department along with the two, required departmental copies, the department will mail up to two copies to the student at no additional mailing charge.

The Secretary to the Graduate Director can guide students toward vendors who can bind dissertations and theses in ways that meet the specifications above. Please note that, in general, copy businesses, such as OfficeMax and FedEx-Kinkos are not able to provide hard cover binding.

4. Dissertation/Thesis Publication Embargo

With electronic filing, dissertations and theses are now publicly available from the time they are uploaded by the university onto its server. We recommend that you request to have your dissertation/thesis embargoed, preventing public access, and giving students time to publish their work. The Graduate Secretary in English will have the forms.

If you are unsure whether you should embargo your thesis/dissertation, please speak with your advisor and/or the Graduate Director. Currently, students can request to embargo their dissertation for one year, and renew their request on an annual basis, at least once and perhaps twice.

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 6612 (3cr) 2. ENGL 6631 (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 7700 Internship (3cr) or ENGL 7783 TESL Practicum (3cr) other: --Non-English language (4 cr) --Define dissertation & exam committees, work on dissertation and exam proposals
Year 3	9 graduate credits: 1. ENGL 7700 Internship or ENGL 7783 TESL Practicum (3cr) 2. ENGL 6694 Dissertation and Exam Preparation (6cr) 3. Possibly: ENGL 6610 Career in English (1cr) 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. ENGL 6610 Career in English (1cr); if not done already other: --Talk to your advisor about participating in thesis/dissertation series	9 graduate credits: 1. Dissertation (9cr) other: --Consider with your advisor participating in the 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 6600 level or higher):

A. Required Courses and Distribution Areas (12 credits)

1. ___ ENGL 6612 – 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 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)

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

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

Name of 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.

*Please also note **Ph.D. Fellowships are considered scholarship and will therefore affect your total eligibility for financial aid.*

Equal Opportunity/Affirmative Action Employer

COVER SHEET
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)

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: _____

Does the Dissertation Involve Research with Human Subjects: ____ Yes ____ No
(If so, please attach the Human Subjects Approval Form.)

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. Sign and Date.

1. Dissertation/Exam Chair/Date: _____

2. Committee Member/Date: _____

3. Committee Member/Date: _____

Approved by Graduate Director/Date: _____

Please attach the dissertation proposal and comprehensive exam lists (as well as Human Subjects Approval, if applicable).

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.