Graduate Program of Study Manual

A Guide to
English Department Policies and Procedures
for
Graduate Students and Faculty

2013-2014

Iowa State University

Department of English

(January 2014)
Table of Contents

General Information .............................................................................................................................................. 6
New Students .......................................................................................................................................................... 6
Graduate English Office, 227 Ross Hall englgrad@iastate.edu ................................................................. 6
Deadlines ............................................................................................................................................................ 6
Department mailbox ......................................................................................................................................... 6
Email ................................................................................................................................................................. 7
    Department Administrators & Support Staff ................................................................................................. 7
    Medical conditions or learning disabilities ................................................................................................. 9
    Important sources of information .................................................................................................................. 9
Admission Status .................................................................................................................................................. 10
    Restricted admission status .......................................................................................................................... 10
    Provisional admission status ......................................................................................................................... 10
Graduate College English Language Requirements ...................................................................................... 11
    English Placement Test (EPT) ......................................................................................................................... 11
    Oral English Certification Test (OECT) .......................................................................................................... 11
Academic Information ......................................................................................................................................... 12
    Academic standing/probation ........................................................................................................................ 12
    Academic leave/Re-entry ............................................................................................................................... 12
    Advising/Registration hold ............................................................................................................................ 12
Program Advisers and Major Professors ........................................................................................................ 13
    Program advisers ..................................................................................................................................... 13
    Major professors ....................................................................................................................................... 13
    Co-major professors ................................................................................................................................. 14
Degree Planning, Progress and Time Limits .................................................................................................... 15
    Degree Planning Sheet (DPS) ....................................................................................................................... 15
    Satisfactory progress ................................................................................................................................ 15
    Time to degree limits ................................................................................................................................ 15
Course Policies ................................................................................................................................................... 16
    Courses in the program of study .................................................................................................................. 16
    Engl 590: Special Topics (Independent Study) ............................................................................................ 17
    Engl 599 and Engl 699: Creative component/thesis/dissertation ............................................................... 18
    Over-age coursework .................................................................................................................................. 19
    Transfer credits ......................................................................................................................................... 19
    Waivers/Equivalencies ............................................................................................................................... 21
Graduate minors and co-majors ......................................................................................................................... 22
    Minoring in graduate degree majors .......................................................................................................... 22
    Co-majoring in graduate degree majors ...................................................................................................... 23
Audience, distribution, and awards ................................................................. 51
Form .................................................................................................................. 51
Original Work ................................................................................................... 52
Procedures for each option ............................................................................. 52

Master of Fine Arts Programs ........................................................................ 53

About the MFA Degree .................................................................................... 53
Curricular Policies and Guidelines ................................................................. 53
Minoring in the Creative Writing & Environment program............................ 53
Co-majoring in Creative Writing & Environment MFA program ................. 54

MFA in Creative Writing & Environment Degree Requirements .................. 55
POS: The Committee and the Forms (MFA) .................................................. 57
Program of Study Committee ........................................................................ 57
Degree Planning Sheet and Program of Study form (MFA) ......................... 59

Guidelines for Thesis (MFA) ......................................................................... 60
General guidelines .......................................................................................... 60
Thesis Proposal ................................................................................................. 60
Results ............................................................................................................. 60
Audience, distribution, and awards ................................................................. 60
Form ................................................................................................................. 60
Original Work .................................................................................................. 60
Procedures for completing the MFA thesis .................................................... 60

Doctoral Programs .......................................................................................... 61
About the Doctoral Degrees ............................................................................ 61
Residency and registration requirements ....................................................... 61
Special Registration Procedures and Policies ................................................. 61
Minoring in English Department Doctoral Programs ..................................... 62
Co-Majoring in English Department Doctoral Programs .............................. 63

POS: The Committee and the Forms (PhD) ...................................................... 65
Program of Study Committee ........................................................................ 65
Degree Planning Sheet and Program of Study form (PhD) ......................... 67

Preliminary Examination Requirements ....................................................... 68
Registration and PhD exams ......................................................................... 68
ABD Status ....................................................................................................... 69

PhD in Applied Linguistics and Technology (ALT) ........................................ 70
Applied Linguistics and Technology Degree Requirements ....................... 70
Curricular Policies and Guidelines ................................................................. 71
Portfolio Assessment: Qualifying Examination ............................................ 73
Preliminary Examination ............................................................................... 77
Prospectus and Dissertation Guidelines ....................................................... 82
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Rhetoric and Professional Communication (RPC)</td>
<td>84</td>
</tr>
<tr>
<td>Rhetoric and Professional Communication Degree Requirements</td>
<td>84</td>
</tr>
<tr>
<td>Curricular Policies and Guidelines</td>
<td>85</td>
</tr>
<tr>
<td>Portfolio Assessment: Qualifying Examination</td>
<td>87</td>
</tr>
<tr>
<td>Preliminary Examination</td>
<td>91</td>
</tr>
<tr>
<td>Prospectus and Dissertation Guidelines</td>
<td>100</td>
</tr>
<tr>
<td>Graduate Certificate in Teaching English as a Second Language/ Teaching English as a Foreign Language (TESL/TEFL)</td>
<td>104</td>
</tr>
<tr>
<td>Credits and Time Restrictions</td>
<td>104</td>
</tr>
<tr>
<td>Certificate program requirements</td>
<td>105</td>
</tr>
<tr>
<td>POS: Program of Study form (Certificate)</td>
<td>106</td>
</tr>
<tr>
<td>Graduate Faculty Membership</td>
<td>107</td>
</tr>
<tr>
<td>Forms</td>
<td>111</td>
</tr>
</tbody>
</table>
New Students

If you do not already have the name of your assigned program adviser, contact the Graduate English Office, 227 Ross Hall (englgrad@iastate.edu) to obtain the name of your adviser so you can make contact regarding any questions you have as you begin your graduate program.

Graduate English Office, 227 Ross Hall englgrad@iastate.edu

The Graduate Program Staff Assistant keeps records of your progress through the program. It is especially important to notify the Graduate English Office of any changes that should be noted for our records and regularly update your information in AccessPlus for the Registrar’s Office records.

You should be able to answer most questions regarding your degree program requirements by consulting this Graduate Program of Study Manual or the Graduate College information and publications available online at the Graduate College website. Please check these resources first. Your next contact should be your Program Adviser/Major Professor. If you are still unable to find an answer, then you may feel free to contact the Graduate Program Staff Assistant, who will assist you or direct you to appropriate university offices or faculty members.

The Graduate English Office is where you submit all graduate program Program of Study (POS) and graduation forms for approval and signature from the Director of Graduate Education (DOGE). Most required forms are available online or can otherwise be obtained from the Graduate Program Staff Assistant. The Graduate Program Staff Assistant logs in all paperwork received to ensure paperwork is not lost and to track the approval process workflow. It is always good to make copies for yourself or email a PDF scan to yourself using the 206 Ross copier. We also use the log to monitor each student’s progress completing necessary paperwork.

Deadlines

The Graduate Program Staff Assistant will send email announcements regarding deadlines at the beginning and throughout each semester. Program of Study (POS) paperwork deadlines are provided later in this section, on Advising Checklists for each major, and program specific sections of this manual.

Department mailbox

You have a mailbox in 206 Ross Hall where you will receive notices about department activities and program matters. POS paperwork returned for corrections will be placed in this mailbox and
also emailed to you as a PDF. A key for 206 Ross Hall may be ordered through the English Department receptionist in 203 Ross Hall.

Email

All current students are eligible for a university Net-ID and email account (register by going to http://www.it.iastate.edu/howtos/register_net-id and follow the instructions). If you have any questions about your Net-ID or email address, contact the Solution Center, solution@iastate.edu, (515) 294-4000. The graduate program staff sends many vitally important messages by email regarding impending deadlines and clarifications of policy.

Department Administrators & Support Staff

<table>
<thead>
<tr>
<th>Department Administrators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Barbara Ching</td>
</tr>
<tr>
<td>Associate Chair for Curriculum and Scheduling</td>
<td>Dave Roberts Fall 2013/ Volker Hegelheimer Spring 2014</td>
</tr>
<tr>
<td>Associate Chair for Faculty Development</td>
<td>Vacant Fall 2013</td>
</tr>
<tr>
<td>Director of Graduate Education (DOGE)</td>
<td>John Levis</td>
</tr>
<tr>
<td>Associate Director of Graduate Education (Assoc DOGE)</td>
<td>Linda Shenk</td>
</tr>
<tr>
<td>Supervising Professor for TESL/TEFL Certificate Studies</td>
<td>David Oakey</td>
</tr>
<tr>
<td>Director of ISUComm Foundation Courses</td>
<td>Barb Blakely</td>
</tr>
<tr>
<td>Directors of Advanced Communication</td>
<td>David Russell/Jenny Aune</td>
</tr>
<tr>
<td>Professor in Charge, Speech Communication Program</td>
<td>Ben Crosby</td>
</tr>
<tr>
<td>Director of Intensive English Orientation Program (IEOP)</td>
<td>Joan Chamberlin (interim)</td>
</tr>
<tr>
<td>ESL Course Coordinator (Engl 99 and 101)</td>
<td>Volker Hegelheimer (99s) Carol Chapelle (101s)</td>
</tr>
<tr>
<td>English Placement Test Coordinator (EPT)</td>
<td>Volker Hegelheimer</td>
</tr>
<tr>
<td>Computer Classroom Supervisor</td>
<td>Brent Moore</td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
<td>Margaret Laware</td>
</tr>
<tr>
<td>RPC Examinations Committee Chair</td>
<td>Greg Wilson</td>
</tr>
</tbody>
</table>
### Support Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALT Examinations Committee Chair</td>
<td>Barbara Schwarte</td>
</tr>
<tr>
<td>Creative Writing Area Group Coordinator</td>
<td>Deb Marquart</td>
</tr>
<tr>
<td>Literature Area Group Coordinator</td>
<td>Susan Yager</td>
</tr>
<tr>
<td>Rhetoric and Professional Communication Area Group Coordinator</td>
<td>Geoff Sauer</td>
</tr>
<tr>
<td>TESL/Applied Linguistics Area Group Coordinator</td>
<td>Volker Hegelheimer</td>
</tr>
<tr>
<td>English Department 203 Ross office reception, general information</td>
<td>Deanna Ward</td>
</tr>
<tr>
<td>Administrative Specialist - department chair support and appointments</td>
<td>Christy Kadner</td>
</tr>
<tr>
<td>Accountant - budget, grants, travel/conference funding (PAGs)</td>
<td>Nolan McDonald</td>
</tr>
<tr>
<td>Systems Analyst - computers and software, labs</td>
<td>Brent Moore</td>
</tr>
<tr>
<td>Program Assistant - annual reviews, classroom scheduling, events</td>
<td>Stacie Schaefer</td>
</tr>
<tr>
<td>Graduate program information, policies and procedures, deadlines</td>
<td>Teresa Smiley</td>
</tr>
<tr>
<td>Classes, classrooms, room scheduling, textbook orders, personnel</td>
<td>Jeslyn Jackson</td>
</tr>
<tr>
<td>ISUComm Foundation Courses and Advanced Communication programs</td>
<td>Deanna Stumbo</td>
</tr>
<tr>
<td>Departmental communications and publicity, department website</td>
<td>Sheryl Kamps</td>
</tr>
<tr>
<td>Program Assistant - Intensive English Orientation Program (IEOP)</td>
<td>Betty Baker</td>
</tr>
<tr>
<td>Speech Communication/Communication Studies</td>
<td>Mary Camp</td>
</tr>
<tr>
<td>Journal of Business and Technical Communication (JBTC) editor, ISU</td>
<td>Lori Peterson</td>
</tr>
</tbody>
</table>

*ISCommunicator* Courses and Advanced Communication programs support, policies and procedures, 150/250 textbook orders, 150/250 grades, 150 placement exams, 250/302/314 test-outs

Departmental communications and publicity, department website maintenance, copier account codes, spring departmental awards, support for *Flyway: Journal of Writing and Environment*

*Journal of Business and Technical Communication (JBTC)* editor, ISU Catalog editor
Medical conditions or learning disabilities

www.dso.iastate.edu/dr/

1076 Student Services Building; (515) 294-7220; TTY (515) 294-6635

Staff members in Disability Resources coordinate support services that students may need in order to reach their fullest academic potential. The DR staff members provide accommodations and serve as a resource within the university community concerning students who have physical or learning disabilities. DR provides assistance, information, support, counseling, education, referral, and promotes disability awareness in students, faculty, staff, the Ames community, and the state of Iowa. Students with medical or learning disabilities need to identify themselves and to arrange for accommodation through Disability Resources before they can receive departmental accommodation for existing conditions.

Important sources of information

The sources below have information you will need to know as you progress through your degree program. Please explore them online:

- Department of English (http://www.engl.iastate.edu/)
- Graduate Studies, Department of English (http://www.engl.iastate.edu/graduate-students/)
- Graduate College website (http://www.grad-college.iastate.edu/)
- Graduate College Handbook (http://www.grad-college.iastate.edu/common/handbook/)
- Academic Calendars (http://www.registrar.iastate.edu/calendar/)
- Schedule of Classes (http://classes.iastate.edu/)
- ISU Catalog (http://catalog.iastate.edu/)
- Electronic Thesis/Dissertations (ETDs) at ISU (http://www.grad-college.iastate.edu/current/thesis/)
Admission Status

Admission status is important because you must hold full admission status before you can complete your degree and be allowed to graduate. Your admission status is indicated in your admission letter from the Office of Admissions and is also indicated in your AccessPlus student information page.

Restricted admission status

If you have restricted admission status, you should seek full admission status after completing nine hours of graduate credit with a "B" average or better.

To have your admission status changed from restricted to full, your program adviser or major professor must write a memo to the Dean of the Graduate College requesting the change of status (the request may be emailed to Joyce Meier in the Graduate College jmmeier@iastate.edu). The memo should indicate that you have met the conditions and that you are making satisfactory progress in your program of study.

To be moved from restricted admission status to full admission status, you must

- possess a GPA of at least 3.0
- have completed at least 9.0 credits of coursework with an average GPA of 3.00 or higher

Provisional admission status

If you have provisional admission status, you should seek full admission status after completing the conditions outlined in your admission offer letter from the Director of Graduate Education (DOGE) in English (usually additional coursework is needed to establish a stronger background in your degree specialty).

To have your admission status changed from provisional to full, your program adviser or major professor must write a memo to the Dean of the Graduate College requesting the change of status (the request may be emailed to Joyce Meier in the Graduate College jmmeier@iastate.edu). The memo should indicate that you have met the conditions and that you are making satisfactory progress in your program of study.
Graduate College English Language Requirements

The Graduate College requires students who are nonnative speakers of English to take or be exempted from the English Placement Test before their first semester. If these students are hired to work as teaching assistants, they must also take the Oral English Certification Test (OECT) before beginning any teaching responsibilities.

English Placement Test (EPT)

If you are a nonnative speaker of English, you must take or be exempted from the English Placement Test (EPT) as a graduate student before your first semester unless you qualify for one of the EPT exemptions. Students who are exempt due to receiving a bachelor’s, master’s, or doctoral degree from an English-speaking university in the USA, Canada, Great Britain, New Zealand, or Australia do not have to take the EPT and will need to submit a form of Graduate English Requirement Approval, available on the Graduate College forms website.

For more information on the English Placement Test, consult the English Placement Test (EPT) website or contact the EPT Office at (515) 294-6398, ept@iastate.edu.

Oral English Certification Test (OECT)

If you are a nonnative speaker of English and if you are a new teaching assistant, you must take the Oral English Certification Test (OECT) before beginning any teaching responsibilities. For more information, consult the Testing page for the International TA Program website or contact the program office, 1137L Pearson, (515) 294-1958, itas@iastate.edu.

All graduate students in the TESL/Applied Linguistics MA and the Applied Linguistics and Technology PhD programs whose first language is not English are required to pass the OECT as part of their program. To pass the OECT, students must receive a Level 1 pass and be fully certified. Students may be exempted from taking one or both of the OECT components. Information appears on the International TA Program website.
Academic Information

Academic standing/probation

To stay in good academic standing, you must maintain a 3.0 grade point average (GPA) in all courses taken, except creative component (599) or research (699) credits. If your GPA drops below 3.0, you will be placed on academic probation and will not be allowed to register for future terms while on probation unless the DOGE recommends to the Graduate College that further registration be permitted. After you attain a 3.0 GPA, you will be removed from academic probation.

While on academic probation, you are not eligible to hold an assistantship or receive tuition scholarships. However, if you are placed on academic probation, you should contact the DOGE immediately for a waiver that would allow you to keep your assistantship for one semester giving you a chance to remedy this situation.

NOTE: Grades in Engl 599 and Engl 699 are not used in computing a student's overall GPA.

Academic leave/Re-entry

If you must stop taking courses for a semester or more, you should request to be put on academic leave. You can do this by submitting a memo (or an email) to the Graduate English Office for approval by the Director of Graduate Education explaining your circumstances. If an academic leave is approved, you will not have to be formally readmitted in order to resume your studies. Cases in which the student leaves ISU during his or her graduate career without DOGE approval and later wishes to return are dealt with individually by the DOGE, the student's POS committee, and the Graduate College. Two consecutive calendar years of non-registration puts students on “inactive” status and requires submission of a Reinstatement to Active Status form with the approval of the graduate program and the Graduate College to obtain “active” status and resume coursework.

It is not possible to take a leave of absence from your graduate assistantship appointment. If you discontinue your enrollment, you must resign your graduate assistantship position.

Advising/Registration hold

Department holds are called “Advising Holds” and are placed on your student class registration for a specific semester by the Graduate Program Staff Assistant in consultation with the Director of Graduate Education (not by your program adviser/major professor) and will stop you from adding or dropping classes. These are often the result of overdue POS paperwork because you have not submitted required program paperwork by the deadlines appearing on the Graduate Advising Checklist for your program. Other types of holds may be placed on your registration by the Graduate College, Accounts Receivable, the Student Health Center, or other University units.
Program Advisers and Major Professors

Program advisers

To obtain the name of your program adviser, please check your student information page on AccessPlus. If the information is not posted on that page, you may contact the Graduate English Office, 227 Ross Hall, englgrad@iastate.edu. All new graduate students should introduce themselves to their program advisers by the end of the fourth week of classes in their first semester. Your program adviser helps plan your coursework and guides you in a variety of academic matters during your first 12-15 hours of coursework. Please remember that it is your responsibility to initiate contact with your adviser prior to registration, or when it is time to file certain forms or to meet certain deadlines. Your program adviser signs all program paperwork until the time when you have formed a POS committee and have a major professor who will then take over all the duties of the program adviser.

Major professors

Your major professor is the person who will chair your Program of Study (POS) committee. This person supervises your thesis, creative component, or dissertation. It may be that your program adviser will become your major professor; however, this choice should depend on the nature and direction of your research or creative project as well as your rapport with the selected professor.

MA students

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study. Your major professor's primary responsibility, however, will be supervising the development of your thesis or creative component. We urge you to choose your major professor as soon as possible because this person is such a crucial part of your program. You must file the Graduate College Recommendation for Committee Appointment and Program of Study forms by the announced deadline in your second semester. In selecting your major professor, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. Remember that a faculty member's willingness to serve as a major professor depends upon factors such as specific research interests and amount of time available. For additional information, see Master of Arts Programs, “POS: The Committee and the Form (MA).”
MFA students

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study. Your major professor's primary responsibility, however, will be supervising the development of your thesis. You must file a major professor preference form by the deadline advertised by the CWE area coordinator. Once you have been assigned a major professor, you must file the Graduate College Recommendation for Committee Appointment form and Program of Study form by the announced deadline in your third semester in the program. In addition, your major professor must approve your proposal for your book-length thesis project by the end of this same semester. In selecting your major professor preference, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. For additional information, see Master of Fine Arts Program, “POS: The Committee and the Form (MFA).”

PhD students

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study. Your major professor also directs your dissertation research and participates in your preliminary examinations as described by your respective doctoral program, Rhetoric and Professional Communication or Applied Linguistics and Technology. Because the major professor plays a central role in your doctoral studies, it is best to select this faculty member early in your program of study as soon as you feel prepared to do so. You must file the Graduate College Recommendation for Committee Appointment form and Program of Study form by the announced deadline in your fifth semester in the program. In selecting your major professor, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. You may always make changes in your POS Committee as your research interests solidify. For additional information, see Doctoral Programs, “POS: The Committee and the Form (PhD).”

Co-major professors

If you are pursuing a co-major, you must have co-major professors, each representing one of your co-major programs of study. See specific co-major requirements for English Department majors later in this manual.
Degree Planning, Progress and Time Limits

Degree Planning Sheet (DPS)

All graduate students are to file the appropriate Degree Planning Sheet along with or before the Graduate College POS Form.

- MA students must submit the DPS and the POS form in their second semester of coursework by the announced deadline (typically in the 6th week of the semester) before registering for the third semester.
- MFA students must submit the DPS and the POS form in their third semester of coursework by the announced deadline (typically in the 6th week of the semester) before registering for the fourth semester.
- PhD students must submit the DPS and the POS form in their fifth semester of coursework by the announced deadline (typically in the 6th week of the semester) before registering for the sixth semester.

The Degree Planning Sheet should be used to plan your POS in consultation with the program adviser/major professor. You should consult the course information listed on the Degree Planning Sheet to complete the official Graduate College Program of Study (POS) form. This form and the process for completing Graduate College paperwork for the POS are addressed more completely in each degree program section of this manual.

Satisfactory progress

Satisfactory progress toward your degree is defined by the following conditions:

- you are not on academic probation with a GPA of 3.0 or below
- you have no more than 6 credits of I (Incomplete) excluding Engl 599 or 699 credits
- you have completed the Graduate College English Language Requirement if applicable
- you have filed appropriate forms (e.g., the POS) by the required time, and
- you have taken and passed any required examinations (e.g., the PhD portfolio assessment) by the required semester.

Time to degree limits

The master’s degree student with a BA, BS, or other master’s degree is expected to complete the degree program within five years. A student beginning a PhD degree program at ISU with a master’s degree is expected to complete the program within five years, while a student beginning a PhD degree program without the master’s degree is expected to complete the program within seven years. If warranted, the student’s major professor and the program’s DOGE may request by letter that the Dean of the Graduate College extend these time limits. Cases in which the student leaves ISU during his or her graduate career and later returns are dealt with individually by the Director of Graduate Education, the student’s POS committee, and the Graduate College.
# Course Policies

This section includes information on a wide variety of program of study topics, such as types of courses useable in the POS, independent studies, creative component/research credits, transfer credits, and over-age courses.

## Courses in the program of study

Only courses that bear graduate credit (500- or 600-level at ISU) may be used in a graduate POS. This is university policy. Some undergraduate courses, graduate courses taken as an undergraduate, courses taken as a ISU nondegree graduate student, and courses may be used in the program of study if they meet certain requirements.

### Cross-listed undergraduate courses

See “[Undergraduate non-major graduate credit ISU courses](#)” later in this section.

