

GRADUATE STUDENT MANUAL
2008-2009
DEPARTMENT OF ENGLISH
WASHINGTON STATE UNIVERSITY

TABLE OF CONTENTS

| | | |
|-----|--|----|
| 1. | Graduate Programs in English | 2 |
| | General Program Requirements | 2 |
| | Residency Requirements and Completion of Programs | 4 |
| 2. | Master of Arts in English (M.A.) | 6 |
| | M.A. in English (Literature Emphasis) | 6 |
| | M.A. in English (Rhetoric and Composition Emphasis) | 9 |
| 3. | Doctor of Philosophy in English (Ph.D.) | 13 |
| 4. | Foreign Language Requirement | 21 |
| | M.A. | 21 |
| | Ph.D. | 22 |
| 5. | Admission Procedures and Policies | 23 |
| 6. | Teaching Assistantships, Fellowships, and other Financial Assistance | 25 |
| 7. | T.A. Rights and Responsibilities | 29 |
| 8. | University Policy on Discrimination and Sexual Harassment | 35 |
| 9. | The Blackburn Postdoctoral Fellowship | 38 |
| 10. | English Department Administration | 39 |

General university requirements for graduate study are listed in the WSU Graduate School's Catalog and Bulletin of Policies and Procedures, to which students may gain access online: <http://www.gradsch.wsu.edu/catalog.html>

Graduate Policies & Procedures: <http://www.gradsch.wsu.edu/policiesprocedures.html>

Theses & Dissertations: <http://www.gradsch.wsu.edu/forms/DISSANDTHESES.pdf>

WSU's Sexual Harassment Policy: <http://www.chr.wsu.edu/policies.html>

Ph.D. Exam Bibliographies: <http://www.wsu.edu/~campbelld/gradbibs/index.html>

Distance Degree Program Policies: http://www.gradsch.wsu.edu/polproc_ddp.html

GRADUATE PROGRAMS IN ENGLISH

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

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

General Program Requirements

- Unless specifically exempted, all entering graduate students will enroll in ENGL 512 (Introduction to Graduate Study). All entering students who hold Teaching Assistantships will also enroll in ENGL 501 (Seminar in the Teaching of Writing); exceptions to this rule must be approved by the Director of Composition. For descriptions of these two courses, see the seminar brochure prepared each semester.
- Candidates for all graduate degrees are normally required to take three credits of ENGL 598 (Teaching Apprenticeship); usually these credits are acquired during a student's first three semesters in the program. (For details regarding ENGL 598, see the seminar schedule prepared each semester.) Upon evidence of a candidate's satisfactory prior experience in public school or college teaching, the Director of Graduate Study may waive this requirement.
- In all graduate programs requiring comprehensive written or oral examinations, students who fail may petition the Graduate Studies Committee to retake the examination. If permission is granted, the student will be advised of the maximum and minimum interval permitted between the original and the second exam. Two calendar years is the usual maximum interval. Normally an examination may not be taken a third time.
- All graduate students should be aware that examinations and graded coursework are regarded as separate and independent evaluations of each candidate. (Examinations are

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

- Every graduate student is required to submit an updated C.V. to the Director of Graduate Studies at the beginning of each Spring Semester (preferably no later than January 10). The purpose of this submission is to allow the DGS to assemble an annual report concerning graduate student progress and accomplishment. Updated C.V.s should, at the minimum, provide the following information: any conference papers presented up through December 31 of the previous calendar year; all courses taught at WSU or elsewhere during the previous year; any books, essays, articles, book chapters, or book reviews published by the student, with dates of publication; any books, essays, articles, book chapters, or book reviews accepted for publication (but still forthcoming); any books, essays, articles, book chapters, or book reviews submitted for publication; any grants or fellowships received by the student, with titles and dates; any prizes or awards received by the students, with titles and dates; and any other academic accomplishments.
- Graduate students must earn a 3.00 grade point average (GPA) for all course work (including all courses listed on the Program of Study and other graduate upper- and lower-division courses). No work of “C” grade or lower may be dropped from a program, nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course listed on the Program of Study in which a grade of “C-,” “D,” or “F” is earned must be repeated.
- A graduate student who fails to maintain a cumulative GPA of 3.00 or higher for all course work subsequent to admission to the WSU Graduate School will be dropped from the University. A student who is dropped may be permitted to re-enroll if the chair of the department makes a special recommendation with the concurrence of the Dean of the Graduate School.
- Final exams, both for M.A. and Ph.D. candidates, may NOT be scheduled during “Dead Week” (i.e., the week prior to Exam Week); this is a WSU Graduate School Policy. Make sure, therefore, to schedule final exams *prior* to Dead Week. Preliminary exams, on the other hand (e.g., the Ph.D. “Oral” exam), may be scheduled during Dead Week.
- As of Fall 2006, all graduate students are required to undergo training on the responsible conduct of research. This is a web-based training module, available online at myResearch.wsu.edu. Students are encouraged to complete this training module as expeditiously as possible; they will not be eligible for a TA or RA until they have completed it. All Personnel Action Forms (PAFs) must include the date on which the training was completed.

