PURPOSE OF THIS HANDBOOK

This handbook is a supplement to the current edition of the Ball State University Graduate Catalog. Policies in the Graduate Catalog take precedence over the guidelines presented in this handbook and other Department of English documents. We believe the guidelines presented herein are in conformance with the Graduate Catalog. If policies from these sources appear to you to be in conflict, please consult with the Director of Graduate Programs in the English Department.
I. GENERAL INFORMATION

a. English Graduate Programs at Ball State, an Overview

Our department offers a remarkably broad range of opportunities for students via seven MA and three PhD programs. At the MA level, we offer degrees in creative writing, linguistics, literature, rhetoric and composition, and TESOL, as well as a joint MA in linguistics and TESOL and an open-ended general MA. We offer doctoral degrees in applied linguistics, literature, and rhetoric and composition. The small size of our program—graduate classes typically have eight to 10 students—allows faculty members to work closely with students to build their skills as scholars and teachers, encouraging students from a variety of backgrounds to flourish at the graduate level.

Our MA degrees are designed to build on students’ undergraduate scholarship by guiding students toward deeper study in an academic field. Students are introduced to the methods and conventions of scholarship in the field and are supported in increasingly complex inquiry and analysis. All our MA programs include a research requirement, most often fulfilled through a capstone project (though MA-General students may also fulfill this requirement via a research methodology course). Our doctoral programs prepare students to become scholars and teachers in their chosen field of study. Key stages in this process include the comprehensive examinations, which students take at the completion of their coursework, and the dissertation. At both the MA and PhD levels of study, students work closely with an advisor in their chosen field of study.

Our graduate assistantships are highly competitive, offering both a tuition waiver and stipend in exchange for 20 hours of work per week. Our mentoring program for new teaching assistants was awarded the Writing Program Certificate of Excellence by the Conference on College Composition and Communication in recognition of its remarkable commitment to fostering the growth of new teachers. Students may also gain administrative experience as assistant directors in our writing program and/or writing center, and research assistantships are also available. Graduate students may also apply for grants to support conference travel, as well as annual scholarships and awards to support research.

We are particularly committed to supporting our students in their efforts to professionalize themselves. To that end, we offer a variety of pedagogy courses at the graduate level as well as courses specifically targeted to writing in the profession. As a result, our students have been very active in participating in conferences and publishing. Our students also have an excellent placement record. Graduates of our MA programs have gone on to join a variety of prestigious programs, including the University of Houston’s doctoral program in creative writing and the University of Iowa’s doctoral program in Victorian studies. Our graduates have joined the faculties at a variety of institutions, including the University of Massachusetts - Dartmouth; Indiana University-Purdue University, Columbus; and North Carolina Central University. Some graduates have secured book contracts for projects based on their dissertations, further evidence of the high quality of their work.

Ball State’s English Graduate Program is a remarkably supportive environment. Every year, our graduate students organize an academic conference—Practical Criticism Midwest. At this event, students have the opportunity to give formal presentations of their most recent work to a receptive audience of peers and faculty.

In all their endeavors, our students are supported by the creative and committed graduate faculty. We are a growing department, and we stand ready to welcome new students to our graduate community.
b. Helpful Hints

Graduate students in this program have some important responsibilities:

- **Show Up!** There are lots of great events going on in the department and on campus. Some are academically oriented, some are focused on professionalization, and others are just for fun. You can’t go to everything, of course, but you can always go to something.
- **Be Prepared!** Get your work done for every class, and take the time to follow up on things that interest you in particular.
- **Participate!** Our classes are small, so their success hinges in large part on your participation.
- **Follow All Procedures**, especially when it comes to things involving money!
- **Ask Questions!** Even if everyone else is nodding, don’t assume they know what’s going on. Chances are, if you ask a question your curiosity will be rewarded.
- **Keep track!** Get (and use) a calendar. Come up with a system to keep yourself on track.
- **Have fun!** Grad school is a luxury—you get to spend time with intelligent and engaged people who share your interests. Take advantage of that opportunity both in class and outside of it.

As a graduate student, you have certain rights:

- **If you have a disability,** please register with Disability Services—you may have the right to particular accommodations. It’s also important that you apprise your advisor, professors, and supervisors of any issues that may arise.
- **If you find yourself in a conflict with a fellow student, a professor, or someone else connected to Ball State,** please feel free to come talk with the Assistant Chair of Programs about it. Depending on the situation, we may need to bring the issue to the attention of others.
- **You are responsible for knowing and understanding the Code of Student Rights and Responsibilities,** which is available through this link: [http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx](http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx)

You also have some important opportunities for professionalization:

- **There are workshops on a variety of subjects throughout the year.** Watch for announcements and attend as appropriate!
- **There are a variety of events at which faculty and students present their current research.** We also have faculty candidates giving research talks and teaching demonstrations, which will help you prepare for your own job search. It’s always good to attend such events, even if the subject matter is outside of your field! It’s a great way to find out more about the profession and its rituals.
- **In this handbook, you’ll find a list of local, regional, and national conferences,** as well as information on listservs and websites where you can find more information in your field. Attending and presenting your work at conferences is a great way to learn more about your area and to build up your CV. You’ll also find information about funding possibilities and university policies for travel in this packet.

c. English Department Offices, Roles, & Duties

(aka “Where do I go if I need...?”)

The English Department has three administrative offices, all of which are located on the second floor of the Robert Bell building. Some graduate students will only have contact with one of these offices over the course of their time at Ball State, while others will be in regular contact with all three. Here’s a quick
guide to what each office’s roles are, and to where you should go if you have a question about a particular aspect of your studies or assistantship.

**ENGLISH DEPARTMENT OFFICE (Robert Bell 297)** -- The English Department Office (AKA the Main Office) coordinates all administrative aspects of the English Department. It also arranges the schedules of all courses offered by the department. If you have a graduate assistantship with the Writing Program, the secretary in this office (officially: the secretary to the Assistant Chair) will be contacting you each semester about your teaching schedule. This office can also help you with the following:

- Putting up an official notice that a course you are teaching has been canceled
  - If you are ill, or if you need to cancel your Writing Program course for a day for some other reason, you will need to call this office as well as the Writing Program Office. The Writing Program Office can also help you arrange for a substitute instructor in cases of planned absences.
- Collecting student papers that are due outside of course hours
  - If you would like your students to hand in hard copies of an assignment outside of the normal hours for your course, ask them to submit the assignment to the student workers in the English Department Office. The student workers will note the date and time that each student hands in the assignment, so that you can see whether any assignment was turned in after the deadline. The student workers will also place the assignments in your mailbox.
- Assigning (or reassigning) your mailbox and office
- Correcting any errors in your Kronos PPACA hours
  - If you believe you have entered your Kronos hours incorrectly for a pay period, please contact the English Department’s Administrative Coordinator in the main office.

The English Department Computer Specialist also has a desk in the English Department Office. If you are having any difficulties with your department-assigned laptop, please contact the Computer Specialist for help.

**PROGRAMS OFFICE (Robert Bell 2115)** -- The Programs Office (aka the Graduate Programs Office or Academic Programs Office) supervises each graduate student’s progress in their program. The Programs Office maintains all records related to graduate students, including applications; admissions data; advising records; programs of study/graduate check sheets; first- or second-year evaluations; doctoral committees; reading lists; comprehensive exam questions, responses, and results; admissions to doctoral candidacy; special exemptions granted by the Department of English or the Graduate School; dissertation defense announcements; and graduation information.

The Programs Office is a graduate student’s primary connection to the Graduate School. Any documents that need to be sent on to the Graduate School in order for a graduate student to progress academically must go through the Programs Office. Any special requests to the Graduate School must be made by the Director of Graduate Programs, whose office is located in the Programs Office. Any changes to a graduate student’s program must be approved by the Director of Graduate Programs.

If you have any questions about your graduate program, your progress in the program, or the possibility of making any changes to the program (for example, switching advisors), please contact the Programs Office secretary. If you would like to obtain copies of a document in your student file, please make a request to the Programs Office secretary.

**WRITING PROGRAM OFFICE (Robert Bell 295)** -- The Writing Program Office supervises all Writing Program graduate assistants and all Writing Center tutors. If you have a graduate assistantship
with the Writing Program, the Writing Program Office secretary will be able to help you with the following assistantship-related issues:

- Your Writing Center tutor schedule
- Your course book orders
  - Desk copies of any course textbooks
- Your annual Writing Program evaluation and required teaching observations
- Meetings with the Writing Program or Writing Center Directors
- Any conflicts with your Writing Program mentor
- Any conflicts with your students

d. Advising

Each semester, prior to registering for your courses, you’ll need to schedule a meeting with your advisor. At that meeting, you and your advisor will select courses for the next semester, and you and your advisor should complete the registration permission form. The Programs Office sets the deadline for students to turn in their registration permission forms each semester. Bring the form to the Programs Office by the deadline, so that the Programs Office secretary can arrange permission for you to register for the courses. It is your responsibility to keep track of your program of study. You should make sure that you are meeting your program’s requirements in any given semester. If you are unsure about what courses you have completed or what courses you still need to complete, please feel free to request an updated copy of your program of study or program check sheet from the Programs Office.

You will likely have two advisors over the course of your time in graduate school: an academic advisor and a research advisor. Your academic advisor will meet with you at the beginning of your first semester to set up your program of study (or degree plan), an outline of which courses you will take each semester in order to graduate. (Note that this plan is not set in stone; if you need to make schedule changes or course substitutions later on, you can do that.) Your research advisor is the graduate faculty member who will supervise your capstone project or act as the chair for your dissertation committee. Most graduate students do not select a research advisor until they have nearly completed their regular coursework. Once the faculty member agrees to work with you, let the Programs Office secretary know who your research advisor will be.

The Director of Graduate Programs assigns each student an academic advisor when the student is accepted into a graduate program. A student typically stays with the same academic advisor until the student is ready to take on a research advisor. If you wish to switch academic advisors, please contact the Programs Office in order to discuss the switch with the Director of Graduate Programs.

e. Foreign Language Requirement

For the MA in TESOL, linguistics, or TESOL/linguistics, students are required to demonstrate a knowledge of one foreign language approved by the student’s advisor. For the PhD in English with a concentration in literature or rhetoric & composition, students are required to demonstrate a knowledge of one foreign language approved by the student’s advisor. The foreign language requirement must be completed the semester before comprehensive examinations are taken. For the PhD in English with a concentration in applied linguistics, students are required to demonstrate a knowledge of two foreign languages approved by the student’s advisor. One foreign language requirement must be met by the time
one half of the program courses are completed and the second foreign language requirement must be met the semester before comprehensive examinations are taken.