### Dual-listed courses

The Department of English permits you to take up to 6 credit hours of dual-listed courses toward your program of study. These courses permit undergraduate and graduate students to be in the same class but receive credit under two different course numbers, and graduate students must fulfill additional requirements. Dual-listed courses used in the POS must (1) be taken as a graduate, not an undergraduate, student with extra work completed for graduate credit, and (2) be taught by a member of the graduate faculty.

### English 590: Special Topics (Independent Study)

See “[Engl 590: Special Topics (Independent Study)](#)” later in this section for details about using Engl 590 in the program of study.

### Graduate courses taken as an ISU undergraduate student

If you completed a bachelor’s degree at ISU and took graduate courses as an undergraduate, you may use up to 9 credits of that graduate coursework toward your graduate POS requirements if you earned grades of B or higher. A course counted toward your undergraduate degree by the home institution cannot be transferred. Only courses taken for graduate credit separate from undergraduate work can be transferred. Any student wishing to count ISU graduate credits taken as an undergraduate must have those credits certified for use in the graduate POS by the Graduation Office and a note placed on their permanent record (10A Enrollment Services Building; 294-9372; graduation@iastate.edu).
Graduate courses taken as an ISU nondegree graduate student

If you are admitted to ISU and took graduate courses as a nondegree seeking graduate student, you may use up to 9 credits of that graduate coursework toward your graduate POS requirements. Your program of study committee will determine which of your nondegree graduate courses (if any) will count toward your degree program. You will need to submit a Transfer Credit Petition form for these courses to be considered for transfer into your graduate degree program.

Undergraduate courses taken as a graduate student

Advanced (300-400 level) undergraduate courses from outside your major may be used to meet graduate degree requirements with permission from your POS committee members effective Spring 2014. No ENGL designator course (including those cross-listed with ENGL courses) can be used to meet POS requirements.

- With POS-committee approval, graduate students will be permitted to use undergraduate courses from outside their majors on POS forms.
- No 100- or 200-level classes may be used, but 300- and 400-level classes at Iowa State (not undergraduate classes from other institutions) will be eligible.
- Up to three courses at the 400-level will be permitted, or a POS may include one 300-level course and two 400-level courses.
- Only 500- and 600-level courses may be used to meet requirements of graduate certificates.
- Current students (admitted prior to Spring 2014) without an approved POS may follow either the old (no university maximum on the number of non-major graduate credits) or new policy.

The new policy means courses will no longer be designated as eligible for non-major graduate credit in the ISU Catalog.

Engl 590: Special Topics (Independent Study)

The Engl 590 course provides a way to study important material that is not otherwise available to you in the graduate curriculum. Such courses involve special conditions and require special arrangements between you and an instructor. The Director of Graduate Education will not approve Engl 590 proposals that do not meet the special conditions listed on the Request for Engl 590 form and guidelines. The number of Engl 590s allowed in any program of study is restricted.

To qualify for Engl 590 courses, you must have completed 9 credit hours of study in graduate-level courses (either at Iowa State or elsewhere), you must have no "Incomplete" grades (other than in Engl 599 or 699), and you must file at least a preliminary Degree Planning Sheet with the Request for English 590 form.
To request approval to take Engl 590, you must

- download a Request for Engl 590 form and guidelines
- fill out the form and obtain the necessary signatures after consulting with the instructor and your adviser/major professor
- submit the completed form to the Graduate English Office for the approval of the DOGE no later than the end of the first week of the academic term in which Engl 590 would be taken. It is to your advantage to submit the form the semester before you wish to take the Engl 590 in case you need to consider other options. Registration reference numbers may be obtained from the Graduate Program Staff Assistant if the Request for Engl 590 form is approved.

**NOTE:** In order to request use of the Engl 590 on the POS, you must check the box on the Request for Engl 590 form that indicates a desire to use the 590 on your POS. A student whose Request for Engl 590 form was approved—with no request for use of the 590 on the POS—may later request use of the 590 on the POS by submitting a POS Waiver/Equivalency form to the DOGE for approval.

- MA students are permitted 3 credit hours of Engl 590 in their POS.
- MFA students are permitted 3 credit hours of Engl 590 in their POS.
- PhD students are permitted 6 credit hours of Engl 590 in their POS. These credits normally serve to complete the concentration for the RPC PhD program or represent credit hours brought in from a master’s program.

### Engl 599 and Engl 699:

**Creative component/thesis/dissertation**

All MA students must complete 3 hours of research credit in either Engl 599 (if writing a creative component) or Engl 699 (if writing a thesis). You may take more than 3 credit hours of Engl 599 or 699 (*e.g.*, to meet assistantship requirements), but only 3 credit hours will count toward your MA degree. (See Thesis and Creative Component options.)

All MFA students must complete 6 hours of research credit in Engl 699. You may take more than 6 credit hours of Engl 699 (*e.g.*, to meet assistantship requirements), but only 6 credit hours will count toward your MFA degree.

All PhD students must complete 12 hours of research credit in Engl 699. You may take more than 12 credit hours of Engl 699 (*e.g.*, to meet assistantship requirements), but only 12 credit hours will count toward your PhD degree.

Registration reference numbers for Engl 599 or 699 may be obtained from the Graduate Program Staff Assistant (englgrad@iastate.edu) only after required paperwork forming your POS committee is completed and submitted to the Graduate English Office.
**Over-age coursework**

As a general rule, courses that you wish to count toward your POS need to have been taken within seven years of the time your graduate degree is granted. "Over-age" courses (courses that exceed the Graduate College seven-year limit) must be justified by submitting the Over-age Course Memo form (signed by your major professor) to the Graduate English Office for approval by the Director of Graduate Education. This memo must, in turn, be submitted to the Graduate College prior to or no later than with the Program of Study form or at a later time if courses on the POS become over-age at the time of preliminary or final oral examinations. Arguments for over-age courses involve showing that the course content has been “updated” either through additional coursework or recent practice (work experience, papers presented, etc.).

**Transfer credits**

You may transfer graduate credit from another university if the work received a grade of B or better. Transcripts will be evaluated to determine the number of transferable graduate credits. The initial evaluation of possible credits will be made by your program adviser/major professor in consultation with other teaching members of the English Department graduate faculty. Final review of requested credits will be completed by the Transfer Credit Evaluator upon submission of the required Transfer Credit Petition form and accompanying paperwork.

The following transcript-related policies, all mandated by the university, apply to the transfer of credits:

- Courses more than seven years old at the time a degree is awarded cannot be accepted unless you make an argument (in writing) that the coursework is not outdated. (See Over-age Courses for more information.)
- A pass/fail course cannot be transferred unless you can provide a letter from your professor indicating the specific grade that would have been awarded. Only grades of B or above will transfer.
- A course counted toward your undergraduate degree by the home institution cannot be transferred. Only courses taken for graduate credit separate from undergraduate work can be transferred.
- MA and MFA students must complete a minimum of 22 graduate credits at Iowa State University, regardless of how many credits are transferred.
- PhD students must complete a minimum of 36 graduate credits at Iowa State University. Students may transfer up to 36 credits that are either directly equivalent to Iowa State University RPC or ALT courses or part of the RPC concentration in the program of study, but the actual number of transfer credits approved will be determined on a case-by-case basis.
ISU sets limits on transfer credits because, as the degree-granting institution, it needs to be able to ensure the integrity of its degrees, and too much credit granted from credits taken elsewhere compromises the ability to ensure that integrity. The English Department, likewise, wants to protect the integrity of our degree programs, and that is why course transfer is handled on a case-by-case basis. This process allows us to assess the applicability of courses to individual degree programs and may not permit you to transfer as many credits as the university policy allows. To ensure programmatic consistency in the application of transfer credits, the Transfer Credit Evaluator has consulted with faculty in the various programs to develop transfer guidelines. Although you may discuss an appeal with your program adviser/major professor if you believe you should be allowed more transfer credits, an appeal is not likely to advance beyond that discussion.

If you wish to transfer graduate credit, you need to submit the following to the Graduate English Office for approval by the Transfer Credit Evaluator:

- **Transfer Credit Petition form**: courses are listed for which you are requesting transfer approval; as a part of this form, you must complete a course petition and have your program adviser/major professor sign it. The form will ask you to provide 1.) the rationale for having the course(s) included in your POS (even for courses taken at ISU as an undergraduate or nondegree graduate student) and 2.) descriptions of each course's content (e.g. major readings, assignments, and exams) and the appropriate pages from the catalog copy of the outside institution if the course(s) was/were not taken at ISU;
- completed preliminary **Degree Planning Sheet** showing where in your degree program the transfer credits will be used (e.g., literature, linguistics, electives, primary core, secondary core, concentration, research methods); and
- transcript showing grade received in each course (not required for ISU courses).

If you attended a foreign university and wish to transfer credits from that institution, you must translate into English the entirety of any non-English-language syllabus for a requested transfer course. Syllabi translations must be submitted to the Graduate English Office along with the rest of the required transfer credit paperwork described in the previous section. Translations will then be reviewed for accuracy before the credits themselves are reviewed for transfer.

PhD students in RPC may not transfer in courses that count for the two-course 600-level language requirement. If you are planning to use transfer credits as part of your concentration, you should submit the Transfer Credit Petition form and its accompanying paperwork at the same time as the preliminary Degree Planning Sheet and Petition for Approval of Concentration form in your third semester of coursework.
Waivers/Equivalencies

You need a POS waiver/equivalency when you transfer in a course equivalent or when your prior experience allows you to take a more advanced course as an equivalent to a required course. In this case, you will need to submit a Petition for Program of Study (POS) Waiver/Equivalency form—which includes a clear rationale for this change and which is signed by your program adviser/major professor—to the Graduate English Office. The Director of Graduate Education will approve or deny the request.

Note that receiving a waiver for a particular course does not change the number of required POS credits. You will still be required to take additional coursework to replace the credits associated with course(s) waived.

Approvals for POS waivers/equivalencies must be obtained before or along with the Degree Planning Sheet and the official POS form. Similarly, permission must be obtained in advance as a POS equivalency for any Engl 590 to be listed on your POS as a replacement for a required course.
Graduate minors and co-majors

Minoring in graduate degree majors

English Department graduate students minoring in programs outside their major

If you wish to earn a graduate minor in a major outside the English Department graduate majors, you will need to find a faculty member from that major who will help you identify the necessary minor courses and who will serve on your POS committee. That professor's name, signature, and comments (where applicable) must appear on all your Graduate College forms—from the Recommendation for Committee Appointment form, through the POS form, and on the many forms necessary for graduation. In addition, an authorized person in the department of the minor program must sign your POS form. Minor courses must be listed on the POS form.

Graduate students from other majors minoring in English Department graduate majors

If you are a graduate student from another major, you may obtain a graduate minor in any of the English Department graduate majors. To do so, you first need to find an English Department graduate faculty member in the appropriate major to help you select courses and to serve on your POS committee. That professor’s name and signature as well as that of the DOGE in the English Department must appear on all your Graduate College forms.

For MA and PhD programs

Once you and your selected English Department professor have determined the courses you will use for the minor in the MA or PhD programs, you must submit to the Graduate English Office the English Department's Request for Graduate Minor form.

Graduate minor requirements:

- **MA programs** in English (literature or literature and the teaching of reading), RCPC, or TESL/AL require 9 credits in English Department courses; 6 must be at the 500-600 level
- **PhD programs** in Applied Linguistics and Technology (ALT) or Rhetoric and Professional Communication (RPC) require 12 credits in English Department courses; 9 must be at the 500-600 level.
For MFA CWE program

If you wish to be considered for a minor in the MFA Creative Writing and Environment (CWE) program, you need to submit to the Graduate English Office the following by January 5 for entry the following fall semester:

- English Department's Request for Graduate Minor form
- Statement of intent (2-3 double-spaced pages maximum sent electronically to englgrad@iastate.edu including information about creative writing projects completed or currently working on as well as any publications, information about any fieldwork experiences and writers that have influenced your work, issues (place, landscape, the natural world, or environment) your work engages, organizations worked with or activities related to environmental issues (if any), and writing projects you want to tackle that have an environmental dimension
- Creative writing sample (sent electronically to englgrad@iastate.edu) of no more than 25 pages (prose) or 15 pages (poetry) demonstrating exemplary ability in one genre

Graduate minor requirements:

- MFA program in (CWE) requires 12 credits in English Department’s creative writing courses at the graduate level, of which 3 must be in Engl 550: Craft and Professional Practice.

Once approved for the MFA CWE minor, you will be assigned an adviser who must become a POS committee member representing the minor.

Co-majoring in graduate degree majors

A co-major is a program of study for a single degree in which the requirements for two separate majors are met. POS committees include co-major professors, each representing one of the co-majors. You may co-major only in programs at the same degree level. For example, the MA programs in English and TESL/Applied Linguistics, the MA program in RCPC and the MFA in CWE (for co-majoring, the Graduate College considers the MFA program a degree program at the Master's level), or the PhD program in RPC and the PhD program in HCI could be co-majors.

English Department graduate students co-majoring in programs outside their major

If you are currently a student in an English Department degree program and you wish to co-major in a graduate degree program outside the English Department, you should consult with your major professor. Then you should contact the Director of Graduate Education or a faculty member from the extra-departmental program to determine that program’s co-major requirements.
Graduate students from other majors co-majoring in English Department graduate majors

If you are a graduate student from an extra-departmental major, you may co-major in any English Department graduate major. You first need to find an English Department professor in the appropriate major to help you select courses and to serve as the co-major professor on your POS committee. That professor’s name and signature must appear on all Graduate College forms. In addition, the DOGE in the English Department must sign these same forms.

You will need to acquire admission approval from one of the English Department majors by submitting the Request to Co-Major in English Department Graduate Programs form. Co-major students are not eligible for graduate assistantship support from the English Department.

Co-majoring in MA programs

Co-majoring in English Department MA majors requires that all requirements in each of the two majors (including areas of specialization), not counting the thesis credits, be met to complete this single MA degree. This means you will need to take extra hours beyond the 30 credit hours of most master’s students. However, it will not mean that you must take an additional 30 credits, as some courses will work for both majors (and areas of specialization). A co-major will require a minimum of 42 credits (12 extra credits beyond the standard 30 credits) and must include at least 15 credits of specialized courses in each of the two majors, not counting the thesis. The thesis or creative component must apply to both majors (and areas of specialization).

Co-majoring in the MFA program

The minimum requirements for a co-major in the MFA Creative Writing and Environment (CWE) program are the same as those for a major in the program (54 non-overlapping credits). Students in other majors wishing to co-major in Creative Writing and Environment must meet all requirements in each of their two majors, including the completion of a thesis appropriate to the major in Creative Writing and Environment, to complete this single degree.

Co-majoring in PhD programs

To receive a co-major in the Applied Linguistics and Technology doctoral program, you must complete a minimum of 30 credits of additional graduate coursework (15 credits of required coursework and 15 credits of electives) specified by the program and pass a portfolio assessment in the third semester.

To receive a co-major in the Rhetoric and Professional Communication doctoral program, you must complete a minimum of 33 credits of additional graduate coursework (12 credits of required coursework, 15 credits of electives, and 6 credits of linguistics) specified by the program and pass a portfolio assessment in the third semester.
**Graduate Assistantships**

Assistantships are awarded to students on a competitive basis. These assistantships are usually available only to students who have been granted full or provisional admission to the Graduate College. Students on restricted admission status may be eligible to hold assistantships, but such awards can be made only on a semester-by-semester basis. Assistantships include monthly stipends for 9 months during the academic year (summer appointments are separate), tuition scholarships, and health insurance benefits.

**Applications**

If you wish to be considered for an assistantship after you are admitted and enrolled, watch for the call for applications with a February 15 deadline issued by the Graduate English Office. You will be responsible for submitting an assistantship application and updating your graduate file. Spring admits can be considered for assistantships in the fall following their spring admission. Check with the Graduate Program Staff Assistant for more information and specific details.

**Appointments**

**Teaching assistantships**

MA, MFA, and PhD teaching assistantships will usually be 1/2-time appointments. MA and MFA TAs are required to teach four courses per academic year, usually in the ISUComm Foundation Courses program (Engl 150 and 250), or ESL courses (Engl 99 or 101) if appropriate. Some will be assigned to Speech Communication 212, where TAs will be responsible for attending lectures and conducting three recitation sections per semester. PhD TAs are required to teach four courses per academic year, usually in the ISUComm program or ESL courses (Engl 99 or 101) if appropriate. For students in the MA TESL/AL or PhD ALT programs, assistantships are sometimes available through the Intensive English and Orientation Program (IEOP) or the Graduate College Oral English Certification Test (OECT) program. English graduate students may be eligible for teaching assistantships in other units or departments on campus as well (e.g., the Women’s Studies Program or Classical Studies Program).

**Research assistantships**

The English Department may occasionally have research assistantships to offer. These assistantships require a student to assist one or more faculty members with research projects for a specified number of hours each week. Occasionally faculty in other departments will hire English graduate students for special projects as well.
Course load requirements

All graduate assistants employed by the English Department must carry at least 6 credit hours, 3 of which must be in English Department course offerings. These may be graduate or undergraduate credit hours. New teaching assistants in the ISUComm Foundation Courses program (teaching Engl 150 and 250) should count Engl 500 as part of their credit hour load. MA and MFA students normally take at least fifteen credit hours per year. To get a good start on fulfilling graduate requirements, teaching assistants should consider taking 9 credit hours during their initial fall semester (two graduate courses in addition to Engl 500). MA and MFA teaching assistants finishing their degrees may take 6 credit hours of Engl 599/Engl 699 to meet the course load requirement, but only 3 of these hours will count toward their degree. PhD teaching assistants finishing their degrees may take 6 credit hours of Engl 699 to meet the course load requirement, but only 12 credit hours will count toward their degree. Graduate assistants may take up to 12 credits a semester but, normally, do not carry more than 9 credit hours of coursework. If you are a teaching assistant and you want to take more than 12 credits in a given semester, you need to get special approval from your GA supervisor and your program adviser/major professor.

MA level

While finishing their thesis or creative component, MA students may audit courses (to fulfill the 6-credit-hour course load requirement). To do so, they must meet these criteria:

- POS forms filed with the Graduate College
- 27 credit hours of coursework completed
- all degree requirements completed (except thesis or creative component)

MFA level

MFA students on assistantships may take Engl 699 credits or audit courses (to fulfill the 6-credit-hour course load requirement) while finishing their thesis.

PhD level

PhD students on assistantships may take Engl 699 credits or audit courses (to fulfill the 6-credit-hour course load requirement) while finishing the dissertation.
Eligibility guidelines

Length of eligibility: MA

MA students are eligible for up to 2 years of assistantship support so long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment. Semesters of eligibility for assistantships are reflected in the table below:

<table>
<thead>
<tr>
<th>Graduate Hours Completed in the Major</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>4 semesters</td>
</tr>
<tr>
<td>10-15</td>
<td>3 semesters</td>
</tr>
<tr>
<td>16-21</td>
<td>2 semesters</td>
</tr>
<tr>
<td>22 or more</td>
<td>not eligible</td>
</tr>
</tbody>
</table>

Semesters of eligibility are determined by the number of POS hours students have completed in their first major or specialization by the end of the semester in which the assistantship is offered. POS hours include only those hours students are using to fulfill requirements in the graduate major. Hours taken outside the major—for example, credits taken to fulfill a graduate minor or undergraduate credits in foreign languages taken to fulfill a language requirement or courses taken as prerequisites—are not POS hours and are not considered when calculating assistantship eligibility. For overall eligibility purposes, two semesters on a quarter-time research assistantship are considered the equivalent of one semester on a half-time teaching assistantship.

Length of eligibility: MFA

MFA students are eligible for up to 3 years of assistantship support so long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment.

Length of eligibility: PhD

Doctoral students are eligible for up to 5 years of assistantship support so long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment.
Maintaining eligibility

You maintain assistantship eligibility from semester to semester by demonstrating the following:

❖ **for ALL graduate assistants**—**satisfactory progress toward your degree**, defined by the following conditions:
   - you are not on academic probation with a GPA of 3.0 or below
   - you have no more than 6 credits of I (Incomplete) excluding Engl 599 or 699 credits
   - you have completed the Graduate College English Language Requirement if applicable
   - you have filed appropriate forms (e.g., the POS) by the required time, and
   - you have taken and passed any required examinations (e.g., the PhD portfolio assessment) by the required semester.

❖ **for teaching assistants**—**satisfactory performance of assistantship duties and obligations** depending on the type of teaching assignment you receive:
   - **Teaching assistants in the ISUComm Foundation Courses program (Engl 150 and 250)** are reviewed each semester. Satisfactory performance of your assistantship duties and obligations includes following the guidelines established by the ISUComm Foundation Courses program, receiving satisfactory classroom observations, making satisfactory teaching adjustments following evaluations from faculty mentors, and completing Engl 500 with a grade of B or higher. Letters of Intent (LOIs) for first-year/probationary TAs in the ISUComm Foundation Courses program will not be issued until Friday of the week final grades are due.
   - **Teaching assistants in the Speech Communication program (Sp Cm 212)** are regularly reviewed. Satisfactory performance includes meeting the fundamental obligations of the teaching assignment as set forth in the course orientation materials. Positive contributions to the staff, positive outcomes from class visits and reviews of grading practices, as well as responsiveness to faculty recommendations are also measures of satisfactory performance.
   - **Teaching assistants teaching ESL courses (Engl 99 and 101)** are regularly reviewed. Satisfactory performance includes meeting the obligations inherent to the assignment, including participating in preparatory activities, assisting in English placement testing, having satisfactory observation reports by course supervisors, attending regular meetings with course coordinators and other instructors, and following recommendations for improvement. Reappointment for the second year will also be dependent on satisfactory course evaluations.
   - **Teaching assistants assigned more advanced courses** must also meet the obligations inherent to such assignments; these may include participating in preparatory activities, arranging course observations, attending meetings with course committee personnel, and following recommendations for improvement.

Not meeting such criteria for **satisfactory progress** and/or satisfactory performance can result in suspension or revocation of your assistantship.
Funding sources in addition to monthly stipend

Tuition scholarships

For tuition purposes, all graduate assistants are considered to be Iowa residents. English Department graduate students holding half-time (or greater) assistantship appointments receive tuition scholarships at the level determined by the Graduate College (50% MA; 100% MFA and PhD during the academic year; the same percentage levels in the summer term according to the number of enrolled credits); students on less than half-time assistantship appointments receive half of the standard tuition scholarship benefit. Additional tuition scholarship information and policies can be found in the Graduate College Handbook.

The Department of English will fund Graduate Tuition Scholarships at the appropriate rate for graduate students who meet all of the following criteria. The student must

1. be admitted into and currently enrolled in one of the English Department MA, MFA, or PhD programs;
2. not be on restricted admission;
3. have a current ISU G.P.A. of at least 3.0 and not be on academic probation;
4. be making satisfactory progress toward the degree; and
5. be on appointment as a graduate assistant each semester that the tuition scholarship is to be awarded (at least three months during fall and spring semesters or at least six weeks during summer semester).

Graduate College funding assistance programs for minorities and students with disabilities

The Graduate College offers two financial assistance programs for qualifying graduate assistants: the Graduate Minority Assistantship Program (GMAP) and the Graduate Disability Assistantship Program (GDAP). The following English Department Policy Statement on GMAP and GDAP Funding articulates the way in which such funding will affect the teaching or research load for graduate assistants.