- As of Fall 2008, all theses and dissertations must be submitted in digital (.pdf) format according to the WSU Graduate School's digital formatting guidelines. Paper copies of theses and dissertations will no longer be accepted. However, students will still be required to submit a 100% cotton paper copy of the title page, the signed signature page, and the abstract page; this will accompany the digital submission of the document. For more information, see <http://www.gradsch.wsu.edu/current-students/formsfordegree.html>
- Graduate students are required to pay their \$50 application-for-degree fee (plus \$75 microfilming fee for Ph.D. students) at the Cashier's Office or by telephone (509-335-2018) *before* submitting their Application for Degree form to the Graduate School. A copy of the receipt should be presented when submitting the application.
- Graduate students are also strongly encouraged to complete Sexual Harassment training. An online training module is available at the following site:
[www.http://training.newmedialearning.com/psh/washingtonstateu/choice.htm](http://training.newmedialearning.com/psh/washingtonstateu/choice.htm)
- A note on auditing courses: Graduate students who elect to audit a course must have prior approval from the instructor of the course and from their thesis or dissertation advisor. Official recording of an audit on a transcript requires the instructor's signature on an audit card (available from the Registrar's Office), as well as a discussion with the instructor regarding any specific expectations or requirements to fulfill the audit. Minimum requirements may include attendance at select or all classes and course readings for participation in class discussions. No university credit will be granted for auditing courses, nor may students apply for or take special examinations for university credit in courses which they have audited. Students wishing to audit, or to change from credit to audit, must pay the appropriate fee and submit the signed audit card to the Registrar's Office before the end of the fourth week of instruction in the semester. An enrollment change from audit to credit is limited to the first two weeks of the semester. A maximum of two audits is allowed for any particular semester or term.

Residency Requirements and Completion of Programs

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

- The Ph.D. residence requirement is three years beyond the granting of the baccalaureate degree, of which at least two years must be spent pursuing coursework at Washington State University. Again, the fulfillment of individual program requirements may demand additional time. Students holding Teaching Assistantships are expected to enroll in 18 credit hours per semester. Summer study may shorten the time span, but the full-time student will normally need two and a half or three years to complete coursework and examinations, following by another year or year and a half to write the dissertation. Most students will complete the degree in four years of post-M.A. study.
- All M.A. and Ph.D. students who hold Teaching Assistantships *must* establish residency in the state of Washington and *maintain* such residency for the full duration of their T.A. appointments. Failure to do so may mean that their tuition waivers will be suspended by the WSU Graduate School.

2. MASTER OF ARTS IN ENGLISH

Master of Arts in English (Literature Emphasis)

This broad program provides a solid foundation for more specialized doctoral study in English or American literature, American studies, comparative literature, or postcolonial anglophone literatures, as well as for professional training in such areas as law, information technology, divinity, journalism, and business. Students pursuing an M.A. in literature may choose either to write a thesis or to prepare a final portfolio.

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

- A. Candidates may choose either a thesis or a non-thesis (portfolio) program. The thesis program requires a minimum of 24 semester hours of graded courses work. At least 21 hours will normally be taken in 500-level seminars in English; no more than 3 hours of non-graduate coursework (300- and 400-level courses) may be included. Preparation of the thesis will require at least 4 hours of ENGL 700, under the direction of a faculty member serving as the chair of the advisory committee. (At the end of the second semester of the program, the student will choose a committee of three faculty members to serve on this committee.) Early in the third semester, the student must submit a Program of Study to the WSU Graduate School; the English Department's Academic Coordinator normally helps students prepare these forms.