Knowledge of the foreign language may be confirmed by one of the following:
1. Native ability in the language
2. Graduation from a secondary or post-secondary educational institution in which the language was the medium of instruction for at least four years, or the equivalent
3. Twelve semester hours or equivalent of college credit in the language with an equated grade point average of a 3.0 or better on a 4.0 scale, completed within five years prior to entering the doctoral program
4. Presentation of a BA or MA in the language
5. Completion of the translation examination offered by the Department of Modern Languages & Classics
6. Completion of 12 semester hours of foreign language study with a grade point average of 3.0 or better during MA or PhD coursework (students can test into higher level courses to complete requirement in fewer credits); students on assistantship registering for undergraduate language courses must receive approval through the English Department Graduate Programs Director.

Translation Examination Procedures
The student is required to make an acceptable translation from a 600-word passage within a two-hour period, using a dictionary, but no other aide. The student should select at least two different articles or book chapters in the language, in consultation with their academic advisor, and submit them to the Graduate Programs Director. The selections should be in the student’s field of study and should be written at an appropriate level of difficulty. The articles or book chapters are submitted to the Graduate Programs Director, who then submits the documents to the Department of Modern Languages & Classics for approval. Once approved, the Department of Modern Languages & Classics will select the 600-word passage(s) for the student to translate and forward the selection back to the Assistant Chairperson of Programs. The two-hour exam is then scheduled and administered by the Secretary to the Graduate Programs Director.

After the examination, the passage(s) and the student’s translation are forwarded to an appropriate Department of Modern Languages and Classics faculty member for evaluation. If there are no faculty members in Modern Languages who can evaluate the exam, the English Department can ask a faculty member from another university to act as the evaluator. The evaluation is returned with a recommendation of acceptability or non-acceptability to the Graduate Programs Director. The Modern Languages and Classics faculty member may confer with the advisor of the concerned student, but it is the Modern Languages and Classics faculty member who certifies the acceptability or non-acceptability of the examination. A student may take the examination up to three times.

Auditing of Foreign Language Classes
Students may NOT audit foreign language classes for the specific purpose of preparing themselves for the Language Placement Examination. This procedure is illegal. By definition, students who choose to audit classes waive the right to both Credit by Departmental Examination and to Credit by Departmental Authorization. A statement on the Credit by Departmental Examination form makes this plain. Credit by Departmental Examination and Credit by Departmental Authorization is intended only for those students who have studied independently in some way other than in a formal classroom situation. Faculty members are urged to be sure that auditors in their classes understand these policies.
f. Funding Resources

Your best bet for funding is through the Sponsored Projects Administration (SPA). They offer internal Aspire grants for both scholarly and creative projects and provide a monthly award for travel costs. For more information about Aspire grants, you can visit the Sponsored Projects Administration website: http://cms.bsu.edu/about/administrativeoffices/sponsored-projects-administration.

The Department of English offers five awards to graduate students: the Rippy Scholarship, the Voss English Research Award, the Hanson Rhetoric and Composition Award, the Martone Fund, and the Dr. Janet Ross Scholarship for Teachers of English as a Second Language. More information about these awards is available online: https://www.bsu.edu/academics/collegesanddepartments/english/admissions-financial-aid

You can also obtain travel funding from the Writing Program (for presenting at composition-related conferences) and the Graduate Programs Office. In order to request this funding, you will need to contact the Writing Program and/or the Graduate Programs Office to obtain the appropriate Travel Support Request form. You will then need to complete this form, attach documentation that you have been accepted to present at the conference, and return these items to either the Writing Program Office or the Graduate Programs Office.

2. Common Questions

What if I want to take on additional work at Ball State?
Graduate assistants who would like to take on additional work (for example, by tutoring at the Writing Center in addition to teaching two courses) will need to contact the Programs Office secretary. The Programs Office secretary will fill out an Additional Employment Request Form for the graduate assistant and will take it to the Director of Graduate Programs and the Graduate School for their approval. If the request is approved, the assistant will be able to work up to nine additional hours per week. Please note that the Graduate School will not approve the request if the assistant is enrolled in more than ten credit hours.

How often do I get paid as a graduate assistant? How much of my stipend will I receive each payday?
Graduate assistants are paid once every two weeks. For a list of pay dates, please refer to the charts on this page from Payroll. There are nineteen pay dates each academic year. In order to determine how much you will receive each payday, divide your stipend by nineteen.

Can I work as a graduate assistant over the summer? How do I secure a summer assistantship?
Each summer, the English Department offers a limited number of summer research assistantships. Students acting as summer research assistants will work with a faculty member in the English Department who is conducting scholarship over the summer months. Research assistants help faculty members gather and organize data, proofread papers and books, and plan and structure future courses. The Director of Graduate Programs sends out an email asking for research assistant applications each spring. When you receive this email, fill out the attached application and turn it in to the Programs Office prior to the application deadline. The Director of Graduate Programs will try to match you with a faculty member who needs an assistant. Students are also encouraged to ask individual faculty members about the possibility of working as their research assistant.
How much do summer research assistants make? How long does a summer assistantship last? Summer research assistants receive a stipend equal to 15% of their annual stipend. This summer stipend is paid out over the five weeks of the first summer session. Research assistants in the English Department may only work during the first summer session.

**h. Other Graduate Student Resources & Amenities**

1. Scholar carrels, study rooms, and presentation rooms are available in Bracken Library. Graduate students may reserve a study room or a presentation room through the [Room Reservation System](https://www.ballstate.edu/library/rooms). Graduate students may request a scholar carrel by filling out an application on Bracken Library’s [website](https://www.ballstate.edu/library/rooms). Full-time doctoral candidates working on their dissertations are given first preference. Graduate students are also eligible for a free Muncie Public Library card; please contact 765-747-8200 for information on obtaining a card.

2. Graduate students who are enrolled in at least one on-campus course may use any [Ball State Recreation Services](https://www.ballstate.edu/recreation) facility for free by showing their BSU ID card. Graduate students who are not currently enrolled in an on-campus course, or the spouses and dependents of any graduate students, may register for either a full or auxiliary Rec Services membership.

3. Graduate students may attend any regular home sporting event (including football, women’s volleyball, and men’s/women’s basketball) for free by showing their BSU ID card. Visit [Ball State Sports](https://www.ballstate.edu/sports) for schedule information.

4. Graduate students may obtain one free ticket to any Emens Auditorium [Artist’s Series](https://www.emensauditorium.com) event. In addition, graduate students may take advantage of the frequent student discounts for theater and music events.

5. Graduate students with disabilities should work with the [Office of Disability Services](https://www.ballstate.edu/disability) to access resources and arrange academic accommodations. Please visit the Office of Disability Services website or call 765-285-5293 for more information.

6. All graduate students may make an appointment and visit the Ball State [Health Center](https://www.ballstate.edu/health) for ambulatory care, vaccinations, health testing, and physical therapy. Graduate students taking at least seven credit hours in on-campus courses are automatically charged a Health Services fee, which will cover the cost of a doctor’s/nurse practitioner’s evaluation, diagnosis, and treatment plan. Prescriptions and testing will cost extra. Please visit the Health Center website or call 765-285-8431 for more information.

7. All half-time and full-time graduate students may receive treatment at Ball State’s [Counseling Center](https://www.ballstate.edu/counseling). Counseling services include individual therapy sessions, group therapy sessions, psychiatric counseling, and both psychological testing and vocational testing. Please visit the Counseling Center website or call 765-285-1736 for more information.

8. All graduate students with valid IDs may use Muncie’s [MITS buses](https://www.mitsbuses.com) for free.

9. All regular graduate assistants are entitled to a discount at the [Ball State Bookstore](https://www.ballstate.edu/bookstore) in AJ. This discount is available only during the time period in which the assistant is employed and receiving a stipend. Graduate assistants must bring in a copy of their contract to receive the discount. Contact the Bookstore at 765-285-8080 for more information.
10. Graduate students (including graduate students with families) who are interested in on-campus housing may apply for housing in one of Ball State’s two apartment complexes.

11. Graduate and doctoral assistants may borrow from and save in the Ball State Federal Credit Union, 2900 N. Oakwood, 765-741-2728. The Credit Union also has an office in Pittenger Student Center.

12. Graduate students are eligible to register with the Ball State Career Center, Lucina Hall 220, 285-1522. Professionally trained spouses of graduate students may seek the assistance of the Career Center in locating employment during their stay in Muncie.

13. Graduate assistants can work with iLearn, the Integrated Learning Institute, to integrate technology into their courses, improve their understanding of Ball State’s electronic systems such as Blackboard, and develop course plans for the future. Contact the Integrated Learning Institute at 765-285-6582 for more information.

14. Graduate assistants can apply to join the Interactive Learning Space Initiative, which fosters the development of community centered, collaborative learning pedagogy. Members of the ILS will take part in regular professional development sessions and will have access to mentoring as they develop their interactive learning pedagogy. Members will also be able to use designated Interactive Learning Spaces in Teachers College to teach a redesigned course over two consecutive semesters. Please visit the ILS website or contact the Office of Educational Excellence at 765-285-1763 for more information.

Note: for a listing of all available student resources, please visit Ball State’s Current Students Gateways website.

i. Graduate Student Advisory Board (GSAB)

All English Department graduate students are members of the Graduate Student Advisory Board (GSAB), an association that serves as a liaison between graduate students and faculty and that organizes professional development workshops and events.

GSAB traditionally:

- provides financial assistance for students presenting at conferences
- organizes professional development events (such as writing workshops for abstracts) to help graduate students who wish to present at conferences, prepare their curricula vitae, and otherwise advance themselves within academia
- appoints grad student representatives to English Department committees
- puts on social events to encourage and enhance a cohesive community within the Department of English
- provides guidance to potential and new graduate students
- hosts regular meetings that can be a forum for student concerns

For more information about GSAB, please contact the GSAB President.

j. Practical Criticism Midwest (PCM)

Each year, GSAB organizes a graduate conference on Ball State’s campus. This conference, Practical Criticism Midwest, provides graduate students from BSU and surrounding schools the academic conference experience (submitting an abstract, presenting in front of an audience, fielding questions about
your research) while remaining in a familiar environment. If you are interested in a behind-the-scenes look at organizing a conference (advertising the conference, collecting and reviewing abstracts, arranging for a keynote speaker), consider volunteering to work on next year’s PCM.

