

Graduate Student Manual

2014-2015

Department of English
Washington State University

GRADUATE STUDENT MANUAL

DEPARTMENT OF ENGLISH, WASHINGTON STATE UNIVERSITY

2014-2015

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General university requirements for graduate study are listed in the WSU Graduate School's Catalog and Bulletin of Policies and Procedures, to which students may gain access online:

<http://www.gradsch.wsu.edu/FutureStudents/Academics/GraduateCatalog/>

** Graduate Policies & Procedures:*

<http://www.gradsch.wsu.edu/CurrentStudents/PoliciesAndProcedures/>

** Theses & Dissertations:*

<http://www.gradsch.wsu.edu/Documents/PDF/DissertationAndThesisGuidelines.pdf>

** WSU's Sexual Harassment Policy:*

http://public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_and_Sexual_Harassment.htm

** Ph.D. Exam Bibliographies:*

<http://www.wsu.edu/~campbelld/gradbibs/index.html>

[or http://wsuenglish.pbworks.com](http://wsuenglish.pbworks.com)

** WSU Online Program Policies:*

<http://www.gradsch.wsu.edu/CurrentStudents/PoliciesAndProcedures/DdpPolicies.aspx>

1. GRADUATE PROGRAMS IN ENGLISH

The Department of English at Washington State University offers graduate programs leading to the degrees of Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.). Providing opportunities for diverse coursework and extensive pedagogical training, these programs emphasize interpretive and critical thinking, breadth of disciplinary preparation, grounding in current theory and methodology, and respect for the value of multiple perspectives. Students may elect to concentrate either on literary study (British, American, and postcolonial Anglophone literatures) or on rhetoric and composition. The English Department also participates in Washington State's interdisciplinary American Studies program, which offers opportunities for M.A. and Ph.D. students to take specialized seminars in American Studies.

All students admitted to the various M.A. and Ph.D. programs will have been carefully selected from pools of applicants. They are expected to pursue their degree programs with success and to earn the M.A. degree in two years and the Ph.D. in five. The final oral examination – the culmination of all degree programs – is understood to be a conversation among colleagues, a forum in which the candidate discusses his or her own scholarly goals and asks questions as well as answering them. The intent is that it serve as a welcome into the profession of English studies.

General Program Requirements

- Unless specifically exempted, all entering graduate students who hold Teaching Assistantships will enroll in ENGL 501 (Seminar in the Teaching of Writing); exceptions to this rule must be approved by the Director of Composition. For descriptions of this course, see the seminar brochure prepared each semester.
- Candidates for all graduate degrees are normally required to take three credits of ENGL 598 (Teaching Apprenticeship); usually these credits are acquired during a student's first three semesters in the program. Upon evidence of a candidate's satisfactory prior experience in public school or college teaching, the Director of Graduate Study may waive this requirement. For details regarding ENGL 598, see the seminar schedule prepared each semester.
- Full-time candidates for all graduate degrees must enroll in at least one credit hour per semester of ENGL 700 (M.A. thesis), ENGL 702 (M.A. non-thesis), or ENGL 800 (doctoral research). Students may always enroll in more than one credit hour of these courses if they wish, but the minimum per semester is one hour.
- In all graduate programs requiring comprehensive written or oral examinations, students who fail may petition the Graduate Studies Committee to retake the examination. If permission is granted, the student will be advised of the maximum and minimum interval permitted between the original and the second exam. Two calendar years is the usual maximum interval. Normally an examination may not be taken a third time.
- All graduate students should be aware that examinations and graded coursework are

regarded as separate and independent evaluations of each candidate. (Examinations are not intended as reviews of coursework: their purpose and scope are described below for individual programs.) The English Department faculty is nonetheless committed – either in the design of courses or through recommended readings which supplement specific requirements – to providing students with guidance in the task of integrating the specialized contents of seminars into the broader contexts and perspectives demanded by examinations in the various programs.

- Every graduate student is required to submit an updated CV to the Director of Graduate Studies at the end of each Spring Semester (preferably no later than May 1). The purpose of this submission is to allow the DGS to assemble an annual report concerning graduate student progress and accomplishment. Updated CVs should, at the minimum, provide the following information: any conference papers presented up through April 30 of the current year; all courses taught at WSU or elsewhere during the current academic year; any books, essays, articles, book chapters, or book reviews published by the student, with dates of publication; any books, essays, articles, book chapters, or book reviews accepted for publication (but still forthcoming); any books, essays, articles, book chapters, or book reviews submitted for publication; any grants or fellowships received by the student, with titles and dates; any prizes or awards received by the students, with titles and dates; and any other academic accomplishments.
- Graduate students must earn a 3.00 grade point average (GPA) for all course work (including all courses listed on the Program of Study and other graduate upper- and lower-division courses). No work of “C” grade or lower may be dropped from a program, nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course listed on the Program of Study in which a grade of “C-,” “D,” or “F” is earned must be repeated.
- A graduate student who fails to maintain a cumulative GPA of 3.00 or higher for all course work subsequent to admission to the WSU Graduate School will be dropped from the University. A student who is dropped may be permitted to re-enroll if the chair of the department makes a special recommendation with the concurrence of the Dean of the Graduate School.
- Final exams, both for M.A. and Ph.D. candidates, may NOT be scheduled during “Dead Week” (i.e., the week prior to Exam Week); this is a WSU Graduate School Policy. Make sure, therefore, to schedule final exams *prior* to Dead Week. Preliminary exams, on the other hand (e.g., the Ph.D. “Oral” exam), may be scheduled during Dead Week. See Program Coordinator to schedule exam.
- As of Fall 2006, all graduate students are required to undergo training on the responsible conduct of research. This is a web-based training module, available online at myResearch.wsu.edu. Students are encouraged to complete this training module as expeditiously as possible; they will not be eligible for a TA or RA until they have completed it. All Personnel Action Forms (PAFs) must include the date on which the

training was completed. Training needs to be completed by August 15 for payroll purposes.

- As of Fall 2008, all theses and dissertations must be submitted in digital (PDF) format according to the WSU Graduate School's digital formatting guidelines. Paper copies of theses and dissertations will no longer be accepted. However, students will still be required to submit a 100% cotton paper copy of the title page, the signed signature page, and the abstract page; this will accompany the digital submission of the document. For more information, see <http://www.gradsch.wsu.edu/current-students/formsfordegree.html>
- Graduate students are required to submit their Application for Degree to the Graduate School. The application is online at <http://www.gradsch.wsu.edu/Forms/>. All students pay a \$50.00 graduation processing fee.
- Graduate students are also strongly encouraged to complete Sexual Harassment training. An online training module is available at the following site: [www.http://training.newmedialearning.com/psh/washingtonstateu/choice.htm](http://www.training.newmedialearning.com/psh/washingtonstateu/choice.htm)
- A note on auditing courses: Graduate students who elect to audit a course must have prior approval from the instructor of the course and from their thesis or dissertation advisor. Official recording of an audit on a transcript requires the instructor's signature on an audit card (available from the Registrar's Office), as well as a discussion with the instructor regarding any specific expectations or requirements to fulfill the audit. Minimum requirements may include attendance at select or all classes and course readings for participation in class discussions. No university credit will be granted for auditing courses, nor may students apply for or take special examinations for university credit in courses which they have audited. Students wishing to audit, or to change from credit to audit, must pay the appropriate fee and submit the signed audit card to the Registrar's Office before the end of the fourth week of instruction in the semester. An enrollment change from audit to credit is limited to the first two weeks of the semester. A maximum of two audits is allowed for any particular semester or term.

Residency Requirements, Incomplete Grades, Withdrawals, and Completion of Programs

- The M.A. residence requirement is one academic year (two semesters); three summer sessions are regarded as the equivalent of one academic year. Practical experience indicates that only highly qualified persons with broad backgrounds in undergraduate study and strong foreign language preparation can expect to complete study and examinations in exactly two semesters. Students holding Teaching Assistantships are expected to enroll in 18 credits per semester: this figure includes 6-9 hours of graded coursework, internships, independent study, and examination or thesis preparation hours. Between 30 and 34 graded credit hours are expected (depending on the specific program requirements); a maximum of six of these may be transferred from another institution.
- The Ph.D. residence requirement is three years beyond the granting of the baccalaureate

degree, of which at least two years must be spent pursuing coursework at Washington State University. Again, the fulfillment of individual program requirements may demand additional time. Students holding Teaching Assistantships are expected to enroll in 18 credit hours per semester. Summer study may shorten the time span, but the full-time student will normally need two and a half or three years to complete coursework and examinations, following by another two years to write the dissertation. Most students will complete the degree in five years of post-M.A. study.

- All M.A. and Ph.D. students who hold Teaching Assistantships *must* establish residency in the state of Washington and *maintain* such residency for the full duration of their T.A. appointments. Failure to do so may mean that their tuition waivers will be suspended by the WSU Graduate School.
- An incomplete grade (“I”) is a grade that has been temporarily deferred. It is given to a student who, for reasons beyond the instructor’s control, is unable to complete the assigned coursework on time. Graduate students may not carry a grade of “I” longer than one semester or summer session while on appointment. Ordinarily, renewed appointments will not be approved in such cases. In other words, graduate students who have received an “I” must complete the work for that course during the following semester or summer session if they intend to maintain their graduate employment.
- Generally speaking, a student may drop a course without record up to the end of the fourth week of instruction during a semester. After the fourth week, students may withdraw from individual courses (with some restrictions) up to the end of the ninth week of instruction. Withdrawals after the end of the ninth week are possible, but transcripts will permanently show a “W.” [For more details, see the Office of the Registrar’s web page, particularly the section on “Cancellation of Enrollment.”]
- Graduate students must abide by WSU’s “continuous enrollment” policy. If a student is not taking classes during a particular semester (e.g., if s/he is finishing a thesis or dissertation while temporarily teaching elsewhere), this student must nonetheless enroll in a minimum of two credits at WSU to provide evidence of continuing progress toward the eventual degree. Doctoral students may apply for “Continuous Doctoral Status” and pay \$50 per semester instead of registering for two credits.

Student Learning Outcomes: Student learning outcomes for the English graduate program (both M.A. and Ph.D. degrees) include the following:

- Broad understanding of contemporary English Studies and its various sub-disciplines (as demonstrated and assessed by the successful completion of ENGL 501 and all other seminars that students take during their tenure in our program). Seminars typically require six or seven different forms of student accomplishment, including critical essays, literature reviews, oral presentations, pedagogical reflections, and multimedia projects. All of these assignments provide material for evaluation – material which in turn offers opportunities for the assessment of learning goals.

- Substantial knowledge of more specialized areas within English Studies, accompanied by the ability to locate and synthesize scholarship in such areas (as demonstrated and assessed, for instance, by annotated bibliographies and literature reviews, along with the successful completion of qualifying exams). Ultimately students are expected to write essays of publishable quality which persuasively defend original theses and incorporate important research in primary and secondary sources.
- Ability to conduct original research in such sub-disciplines as literary studies, rhetorical theory, composition studies, digital technology, second-language learning, etc. (as demonstrated and assessed by the successful preparation of theses, portfolios, and dissertations). These documents are not approved in our Department until committee members are satisfied that they do indeed represent original research and thinking.
- Ability to present original research findings to appropriate academic audiences (as demonstrated and assessed, for instance, by delivering conference papers, presenting material at Departmental colloquia or at WSU's annual "Academic Showcase," etc.). Graduate students routinely give oral presentations in their seminars, so they have ample opportunity to learn and practice the skills involved in such presentations. The Department, moreover, provides annual stipends to graduate students whose papers have been accepted for presentation at regional, national, or international conferences.
- Ability to write scholarly essays or to create texts of other kinds which articulate new claims and present the results of original research and thinking (as demonstrated and assessed, for instance, by the submission of scholarly essays to peer-reviewed journals or edited collections, or by the dissemination of academic or creative texts in other appropriate venues). Graduate students in our Department can still earn their degrees without having published essays or books, but they are encouraged to submit their scholarship for publication, and faculty members often confer intensively with them as they develop and revise their written work.
- Ability to teach a range of courses in English Studies, including, for example, Freshman Composition, Writing Research Papers, introductory courses in literary or rhetorical study, etc. (as demonstrated and assessed by successful work as a Teaching Assistant in our graduate program). Graduate student teaching evaluations are read both by the Composition Director and by the Chair. And all members of the Department, including graduate students, are expected to examine the numerical scores in their evaluations within the broader context of summary scores across the Department.