Candidates must demonstrate competence in at least one foreign language (see Foreign Language Proficiency Requirements) before proceeding to the submission and defense of the thesis. Students holding Teaching Assistantships are also required to take 3 credits of ENGL 598 (normally 1 credit during each of their first three semesters), as well as 1 credit of ENGL 600 during each of their four semesters of employment.

- B. The portfolio (non-thesis) program requires at least 27 hours of graded coursework. At least 24 of these hours will normally be taken in the 500-level series of seminars; no more than 3 hours on non-graduate coursework (300- and 400-level courses) may be included. Students must also enroll in at least 4 hours of ENGL 702.

Candidates must demonstrate competence in at least one foreign language (see Foreign Language Proficiency Requirements) before proceeding to the preparation and defense of the portfolio. Students holding Teaching Assistantships are required to take 3 credits of ENGL 598 (normally 1 credit during each of their first three semesters), as well as 1 credit of ENGL 600 during each of their four semesters of employment.

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

(1) One revised, publishable seminar paper (with a cover letter addressed to the editor of a suitable journal; and with a list of other potential journals for submission);

(2) One conference paper, usually a ten-page revision and condensation of a different seminar paper (with a cover letter addressed to the organizers of a suitable conference; and with a list of other potential conferences at which the paper might be presented);

(3) A statement of intent that articulates an intellectual rationale for the selection of these two papers, describes the processes of revision, provides a retrospective commentary on the portfolio and its intellectual coherence, and indicates future directions for scholarship and writing. Usually this statement is expected to be about 4-5 pages in length.

C. The programs of both thesis and non-thesis candidates must include ENGL 512 (Introduction to Graduate Studies) and must feature at least one graduate literature seminar in each of the following five categories:

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

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

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

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

III. Oral Examinations

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

Master of Arts in English (Rhetoric and Composition Emphasis)

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

- I. Programs and Courses (34 credit hours)
 - A. All three of the following courses (9 hours)
 - ENGL 501 (Methodology of Composition)
 - ENGL 512 (Introduction to Graduate Studies)
 - ENGL 502 (Contemporary Theories of Composition)
 - B. Three of the following eight courses (9 hours)
 - ENGL 508 (Seminar in Assessment of Writing)
 - ENGL 509 (Classical Rhetoric)
 - ENGL 515 (Contemporary Rhetorical Theory)
 - ENGL 516 (Rhetorical Theory; same as COMM 525)
 - ENGL 531 (Administering a Writing Lab)
 - ENGL 532 (Teaching Writing to Non-Traditional Students)
 - ENGL 534 (Teaching Technical and Professional Writing)
 - ENGL 597 (Topics in Rhetoric and Composition)
 - C. A minimum of three graded hours to be selected from the department's graduate offerings in linguistics or TESOL. The director of the student's program may allow the student to substitute other graded courses for this 3-hour requirement if the student's individual program would benefit from specialized work in another related area, e.g., computer programming or the teaching of reading.
 - D. [Currently under departmental discussion]: One or two courses in literature to be approved by the student's advisor or the Director of Graduate Studies. Students pursuing the thesis option would take one course; students pursuing the portfolio option would take two. Ideally, these literature courses should cohere as a unit (e.g., a series of courses focused on gender issues, on twentieth-century literature, on drama, etc.).
 - E. Finally, students are required to present a 15-20 minute paper at the annual M.A.

Conference sponsored by the English Department near the end of Spring Semester.

II. Portfolio Process

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

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

The portfolio consists of the following items:

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

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

III. Comprehensive Examination (Portfolio Option Only)

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

font.

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

IV. Oral Examination (Portfolio Option)

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

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

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

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

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

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

Thesis Option:

The thesis option for M.A. students in Rhetoric and Composition was approved by the English Department in the spring of 2008. No formal guidelines have been prepared as of this time, but faculty members generally understand that the process will be more or less parallel to that expected of M.A. students in Literature who choose to write theses. It would be advisable for students selecting this option to form a thesis committee early in the fall semester of their second year in the program; to present a thesis proposal to their committee members by September or October; and to submit a full draft of the thesis to their director no later than about mid-March. Final exams for students pursuing the thesis option are usually scheduled in late March and early-to-mid April.