English Department policy statement on GMAP and GDAP funding

The following English Department policy statement explains the way in which such funding will affect the teaching or research loads of graduate assistants in the English Department.

GMAP (Graduate Minority Assistantship Program) and GDAP (Graduate Disability Assistantship Program) funding may be awarded by the Graduate College for qualifying students nominated by the department.
Awarded funding will provide the equivalent of one assignment release from regular teaching or research assistantship load per academic year contingent upon the amount received from the program remaining at a rate higher than the amount the graduate assistant is paid for one assignment.

- MA, MFA, & PhD = 4 assignments per year
  
  (NOTE: Speech Communication TAs teach 3 recitation sections per semester/6 assignments per year; one assignment is equiv. to 1.5 sections)

Other options for individual students can be proposed and considered for DOGE approval with advice from the program in which the student is seeking his or her degree.

**Bridge funding for graduate assistants and post-docs in connection with the arrival of new children**

An increasing number of graduate assistant and post-doctoral appointees are beginning families during their appointment periods. Short-term funding for a reasonable period following the arrival of children is important to provide an environment that is supportive of all stakeholders.

The Department of English complies with the Graduate College policy on bridge funding for graduate assistants and post-docs for the arrival of new children. If you wish to know more about this funding, consult the Request for Bridge Funding: Arrival of New Child form on the Graduate College forms page for more information, guidelines, and instructions for applying. See Christy Kadner (201 Ross; ckadner@iastate.edu) for assistance and for help completing the Hiring Unit Information section of this form.

**Additional employment outside the English Department**

Both additional work as a graduate assistant and hourly work on campus (work paid on an hourly basis that does not require the signing of a Letter of Intent) require the approval of your Department of English assistantship supervisor and the Director of Graduate Education. The Department of English adheres to the Graduate College policy on additional employment (see Graduate College Handbook, “Graduate Assistantships”):

* A Graduate Assistant’s “total hours (assistantship and hourly work) cannot exceed 30 hours per week.” Non-immigrant international students must abide by the terms of their visa status and immigration guidelines according to total hours worked.

Your assistantship terms are outlined in your Letter of Intent (your employment contract with the Department of English). To determine how many hours you may work in addition to your already-contracted employment as a GA, you should check your LOI(s) fractional appointment to determine the total number of hours you are expected to devote to your GA (1/4=10 hours, 1/3=13 hours, 1/2=20 hours, 2/3 = 26 hours, and 3/4=30 hours). The total number of hours worked—assistantship plus additional employment (new assistantship or hourly work)—should
equal no more than 30 hours per week. (For non-immigrant international students, this is usually no more than 20 hours per week).

The Department of English does not have a policy on additional work outside the university, but the department encourages GAs to consider the potential consequences of taking on additional work (on campus or off), while teaching, taking classes, and conducting research.

**PhD RPC students teaching upper-level courses that enroll primarily majors**

Highly qualified teaching assistants in the RPC PhD program are sometimes assigned to teach upper-level undergraduate courses (200- through 400-level) for English and Technical Communication majors. However, such an assignment requires extensive additional mentoring and supervision.

**Rationale**

Our majors naturally expect that the instruction in these upper-level courses will be of comparable quality to that they would receive from professorial faculty. Thus it is crucial that the department provide extensive mentoring and supervision for graduate assistants who teach such major courses. And graduate students should expect that their apprenticeship in this important work be conducted thoroughly and professionally.

**Policy**

In the event that you are selected to teach courses in the major, departmental administrators will draw from RPC PhD TAs who have completed mentoring and supervision as described in the next section. Because teaching assignments depend on a whole range of budget, staffing, and enrollment contingencies, TAs undergoing the mentoring process should understand they may not get to teach a course even if they have completed the mentoring. When there are more eligible teaching assistants than sections available, assignments will normally be based on progress toward the degree.

Courses covered by this policy include 275, 310, 313, 411, 415, and 416. Note that advanced composition courses (302, 309, 314) have separate requirements for eligibility and a separate program of preparation and supervision.
Mentoring and supervision

In order to be eligible to teach an upper-level course for majors, an RPC PhD TA must:

1. have a record of successful teaching in the program, including multiple sections of at least one advanced composition course (302, 309, 314)
2. notify the RPC area coordinator of the desire to teach a course. If the student appears highly qualified, the RPC coordinator will try to match the student with a mentor (a tenure-line professor or lecturer who teaches the course regularly)
3. sit in on the mentor's class for at least half the class periods and discuss regularly with the mentor the materials and methods used
4. plan and teach the mentor's class for the equivalent of at least two class periods
5. analyze and discuss with the mentor a sample of student papers from the class
6. receive a written recommendation from the mentor (to the Associate Chair for Curriculum and Scheduling), indicating no reservations about the student's ability to teach the course
7. prepare a syllabus and assignment sheets and go over them with the mentor before teaching the course
8. be visited by a mentor at least twice during the first eight weeks
9. go over one set of papers with a mentor during the first six weeks

Summer assistantships and coursework requirements

The English Department is sometimes able to make a few summer assistantship appointments. Such appointments depend both on summer budgets (which remain uncertain until late spring) and on available graduate assistantship funding. The Department Chair and Associate Chair for Curriculum and Scheduling make these appointments. A student must be making satisfactory progress toward the degree and must be enrolled for at least one credit hour or the equivalent (e.g., R credit, GR ST 600: Examination Only) in summer session. Tuition scholarships are based on appointment percentage and on the number of enrolled credits in summer. If you have been on a graduate assistantship appointment during the previous fall and spring semesters but do not hold an assistantship in summer and are registered for 5 credits or more, you continue to receive resident tuition assessment (but are not eligible for the tuition scholarship).

Leave of absence

Under unusual circumstances, you may request a leave of absence from your academic program. However, it is not possible to take a leave of absence from your graduate assistantship. If you discontinue your enrollment, you must resign your graduate assistantship position.

If you continue in your graduate program but take a leave of absence from your assistantship in order to accept an appointment with another university department or office, you will have these semesters counted against your continuing eligibility.
Resigning a graduate Assistantship contract

If circumstances require you to resign an assistantship after you have signed a contract (Letter of Intent/LOI) but before the final date of the appointment, you should immediately notify the Department Chair by email and copy the Associate Chair for Curriculum and Scheduling, the DOGE, and the Graduate Program Staff Assistant (englgrad@iastate.edu). You will be expected to fulfill assistantship responsibilities and complete duties for the current semester unless extraordinary circumstances warrant being excused from these duties. Since resignation may affect you financially, you should contact the English Department Administrative Specialist, Christy Kadner (ckadner@iastate.edu; 201 Ross Hall) regarding payroll issues.

Once you resign your assistantship, you must reapply for an assistantship appointment by February 15 to be considered for the following academic year. Watch for information regarding this deadline and assistantship application requirements to be announced via email by the Graduate English Office early in January. Your application will then be competitively judged with those of others seeking admission to the graduate program. Reappointment to a graduate assistantship position is not guaranteed.
Other Financial Help

Financial resources are available to you in the form of Professional Advancement Grants (PAGs) as well as fellowships, travel, and foreign study grants available from off-campus sources.

Professional Advancement Grants (PAG) Program

Funding for travel to professional meetings is available through the Professional Advancement Grant (PAG) Program of the Graduate and Professional Student Senate (GPSS) and the office of the Vice Provost for Research and Dean of the Graduate College. You are permitted one travel PAG per fiscal year (July 1 to June 30 of the following calendar year).

You may use travel PAG funds for reimbursement of meeting registration fees at conferences, room and board, or travel expenses. The GPSS awards $200 to students who are presenting and $120 to students who are attending, but not presenting. The Department of English may also be able to contribute funds—on a competitive basis—to students in English Department graduate majors who are presenting at conferences (for example, serving on a panel, presenting a paper, or conducting a workshop). The maximum amount of travel funds will be $500 for PhD students, $400 for MFA students, and $300 for MA students. More details about PAGs and a link to the PAG application form may be found on the Graduate and Professional Student Senate PAGs webpage.

In order to receive funding from the English Department, you must apply for PAG funds in advance by submitting an application to the Graduate College no later than two weeks prior to departure (no exceptions). Earlier application is better to ensure funding availability. After completing the PAG application, including signatures, please give a copy of the application and the abstract of your paper to Nolan McDonald, 259 Ross Hall, to process for departmental support. You will be notified in 2-3 weeks about the availability of funds.

Travel is reimbursed by submitting expenses to Nolan McDonald, 259 Ross Hall, within one month (30 days) of the last day of travel. You must turn in the original receipts. Travel expenses will not be approved until receipts have been analyzed and approved.

Off-campus sources for fellowships, travel, foreign study

The Office of Sponsored Programs Administration (OSPA) provides help for securing aid outside the university. This service is available to graduate students as well as faculty. Visit the OSPA homepage for information on identifying sources of financial aid for research. For further information contact that office.
**Graduation**

This is a special section of the Program Manual because the administrative procedures for graduation can appear imposing. However, with advance planning, everything should go smoothly. *It is your responsibility to know and follow these deadlines and procedures imposed by both the English Department and the Graduate College.*

**General procedures and deadlines**

You may begin the procedures for graduation *only after* the Graduate College has received your Recommendation for Committee Appointment form and Program of Study form. These forms *must* be submitted to the Graduate English Office by the announced deadline and then approved by the Graduate College the semester *before* you intend to graduate.

**Application for Graduation**

The Application for Graduation deadline for each semester is Friday of the third week of classes. The online application must be submitted via your AccessPlus student account. The first time you submit an Application for Graduation you will be charged the one time $145 Thesis Fee.

If you do not finish your degree during the term for which you filed an Application for Graduation, you *will not* be reimbursed the graduation fee of $75 if you remain on the graduation list after the cancellation date for that term. You must file a new application for the term in which you plan to graduate (*see Possible delays*).

**Final oral examination**

Each term, the Graduate College sets a deadline for the completion of final oral examinations. You must be registered for the equivalent of two or more credit hours the semester you take your final oral exam. Any graduate or undergraduate course for two or more credit hours, including Gr St 600 (Examination Only; credit R), will fulfill this requirement. Other conditions must also be met before the Graduate College will approve your request for final oral examination (*e.g.*, Committee Appointment and POS forms submitted to the Graduate College and approved the semester *before* graduation, all POS coursework completed or in progress the semester of graduation, full admission status, English requirement met, not on academic probation, time limit not exceeded, preliminary examinations passed if applicable, no Incompletes (I’s) except in Engl 599/699).

**Getting your committee together for the oral examination**

When your creative component, thesis or dissertation is near completion, consult with your POS committee members about convenient meeting times. The earlier you can do this, the better,
since it can be difficult to arrange a time when three or more faculty members are all available (especially in the summer). All committee members must be present for the final oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or replacements by submitting a Request to Change Committee Appointment form. The Graduate College can be petitioned for permission to have a committee member participate at a distance (only 1 member at a distance for MA; 2 per MFA or PhD committee) by submitting the Preliminary or Final Oral Examination with Committee Member at a Distance form to the Graduate College prior to the exam, providing a reason, and indicating who will sign for the distant committee member at the conclusion of the exam.

Reserving a meeting room is your responsibility and can be done through the department’s electronic reservation system (http://exchange.iastate.edu).

Request for Final Oral Examination form

After the meeting time is established, download a Request for Final Oral Examination form. You must file this form with the Graduate College at least three weeks before your examination. See “Possible delays” later in this section if you have to delay your final oral examination for some reason.

Report of Final Oral Examination form

The Graduate College will send the Report of Final Oral Examination form to the Graduate English Office. The Graduate Program Staff Assistant will prepare this form and forward it to the chair of your POS committee (major professor). It is always a good idea to send a courteous email to all of your committee members to remind them of the date, time, and place of your final oral exam.

Immediately after your examination, take the Report of Final Oral Examination form to the Graduate Program Staff Assistant in the Graduate English Office so that the secretary can submit the original yellow copy of this multi-copy form to the Graduate College. Submitting the form to the Graduate Program Staff Assistant is your responsibility. Be sure the committee’s decision is marked, that all committee members have signed the form, and that you have signed the form before turning it in to the Graduate Program Staff Assistant.

Thesis/Dissertation submission

The deadline for final submission of electronic theses and dissertations is approximately two weeks before graduation. You must pay careful attention to the methods used to produce the final submission of the thesis or dissertation. In establishing standards for thesis or dissertation production, objectives are permanence, legibility and readability, uniformity, and reproducibility.
For information regarding the electronic submission process, refer to the Graduate College Thesis/Dissertation website. The submission process involves 1) getting signatures on the Thesis/Dissertation Submission from your major professor and the DOGE before submitting it to the Graduate College, 2) signing on to the ProQuest website by the deadline to submit a single PDF file for Graduate College review, and 3) making any changes required in order to meet format requirements.

**Copy for English Department library (creative components only)**

If you have chosen to complete a creative component instead of a thesis, you must provide an electronic copy of your creative component to the English Department. Submit a single PDF document for the entire project electronically to the Graduate English Office (via email to englgrad@iastate.edu). The DOGE will not sign your Graduate Student Approval Slip for Graduation until this electronic copy is received.

**Exit Information Form and Exit Survey**

As part of the graduation approval process, you must complete the Exit Information form for the English Department and submit it to the Graduate English Office. The Exit Information form is required; it asks you to provide basic information, including the title of your thesis, creative component, or dissertation. The Exit Survey for Graduate Programs is optional, but we particularly appreciate you filling it out because it asks you to evaluate your graduate experience, thus giving the Graduate English Staff crucial feedback for assessing the department’s degree programs and initiatives.

**Graduate Student Approval Slip for Graduation**

As a candidate for an advanced degree, you are required to complete a Graduate Student Approval Slip for Graduation. This form is sent to the Graduate English Office after your Request for Final Oral Examination form is received and approved by the Graduate College. Signatures are required from the department’s DOGE, the Thesis Office, and the Graduate College. The Graduate English Office retains this form, and the DOGE will not sign it until you have met all of the department’s requirements for graduation (receipt of the Graduate Student Exit Information form and a bound copy of your creative component if applicable). Final clearance of academic requirements will be made when current term grades have been submitted and evaluated by the Graduate College.

**Graduation and commencement**

You should review the Graduation and Commencement website for details about preparing for commencement.
**Possible delays**

If you are not able to complete all requirements on time and must delay your graduation, you must submit a new [Application for Graduation](#) for the new intended term of graduation. If you have delayed your final oral examination, consult with your major professor to decide on a new date for your orals. This can be important, because if you take your orals on or before the first day of classes for the next term, you will *not* have to register and pay fees for credit in the semester you actually graduate. If you must delay your orals beyond the first day of the next term, but have finished all other coursework, you should register for Gr St 600 (Examination Only; Credit R). You will be assessed the minimum current registration fee (2 credits) for Gr St 600.

**Job Placement**

The Department of English does not provide job placement services. Students may wish to investigate professional dossier services available online.

**Mentoring**

As you prepare your dossier to go on the job market, you should seek out advice and mentoring, particularly from your POS chair as well as from other graduate faculty. If your POS chair is unable to perform this mentoring, please contact the DOGE, who will put you in touch with a member of the departmental faculty who can serve as an alternate mentor.

Students looking for non-academic positions may also wish to [LAS Career Services](#) (131 Carver Hall, 294-8691, [lascs@iastate.edu](mailto:lascs@iastate.edu)).

**Job listings**

Students may access the [MLA Job Information List](#) using the departmental access code. Please check with the Graduate Program Staff Assistant to acquire access.
About the MA Degrees

The English Department offers three Master of Arts degrees: the MA in English; the MA in Rhetoric, Composition, and Professional Communication (RCPC); and the MA in Teaching English as a Second Language/Applied Linguistics (TESL/AL).

Students must complete a minimum of 27 credit hours of graduate coursework plus three hours of credit in Engl 599 (creative component) or Engl 699 (thesis). Students with a BA or BS degree are expected to complete a master's program at Iowa State University within five years.

MA in English

Students admitted to graduate study for the MA in English are able to specialize in one of two disciplinary specializations: Literature or Literature and the Teaching of Reading (LTR).

Admission to the MA in English does not automatically guarantee your ability to specialize in the Literature and the Teaching of Reading (LTR) specialization. If you wish to specialize in LTR, you must meet with Prof. Donna Niday (dniday@iastate.edu) to determine if you are qualified for the LTR specialization. Generally, only those students with current teaching licenses will be able to specialize in LTR.

MA in Rhetoric, Composition, and Professional Communication

Students admitted to graduate study for the MA in Rhetoric, Composition, and Professional Communication (RCPC) do not declare a specialization but may choose electives from a particular area of concentration to strengthen their understanding of that area (e.g., teaching composition and/or professional communication, writing professional documents, understanding communication technology, analyzing visual design).

MA in TESL/Applied Linguistics areas of specialization

Students admitted to graduate study for the MA in TESL/Applied Linguistics (TESL/AL) can declare up to two of the five elective disciplinary specializations: Computer-Assisted Language Learning (CALL), Language Assessment, English for Specific Purposes (ESP), Literacy, and Literature in ESL.
Minoring in English Department MA programs

Minoring in English Department MA majors requires 9 credits in English Department courses (6 credits minimum at the 500-600 level) not counting the thesis credits.

Graduate students from other majors may obtain a graduate minor in any English Department graduate major. They first need to find an English Department professor in the appropriate major to help them select courses and to serve on their POS committee representing the minor. That professor’s name and signature—as well as that of the DOGE in the English Department—must appear on all of the student’s Graduate College forms.

Once the student and the selected English Department professor have determined the courses to be used for the minor in one of the MA programs, the student must submit the English Department's Request for Graduate Minor form to the Graduate English Office for approval by the DOGE.

Co-majoring in English Department MA programs

Co-majoring in English Department MA majors requires that all requirements in each of the two majors (including areas of specialization), not counting the thesis or creative component credits, be met to complete this single MA degree. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. This is a departmental requirement that is more stringent than the Graduate College minimum requirement. Those professor’s names and signatures—as well as that of the DOGE in the English Department—must appear on all Graduate College forms.

- Apply for the co-major in time to meet POS, thesis or creative component, and final exam requirements by submitting the Request to Co-Major form for approval by the DOGE.
- Satisfy all requirements for both majors (and areas of specialization). This means that you will need to take extra hours beyond the 30 credit hours of most master’s students. However, it will not mean that you must take an additional 30 credits hours, as some courses will work for both majors (and areas of specialization). A co-major will require a minimum of 42 credit hours (12 extra credit hours beyond the standard 30 credit hours).
- Take at least 15 credit hours of specialized courses in each of the two majors, not counting the thesis or creative component.
- Write a thesis or creative component that applies to both majors (and areas of specialization) and satisfies your POS committee members from both majors.

If your committee and POS forms have already been approved by the Graduate College before you decide to add a co-major, then you must submit both a Request to Change Committee Appointment form (that now lists co-major professors from both majors) as well as a Modifications to the Program of Study form (that outlines how the student’s coursework meets the minimum requirements for both majors).
MA in English—Literature specialization

Specified coursework = 18 credits

One graduate literature course in Teaching/Criticism/Bibliography (3 cr. total)

- Engl 521: Teaching of Literature and the Literature Curriculum
- Engl 522: Literary Theory and Criticism
- Engl 546: Issues in the Study of Literature

The course used to satisfy the Teaching/Criticism/Bibliography requirement may not also be used to satisfy other program requirements.

Five other graduate literature courses (15 cr. total), including

- One course in American Literature (3 cr.)—Engl 532, 534, 544; when material is appropriate, 531, 538, 539, 540, 541, 545, 546
- One course in British Literature (3 cr.)—Engl 523*, 533, 535; when material is appropriate, 531, 538, 539, 540, 541, 545, 546
- One course in literature written before 1865 (3 cr.)—Engl 523*, 532, 533; when material is appropriate, 531, 538, 539, 540, 541, 545, 546. This requirement may be satisfied with the same course that satisfies a British or American Literature requirement above.
- Two additional graduate literature courses (6 cr. total)

Electives = minimum 9 credits

Students may choose from English Department offerings in any of the graduate majors. Students taking courses in Curriculum and Instruction (CI) may, with the approval of their program adviser/major professor and the DOGE, use 3 crs. of appropriate CI coursework to satisfy part of the elective requirement. Strongly recommended for students planning to teach are

- Engl 503: Theory and Research in Composition
- Engl 521: Teaching of Literature and the Literature Curriculum

TAs may count Engl 500 or 3 cr. of Sp Cm 513 as one of their electives in the POS.

Independent research = 3 credits only

- Engl 699: Thesis or Engl 599: Creative Component

Language Requirement

Satisfying the MA English Language Requirement may require additional coursework. Once you have fulfilled this requirement or when you are submitting the Program of Study form, you must submit a Language Requirement Form to the Graduate English Office.

*Engl 523 can satisfy either the Language Requirement or a literature course requirement (e.g., pre-1865 British literature), but NOT BOTH.
MA in English—Literature and the Teaching of Reading Specialization

Specified coursework = 18 credits

One graduate literature course in Teaching/Criticism/Bibliography (3 cr. total)
- Engl 521: Teaching of Literature and the Literature Curriculum
- Engl 522: Literary Theory and Criticism
- Engl 546: Issues in the Study of Literature

The course used to satisfy the Teaching/Criticism/Bibliography requirement may not also be used to satisfy other program requirements.

Five other graduate literature courses (15 cr. total), including
- One course in American Literature (3 cr.)—Engl 532, 534, 544; when material is appropriate, 531, 538, 539, 540, 541, 545, 546
- One course in British Literature (3 cr.)—Engl 523*, 533, 535; when material is appropriate, 531, 538, 539, 540, 541, 545, 546
- One course in literature written before 1865 (3 cr.)—Engl 523*, 532, 533; when material is appropriate, 531, 538, 539, 540, 541, 545, 546. This requirement may be satisfied with the same course that satisfies a British or American Literature requirement above.
- Two additional graduate literature courses (6 cr. total)

Required courses in Reading = minimum 9 credits
- CI 552: Corrective Reading (3 cr.)
- One of the following (3 cr.)—CI 553: Teaching Struggling Adolescent Readers; CI 556: Integrating Technology into the Reading and Languages Arts Curriculum
- CI 588: Supervised Tutoring in Reading (3 cr.)

Independent research = 3 credits only
- Engl 699: Thesis or Engl 599: Creative Component

Language Requirement

Satisfying the MA English Language Requirement may require additional coursework. Once you have fulfilled this requirement or when you are submitting the Program of Study form, you must submit a Language Requirement Form to the Graduate English Office.

*Engl 523 can satisfy either the Language Requirement or a literature course requirement (e.g., pre-1865 British literature), but NOT BOTH.
MA in Rhetoric, Composition, & Professional Communication
Degree Requirements

The MA in Rhetoric, Composition, and Professional Communication requires 30 credits of coursework.