2. MASTER OF ARTS IN ENGLISH

Master of Arts in English (Emphasis in Literary Studies)

This broad program provides a solid foundation for more specialized doctoral study in English or

American literature, American studies, comparative literature, or postcolonial anglophone literatures, as well as for professional training in such areas as law, information technology, divinity, journalism, and business. Students pursuing an M.A. in literature may choose either to write a thesis or to prepare a final portfolio.

I. Program and Course Requirements (30-38 credit hours)

- A. Candidates may choose either a thesis or a non-thesis (portfolio) program. The thesis program requires a minimum of 24 semester hours of graded courses work. At least 21 hours will normally be taken in 500-level seminars in English; no more than 3 hours of non-graduate coursework (300- and 400-level courses) may be included. Preparation of the thesis will require at least 4 hours of ENGL 700, under the direction of a faculty member serving as the chair of the advisory committee. (At the end of the second semester of the program, the student will choose a committee of three faculty members to serve on this committee.) Early in the third semester, the student must submit a Program of Study to the WSU Graduate School; the English Department's Academic Coordinator normally helps students prepare these forms.
- Candidates must demonstrate competence in at least one foreign language (see Foreign Language Proficiency Requirements) before proceeding to the submission and defense of the thesis.
 - Students holding Teaching Assistantships are also required to take 3 credits of ENGL 598 (normally 1 credit during each of their first three semesters), as well as 1 credit of ENGL 600 during each of their four semesters of employment. The usual sequence of English 598 is as follows:
 - First Semester: Directed Study in the Writing Center (English 102); arrangements will be made by the Director of the Writing Center
 - Second Semester: Weekly Colloquium on Freshman Composition, to be attended by all first-time Teaching Assistants.
 - Third or Fourth Semester: Mentored Teaching arranged between student and faculty member.
- B. The portfolio (non-thesis) program requires at least 27 hours of graded coursework. At least 24 of these hours will normally be taken in the 500-level series of seminars; no more than 3 hours on non-graduate coursework (300- and 400-level courses) may be included. Students must also enroll in at least 4 hours of ENGL 702.

Candidates must demonstrate competence in at least one foreign language (see Foreign Language Proficiency Requirements) before proceeding to the preparation and defense of the portfolio. Students holding Teaching

Assistantships are required to take 3 credits of ENGL 598 (normally 1 credit during each of their first three semesters), as well as 1 credit of ENGL 600 during each of their four semesters of employment.

In the non-thesis program, students are required to submit a portfolio of professional writing. At the end of the second semester of the program, the student will choose a group of three or four faculty members to serve as the advisory committee; one of these faculty members will be designated by the student as the committee chair. During the third semester, the student must submit a Program of Study to the WSU Graduate School (see the Academic Coordinator for help with this). During the fourth and final semester, the student will provide a copy of the revised portfolio to the members of his or her advisory committee. Under the guidance of the chair of this committee, the faculty members will work with the student to develop, evaluate, and approve a professional portfolio. Once the portfolio is revised to the satisfaction of all committee members, the student will complete a portfolio cover form with committee signatures and provide a copy of the revised portfolio to all committee members and to the Academic Coordinator. The portfolio will consist of the following components:

- (1) One revised, publishable seminar paper (with a cover letter addressed to the editor of a suitable journal; and with a list of other potential journals for submission);
- (2) One conference paper, usually a ten-page revision and condensation of a different seminar paper (with a cover letter addressed to the organizers of a suitable conference; and with a list of other potential conferences at which the paper might be presented);
- (3) A statement of intent that articulates an intellectual rationale for the selection of these two papers, describes the processes of revision, provides a retrospective commentary on the portfolio and its intellectual coherence, and indicates future directions for scholarship and writing. Usually this statement is expected to be about 4-5 pages in length.

C. The programs of both thesis and non-thesis candidates must feature at least one graduate literature seminar in each of the following five categories:

- (1) Medieval literature up to roughly 1485
- (2) English literature from 1485 to 1600, including Shakespeare
- (3) Seventeenth- and eighteenth-century British or American literature
- (4) Nineteenth-century British or American literature
- (5) Twentieth-century British, American, or postcolonial literature

Both highly specialized and broadly focused courses may be used to satisfy these

period requirements. Ambiguous cases should be resolved through discussion with the Director of Graduate Studies.

- D. All M.A. students holding Teaching Assistantships must take ENGL 501 (Methodology of Composition) during their first semester in the M.A. program.
- E. Students in both the thesis and non-thesis programs are required to present a 15-20 minute paper at the annual M.A. Conference sponsored by the English Department near the end of Spring Semester.

II. Oral Examinations

- A. The final oral examination for the thesis candidate will deal principally (though not necessarily exclusively) with the thesis. For the non-thesis candidate, the final oral examination will deal principally with the portfolio. Oral examinations are normally administered by all members of the student's M.A. advisory committee.
- B. The English Department requires that the thesis or portfolio be submitted in final typed form no later than December 14 for completion of the degree in Fall Semester, no later than May 2 for completion of the degree in Spring Semester, and no later than August 1 for completion during the Summer. The candidate is expected to deposit the thesis or portfolio in the Department at least five working days before the oral examination. If the candidate passes the examination, the thesis, in final form as approved by the committee, is to be deposited at the WSU Graduate School within five working days.
- C. Final oral examinations may not be scheduled during Finals Week; the last eligible day is the Friday of the previous week ("Dead Week").

Master of Arts in English (Emphasis in Rhetoric and Composition)

This program allows students to specialize in the theory and pedagogy of composition. The degree is designed to prepare candidates for teaching positions at the college level or for doctoral programs with a specialization in composition and rhetoric. Language proficiency requirements are based on the candidate's expected needs and may be met by linguistics or other language studies. Candidates for this degree may prepare either a thesis or a portfolio: the thesis option requires 24 graded seminar hours, the portfolio option requires 27. Either way, students must fulfill the following requirements:

- I. Programs and Courses (30-38 credit hours)
 - A. Both of the following courses (6 hours)

ENGL 501 (Methodology of Composition)
 ENGL 502 (Contemporary Theories of Composition)

- B. Three of the following eight courses (9 hours)
- ENGL 508 (Seminar in Assessment of Writing)
 - ENGL 509 (Classical Rhetoric)
 - ENGL 515 (Contemporary Rhetorical Theory)
 - ENGL 516 (Rhetorical Theory; same as COMM 525)
 - ENGL 531 (Administering a Writing Lab)
 - ENGL 532 (Teaching Writing to Non-Traditional Students)
 - ENGL 534 (Teaching Technical and Professional Writing)
 - ENGL 597 (Topics in Rhetoric and Composition)
- C. A minimum of three graded hours to be selected from the department's graduate offerings in linguistics or TESOL. The director of the student's program may allow the student to substitute other graded courses for this 3-hour requirement if the student's individual program would benefit from specialized work in another related area, e.g., computer programming or the teaching of reading.
- D. After consultation with the student, the student's advisor may recommend that the student take one or two courses in literature, but the final decision about this requirement rests with the advisor. Depending upon the advisor's recommendation, students pursuing the thesis option would take one course; students pursuing the portfolio option would take two. Ideally, these literature courses should cohere as a unit (e.g., a series of courses focused on gender issues, on twentieth-century literature, on drama, etc.).
- E. Finally, students are required to present a 15-20 minute paper at the annual M.A. Conference sponsored by the English Department near the end of Spring Semester.

II. Portfolio Process

The M.A. examination in Rhetoric and Composition involves a process which begins during the third semester of the program. At the outset of that semester (or even at the end of the second semester), the student forms a committee of three faculty members to supervise the examination and portfolio. The student should also complete his or her Program of Study form at this point, working in close consultation with the Academic Coordinator.

During the fourth and final semester of the program, the student should enroll in at least two credits of ENGL 702. It is during this semester as well that the student will (1) submit his or her portfolio, (2) take the three-day comprehensive written examination based on an annotated bibliography, and (3) defend both the portfolio and the written exam at a final oral examination.

The portfolio should be submitted by the end of the second week of the semester and consists of the following items:

- (1) One revised, publishable seminar paper. This paper may derive from any graduate seminar taken at WSU.
- (2) An annotated bibliography in the student's area of interest, developed in consultation with the student's advisor and committee members. This bibliography will be used as the basis for the three-day take-home examination.
- (3) A statement of intent which explains how the student's course of study and intended focus for the take-home examination relates to his or her professional goals and interests.
- (4) A cover letter or memo which describes the contents of the portfolio.

The Master's Committee will read, evaluate, and provide comments to the student over a two- or three-week period. The chair of this committee is responsible for making sure that all members give comments to the student, and that the student has ample time to make revisions.

III. Comprehensive Examination (Portfolio Option Only)

The comprehensive examination is a three-day take-home exam administered by the members of the student's Master's Committee. It is based on the annotations in the student's annotated bibliography. Normally the examination is given to the student at the end of the sixth week of his or her final semester: the student picks up the exam on Friday morning and returns it the following Monday morning. The examination usually has just one question, but it is up to the chair and the committee members to decide the precise format. The student's written response to the exam question(s) must be no longer than fifteen double-spaced pages using a 12-point type font.

Within two weeks of the submission of the examination, the student's committee members should have evaluated the student's answer(s) and provided their recommendations (of pass or failure) to the committee chair. If the committee agrees that the student has submitted passing work, the student may schedule a final oral examination. If the committee members believe the student has failed the exam, they may ask the student to retake the exam.

IV. Oral Examination (Portfolio Option)

The student schedules a final oral examination with his or her Master's Committee. The oral is not so much an examination as a discussion with the committee of the take-home examination and the revised essay in the portfolio. It is, in essence, a conversation among colleagues, one in which the student has a chance to discuss his or her professional goals and may ask as well as answer questions. The intent is that it serve as a welcome into the profession.

Timeline for Final Semester of M.A. Program in Rhetoric and Composition (Portfolio Option)

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| End of second week of semester: | Submit portfolio to the members of your committee. The portfolio includes the following components: (1) a cover letter or memo outlining the content of the portfolio; (2) a statement of intent regarding your professional goals; (3) an annotated bibliography on your specific area of interest (this bibliography will be used by your committee members in designing the question for the take-home exam); (4) one revised, publishable seminar paper. |
| End of sixth week of semester: | Begin three-day take-home examination |
| Beginning of seventh week of semester: | Submit take-home examination |
| End of eighth week of semester: | Last day to apply for a graduate degree |
| Ninth or tenth weeks: | Begin scheduling M.A. oral examinations (do this with the Academic Coordinator) |
| Twelfth through fifteenth weeks: | Take oral (final) examinations |
| Fourteenth week (usually Wednesday afternoon, 1:00-4:00 p.m.): | In-house conference for all M.A. students |

Note: the final version of your portfolio must be submitted to your committee members at least two weeks before your oral examination. In other words, you'll need to submit it around the same time that you see the Academic Coordinator to schedule the exam.

Note: Final oral examinations may not be scheduled during Finals Week; the last eligible day is the Friday of the previous week ("Dead Week").

Also: your scheduling form for the final examination must reach the WSU Graduate School at least **ten** working days prior to the date of the examination itself.

Thesis Option:

The thesis option for M.A. students in Rhetoric and Composition was approved by the English Department in the spring of 2008. Faculty members understand that thesis preparation will be more or less parallel to that expected of M.A. students in Literature who choose to write theses. It would be advisable for students selecting this option to form a thesis committee early in the fall semester of their second year in the program; to submit a thesis proposal to their committee members by September or early October; and to submit a full draft of the thesis to their director no later than about mid-March. Final exams for students pursuing the thesis option are usually

scheduled in late March and early-to-mid April.

M.A. Thesis Proposal Guidelines:

The following guidelines pertain equally to M.A. theses in literary studies and in rhetoric and composition. As with all questions about M.A. or Ph.D. proposals, the best recommendations and the final decisions will rest with your committee and especially your primary advisor. In particular you should check with your advisor regarding expectations about format, length, voice, audience, timeline, number of drafts, and so forth.