3. DOCTOR OF PHILOSOPHY IN ENGLISH

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

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

3. Program and Course Requirements

A. Program of Study

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

The program will show up to 27 graded credit hours transferred in from an M.A. program and at least 30 graded credit hours beyond the M.A. This amounts to a total of at least 57 graded credit hours, to which will be added the various ungraded hours accumulated in English 598, English 600, and English 800. (Note: No 300-level English courses can be used for graduate credit in the Ph.D. program, but up to 6 hours of 400-level courses listed in the Graduate Bulletin may be counted.)

Students should begin enrolling in English 800 before all graded coursework is completed, and must have a minimum of 20 hours of 800 credits by the time of graduation. There is no maximum number of hours following completion of the comprehensive and preliminary examinations.

B. Required Graded Seminars

- English 501 (Seminar in the Methodology of Composition)
- English 512 (Introduction to Graduate Study)
- English 590 (Directed Reading; up to 3 credits total)

In addition, students must take at least one course in each of the following historical periods:

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

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

C. English 590: Research in English Studies

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

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

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

II. Comprehensive Examinations and Dissertation

The examinations for the Ph.D. are divided into three stages: (1) *Qualifying Examinations* (devised, scheduled, and administered with the English Department by the student's supervisory committee); (2) a *Preliminary Examination* (an oral examination scheduled with the cooperation of the WSU Graduate School following successful completion of the Qualifying Examinations; and (3) a *Final Examination* (an oral examination focused on the doctoral dissertation, scheduled

in cooperation with the WSU Graduate School and held only after the readers of the dissertation have approved it for an oral defense).

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

A. Qualifying Examinations

3. Exam Areas: Literature

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

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

Medieval to 1485

1485 to 1600 (including the works of Shakespeare)

Seventeenth-century British literature (excluding Shakespeare)

Eighteenth-century British

British Romantic and Victorian to 1885

Modern British to 1945

Contemporary British

Seventeenth- and Eighteenth-century American

Nineteenth-century American to 1865

American literature 1865-1945

Contemporary American

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

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

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

2. Exam Areas: Rhetoric and Composition

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

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

- (a) Rhetoric and Composition Areas – chose **one** of the following:
- Classical rhetoric (sophistic, philosophical, technical)
 - Ciceronian rhetoric (including the *Rhetorica ad Herrenium*)
 - Medieval rhetoric (including the Second Sophistic of Byzantium)
 - Renaissance rhetoric (to Peter Ramus)
 - Modern/Contemporary rhetoric (Eighteenth-century to the present)
 - Composition theory and history (including research and classroom applications)
- (b) Choose either a second rhetoric and composition area from the list above, **or** a literary historical period as outlined in the previous section on Comprehensive Examinations for doctoral students in literature, **or** a defined field within literary theory (also as outlined in the previous section).
- (c) Special Area. In general, the special area consists of a theoretical, historical, or cultural topic whose study is necessary for the student's successful completion of the dissertation. (See *Guidelines for Ph.D. Special Area Exams* for more information.)

3. Preparing for the Qualifying Examinations

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

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

To ensure fairness, the following guidelines must be observed:

- There should be no significant overlap between the topics of the three written examinations.
- Each bibliography must be between four and six pages in length (typed and double-spaced); and each must contain key primary and secondary texts.
- The Special Area exam must be considered necessary preparation for writing a high-quality dissertation, providing the student with theoretical, thematic, or topical grounding within which to locate the narrower dissertation project. The special area should **not** be construed as an introduction or individual chapter of the dissertation, but rather as an essential research stage prior to the composition of the dissertation. The bibliography submitted for the Special Area exam must be accompanied by a rationale of 4-5 double-spaced pages explaining the intellectual coherence of the area and the reasons for the specific bibliographic selections. The rationale should also include an initial section summarizing the special area's content and scope, along with a final section describing the area's relationship to the student's projected dissertation. Topical divisions are recommended for the accompanying bibliography. Sample special area proposals are available for inspection in the office of the Academic Coordinator.