### k. Grade Appeals

Grade appeals should be conducted according to the process outlined in the Code of Student Rights and Responsibilities. It is your responsibility to know and understand the requirements of this process and to follow them accordingly.

[http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/Introduction.aspx](http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/Introduction.aspx)

### l. Grievance and Appeals Process

Refer to the Student Code of Rights and Responsibilities and the Graduate Catalog for general information.
Graduate Assistantship Policy
English Department, Ball State University

1. **Responsibilities**: Graduate assistantships enhance academic and professional development. English Department graduate assistants are required to adhere to the policies outlined in this document, as well as those stipulated by the Graduate School.

2. **Assignments**: The graduate assistants primarily work as teaching assistants in the English Department. Other positions are available based only on funding availability and need.

   **A. Full-Time Teaching Assistant Positions**: Students enrolled in the English Department Graduate Programs are eligible to apply. In the first year, an entering teaching assistant will typically enroll in a pedagogy course, ID 601, in their first semester, work with an experienced mentor instructor in a writing classroom for 10 hours per week, and work as a tutor in The Writing Center for 10 hours per week. At the end of the first semester, readiness to teach in the Writing Program will be evaluated by the mentor teacher and the Director of the Writing Program. In the spring semester, assistants will teach two courses, as well as enrolling in another pedagogy class, ENG 605. If a student is found to be insufficiently prepared to teach in the Writing Program at the end of the first semester, the Director of the Writing Program will indicate the areas that need to be strengthened. When necessary, the Director of the Writing Program may assign the student to serve as a teaching assistant to an experienced composition instructor instead of teaching a class on their own or may assign them to teach one course and be mentored. The student will continue to work on the areas needing improvement and will then be evaluated again at the end of the second semester. Students deemed unprepared to teach in the Writing Program after the second semester will not be able to renew the assistantship but may apply for the semester position (see Section C below).

   From the second year, and for each subsequent year in which the assistantship is renewed, the normal teaching load will be two courses in fall and one course in spring. For the half-time assistantship duty in spring, the graduate assistant may be assigned to teach a second course with additional compensation or assigned to do other work. All of the teaching assignment decisions are made by the Director of the Writing Program in consultation with the Assistant Chair of Operations and the Assistant Chair of Programs. Note that teaching assignments are determined by staffing needs. Depending on the need, a student may be assigned to work on non-teaching duties in any given semester.

   **B. Half-time Administrative Positions**: Students who have the teaching assistant position are eligible to apply, although these positions are typically reserved for students who are advanced in their programs. The half-time administrative positions available are the following: Assistant Director of the Writing Program, Assistant Director of the Writing Center, and Assistant Director of Creative Writing. Students who are interested need to submit application materials to be considered. Those who have a half-time administrative position will be assigned to teach one course and work as the administrative assistant 10 hours per week for the semester.

   **C. Full- or Half-Time Semester Positions**: Both students who are enrolled and who are not enrolled in the programs in the English Department are eligible to apply. If there are any positions that remain open in a semester, the English Department may conduct a search for a semester position. The position may include working as a writing center tutor or doing other administrative or research work. The specific job description will be created case by case.
3. **Selection**: Assistantships are awarded to students in the graduate programs in the English Department by the Assistant Chair of Programs based on recommendations from the relevant Graduate Admissions committees. New assistantships will be awarded to the most highly qualified applicants on the basis of grade point average, GRE and/or TOEFL scores, transcripts, writing samples, statements of purpose, letters of recommendation, and relevant past experience. Current students as well as newly admitted students must apply to be considered.

4. **Supervision**: All graduate assistants bear the responsibility of ensuring that they perform all required duties. The Assistant Chair of Programs, in consultation with appropriate departmental administration (Chair, Assistant Chair of Operations, Director of the Writing Program, Director of the Writing Center, Director of Creative Writing) and/or faculty, will function in a supervisory capacity. Teaching assistants who have been teaching for at least one year and research assistants seeking renewal will file an annual report. Those who have been teaching for less than one year will be evaluated by the Director of the Writing Program, or other administrators as relevant) based on initial course observations, teaching materials, performance in the Writing Center, and passing grades in ID 601 and ENG 605.

5. **Evaluation/Renewal/Termination**: By January 15th each year, assistants must file the annual Assistantship Application Form, on which they shall indicate their progress toward the completion of the degree. To be eligible for renewal, assistants must receive a favorable determination from their supervisor(s) on the basis of their annual report, as well as maintain favorable progress in their academic programs. If a graduate assistant is determined to be doing unsatisfactory work, or if it is determined that a graduate assistant has failed to follow departmental and university policies regarding the assistantship position, the assistantship will not be renewed.

   A. Graduate assistants must maintain at least a 3.5 GPA. If a graduate assistant’s GPA drops below the required 3.5, the department has the discretion to immediately end the student’s contract, as per the Graduate School’s policies. This discretion may be exercised in cases where there are other concerns about the student’s performance (lack of success in teacher preparation courses, serious concerns raised by teaching mentors, academic probation, etc.). The decision will be made by the Assistant Chair for Programs in consultation with the Director of the Writing Program or supervising administrator. When there are no such concerns or if the Assistant Chair for Programs and the Director of the Writing Program or supervising administrator determine that such concerns do not warrant immediate dismissal, the graduate assistant may be given one probationary semester to bring the GPA back to 3.5. Students whose GPA drops in the spring or summer but whose performance is otherwise satisfactory will automatically have the fall semester to bring the GPA up before the renewal application is due in January. A student whose GPA drops in the fall semester, but is otherwise eligible for renewal, will receive a conditional renewal contingent on bringing up the GPA in the spring semester. If the GPA is not sufficient by the end of the spring semester, the assistantship for fall will be revoked. A student who has lost his/her assistantship is able to apply for an assistantship from the department at a later point, should his/her GPA improve.

   B. Academic dishonesty—including but not limited to plagiarism, data falsification, and other intentional acts of fraud as defined in Ball State’s Academic Ethics Policy—will result in non-renewal of the assistantship position and may result in immediate termination.

   C. Graduate assistants must register for at least 6 graduate-level credit hours during fall, spring, and summer semesters, and 3 graduate-level credits for assistantships granted in either
summer session I or II; please note that while tuition waivers can be obtained for undergraduate foreign language courses, these credits do not fulfill the 6-credit minimum.

D. Graduate assistantships have the possibility of renewal, but as stipulated above, renewal is not automatic. Master’s students may request renewal once (two years total support); those earning a dual Master’s in Teaching English to Speakers of Other Languages (TESOL) and Linguistics may request renewal twice (three years total support); those earning a dual Master’s from a degree program in the English department and a degree program in another department may request renewal once (two years total support). Doctoral students may request renewal four times (five years total support).

E. All decisions will be announced in writing by May 15th.

6. **Reporting Absences:** As academic professionals, teaching assistants in the Writing Program are expected to meet all scheduled classes; other graduate assistants are expected to fulfill their assigned duties in a timely fashion. Should graduate assistants who have the teaching assistant position know of an impending absence, they should make every attempt to inform the Writing Program, then act in accordance with Writing Program policy regarding absences. Those who have other assistantship positions need to notify their direct supervisor about any changes to their work schedule and receive permission from the supervisor.

7. **Accommodation:** Students who wish to request an accommodation for their workload and work assignment will need to turn in a written request and any relevant official documentation to the Chair of the English Department.

Approved 2/27/2018
III. GRADUATION PROCEDURES

Students must complete the following steps in order to graduate:

1) Apply for graduation with the Graduate School
   - Be sure to apply prior to the application deadline
   - Students need to pay a small fee in order to graduate

2) Submit the capstone project or dissertation, along with any required forms
   - Capstone projects and dissertations must be submitted to the Graduate School electronically (for submission guidelines, consult the Graduate School’s Thesis Guide or Dissertation Guide -- download these guides here)
   - Required forms must be brought to the Programs Office in hard copy form. Remember to give the Programs Office enough time to process these forms and get them to the Graduate School before the submission deadline.

3) Review the Registrar’s page on Commencement for information on commencement ceremonies, ordering regalia, etc.
IV. RESOURCES AND ANSWERS TO COMMON QUESTIONS

a. Relocating to Muncie

1. How do I find housing?
Ball State University offers several on-campus housing options (including two on-campus apartment complexes). For information on these options, please visit the Graduate School’s Moving to Muncie website. There are also a number of apartment complexes and rental houses located near campus. You can search available apartments/rental properties in the Ball State section of RentCollegePads.com -- this website is linked to on the Moving to Muncie site under Find Listings Online.

2. What are the best entertainment and leisure activities in Muncie?
The Graduate School’s Moving to Muncie website has a listing of popular attractions in the area, including Minnetrista, the Cardinal Greenway, and the Muncie Symphony Orchestra. Some additions to the Graduate School’s list:

- **The Charles W. Brown Planetarium** -- The largest planetarium in Indiana is located on Ball State’s campus! The Charles W. Brown Planetarium offers a variety of free shows throughout the year.
- **Mounds State Park** -- Located in Anderson, Indiana (30 minutes from campus), Mounds State Park features a grouping of earthen mounds constructed by the Adena between 250 BC and 50 AD.
- **The White River Greenway** -- A subset of the Cardinal Greenway, the White River Greenway (or “River Walk”) is a pleasant, paved trail that runs along the White River for about three miles.
- **The Farmers Market** -- Minnetrista hosts a large farmers market each Saturday through the end of October.
- **The Arts Walk** -- Each fall, local artists gather in downtown Muncie to sell their wares, host craft tutorials, and create large-scale temporary artworks.
- **The Muncie Mall** -- Shop from over 75 different stores (including clothing retailers, tech stores, and a bookstore)
- **AMC Showplace 12** -- This theater showcases the newest hit movies.
- **Muncie Restaurants** -- Muncie is home to a number of local restaurants and chain establishments. Some suggestions:
  - **Sitara** (Indian)
  - **Damask** (Mediterranean)
  - **Puerto Vallarta** (Mexican)
  - **Thai Smile 2** (Thai)
  - **Domo** (Japanese)
  - **Concannon’s** (bakery & café)
  - **Greek’s** (pizza)
- **Muncie BMV** -- The local Bureau of Motor Vehicles office.