Why Write a Proposal?

When properly prepared, a thesis proposal is helpful both to students and their advisors. The benefits extend beyond simply “getting started,” though that’s not to be disregarded. Detailing your project, its approach, critical context, and organization will help you clarify your own research and writing, hopefully allowing you to spot both good ideas and problems when it’s easiest to deal with them. Getting an early glimpse of your work will allow your advisor to provide important early advice regarding both writing and research, and it will ensure that your project has the originality, scope, and significance necessary for a strong thesis. Should you choose to go on for a Ph.D. (either here or elsewhere), it will also allow your advisor to write a more detailed letter of recommendation. Finally, the proposal provides *both* you and your advisors a mutually-agreed-upon structure for your thesis work.

The Rhetorical Point

A proposal is generally designed to answer the following questions:

- What is your project?
- Who is your audience? How will you address this audience?
- Why should people take an interest in your project?
- How do you propose to go about completing this project?

Together the answers to these questions will help you and your advisor answer two broader questions: “Should this project be undertaken?” and “Can this project be successfully completed given the temporal constraints of M.A. work?”

Organizing the Proposal

While the particular format and organization of the proposal will vary, you should generally address each of the following items:

Topic and Thesis: This is the core issue or question you wish to investigate, as well as your proposed answer. You should establish good reasons for pursuing these ideas, particularly with respect to how your work fits into past, present, and potential future scholarly conversations in the field.

Current State of the Field: Essentially this is an analytical literature review. You don't necessarily need to have read everything you cite here, but you should be able to offer a sense of the key arguments and authors in the field, as well as current critical and historiographical debates. Depending on your individual project, part of your challenge here may be to bring together disparate disciplines or approaches that will contribute to your own thinking. Together this section and the "topic/thesis" help you establish how your work relates to what has already been done in the field.

Sources and Methodology: What will be your "data" for this project – i.e., what texts, theoretical statements, literary works, examples of student writing, etc., will you use, and why are these appropriate choices? Additionally, how do you expect to approach and handle this material?

Organization: Provide a brief outline of what you expect the thesis might look like. This is not a firm contract, but rather a sense of how you imagine you will pursue your argument. How will you begin? Will there be separate sections? How will your disparate thoughts come together? This might also be the place to provide a projected timeline if you haven't discussed this with your advisor.

3. DOCTOR OF PHILOSOPHY IN ENGLISH

Students entering the Ph.D. program in English are expected to have completed a master's degree in English or in a related field of study at an accredited college or university, and to show promise of doing excellent work at the doctoral level. Students who complete a master's degree at WSU must reapply for admission to the Ph.D. program. Ph.D. candidates must demonstrate general competence in two foreign languages or advanced competence in one (see Language Proficiency Requirements, below). All doctoral students are expected to take part actively in planning their own literary and language programs and in meeting deadlines set by the department and by the WSU Graduate School.

The objective of the Ph.D. program – including concentrations either in literature or in rhetoric and composition – is to prepare scholars for employment in a wide variety of post-secondary institutions of learning by providing both generalized and specialized training in literary/cultural theory and criticism, as well as opportunities to develop critical and research skills in literary and intellectual history, rhetorical theory, genre studies, composition studies, pedagogical theory, linguistics, and other related fields. The Ph.D. candidate's course of study is not designed to confront the student with every significant piece of writing in the respective field (i.e., English and American literature or rhetoric and composition). Rather, the coursework aims to produce mature critics and scholars who are widely read in English and American literature, knowledgeable about the methods of systematic scholarship, and competent to function professionally, not only in the modern university, but also in related research institutions such as historical societies, museums, and publishing firms.

Program and Course Requirements

A. Program of Study

The Program of Study to be filed with the WSU Graduate School will be formulated in accordance with the following policies:

The program will show up to 27 graded credit hours transferred in from an M.A. program and at least 30 graded credit hours beyond the M.A. Work completed for the M.A. at a U. S. university will normally count toward the 27 graded hours. Courses taken beyond the M.A. may be counted toward doctoral work after consultation with the Director of Graduate Studies.

This amounts to a total of at least 57 graded credit hours, to which will be added the various ungraded hours accumulated in English 598, English 600, and English 800. (Note: No 300-level English courses can be used for graduate credit in the Ph.D. program, but up to 6 hours of 400-level courses listed in the Graduate Bulletin may be counted.)

Students should begin enrolling in English 800 before all graded coursework is

completed, and must have a minimum of 20 hours of 800 credits by the time of graduation. There is no maximum number of hours following completion of the comprehensive and preliminary examinations.

B. Required Graded Seminars

- English 501 (Seminar in the Methodology of Composition)
- English 590 (Directed Reading; up to 3 credits total)

In addition, all students (both in literary studies and in rhetoric and composition) must take at least one course in each of the following historical periods:

- Pre-Enlightenment (i.e., up to roughly 1700-1750)
- Enlightenment to the Twentieth Century
- Twentieth Century to the Present

Students who have already taken graduate seminars in any of these areas may meet with the Director of Graduate Study to see if they may waive one or more of these requirements.

C. English 590: Research in English Studies

English 590 is a graded independent study designed to provide directed research in English studies for individuals (or small groups) in conjunction with one or more faculty members. Students are normally expected to prepare a bibliography on a specific research field; this should be done with the approval of both the English 590 supervisor and the student's advisor (often this will be the same person).

The student will then read selected works from the bibliography and produce detailed annotations along with an accompanying critical narrative about key issues or significant patterns reflected in the bibliography. Typically the student will meet with the 590 supervisor once a week or once every other week in order to discuss the readings. English 590 is graded and may be taken for 1 credit per semester up to a total of 3 credits altogether. Students will be graded on the following criteria: quality of the annotated bibliography, the critical narrative, and the discussion sessions. For each credit of English 590, students should present at least a one-page bibliography (typed and double-spaced) of key primary and secondary works in the chosen field.

All doctoral students must take at least 1 credit of English 590, but no more than 3 credits total are allowed. English 590 is not intended to be a substitute for a viable graduate seminar.

Comprehensive Examinations and Dissertation

The examinations for the Ph.D. are divided into three stages: (1) *Qualifying Examinations* (devised, scheduled, and administered with the English Department by the student's supervisory committee); (2) a *Preliminary Examination* (an oral examination scheduled with the cooperation

of the WSU Graduate School following successful completion of the Qualifying Examinations; and (3) a *Final Examination* (an oral examination focused on the doctoral dissertation, scheduled in cooperation with the WSU Graduate School and held only after the readers of the dissertation have approved it for an oral defense).

The Qualifying Examinations and Preliminary Examination are offered after coursework is finished or during the semester in which the final coursework is being completed. The examinations aim at the integration of the student's previous experience and study into consistent, mature understanding and expression suitable for advanced teaching, research, and writing in the chosen areas of study.

A. Qualifying Examinations

Exam Areas: Literature

The Qualifying Examinations for doctoral students in literature will consist of three take-home exams in the following three broad areas:

(a) **Historical Period** – choose **one** of the following:

Medieval to 1485

1485 to 1600 (including the works of Shakespeare)

Seventeenth-century British literature (excluding Shakespeare)

Eighteenth-century British literature

British Romantic and Victorian literature to 1885

Modern British literature to 1945

Contemporary British literature

Seventeenth- and Eighteenth-century American literature

Nineteenth-century American literature to 1865

American literature 1865-1945

Contemporary American literature

Note: all historical period exams should be based on a range of canonical and non-canonical primary texts, as well as on key secondary studies.

(b) Choose either a **second historical period**, or a **genre** such as lyric poetry, drama, the novel, the short story, the personal essay, etc., or a **defined field within literary theory** such as gender study, postcolonial theory, Marxist theory, race and ethnicity study, etc.

(c) **Special Area**. In general, the special area consists of a literary, historical, or cultural topic whose study is necessary for the student's successful completion of the dissertation. (See *Guidelines for Ph.D. Special Area Exams* for more information.)

Exam Areas: Rhetoric and Composition

The Qualifying Examinations for doctoral students in rhetoric and composition will consist of

three take-home exams in the following three broad areas:

- (a) **Rhetoric.** The reading list should provide coverage of the broad field of rhetorical theory, from classical to contemporary, while also locating the student's specific interests within it.
- (b) **Composition.** The reading list should provide coverage of the broad field of composition theory, considering both history and pedagogy, while also locating the student's specific interests within it.
- (c) **Special Area.** In general, the special area consists of a theoretical, historical, or cultural topic whose study is necessary for the student's successful completion of the dissertation. It may also be a literary historical period or a defined field within literary theory (as outlined in the previous section on examination areas for literary study). The special area should avoid overlap with the Rhetoric and Composition reading lists as much as is possible. Past topics have included the following: Critical Race Theory, Technical Communication, Feminist Theory, Eco-Rhetorics, Theories of Technology, Political Economy, Place and Space Theory, Prison Writing, and Public Policy.

Preparing for the Qualifying Examinations

All doctoral students are expected to work closely with their supervisory committees as they prepare for their exams. One or more of the three faculty members on each supervisory committee must work in fields directly relevant to the student's exam areas and dissertation topic. Students should recognize that the formation of such committees will depend upon the availability of appropriate faculty members and the limitations of their workloads; students may need to readjust their plans if particular people cannot serve. Committees are reviewed and approved by the Director of Graduate Studies and the Chair when annual plans and program forms are submitted and revised.

At the beginning of the semester **before** the exams are taken, each student will have completed a bibliography for each section of the exam and submitted these bibliographies to the members of his or her supervisory committee. The committee will read them, offer suggestions for revision, and finally approve these bibliographies by mid-semester (roughly Oct. 15 or Mar. 15). **The chair of the supervisory committee is responsible for seeing that this happens.** Once the bibliographies are approved, the student will submit a copy of these materials to the Director of Graduate Studies, along with a cover sheet signed by all members of the supervisory committee. For the Special Area exam, a narrative providing the rationale for the bibliography must also be submitted; normally this narrative will be about 4-5 pages long.

To ensure fairness, the following guidelines must be observed:

- There should be no significant overlap between the topics of the three written examinations.

- Each bibliography should be between four and six pages in length (typed and double-spaced); and each must contain key primary and secondary texts. Obviously there will be some variations in length depending on the topic of the bibliography. But students should consult the sample bibliographies at the following site: <http://www.wsu.edu/~campbelld/gradbibs/index.html>. This will help to ensure that their own reading lists conform to departmental precedents.
- The Special Area exam must be considered necessary preparation for writing a high-quality dissertation, providing the student with theoretical, thematic, or topical grounding within which to locate the narrower dissertation project. The special area should **not** be construed as an introduction or individual chapter of the dissertation, but rather as an essential research stage prior to the composition of the dissertation. The bibliography submitted for the Special Area exam must be accompanied by a rationale of 4-5 double-spaced pages explaining the intellectual coherence of the area and the reasons for the specific bibliographic selections. The rationale should also include an initial section summarizing the special area's content and scope, along with a final section describing the area's relationship to the student's projected dissertation. Topical divisions are recommended for the accompanying bibliography. Sample special area proposals are available for inspection in the office of the Academic Coordinator.

Exam Procedures and Dissertation Prospectus

All Ph.D. students will be examined at the same time, one examination period being set aside during each semester of the academic year. Students are required to be on campus during this period. The examination will be administered by the supervisory committee, with the committee chair taking responsibility for ensuring that questions are submitted to the Academic Coordinator a few days in advance of the exam. The committee chair will also report the results of the exam both to the student and to the Director of Graduate Studies.

The three take-home exams will be administered over a set period of time each semester, usually during the fifth, sixth, and seventh weeks of the term. Students will normally pick up the exam questions on Friday morning and submit written responses the following Friday. After the three week-long examinations are finished, the student will submit a dissertation prospectus (usually about 15-20 pages in length) as a basis for the Preliminary (oral) Examination. This prospectus must be submitted three weeks before the exam. The prospectus should identify the questions that will be addressed in the dissertation; it should offer an account of relevant previous work in the field and describe what is new about the student's project; it should discuss the student's critical/theoretical orientation and methodology; it should provide a series of chapter summaries; and it should furnish a preliminary bibliography. If all three take-home examination grades are granted a "pass" by committee members, the Preliminary Examination is scheduled according to departmental and university guidelines. No more than 30 days may elapse between the submission of the third written exam and the date of the Preliminary Examination.