**Specified coursework = 15 credits**
- Engl 501: Research Methods in Rhetoric and Professional Communication
- Engl 506: Theory and Research in Professional Communication
- Engl 507: Writing and Analyzing Professional Documents
- Engl 547: The History of Rhetorical Theory I: From Plato to Bacon
  or Engl 548: The History of Rhetorical Theory II: From Bacon to the Present
- Engl 582: Advanced Rhetorical Analysis

**Advanced study in RCPC = 6 credits**

Choose from the following courses:
- 3 credits of either Engl 500: Proseminar: Teaching English Composition or Sp Cm 513: Proseminar: Teaching Fundamentals of Public Speaking
- Engl 503: Theory and Research in Composition
- Engl 504: Teaching Business and Technical Communication
- Engl 505: Technology in Business, Technical, and Professional Communication
- Engl 508: Advanced Workshop in Academic Writing
- Engl 509: Writing Proposals and Grant Applications
- Engl 529: Multimedia Content Management
- Engl 542: Production Processes for Technical Documents
- Engl 547 or 548 if not taken/undertaken under "specified coursework"
- Engl 549: Multimedia Design in Professional Communication
- Engl 586: Visual Rhetoric in Professional Communication
- Engl 592: Core Studies in Rhetoric and Professional Communication (repeatable up to 9 crs)
  A. Rhetoric of Science and Technology; B. Visual Rhetoric; C. Multimodal Theory and Pedagogy; D. Critical Cultural Rhetorics
- *Engl 602: Research Design in Rhetoric and Professional Communication (Prerequisite: 501)
- *Engl 603: Seminar in Advanced Pedagogy in Rhetoric and Composition: Theory and Research (Prerequisites: 503 or 504)
- *Engl 611: Topics in the History of Rhetorical Theory (Prerequisites: 547 or 548)
  *Courses open as advanced study in RCPC to MA students with a minimum of 6 graduate credit hours completed, including the designated prerequisites.

TAs may count Engl 500 or 3 cr. of Sp Cm 513 as one advanced study course in the POS.

**Electives = 6 credits**

Electives may be chosen from English Department graduate course offerings in any of the graduate majors or may represent a cohesive set of two graduate courses from diverse areas in the English Department and/or other university departments or programs (such as WS 510, Sp Cm 504, Engl 522, and Engl 527). Students must secure prior approval for courses taken outside the English Department as part of these 6 credits in the POS by submitting a Waiver/Equivalency Petition for approval by the DOGE.

**Independent research = 3 credits only**
- Engl 699: Thesis or Engl 599: Creative Component

**NOTE:** The MA RCPC program does not include a foreign language requirement.
MA in TESL/Applied Linguistics
Degree Requirements

The MA in Teaching English as a Second Language/Applied Linguistics (TESL/AL) requires 30 credits of coursework.

Students in TESL/Applied Linguistics take 6 foundational courses (18 credits) and 3 elective courses (9 credits), and prepare a thesis or creative component (3 credits) that may be in an area of specialization.

Prerequisites for the program include the following courses, or their equivalents (students who have not completed the prerequisites upon entry into the program must complete them as soon as possible after admission): Engl 220: Descriptive English Grammar or passing the online grammar test-out; Engl 219: Introduction to Linguistics or Engl 511: Introduction to Linguistic Analysis; Engl 510: Introduction to Computers in Applied Linguistics.

Core requirement = 18 credits

Linguistic Analysis and Interpretation
- Engl/Ling 514: Sociolinguistics
- Engl/Ling 537 Grammatical Analysis/English Syntax

Applied Aspects of Second Language Acquisition
- Engl/Ling 512: Second Language Acquisition (before Fall 2013, numbered as 517)
- Engl/Ling 518: TESL Methods and Materials
- Engl 519: Second Language Assessment
- Engl 588: Supervised Practicum in TESL, Engl 500: Proseminar: Teaching English Composition, or 3 cr. of Sp Cm 513

Elective Areas of Specialization = 9 credits
Double specialization requires a minimum of 18 credits. Engl 510 or 511 can be counted toward 3 of the specialization credits but can be counted only once each if double specializing.

Computer-Assisted Language Learning (CALL)
- A course in instructional technology
- Engl/Ling 526: Computer-Assisted Language Learning
- Other relevant elective

Language Assessment
- Engl/Ling 527: Discourse Analysis
- Engl/Ling 513: Language Assessment Practicum
- Other relevant elective

English for Specific Purposes (ESP)
- Engl/Ling 527: Discourse Analysis
- Engl 528: English for Specific Purposes
- Other relevant elective
• **Literacy**
  - Engl/Ling 524: Literacy: Issues and Methods for Nonnative Speakers of English
  - Two courses taken with prior approval from the student's adviser/major professor and chosen from relevant electives in literacy (see below).

  **Suggested courses inside the English Department include:**
  - Engl 503: Theory and Research in Composition
  - Engl/Ling 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
  - Any relevant graduate literature courses

  **Suggested courses outside the English Department include:**
  - CI 554: Reading and Responding to Children's Literature
  - CI 533: Educational Psychology
  - Any courses with a significant component relevant to research in and/or pedagogy in literacy

• **Literature in ESL**
  - Three electives chosen from extensive offerings in literature

• **Open Option (no declared area of specialization)**
  - Three appropriate electives approved by the POS committee

• **Independent research = 3 credits only**
  - Engl 699: Thesis or Engl 599: Creative Component on topic related to area of specialization

• **Language Requirement**
Satisfying the MA TESL/AL **Language Requirement** may require additional coursework. Once you have fulfilled this requirement or when you are submitting the Program of Study form, your must submit a **Language Requirement Form** to the Graduate English Office.
Language Requirements (MA Programs)

MA in English (Literature and LTR) language requirement

All students in either specialization are required to submit a Language Requirement Form indicating how this requirement is to be met signed by your program adviser/major professor and submitted to the Graduate English Office for approval by the Director of Graduate Education in order to receive acknowledgement on your official academic record that this requirement has been met.

Native speakers of English

All students completing the MA in English must complete a requirement in the study of language. Students must do one of the following:

- complete two years (or their equivalent) of college-level study in a single foreign language with an average grade of C or higher OR
- take the placement exam (in German, French, or Spanish) offered by the Department of World Languages and Cultures and achieve a score certifying proficiency in that language equivalent to satisfactory completion of two years at the college level OR
- complete, with a grade of B or higher, Engl 523: Introduction to Old English Language and Literature* OR
- complete, with a grade of B or higher, 3 credit hours of graduate linguistics

Nonnative speakers of English

Nonnative speakers of English must pass the English Placement Test (EPT) as a graduate student or qualify for one of the EPT exemptions; if students fail the EPT, they will be required to take English classes. Students who are exempt from taking the EPT (see exemptions on their website) do not take the EPT, but they must submit a Graduate English Requirement Approval required by the Graduate College.

Graduate courses taken to satisfy the Language Requirement may also be applied, where appropriate, on the POS of either MA in English specialization.

*Engl 523 can satisfy either the Language Requirement or a literature course requirement (e.g., pre-1865 British literature), but NOT BOTH.
MA in TESL/Applied Linguistics language requirement

The spirit of this requirement is that students, before they graduate, will have had a language-learning experience either in the recent past or concurrent with working toward their degree. All students are required to submit a Language Requirement Form indicating how this requirement is to be met signed by your program adviser/major professor and submitted to the Graduate English office for approval by the Director of Graduate Education in order to receive acknowledgement on your official academic record that this requirement has been met.

Native speakers of English

The following are the most typical ways for native speakers of English to fulfill the requirement. Students who believe they have fulfilled the requirement in other ways should write a petition to DOGE explaining their situation. To satisfy the language requirement, students must

- have completed one year (or its equivalent) of college-level study in a single language with a grade of B or higher, as shown on a transcript, no more than five years before beginning graduate work in the TESL/Applied Linguistics program; students who finished at least one year of college-level language study more than five years before beginning graduate work in TESL/Applied Linguistics must complete one semester of college-level study of any foreign language with a grade of B or higher, concurrent with working toward the degree OR
- complete one year or its equivalent of college-level study in a single language, with a grade of B or higher in the second semester, concurrent with working toward the degree OR
- take the placement exam (in German, French, or Spanish) offered by the Department of World Languages and Cultures and achieve a score certifying proficiency in that language equivalent to satisfactory completion of one year at the college level OR
- provide clear evidence of a bilingual background

Nonnative speakers of English

Nonnative speakers of English must pass the English Placement Test (EPT) as a graduate student or qualify for one of the EPT exemptions (see exemption information on their website); if students fail the EPT, they will be required to take English classes. Students who are exempt from taking the EPT do not take the EPT, but they must submit a Graduate English Requirement Approval required by the Graduate College.

All graduate students in the TESL/Applied Linguistics MA program whose first language is not English are required to pass the Oral English Certification Test (OECT) as part of their program. To pass the Oral English Certification Test (OECT), students must receive a Level 1 pass and be fully certified. Check with your adviser or the International TA Program website for further information. Information on who needs to take the OECT and a list of scores that qualify for exemptions appear on the International TA Program website.
Program of Study Committee

The MA Program of Study (POS) committee consists of at least three members of the graduate faculty. It must include two members, including the major professor, from your major as well as a third member from outside your major or field of emphasis. The committee must include member(s) from different fields of emphasis so as to ensure diversity of perspectives. The POS committee member from outside your field of emphasis is to provide relevant specialized knowledge or a different perspective helpful to the planning, execution, and reporting of research, or some aspect of intellectual diversity deemed important by the committee and/or major. Information about English Department graduate faculty and their areas of research and teaching can be found in the Graduate Faculty section.

The POS committee is formed relatively early in your graduate program. To meet Graduate College requirements, you will need to file the Recommendation for Committee Appointment form by the announced deadline in your second semester in the program, before you register for your third semester of classes. You will need to select your committee members before this deadline in order to avoid receiving an advising hold on your registration for your third semester. The Graduate College requires the POS committee to be approved no later than the semester before the final oral examination, and it must be received by the Graduate College published deadline in that semester.

Committee's role

Your POS committee will assess your educational background, review your professional and educational objectives, and approve your Program of Study (POS) form. The committee will also guide you as you complete your coursework, and it will evaluate your research.

Selecting a committee

Selecting members of the POS committee is similar to the process for choosing your major professor. Talk to your program adviser, your graduate instructors, and other graduate students to gather information. Talk to prospective committee members before asking for a commitment. Discuss your research interests, their availability, and their willingness to serve on your committee. If possible, provide a brief written description of your potential research interests.
**Recommendation for Committee Appointment form**

When your committee members have agreed to serve, a Recommendation for Committee Appointment form must be completed. Obtain each committee member's signature on the form, and submit it to the Graduate English Office for approval by the DOGE before it is submitted to the Graduate College. This completed form is due for approval by the announced deadline in your second semester in the MA program.

**How the committee works**

The POS committee meets according to the needs and wishes of you and your major professor. At the MA level, it is likely that the POS committee will meet once to discuss your POS and your prospectus for the thesis or creative component and once to conduct your final oral examination. The committee may convene on other occasions as necessary or desirable.

Remember that the POS committee can perform its several functions well only if you select your committee members in a timely manner (by the required deadline).

**Changing committee members**

You may need to change the committee’s make-up if your research interests shift later or a committee member is no longer able to serve. Remember that filing your committee appointment form does not commit you for life; you can readily make changes. Changes will depend upon

- consent of the faculty member(s) to be added
- agreement between you and your major professor
- consent of the faculty member(s) being replaced
- approval of the English Department's DOGE

After the faculty members to be added and replaced have consented to the change, a Request to Change Committee Appointment form must be completed. Signatures must be obtained from your major professor and all committee members involved in the change. You must submit it to the Graduate English Office for approval by the DOGE. Changes must be approved by the Graduate College before the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.
As you prepare the list of courses you have taken or will take to fulfill your degree requirements, you will submit two forms to the Graduate English Office at the same time. The first of these two forms is the **Degree Planning Sheet (DPS)**, which is a departmental form and is structured in a table format to help ensure that you take the required number of courses from each of the required categories of courses in your degree program. In structure, the DPS follows the outline of course requirements that you see listed in the section for your degree program in this manual. Completing the DPS essentially serves as structured preparation for completing the second of these two forms—the **Program of Study (POS) form**. This latter form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree. It lists the courses you have taken and will take for your graduate degree.

You should complete the DPS and POS forms with the help of your major professor, and the advice and consent of your POS committee. Because your POS form is a vital document for your graduation, these check points help catch errors before those errors delay your graduation.

The *first and most important* check of the DPS and POS forms occurs when you meet with your major professor to get his/her signature. You should fill out these forms very carefully with your major professor, checking to be sure that you fill in all the blanks and get all the necessary signatures, including your own.

Both the POS and DPS are due to the Graduate English Office by the *announced deadline in your second semester* in the MA program. Not meeting the announced deadline and/or not checking your POS form carefully before turning it in may negatively impact your ability to register on time (see Advising/Registration Holds). The Graduate College requires the POS form to be approved *no later than the semester before the final oral examination*, and it must be received by the Graduate College published deadline in that semester.

Once the DPS and POS forms are approved by the DOGE and the Graduate College, changes can be made by filing the **Modifications to the Program of Study form**. Modifications may be required before you are allowed to graduate if coursework taken does not agree with coursework listed on the approved POS form.

If you wish to transfer credits, obtain POS waivers/equivalencies, or get approval for over-age courses, you need to fill out the appropriate forms before or as part of completing the DPS and the official POS form.

If you have an assistantship, you may receive a notice indicating unsatisfactory progress if you have not submitted your POS form by the announced deadline in your second semester, excluding summers. A Letter of Intent for your next academic term/year will not be issued or your tuition scholarship applied until you have filed your POS forms as well as all other required POS documentation.
Guidelines for Thesis and Creative Component (MA)

The MA degree programs have a research element in addition to the required number of credit hours. These guidelines will help you complete your thesis or creative component.

General guidelines
The MA in English (Literature; Literature and the Teaching of Reading); the MA in Rhetoric, Composition, and Professional Communication; and the MA in TESL/Applied Linguistics have a research element in addition to the required number of credit hours. Because the breadth and depth of graduate studies in the English Department defines a single, narrow definition of a research element, you have considerable leeway in choosing projects that suit your program of study and also fit your future professional or academic goals. You may choose either the creative component or the thesis.

Rationale
A key factor in determining whether to do the thesis or the creative component will probably be your professional goals. If you are using the MA as a stepping stone to a PhD program in literature, linguistics, or rhetoric, for example, you will probably write a research-based thesis since this is the preference of many graduate schools. On the other hand, if you wish to become a teacher, technical writer, editor, or document design specialist, you might find the creative component better suited to your intellectual interests and professional goals. You should make the final choice after careful reflection as well as consultation with your POS committee.

Results
Thesis work produces one document—the thesis itself. A creative component normally results in two documents—the creative component project and the creative component report.

Audience, distribution, and awards
The audience for the thesis is the POS committee and other interested readers. The audience for the creative component report is also the POS committee; however, the creative component project anticipates an outside audience—whether in business, industry, or academia. Copies of MA theses are available in the university library both electronically and in print, whereas copies of creative components are not. Electronic copies of creative components are kept in the English Department. Finally, only theses, not creative components, are eligible for Graduate College Research Excellence Awards.

Form
The form of the thesis is that of an academic essay or scholarly research report. The choice will depend on the nature of the thesis, the desires of the POS committee, and the requirements of the Graduate College. A checklist of Graduate College general requirements for the thesis, along with other important information on thesis writing and submission, is available on the Graduate
College Electronic Theses/Dissertations (ETDs) at ISU website. For example, a thesis reporting empirical research might be close in form to an article appearing in *Research in the Teaching of English*. A thesis of a speculative nature might more resemble an article in *PMLA*.

The form of the creative component project itself will depend upon the nature of the project. A packet of course materials, for instance, will take on quite a different form from a comprehensive grant proposal written to a government agency. The creative component report will normally include some rationale for the project, a discussion of methods or procedures, and an explanation of what you learned from the project. If appropriate, the report might include a literature review, an analysis of why you did what you did, or even a self-evaluation.

**Original Work**

Your thesis or creative component should be comprised of original work you complete while receiving credit for Engl 599 or 699. A thesis may draw upon research you previously conducted in a class, but the final product should be a significant expansion of that research. Your creative component might draw from your experience in previous classes, but it should not be simply a revision of your earlier coursework. For example, a literature thesis may contain work you began or produced in a graduate literature course, but the thesis should reflect significant development of that earlier work.

**Procedures for each option**

**Research-based thesis**

To complete the research-based thesis, you will need to do the following:

- submit a prospectus that includes
  - an explanation of why the central question of the thesis is significant
  - a brief review of relevant literature
  - a timetable or work schedule for completing the thesis
- review the prospectus with the POS committee, revising as necessary so that it becomes a memorandum of understanding between you and your POS committee
- submit the thesis to your POS committee
- defend the thesis in an oral examination

**Creative component**

To complete the creative component, you will need to do the following:

- submit a prospectus that includes
  - an explanation of the significance or benefits accruing from the project, to you and other relevant parties
  - a brief review of relevant literature
  - a timetable or work schedule for completing the project
- review the prospectus with your POS committee, revising as necessary so that it becomes a memorandum of understanding between you and the committee
- submit the creative component (project and report) to your POS committee
- defend the project in an oral examination
About the MFA Degree

The English Department offers a Master of Fine Arts degree in Creative Writing and Environment. Students must complete a minimum of 54 credit hours of graduate coursework including six credits in Engl 699. Students with a BA, BS, or MA degree are expected to complete a master of fine arts program at Iowa State University within five years.

Curricular Policies and Guidelines

Field work requirement

As an MFA student, you are required to engage in an environmentally based internship or field work experience during your program. This work should be somehow related to the content of your thesis. You will design, propose, and complete a field experience relevant to your writing interests. By midterm of the semester before the field work is to begin, you must complete and submit—in consultation with your program adviser/major professor—a Proposal for MFA in Creative Writing and Environment Field Work to the field experience facilitator. Field work requirements must be met as outlined in the Guidelines for Completion of English 560: Environmental Field Experience.

Environmental courses outside the English Department

You design, in consultation with your adviser, a self-tailored core of interdisciplinary courses that allow you to pursue fields of knowledge relevant to your writing project. Selections can be made from any ISU courses outside the English Department with an environmental focus. These courses may be at the graduate level; they may also be 300- or 400-level undergraduate courses that are used in accordance with Graduate College Policy. You must submit a Petition for Approval of Environmental Courses Outside English—a form in which you provide an overview and rationale for your selection of outside courses as well as an argument for how each course contributes to your understanding of environment and thus is relevant to your plan of study.

Minoring in the Creative Writing & Environment program

Graduate students from other majors may obtain a graduate minor in the Creative Writing and Environment (CWE) MFA program. To do so, a prospective student needs to submit to the Graduate English Office the following by January 5 for entry the following fall semester:

- English Department Request for Graduate Minor form for approval by the DOGE
• Statement of intent (2-3 double-spaced pages maximum) including information about creative writing projects completed or currently working on as well as any publications, information about any field work experiences and writers that have influenced your work, issues (place, landscape, the natural world, or environment) that your work engages, organizations worked with or activities related to environmental issues (if any), and writing projects you want to tackle that have an environmental dimension

• Creative writing sample of no more than 25 pages (prose) or 15 pages (poetry) demonstrating exemplary ability in one genre

The MFA program in Creative Writing and Environment requires 12 credits in creative writing English Department courses at the graduate level, and 3 must be Engl 550: Craft and Professional Practice.

Once approved for the MFA CWE minor, an adviser will be assigned who must become a POS committee member representing the minor. That professor’s name and signature must appear on all Graduate College forms as well as that of the DOGE in the English Department.

Co-majoring in Creative Writing & Environment MFA program

The minimum requirements for a co-major in the Creative Writing and Environment MFA program are the same as those for a major in the program. Students in other MFA majors wishing to co-major in Creative Writing and Environment must meet all requirements in each of their two majors, including the completion of a thesis appropriate to the major in Creative Writing and Environment, to complete this single MFA degree. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. This is a departmental requirement that is more stringent than the Graduate College minimum requirement. Those professor’s names and signatures—as well as that of the DOGE in the English Department—must appear on all Graduate College forms.

• Apply for the co-major by submitting the Request to Co-Major form in time to meet POS, thesis, and final oral examination requirements.

• Outline your entire proposed POS (54 credits minimum). A Degree Planning Sheet for the CWE major must be filed with the application.

• Write a thesis that applies to both majors and satisfies POS committee members from both majors.

If your committee and POS forms have already been approved by the Graduate College before you decide to add a co-major, then you must submit both a Request to Change Committee Appointment form (that now lists co-major professors from both majors) as well as a Modifications to the Program of Study form (that outlines how the student’s coursework meets the minimum requirements for both majors).
MFA in Creative Writing & Environment

Degree Requirements

The MFA in Creative Writing and Environment requires a total of 54 credits of coursework.

Core Requirement = 9 credits

- Engl 550: Creative Writing: Craft and Professional Practice (must be taken in your first semester in the program). Co-requisite for 553, 554, 555, 556, 557
- Engl 543: Environmental Literature
  or Any literature graduate course with emphasis in environment, ecology, or science
- Engl 551: Advanced Multi-Genre Creative Writing Workshop (must be taken in the spring semester prior to final year in program)

Creative writing workshop requirement = 12 credits

Students may choose workshops from the following:

- Engl 553: Graduate Workshop: Writing the Long Project
- Engl 554: Graduate Fiction Workshop
- Engl 555: Graduate Nonfiction Workshop
- Engl 556: Graduate Poetry Workshop
- Engl 557: Studies in Creative Writing
- Engl 595B: Graduate Study and Travel: Creative Writing. Students may choose to substitute one of the study-abroad creative writing courses for one of the genre workshops

Electives in creative writing = 6 credits

Students may choose from the following:

- Engl 553: Graduate Workshop: Writing the Long Project
- Engl 557: Studies in Creative Writing*
- Engl 558: Teaching Creative Writing
- Engl 559: Creative Writing Teaching Internship
- Engl 589: Supervised Practicum in Literary Editing

*Students may take a graduate course in literature, linguistics, or RPC instead of Engl 557 in this category with approval of the POS committee.

Elective in literature = 3 credits

- Elective may be chosen from any graduate literature courses in the English Department.
Open elective in English = 3 credits

- Elective may be chosen from any of the graduate offerings in the English Department.

| TAs may count Engl 500 or 3 cr. of Sp Cm 513 as an elective. |

Field work requirement = 3 credits

- Engl 560: Environmental Field Experience—May be repeated up to a maximum of 6 credits, 3 of which can be used in the POS. The MFA Field Work Proposal form must be submitted according to the MFA Guidelines for Completion of Engl 560.

Environmental courses outside English Department = 12 credits

You may choose, in consultation with your adviser, from any Iowa State University courses with an environmental focus outside the English Department. These courses may be at the graduate level; they may also be 300- or 400-level undergraduate courses that are used in accordance with Graduate College Policy. An MFA Environmental Courses Outside English Petition should be submitted before taking environmental coursework and no later than week 7 of your second semester of coursework even if it is a preliminary partial petition you will update later.