3. What is the general cost of living in Muncie?
Muncie’s cost of living is considerably lower than the national average. Visit [http://www.bestplaces.net](http://www.bestplaces.net) for specific information on the current cost of living.

4. I don’t have a car. How can I get around Muncie?
The Muncie Indiana Transit System (MITS) bus service has fourteen routes that cover almost the entire Muncie area. MITS buses run from the early morning to the evening Monday - Friday, and run from morning until early evening on Saturdays. You can find information on bus routes, along with a bus schedule, on the MITS website. All graduate students at Ball State are able to ride MITS buses for free -- just show your BSU ID to the driver when you board.

1. My spouse doesn’t have a job in the area. Does Ball State offer any resources they can use to find employment?
Graduate students at Ball State, along with their spouses, are able to visit the Career Center for help crafting a resume or CV and for guidance while on the job hunt.

6. What childcare resources does Ball State offer?
Ball State’s Department of Family and Consumer Services oversees the Child Study Center, which offers child care and instruction for infants, toddlers, and preschool children. The Child Study Center is open each weekday for fourteen weeks during the fall semester, and each weekday for fourteen weeks during the spring semester. Child care for preschoolers is also available during part of the summer. If you are interested in learning about other child care options in Muncie, please visit Ball State’s Worklife website.

7. What health care resources does Ball State offer?
Ball State’s Health Center offers ambulatory care, vaccinations, health testing, and physical therapy for BSU students and faculty members. Graduate students taking at least seven credit hours in on-campus courses are automatically charged a Health Services fee, which will cover the cost of a doctor’s/nurse practitioner’s evaluation, diagnosis, and treatment plan. Prescriptions and testing will cost extra. Please visit the Health Center website or call 765-285-8431 for more information. If you are seeking student insurance, visit the Office of Risk Management website.

Ball State’s Counseling Center offers individual therapy sessions, group therapy sessions, psychiatric counseling, and both psychological testing and vocational testing. Please visit the Counseling Center website or call 765-285-1736 for more information.

b. Tuition, Fees, and Funding

1. What are the general tuition/fee costs for graduate students?
The Ball State University Bursar’s Office has put together a comprehensive breakdown of graduate tuition and fee costs for each academic year.

2. I have an assistantship. How much do I have to pay in tuition and fees?
Graduate assistants pay a flat rate in tuition per semester, plus the fees that correspond to the number of credit hours they are taking. For more information about assistantships and majority tuition remission, please visit the Graduate School’s website on assistantships.

1. Does my assistantship tuition remission cover foreign language courses?
Yes, so long as the courses are necessary for your program (for example, if they are helping you fulfill the foreign language requirement).

4. Does my assistantship tuition remission cover summer courses?
Yes. Even if you do not have a summer assistantship, so long as you held a graduate assistant position for the preceding fall and spring semesters, your tuition remission will cover any summer courses that you take.

5. What scholarships does the English Department offer? How can I apply?
The English Department offers a variety of scholarships (to be applied toward tuition) and awards (to be applied toward research, travel, and presentation fees) for graduate students. A list of the current scholarships and awards:

- **English Studies Scholarship Fund (Dr. Janet Ross Scholarship for Teachers of English as a Second Language)** -- A scholarship available to MA TESOL and joint MA TESOL/Linguistics students. Awarded to a recipient or recipients who display(s) characteristics of scholarship, character, and leadership which, in the judgment of the selection committee, are considered essential for success in the field of teaching English as a second language.

- **Frances Mayhew Rippy Graduate Scholarship** -- A scholarship available to MA and PhD students in literature who have GPAs of at least 3.0 on a 4.0 scale. Intended to assist outstanding graduate students majoring in literature in English at Ball State University. The scholarship supports such expenses as tuition, books, research materials, and travel to conferences and research collections.

- **Voss English Research Award** -- An award available to MA and PhD students in literature and MA students in the general concentration. Intended to support applied or theoretical research in literature in the English Department.

- **Hanson Rhetoric and Composition Award** -- An award available to MA and PhD students in rhetoric and composition. Intended to support applied or theoretical research in rhetoric and composition within the English Department.

- **Patricia and Anthony Martone Fund** -- An award available to MA students in creative writing. Intended to support research and travel related to creative writing. First preference is given to students enrolled in the creative writing program who produce writings about place and community, in particular about Muncie, Indiana, the state of Indiana, and/or the Midwest region.

All award and scholarship recipients are announced at the English Department’s annual award ceremony at the end of April. Applications for awards and scholarships are due each year in mid-March. In mid-February, the Programs Office will send out an announcement that students may submit award and scholarship applications. Once you receive this announcement, which will include links to application forms, you can complete your application and turn it in to the Programs Office.

d. TECHNOLOGY ISSUES

1. **I am experiencing difficulty with my email, Banner, or Blackboard account(s). What should I do?**
   For any problem related to a BSU system, you can fill out an issue report form with the Technology HelpDesk. You can also visit Unified Technology Support, located in Bracken Library 101. This support center offers assistance with both hardware and software-related issues.

2. **I am experiencing difficulty with my department-issued laptop. What should I do?**
   For any problem related to your department-issued laptop, you will need to contact the English Department’s computer specialist in the English Department Office (RB 297) by calling 765-285-8528.
VI. CONFERENCES AND PROFESSIONAL DEVELOPMENT

LOCAL:
Practical Criticism Midwest, Ball State University

STATE:
Indiana Teachers of English to Speakers of Other Languages (INTESOL)
INTESOL Annual Conference
https://intesol.wildapricot.org/Registration&Payment

REGIONAL:
East Central Writing Centers Association (ECWCA)
ECWCA Conference
http://ecwca.org/conference/conference-information/

Midwest Popular Culture Association/American Culture Association (Midwest PCA/ACA)
Midwest PCA/ACA Annual Conference
http://www.m pcaaca.org

Midwest Modern Language Association (MMLA)
Annual M/MLA Convention,
http://luc.edu/mmla/

NATIONAL:
National Council of Teachers of English (NCTE)
NCTE Annual Convention
http://www.ncte.org/annual

Linguistic Society of America (LSA)
Annual Meeting of the LSA
https://www.linguisticsociety.org/

American Association for Applied Linguistics (AAAL)
AAAL Conference
http://www.aaal.org/

Modern Language Association (MLA)
MLA Annual Convention
http://www.mla.org/convention

The Association of Writers and Writing Programs (AWP)
Annual AWP Annual Conference & Bookfair
Conference on College Composition and Communication (CCCC)
CCCC Annual Convention
http://www.ncte.org/cccc/conv

International Writing Centers Association (IWCA)
IWCA Conference
http://writingcenters.org/annual-conference-2/

Teachers of English to Speakers of Other Languages (TESOL International)
International Convention & English Language Expo
http://www.tesol.org/attend-and-learn/international-convention

Second Language Research Forum (SLRF)
Second Language Research Forum

Popular Culture Association/American Culture Association (PCA/ACA)
PCA/ACA National Conference
http://pcaaca.org/

Great Places to Find Out More about Conferences and Calls for Papers (CFPs)
The Linguist List: http://linguistlist.org
Penn CFP list: http://call-for-papers.sas.upenn.edu/category/all
Rhet/Comp Links: http://kucomprhet.wordpress.com/comp-rhet-link

Doctoral Student Career Planning Guide, Modern Language Association
Ball State University

Master of Arts in English (Creative Writing)

Graduate Check Sheet

Catalog: 2018-2019

Date: __________________________
Student ID: ______________________
Name: ____________________________

Began Program: __________________

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**Foundation Course (3 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 610-Read and Write Across Genres</td>
<td>3</td>
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</table>

**Courses in Literature (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 605-Teaching in English Studies</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 614-Practicum in Literary Editing</td>
<td>3</td>
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<tr>
<td>ENG 635-Special Topics in Creative Writing</td>
<td>3</td>
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<tr>
<td>ENG 636-Reading as Writers</td>
<td>3</td>
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</tbody>
</table>

**Directed Electives (6 Credits)**

- *ENG 605* to be taken as "Creative Writing" to fulfill directed elective requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ENG 605-Teaching in English Studies</em></td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 614-Practicum in Literary Editing</td>
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<tr>
<td>ENG 635-Special Topics in Creative Writing</td>
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<tr>
<td>ENG 636-Reading as Writers</td>
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**Approved Electives (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>CRPR 698 - Creative Project (3 or 6)</td>
<td>3</td>
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</table>

Students may repeat ENG 610 as a directed elective.

**Capstone (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>CRPR 698 - Creative Project (3 or 6)</td>
<td>3</td>
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**Writing Workshop Courses (12 hours)**

<table>
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<th>Course</th>
<th>Hours</th>
<th>Date</th>
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<tbody>
<tr>
<td>ENG 611 - Workshop in Creative Nonfiction</td>
<td>3</td>
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<tr>
<td>ENG 612 - Workshop in Fiction Writing</td>
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<tr>
<td>ENG 613 - Workshop in Poetry Writing</td>
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<tr>
<td>ENG 615 - Workshop in Screenwriting</td>
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</tbody>
</table>

Workshops may be repeated for credit or different workshops in a variety of genres can be taken.