4. Exam Procedures

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

The three take-home exams will be administered over a set period of time each semester, usually during the fifth, sixth, and seventh weeks of the term. Students will normally pick up the exam questions on Friday morning and submit written responses the following Friday. After the three week-long examinations are finished, the student will submit a dissertation prospectus (often about 15-20 pages in length) as a basis for the Preliminary (oral) Examination. This prospectus must be submitted three weeks before the exam. The prospectus should identify the questions that will be addressed in the dissertation; it should offer an account of relevant previous work in the field and describe what is new about the student's project; it should discuss the student's critical/theoretical orientation and methodology; it should provide a series of chapter summaries; and it should furnish a preliminary bibliography. If all three take-home examination grades are a "pass," the Preliminary Examination is scheduled according to departmental and university guidelines.

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

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

B. Oral Preliminary Examination

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

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

C. The Dissertation

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

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

1. Creative Dissertation Option

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

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

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

D. The Final Examination (Dissertation Oral Defense)

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

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

E. Dissertation Extensions

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

this point. For more detail, see Section 6.4 of the WSU Graduate Manual.

4. LANGUAGE REQUIREMENTS

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

Language Requirements for M.A. Programs

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

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

1. Passing the Graduate Foreign Language Translation Exam offered by the Foreign Language Department. (For details about this exam, contact the Director of Graduate Studies.)
2. Completing a WSU foreign language class at the 306 level or above (e.g. French 306, 320, 322, etc.), with a grade of "B" or higher. (Spanish 600, an intensive introduction to reading in Spanish, satisfies the requirement and is typically offered during Fall Semester.) With the approval of the Director of Graduate Studies, a student may also substitute a 300-level reading or literature course in an appropriate foreign language which the student took at a university other than WSU. (Note: "literature in translation" courses do not count as a means of satisfying this requirement.)
3. Completing **six** hours of graduate-level study of modern linguistics, both synchronic and diachronic (this option is available only to M.A. students in Rhetoric and Composition.

Language Requirements for the Ph.D. Program

Candidates in the doctoral program must confer with their advisors and with the Director of Graduate Studies to choose a language or languages (typically French, German, Spanish, Italian, Russian, Latin, or ancient Greek) appropriate to a scholarly career of research and teaching.

Other languages may be substituted with the approval of the student's advisor and the Director of Graduate Studies. The criterion for judging the acceptability of a language will be its suitability for the student's course of study and plan of research. The choice of language must be made no later than the third semester of doctoral study, and students normally should fulfill the requirement before taking their qualifying examinations.

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

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

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

5. ADMISSION PROCEDURES AND POLICIES

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

Deadline Dates:

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

Application materials for all M.A. and Ph.D. programs:

1. **Application form**. This form, supplied by the W.S.U. Graduate School, must be filled out completely. Even when not applying for a teaching assistantship, the applicant still must fill out both Parts A and B. The application form is available on-line at: <http://www.wsu.edu/future-students/admission/apply.html>.
2. **Academic transcripts**. One copy of each transcript representing study beyond high school is required. **Send these copies to the WSU Graduate School.** These must be official, certified copies sent from the college or university where the academic work was completed. Transcripts representing work from the current year (not yet finished) are acceptable.
3. **Three confidential letters of recommendation**. The applicant is required to list three referees, each with his/her email address. The WSU Graduate School will then contact these referees, sending them electronic recommendation forms which will subsequently be made available to the admissions committee members in the English Department. Applicants should select referees who are capable of evaluating their qualifications for graduate study in English, and, if appropriate, for teaching at the college level.
4. **Official record of Graduate Record Examination (GRE)**. The general GRE scores are required for all graduate programs in English. The advanced subject test in English is required for all Ph.D. applicants in literary study. Applicants who are not native speakers of English must also take the TOEFL exam or the Michigan Test of English Language Proficiency. Because the Education Testing Service (ETS) takes up to two months to report scores, we recommend that applicants take their GRE exams as early as possible. The advanced exam in English is only offered twice a year, in April and December. Have your scores sent directly to the WSU Graduate School.