Examples of environmental courses outside the English Department that have been used by previous students include, but are by no means restricted to, the following:

- Anthr 518: Global Culture, Consumption and Modernity
- Anthr 520: Great Plains Archaeology
- Art H 581: Art and Architecture of India
- Arch 528A: Topical Studies in Architecture: Culture
- C R P 584: Sustainable Communities
- C R P 591: Environmental Law and Planning
- Env S 334 (same as Phil 334): Environmental Ethics
- Env S 384 (same as Relig 384): Religion and Ecology
- Env S 404 (same as Agron 404): Global Change
- Env S 407 (same as NREM 407): Watershed Management
- Env S 442 (same as Pol S 442): The Policies and Politics of Coastal Areas
- Env S 460 (same as NREM 460): Controversies in Natural Resource Management
- Env S 472 (same as Hist 472): US Environmental History
- JL MC 547: Science Communication
- L A 578D: Landscape Architecture: History/Theory/Criticism
- Psych 488: Cultural Psychology

Independent research = 6 credits only

- Engl 699: Thesis (Engl 599: Creative Component is not an option)
MFA students must submit required POS paperwork in their third semester of coursework by the announced deadline (typically in the 6th week of the semester) before registering for the fourth semester.

Program of Study Committee

The MFA Program of Study (POS) committee consists of at least four members with two graduate faculty members (including the major professor) from within your major. Two graduate faculty members must be from outside your major; one member from the English Department, but outside your major, and the other must be from a department other than English. Information about English Department graduate faculty and their areas of research and teaching can be found in the Graduate Faculty section of this manual.

The POS committee is formed relatively early in your graduate program. To meet Graduate College requirements, you will need to file the Recommendation for Committee Appointment form by the announced deadline in your third semester of coursework. You will need to select your committee members before this deadline in order to register for your fourth semester of coursework and also to avoid receiving an advising hold on your registration for your fourth semester.

Committee's role

Your POS committee will assess your educational background, review your professional and educational objectives, and approve your POS form. The committee will also guide you as you complete your coursework, and it will evaluate your research.

Selecting a committee

Selecting members of the POS committee is similar to the process for choosing your major professor. Talk to your program adviser, your graduate instructors, and other graduate students to gather information. Talk to prospective committee members before asking for a commitment. Discuss your research and writing interests, their availability, and their willingness to serve on your committee. If possible, provide a brief written description of your potential research/writing interests.

Recommendation for Committee Appointment form

When your committee members have agreed to serve, a Recommendation for Committee Appointment form must be submitted. Obtain each committee member's signature on the form and submit it to the Graduate English Office for approval by the DOGE. This completed form is due for approval by the announced deadline in your third semester in the MFA program. The
Graduate College requires the POS committee be approved no later than the semester before the final oral examination and must be received by the Graduate College announced deadline in that semester.

**How the committee works**

The POS committee meets according to your needs and wishes as well as those of your major professor. At the MFA level, it is likely that the POS committee will meet once to discuss your POS and your prospectus for the thesis and once to conduct your final oral examination. The committee may convene on other occasions as necessary or desirable. Remember that the POS committee can perform its several functions well only if you select your committee members in a timely manner.

**Changing committee members**

You may need to change the committee’s make-up if your research and writing interests shift. Remember that filing your committee appointment form does not commit you for life; you can readily make changes. Changes will depend upon

- consent of the faculty member(s) to be added
- agreement between you and your major professor
- consent of the faculty member(s) being replaced
- approval of the English Department's DOGE

After the faculty members to be added and replaced have consented to the change, a [Request to Change Committee Appointment](#) form must be submitted. Signatures must be obtained from your major professor and all committee members involved in the change. You must submit it to the Graduate English Office for approval by the DOGE. Changes must be approved by the Graduate College before the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary, and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.
Degree Planning Sheet and Program of Study form (MFA)

As you prepare the list of courses you have taken or will take to fulfill your degree requirements, you will submit two forms to the Graduate English Office at the same time. The first of these two forms is the Degree Planning Sheet (DPS), which is a departmental form and is structured in a table format to help ensure that you take the required number of courses from each of the required categories of courses in your degree program. In structure, the DPS follows the outline of course requirements that you see listed in the section for your degree program in this manual. Completing the DPS essentially serves as structured preparation for completing the second of these two forms—the Program of Study (POS) form. This latter form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree. It lists the courses you have taken and will take for your graduate degree.

You should complete the DPS and POS forms with the help of your major professor, and the advice and consent of your POS committee. Because your POS form is a vital document for your graduation, these check points help catch errors before those errors delay your graduation.

The first and most important check of the DPS and POS forms occurs when you meet with your major professor to get his/her signature. You should fill out these forms very carefully with your major professor, checking to be sure that you fill in all the blanks and get all the necessary signatures, including your own.

Both the POS and DPS are due to the Graduate English Office by the announced deadline in your third semester in the MFA program. Not meeting the announced deadline and/or not checking your POS form carefully before turning it in may negatively impact your ability to register on time (see Advising/Registration Holds). The Graduate College requires the POS form to be approved no later than the semester before the final oral examination, and it must be received by the Graduate College published deadline in that semester.

Once the DPS and POS forms are approved by the DOGE and the Graduate College, changes can be made by filing the Modifications to the Program of Study form. Modifications may be required before you are allowed to graduate if coursework taken does not agree with coursework listed on the approved POS form.

If you wish to transfer credits, obtain POS waivers/ equivalencies, or get approval for over-age courses, you need to fill out the appropriate forms before or as part of completing the DPS and the official POS form.

If you have an assistantship, you may receive a notice indicating unsatisfactory progress if you have not submitted your POS form by the announced deadline in your third semester, excluding summers. A Letter of Intent for your next academic term/year will not be issued or your tuition scholarship applied until you have filed your POS forms as well as all other required POS documents.
Guidelines for Thesis (MFA)

The MFA degree program has a research element in addition to the required number of credit hours. These guidelines will help you complete your thesis.

General guidelines
All MFA students write theses that are composed of their own imaginative writing.

Thesis Proposal
The proposal for a book-length thesis must be approved by your major professor by the last month of your third semester in the program.

Results
Thesis work produces one document—the thesis itself. In the case of MFA students, that thesis is considered a work of publishable quality.

Audience, distribution, and awards
The immediate audience for the thesis is the POS committee and other interested readers, but the MFA thesis project also anticipates an outside audience of readers—agents, publishers, and readers of literary works. It should also be noted that electronic copies of MFA theses are kept on file in the university library. MFA theses are eligible for Graduate College Research Excellence Awards.

Form
The form of the thesis is that of a creative writing manuscript. A checklist of Graduate College general requirements for the thesis, along with other important information on thesis writing and submission, is linked into the Graduate College page Electronic Theses/Dissertations (ETDs) at ISU. An MFA creative writing thesis must approximate a published collection or novel.

Original Work
Your thesis should be comprised of original work you completed while receiving credit for Engl 699. A thesis may draw upon work previously completed in class, but the final product should be a significant expansion of that work. For example, your thesis may contain work you began or produced in graduate creative writing workshops, but it should reflect significant development of that earlier work.

Procedures for completing the MFA thesis
In completing the creative writing MFA thesis, you will need to do the following:

- review the proposal for a book-length thesis with your POS committee
- submit the thesis to your POS committee
- defend the thesis in an oral examination
About the Doctoral Degrees

The English Department offers two doctoral degrees: the PhD in Applied Linguistics and Technology and the PhD in Rhetoric and Professional Communication.

For both PhD programs, students must complete a minimum of 60 credit hours above the BA or BS, plus 12 hours of credit in Engl 699. Upon entry into the PhD program in Applied Linguistics and Technology, students must have completed a master's degree and are expected to complete the doctoral degree within five years. Upon entry into the PhD program in Rhetoric and Professional Communication, students must have completed a bachelor's or a master's degree and are expected to complete the doctoral degree within five years (seven years if admitted with only a bachelor’s degree).

Residency and registration requirements

As PhD students, you are expected to earn at least 24 credit hours during two consecutive semesters or during a continuous period including two semesters and a summer session. This requirement does not apply to doctoral students who are employed at least half time (e.g., teaching assistants) by Iowa State University. You must also complete at Iowa State University a minimum of 36 credit hours that have been approved by the POS committee.

Special Registration Procedures and Policies

Engl 699: Research

Engl 699 is the course students enroll in for the purpose of writing the dissertation. There is a presumption that Engl 699 credits will be part of a coherent research agenda leading to the dissertation. Normally Engl 699 credits may be taken if students have met the following requirements:

- filed with the Graduate College the Recommendation for Committee Appointment form establishing the PhD POS committee
- completed 45 hours of PhD coursework
- completed the portfolio assessment
- (RPC PhD only) completed Engl 501 (a primary core requirement)

Registration reference numbers for Engl 699 may be obtained from the Graduate Program Staff Assistant (englgrad@iastate.edu) once these requirements are met.
Gr St 680: Doctoral Post Prelim (Continuous) Registration

You may register for Gr St 680 Doctoral Post Prelim (Continuous) Registration after having passed the preliminary examination and before having completed the final oral defense of the dissertation.

Doctoral students who have passed the preliminary examination must register for either Gr St 680 or Engl 699 until they finish the degree. Students who fail to do so will be registered retroactively at the time of graduation and charged the appropriate fees for all semesters in which they did not register.

Discontinuous Registration

Once admitted and enrolled for classes in the PhD program, it is possible to take a semester off at some point and still remain in the program. Such "leave-taking" assumes that you are not in a position to take Engl 699, Gr St 680 (Continuous Registration), or Gr St 600 (Examination Only); if you are considering taking leave of absence, discuss this option first with your program adviser or major professor.

It is not possible to take a leave of absence from a teaching assistantship. If you discontinue your enrollment, you must resign your teaching assistantship and then reapply for an assistantship by February 15 in order to be considered for the following academic year. Your application will then be competitively judged with those newly applying to the graduate program. Reappointment to a graduate assistantship position is not guaranteed. (See the section on Resignation in this manual.)

Minoring in English Department Doctoral Programs

Minoring in English Department PhD majors (Applied Linguistics and Technology or Rhetoric and Professional Communication) requires a minimum of 12 credits in English Department courses (9 credits minimum at the 500-600 level) not counting the dissertation credits.

Graduate students from other majors may obtain a graduate minor in any English Department graduate major. They first need to find an English Department professor in the appropriate major to help them select courses and to serve on their POS committee representing the minor. That professor’s name and signature—as well as that of the DOGE in the English Department—must appear on all of the student’s Graduate College forms.

Once the student and the selected English Department professor have determined the courses to be used for the minor in one of the PhD programs, the student must submit the English Department's Request for Graduate Minor form to the Graduate English Office for approval by the DOGE.
Co-Majoring in English Department Doctoral Programs

To receive a co-major in the Applied Linguistics and Technology doctoral program or the Rhetoric and Professional Communication doctoral program, you must complete the minimum number of credits of additional graduate coursework per requirements outlined later in this section.

Students in other PhD majors wishing to co-major in either program must meet minimum requirements in each of their two majors, including the completion of a dissertation appropriate to both majors. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. *This is a departmental requirement that is more stringent than the Graduate College minimum requirement.* Those professor’s names and signatures—as well as that of the DOGE in the English Department—must appear on all Graduate College forms.

- Apply for the co-major in time to meet POS, dissertation, and preliminary exam requirements by submitting the Request to Co-Major form for approval by the DOGE.
- Outline your entire proposed POS (72 credits minimum). A Degree Planning Sheet for the appropriate major must be filed with the application.
- Write a dissertation that applies to both majors and satisfies POS committee members from both majors.

If your committee and POS forms have already been approved by the Graduate College before you decide to add a co-major, then you must submit both a Request to Change Committee Appointment form (that now lists co-major professors from both majors) as well as a Modifications to the Program of Study form (that outlines how your coursework meets the minimum requirements for both majors).

Co-major Requirements

**Applied Linguistics and Technology (30 credits)**

To receive a co-major in Applied Linguistics and Technology, you must complete a minimum of 30 credits as outlined below.

**Required courses (15 credits)**

The following five (5) graduate courses

- Engl 510 Computer Methods in Applied Linguistics
- Engl 512 Second Language Acquisition
- Engl 520 Computational Analysis of English
- Engl 526 Computer-Assisted Language Learning
- Engl 623 Research Methods in Applied Linguistics
Elective courses (15 credits)

Five (5) graduate courses (at least one at the 600 level) from among the following

- Qualitative research methods (e.g., Engl 602, Sociology 513)
- Quantitative research methods (e.g., Statistics 401)
- Engl 514 Sociolinguistics
- Engl 519 Second Language Assessment
- Engl 524 Literacy: Issues and Methods for Nonnative Speakers of English
- Engl 525 Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
- Engl 527 Discourse Analysis
- Engl 528 English for Specific Purposes
- Engl 537 Grammatical Analysis
- Engl 630 Seminar in Applied Linguistics – may be taken more than once on different topics
- Engl 688 Practicum in Technology and Applied Linguistics

Portfolio assessment (in third semester) passed

Co-major Requirements

Rhetoric and Professional Communication (33 credits)

To receive a co-major in Rhetoric and Professional Communication, you must complete a minimum of 33 credits as outlined below.

Required courses (12 credits)

The following four (4) graduate courses

- Engl 501 Research Methods in Rhetoric and Professional Communication
- Engl 506 Theory and Research in Professional Communication
- Engl 507 Writing and Analyzing Professional Documents
- Engl 547 The History of Rhetorical Theory I: From Plato to Bacon

Elective courses in Rhetoric and Professional Communication (15 credits)

- 5 graduate courses in Rhetoric and Professional Communication or Speech Communication (at least two 600-level)

Elective courses in Linguistics (6 credits)

- 2 graduate courses in Linguistics

Pass your portfolio assessment (in third semester)
PhD students must submit required POS paperwork in their **fifth semester** of coursework by the announced deadline (typically in the 6th week of the semester) before registering for the sixth semester.

**Program of Study Committee**

As a student in the PhD program, your Program of Study (POS) committee will consist of *at least five members* of the graduate faculty. Below are specific guidelines for the composition of the committee (See committee make-up for co-majors.):

- At least one committee member must be from outside the Department of English.
- Normally, the remaining four members of the committee will be from the English Department. Of these, three must be from the major area and one must be from a major area outside the student's major area but within the English Department.
- A faculty member from a major area other than the student's major area may co-chair the POS committee.

Information about English Department graduate faculty and their areas of research and teaching can be found in the [Graduate Faculty](#) section of this manual.

**Committee's role**

The POS committee is responsible for the following:

- overseeing your progress through the curriculum
- administering and evaluating the specialized field part of the preliminary examination
- approving your dissertation prospectus
- overseeing your work on the dissertation
- administering and evaluating your dissertation defense

**Selecting a committee**

Selecting members of your POS committee is similar to the process for choosing your major professor. Talk to your program adviser, your graduate instructors, and other graduate students to gather information. Before asking faculty for a commitment, review with each prospective committee member both your and faculty member's research interests as well as the faculty member's willingness to serve.

**Recommendation for Committee Appointment**

When your committee members have agreed to serve and you have the required configuration of faculty for your committee, complete a [Recommendation for Committee Appointment form](#).
Obtain each committee member's signature on the form, and submit it to the Graduate English Office for approval by the DOGE. This completed form is due for approval by the announced deadline in your fifth semester in the PhD program. The Graduate College requires the POS committee be approved no later than the semester before the preliminary oral examination and must be received by the Graduate College announced deadline in that semester.

How the committee works

The POS committee meets according to the needs and wishes of you and your major professor. At the PhD level, it is likely that the POS committee will meet at least once to discuss your program of study. The committee will also meet to administer the Preliminary Oral Exam (ALT) or the specialized field exam (RPC) or, to approve your prospectus for the dissertation, and to administer the dissertation defense. The POS committee may convene on other occasions as necessary or desirable. Remember that the POS committee can perform its several functions well only if you form your committee by the required deadline.

Changing committee members

Remember that filing your committee paperwork does not commit you for life; you can readily make changes. Changes will depend upon

- consent of the faculty member(s) to be added
- agreement between you and your major professor
- consent of the faculty member(s) being replaced
- approval of the English Department's DOGE

After the faculty members to be added and replaced have consented to the change, a Request to Change Committee Appointment form must be submitted. Signatures must be obtained from your major professor and all committee members involved in the change. You must submit it to the Graduate English Office for approval by the DOGE. Changes must be approved by the Graduate College before the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary, and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.
Degree Planning Sheet and Program of Study form (PhD)

As you prepare the list of courses you have taken or will take to fulfill your degree requirements, you will submit two forms to the Graduate English Office at the same time. The first of these two forms is the Degree Planning Sheet (DPS), which is a departmental form and is structured in a table format to help ensure that you take the required number of courses from each of the required categories of courses in your degree program. In structure, the DPS follows the outline of course requirements that you see listed in the section for your degree program in this manual. Completing the DPS essentially serves as structured preparation for completing the second of these two forms—the Program of Study (POS) form. This latter form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree. It lists the courses you have taken and will take for your graduate degree.

You should complete the DPS and POS forms with the help of your major professor, and the advice and consent of your POS committee. Because your POS form is a vital document for your graduation, these check points help catch errors before those errors delay your graduation.

The first and most important check of the DPS and POS forms occurs when you meet with your major professor to get his/her signature. You should fill out these forms very carefully with your major professor, checking to be sure that you fill in all the blanks and get all the necessary signatures, including your own.

Both the POS and DPS are due to the Graduate English Office by the announced deadline in your fifth semester in the PhD program. Not meeting the announced deadline and/or not checking your POS form carefully before turning it in may negatively impact your ability to register on time (see Advising/Registration Holds). The Graduate College requires the POS form to be approved no later than the semester before the final oral examination, and it must be received by the Graduate College published deadline in that semester.

Once the DPS and POS forms are approved by the DOGE and the Graduate College, changes can be made by filing the Modifications to the Program of Study form. Modifications may be required before you are allowed to graduate if coursework taken does not agree with coursework listed on the approved POS form.

If you wish to transfer credits, obtain POS waivers/equivalencies, or get approval for over-age courses, you need to fill out the appropriate forms before or as part of completing the DPS and the official POS form.

If you have an assistantship, you may receive a notice indicating unsatisfactory progress if you have not submitted your POS form by the announced deadline in your fifth semester, excluding summers. A Letter of Intent for your next academic term/year will not be issued or your tuition scholarship applied until you have filed your POS forms as well as all other required POS documents.
Preliminary Examination Requirements

Certain conditions must be met before you will be allowed to take preliminary examinations in either of the doctoral programs. ABD (“All But Dissertation”) status is obtained after the preliminary examinations.

Registration and PhD exams

The following conditions must be met before you will be allowed to take either of the two parts of your preliminary examination:

- full admission status in the department PhD program
- approved POS committee form (by the Graduate College)
- approved POS form (by the Graduate College)
- English requirement met (nonnative speakers only)
- Language Requirement Form filed (ALT only)
- not on probation
- time limit not exceeded
- qualifying exam passed (Portfolio Assessment)
- registration for at least the equivalent of 2 credits, or for the R-credit course GR ST 600 (Examination Only) during the semester in which either exam is taken.

**ALT:** Students taking the first of the two preliminary examinations—the Preliminary Written Examination—may be registered for a course. ALT students taking the second of the two preliminary examinations—the Preliminary Oral Examination—may not need to be registered for a course and must instead register that semester for research credits or for GR ST 600 (Examination Only).

**RPC:** Students taking the first of the two preliminary examinations—the Comprehensive Examination—may be registered for a course. RPC students taking the second of the two preliminary examinations—the Specialized Examination (Preliminary Oral Examination)—may not need to be registered for a course and must instead register that semester for research credits or for GR ST 600 (Examination Only).

- no incompletes on record (except research Engl 699 credits) in order to take the second portion of the preliminary examination (the ALT Preliminary Oral Examination or the RPC Specialized Examination)
**ABD Status**

PhD candidates will be considered ABD ("All But Dissertation") when they have met these conditions:

- have all required POS forms *approved* by the Graduate College
- received a grade for all coursework listed on their approved POS form (all I grades except those for Engl 699 must be removed)
- passed both parts of the preliminary examination
- processed with the Graduate College the required paperwork requesting and reporting the results of the preliminary oral examination

Salary raises contingent on ABD status will begin *the semester after* ABD status is achieved. All graduate students who are employed by the university (graduate assistantships) will be allowed to purchase ISU business cards through Printing Services. (Yes, this does mean that you have to pay for them.) You should contact Nolan McDonald (259 Ross; 294-7837) to discuss procedures and to obtain the appropriate paperwork for authorization.
PhD in Applied Linguistics and Technology (ALT)

Information on course requirements, curricular policies, preliminary exams, and prospectus and dissertation guidelines.

Applied Linguistics and Technology Degree Requirements

The following are course requirements of doctoral candidates wishing to receive their degree in Applied Linguistics and Technology (ALT):

- complete 72 credit hours of graduate coursework beyond the BA or BS (see About the Doctoral Degrees).

<table>
<thead>
<tr>
<th>Area of Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary core (510, 511, 514, 537)</td>
<td>12</td>
</tr>
<tr>
<td>Applied Linguistics (512, 519, 524, 525, 528)</td>
<td>15</td>
</tr>
<tr>
<td>Technology in Applied Linguistics (520, 526, 688)</td>
<td>9</td>
</tr>
<tr>
<td>Research Methods (527, 623, plus a course in qualitative methods)</td>
<td>12</td>
</tr>
<tr>
<td>Electives (630 Seminar in Applied Linguistics 6 crs.; 1 course in technology; 1 other elective)</td>
<td>12</td>
</tr>
<tr>
<td>Dissertation Research</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

- pass both a portfolio assessment and (following the completion of coursework) the preliminary examinations
- write and defend a dissertation that makes a contribution to the discipline

Prerequisites/Co-requisites

Preequisites for new students: a Master's degree from an accredited institution

Co-requisites for new students include:

- a course in descriptive English grammar that may be taken after admission to the program or passing the online Engl 220 grammar test-out
- an introductory course in linguistics or applied linguistics which may be taken after admission to the program
Curricular Policies and Guidelines

Policies regarding research methods, elective courses, and the foreign language requirement.

Research Methods

Research Methodology courses include Discourse Analysis (Engl 527), Research Methods in Applied Linguistics (Engl 623), one course in Qualitative Research Methods (e.g., Soc 513), and one course in Quantitative Research Methods (e.g., Stat 401).

Electives

Electives in Applied Linguistics and Technology constitute a coherent group of courses that you have selected and then that have been approved by the faculty. Electives include four courses—two of which must be Seminars in Applied Linguistics and one of which must be in technology. The Seminar in Applied Linguistics (Engl 630) is a repeatable course with differing topics, such as feedback in CALL programs, response analysis in assessment programs, computer-based assessment of Business English, or programming for inter-language analysis. You must take this course twice to fulfill this requirement. The course in technology may be either a seminar in applied linguistics or a course in another discipline.

Other electives may be taken in disciplines such as the following:

- English Literature
- Foreign Language Literature and Linguistics
- Education
- Rhetoric and Professional Communication
- Anthropology
- Computer Science

You are encouraged to consult with your program adviser about ideas for designing your individual program. You may, under special circumstances, transfer in elective credits.