A candidate failing any one portion of the Qualifying Examination may later schedule a partial retake; if two or all three examinations are failed, the candidate must completely retake all

portions of the exam. No Preliminary Examination will be scheduled until the candidate passes all three portions of the Qualifying Examination. If a candidate who retakes the examinations fails any part (qualifying or preliminary examinations), the supervisory committee and the Director of Graduate Studies will meet as a review committee to rule on whether the candidate should be terminated from the program.

B. Oral Preliminary Examination

The supervisory committee conducts the Oral Preliminary Examination. It concerns the dissertation prospectus (see above) and its relation to the Special Area topic, and it also reviews anything from the Qualifying Examinations that deserves further scrutiny. The oral exam is a conversation among colleagues in which the student has a chance to discuss his or her dissertation project and to ask as well as answer questions.

By the principle of coherence noted above, a candidate changing plans after the examinations – proposing a dissertation in a field where he or she has not been examined – must submit for approval to the supervisory committee an explanation of how he or she will become qualified to write in the new field.

C. The Dissertation

Having passed the Qualifying and Preliminary Examination, the doctoral student is advanced to candidacy. It is to be understood that passing the examinations does not constitute approval of the dissertation project *per se*, but rather of the candidate's readiness and ability to undertake such a project in a given field. A final version of the dissertation prospectus, which might differ significantly from that submitted for the Preliminary Examination, may be required by the candidate's dissertation committee if the chair and the other members so determine.

The candidate will prepare a dissertation under the supervision of this dissertation committee, which consists of at least three faculty members selected with the approval of the Director of Graduate Studies and the Department Chair. Normally the membership of this committee will be the same as that of the student's supervisory committee, but it can be changed after the exams if necessary.

Creative Dissertation Option

With approval from his or her supervisory committee and the Director of Graduate Studies, a doctoral student may elect to write a creative dissertation. The basic prerequisite for this choice will be that the student already hold an MFA degree in creative writing (and will thus have already taken multiple writing workshops; the English Department does not currently offer such workshops at the graduate level). Course work and doctoral examinations for such a student will be identical in structure to those for literature students: i.e., the student will complete ten seminars, enroll in at least one credit of ENGL 590, and take three week-long qualifying exams (the first in a historical period; the second in a separate historical period, a genre, or a defined

field within literary theory; and the third in a special area). The prospectus and the dissertation itself will be the elements of the student's program that most differ from those of students pursuing more conventional literary study.

Creative dissertations may take any number of forms, but the most common is a sustained piece of creative writing (a novel, a collection of poems, etc.) accompanied by a substantial critical preface or introduction. Since the Ph.D. in English has always been understood as a research-intensive degree, students electing to write a creative dissertation are still obliged to conduct original research and to produce a piece of writing which contributes in some original way to the broad field of English studies. The student's prospectus, prepared after consultation with the members of his or her supervisory committee, must therefore outline the ways in which the proposed dissertation will satisfy these expectations.

D. Procedure for Requesting Fifth-Year TA Support

Each doctoral student, in conjunction with his or her major advisor, must submit a request for fifth-year TA funding during fall semester of the fourth year. This request, addressed to the members of the Graduate Studies Committee (GSC), should answer the following questions and briefly outline any other relevant concerns.

- * Have you completed your doctoral coursework (i.e., ten graded seminars beyond the M.A. level, and at least one credit of ENGL 590)?
- * Have you satisfied the foreign language proficiency requirement?
- * Have you written your qualifying exams, submitted a dissertation prospectus, and successfully defended these documents at your Ph.D. preliminary examination?
- * Have you submitted (or do you have plans to submit) at least one essay for publication? Please provide GSC with a copy of your submitted essay (or else with an up-to-date draft of the essay you intend to submit).
- * Have you successfully completed, with the approval of your doctoral advisor, at least one chapter of your dissertation? Alternatively, have you written and submitted preliminary drafts of at least two chapters?

Each student's doctoral advisor should write a short statement addressing these last two questions, and the advisor should, in addition, provide a brief overview of the student's dissertation progress thus far. If the student is making satisfactory progress and will clearly finish his/her dissertation during the fifth year of funding, GSC will automatically extend that funding. If the student is making unsatisfactory progress, GSC, along with the student's advisor, will meet to discuss the matter and develop a plan that will enable the student to complete his/her work successfully during the fifth year. Termination of funding after the fourth year is always a possible option, but the department's collective understanding is that providing fifth-year support with a carefully-crafted program of mentoring and guidance is far preferable as an outcome. If,

however, termination is recommended by GSC, the student may submit an appeal to the chair of the department.

Doctoral students should submit their fifth-year funding requests to GSC no later than the Friday before Thanksgiving Break. GSC will make its decisions before the end of fall semester and inform students during Finals Week.

E. The Final Examination (Dissertation Oral Defense)

The WSU Graduate School requires the completion and defense of the dissertation within three years from the date of the Preliminary Examination. After the completion of the dissertation, an oral defense is conducted by the members of the candidate's dissertation committee. Other faculty members, both within and without the English Department, are invited to attend. This Final Examination is intended not only to be a defense of the claims and arguments of the dissertation but also to serve as a forum for discussing the student's professional development, achievement, and future academic and intellectual goals. It functions additionally as a welcome to the profession. Voting is carried out by the members of the dissertation committee, with the committee chair supervising. The candidate is expected to deposit the dissertation in the English Department *five* working days before the Final Examination. If the candidate passes the examination, the dissertation in its final form, with corrections or alterations as mandated by the committee, must be delivered to the WSU Graduate School within *five* working days.

Note: Final Examinations may not be scheduled during Finals Week; the last eligible day is the Friday of the previous week ("Dead Week").

F. Dissertation Extensions

When a dissertation has not been defended within three years from the date of a candidate's completion of the doctoral Qualifying Examination, the candidate must initiate a request for a dissertation extension. The candidate asks the chair of his or her committee to write a letter to the Director of Graduate Studies, who then forwards this letter, along with a corroborating request, to the WSU Graduate School. First extensions (for another calendar year) are normally granted as a matter of course. Second extensions are more difficult to obtain; they involve detailed petitions and, in some cases, a full departmental vote. Students are strongly encouraged not to place themselves in a position where they need to seek a second extension. In exceptional circumstances (e.g., personal and/or family medical issues, etc.), students may be allowed a third extension. But the WSU Graduate School allows no possibility of dissertation extensions beyond this point. For more detail, see Section 6.4 of the WSU Graduate Manual.

4. FOREIGN LANGUAGE REQUIREMENTS

The Department of English concurs with the Modern Language Association's 2012 statement on the importance of foreign language study: "The MLA regards the learning of languages other than English as vital to an understanding of the world; such learning serves as a portal to the literatures, cultures, historical perspectives, and human experiences that constitute the human record. Pragmatically, we believe in the value of becoming part of a global conversation in which knowledge of English is often not enough, and the security and future of our country depend on accurately understanding other cultures through their linguistic and cultural practices."

Accordingly, all candidates for graduate degrees in English are required to provide evidence of substantial preparation in language studies. Both the M.A. and Ph.D. programs have specific language requirements. Exemptions from the requirement are normally granted to students whose native language is not English and to students who completed a foreign language major at the undergraduate level. The Department maintains a web page devoted to the language requirement: see <http://libarts.wsu.edu/english/Language.html>.

Language Requirement for the M.A. Program

M.A. candidates in the Department of English are normally expected to demonstrate substantial competence in at least one language other than English. Typically, French, German, Italian, Spanish, Russian, Latin, or ancient Greek may be offered in fulfillment of the requirement. Other languages may be substituted with the approval of the student's advisor and the Director of Graduate Studies. The criterion for judging the acceptability of a language will be its suitability for the student's course of study and plan of research. Students should discuss their choice of language with their advisors and with the Director of Graduate Studies early in their programs. They should also feel free to consult with members of the Foreign Language Proficiency subcommittee.

M.A. students may satisfy the requirement in one of the following ways:

1. Passing the Graduate Foreign Language Translation Exam offered by the Foreign Language Department. (For details about this exam, contact the Department of Foreign Languages and Cultures.)
2. Passing an in-house foreign language translation exam designed and proctored by a member of the English Department. (See below for more details about this option.)
3. Completing a WSU foreign language class at the 306 level or above (e.g. French 306, 320, 322, etc.), with a grade of "B" or higher. (Spanish 600, an intensive introduction to reading in Spanish, satisfies the requirement and is typically offered every two or three semesters.) With the approval of the Director of Graduate Studies, a student may also substitute a 300-level reading or literature course in an appropriate foreign language which the student took at a university other than WSU. (Note: "literature in translation" courses do not count as a means of satisfying this requirement.)

4. Completing **six** hours of graduate-level study of modern linguistics or TESOL (this option is available only to M.A. students in Rhetoric and Composition).

Language Requirement for the Ph.D. Program

Candidates in the doctoral program must confer with their advisors and with the Director of Graduate Studies to choose a language or languages (typically French, German, Spanish, Italian, Russian, Latin, or ancient Greek) appropriate to a scholarly career of research and teaching. Other languages may be substituted with the approval of the student's advisor and the Director of Graduate Studies. The criterion for judging the acceptability of a language will be its suitability for the student's course of study and plan of research. The choice of language must be made no later than the third semester of doctoral study, and students normally should fulfill the requirement before taking their qualifying examinations.

Ph.D. students may satisfy the requirement in one of the following ways:

1. Passing the Graduate Foreign Language Translation Exam offered by the Foreign Language Department. (For details about this exam, contact the Department of Foreign Languages and Cultures.)
2. Passing an in-house foreign language translation exam designed and proctored by a member of the English Department. (See below for details about this option.)
3. Completing a WSU foreign language class at the 400 level or higher (e.g., Spanish 450, 452, 520, 524, etc.), with a grade of "B" or above. (Spanish 600, an intensive introduction to reading in Spanish, satisfies the requirement and is typically offered every two or three semesters.) With the approval of the Director of Graduate Studies, a student may also substitute a 400-level reading or literature course in an appropriate foreign language which the student took at a university other than WSU, either as a graduate or as an undergraduate student. (Note: "literature in translation" courses do not count as a means of satisfying this requirement.)
4. Demonstrating competence in **two** languages through completion of coursework in both at the 306-level or higher (with grades of "B" or above.) Doctoral students in Rhetoric and Composition may also consider taking **six** hours of linguistics and then completing a foreign language course at the 306-level or higher.

The programs of M.A. students may contain up to **three** hours of non-graduate credit, 300- or 400-level courses in supporting work outside the major department. The programs of Ph.D. students may contain up to **six** hours of non-graduate credit, 400-level courses outside the major department and listed in the WSU Graduate Bulletin. Foreign language courses, therefore, may fulfill part of the credit-hour requirement for the degree.

Guidelines for In-House Foreign Language Proficiency Examinations

The following guidelines apply to all faculty members in the English Department who provide foreign language proficiency testing to departmental graduate students.

Designing and Administering the Test

1. The student must be able to provide a reasonable explanation for his/her choice of language.
2. The test itself is to be designed by the faculty member.
3. Selections for translation should come from academic, non-literary sources. Academic sources include journal articles, book chapters, introductory essays to books, some web documents, etc.
4. In tests of languages in which academic materials are not available (e.g. Anglo-Saxon/Latin), appropriate literary/historical texts may be used.
5. The excerpts for translation should come to no more than 500 words (including "small" words such as articles, prepositions, etc.). The faculty examiner may choose one extract of 500 words or shorter extracts that add up to 500 words.
6. During the test, the student may use any dictionaries, grammar books, verb conjugation handbooks, etc. The student may also use such resources online. However, under no circumstances may a student use an electronic translator. This rule should be carefully explained to the student prior to the exam.
7. The student should be given an uninterrupted full two hours to translate.
8. The student may handwrite or type his/her translation as desired.