5. **Brief independent statement.** The applicant should send (to the Department of English) a description of his or her interests in English studies, along with reasons for wishing to begin (or to continue) graduate work, foreign language competence, background or experience in teaching, career goals, and expectations regarding Washington State University. This statement should be no longer than 500 words (two double-spaced pages.).

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

7. Applicants whose first language is not English must submit (to the English Department's Graduate Director) a **cassette recording** for the purpose of evaluating their spoken English. The recording should last 3-5 minutes and constitute a brief introduction to the applicant and his or her interests.

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

6. TEACHING ASSISTANTSHIPS, FELLOWSHIPS, AND OTHER FORMS OF FINANCIAL ASSISTANCE

Teaching Assistantships. Teaching Assistantships are awarded to new and continuing graduate students on a competitive basis. M.A. students are normally given two years of T.A. support; Ph.D. students normally receive four years. Assistantships are classified as half-time positions (20 work hours per week), and Teaching Assistants are regarded as contractually employed by WSU from August 16 until May 15 of the following year; they are paid twice per month over each nine-month period. The stipends for Teaching Assistantships typically increase by a small amount each year, and the sum for those who already hold an M.A. is higher than that for those who hold a B.A. A waiver of the resident operating fee (a significant portion of tuition) is normally granted to Teaching Assistants while they are pursuing their degrees, but they *must* reside in the state of Washington (see the Academic Coordinator for details on establishing Washington residency). Non-resident tuition fee waivers for out-of-state domestic students on appointment are not guaranteed beyond one year; students who intend to remain in the state are strongly encouraged to review Washington statutes governing the establishment of residency for tuition purposes. TAs with such waivers are still responsible for paying roughly \$625 per semester, along with buying their books, submitting a damage deposit, and covering other minor charges.

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

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

receive an extra year of funding if he or she serves for one year as an RA with the Writing Center or the journals. In short, both TA and RA support count toward the total term of the student's funding award.

Limits of Support for TA and RA Positions. Graduate appointments in English normally last two years for M.A. students and four years for Ph.D. students. The majority of the work associated with such appointments will involve teaching classes within the English Department, but because some of the funding for assistantships comes from the Honors College and the World Civilizations Program, graduate students are occasionally asked to serve as graders for faculty members teaching World Civilizations and Honors classes. Typically a graduate student will do this once or twice during his/her tenure at WSU.

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

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

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

Jerard Trust and Summer Dissertation Support. The English Department administers the

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

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

Graduate Scholar Awards. Each year the WSU Graduate School, in collaboration with the WSU College of Liberal Arts, offers a number of Graduate Scholar Awards to incoming doctoral students in English. Reserved for exceptionally promising candidates, these awards are normally funded at \$3000 per year for two consecutive years. Recipients must hold an M.A. (either from WSU or elsewhere), and American nationals will be given strong preference for these awards, though international students are also eligible.

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

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

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

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

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

7. T.A. RIGHTS AND RESPONSIBILITIES

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

Syllabus

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

Office Hours

Office hours are valuable for providing students with informal opportunities to discuss issues relating to their writing or class activities. Instructors should establish one hour weekly for each section of assigned teaching within which to confer individually with students. Office hours should be announced in the beginning of the semester, appear on the syllabus, and be kept consistently.

Scheduling office hours immediately after class or on the same days as class is especially effective and advisable. While this scheduling might not always be possible, instructors should recognize the strategic advantages and disadvantages of setting hours at particular times of the day and week. Because some students will be unable to consult during posted office hours, teachers should also be willing to schedule appointments at other times, as needed and within reason. Students should feel encouraged to visit the teacher and should not have to plead to speak with a teacher outside of class.

Record Keeping

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

Grade Books: Maintain a detailed grade book. Grade books must be submitted to the department at the end of each semester. Because questions about grades may arise long after you have left the university, leaving administrators and staff to make determinations based on existing records, grades must be documented fully and legibly.