Foreign Language Requirement

Given the international and intercultural nature of applied linguistics, holders of doctorates in the field should have personal experience learning a second language and be able to conduct some research or teaching activities in a language other than English. Students may, however, vary with respect to the focus they want to give to oral or written skills. To indicate how you will meet this requirement, you must submit a Language Requirement Form, which provides options that have been approved by the Director of Graduate Education. After this method has been approved, it will appear on your official academic record that this requirement has been met.
Native speakers of English

If you are a native speaker of English, you can satisfy the language requirement by

1. passing an oral examination in a foreign language, conducted under the supervision of your POS committee, that ensures you demonstrate language ability at the Advanced Level of the [American Council on the Teaching of Foreign Languages](http://www.actfl.org) proficiency scale OR
2. passing a reading/translation test, translating published work in applied linguistics from a foreign language into English OR
3. completing three years (or the equivalent) of college-level study in a single foreign language with grades of B or higher.

Nonnative speakers of English

If you are a nonnative speaker of English from a country where English is not the medium of instruction, you do not need to satisfy one of the above criteria. The TOEFL score submitted for admission and the ability to do doctoral-level work in English is considered evidence of your ability to use a second language for your scholarly activities.

However, to satisfy Iowa State University [Graduate College language requirements](http://www.gradcollege.iastate.edu), all nonnative speakers of English must pass the [English Placement Test (EPT)](http://www.ept.com) as a graduate student or qualify for one of the EPT exemptions (see exemption information on their website). If you fail the EPT, you will be required to take English classes. Students who are exempt from taking the EPT do not take the EPT, but they must submit a [Graduate English Requirement Approval](http://www.gradcollege.iastate.edu) form that is required by the Graduate College.

All graduate students in the Applied Linguistics and Technology PhD program whose first language is not English are required to pass the [Oral English Certification Test (OECT)](http://www.oece.state.oh.us) as part of their program. To pass the OECT, you must receive a Level 1 pass and be fully certified. Check with your adviser or the International TA Program Office for further information. Information on who needs to take the OECT and a list of scores that qualify for exemptions appear on the [International TA Program](http://www.internationaltaprogram.org) website.
As a doctoral candidate in Applied Linguistics and Technology, you will submit a portfolio for diagnostic assessment of your scholarly writing.

All doctoral candidates in Applied Linguistics and Technology will submit a portfolio for assessment no later than the announced deadline in their third semester in the program (not including summer terms). Failure to do so will constitute lack of satisfactory progress toward the degree. You should notify the Graduate Program Staff Assistant of your intent to submit a portfolio in a particular semester.

The ALT Examinations Committee, consisting of three elected Applied Linguistics faculty members elected each year, will set a precise deadline for each semester and announce the dates no later than the third week of the fall semester. Portfolios will be evaluated twice a year, in the fall and spring semesters.

If for any reason you wish to request a change in the procedure for the portfolio assessment (for example: extending the deadline), you must make a written request to the DOGE before the second Tuesday of the semester in which your exam is due, specifying the request and providing a rationale for it. The DOGE will decide if your request will be granted. The chair of the ALT program area and the chair of the ALT Examinations Committee will be advised of your request if approved by the DOGE.

**Purpose**

The portfolio should represent your best scholarly work. It establishes your readiness to undertake research and writing tasks in applied linguistics by demonstrating your ability to define problems/issues, to make and support scholarly claims, to cite and synthesize previous research literature, and to sustain a coherent argument. All elements of the portfolio must be of excellent quality, must conform to the professional writing conventions of the Applied Linguistics field, and must adhere to the style of the *American Psychological Association (APA)*.

**Preparation**

The Applied Linguistics faculty expects that you will revise your course papers and ask for suggestions from readers before submission of your portfolio. No feedback from Applied Linguistics faculty can be given during the semester in which you are taking the exam. You may ask the instructor for clarification of that instructor’s feedback on a class paper as originally submitted but may not ask Applied Linguistics faculty for feedback on drafts of portfolio exam papers.

**Requirements**

For the portfolio, you will choose representative samples of your strongest work according to the following requirements:
A. The entire portfolio should include papers completed during your coursework for the PhD in Applied Linguistics and Technology at Iowa State University (i.e., work completed in a master's program prior to entry into the PhD program may not be included).

B. Submit four papers:

1. A reflection paper. This should explain how the contents of the portfolio reflect your intellectual development in the program so far. It should also be used to highlight possible paths for dissertation research. (1,000-1,500 words)

2. A critical analysis of a current topic in applied linguistics and technology. You are encouraged to focus on a research topic of interest or on your future dissertation work. This paper is intended to demonstrate your ability to synthesize and evaluate published research and to identify key research questions and issues based on analyses of previous work. (5,000-7,000 words)

3. An empirical research article. The study, either qualitative or quantitative, should be on a topic related to your research interests (which may or may not be the subject of your future dissertation work). This paper should report a well-developed study with well-defined research questions, a thorough explanation of the research methodology selected and used in the study, a clear presentation of the findings, and the subsequent implications of those findings. This paper is intended to demonstrate your ability to conduct research and appropriately report that work to the academic community. (5,000-7,000 words)

4. A critical review of a book, test, or software. This paper should demonstrate your ability to critically evaluate the book, test, or software in the context of larger relevant issues in the field. (1,000-1,500 words)

C. Submit an electronic Microsoft Word document or PDF of each of the papers to the Graduate Program Staff Assistant via email (englgrad@iastate.edu). They should each be in typed, double-spaced, single-sided, 12-point font format. The title page of each document must include the following

- five-digit identification number to facilitate anonymity (see below)
- Word count (defined as every word in the document except the list of references)
- One of the following four titles clearly identifying which paper it represents:
  1. "Reflection Paper"
  2. "Critical Analysis of a Current Topic in ALT"
  3. "Empirical Research Article"
  4. "Critical Review"

To facilitate anonymous submission to the extent possible, you should remove your name from the paper and file, and choose one five-digit identification number for all papers. You should also realize that members of the ALT Examinations Committee might recognize papers even
after your name has been removed. Instructor’s comments and grades should also be removed. To ensure that your electronic copy is anonymous, remove your name and the author identification from the properties for each file (e.g., in Windows, right click on the file > "Properties" > "Details" > "Remove Properties and Personal Information").

**Evaluation**

The Graduate Program Staff Assistant will distribute the portfolios in electronic format to all members of the ALT Examinations Committee. Portfolios will be evaluated as a demonstration of the candidate’s proficiency in academic writing and potential promise for completing the work for the degree.

The four papers should, taken together, demonstrate a student's ability to

1. define a problem or issue
2. make and support claims and subclaims
3. cite and synthesize sources
4. sustain a coherent argument
5. carry out and report on a well-developed research study
6. evaluate research in applied linguistics

Because the portfolio demonstrates a broader range of competencies than any individual course assignment and because it focuses on a student's ability to address a wider disciplinary audience than an individual instructor, even papers receiving superior evaluation in graduate courses will typically require significant revision.

After a portfolio has been evaluated, the ALT Examinations Committee will rate it either a pass or a fail and will provide you a written rationale for the decision within one week of the evaluation meeting (hard copies or electronic copies submitted to the Graduate English Office englgrad@iastate.edu). At least two members of the ALT Examinations Committee must meet with you as soon as possible after the written notification from the ALT Examinations Committee to discuss the written rationale and to provide additional feedback on your scholarly writing.

**Second Portfolio Submission**

In the case of a portfolio that does not show sufficient mastery of the scholarly writing essential for achieving the PhD, the ALT Examinations Committee will provide feedback indicating the reasons for the evaluation and what you must do in order to resubmit the portfolio, which, at the ALT Examinations Committee’s direction, may include different papers and analyses. This second portfolio must be submitted by the announced deadline the following semester. The same evaluation and feedback procedures will be used as for the first submission. However, the DOGE will also participate in the evaluation and discussion of the second portfolio, but only the three members of the ALT Examinations Committee will vote on the success or failure of the second
You are permitted to submit only two portfolios, and a passing portfolio is necessary for you to continue in the PhD program. You can serve out your teaching contract for the remainder of the academic year.

**Grievances regarding the portfolio assessment**

If you believe that you have legitimate reasons to appeal the decision of the ALT Examinations Committee, you may follow the grievance procedure outlined in the Graduate College Handbook (see “Grievances Related to Scholarly and Professional Competence”).
Preliminary Examination

Doctoral candidates in Applied Linguistics and Technology must take the preliminary examination, which is composed of two parts—the preliminary written exam and the preliminary oral exam.

The preliminary examination may be taken during your final semester of coursework or just after you finish coursework and are ready to concentrate on the dissertation. You will submit two pieces of work to the POS committee: a dissertation proposal and pilot study. The POS committee will then set examination questions that will further your thinking about your research for the dissertation, addressing areas not fully covered in the dissertation proposal or pilot study. You will have 21 days to write answers to these questions. Once you have passed the preliminary written examination, an oral defense of the proposal will then take place.

If for any reason you wish to request a change in the procedure for the preliminary examination, you must write a memo to the Director of Graduate Education before the second Tuesday of the semester in which the exam is to be taken specifying the request and providing a rationale for it. The DOGE will decide whether or not the request will be granted.

Before taking the preliminary examination, you and your POS committee should discuss what procedures will be in place should a failure occur for all or any parts of the written or the oral examinations. Upon successfully completing the written and oral parts of the preliminary examination, you will be “ABD” and ready to pursue work on the dissertation.

Purpose and nature
The preliminary examination helps you to begin work on the dissertation. Although the examination will contain both written and oral components, its format could vary rather widely. Because the preliminary examination questions as well as its administration and evaluation are the responsibility of the POS committee, you will work closely with your committee to develop a dissertation proposal and conduct a pilot study.

Preliminary written examination

Dissertation proposal and pilot study
The Dissertation Proposal should reflect standard format for applied linguistics research proposals, including the following:

1. Introduction: a 3- to 5-page overview of your research, including the research goals and methods to be employed.
2. Literature Review: a 10- to 12-page review of the theoretical underpinning of your research, previous work in the area, and unique methodologies. For all citations, use the American Psychological Association (APA) style.
3. Rationale: a one-paragraph to one-page rationale will include research questions and the potential significance of the results.
4. Research Design: a 5- to 10-page narrative of the project, including a description of the object of study, whether human, text, or software, the materials that will be used in the study – tests, measures, texts, equipment, software, etc. – and the procedure to be used in collecting data.

5. Data Analysis: a 2- to 3-page description of how you will analyze the data in order to answer each research question.

6. Additional sections:
   a. Cover page with your name, contact information, and the names of your POS committee members.
   b. Proposed schedule of work including a realistic assessment of how long it will take for completion of each of the major parts of the research and writing.
   c. List of all references cited in the text using APA style.

The Pilot Study must be specifically focused on the research proposal for the dissertation. The study should provide a demonstration for you and your POS committee of the type of research and results you are proposing. It may be done in a course or as an independent study with the major professor. In principle, the study done for the portfolio could be the pilot study for the dissertation, but we do not necessarily encourage this. It should follow standard format for applied linguistics research reports, including an introduction, literature review, methods, results, discussion, and conclusion.

You should work closely with your POS committee to ensure that the dissertation proposal and pilot study are of acceptable quality to form the basis of the preliminary examination. When these requirements have been met to the satisfaction of your POS Committee, your major professor will submit a signed and dated memo or send an email so indicating to the Graduate English Office (englgrad@iastate.edu) before you are able to begin the preliminary written examination.

Examination questions

Each preliminary written examination is constructed by your POS committee and is based on your dissertation proposal and pilot study. You are expected to talk with your POS committee members about these projects and about issues that might be topics for exam questions. The POS chair will solicit questions from POS committee members and construct the exam using the exam template and including starting and ending dates and times. The exam will consist of three questions, and candidates must answer all three questions.

Scheduling the exam

You and your POS committee will set the date when you will take your exam. You should be aware when scheduling the preliminary written examination that exams may begin only when classes are in session and that faculty may not be available over semester breaks, on University Holidays, or during the summer to read and evaluate exams.
Taking the exam

The POS chair sends you the exam document electronically via email (copying the Graduate English Office englgrad@iastate.edu), and you will return the completed exam electronically to the Graduate English Office by the deadline. You will have 21 days to answer the exam questions; this allows for the inclusion of three weekends in the exam period depending on the date of the exam and the day of the week the exam is distributed to you. Once the examination questions have been set by the POS committee, you may address clarification questions to the POS committee through your major professor; the POS committee will respond as a committee, not as individual members.

Academic honesty

When taking the preliminary written examination, you may not receive any help from anyone. In order to avoid even the appearance of impropriety while taking the exam, you should not discuss the content of exam questions during the entire time the exam is in progress.

Evaluation criteria

The questions for the preliminary written examination are set by agreement of your POS committee. All members of the POS committee will read your exam and all must pass it for you to pass the preliminary written examination.

Evaluation

When you complete the answers to the examination questions and submit them electronically to the Graduate English Office (englgrad@iastate.edu), the Graduate Program Staff Assistant will acknowledge receipt of the completed exam and will distribute it electronically to the POS committee members along with a copy of your exam document. The POS committee will evaluate the exam as soon as possible to determine whether the exam passes. Ideally, this will occur within two weeks of you completing the exam. The POS chair is responsible for scheduling the evaluation meeting and ensuring that all POS committee members are present, either in person or via distance participation.

The written preliminary examination will be evaluated and voted on by all faculty members of the POS committee approved by the Graduate College. Passing the written preliminary examination requires that all POS committee members vote to pass the exam.

The POS chair will write you a letter indicating if you passed or failed the examination and will share with you the POS committee’s commentary as well. The POS chair will file a copy of this letter with the Graduate English Office (print copy or electronically via email to englgrad@iastate.edu). If your exam does not pass, you will be required to take a second, different exam on the same dissertation proposal and pilot project at a later date that you and your POS committee will determine. In the case of a failing exam, the POS chair will write commentary that identifies problems with your exam and offers you advice in preparing to take the second exam. The POS committee will approve and sign this letter, and the POS chair will file a copy of the letter
with the Graduate English Office (print copy or electronically via email to englgrad@iastate.edu).

You must pass the preliminary written examination before taking the preliminary oral examination. If you fail to pass the preliminary written examination a second time, you will be dropped from the ALT PhD program.

**Grievances regarding the preliminary written examination**

If you believe that you have legitimate reasons to appeal the decision of the POS committee, you may follow the grievance procedure outlined in the Graduate College Handbook (see "Grievances Related to Scholarly and Professional Competence").

**Preliminary oral examination**

The preliminary oral examination, as the second part of the preliminary examination, helps you prepare for dissertation work in a specific research area of your choosing. Upon successfully completing the preliminary oral examination, you will be “ABD” and ready to pursue work on the dissertation.

**Request for Preliminary Oral Examination form**

Obtain a Request for Preliminary Oral Examination form from the Graduate English Office, 227 Ross Hall (this form is not downloadable). Because this form will specify the date and time of the preliminary oral examination, it should be filed only after you have removed all incompletes (except Engl 699 research credits), completed all required coursework (excluding Engl 699 research credits), and taken and passed the preliminary written exam. You must submit this form to the Graduate College at least two weeks before the date the exam is scheduled. Reserving a meeting room is your responsibility and can be done through the department’s electronic reservation system (http://exchange.iastate.edu).

*It is essential that you file the Request for Preliminary Oral Examination form in a timely manner. You and your POS committee may not hold the exam unless the Request for Preliminary Oral Examination form has been filed and approved by the Graduate College.*

**Report of Preliminary Oral Examination form**

The Graduate College will send the Report of Preliminary Oral Examination form to the Graduate English Office (this form is not downloadable). The Graduate Program Staff Assistant will prepare this form and forward it to the chair of your POS committee (major professor).

According to Graduate College policy, all POS committee members must be present for the Preliminary Oral Examination and must sign the Report of Preliminary Oral Examination form. If a POS committee member is unable to attend the exam in person, the distant committee member must get approval from the Graduate College using the Request for Preliminary or Final Oral Examination with Committee Member at a Distance form and indicate who will sign the Report of Preliminary Oral Examination form for them.
The Graduate College copy (yellow) of the Report of Preliminary Oral Examination form must be submitted to the Graduate College immediately after the examination by the Graduate Program Staff Assistant. *Submitting the form to the Graduate Program Staff Assistant is your responsibility.* Be sure the decision is marked, that *all* committee members have signed the form, and that you have also signed the form before turning it in to the Graduate English Office, 227 Ross Hall.

You are not officially “ABD” until the Report of Preliminary Oral Examination has been submitted to the Graduate College.
Prospectus and Dissertation Guidelines

Detailed university requirements for the PhD dissertation appear in several online university documents:

- Graduate College Handbook, Ch. 7, "Finishing Up"
- Electronic Theses/Dissertations (ETDs) at ISU
- Thesis Checklist

Time limits and other restrictions

You need to pass the preliminary oral examination at least six months prior to your dissertation defense (final oral examination). The dissertation defense is the final PhD examination required by the university.

University expectations

According to the Graduate College, a doctoral dissertation must

- follow all requirements detailed in the Thesis Checklist
- "demonstrate conclusively" your ability to conceive, design, conduct, and interpret independent and original research
- demonstrate your ability to analyze, interpret, and organize data
- be written independently (e.g., no co-authorship or joint writing)
- make a significant contribution to the field
- be worthy of publication in professional journals of quality or in book form

As the Graduate College Handbook points out, you, rather than the major professor or the Graduate College, are responsible for writing and editing the dissertation, as well as for completing any necessary paperwork.

Department expectations

In addition to general university expectations, there are a number of departmental expectations for students enrolled in the English Department doctoral programs. These expectations involve the dissertation prospectus, POS procedures, the structure and emphasis of the dissertation itself, and the oral defense of the dissertation.

Prospectus

Before starting on the dissertation, submit a prospectus—complete with a cover "sign-off sheet"—to for your POS committee members for their approval. A prospectus typically will

- describe the nature of your project
- provide a rationale for your chosen dissertation option
Discussions with the POS committee may result in a variation of the above commonly held expectations.

Attached to the final prospectus is a cover sheet, which each POS committee member has signed to indicate that he/she has read the prospectus and agrees that you are ready to proceed with research. The prospectus is regarded as a starting point; that is, the project as represented by the prospectus may, and probably will, change during the course of your research and writing.

**POS procedures**

You are responsible for reaching an understanding with POS committee members concerning their respective roles. In discussing member roles, you will find it useful to review such issues as

- whether or not each committee member wants to see every draft
- what your research and writing schedule will be
- how drafts will be submitted (e.g., whether or not the POS chair should see each draft before it's circulated)

**Dissertation options**

When selecting an option for the dissertation, you and the POS Committee will need to reach a consensus regarding both the dissertation's emphasis and structure.

**Emphasis**

Although dissertations are quite varied, many ALT dissertations fall into one of the following two categories: quantitative or qualitative.

**Structural options**

Given the expectations of the Graduate College, there are two typical arrangement options for structuring a dissertation: specified chapter option or articles within a framework. In working with your POS committee, you may develop variations on these options or discover additional options for structuring your work.

**Abstracts**

Whatever the dissertation structure, you will be asked to prepare an abstract of the dissertation. Abstracts of doctoral dissertations nationwide are available in the library. Actual dissertations may be available through interlibrary loan, depending on the policies of the lender. Even when a particular dissertation can be obtained, you may need to wait two to three weeks for delivery.
Rhetoric and Professional Communication
Degree Requirements

The following are course requirements of doctoral candidates wishing to receive their degree in Rhetoric and Professional Communication (RPC):

- complete 72 credit hours of graduate coursework beyond the BA or BS. These hours must include two 600-level RPC courses, not including 602.

<table>
<thead>
<tr>
<th>Area of Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary core (501, 506, 507, and 547)</td>
<td>12</td>
</tr>
<tr>
<td>Secondary core (one RPC course each in pedagogy, history, practice, and one course in research methods)</td>
<td>12</td>
</tr>
<tr>
<td>Linguistics</td>
<td>6</td>
</tr>
<tr>
<td>Electives in RPC</td>
<td>18</td>
</tr>
<tr>
<td>Concentration electives</td>
<td>12</td>
</tr>
<tr>
<td>Dissertation Research</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

- pass both a portfolio assessment and (following the completion of coursework) the preliminary examinations.
  Note: The prelims consist of two components: a comprehensive written examination and a specialized oral field examination.

- write and defend a dissertation that makes a contribution to the discipline.

Prerequisites

Prerequisites for new students include:

- a Bachelor's or Master's degree from an accredited institution
Curricular Policies and Guidelines

Secondary core

- *Pedagogical* courses include Teaching Composition (503), Teaching Business and Technical Writing (504), and Advanced Pedagogy in Rhetoric and Composition (603).
- *History* courses include History of Rhetorical Theory (547-548) and Topics in the History of Rhetorical Theory (611).
- *Practice* courses include Writing Proposals and Grant Applications (509), Multimedia Content Management (529), Production Processes for Technical Documents (542), Multimedia Design for Business Communication (549), Visual Communication in Professional Writing (586), and Internship in Business, Technical, and Professional Communication (587).
- *Research Methodology* is covered in the field-specific course Research Design in Rhetoric and Professional Communication (602).

Any of these four areas in the secondary core might include Engl 592 or 611 special topics courses as designated by the instructors and your program adviser/major professor. These courses can be taken for credit more than once when the topic differs. *Documentation of these courses as POS waivers/equivalencies must be submitted with the Degree Planning Sheet and POS form.*

Linguistics requirement

All RPC students fulfill a language/linguistics requirement by taking 6 credit hours of linguistics or graduate-level language coursework.

Electives

RPC electives constitute a coherent group of courses that you select and that have been approved by the faculty. Electives might feature, for example, courses centering around a topic such as professional writing or corporate training or rhetorical theory. You provide a rationale for the POS itself and for each course within that program. As you choose your cluster of electives, you are encouraged to consult with your program advisers about ideas for designing your individual program. You may, under special circumstances, transfer in elective credits.

Concentration

As a part of your doctoral program, you select a concentration that represents a coherent focus of your work. Whether you select the courses from a single department or from several, these courses should form an identifiable field of study (*e.g.*, international communication, history of technology, document design). Often these 12 credit hours are taken outside the English Department, but they also can be taken within the department—even within the RPC area.
You will write an argument that defines the concentration, explains the relevance of that concentration to your POS, and discusses the contribution to the POS of each course taken in the concentration. The Petition for Approval of Concentration form must be completed, signed by your program adviser/major professor, and submitted to the Graduate English Office for approval by the DOGE (required before POS form will be approved).

If you plan to use transfer credits in your concentration, you must submit a Transfer Credit Petition with the Petition for Approval of Concentration form.

**600-level courses**

The POS must include at least two 600-level RPC courses taken at ISU (cannot be transfer credits). These courses may not include 602, but can include other secondary core courses as well as electives.
Portfolio Assessment: Qualifying Examination

Doctoral candidates in Rhetoric and Professional Communication must submit a portfolio for diagnostic assessment of their scholarly writing.

All candidates for the PhD in Rhetoric and Professional Communication must submit a portfolio for assessment no later than the announced deadline in their third semester in the program (not including summer terms). Failure to do so will constitute lack of satisfactory progress toward the degree. You should notify the Graduate Program Staff Assistant of your intent to submit a portfolio in a particular semester.