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33 hours required - XX hours completed
Date: ____________________________
Student ID: _______________________
Name: ___________________________
Last       First       Middle
Began Program: _______________________

Core Requirements (15-29 hours)
Approved Courses in English

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</table>

Research Hours (3-6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENG 601-Research in English Studies, OR</td>
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<tr>
<td>RES 697-Research Paper (1-3) OR</td>
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<tr>
<td>THES 698-Thesis (1-6)</td>
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32 Hours Required - Completed XX

ENG Electives (0-14 hours)

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<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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<tbody>
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</table>

Electives outside the department are subject to departmental approval.
Ball State University
Master of Arts in English (Literature)
Graduate Check Sheet
Catalog: 2018-2019

Date:  
Student ID:  
Name:  

<table>
<thead>
<tr>
<th>Began Program:</th>
<th>First</th>
<th>Last</th>
<th>Middle</th>
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</table>

<table>
<thead>
<tr>
<th>Core Requirements (6 hours)</th>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601 - Research in English Studies</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 607 - Literary Theory</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Research Requirement (3-6 Hours)</th>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 697 - Research Paper (1-3)</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>THES 698 - Thesis (1-6)</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Approved Literature Courses (12 hours)</th>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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<tbody>
<tr>
<td>American Lit</td>
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<tr>
<td>American Lit</td>
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<tr>
<td>Brit/World Lit bfr 1660</td>
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<tr>
<td>Brit/World Lit aftr 1660</td>
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</table>

<table>
<thead>
<tr>
<th>Electives (0-3 Hours)</th>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Literature Electives (3-9 hours)</th>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
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</table>

30 hours required - XX completed
**Core Requirements (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601 - Research in English Studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 605 - Teaching in Eng Studies (3-9)</td>
<td>3</td>
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<tr>
<td>ENG 694 - Classical Rhetoric</td>
<td>3</td>
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<tr>
<td>ENG 699 - Contemporary Theories of Comp</td>
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**Approved Electives (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ID 601 -Teaching Practcm in Hi Ed (3)</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 604 OR 692 (3)</td>
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<tr>
<td>ENG 688 (3)</td>
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<tr>
<td>ENG 689 (3)</td>
<td>3</td>
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<tr>
<td>ENG 690* -Seminar in Composition (3-18)</td>
<td>3</td>
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<tr>
<td>ENG 693 (3)</td>
<td>3</td>
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<tr>
<td>ENG 695 - Medieval and Early Mod Rhetoric (3)</td>
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<tr>
<td>ENG 696 - 19th Century Rhetoric (3)</td>
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<tr>
<td>ENG 697 -Contemporary Rhetoric (3)</td>
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</table>

* Can be taken more than once.

**Digital Literacies Course (3 hours)**

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<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 604 - Teaching with Technology OR</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 692 - Writing Technologies</td>
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</table>

**Professional Development Course (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 609-Indiana Writing Project (1-9) OR</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 688 -Writing Program Admin (3) OR</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 689-Writing Ctr Res &amp; Admin (3) OR</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>ENG 693-Writing in the Profession (3)</td>
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</table>

**Research Requirement (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 697 - Research Paper (1-3)</td>
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</table>

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**30 hours required - XX Completed**
### Major Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENG 621-Meaning and Structure in English</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 623-Phonetics and Phonology</td>
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<tr>
<td>ENG 625-Phonology</td>
<td>3</td>
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<tr>
<td>ENG 626-Morphology and Syntax</td>
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<tr>
<td>ENG 627-Sociolinguistics</td>
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### Research Hours (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENG 601-Research in English Studies AND</td>
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<tr>
<td>RES 697-Research Paper (1-3) OR</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>CRPR 698-Creative Project (3 or 6)</td>
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</table>

### Electives (3 additional hrs from Directed Electives or from ENG 624, 684 or 693)

<table>
<thead>
<tr>
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### Directed Electives (at least 12 hours)

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<tr>
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**ENG 520 Required, Not included in Hrs Required**

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**Major Requirements (30 hours)**

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**Directed Electives (at least 9 hours)**

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**Research Hours (6 hours)**

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<td>CRPR 698-Creative Project (3 or 6)</td>
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**Foreign language requirement (1 foreign language)**

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**45 Hours Required - Completed XX**
### BALL STATE UNIVERSITY
Masters in Arts in Teaching English to Speakers of Other Languages (TESOL)
Graduate Check Sheet
Catalog: 2018-2019

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**Major Requirements (15 hours)**

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**Directed Electives (15 hours)**

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**Research Hours (6 hours)**

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<tbody>
<tr>
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<td>RES 697-Research Paper (1-3)</td>
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<td>CRPR 698-Creative Project (3 or 6)</td>
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**Foreign language requirement (1 foreign language)**

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**36 Hours Required - Completed XX**
VI. MA CAPSTONE PROJECTS (RESEARCH PAPER, CREATIVE PROJECT, OR THESIS)

1. Description of Capstone Courses

MA students in the following programs must complete a capstone project prior to graduating: MA English (Creative Writing), MA English (Literature), MA English (Rhetoric and Composition), MA Linguistics, MA TESOL, joint MA TESOL and Linguistics. Capstone projects are completed in either a three credit RES 697 course (for the completion of a research paper), a three or six credit CRPR 698 course (for the completion of a creative project), or, rarely, a six credit THES 698 course.

Students typically take RES 697, CRPR 698, or THES 698 in the final semester of their program, though they are able to sign up for the course during any semester and are able to submit their research paper at any time after completing 12 credit hours in their program.

2. Registering for Capstone Courses

Students must request permission to take a RES 697, CRPR 698, or THES 698 course. To request permission, students must complete a Topic Approval Form (download the form here). The Topic Approval Form must be signed by the student’s research advisor (who does not need to be the same person as the student’s academic advisor) and the Director of Graduate Programs.

The form should be accompanied by a short (approximately one page, double-spaced) description of the project, typically explaining both what the project is and why the project is an important contribution to the student’s field of study.

Once the form is filled out and signed by the research advisor, the student should bring the form and the description to the Programs Office. The Programs Office will ensure that the form is signed by the Director of Graduate Programs, and will then deliver the form to the Graduate School. Once the Graduate School approves the student’s topic, the Programs Office secretary will create a RES 697, CRPR 698, or THES 698 course for the student and give the student permission to enroll.

3. Deadlines for Completing Capstone Courses

The Graduate School has a list of important deadlines for the RES 697 research paper, the CRPR 698 creative project, and the THES 698 thesis. Please consult this list of deadlines while working on your research paper, creative project, or thesis! You will need to electronically submit your research paper, creative project, or thesis, along with providing several hard copy forms, to the Graduate School prior to the relevant deadline. If you do not turn everything in prior to the relevant deadline, you will not be able to graduate at the end of the semester. The submission deadlines typically fall about four weeks prior to the end of the semester and are non-negotiable.

Students should consult the Graduate School’s Graduate Thesis Guide (download the guide here) for information on formatting their research paper, creative project, or thesis and submitting it electronically. The Graduate School asks students to try to submit their capstone project at least one week before the deadline, so that the students have time to correct any formatting errors that the Graduate School may discover.
Students will need to submit hard copies of two forms to the Graduate School at the same time that they are submitting their capstone project electronically. These forms are the Final Approval Sheet and the ETD Signature Form (download the forms [here](#)). These forms must be signed by the student’s research advisor (or committee) and the Director of Graduate Programs.

Once students have completed these forms and obtained signatures from their advisors or committees, they should bring the forms to the Programs Office. The Programs Office secretary will then obtain a signature from the Director of Graduate Programs and will ensure that these forms are taken to the Graduate School.

If a student does *not* complete the capstone project in time for graduation at the end of the semester, the student will need to sign up for a MAST 600 course, a 0 credit course that ensures that the student retains student privileges (such as an email account and access to the library), for each subsequent semester (excluding summer semesters) prior to graduation. The total cost of a MAST 600 course is $75 per semester.
MA English (Creative Writing)

Creative Project Guidelines

The MA Creative Project (CRPRJ 698) is intended to focus on quality: the production of a meticulously polished project such as a chapbook manuscript of poetry or short prose; the first chapter of a novel or memoir; a short screenplay; several shorter stories or essays; a short hybrid-genre text; or any number of other projects supported by a faculty member.

In all cases, students will work one-on-one with a single faculty advisor with a goal of a completed manuscript, suitable for submission for publication, agent review, and/or an exemplary writing sample for a job or application to a terminal degree program in creative writing.

To be assigned an advisor you need to send to the Director a ranked list of your top three choices among the tenure-line creative writing faculty. Your advisor will be assigned based on a combination of your rankings, departmental needs, and faculty availability.

For prose: Approximately 20-33 pages for the body of the manuscript.

For poetry: Approximately 15 pages for the body of the manuscript.

**Format:**

Title page

Abstract page (1 page, pull from critical) The Abstract is a brief summary of the content of your Creative Project. It should be written with brevity and clarity in mind.

Acknowledgements, dedication, contents page (If applicable)

Critical introduction 3-5 pages (in which you articulate the techniques, goals, and influences of your artistic project).

Body of Creative Project
**Program Prerequisites; Hours Not Included in Required Degree Credits**

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**Core Courses (12 hours)**

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**Directed Electives (18 hours)**

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### Courses from Master's degree or additional electives (32 hours)

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### Research Requirement (13 hours)

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### Dissertation Committee

1. Chair:  
2.  
3.  
4.  
5. Defensive Date: 

Date all degree requirements completed: 

__________________________

__________________________

Director of Graduate Programs

Date
### Core Courses (15 hours)

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### Area Courses - at least one American literature course (12 hours)

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<td>Literature 1900 - present</td>
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### Two courses in Diverse Literatures: International; Ethnic; American; Gender; other (6 credits)

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### Directed Electives-courses chosen in consultation with advisor (15 hours)

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## Electives (24 hours)

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## Dissertation (18 hours)

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## Dissertation Committee

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Defensive Date:

Date all degree requirements completed: __________________________

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Director of Graduate Programs  Date
### Core Courses (18 hours)

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<td>ENG 601 Research in English Studies</td>
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<td>ENG 604 Teaching with Technology OR ENG 692 Writing Technologies</td>
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<td>ENG 688 Writ Program Admin OR ENG 689 Writing Ctr Res and Admin</td>
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<td>ENG 693 Writing in the Profession</td>
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<td>ENG 694 Classical Rhetoric</td>
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Students must choose either ENG 688 or 689 to fulfill a core requirement.

### Directed Electives (24 hours)

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<td>ENG 690 Seminar in Composition</td>
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<td>ENG 702 Direct Study for Comp Exams</td>
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<td>ID 601 Teaching Practcm in Higher Ed</td>
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Other courses as approved by advisor.