Scoring the Test

A holistic score of 3 or better on the following rubric is required:

4 = Outstanding: a well worded, accurate translation in fluent colloquial English. 100% of the translation has been completed.

3 = Good: errors would not prevent the student from making effective scholarly use of the translation of the text; the English translation may not be elegant, but awkwardness would not hinder an outside reader. Alternatively, the major problem may be in the area of speed/number of words translated. The quality of the translation may fit the descriptor for a "4" but only 90 - 95% of the translation may have been rendered.

2 = Basic: general understanding, but major errors in meaning or English prose. Alternatively, the major problem may be in the area of speed/number of words translated. The quality of the translation may fit the descriptors for "3" or "4" but only 80 - 90% of the translation may have been rendered. A grade of 2 should imply that the assessor believes the student could pass with a moderate amount of additional study.

1 = Inadequate in accuracy, fluency, or both, with major errors in understanding and/or failure to

complete translation of even 80% of the text. A score of 1 implies that the assessor believes the student needs serious coursework in the language, i.e., improvement is probably beyond what practice and self-teaching can accomplish.

Refereeing the Test

An examiner may be torn between a score of 3 and a score of 2. In such cases, he/she should confer with the language proficiency committee so as to find a second referee to read and evaluate the translation.

Filing the Test

The test should be evaluated within one week of the testing date. Once the examiner has marked the test and scored it, he/she should send the score and comments to the student. The exam itself may also be given to the student. The original (along with the score) should be sent to the Director of Graduate Studies in English (currently Will Hamlin), even if the student has received less than a “3”.

Retaking/Practice with the Test

It is understood that because the student is not charged for this service, the faculty member is not obliged to offer a practice test or any form of coaching. If the student needs to retake the test, the retake should be scheduled at least one month after the date of the previous test. A student may retake the test as many times as needed – but not more than once a month.

Updated: 8 August 2013

5. CERTIFICATE IN TESL (TEACHING ENGLISH AS A SECOND LANGUAGE)

Certificate Description and Rationale:

While the need for K-12 teachers to become versed in pedagogical theory and practices aimed at aiding students learning English as a second language (ESL) has been widely recognized, this same need has been neglected with regard to higher education classrooms. Across the country, the need for composition and literature instructors with training in teaching ESL students is growing. Graduate students in the English Department can anticipate with certainty encountering ESL students in their courses and recognize the need to familiarize themselves with second language acquisition theory and pedagogical practices. In addition to providing graduate students with background and training in this area, the graduate certificate in TESL will also make such students more marketable in the highly competitive English job market.

This certificate also takes a step toward fulfilling a broader need in the university for support of ESL students. This need was documented by second language writing scholar Dr. Paul Matsuda, who was invited by the English Department and the Office of Undergraduate Education in the spring of 2006 to assess the academic support services offered to ESL students at WSU. Dr. Matsuda found a great need for increased services and support for both graduate and undergraduate students, and recommended that the English Department develop an M.A. program in applied linguistics. This certificate, which is also in keeping with the university goals of globalization and internationalization, represents an initial step toward building such a program.

The certificate will provide students with a strong understanding of the forms and functions of English, of current theories of second language acquisition, and experience developing and implementing appropriate pedagogical practices for adult learners of English. Students who have completed the certificate will be prepared to teach ESL composition and literature courses, and to improve learning opportunities for second language users in classes of predominantly native-English speaking students. The certificate will also prepare students who wish to teach English overseas to secure jobs, and it will provide them with credible documentation of their training.

Curriculum Description:

The proposed curriculum totals 15 credits. The core courses provide a grounding in language form, second language acquisition, and teaching methodologies. An additional three-credit elective allows students to focus on one of these areas in greater depth.

Core Courses (12 credits):

ENGL 543 Phonology (3)
 ENGL 544 Syntax (3)
 ENGL 546 Topics in TESL (3)
 ENGL 456 Language Acquisition (3)

Elective (One of the following 3-credit courses):

FOR L 540 Methods of Teaching Foreign Languages (3)

FOR L 541 Research and Methods of Technology-Enhanced Foreign Language Learning (3)

COMM 521 Foundational Perspectives in Intercultural Communication Change (3)

T&L 549 Communicating in a Multi-Lingual Society (3)

T&L 588 Action Research: Teachers as Researchers (3)

Any other relevant course in English (please discuss this with Prof. Nancy Bell)

Admission:

As the core courses on which this certificate is built do not have prerequisites, the certificate will be open to students in any WSU graduate program. Students not in degree programs may also earn the certificate by enrolling as non-degree students. Students are required to maintain the minimum GPA requirement of at least 3.0 while enrolled in the certificate program.

To qualify for the graduate certificate a prospective student must have a Bachelor's degree from an accredited post-secondary institution and meet all prerequisite requirements or demonstrate equivalent knowledge before enrolling in any courses which require these.

Updated: 8 August 2013

6. CERTIFICATE IN DIGITAL HUMANITIES AND CULTURE

Certificate Description and Rationale

The English Department offers a nine-credit graduate certificate in Digital Humanities and Culture. This certificate emphasizes historical, rhetorical, and cultural knowledge by building expertise in the critical analysis and creative production of digital media. Such an understanding prepares students for problem solving and communicating both locally and globally. More than learning a specific technology or computing platform, a graduate certificate in Digital Humanities and Culture directs students to learn how, when, and most importantly why to use technology to solve a range of problems for digital classrooms, scholarly research methodologies, information technology companies, political advocacy groups, social justice projects, and beyond. Merging theory and practice, the Digital Humanities and Culture certificate provides a foundation for critical digital literacy.

Designed to enhance already existing graduate programs in the humanities and the social sciences, the graduate certificate in Digital Humanities and Culture offers graduate-level coursework in critical methods, textual analysis, composing practices, and hands-on production for engaging with humanistic studies in, as well as about, digital environments. Sharing the vision of the College of Arts and Sciences to “Connect faculty and students across disciplines and campuses to enable them to address problems that transcend disciplinary boundaries,” the certificate in Digital Humanities and Culture will bring together courses, students, and faculty with an emphasis on the interdisciplinary strengths of the English Department and the Digital Technology and Culture Program.

The core courses offered by the English Department draw from the strengths of our diverse faculty highlighting both the critical and practical aspects of the certificate: critical inquiry and theory connected to digital production and processes. Our faculty’s wide range of specialties and areas of expertise including Rhetoric and Technical Communication, Digital Media Studies, Print Culture, Cultural Criticism and Ethnography, will draw both English graduate students and graduate students across the College of Arts and Sciences. This interdisciplinary focus upholds a key objective of the CAS Strategic Plan to promote “Interdisciplinary Teaching, Research, and Creative Activity.” Furthermore, the graduate certificate builds directly from the English Department’s Strategic Plan emphasizing Manuscript, Print, and Digital Cultures as an “area for strategic growth.” That is, the Digital Humanities and Culture certificate will focus on investigating how “the advent of new technologies—understood in the broadest sense—continues to enable new patterns of thought and expression.” The Digital Humanities and Culture graduate certificate brings together both College and Department level goals with the overall emphasis of the University on building world class, diverse, and globally focused curriculum.

Curriculum Description and Requirements

Students seeking to earn this certificate must be simultaneously enrolled in a graduate degree-granting program at Washington State University. A total of 9 hours are required for the DHC

graduate certificate: English/DTC 560 (3 hours) and DTC/English 561 (3 hours) are mandatory and the final three hours are chosen by the students from a list of electives depending on their focus. The required two core courses bring together theory, practice, methods, and ethics:

English/DTC 560: Critical Theories, Methods, and Practice in Digital Humanities
Critical Theories, Methods, and Practice in Digital Humanities examines the history, theory, and practice of digital humanities, paying special attention to the ways in which digital humanities are transforming research, disciplines, workplaces, and access to knowledge across disciplines. Topics include contrasts and continuities between traditional and digital humanities scholarship; tools and techniques used by digital humanists and practitioners; the ethics of digital circulation; the politics of open access and diverse scholarship; and the crossover between critical theory and digital humanities methods.

DTC/Engl 561: Studies in Technology and Culture
Studies in Technology and Culture develops a historical, ethical, rhetorical, and cultural understanding of technology and culture by merging theory and practice with a crucial emphasis on cultural needs, historical trajectories and current lived practices. This course provides a foundational examination of the key concepts, debates, tools and possibilities afforded by engaging with technology through a critical cultural lens. The course challenges both technologically determinist and celebratory narratives by providing students with a critical vocabulary and in-depth knowledge of the historical, political, social and ethical decisions, projects and processes that define everyday uses and practical implementations of technological solutions that are never culturally neutral or value-free.

Electives

Additional elective courses include theory and practice across multiple publics that might include pedagogy, multimedia authoring, interface design, or public history. Students must choose at least one elective course from the following list to complete the requirements for the certificate. Other courses may be accepted upon request and approval by the Director of Graduate Studies in consultation with the Director of Digital Technology and Culture.

AMST 522 Digital Cultures, Digital Divides: Critical analysis of the social and cultural dimensions of the digital divide and use of digital technologies by dominant and subaltern communities.

DTC/ENGL 477 Advanced Multimedia Authoring: Advanced writing, imaging and teamwork skills for authoring in new computer-based media.

DTC/ENGL 478 Usability and Interface Design: Design of websites using best practices of visual literacy, interface architecture and usability.

ENGL 548 Seminar in Critical and Cultural Theory: Examines critical and cultural

theory, at times including issues of technology studies, feminist theory, postcolonial theory, and cultural criticism.

ENGL 591 Topics in Pedagogy: Theory and practice of designing and teaching courses in literature, rhetoric, composition, theory, or cultural studies.

HIST 527 [M] Public History: Theory and Methodology: An introduction to the broad range of non-traditional careers in history.

HIST 529 Interpreting History through Material Culture: Historical interpretation to work on major historic preservation and museum projects.

Resources and Infrastructure

As the DHC graduate certificate is defined in this document all of the core and elective courses are taught by current faculty across English and DTC. On the Pullman campus, ENGL/DTC 560 and DTC/ENGL 561 will be offered alternately every other year. The two core courses will be taught by English or DTC faculty, ensuring both continuity in the core courses and a regular commitment to the rotation of courses needed to ensure student success. Many of the elective courses are currently taught in and by ENGL/DTC faculty and will be taught on a regular rotation. The remaining electives offered by History and American Studies show our commitment to engaging faculty across campus while not placing a burden on any unit to require a specific course rotation. Additionally, these offerings will allow students to fulfill their elective requirements in a timely manner. The certificate emphasizes theory more than practice at the moment and so the minimal lab space that is currently used by English and DTC will suffice. The plans from the President's office to upgrade DTC lab space will allow instructors more flexibility in coming years and with the addition of faculty lines we will intensify the practice portion of the certificate. However, given the emphasis of this certificate on critical cultural inquiry, we will always maintain a balance between theory and practice weighing on the side of the cultural production of technology itself.

For more information on this certificate, please contact either Professor Kristin Arola or Professor Kim Christen Withey.

Updated: 11 August 2014

7. ADMISSION PROCEDURES AND POLICIES

Each applicant is required to submit materials for a file which, when complete, is reviewed by members of the Graduate Studies Committee in English. Since the file cannot be circulated until complete, it is important that applicants promptly supply all materials within their immediate control and keep informed of the progress of materials due from other sources. Applicants are encouraged to telephone the department to check on the status of their files: (509) 335-7124, or fax: (509) 335-2582; or e-mail the Academic Coordinator, smithjer@wsu.edu.

Deadline Dates

Application materials are reviewed by the Graduate Studies Committee in the spring semester of each academic year. Application materials must be received before the deadline of **January 10** for those applying for admission the following fall semester.

Application Materials for All M.A. and Ph.D. Programs

Application Form: This form, supplied by the W.S.U. Graduate School, must be filled out completely. Even when not applying for a teaching assistantship, the applicant still must fill out both Parts A and B. The application form is available online at http://www.gradsch.wsu.edu/future-students/academics/degrees/progspec_english.html

Academic Transcripts: One copy of each transcript representing study beyond high school is required. **Send these copies to the WSU Graduate School.** These must be official, certified copies sent from the college or university where the academic work was completed. Transcripts representing work from the current year (not yet finished) are acceptable.