The RPC Examinations Committee, consisting of four RPC faculty members, will set a precise deadline for each semester and announce the dates no later than the third week of the fall semester. Portfolios will be evaluated twice a year, once in the fall and again in spring semester.

If for any reason you wish to request a change in the procedure for the portfolio assessment (for example: extending the deadline), you must make a written request to the DOGE before the second Tuesday of the semester in which the exam is due, specifying the request and providing a rationale for it. The DOGE will decide if such requests will be granted. The chair of the RPC program area and the chair of the RPC Examinations Committee will be advised of the request made if approved by the DOGE.

Purpose

The portfolio presents your best scholarly work in the discipline of rhetoric and professional communication up to your third semester. The portfolio assessment

• determines your readiness to complete research and writing tasks in the discipline
• evaluates your proficiency in academic writing
• gives you feedback on your potential for achieving the PhD

Preparation

To prepare for the portfolio exam, you will, at the end of your first academic year, receive collective advice from RPC graduate faculty with whom they have studied so far. During an RPC faculty meeting at the end of the academic year, faculty with whom you have studied will provide oral feedback to your program adviser on the strengths of your work so far, how you might improve, and what courses you might consider in the future. The adviser will then be responsible for meeting with you to present a written summary of this advice so that you can begin preparing for the portfolio assessment. In preparing for the assessment, you are also encouraged to seek more detailed advice from other professors, as well as peers.

Requirements

You will choose representative samples of your work to include in the portfolio according to the
following requirements:

A. Submit a 1,000- to 1,500-word reflection paper which explains the contents of the portfolio in terms of how it reflects your intellectual development in the program so far. It should also be used to highlight possible paths for forthcoming research. You are encouraged to consult with peers, professors, and program advisers about this portfolio overview.

B. Submit two artifacts of your choice, drawn from materials produced in an RPC master’s or doctoral course at Iowa State University. At least one of these artifacts must have originated in an RPC doctoral course. These materials might include such artifacts as book reviews, conference presentations, research articles, scholarly websites, and other evidence of scholarly expertise, but must keep in mind the criteria listed in the “Evaluation” section below.

You are encouraged to consult with your adviser, as well as your peers and professors, about selecting and revising the appropriate artifacts in order to demonstrate a range of academic interests and abilities. When revising your work, you are encouraged to respond to previous feedback from professors and to refine your ideas to reflect your most current thinking about the subject matter. Additionally, you should refine your work to demonstrate ability to communicate clearly in an academic style.

The entire portfolio should be no shorter than 25 pages and no longer than 50 pages.

C. Submit an electronic Microsoft Word or PDF document of each paper to the Graduate Program Staff Assistant via email (englgrad@iastate.edu). They should each be in typed, double-spaced, 12-point font format. The title page of each document must include the following:

- One 5-digit identification number for all 3 papers to facilitate anonymity (see below)
- Identify each part as follows:
  1. Reflection paper
  2. Artifact #1
  3. Artifact #2

To facilitate anonymous submission to the extent possible, remove your name from the paper as well as any aspects of your identity that are encoded in the electronic file (e.g., in Windows, right click on the file > "Properties" > "Details" > "Remove Properties and Personal Information"). In lieu of this identification, one five-digit identification number that you will use for all three papers. Realize that members of the RPC Examinations Committee might recognize papers even after your name has been removed. Instructor’s comments and grades should also be removed.
**Evaluation**

The Graduate Program Staff Assistant will distribute the portfolios in electronic format to all members of the RPC Examinations Committee and to your program adviser. Each portfolio will be evaluated by the RPC Examinations Committee. Your program adviser attends the evaluation meeting and participates in the discussion but does not vote on the success or failure of your portfolio. (If your program adviser also sits on the RPC Examinations Committee, another appropriate person will be selected from the RPC faculty at large, to augment the committee). Portfolios will be evaluated according to these criteria:

- **Proficiency in academic writing.** Regardless of the mode, genre, or medium submitted, you must display graduate-level ability to
  - a. Define a problem or issue
  - b. Make and support claims and subclaims
  - c. Cite and synthesize sources
  - d. Sustain a coherent argument, and
  - e. Use standard scholarly conventions.

- **Ability to explain and contextualize scholarship in the introductory overview for the exam**

- **Potential promise for completing work for the degree**

After a portfolio has been evaluated, the RPC Examinations Committee will rate it either a pass or a fail and will provide you a written rationale for its decision within one week of the evaluation meeting (hard copies or electronic copies submitted to the Graduate English Office englgrad@iastate.edu). At their discretion, program advisers can notify students immediately of the committee’s decision; however, relaying the decision this swiftly is not required. As soon as possible after the written notification from the RPC Examinations Committee, your adviser and one RPC Examinations Committee member must meet with you to discuss the written rationale and to provide additional feedback on your scholarly writing.

**Second Portfolio Submission**

If your initial portfolio does not show sufficient mastery of the scholarly writing essential for achieving the PhD in Rhetoric and Professional Communication, you will be asked to submit a second portfolio, which, at the direction of the RPC Examinations Committee, may include different papers and analyses, or revisions of one or both of the original papers. This second portfolio must be submitted by the announced deadline the following semester.

The second portfolio will also be evaluated by the entire RPC Examinations Committee. Your program adviser attends the evaluation meeting and participates in the discussion of the second portfolio. The DOGE also attends the meeting as an observer, but has no vote in the matter; only members of the RPC Examinations Committee vote on the success or failure of the second portfolio. The committee will provide a written rationale for its decision within one week of the evaluation meeting (hard copy or electronic copy submitted to the Graduate English Office
englgrad@iastate.edu), which will be transmitted to you in a face-to-face meeting that will include your program adviser and at least one member of the RPC Examinations Committee. This meeting will take place within two weeks of the RPC Examinations Committee’s decision.

You can submit only two portfolios, and a passing portfolio is necessary for you to continue in the PhD program. You can serve out your teaching contract for the remainder of the academic year.

**Grievances regarding the portfolio assessment**

If you believe you have legitimate reasons to appeal the decision of the RPC Examinations Committee, you may follow the grievance procedure outlined in the Graduate College Handbook under “Grievances Related to Scholarly and Professional Competence.”
Doctoral candidates in Rhetoric and Professional Communication must take the preliminary examination, which is composed of two parts—the comprehensive written examination and the specialized oral field examination.

Before you begin the dissertation, you will take the preliminary examination. Although this examination may be taken during the last semester of coursework, most students spend considerable time following their coursework reading and otherwise preparing for the prelims. You and your POS committee should discuss what procedures will be in place should a failure occur for all or any parts of the written or the oral preliminary examinations.

If for any reason you wish to request a change in the procedure for the preliminary examination, you must write a memo to the Director of Graduation Education before the date of the exam specifying the request and providing a rationale for it. The DOGE will decide whether or not the request will be granted.

**Purpose and nature**

The preliminary examination serves two important functions. First, it certifies that you have the general knowledge necessary to engage in conversations of the discipline. Comprehensiveness is required by both the Graduate College and the RPC program. Second, the examination helps you prepare to work on the dissertation. To fulfill these two functions, the preliminary examination consists of two parts:

**The comprehensive examination component**

The comprehensive examination is the first part of the preliminary examination and consists of a written exam. There are two purposes of the comprehensive examination. The first is to demonstrate your ability to make scholarly arguments involving the comprehensive range of knowledge sufficient to engage the conversation of the discipline. The second is to prepare you to write a dissertation proposal and pursue dissertation research.

**The specialized examination component**

The specialized examination is the second part of the preliminary examination and consists of a written and oral component. The specialized exam also serves as the university’s Preliminary Oral Examination, which is required of all PhD candidates here at Iowa State. As formulated within the English Department, the specialized exam is designed to help you prepare for dissertation work in a specific research area of your choosing. Though the format can vary widely, the specialized exam often consists of a dissertation prospectus and reading lists on which you will give an oral presentation during a POS committee meeting.

Both types of exams are discussed in further detail in sections of this document below.
Comprehensive examination component

Overview of Comprehensive Examination

The Comprehensive Examination is a multi-stage process that takes approximately a semester to complete. To accurately determine an appropriate timeline for this process, you need to consult with your major professor and the Chair of the RPC Examinations Committee to ensure that you have scheduled a proper amount of time between the events in the process. The overview that appears below is followed by more detailed sections about various stages of the process.

1. **Checking for POS Committee and POS Form Approval Status**—Ensure that your approved POS Committee and POS forms are on file with the Graduate College by checking your AccessPlus account or with the Graduate English Office.

2. **Checking potential exam dates**—Discuss potential exam dates with POS Committee members and determine dates for exam (see “Scheduling the exam” later in this section).
   a. Before setting dates, be aware that certain restrictions exist concerning scheduling dates and times for the exam.
   b. Summer exams—Because faculty are not available during the summer to sit on evaluation committees and because we want to avoid long delays in evaluating exams, you may not submit comprehensive exams for evaluation during the summer. They may, however, be turned in during the first week of fall semester. Effectively, this means that comprehensive exams may be received from the POS chair 17 days before the first day of fall classes. In order to ensure both speed and continuity in evaluation, RPC Examinations Committee members from the previous year will serve as representatives on the evaluation committee for exams submitted during the first week of fall classes.

3. **Negotiating and Submitting the Reading List**—Compiling a reading list and having it approved as the basis for your exam is a dialogic process involving you, the POS Chair, the POS Committee, and the RPC Examinations Committee. The reading list needs to be compiled and approved before exam questions are negotiated and submitted (see “Reading List” later in this section).
   a. **Submitting proposed reading list**—You submit a proposed reading list to your POS Committee.
   b. **Revising the reading list**—You revise the list according to POS Committee comments in line with the Committee’s deadline. The list receives POS Committee approval.
   c. **Evaluating reading list**—Your POS Chair submits reading list to RPC Examinations Committee for its approval. The RPC Examinations Committee meets and recommends revisions if necessary.
d. **Finalizing reading list**—Your POS Committee, working with you, makes revisions and finalizes the reading list. You prepare a cover memo with signature approval lines for all POS Committee members, and you obtain approval their signatures.

e. **Submitting approved reading list**—You submit a printed copy of the approved reading list and cover memo with POS Committee member original signatures to the Graduate English Office.

4. **Negotiating and Submitting the Exam Questions** (see “Exam questions and structure” later in this section)

a. **Submitting potential exam questions**—You and POS Committee members submit possible exam questions to your POS Chair.

b. **Revising and selecting exam questions**—After your reading list has been approved and submitted to the Graduate English Office, your POS Chair (without your involvement) coordinates the revision and selection of exam questions with the POS Committee.

c. **Evaluating exam questions**—POS Chair submits exam questions electronically to RPC Examinations Committee Chair for evaluation; the RPC Examinations Committee Chair returns them to the POS Chair with any recommendations for revision.

d. **Revising exam questions**—If warranted, the POS Committee revises the questions (without your involvement) and the POS Chair constructs the final exam using the exam template and includes starting and ending dates and times.

5. **Taking the Exam** (see “Taking the exam” later in this section)

a. **Forming an exam evaluation committee**—The POS Chair and the Chair of the RPC Examinations Committee are responsible for determining the 5 members of your exam evaluation committee (for information on the composition of this committee (see “Evaluation Committee” later in this section).

b. **Receiving the exam**—The POS chair sends you the exam document electronically via email (copying the Graduate English Office englgrad@iastate.edu). You have 17 days to answer the exam questions, which allows for the inclusion of three weekends, depending on the date of the exam and the day of the week it is distributed to you.

c. **Returning the completed exam**—On the 17th day by the designated time, you will return the completed exam electronically to the Graduate English Office (englgrad@iastate.edu), making sure that all pages of the exam include a running header containing the question number, your name, and page number. The Graduate Program Staff Assistant will acknowledge receipt of the completed exam.
6. **Evaluating the Exam** (see “Evaluation” later in this section).

   a. **Distributing the completed exam**—The Graduate Program Staff Assistant distributes your completed exam as well as a copy of the exam document electronically to your exam evaluation committee and the POS chair. Generally, members are given two weeks to read the exam prior to the evaluation meeting.

   b. **Scheduling the evaluation committee meeting**—The POS Chair is responsible for scheduling a meeting of your exam evaluation committee and ensuring that all members as well as your POS Chair are present, either in person or via distance participation.

   c. **Evaluating the exam**—Members of the evaluation committee meet to discuss and evaluate your exam. For you to pass, a minimum of four out of the five evaluation committee members must vote to pass the exam.

   d. **Communicating the exam results**—Following the evaluation committee’s decision, your POS chair will write you a letter, indicating if you passed or failed of the examination as well as providing the evaluation committee’s commentary. Your POS chair will file a copy of this letter with the Graduate English Office (print copy or electronically via email to englgrad@iastate.edu).

**Reading list**

The comprehensive examination is based on a reading list you and your POS committee construct. Reading lists are considered public documents and, as such, are kept on file in the Graduate English Office where they may be viewed by faculty. You must submit a printed copy of the approved reading list and cover memo with your POS committee original signatures to the Graduate English Office before the comprehensive examination can begin. Each reading list should contain a comprehensive range of articles and books representing not only a cross section of the discipline but also a concentration of texts reflecting your research interest. Ideally, materials on the reading list that are not in your research area will be selected in ways that allow you to integrate your interest with the discipline as a whole. The intellectual task of integrating a specialized research interest with a list representing the discipline as a whole is not only a practical necessity for the exam but also an aid to help you understand the relation of your specialty to the field at large. The grid presented below is a general heuristic for constructing reading lists that are comprehensive. The set of categories constituted by the grid suggests one way to map the discipline and to conceive of comprehensiveness. Because individual reading lists will include books as well as articles and book chapters, it is impossible to specify a precise number of items required on any single comprehensive reading list. You and your POS committee will negotiate the length of individual lists within the spirit of reasonable equity and comprehensiveness. As reading lists are constructed, both you and POS committee members are encouraged to consult faculty members who have specific expertise in the dissertation subject area but who are not on your POS committee.
The reading list should be divided into approximately three to six categories (perhaps using categories from the grid). Each category should be prefaced by a brief focus statement (approximately 200-300 words) that explains the parameters or framework of each category.

**Heuristic grid for the comprehensive examination reading list**

The following "grid" is a heuristic to guide you and your committee design and gauge the comprehensiveness of the reading list.

<table>
<thead>
<tr>
<th></th>
<th>Rhetoric</th>
<th>Composition</th>
<th>Professional Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most or all of the slots in the grid should have one or more texts in them. Individual texts might fit into more than one slot; in practice, these are not mutually exclusive categories. This heuristic makes it relatively easy to see where a reading list has substantial gaps, *i.e.* where comprehensive coverage fails. This grid is intended not as a schema with rigid percentages assigned to each category, but as a general guideline from which you and your committee can work. In practice, reading lists will not be organized according to this grid, but they should reflect attention to this vision of comprehensiveness.

**Exam questions and structure**

Each comprehensive examination is constructed by your POS committee and is based on your reading list. You are expected to talk with POS committee members about your reading list and about issues that might be the topics for exam questions. The POS chair will solicit questions from you and POS committee members and will construct a draft of the exam. Although your committee members may collaborate in the question writing process because it can be a useful learning tool, the POS committee alone will draft, revise, and select the six questions for your exam—three of which you must answer. The RPC Examinations Committee will be consulted regarding the questions proposed for the exam. The POS chair constructs the exam using the exam template and includes starting and ending dates and times.
Evaluation committee

The POS chair and the RPC Examinations Committee chair will determine who will comprise the evaluation committee. Before the exam is distributed to you, the POS chair will notify you and the Graduate English Office of the composition of the evaluation committee. The five committee members will be made up of the following:

- two members of your POS committee who are faculty in the RPC area. These two exams evaluators will be selected by your POS committee. In the circumstance that you have a five-member POS committee with RPC faculty co-chairs, the RPC Examinations Committee will select an additional RPC faculty member from the RPC faculty at large to represent your POS committee on the evaluation committee (see below for the role of dissertation director/POS chair).

- the English Department faculty member on your POS committee but who is not an RPC faculty member. In the circumstance that you have more than one non-RPC English Department faculty member on the POS committee, the non-RPC English Department exams evaluator will be selected by your POS committee.

- two members of the RPC Examinations Committee who are faculty in the RPC area but not on your POS committee. The two RPC Examinations Committee members will be selected on a rotational basis by the RPC Examinations Committee in order to spread the work evenly. In the circumstance that RPC faculty members of the RPC Examinations Committee are also on your POS committee, the RPC Examinations Committee will select an RPC faculty member from the RPC faculty at large to represent them on the evaluation committee.

Because your POS chair serves as your mentor, this person will attend the evaluation committee discussion of the comprehensive examination and offer commentary but will not have a vote in the evaluation process.

Scheduling the exam

The dates on which the exam will be administered will be set by you, your POS chair, and the evaluation committee. You should also keep in mind that most faculty members will not be available during semester breaks, University Holidays, or the summer to read and evaluate exams (see “Checking Potential Exam Dates” earlier in this section under Overview of the Comprehensive Examination). To accurately determine an appropriate timeline for this process, consult with your POS chair and the chair of the RPC Examinations Committee to help ensure a proper amount of time is scheduled between events within the process.
Taking the exam

The POS chair sends the exam document to you electronically via email (copying the Graduate English Office englgrad@iastate.edu), and you will return the completed exam electronically to the Graduate English Office by the deadline. You will have 17 days to answer the exam questions; this allows for the inclusion of three weekends in the exam period depending on the dates of the exam and the day of the week the exam is distributed to you.

Academic honesty

When taking the comprehensive examination, you may not receive any help from anyone. In order to avoid even the appearance of impropriety, do not discuss the content of exam questions while you are taking the exam.

Evaluation

The comprehensive examination will be evaluated on the following criteria:

- **command of the material** (e.g., depth and subtlety of understanding of concepts discussed)
- **quality of writing** (e.g., coherence; clear line of argument, where points or claims are advanced and supported; professional style and format, given time constraints)
- **comprehensive coverage** (e.g., demonstration across the three essays of a range of knowledge of historical periods, figures, concepts, and works; avoidance of duplication—for example, prominently featuring the same figure or concept in more than one answer)
- **accuracy** (e.g., accurate representation of research studies, historical and contemporary figures, theories, concepts, and terms; care in answering the questions asked—that is, responding to the question asked within the committee's reasonable interpretation of the question)

As soon as possible after you have submitted the completed exam, the evaluation committee will convene to discuss the written exam and vote on whether it passes. Ideally, this will occur within two weeks of you completing the exam. Your POS chair is responsible for scheduling the evaluation committee meeting and ensuring that all members of the evaluation committee as well as the POS chair are present, either in person or via distance participation. The POS chair does not evaluate the exam.

The written comprehensive examination will be evaluated and voted on by the five faculty members of the evaluation committee. Passing the comprehensive examination requires that a minimum of four out of the five evaluation committee members vote to pass the exam.

Following the evaluation committee discussion and vote, the POS chair will write you a letter, indicating pass or fail of the examination and sharing with you the evaluation committee’s commentary. Your POS chair will file a copy of this letter with the Graduate English Office (print copy or electronically via email to englgrad@iastate.edu). If your exam does not pass, you will be required to take a second, different exam on the same reading list at a later date determined by you
and your POS committee. In the case of a failing exam, the POS chair will write commentary that
identifies problems with your exam and offers you advice in preparing to take the second exam.
The evaluation committee will approve and sign this letter, and the POS chair will file a copy of
the letter with the Graduate English Office within two weeks of the evaluation committee meeting
(print copy or electronically via email to englgrad@iastate.edu).

You must pass the written comprehensive examination before taking the specialized examination.
If you fail to pass the comprehensive examination a second time, you will be dropped from the
RPC PhD program.

Grievances regarding the comprehensive examination

If you believe that you have legitimate reasons to appeal the decision of the evaluation committee,
you may follow the grievance procedure outlined in the Graduate College Handbook (see
“Grievances Related to Scholarly and Professional Competence”).

Relation of comprehensive examination to the specialized examination

Once you have passed the written comprehensive examination, you will take the specialized
examination. Because the specialized examination is precisely that, "specialized," and typically
includes a dissertation proposal, the specialized examination will be evaluated by your POS
committee.

Specialized examination component: Preliminary Oral Examination

The specialized examination, as the second part of the preliminary examination, is the Preliminary
Oral Examination. This exam helps you prepare for dissertation work in a specific research area of
your choosing. Although the specialized examination will contain both written and oral
components, its format could vary rather widely. Because the specialized examination’s questions
as well as its administration and evaluation are the responsibility of the POS committee, you will
work closely with your committee to develop a reading list and a format that will reflect your
particular research interests. Upon successfully completing the specialized examination, you will
be "ABD" and ready to pursue work on the dissertation.

Request for Preliminary Oral Examination form

Obtain a Request for Preliminary Oral Examination form from the Graduate English Office, 227
Ross Hall (this form is not downloadable). Because this form will specify the date and time of the
preliminary oral examination, it should be filed only you have removed all incompletes (except
Engl 699 research credits), completed all required coursework (excluding Engl 699 research
credits), and taken and passed the comprehensive examination. You must submit this form to the
Graduate College at least two weeks before the date the exam is scheduled. Reserving a meeting
room is your responsibility and can be done through the department’s electronic reservation system
(http://exchange.iastate.edu).
All committee members must be present for your preliminary oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or replacements by submitting a Request to Change Committee Appointment form. The Graduate College can be petitioned for permission to have a committee member participate at a distance (only 2 maximum for PhD committees) if necessary by submitting the Preliminary or Final Oral Examination with Committee Member at a Distance form to the Graduate College prior to the exam, providing a reason, and indicating who will sign for the distant committee member at the conclusion of the exam.

*It is essential that you file the Request for Preliminary Oral Examination form in a timely manner. You and your POS committee may not hold the specialized examination unless the Request for Preliminary Oral Examination form has been filed and approved by the Graduate College and all members of your POS committee are present.*

**Report of Preliminary Oral Examination form**

The Graduate College will send your Report of Preliminary Oral Examination form to the Graduate English Office (this form is not downloadable). The Graduate Program Staff Assistant will prepare this form and forward it to the chair of your POS committee (major professor).

According to Graduate College policy, all POS committee members must be present for the Preliminary Oral Examination and must sign the Report of Preliminary Oral Examination form. If a POS committee member is unable to attend the exam in person, the distant committee member must get approval from the Graduate College using the Request for Preliminary or Final Oral Examination with Committee Member at a Distance form and indicate who will sign the Report of Preliminary Oral Examination form for them.

The Graduate College copy (yellow) of the Report of Preliminary Oral Examination form must be submitted to the Graduate College immediately after the examination by the Graduate Program Staff Assistant. *Submitting the form to the Graduate Program Staff Assistant is your responsibility.* Be sure the decision is marked, that *all* committee members have signed the form, and that you have also signed the form before turning it in to the Graduate English Office, 227 Ross Hall.

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You are not officially “ABD” until your Report of Preliminary Oral Examination has been submitted to the Graduate College.
Prospectus and Dissertation Guidelines

Detailed university requirements for the PhD dissertation appear in several online university documents. These online documents are the basis for the following review of university requirements.