Can include either ENG 688 or 689, provided the course has not already been taken to fulfill a core requirement. ENG 690 can only be taken for 3 credits per semester.
Courses from Master's degree or additional electives (32 hours)

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Dissertation (16 hours)

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Dissertation Committee

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Defensive Date:

Date all degree requirements completed: ________________________________

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Director of Graduate Programs                     Date
First-Year Review
PhD Program in English with Applied Linguistics Concentration

This is a review process required of first-year students in the Ph.D. program in English with Applied Linguistics Concentration, described as follows in the graduate catalogue: “At the end of the first year of doctoral study, doctoral students will undergo a review to determine their fitness to continue in the program. This review will examine their academic and professional performance to this point in the doctoral program. Details regarding this review will be outlined during the fall semester each year, and the due date for review materials will be set. Students will have at least one month to prepare the materials to be turned in at some point during the spring semester. Students who are not advanced will be permitted to complete a master’s degree but will not be permitted to continue in the doctoral program.”

The evaluation process will include two parts.

1. **Self-Assessment**
   A two-page document following given guidelines, due to the Director of Graduate Programs in the English Department by the Friday before Spring break. Follow the guidelines of the Self-Assessment Report on Page 2.

2. **Language and Linguistics (L&L) Faculty Assessment**
   a. All faculty in the Language and Linguistics area will receive the Critical Abilities Form (see Pages 3 and 4), via Google Forms, for each student being assessed by the area (if the faculty member has had extended contact with the student, e.g., taught the student in a course, supervised as a research assistant). See Graduate Student Expectations for details. The forms will be submitted to the Director of Graduate Programs in the English Department and then forwarded to the student’s advisor.
   b. The area chair will schedule an area meeting to discuss the students, using:
      i. Compiled individual assessments
      ii. Student self-assessments
   c. The assessment faculty member (this should be a service role, determined in the fall annually) completes a written report summarizing the evaluation conclusions. The report will be submitted to the Director of Graduate Studies and given to the student. The advisor may also meet students to discuss; or students may request a meeting to discuss.

**Timeline for PhD Students:**
- At the program of study meeting, students will receive assessment information, including Graduate Student Expectations, guidelines for the self-assessment report, and a grading rubric
- The student self-assessment is due by Friday before Spring Break
- Faculty submit the Critical Abilities Form by the last Friday in March
- Responses compiled by April 1st
- An area meeting within the 1st two weeks of April to discuss the faculty assessment and student self-assessment
- A written report for each student completed by the end of April.

**Recommendations:**
Recommended that the process be completed in subsequent years for PhD students, until comprehensive exams are passed. The subsequent evaluations are recommended for a number of reasons, such as: professional development is a continuous process, students with assistantships have
few classes within the L & L area in the first year, and performance in the advanced courses is especially relevant for PhD students (but likely still unknown in the first year).

Self-Assessment Report

Part one. Self-Assessment
a. Assessment of current competencies
Explain in two paragraphs how you assess your current competencies, referring to each of the following professional abilities:
1. Ability to think analytically about the topics and issues in applied linguistics
2. Ability to express ideas effectively in written communication
3. Ability to exchange ideas effectively through oral communication
4. Ability to bring innovation to the work
5. Ability to envisage and carry through a project independently, with an appropriate amount of guidance
6. Ability to accept and act on criticism to improve work

b. Assessment of progress
Explain in one paragraph your strengths, giving relevant support (e.g., What you have done/do particularly well?). Include statements about how your writing and research skills have grown.

c. Plans of development
Explain in one paragraph what you consider to be your weaknesses at this point in your professional development and describe your plan for improving on your weaknesses.

Part two. Progress in the Program
Please describe in one paragraph your progress through the program as of this point (e.g., which classes you have taken, fulfilling which requirements). Include any milestones.

Part three. Research Statement
Please provide a brief narrative (around 300-500 words) explaining what you have done and where you are heading with your research. Include statements about how your research skills and interests have grown. Include information about any special training or courses you plan to take in preparation and specifics on the timeline for your project.

Part four. Curriculum Vitae (CV)
In the CV, list the following:
- courses taught.
- work that you have presented at professional conferences or submitted to academic journals. Use APA style.
- service you have done in the departmental sub-area, our department, our university, and/or the field.
- professional development activities (for instance, special training, activities to improve your teaching, etc.).
Critical Abilities Faculty Report

Critical Abilities

An important outcome of a graduate degree is preparation for becoming a successful and productive member of an academic community. Over the program, students will have opportunities to practice and demonstrate the following critical abilities, which are crucial to success:

1. Ability to think analytically about the topics and issues in applied linguistics
2. Ability to express ideas effectively in written communication
3. Ability to exchange ideas effectively through oral communication
4. Ability to bring innovation to the work
5. Ability to envisage and carry through a project independently, with an appropriate amount of guidance
6. Ability to accept and act on criticism to improve work

These abilities are required for success during graduate studies (e.g., to successfully complete the MA project or PhD dissertation) and in the profession (e.g., to present at regional and national conferences in the field).

These abilities are continually being developed throughout the academic and professional career. The faculty understands that students need time and opportunity to grow toward our expectations. In addition, each student may develop each of these abilities at different rates, but each ability must be developed throughout one’s career. Importantly, students need feedback about whether these academic expectations are being met. Therefore, each year the faculty will review each student’s current performance level in each of these abilities. Through performance in classes and elsewhere, a student may have demonstrated:

- an appropriate level of the ability at this point in that student’s career,
- an advanced level of the ability at this point in his/her career, or
- an underdeveloped level of the ability for this point in his/her career.
Critical Abilities Form
[a Google Forms will compile the information across instructors and over years] – Attached to this document.

Approved in 3/2016
Updated in 11/2016
Graduate Student Professional Progress

Please complete one form per graduate student. For each of the 6 critical abilities, give your impression about this student's progress in that skill by choosing one of the following: appropriate for this stage in academic career, underdeveloped at this time, advanced, or there hasn't been sufficient opportunity for you to observe that skill. Please also share any specific information (optional text box labeled as "b" for each question) that will help the adviser better understand the student's current performance level. This is an attempt to collect a fuller picture of our students' performances. The results for each student will be given to the student's adviser. Moreover, a review of the PhD students is REQUIRED in the program.

* Required

Student's name *

Your answer

Student's current stage of academic career

Please keep in mind the student's current position when answering how developed each of the critical abilities are.

- 1st year MA
- 2nd year MA
1a. Student has demonstrated the ability to think analytically about the topics and issues in applied linguistics *

- underdeveloped
- appropriately developed for this stage in academic career
- advanced in this skill
- insufficient information to rate at this time

1b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

2a. Student has demonstrated the ability to express ideas effectively in written communication *

- underdeveloped
- appropriately developed for this stage in academic career
2b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

3a. Student has demonstrated the ability to exchange ideas effectively through oral communication *

- underdeveloped
- appropriately developed for this stage in academic career
- advanced in this skill
- insufficient information to rate at this time

3b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

4a. Student has demonstrated the ability to bring innovation to the work. *

- underdeveloped
- appropriately developed for this stage in academic career
4b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

5a. Student has demonstrated the ability to envisage and carry though a project independently, with an appropriate amount of guidance. *

☐ underdeveloped

☐ appropriately developed for this stage in academic career

☐ advanced in this skill

☐ insufficient information to rate at this time

5b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

6a. Student has demonstrated the ability to accept and act on criticism to improve work. *

☐ underdeveloped

☐ appropriately developed for this stage in academic career
6b. Can you share specific examples that might illustrate the student's general performance in this area?

Your answer

Do you have any specific recommendations for this student?
(For instance, would you recommend that this student attempt to give presentations (poster or paper?) at conferences (local, state, national)?)

Your answer

Never submit passwords through Google Forms.
Guide to Comprehensive Exams in English: Applied Linguistics Concentration*

Purpose
In this examination, the student will demonstrate a strong grounding in the fundamentals of linguistic study, critical thinking with various linguistic application methodologies, ability to conceptualize, the foundations of expertise in a specific field of study, and design a promising linguistics course. The student demonstrates this knowledge by doing focused research on three questions and writing answers to those questions.

Preparation Timeline
The student should begin preparing for exams in the second year in the Ph.D. program, following these steps. In unusual cases, exceptions will be considered, but students will typically follow this timeline.

In the Second Year:
The student will demonstrate ability to proceed to dissertation proposal by submitting a self-assessment portfolio. This portfolio will contain the following three items:
1. An academic, linguistic paper representing his/her best work, and
2. A two-page (500-word) reflective essay on the strengths, weaknesses, plan for academic development, and professional interests.
3. Will propose a topic of study (For example, the interaction of complexity and accuracy in oral L2 production, gender differences in disagreements posted on social media in French) and a relevant exam committee (comprised of three department members, including one to serve as chair, and a member-at-large) for that field of study. The student should talk with each of the proposed members of the exam committee to confirm suitability and availability for the committee, likely in consultation with the committee chairperson.

Each student’s exam committee will review the self-assessment portfolio, as well as consider all aspects of the student’s performance thus far: professionalism, quality of writing, course grades, input from instructors, etc. The subcommittee will give the student a brief (approx. 500 words) summary of perceived strengths and weaknesses and recommendations for going forward. These recommendations could include an adjustment of the timeline is necessary. A memo detailing the results of this review will be included in the student’s file.

During the Summer between Second and Third Years:
The student will meet with his/her exam committee chairperson to design an examination reading list. This list must be completed and approved by a predetermined data in the third year.
In consultation with their exam committee chairperson, the student should prepare two readings lists with at least 40 sources for each list, focused as follows:
• A general list to prepare for the general question.
• A specialized list to prepare for the specialization question, focused on readings confined to their chosen area of interest.
During the Third year:
The student will study the examination texts; the student may, if desired, meet with the committee chair and/or members to assess progress. Student may choose to take courses that are relevant. In addition, we strongly encourage students to enroll in ENG 605 (Linguistics section) or an equivalent independent study.
Comprehensive Exams in English: Applied Linguistics Concentration*

Purpose
In this examination, the student will demonstrate a strong grounding in the fundamentals of linguistic study, critical thinking with various linguistic application methodologies, ability to conceptualize, the foundations of expertise in a specific field of study, and design a promising linguistics course. The student demonstrates this knowledge by doing focused research on three questions and writing answers to those questions.