Three Confidential Letters of Recommendation: The applicant is required to list three referees, each with his/her email address. The WSU Graduate School will then contact these referees, sending them electronic recommendation forms which will subsequently be made available to the admissions committee members in the English Department. Applicants should select referees who are capable of evaluating their qualifications for graduate study in English, and, if appropriate, for teaching at the college level.

Graduate Record Examination (GRE) Scores: The general GRE scores are required for all graduate programs in English. The advanced subject exam in English is required for all Ph.D. applicants in literary studies. Because the Education Testing Service (ETS) takes up to two months to report scores, we recommend that applicants take their GRE exams as early as possible. The advanced exam in English is only offered twice a year, in April and December. Make sure that your scores are sent directly to the WSU Graduate School.

Brief Statement of Purpose: The applicant should send (to the Department of English) a description of his or her interests in English studies, along with reasons for wishing to begin (or to continue) graduate work, foreign language competence, background or experience in teaching,

career goals, and expectations regarding Washington State University. This statement should be no longer than about 500 words (two double-spaced pages.).

Writing Sample: All applicants should submit (again, to the English Department's Graduate Director) a recent sample of scholarly or critical writing. For those applying to M.A. program, this sample would most likely be an essay written for an upper-level undergraduate course. For Ph.D. applicants, the sample might come from a graduate seminar in literature, rhetoric, cultural studies, theory, etc. In either case, the sample should represent the applicant's critical thinking skills and ability to write effectively for an academic audience. Essays with a significant research component are especially appropriate.

Non-Native Speakers of English: Applicants whose first language is not English must submit (to the English Department's Graduate Director) a CD recording for the purpose of evaluating their spoken English. The recording should last 3-5 minutes and constitute a brief introduction to the applicant and his or her interests. Non-native speakers must also take the TOEFL exam (preferably the TOEFL internet-based test [TOEFL-iBT]), or else the Michigan Test of English Language Proficiency. The minimum score allowed for admission to WSU on the TOEFL-iBT is 80.

A Note on Confidentiality: All student files are strictly confidential. They are kept in the office of the Academic Coordinator, and under normal circumstances will only be seen by the following people: the Department Chair; the Director of Graduate Studies; the Academic Coordinator; and the student (except for those portions of the file – such as letters of recommendation – which the student may not read). During the admissions process application files may be read by the members of the admissions committee (normally the members of the Graduate Studies Committee). Thesis and dissertation advisors may also see their students' files, with the permission of the Chair or Director of Graduate Studies.

8. TEACHING ASSISTANTSHIPS, FELLOWSHIPS, AWARDS, AND OTHER FORMS OF FINANCIAL ASSISTANCE

Teaching Assistantships. Teaching Assistantships are awarded to new and continuing graduate students on a competitive basis. M.A. students are normally given two years of T.A. support; Ph.D. students normally receive five years. Assistantships are classified as half-time positions (20 work hours per week), and Teaching Assistants are regarded as contractually employed by WSU from August 16 until May 15 of the following year; they are paid twice per month over each nine-month period. The stipends for Teaching Assistantships typically increase by a small amount each year, and the sum for those who already hold an M.A. is higher than that for those who hold a B.A. A waiver of the resident operating fee (a significant portion of tuition) is normally granted to Teaching Assistants while they are pursuing their degrees, but they *must* reside in the state of Washington (see the Academic Coordinator for details on establishing Washington residency). Non-resident tuition fee waivers for out-of-state domestic students on appointment are not guaranteed beyond one year; students who intend to remain in the state are strongly encouraged to review Washington statutes governing the establishment of residency for tuition purposes. TAs with such waivers are still responsible for paying miscellaneous university fees, along with buying their books and covering other minor charges.

The vast majority of graduate students admitted to the M.A. and Ph.D. programs in English at WSU are awarded Teaching Assistantships, and they gain invaluable experience from this employment. Students with no prior teaching experience do not teach during their first semester; rather, they take English 501 and participate in other training activities which prepare them to teach freshman composition. Activities include a workshop at the beginning of Fall Semester taught by the Director of Composition, apprenticeships under the direct supervision of the Director of Composition, in-service mentoring and colleague supervision throughout the term of employment, and supervised experience in special instruction areas (including tutoring at the Writing Lab). During the second semester of employment, TAs are given full responsibility for teaching two sections of freshman composition, and thereafter they normally teach a load of three such courses per year. While most assignments are freshman writing courses, advanced doctoral students will often have the opportunity to teach in other areas as well: literature classes, advanced composition, basic writing, technical writing, and multi-cultural World Civilizations and ESL courses.

Research Assistantships. RA positions are equivalent in salary and benefits to TA positions. There are generally two or three Research Assistantships available for graduate students, associated with the Avery Microcomputing Lab (AML), the WSU Writing Center, and the English Department journals (*ESQ* and *Poe Studies*). Research Assistantships are also available, on occasion, with faculty members who receive grants from external agencies (e.g., NEH or NEA) or internal sources (e.g., the WSU Graduate School or Dean of the College of Liberal Arts). Students who are awarded RA support do not therefore receive a longer *total* term of support. For example, a Ph.D. student awarded four years of departmental funding will not receive an extra year of funding if he or she serves for one year as an RA with the Writing Center or the journals. In short, both TA and RA support count toward the total term of the student's funding award.

Limits of Support for TA and RA Positions. Graduate appointments in English normally last two years for M.A. students and five years for Ph.D. students (doctoral students admitted before Fall 2013 normally have four years of TA support). The majority of the work associated with such appointments will involve teaching classes within the English Department. Students may also be asked, on occasion, to serve as graders or to assist faculty members in research projects.

Renewals of TA and RA positions are dependent upon satisfactory academic progress and satisfactory teaching. Appointments funded by sources outside the sphere of departmental control but within the university are not counted here (e.g., support from the WSU Graduate School, from the Office of Grant and Research Development, from the Student Advising and Learning Center, or from faculty members outside the Department of English). Under unusual circumstances, graduate students at the Ph.D. level may petition the Graduate Studies Committee for an extension beyond the five-year total of a standard Teaching Assistantship. These petitions will be considered on a competitive basis using the following criteria: quality of dissertation research, quality of seminar work, satisfaction of the language requirement, and successful completion of the Qualifying and Preliminary Examinations. All students should understand, however, that the English Department cannot guarantee TA and RA support beyond the second year for M.A. students or beyond the fourth year for Ph.D. students.

Summer TA Positions. During the latter part of each spring semester, the chair of the department invites all Teaching and Research Assistants to apply for summer teaching positions. Doctoral students are normally given priority over students pursuing the M.A., and among doctoral students those with seniority and those who have not yet taught during the summer session are generally preferred. All students working as summer TAs (except TAs teaching for WSU Online) must enroll in a minimum of 3 hours of course work or independent study during the summer (this is a WSU Graduate School regulation; students who fail to register for 3 credits will lose their tuition waiver for the summer). Most students elect to enroll in 3 credits of ENGL 700, 702, or 800.

Support for Research and Professional Development. The WSU Graduate School awards travel grants, on a competitive basis, to graduate students who plan to present papers at scholarly conferences. Limited travel funds are also available from the English Department. The Office of Grants, Research and Development (OGRD) maintains an extensive database of information about additional grant opportunities. The Graduate School also funds a number of summer Research Assistantships, normally awarded on a competitive basis to students nearing the completion of their dissertations.

Jerard Trust and Summer Dissertation Support. The English Department administers the Basil and Ella Jerard Trust to support the study of literature at WSU. Jerard funds are used to support graduate student travel, research, and professional development. Opportunities to apply for summer dissertation fellowships and other summer grants are announced in the spring semester.

Eva Peterson Fellowship. The Peterson Fellowship for Native American Women was established by the gift of the late Mrs. Eva Feryl Peterson, a former teacher in Lewiston, Idaho,

who was interested in the Northwest Indian Nations. Recipients must meet WSU admission standards and will be selected on the basis of qualifications for graduate study and motivation to complete a graduate degree in English; they will be chosen by the Chair of the English Department (or by his/her designee). The stipend for the Fellowship is \$3000, normally (but not invariably) distributed over a three-year period (\$1000 per year). Peterson Fellows need not hold Teaching Assistantships in the Department, though they often do; nor are they required to complete the degree for which they are studying. Assistance with relocation expenses and summer support may also be available. The Peterson Trust also supports WSU campus activities that promote awareness of Native American cultures.

WSU DRADS (Diversity) Fellowships. Funded by the WSU Graduate School, DRADS Fellowships are grants awarded to eligible doctoral students in their first year of study. Recipients are thus under no obligation to teach in the English Department until the second year of their program. The stipend is the same as that for a doctoral-level Teaching Assistantship.

McNair Scholar Awards. The WSU Graduate School supports McNair Scholars entering graduate programs in English and other disciplines. Details on support are available from the Graduate School

GRACe Awards. GRACe Awards (Gendering Research Across the Campuses) are devoted to gender study at the doctoral level. Normally GRACe offers one award of \$2000 for two consecutive years, with a matching \$1000 per year from the sponsoring department or college within WSU. Recipients must be entering doctoral students, and they must intend to study “gender and its interaction with other vectors of social inequality.” The deadline for applications is normally February 15.

Karen P. DePauw Leadership Award. See the WSU Graduate School website for more information.

Richard R. and Constance M. Albrecht Scholarship. See the WSU Graduate School website for more information.

Julia and Arnold Greenwell Memorial Scholarship for Social Sciences and Humanities. See the WSU Graduate School website for more information.

Charles Allen Master’s Thesis Award. See the WSU Graduate School website for more information.

Anne and Russ Fuller Fellowship for Interdisciplinary Research / Scholarship. See the WSU Graduate School website for more information.

Graduate School Doctoral Scholarship. These awards, normally constituting a sum of \$1000 and granted not to incoming students but to students already enrolled in a WSU doctoral program, require that students hold a cumulative WSU GPA of 3.50 (or higher) and have a significant record of research and presentation. See the WSU Graduate School website for more

information.

DEPARTMENT AWARDS

Schleiner Awards. Established in memory of Professor Louise Schleiner, the Schleiner Book Award (\$100) goes to doctoral students who pass their Qualifying and Preliminary Examinations with distinction.

Avon Murphy Scholarship. The Murphy Scholarship, established in 2006, is awarded each year to a graduate student in the Department of English. According to stipulations made by the donor, the award must be granted to a student currently enrolled in the English graduate program, it must be used at WSU, and it cannot be distributed among two or more students. If a suitable recipient cannot be identified in a given academic year, the award will simply be postponed until the following year. The Murphy Scholarship is merit-based, and the selection criteria, in descending order of importance, are as follows: (1) demonstrated promise for future academic achievement; (2) academic merit; (3) demonstrated academic leadership; (4) demonstrated creativity; and (5) demonstrated contributions to campus life and environment. Candidates for this scholarship may be nominated by faculty members, by graduate student peers, by undergraduate students, or by themselves.

Robert Haswell Fellowship. The Haswell Fellowship, established in 2013, is a non-renewable nine-month appointment, normally granted to a Ph.D. student in rhetoric and composition, for two consecutive years. It is a half-time appointment (i.e., .5 FTE), requiring 20 hours of work per week (as with Teaching Assistantships), and it is available to a full-time Ph.D. student who has successfully completed the first two years of his/her doctoral work in rhetoric and composition. In addition, the fellowship provides a research stipend of \$4000 per year to support this student's research efforts and to fund travel to professional conferences at his/her discretion. Renewal of the fellowship for a second year will be based on successful performance during the first year. The student's two-year appointment will be in the WSU Writing Assessment Program, part of WSU's University College. The recipient will conduct ongoing reliability and validity studies, assist in the continual development of the WSU Writing Assessment Program, organize exam activities, lead rate program training and exam rating sessions, and conduct research on issues related to the WSU Writing Assessment Program.

Outstanding Seminar Essay or Project Award. The Outstanding Seminar Project Award is presented annually to the best seminar paper or project submitted during the previous calendar year. Beginning in 2010, there will be two awards: one given at the M.A. level and the other at the Ph.D. level.