- Graduate College Handbook, Ch. 7, "Finishing Up"
- Electronic Theses/Dissertations (ETDs) at ISU
- Thesis Checklist

**Time limits and other restrictions**

You need to pass the preliminary oral examination at least six months prior to your dissertation defense (final oral examination). The dissertation defense is the final PhD examination required by the university.

**University expectations**

According to the Graduate College, a doctoral dissertation must

- follow all requirements detailed in the Thesis Checklist
- "demonstrate conclusively" your ability to conceive, design, conduct, and interpret independent and original research
- demonstrate your ability to analyze, interpret, and organize data
- be written independently (e.g., no co-authorship or joint writing)
- make a significant contribution to the field
- be worthy of publication in professional journals of quality or in book form

As the Graduate College Handbook points out, you, rather than the major professor or the Graduate College, are responsible for writing and editing the dissertation, as well as for completing any necessary paperwork.

**Department expectations**

In addition to general university expectations, there are a number of departmental expectations for students enrolled in the English Department doctoral programs. These expectations involve the dissertation prospectus, POS procedures, the structure and emphasis of the dissertation itself, and the oral defense of the dissertation.

**Prospectus**

Before starting on the dissertation, submit a prospectus—complete with a cover "sign-off sheet"—for POS committee approval. A prospectus typically will

- describe the nature of your project
- provide a rationale for your chosen dissertation option
• provide a rationale for the project itself
• contain a review of significant literature
• outline and justify the research methodology
• offer a chapter outline or equivalent indication of overall structure
• include a bibliography
• propose a work schedule
• identify POS committee members by name and degree program relevant to the dissertation

Discussions with the POS committee may result in a variation of the above commonly held expectations.

Attached to the final prospectus is a cover sheet, which each POS committee member has signed to indicate that he/she has read the prospectus and agrees that you are ready to proceed with research. The prospectus is regarded as a starting point; that is, the project as represented by the prospectus may, and probably will, change during the course of your research and writing.

**POS procedures**

You are responsible for reaching an understanding with POS committee members concerning their respective roles. In discussing member roles, you will find it useful to review such issues as

• whether or not each committee member wants to see every draft
• what your research and writing schedule will be
• how drafts will be submitted (e.g., whether or not the POS chair should see each draft before it's circulated)

**Dissertation options**

When selecting an option for the dissertation, you and the POS committee will need to reach a consensus regarding both the dissertation's emphasis and structure.

**Emphasis**

Although dissertations in the humanities are quite varied, many RPC dissertations fall into one of the following four categories: historical, theoretical, empirical (experimental or descriptive), and hybrid. A dissertation dealing with a problem in pedagogy, for example, might be either historical, theoretical, empirical, or some combination of the three in its emphasis.

**Structural options**

Given the expectations of the Graduate College, there are two typical arrangement options for structuring a dissertation: specified chapter option or articles within a framework. In working with your POS committee, you may develop variations on these options or discover additional options for structuring your work.
Specified chapter option

Dissertations as described in Graduate College materials commonly have five chapters; however, the number of chapters in the dissertation can vary depending on the topic and nature of research. The chapter option might feature the traditional dissertation or a monograph. Monographs usually assume outside audiences.

For example, one version of a traditional dissertation is often organized this way:

- Chapter One contains a contextualized statement of purpose or a problem statement, definitions/explanations of terms or concepts, articulation of critical issues, and the research question(s) that will be explored in the dissertation.
- Chapter Two is a review of pertinent literature.
- Chapter Three. Dissertations that include an empirical study might contain a presentation of and rationale for the methodology.
- Chapter Four. If the dissertation includes an empirical study, this chapter might present the results and an interpretation of those results.
- Chapter Five. If the dissertation includes an empirical study, this chapter might discuss the implications and applications of the results.

Another example of a specified chapter dissertation would be a monograph. It might have the following organization:

- Chapter One might identify a problem or a series of related issues.
- Chapter Two might provide a historical context for the problem or issues.
- Chapters Three, Four, and Five might be organized topically and include a review of relevant literature as well as theoretical arguments.

Karen Burke LeFevre's *Invention as a Social Act* is an example of a dissertation in monograph form. Her work, which explores a concept theoretically, is organized this way:

- Introduction: introduces the concept and problematizes it; offers definitions and names theoretical approaches.
- Chapter One: establishes the scope and provides overview of the study.
- Chapter Two: develops the problem and demonstrates the inadequacy of the currently dominant theoretical approach to the problem (the Platonic view).
- Chapter Three: demonstrates how another approach (the social perspective) might better address the problem.
- Chapter Four: proposes that the framework offered in Chapter Three (the social perspective) supplant the currently dominant approach (the Platonic view) in our understanding of the concept; dramatizes the new perspective in action.
- Chapter Five: discusses the argument (the problem and the proposal) in a broader theoretical context (the role of language); engages in theory-building.
- Chapter Six: addresses implications.
There are also other alternatives available within the chapter option. For example, dissertations can include an extended narrative that incorporates all of the conventional components of other kinds of dissertations; that is, they include a statement of purpose, a review of pertinent literature, a presentation of methodology and results, a critical interpretation of findings, and a statement of significance(s). The narrative, whether embedded within the conventional dissertation components or acting as a frame for these components, must represent situations and ideas that would lose their essential character and meaning if presented outside a story framework.

It is difficult to argue that a narrative should govern a dissertation's structure. Whereas narratives can readily be used as examples, writers have a more challenging task if they want to use narrative to shape their arguments. Nevertheless, the extended narrative option provides you with an opportunity for employing this strategy where appropriate.

**Articles within a framework option**

University regulations allow you, in agreement with your POS committee, to include in the dissertation individual papers submitted or to be submitted to scholarly, refereed journals. It is very important that you discuss this option with your POS committee before planning to pursue it. Some committees, for example, might stipulate that only articles actually accepted in refereed journals will be acceptable, while other committees might disallow this option altogether.

Dissertation manuscripts that follow this option must adhere to structural and documentation standards outlined in the [Thesis Checklist](#) under "Journal Paper Format." This option must include

- a general introduction in which the problem and its background and significance are addressed
  - a rationale for the inclusion of the papers
  - a statement about the organization of the dissertation
- a literature review
- a cover page for each journal article that includes the article's title and information regarding the journal to which it has been (or will be) submitted
- each article in its entirety including references and appendices (articles should be judged by the POS committee to be equivalent to chapters in a traditional dissertation
  - content of articles should be identical to that submitted to journals)
  - if the articles have already been published, written permission extending reproduction and distribution rights to University Microfilms International must be submitted at the time of final deposit
- a general summary discussing results as they apply to the larger problem detailed in the introduction
- works cited for references not included in articles

**Abstract**

Whatever the dissertation structure, you will be asked to prepare an abstract of the dissertation. Abstracts of doctoral dissertations nationwide are available in the library. Actual dissertations may be available through interlibrary loan, depending on the policies of the lender.
 Graduate Certificate in
Teaching English as a Second Language/
Teaching English as a Foreign Language
(TESL/TEFL)

The Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) requires 12 credits of coursework.

Credits and Time Restrictions

The English Department offers a Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL).

Students in this graduate certificate program must meet two prerequisite requirements and complete a minimum of 12 credit hours of graduate coursework: one foundation course (3 credits) and three graduate courses (9 credits) chosen from a list of accepted courses. No graduate assistantship support is available from the Department of English for certificate students.

The graduate certificate may be earned either before, after, or concurrently with a master's or doctoral degree. The standards of admission and the standards to which a certificate student is held are equivalent to those expected of a master's student. Credits earned for the graduate certificate may also be used to meet degree requirements for a graduate degree if approved by the Program of Study Committee for the graduate degree major. Students are expected to complete a certificate program at Iowa State University within five years. The regular Graduate College course rules apply to certificates.

Each certificate program has a "Director of Certificate Studies (DOCS)," which is the equivalent of a DOGE for a graduate major program.

No graduate assistantship support is available for certificate students.
Certificate program requirements

Prerequisites

Prerequisites for the certificate program include the following courses, or their equivalents (If you have not completed the prerequisites upon entry into the program, you must complete them as soon as possible after admission):

- Engl/Ling 220: Descriptive English Grammar or passing the online grammar test-out
- Engl/Ling 219: Intro to Linguistics or English/Ling 511: Intro to Linguistic Analysis

Core requirement = 3 credits

- Engl/Ling 518: Teaching English as a Second Language: Methods and Materials

TESL/TEFL coursework chosen from the following courses = 9 credits

- Engl/Ling 510: Introduction to Computers in Applied Linguistics
- Engl/Ling 519: Second Language Assessment
- Engl/Ling 524: Literacy: Issues and Methods for Nonnative Speakers of English
- Engl/Ling 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
- Engl/Ling 588: Supervised Practicum in Teaching English as a Second Language
POS: Program of Study form (Certificate)

Program of Study

Certificate students do not have a Program of Study (POS) Committee, but do have a certificate supervising professor. No Recommendation for Committee Appointment form is required.

The Program of Study (POS) form represents an agreement between you and the Graduate College regarding fulfillment of certificate program requirements. It lists the courses you have taken or will take for your graduate certificate. This completed form must be filed no later than the first week of your final term of coursework. Notice that courses taken as a graduate student at another university are designated as transfer courses (TR), and at least one ISU graduate course is required on the POS form. If you have transfer credits, you need to submit for approval a Transfer Credit Petition form with copies of transcripts for those courses (a Graduate College requirement). You should complete the POS form with the help of the certificate supervising professor.

Because your POS form is a vital document for your completion of the certificate program, the various check points help catch errors before those errors delay receipt of the certificate. The first and most important check of the POS form occurs when you meet with the certificate supervising professor to discuss your POS and obtain a signature on your POS form (in the Major Professor blank). You should fill out the POS form very carefully, checking to be sure that you fill in all the blanks and get the necessary signatures, including your own. Then submit the form to the Graduate English Office where it will be checked, processed for signature by the Director of Certificate Studies (DOCS), and forwarded to the Graduate College for final approval. Once approved by the Graduate College, changes can be made by filing the Modifications to the Program of Study form.

Certificate Completion

When you have completed all requirements, contact the Graduate English Office. The Graduate Program Staff Assistant will verify that you have met all the requirements and submit a “Certificate Completed” form signed by the Director of Certificate Studies (DOCS) to the Graduate College. The Graduate College then certifies that all requirements have been completed satisfactorily and informs the Registrar’s Office and Graduation Office. The Registrar adds a notation to your permanent record (transcript) indicating that you were granted the Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) on a specified date, and the Registrar issues a printed ISU graduate certificate after you have satisfactorily completed all requirements.
## Graduate Faculty Membership

Members of the ISU Graduate College Graduate Faculty from the English Department.

The English Department majors listed for each faculty member are the majors they can represent on POS committees. The Major Professor must be a member of the Graduate Faculty in the student’s declared major.

- ALT = PhD in Applied Linguistics and Technology
- ENGL = MA in English (Literature or Literature and the Teaching of Reading specializations)
- CWE = MFA in Creative Writing and Environment
- RCPC = MA in Rhetoric, Composition, and Professional Communication
- RPC = PhD in Rhetoric and Professional Communication
- TESL = MA in TESL/Applied Linguistics

<table>
<thead>
<tr>
<th>Name</th>
<th>Research and Teaching Areas</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betcher, Gloria</td>
<td>early British drama through the time of Shakespeare; Arthurian legend; medieval British literature and culture; multimedia design; digital humanities; and multimodal communication</td>
<td>ENGL</td>
</tr>
<tr>
<td>Blakely, Barb</td>
<td>composition theory, research, and pedagogy; critical and multiple literacies; qualitative research methodology</td>
<td>RCPC, RPC</td>
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<tr>
<td>Brothers, Dometa</td>
<td>19th-century British Literature, including Romantic and Victorian prose and poetry; history of science, especially astronomy and navigation in the Romantic period; poetry and philosophy of Samuel Taylor Coleridge</td>
<td>ENGL, RPC</td>
</tr>
<tr>
<td>Burke, Brianna</td>
<td>environmental justice; ecocriticism; Native American literature; multi-cultural 20th-century American literature</td>
<td>ENGL</td>
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<tr>
<td>Chapelle, Carol</td>
<td>computers in applied linguistics; second language acquisition and testing; computer-assisted instruction</td>
<td>TESL, ALT</td>
</tr>
<tr>
<td>Ching, Barbara</td>
<td>cultural studies, particularly on the distinctions between high and low culture and rustic and urban culture; forms of comedy and the comic in literature and culture; literature, culture, and place; technology and new media in literature and popular culture</td>
<td>ENGL</td>
</tr>
<tr>
<td>Chukharev-Khudilaynen, Evgeny</td>
<td>human language production and comprehension; computational modeling of human memory, learning, and forgetting; semantics-driven machine understanding of natural language; automated text generation from knowledge bases</td>
<td>TESL, ALT</td>
</tr>
<tr>
<td>Coffelt, Tina</td>
<td>interpersonal and family communication; sexual communication; quantitative and qualitative research methods</td>
<td>RCPC, RPC</td>
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<tr>
<td>Compton, Lily</td>
<td>computer-mediated communication; teacher education with a focus on online, virtual, and distance learning</td>
<td>TESL, ALT</td>
</tr>
<tr>
<td>Name</td>
<td>Research and Teaching Areas</td>
<td>Majors</td>
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<tr>
<td>Cook, K L</td>
<td>creative writing (fiction, nonfiction); classic and contemporary short story; short story cycle; forms of fiction, sudden fiction; American West in film and literature; literature of the American Dream; family systems in film and literature; Shakespeare</td>
<td>CWE</td>
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<tr>
<td>Cotos, Elena</td>
<td>automated writing evaluation; intelligent/computer-assisted language learning and assessment; genre analysis; learner corpora</td>
<td>TESL ALT</td>
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<tr>
<td>Crosby, Benjamin</td>
<td>rhetoric theory and criticism; rhetoric and religion; rhetoric and pedagogy; argumentation</td>
<td>RCPC RPC</td>
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<tr>
<td>Demaray, Elyse</td>
<td>American literature; modernism; women's literature; feminist theory; cultural studies; African American literature; autobiography</td>
<td>ENGL</td>
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<tr>
<td>Dubisar, Abby</td>
<td>gendered/feminist rhetorics; activist rhetorics/pedagogy; rhetorics of peace/war; digital and multimodal writing; writing across the curriculum/writing in the disciplines; rhetorical history and theory; disability studies</td>
<td>RCPC RPC</td>
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<tr>
<td>Gilchrist, KJ</td>
<td>20th-century literature in English; literature of WWI and modernism; interdisciplinary, collaborative, and international education</td>
<td>ENGL</td>
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<tr>
<td>Goodwin, Jean</td>
<td>rhetorical theory; argumentation theory; classical and contemporary oratory; the role of expertise in civic decision-making; science communication</td>
<td>RCPC RPC</td>
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<tr>
<td>Gossett, Kathie</td>
<td>digital humanities; new media theory and practice; user experience (UX) design; multimodal/media communication; medieval rhetoric</td>
<td>RCPC RPC</td>
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<tr>
<td>Grass, Sean</td>
<td>Victorian literature and culture, particularly Victorian fiction and autobiography; the works of Charles Dickens; sensation fiction; the Victorian book market; 19th-century commodity culture</td>
<td>ENGL</td>
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<tr>
<td>Gray, Bethany</td>
<td>corpus linguistics; register variation; English for Academic Purposes; English grammar and lexico-grammar; disciplinary writing; teaching academic writing; programming for linguistic analysis</td>
<td>TESL ALT</td>
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<tr>
<td>Haas, Barbara</td>
<td>creative writing, fiction; history and theory of the short story; plotting the novel</td>
<td>CWE</td>
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<tr>
<td>Hegelheimer, Volker</td>
<td>computer-assisted language learning; language testing; educational technology</td>
<td>TESL ALT</td>
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<tr>
<td>Kostelnick, Charles</td>
<td>visual communication in professional writing; literature and visual art</td>
<td>RCPC RPC</td>
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<tr>
<td>Langenberg, Christiana</td>
<td>creative writing (fiction, nonfiction, poetry; multicultural and women's fiction and nonfiction; experimental fiction, 2nd person point of view); contemporary fiction; women's fiction; nonfiction, the lyric essay</td>
<td>CWE</td>
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<tr>
<td>Larson, Sidner</td>
<td>American Indian studies; American Indian literature</td>
<td>ENGL</td>
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<tr>
<td>LaWare, Maggie</td>
<td>interpersonal and rhetorical communication; women's communication; visual communication</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Name</td>
<td>Research and Teaching Areas</td>
<td>Majors</td>
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<tr>
<td>Lefebvre, Luke</td>
<td>Classroom communication and instructional processes; video feedback and self-assessment; basic communication course</td>
<td>RCPC</td>
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<tr>
<td>Levis, John</td>
<td>linguistics; oral discourse analysis</td>
<td>TESL</td>
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<tr>
<td>Marquart, Debra</td>
<td>writing poetry, nonfiction, fiction; intermedia arts</td>
<td>CWE</td>
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<tr>
<td>Menefee, Charissa</td>
<td>Writing for stage and screen, dramatic literature, historical drama, comedy, new play development, performance of literature</td>
<td>CWE</td>
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<td>ENGL</td>
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<tr>
<td>Niday, Donna</td>
<td>English education; mentoring beginning teachers; composition pedagogy; young adult literature</td>
<td>ENGL</td>
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<tr>
<td>Oakey, David</td>
<td>applied linguistics; applications of English corpus linguistics, particularly for learners of English as a second language in particular academic disciplines; interdisciplinary academic discourse; English grammar, vocabulary, and lexico-grammar; TESL; teaching English for specific purposes; teaching English for academic purposes</td>
<td>TESL</td>
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<td>Oles-Acevedo, Denise</td>
<td>rhetorical criticism; image repair; crisis rhetoric/scandal discourse; gendered/feminist rhetorics; contemporary female political communication; popular culture; critical/cultural studies</td>
<td>RCPC</td>
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<td>Pett, Stephen</td>
<td>writing fiction and nonfiction; Native American literature; Western American literature</td>
<td>CWE</td>
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<td>Poague, Lee</td>
<td>film theory and criticism; literary theory and criticism; Renaissance drama</td>
<td>ENGL</td>
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<tr>
<td>Post, Constance</td>
<td>transatlantic literature; early women writers; American biography and autobiography; American literature to 1870</td>
<td>ENGL</td>
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<td>Redmond, Mark</td>
<td>interpersonal communication; social decentering and communication adaptation; human communication theory; interpersonal relationship development</td>
<td>RCPC</td>
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<td>Roberts, Dave</td>
<td>visual rhetoric; proposal writing; pedagogy in professional communication</td>
<td>RCPC</td>
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<tr>
<td>Russell, David</td>
<td>writing across the curriculum; international writing instruction; multi-media online case study pedagogy; history of rhetoric in education</td>
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<td>Sauer, Geoffrey</td>
<td>rhetorical theory; new media studies; history of publishing; cultural studies and critical theory</td>
<td>RCPC</td>
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<td>Schaal, Michèle</td>
<td>Late 20th- and 21st-century literature; women writers; gender studies; feminist theory; American third-wave feminism; contemporary French feminisms; intermediality; hypermodernity; and globalization (theory and fiction)</td>
<td>ENGL</td>
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<td>Schwarte, Barbara</td>
<td>second language acquisition; sociolinguistics; discourse analysis; contrastive pragmatics; gender and language</td>
<td>TESL</td>
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<td>Shenk, Linda</td>
<td>Elizabethan court poetry; early modern drama; Shakespeare; international politics and diplomatic culture; Queen Elizabeth I; rhetoric and performance</td>
<td>ENGL</td>
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<tr>
<td>Name</td>
<td>Research and Teaching Areas</td>
<td>Majors</td>
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<tr>
<td>Silva, Karina</td>
<td><em>Fall 2013 only</em></td>
<td>TESL, ALT</td>
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<tr>
<td>Sivils, Matthew</td>
<td>19th-century American literature; environmental literature; ecocriticism; textual studies; literature of the American South</td>
<td>ENGL</td>
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<td>Slagell, Amy</td>
<td>speech communication; public address; 19th-century women's oratory</td>
<td>RCPC, RPC</td>
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<td>Slater, Tammy</td>
<td>systemic functional linguistics; content-based and project-based language teaching; English for academic purposes; multimodality in language teaching and learning</td>
<td>TESL, ALT</td>
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<tr>
<td>Swander, Mary</td>
<td>writing poetry, nonfiction and drama; contemporary American poetry</td>
<td>CWE</td>
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<tr>
<td>Tremmel, Michelle</td>
<td>teacher education; composition studies</td>
<td>ENGL, RCPC</td>
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<tr>
<td>Tremmel, Robert</td>
<td>teacher education; poetry writing</td>
<td>ENGL</td>
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<tr>
<td>Tye-Williams, Stacy</td>
<td>organizational communication, workplace dignity, work-life negotiation, gender and communication, narrative, hope, sustainability, community organizing, and qualitative methodology</td>
<td>RCPC, RPC</td>
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<tr>
<td>Vrchota, Denise</td>
<td>oral communication across the curriculum; the role of oral communication in learner-centered classrooms, reflective learning, and adult learning</td>
<td>RCPC, RPC</td>
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<td>Wilson, Greg</td>
<td>rhetoric of science, technology, and culture; ethnographic methods; rhetorical theory; cultural studies; science studies</td>
<td>RCPC, RPC</td>
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<tr>
<td>Withers, Jeremy</td>
<td>science fiction; literary theory; nature, ecology, and literature; criticism; medieval literature; film studies</td>
<td>ENGL</td>
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<tr>
<td>Yager, Susan</td>
<td>Chaucer; medieval drama; early English language and literature; <em>Gawain</em> poet</td>
<td>ENGL</td>
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<tr>
<td>Zimmerman, David</td>
<td>late 20th-century novel and short story; South American literature; the novella; creative writing (fiction, drama, and screen writing); travel writing; autobiographical writing</td>
<td>CWE</td>
</tr>
</tbody>
</table>
Forms

Each of the forms below can be found and downloaded from the English Department website at http://www.engl.iastate.edu/graduate-students/resources-for-current-students-faculty/.

Advising Checklists (by major)
Co-Major in MA Programs Request
Degree Planning Sheets (by major)
Engl 590: Special Topics (Independent Study) Request
Exit Information Form
Exit Survey for Graduate Programs
Graduate College Forms:
  o Committee Appointment
  o Request to Change Committee Appointment
  o Program of Study (POS)
  o POS (Supplemental page 2 for additional coursework)
  o Modifications to the POS
  o English Requirement Approval (Request to Approve the Graduate English Requirement for a Student Whose Native Language is NOT English)
  o Request for Preliminary Oral Examination (not downloadable; form must be obtained from Graduate Program Staff Assistant in 227 Ross Hall)
  o Application for Graduation Online System
  o Request for Final Oral Examination
Language Requirement Form
MFA Environmental Courses Outside English Petition
MFA Field Work Proposal Form
MFA Guidelines for Completion of Engl 560
Minor Request for English Department graduate programs
Over-age Course Approval
RPC PhD Concentration Petition
Transfer Credit Petition
Waiver/Equivalency Petition