Format of the Exam
The Doctoral Comprehensive Exam in English: Applied Linguistics Concentration will consist of three parts:

1. **Linguistic Field Question**: The goal of this question is to elicit depth and breadth of knowledge of the field. When answering these questions, the student will demonstrate the ability to critique relevant existing knowledge with supporting evidence in response to a question. For instance, the student may be asked to map the development of a sub-field’s understanding of a specific linguistic issue, explain how a linguistic concept is understood by various theoretical frameworks, or other question which allows the student to demonstrate the ability to synthesize relevant existing knowledge. The committee will craft the question(s) in response to your interests, as represented in your reading list. Length: approximately 4,500 words (no more than 5,000 words). Cite primary and secondary texts using APA style.

2. **Research Focus Question**: The goal of this question is to allow the student to map the contours of their primary field of study. When answering this question, the student will demonstrate the ability to evaluate and apply relevant research. The student will write a dissertation prospectus with review of the literature, research question(s), and the statement of the problem and significance, and methodology (including the data collection). This portion of the exam will consist of two parts:
   - an overview of the main issues and controversies in the chosen area of study, or other question which allows requires evaluation and application relevant work--a literature review. (no more than 3,000 words)
   - an essay explaining their plans for research in the field, justifying the importance of their general research topic and the addressing the critical conversations within the field in which it will take part--methodology plan (no more than 3,000 words).
Cite primary and secondary texts using APA style.
Passing the Comprehensive Exam
Students must pass all sections of the written examination to proceed to the oral examination. If a student fails any of the sections on their first submission, they need not retake the exam section(s) that they passed; they need only retake the failed sections of the exam. Failed questions will be taken at the next available examination date, with questions picked up starting at 9 a.m. on the Monday one week before the semester and due one week from that date by 4 p.m. If the student does not pass on the second attempt, the student will not proceed to the dissertation.

Oral Examination
The oral exam allows the student to demonstrate understanding of linguistic concepts and research plan, by defending, supporting relevant points for any parts of the written exam. *These guidelines are a supplement to the current edition of the Ball State University Graduate Catalog. Although we believe the guidelines presented herein are in conformance with the Graduate Catalog, policies in the Graduate Catalog take precedence over English Department guidelines.

Honor Pledge
Each student will be required to sign a pledge that all work submitted for the examination is original to them and that all sources have been properly credited and cited. Students who are found to have fallen short of Academic Honesty risk failing the exam without the right to re-take. All work will be submitted to SafeAssign.
Guide to comprehensive exams in English: Literature Concentration*

Purpose. In this examination, you will demonstrate that you have a strong grounding in the fundamentals of literary study, familiarity with a range of texts in multiple periods and genres, ability to conceptualize and design a promising literature course, and the foundations of expertise in a specific field of study. You will do so by doing focused research on three questions and writing answers to those questions. The pedagogy question is the same each year and you are free to work on it as early as you like. You will receive the other questions one week (7 days) before the answers are due.

Timeline: You should begin preparing for exams in your second year as a Ph.D. student, following these steps. In unusual cases, exceptions to this timeline will be considered, but students will typically follow these dates.

Second Year: Student 1) proposes an exam committee (comprised of three department members, including one to serve as chair, and a member-at-large) and field of study and 2) submits a paper representing his/her best work and a two-page reflective essay to be reviewed by a subcommittee of the literature area as a “progress review.” This subcommittee will consider all aspects of the student’s performance thus far: professionalism, quality of writing, course grades, input from instructors, etc. Subcommittee will give the student a brief (approx. 500 words) summary of perceived strengths and weaknesses and recommendations for going forward. These recommendations could include an adjustment of the timeline. A memo detailing the results of this review will be included in the student’s file.

Summer between second and third years: Meet with your exam committee chairperson to design an examination reading list. This list must be completed and approved by Sept. 30 of your third year.

In consultation with their exam committee chairperson, students should prepare two readings lists:
- A general list to prepare for the historical question, including works from a variety of genres and historical periods.
- A specialized list to prepare for the specialization question, focused on readings confined to their chosen area of interest.

The written exam invites students to demonstrate their preparation as generalists and their readiness to situate their dissertation topics in relevant literature and criticism. In consultation with their exam committee chairperson, students should prepare three lists:

- A list to prepare for the historical question, including works from a variety of national traditions, genres, and historical periods. The texts on this list should both indicate breadth of preparation and demonstrate engagement with a set of central questions pertinent to the student’s understanding of literature. There should be no overlap in primary texts between this list and the list for the specialization question. Since this general list cannot hope to be comprehensive, even if the framing is relatively narrow, its aim should be to provide occasions
or examples for discussing the broader histories, theories, and methodologies that inform your scholarship. (approximately 50-75 texts)

- A list to prepare for the specialization question, focused on readings confined to their chosen area of interest. Recent areas of specialization include: postcolonial literature; 20th-century American ethnic literature; early modern literature; transatlantic modernism. (approximately 50-75 texts)

- A third list should focus on theoretical readings, which will be pertinent to both the general and specialty exams. (approximately 25 texts)

- Each of these lists must be prefaced by a paragraph articulating the rationale behind the selections and the major questions and issues that unify the lists. For instance, a student who specialized in postcolonial literatures offered this explanation for the selections on the general reading list: “One of my main areas of interest is the subject of cross-cultural encounters. I particularly focus on how literary works complicate these encounters in relation to issues of race, language, ideology, and gender. The literary works covered in the list below are either by western authors writing about other cultures, ethnicities and locales, or by writers from ethnic minorities writing in English about the cultural experience of their ethnic group within a dominant western culture. The included texts deal with themes such as boundary crossing, distant fantasies, exoticization of the "other," identity politics, race relations, hybridity and heterogeneity, resistance, and cultural hegemony.”

We encourage students developing their reading lists to review sample lists available in the Graduate Programs Office.

Third year: Study your examination texts; you may, if you desire, meet with your committee chair and/or members to assess your progress. In consultation with your committee, you will identify a target date for your examination, which should be at or near the end of all required coursework. The comprehensive examination is a take-home exam; students will have one week to complete the exam. In setting the exam date, students should be cognizant that they will not be excused from any required duties (e.g., teaching, tutoring, attending classes, etc.) during the exam period.

The exam: The Programs Office will send exam questions by email at 9 a.m. on the first day of the agreed-upon exam period. The examinee must confirm receipt of exam (via email, phone, or in person) to the Programs Office. Finished exams must be submitted by email as a pdf attachment before the exam period closes (4 p.m. one week after date of receipt). It is recommended that the examinee confirm receipt of the exam by the Programs Office before the 4 p.m. deadline.

Alternatively, an examinee can arrange to pick up a hard copy of the exam at 9 a.m. on the first day of the agreed-upon exam period and return the completed exam in person at the Programs Office one week from that date by 4 p.m.
Questions: The exam will consist of three parts:

1) a historical question, in which you map the development of a genre, literary theme, or issue in literary studies over the course of literary history. Your committee will craft this question in response to your interests, as represented in your reading list. Length: approximately 4,500 words. Cite primary and secondary texts using MLA style.

2) a “field” question in which you map the contours of your primary field of study. This exam will consist of two parts: a) an overview of what you see as the main issues and controversies in your field of study, drawing on both primary and secondary sources (3,000 words), and b) an essay explaining your plans for research in the field, justifying the importance of your general research topic and the addressing the critical conversations within the field in which it will take part (3,000 words). Cite primary and secondary texts using MLA style.

3) a pedagogy portfolio, in which you produce a syllabus for an “introduction to literature” course that includes literature from a variety of genres and periods. The syllabus will be accompanied by a detailed rationale (approximately 1,000 words) for course objectives/themes, assignments, and assessments, and an annotated bibliography of secondary material (15-20 items) you would draw on in planning the course. This section of the exam is uniform from year to year, and you are free to work on it as far in advance as you like. You will submit your final version of it with your answers to questions 1 and 2.

Passing the exam: You must pass all three sections of the written examination to proceed to the oral examination. If you fail any of the three sections on your first submission, you need not re-take the exam sections that you passed; you need only re-take the failed sections of the exam. In the case of a failed exam, any re-takes will take place within 6 months. In extenuating circumstances, and with the approval of the area committee, a student may take longer than 6 months to prepare for a re-take.
**Honor pledge:** You will be required to sign a pledge that all work submitted for the examination is original to you and that all sources have been properly credited and cited. Students who are found to have fallen short of Academic Honesty risk failing the exam without the right to re-take.

*These guidelines are a supplement to the current edition of the [Ball State University Graduate Catalog](https://example.com). Although we believe the guidelines presented herein are in conformance with the Graduate Catalog, policies in the Graduate Catalog take precedence over English Department guidelines.*
Literature Doctoral Exam—Pedagogy Portfolio

As part of the new doctoral exam, all literature students will compile a pedagogy portfolio, in which you include:

1. A fully developed syllabus for an “introduction to literature” course that includes literature from a variety of genres and periods, information about course objectives and assignments, and course policies;
2. A detailed rationale (approximately 1,000 words) for course objectives/themes, assignments, and assessments; and
3. An annotated bibliography of secondary materials (15-20 items, approximately 100 words per annotation) you would draw on in planning the course.

This section of the exam is uniform from year to year, and you are free to work on it as far in advance as you like. You will submit your final version of it with your answers to questions 1 and 2.
Comprehensive Exam Policy for Rhetoric and Composition

After completing their coursework, all doctoral degree students will take comprehensive examinations in their major and cognate areas, if applicable. Administration and evaluation of the examinations are the responsibility of the examining committee.

The exams will be offered in August (the week before fall semester begins) and in January (the week before spring semester begins). The student should inform the committee of his/her intention to take the exam the semester prior to the exam; the student is strongly encouraged to schedule practice exams with the examining committee at that time. In order to prepare for the exams, students should also review past exams (available in the Graduate Programs Office, RB 2115) and consult with their advisors and graders of the exam.

Forming an Examining Committee
Students will create a committee of three graduate faculty members (typically Rhetoric and Composition faculty) within one year of beginning coursework. One outside member will be assigned by the Graduate School. If the student is taking cognate exam(s), a cognate representative will be added to the committee. The student should select a chair, and in consultation with the chair, select other committee members who are a good fit for the student’s possible dissertation research area. In most cases, the exam committee will remain in place for the student’s dissertation.

The examining committee will be responsible for approving the reading list, composing the exam questions, evaluating the written exam, and conducting the oral exam.