ESQ Award. In recognition of the support that *ESQ: A Journal of the American Renaissance* provides to the English Department's graduate program, the ESQ Award is given annually to the best seminar paper in 19th-century literature submitted during the previous calendar year. Entries may be submitted by the professors teaching the seminars or by the students themselves. Although entries may be submitted both for the ESQ Award and for the Outstanding Seminar Project Award, the same paper cannot receive both prizes.

Alexander Hammond Professional Development and Achievement Award. The Alexander Hammond Professional Development and Achievement Award is presented to the student who has shown steady, consistent, and remarkable professional growth and achievement over her or his completion of the PhD degree. Students may be nominated by their dissertation directors or other mentors; self-nominations are also encouraged. The recipient of the award is chosen by the Director of Graduate Studies and Department Chair in consultation with the Graduate Studies Committee.

9. T.A. RIGHTS AND RESPONSIBILITIES

Holding a Teaching Assistantship is simultaneously an invaluable and challenging dimension of your graduate education. As you enter the profession, this opportunity develops and refines both your pedagogical philosophy and practice. The Teaching Assistantship allows you to understand how leadership, negotiation, and guidance function in the classroom and in the many hours spent in conferences with your students. The Teaching Assistantship can, however, place demands on your time and energy. A new set of responsibilities accompany the role of teacher. Outlined below are the major issues you should consider as you develop your syllabi and teaching strategies. Further, the rewarding energy spent in the classroom as a teacher must also be balanced with your role as a graduate student in your own coursework. This balancing is central to your development as a university, college or community college professor, an important introduction to the expectations of the profession.

Syllabus: Copies of a syllabus should be given to all students and to the Director of Composition or the Director of Undergraduate Studies (for classes other than undergraduate composition courses). The syllabus should be a coherent plan which maps out reading and writing assignments for the entire semester. Supplemental handouts may be needed, and minor modifications may be made as the semester progresses, but teachers must give something in writing to students that will guide them through the semester and help them plan their work schedule. During the first week of the course, teachers should cover course policies and procedures, and they should begin building a community of writers, readers, and speakers with introductions or other ice-breaking activities.

Office Hours: Office hours are valuable for providing students with informal opportunities to discuss issues relating to their writing or class activities. Instructors should establish one hour weekly for each section of assigned teaching within which to confer individually with students. Office hours should be announced in the beginning of the semester, appear on the syllabus, and be kept consistently. Scheduling office hours immediately after class or on the same days as class is especially effective and advisable. While this scheduling might not always be possible, instructors should recognize the strategic advantages and disadvantages of setting hours at particular times of the day and week. Because some students will be unable to consult during posted office hours, teachers should also be willing to schedule appointments at other times, as needed and within reason. Students should feel encouraged to visit the teacher and should not have to plead to speak with a teacher outside of class.

Record Keeping:

Class lists: Official class lists can be downloaded from RoNet in a traditional grade book format. Class lists contain students' ID numbers (and emails) which are often needed for various administrative purposes and for the AML. Use these lists to keep track of attendance and significant student activity—especially during the initial weeks of the semester. Instructors should also abide by the department's "No-Show" policy.

Grade Books: Maintain a detailed grade book. Grade books must be submitted to the department

at the end of each semester. Because questions about grades may arise long after you have left the university, leaving administrators and staff to make determinations based on existing records, grades must be documented fully and legibly.

Submitting Grades: Post grades on ROnet by the announced deadline. Remember that grades must be submitted at mid-term for first-year students. If you have graded individual papers, you may wish to use letter grades (A, B, C, D, F). If you use a portfolio system or do not have enough grades at this point in the semester to calculate a representative grade, you may wish to use the following: S (indicating strongly satisfactory work from students who would likely receive a B+ or better if they continue their current performance in the course); X (indicating satisfactory work from students in the undifferentiated middle of your class); F (indicating that the student is performing poorly—work is missing, participation is poor, absences are numerous, and/or writing is less than proficient on the writing assignments which have been turned in). Alternative midterm grading systems must be explained to students in class prior to their receiving grade reports. All English 101, 201, and 301 classes use the portfolio system, but a grade is only submitted if the student is doing poorly. Please consult the specific policies for English 101, 201, and 301 for more detailed information.

Incompletes: The practice of giving grades of “I” (Incomplete) is generally discouraged both by the English Department and the University. Students must have completed 75% of their work and provide substantiation of extenuating circumstances. Students who have not completed their work should be advised to withdraw from the course. English 101 and 201 teachers must first consult with the Director or Assistant Director of Composition before agreeing to give an incomplete. The incomplete grade is submitted over RoNet. The English Department, however, has a special form for the submission of an incomplete grade, and this form must also be completed for record-keeping purposes. The teacher will need to provide sufficient information concerning the work that needs to be finished before the end of the following full semester. If such work is not completed satisfactorily and in a timely manner, the Incomplete grade will automatically be converted to an “F.”

Student Attendance: Because English courses tend to depend heavily on student participation – and thus significant pedagogical moments cannot be “made up” later -- consistent student attendance is vital. Take attendance daily; first-year students especially tend to need this kind of structure. Include an attendance policy on the syllabus and follow it. Don’t make rules you don’t intend to enforce or rules so rigid that they are bound to create problems and affect morale. Many teachers simply follow the general policy of the English Department, which is that students who miss more than two weeks of class (i.e., 6 periods for a course that meets M-W-F, or 4 periods for a class that meets T-TH) may be failed if the instructor deems it appropriate. See the handout on English 101 Policies and Procedures for more detailed information.

Class Cancellation: Class meetings must be canceled through the Department so that an official notice of class cancellation might be posted by the staff. Confine absences to illness or professional responsibilities. Finding a substitute to teach or proctor a missed class is always appreciated by students, but consistency should guide the decision for a substitute.

Student-Teacher Relations: The first year in college can be a stressful time for students. Many of our students are experiencing situations never encountered before: living away from home, getting along with roommates, and balancing multiple responsibilities with newfound freedoms. Because most students' classes are large, you may be perceived as the most approachable teacher they have. Periodically, students will want to share frustrations or personal problems. Please be aware that you can always refer students to the WSU Counseling Center if you think it appropriate.

Conflicts with Students: Conflict with students is most effectively treated through preventive measures. Teachers who act in a consistent manner with their students and work to establish trust from the first day of the semester may be able to deter disputes later. Remember that you are accountable for having class procedures stated in writing, for implementing those procedures equitably, and for approaching conflicts in a reasonable way. You are responsible for demonstrating that you are actively disposed to settle conflicts in a fair and forthright manner. If you submit yourself to this standard, you have the right to expect students to show respect both to you and their peers. When these expectations are not met, you can count on the support of your administration. It is best to discuss any potential conflicts early in the semester. Because most student complaints about teachers concern grades, a clear-cut grading strategy explained in the syllabus and consistently applied throughout the semester prevents difficulty, at least to some extent. Remind students from time to time about policies that affect them—don't assume that they have memorized (or even that they still possess) your syllabus.

When conflict occurs, tell the student what the problem is, as you perceive it. Listen, and expect the students to do the same. Show the student where in the course materials the relevant procedures are documented, and tell the student that to be fair to the class as a group you must follow the procedures you've set out. If the atmosphere becomes so charged with emotion that you feel nothing will be resolved, reschedule for another time. Once you've exhausted your diplomatic resources, hold your ground. Suggest that the student schedule an appointment with the Director or Assistant Director of Composition or the Director of Undergraduate Studies, as appropriate. In many cases, students will respond positively to a hearing of their grievances by a third party. The Assistant DOC, DOC, or Director of Undergraduate Studies will direct the student to the Department Chair if the matter remains unsettled.

Common sense indicates that there may be situations where teachers should leave their doors open during a student office visit. You do not have to put up with abuse or threats of abuse, whether verbal or physical. When you feel you are being treated unfairly, refer the student to the Director of Composition. Consult with the Director early. Ask for advice when you feel you need to have intervention.

Plagiarism: Teachers are responsible for teaching the use of citation, including quotation, summary, and paraphrase. Unfortunately, research paper assignments sometimes elicit plagiarism of "file" papers. To mitigate the chances of plagiarism, the teacher should first review with students the Student Handbook's policy on plagiarism. Be aware that dated or familiar assignments can cause greater chances of plagiarism. A teacher might consider requiring students to photocopy all research and submit this research with the assignment. In

cases of suspected plagiarism, contact the Director or Assistant Director of Composition or the Director of Undergraduate Studies, as appropriate.

Course Evaluations: Course evaluations are a departmental requirement. Use the department's forms, pass them out near the end of the semester, and have a trustworthy student collect them and deliver them to the department. Assure your students that you will not see the evaluations until after grades are turned in. The evaluations are for your use as you plan your course text time, and also for the Director of Composition to review. No one else except the Chair of the Department may look at your evaluations without your permission. Evaluations are kept by the Department for two years and are then destroyed or given to you. They belong to you and may be taken when you leave the department.

Retention and Probation of Graduate Teachers (Academic Standards): It is essential to remember that you are a graduate student first. In order to retain your funding, you must remain in good standing academically with both the Department and the Graduate School. The Graduate School requires that a student remain in good standing by maintaining a "B" average. The graduate faculty of the Department of English takes the matter a step further, judging an in-class grade (rather than GPA) of C+ as unsatisfactory to graduate work. Further, as a TA you are required to resolve "Incompletes" in your graduate course work within one semester or summer session. Failing to comply with these academic standards can be immediate grounds for termination of your appointment.

Unprofessional Conduct: All teachers can be placed on probation for unprofessional conduct. Unprofessional conduct includes breaches of the University's code of professional ethics, allowing for free expression; breaches of the University's policies on racial and other kinds of discrimination, which include its policies on sexual harassment; and failure to adjust teaching practices that do not serve the interests of students. Violations of university policies will be immediately directed to the Chair of the English Department, who will take necessary action in accordance with the Disciplinary Regulations of Washington State University. Questionable teaching practices (e.g., frequent cancellation of classes, consistently awarding grades far above or below general tendencies, decidedly high student complaints) will result in the following procedures:

1. The Director or Assistant Director of Composition will call for a meeting with the instructor to discuss the concern and suggest possible teaching strategies or other means whereby the concern can be rectified.
2. The Director or the Assistant Director of Composition will attend no fewer than two class sessions without prior notice, meeting with the instructor at the first available time subsequent to the class visitations to discuss the results of the observations, and to make further suggestions if appropriate.
3. If deemed appropriate by the Director of Composition, the instructor will be placed on a probationary status with terms for the removal of probation stipulated in writing.
4. The Director or the Assistant Director of Composition will again attend no fewer than two class sessions without prior notice, assuring compliance with the terms of the probation, meeting with the instructor at the first available time to discuss the finding.

5. If the Director of Composition finds that the instructor has not made a bonafide effort to meet the terms of probation, the file containing the procedure will be forwarded to the English Department's Executive Committee for its recommendation on further action. Considering all of the evidence, the Chair of the English Department will then decide on whether to require further probation or terminate the appointment.

All procedures will be kept in a file separate from the instructor's official file. Should the conditions of the probation be satisfied, the probationary file will be destroyed within one year.

10. THE CHARLES BLACKBURN POSTDOCTORAL FELLOWSHIP

Each year the English Department entertains nominations for the Charles Blackburn Postdoctoral Fellowship. It is awarded to a WSU student who has completed the requirements for the Ph.D. in English or American Studies. The award is normally made at the end of spring semester, and to be eligible the student must have successfully defended his or her dissertation during the previous twelve months. These are the criteria for selection:

- promise in the profession of English or American Studies, as indicated by the outstanding quality of the doctoral dissertation
- overall academic achievement
- outstanding teaching performance

Nominees are ordinarily among the applicants for departmental instructorships. The award, however, attaches the Blackburn Fellowship title, provides a one-year instructorship in the department (normally, but not invariably, with a 3-3 teaching load), and involves a range of courses deemed appropriate to the fellow's career. The stipend includes full faculty benefits.

In rare instances, more than one such fellowship may be awarded.