The committee chair will be responsible for calling a meeting for exam reading list approval, scheduling the written exam, creating the written exam with the committee, calling a meeting for evaluating the exam, and scheduling the oral exam.

Exam Reading Lists
Students will draft reading lists before completion of graduate coursework. Students will be tested only on the texts included on the reading lists; therefore, the reading lists should include works from coursework along with other key works. The reading lists must be approved by the examining committee the semester before the written exam.

In consultation with the exam committee, the student should compile a list of 20-30 significant and relevant texts for each of the five main exam areas (Theory, Research, History, Pedagogy, & Specialty). In most cases, a “text” will be a book or selection of key articles by an author. No texts should appear on
more than one list; however, students are welcome to draw on all readings in answering any question on the exam. A sample reading list is available at the end of this document. Past exam questions are available online and/or in RB 2115.

Exam Structure
The exam format follows policies and procedures set forth in the Graduate Catalog. Specifically, the Rhetoric and Composition Exam consists of three parts. Part I (4 hours) includes fifteen identifications and two essay questions (theory and research). Part II (4 hours) includes three essay questions (history, pedagogy, and specialty). Part III (4 hours) includes a third day for revisions to any part of the exam, excluding identifications. Part IV (2 hours) is an oral exam.

Identifications
Students will identify 15 of the 20 terms, people, or texts given on the exam. Students will be assessed on their correct identification or definitions and their ability to link each item to significant theoretical, practical, or historical concerns in composition and rhetoric.

Essays
For each essay section, the student will be given two questions and asked to answer one in a focused, detailed essay. Students will be assessed on appropriateness, completeness, and thoughtfulness of response and their demonstration of breadth and depth of scholarship in respective areas.

Specialty Area
One essay question will be in the student’s specialty area, a topic of his or her own choosing within the field of Rhetoric or Composition and/or related areas. In most cases, this specialty area relates to the broad subfield related to the student’s dissertation topic. For example, recent students have selected Basic Writing and Critical Pedagogy as specialty areas.

Revision
Students may take a third day (4 hours) to revise any part of the exam, except for the Identification section. The work on the essay portions of the exam completed on Day 1 & Day 2 will be returned to the student at the beginning of this exam period and collected again at the end. No notes should enter or exit the exam room.

Oral Exam
The oral exam will take place no more than 3 weeks after a passing written exam. The exam committee will prepare questions for the student on the student’s written responses, the questions not answered on the exam, and on the student’s reading lists. The student will be assessed on thoughtfulness of responses and agility in drawing on appropriate ideas, terms, texts, and people to answer questions.
Comprehensive Exam Reading List
Sample

Theory:

4. Emig, Janet. “Writing as a Mode of Learning” 1977

Research:


History:

5. Buck, Gertrude. “Recent Tendencies in the Teaching of English Composition.”
12. Isocrates. “Antidoses.” The Rhetorical Tradition. 2nd ed. Patricia Bizzell and Bruce Herzberg, eds. 75-79.
13. ---. “Against the Sophists.” The Rhetorical Tradition. 2nd ed. Patricia Bizzell and Bruce Herzberg, eds. 72-75.

Pedagogy:


**Multimodality:**

1. Ball, Cheryl. “Show, Not Tell: The Value of New Media Scholarship.”
12. Krause, Steven D. “’Where Do I List This on My CV?’ Considering the Values of Self-Published Web Sites.”
RHETORIC AND COMPOSITION GUIDELINES FOR DISSERTATIONS

Writing your dissertation is a major undertaking. Most graduate students have never before attempted a research project as intricate or as long. Thus, many students underestimate the time it will take to conduct research, draft, revise, edit, and format their projects and the time it will take for committee members to read and give substantive feedback. These guidelines are to help you calibrate your desires for a timely completion with the time required for feedback from your committees and submission to the graduate school.

You should work out a timeline for completion of your project at your proposal defense, and you should update your timeline as you progress through your project, each time making sure that the committee is amenable to the new timeline. In particular, your committee should know when they should expect a committee draft and the defense.

Conducting research [1-2 semesters]
Most students will take a semester or two to conduct primary research and/or sufficiently research the existing secondary research on their topic. Your proposal must be accepted by your committee (and IRB approval granted if necessary) prior to data collection.

Drafting chapters for your chair [1-2 semesters]
Students should begin drafting while collecting data or collecting secondary sources. Students should discuss deadlines with their you chairs for drafts of individual chapters. When completed on deadline, students should give their chairs two weeks to respond to each chapter. If you miss a chapter deadline, your chair may need more time to respond. Ask your chair when the chapters are sufficiently revised to send on to committee members. Most dissertations in Rhetoric and Composition are 150-300 pages (excluding references and appendices); if yours is shorter or longer than this, discuss this with your chair.

Drafts to submit to your committee:

COMMITTEE DRAFT, DEFENSE DRAFT, and FINAL DRAFT
The first draft you give to your committee is the committee draft. Your committee members will do a thorough reading of this draft to give you ample feedback and to determine if the draft is ready for a defense. This committee draft should be formatted, edited, and complete. It should include any appendices and your references.

After the committee draft, your committee will focus on your revisions; thus, you should highlight changes for each subsequent draft. If you’ve been given the green light for a defense,
you will revise based on their comments and submit a defense draft to both your committee and the English Department (email to the Programs Office secretary).

At your defense, you may get further suggestions for revisions. These revisions should be completed and submitted in your final draft. When your committee approves your final draft, you submit the project to the graduate school.

The following deadlines map out the last possible days for submissions. It is best if you work well in advance of these deadlines.

DEADLINES FOR A FALL GRADUATION

- August 15: COMMITTEE DRAFT due; apply for graduation.
- September 15: Feedback and defense decision from committee. If the draft is ready for a defense, the candidate should find a date and time for the defense and meet with the Programs Office secretary to reserve the room.
- October 1: Make revisions; highlight revisions and submit the DEFENSE DRAFT to committee and to the Programs Office secretary ten days before the defense.
- Oct 15: Last possible day for the oral defense.
- October 20: Make final revisions; highlight changes and submit the FINAL DRAFT to your committee/chair. Committee/chair responds within 48 hours.
- File final version to graduate school two weeks prior to the November deadline.

DEADLINES FOR A SPRING GRADUATION

- January 15: COMMITTEE DRAFT due; apply for graduation.
- February 15: Feedback and defense decision from committee. If the draft is ready for a defense, the candidate should find a date and time for the defense and reserve the room.
- March 1: Make revisions; highlight revisions and submit the DEFENSE DRAFT to the committee and to the Programs Office secretary ten days before the defense.
- March 15: Last possible day for the oral defense.
- March 20: Make final revisions; highlight changes and submit the FINAL DRAFT to your committee/chair. Committee/chair responds within 48 hours.
- File final version to graduate school two weeks prior to the April deadline.
DEADLINES FOR A SUMMER GRADUATION

[N.B. Faculty members are not paid for summer work and many use summer to work on their own research, so you should confirm that (1) committee members will be in town, and (2) they are willing and able to read and attend a summer defense.]

- **April 1**: COMMITTEE DRAFT due
- **May 1**: Feedback and defense decision from committee. If the draft is ready for a defense, the candidate should find a date and time for the defense and meet with the Programs Office secretary to reserve the room.
- **May 15**: Make revisions; highlight revisions and submit the DEFENSE DRAFT to committee and to the Programs Office secretary ten days before the defense. Apply for graduation.
- **June 1**: Last possible day for the oral defense.
- **June 6**: Make final revisions; highlight changes and submit the FINAL DRAFT to your committee/chair. Committee/chair responds within 48 hours.
- File final version to graduate school **two weeks prior to the June deadline**.

Keep in mind that these deadlines might be affected by holidays, conference travel, committee members’ other commitments, and other complicating factors; these factors do **not** give you permission to compress or delay any stage of the process. (For instance, if spring break and 4Cs are the first two weeks of March, you may need to have your defense to late February and bump up the whole timeline by two weeks.)

All students that plan to graduate in a specific term must be registered in the term selected to graduate (final term). The Graduate School requires doctoral students to register for a minimum of 3 credit hours each semester, excluding summer, unless the student is graduating in the summer. This means that if a student plans to graduate in the summer, she MUST register for at least 3 hours of DISS 799 in the summer.
Name of Student is finishing his/her second year in the Ph.D. program. The committee that is conducting the second-year review would like your input on the student’s aptitude, dispositions, and progress towards completion of a Ph.D. in literature from our program.

Before answering these questions, please consider your experience with the student in terms of overall analytical reading skills, writing ability, and professionalism. If appropriate and possible, consult grades assigned to the student, review work that you have read and graded, consult your notes from the semesters in which you had the student, etc.

Answer the questions below concisely. If you wish to provide further detail, please contact one of the members of the committee (see names below).

Questions

1. Do you feel the student is making appropriate progress towards a Ph.D. in literature?

2. On the scale below, with 5 as best and 1 as worst, rank the student on reading skill

   5  4  3  2  1

3. On the scale below, with 5 as best and 1 as worst, rank the student on writing skill.

   5  4  3  2  1

4. On the scale below, with 5 as best and 1 as worst, rank the student on professionalism.

   5  4  3  2  1

5. Have you noticed intellectual growth in the student? Explain briefly.

6. Are there areas of weakness you would encourage the student to work on? Explain briefly.

Committee members:
Bob Habich
Molly Ferguson
Vanessa Rapatz
Literature PhD Second-Year Review Guidelines

Description of Review:
Student 1) proposes an exam committee (comprised of three department members, including one to serve as chair, and a member-at-large) and field of study and 2) submits a paper representing his/her best work and a two-page reflective essay to be reviewed by a subcommittee of the literature area as a “progress review.” This subcommittee will consider all aspects of the student’s performance thus far: professionalism, quality of writing, course grades, input from instructors, etc. Subcommittee will give the student a brief (approx. 500 words) summary of perceived strengths and weaknesses and recommendations for going forward. These recommendations could include an adjustment of the timeline. A memo detailing the results of this review will be included in the student’s file.

Instructions: By the Friday before Spring Break, submit a list of your exam committee and field, a writing sample, and a two-page reflection.

For the reflection: Provide a two-page double spaced narrative of your academic progress thus far that addresses your strengths and areas that you are working on improving. Articulate your dissertation field and speculate briefly about your preliminary dissertation focus.