A detailed nomination letter (ordinarily from the dissertation director), the student's c.v., and an abstract of the dissertation should be sent to the Director of Graduate Studies as soon as the student has successfully completed the Ph.D. defense. A copy of the dissertation should also be available in the department for examination. Under normal circumstances, nominations will be reviewed by members of the Graduate Studies Committee, with recommendations forwarded to the Department Chair. The Chair, in consultation with members of the Executive Committee, will then make the appointment. In cases of conflicts of interest, the Chair will make other arrangements for review and confirmation of the appointment.

11. UNIVERSITY POLICY ON DISCRIMINATION AND SEXUAL HARASSMENT

Purpose

The strategic plan of Washington State University calls for an "environment of trust and respect in all that we do." Discrimination and sexual harassment destroy mutual respect and a trusting environment. This policy expresses the commitment of WSU to maintaining an environment free from discrimination, including sexual harassment. This policy applies to all students, faculty, staff, or others having an association with the University.

WSU is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental to the University, and this policy is not intended to stifle teaching methods or freedom of expression. Discrimination and sexual harassment are neither legally protected expressions of speech nor the proper exercise of academic freedom. Sexual harassment and other forms of discrimination compromise the integrity of the University, its tradition of intellectual freedom, and the trust and respect expected in the University community.

Discrimination Prohibited

This policy prohibits discrimination on the basis of race, sex, sexual orientation, gender identity/expression, religion, age, color, creed, national or ethnic origin, physical, mental or sensory disability, marital status, genetic information, and/or status as a veteran. Discriminatory harassment is one form of discrimination. Under this policy, discriminatory harassment is identified as conduct toward a particular individual, individuals, or groups on the basis of a protected status that is sufficiently severe or pervasive that it has the purpose or effect of:

- Creating an intimidating, hostile, or offensive work or educational environment for individuals or groups; or
- Unreasonably interfering with the work, academic performance, living environment, personal security, or participation in any University-sponsored activity of individuals or groups.

Sexual harassment is a form of discrimination. Sexual harassment encompasses unwelcome sexual advances, unwelcome requests for sexual favors or requests for sexual favors in exchange for some benefit, and/or unwelcome verbal or physical conduct of a sexual nature by a male or a female. Sexual harassment occurs when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of any individual's employment or education; or
- Submission to or rejection of such behavior by an individual is used as the basis for employment or educational decisions affecting the individual; or
- A behavior is sufficiently severe and pervasive to interfere with any individual's work or educational performance, or create an intimidating, hostile, or offensive work or educational environment.

Examples of behaviors that may rise to the level of sexual harassment and, therefore, are prohibited by this policy include but are not limited to the following:

1. Physical assault;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. A pattern of behaviors that is unwelcome and severe or pervasive, resulting in unreasonable interference with the work or educational environment or creation of a hostile, intimidating or offensive work or educational environment, and may include but is not limited to the following:
 - Comments of a sexual nature;
 - Sexually explicit statements, questions, jokes, or anecdotes;
 - Unnecessary or undesirable touching, patting, hugging, kissing, or brushing against an individual's body;
 - Remarks of a sexual nature about an individual's clothing, body, or speculations about previous sexual experiences;
 - Persistent, unwanted attempts to change a professional relationship to an amorous relationship;
 - Subtle propositions for sexual activity or direct propositions of a sexual nature; and/or
 - Uninvited letters, e-mails, telephone calls, or other correspondence referring to or depicting sexual activities.

Reporting and Immediate Action

Anyone who believes she or he is a victim of discrimination or sexual harassment should take one or more of the following actions, as appropriate:

- Meet informally with the Ombudsman or a counselor from the WSU Counseling Center to discuss the incident and seek information, guidance, and/or advice on the discrimination and sexual harassment policies of the University and protocols for reporting the incident; and/or
- Report the incident to his/her supervisor, who must report the incident to the Office for Equal Opportunity for consultation and statistical purposes; and/or
- Report the incident to the Office for Equal Opportunity for investigation.

A supervisor (e.g., administrator, dean, chair, director, ombudsman, faculty member, graduate teaching or research assistant, or undergraduate student employee with supervisory responsibility) receiving information in his or her capacity as a supervisor describing incidents of discrimination or sexual harassment defined in this policy shall:

- Report the incident to the police if suspicion exists that a crime was committed; and

- Report alleged incidents of discrimination or sexual harassment to the Office for Equal Opportunity for consultation and statistical purposes.

In addition, supervisors receiving information about incidents of discrimination or sexual harassment should either:

- Take action to immediately end the behavior; and/or
- Encourage the reporting individual to consult with the Office for Equal Opportunity and report the incident of discrimination or sexual harassment for possible investigation; and/or
- Report the incident to an immediate supervisor; and/or
- Consult with the Office for Equal Opportunity to report the incident and determine the need for investigation.

Note: Reporting of the incident to the Office for Equal Opportunity does not preclude the supervisor from taking formal or informal action to end the behavior. The supervisor must inform the alleged victim or reporting individual of his or her obligation to report the occurrence of alleged incidents of discrimination and sexual harassment to the Office for Equal Opportunity. In most cases, the supervisor may be required to take action to stop any inappropriate behavior regardless of the reporting to the Office for Equal Opportunity. Please consult the Office of the Attorney General, WSU Division, for advice in this regard.

The Office for Equal Opportunity will conduct prompt and effective investigations of incidents of alleged discrimination and sexual harassment; informing supervisors of the progress in the conduct of investigations; and report the results of the investigations to the supervisors, complainants and complaint respondents. Investigation reports and records will be released only pursuant to lawful public records requests. Complainants may withdraw from participation in the investigation of alleged discrimination or harassment, yet the Office for Equal Opportunity may continue an investigation if the University is legally obligated to complete the investigation.

Office for Equal Opportunity

French Administration, Room 225

Pullman, WA 99164-1022

509-335-8288

<http://www.oeo.wsu.edu/>

University Ombudsman

Wilson Hall, Room 2

Pullman, WA 99164-4002

509-335-1195

<http://www.wsu.edu/~ombuds/>

Enforcement

The University vigorously enforces this policy. Persons determined to have violated this policy shall be subject to sanctions imposed using the due process protections of applicable University policies and handbooks (e.g., the [WSU Faculty Manual](#), the [Administrative Professional Handbook](#), civil service employees [WAC 357-40](#), applicable collective bargaining agreements, and, for students, the WSU Standards of Conduct for Students, [WAC 504-26](#)). The chosen sanction will be proportionate to the severity of the offense considering the totality of the circumstances of the incident (the nature, frequency, intensity, location, context, and duration of the alleged behavior). The chosen sanction will be adequately and appropriately severe to reasonably assure prevention of future offenses. The sanctions that are imposed or other actions taken, will be reported to the complainant and Office for Equal Opportunity by the administrator imposing the sanctions.

Faculty: The type of corrective or disciplinary action imposed on faculty identified in violation of this discrimination and harassment policy will be determined by supervisors in consultation with the Vice Provost for Faculty Affairs. Corrective actions or disciplinary sanctions may include: mandatory training or counseling regarding discrimination including harassment; transfer or reassignment; verbal or written warning; censure; demotion; reduction in salary; withholding of salary increases; denial of professional or retraining leave; withholding of promotion; termination; or summary suspension and dismissal. Established incidents of discrimination and harassment must be explicitly incorporated into faculty annual review, third year review, progress toward tenure review, and tenure and promotion consideration as violating University policy, the Faculty Code of Ethics, and/or as interfering with the teaching, scholarship, or service function of the involved individual or unit.

Staff: The type of corrective or disciplinary action imposed on staff identified in violation of this policy will be determined by supervisors and/or appointing authorities, dependent upon employment class, in consultation with Human Resource Services personnel. Corrective actions or disciplinary sanctions may include: mandatory training or counseling regarding discrimination including harassment; transfer or reassignment; verbal or written warning; reprimand; demotion; reduction in pay; withholding of pay increases; withholding of promotion; suspension; and/or termination of employment. Immediate supervisors will explicitly incorporate established incidents of severe or pervasive discrimination or sexual harassment as defined by this policy into annual performance evaluations.

Students: The type of corrective or disciplinary action imposed on students will be determined by a student conduct officer or the conduct board using the procedures of the [Standards of Conduct for Students](#). Disciplinary action imposed on students may include sanctions set forth in the conduct code, up to and including expulsion.

Retaliation Prohibited

No one shall suffer penalty or retaliation for making or supporting a charge of discrimination or sexual harassment under this policy. Retaliation against any person for bringing forward or

participating in the investigation of a complaint under this policy, including creating a hostile work environment, forms independent grounds for taking appropriate disciplinary action. Retaliatory acts shall be reported to the Office for Equal Opportunity.

Retaliation has occurred when a student or an employee suffers a negative action after they make a report of discrimination or sexual harassment, assist someone else with a complaint, or participate in discrimination or sexual harassment prevention activities. For students, negative actions can include being assigned an undeserved poor academic or employment reference or denial of a reference, and/or reduction or negative influence on University employment or financial aid. For employees, negative actions can include demotion, suspension, denial of promotion, poor evaluation, punitive scheduling, unfavorable position reassignment, withholding of deserved support for promotion or tenure, assigning undesirable or inadequate space, punitive work assignments, or dismissal-any adverse employment decision or treatment that would likely dissuade a reasonable worker from making or supporting an allegation of discrimination or sexual harassment.

Malicious or Frivolous Allegations Prohibited

The University will discipline members of the University community who knowingly make false or frivolous allegations of discrimination or sexual harassment. No complaint will be considered malicious or frivolous solely because it cannot be corroborated.

RESOURCES

Other resources may also help in the resolution of reports of discriminatory or sexual harassment behaviors.

Internal, Local, State, and Federal Resources:

Employee Assistance Program

Washington Building, Room G60
Pullman, WA 99164-2302
509-335-5759
<http://www.eap.wsu.edu/>

Human Resource Services

French Administration, Room 139
Pullman, WA 99164-1014
509-335-4521
<http://www.hrs.wsu.edu/>

WSU Counseling and Testing Services

280 Lighty Student Services
Pullman, WA 99164-1065
509-335-4511
<http://counsel.wsu.edu/>

Regional Human Resource Services

Spokane: 509-358-7740
Tri-Cities: 509-372-7302
Vancouver: 360-546-9587

Women's Resource Center

Wilson Hall, Room 8
Pullman, WA 99164-4005

U.S. Dept. of Education, Office for Civil Rights

Federal Office Building
915 Second Ave Room 3310

509-335-6849
<http://women.wsu.edu/>

WSU Police

Public Safety Building
 Pullman, WA 99164-7300
 509-335-8548

For Emergencies: Dial 911

Seattle, WA 98174-1099
<http://www.ed.gov/ocr/>

**U.S. Equal Employment Opportunity
 Commission**

Federal Office Building,
 909 First Ave Suite 400
 Seattle, WA 98104-1061
<http://www.eeoc.gov/>

Alternatives to Violence of the Palouse, Inc.

(208) 883-HELP or (509) 332-HELP-24 hour crisis line. Collect crisis calls accepted.

Moscow, ID Office

627 N. Van Buren
 PO Box 8517
 Moscow, ID 83843
 208-882-2490; Fax: 208-883-1041
ATVPMoscow@turbonet.com

Pullman, WA Office

1125 NW Nye, Suite A
 PO Box 37
 Pullman, WA 99163
 509-332-0552; Fax: 509-332-3314
Home@atvp.org

Washington State Human Rights Commission

Olympia Headquarters Office

(for complaints from Western Washington and the Olympics, including, Pierce, Thurston, Clark, Lewis, Grays Harbor, and Kitsap Counties)
 711 South Capitol Way, #402, PO Box 42490
 Olympia, WA 98504-2490
 360-753-6770

Seattle District Office

(for complaints from Central and North Puget Sound, including King, Snohomish, Skagit, San Juan Islands, and Whatcom Counties)
 Melbourne Tower #921
 1511 Third Ave.
 Seattle, WA 98101-1626
 206-464-6500

Spokane District Office

(for complaints from Eastern Washington, including Spokane, Whitman, Okanogan, Lincoln, Ferry and Stevens County)
 Rock Point Plaza III, 1330 North Washington Street, Suite 2460
 Spokane WA 99201
 509-568-3196