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

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

Student Attendance: Because English courses tend to depend heavily on student participation, so that significant pedagogical moments cannot be "made up" later, consistent student attendance is vital. Take attendance daily; first-year students especially tend to need this kind of structure. Include an attendance policy on the syllabus and be prepared to follow it. Don't make rules you don't intend to endorse or rules so rigid that they are bound to create problems and affect general

morale. Many teachers simply follow the general policy of the English Department, which is that students who miss more than two weeks of class (i.e., 6 periods for a course that meets M-W-F, or 4 periods for a class that meets T-TH) may be failed if the instructor deems it appropriate. (See the handout on English 101 Policies and Procedures for more detailed information.)

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

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

Conflicts with Students: Conflict with students is most effectively treated through preventive measures. Teachers who act in a consistent manner with their students and work to establish trust from the first day of the semester may be able to deter disputes later. Remember that you are accountable for having class procedures stated in writing, for implementing those procedures equitably, and for approaching conflicts in a reasonable way. You are responsible for demonstrating that you are actively disposed to settle conflicts in a fair and forthright manner. If you submit yourself to this standard, you have the right to expect students to show respect both to you and their peers. When these expectations are not met, you can count on the support of your administration. It is best to discuss any potential conflicts early in the semester.

Because most student complaints about teachers concern grades, a clear-cut grading strategy explained in the syllabus and consistently applied throughout the semester prevents difficulty, at least to some extent. Remind students from time to time about policies that affect them—don't assume that they have memorized (or even that they still possess) your syllabus.

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

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

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

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

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

Unprofessional Conduct: All teachers can be placed on probation for unprofessional conduct. Unprofessional conduct includes breaches of the University’s code of professional ethics, allowing for free expression; breaches of the University’s policies on racial and other kinds of discrimination, which include its policies on sexual harassment; and failure to adjust teaching practices that do not serve the interests of students.

Violations of University policies will be immediately directed to the Chair of the English Department, who will take necessary action in accordance with the Disciplinary Regulations of

Washington State University.

Questionable teaching practices (e.g., frequent cancellation of classes, consistently awarding grades far above or below general tendencies, decidedly high student complaints) will result in the following procedures:

1. The Director or Assistant Director of Composition will call for a meeting with the instructor to discuss the concern and suggest possible teaching strategies or other means whereby the concern can be rectified.
2. The Director or the Assistant Director of Composition will attend no fewer than two class sessions without prior notice, meeting with the instructor at the first available time subsequent to the class visitations to discuss the results of the observations, and to make further suggestions if appropriate.
3. If deemed appropriate by the Director of Composition, the instructor will be placed on a probationary status with terms for the removal of probation stipulated in writing.
4. The Director or the Assistant Director of Composition will again attend no fewer than two class sessions without prior notice, assuring compliance with the terms of the probation, meeting with the instructor at the first available time to discuss the finding.
5. If the Director of Composition finds that the instructor has not made a bonafide effort to meet the terms of probation, the file containing the procedure will be forwarded to the English Department's Executive Committee for its recommendation on further action. Considering all of the evidence, the Chair of the English Department will then decide on whether to require further probation or terminate the appointment.

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

8. UNIVERSITY POLICY ON DISCRIMINATION AND SEXUAL HARASSMENT

Note: WSU is currently revising its policy on discrimination and sexual harassment, so while the statement excerpted below is still official, it will probably be replaced or updated during the 2007-2008 academic year. A full statement of the current policy is available at <http://www.chr.wsu.edu/policies.html>; please review it at your leisure, especially for details regarding complaint procedures.

Purpose:

The purpose of this policy is to set forth Washington State University's commitment to maintaining a university environment free from all forms of discrimination, including sexual harassment. This commitment applies to all levels and areas of University operations and programs, to students, faculty, staff, and all other personnel. The policy addresses recruitment, admissions, hiring, training, discipline, promotion, demotion, transfer, layoff or termination, rates of pay or other forms of compensation, and any other employment or education conditions. The University is cognizant of both its moral and legal obligations to ensure that all employees and students are provided equitable opportunities to realize their goals and to function effectively within the University environment.

Discrimination Prohibited:

The kinds of discrimination prohibited by WSU policy are those which occur on the basis of race, sex, religion, age, color, creed, national or ethnic origin; physical, mental or sensory disability; marital status, sexual orientation, and status as a Vietnam-era or disabled veteran. Decisions affecting an individual cannot be made on the basis of one of these factors. For example, certain actions cannot be taken on account of a person's sex, or because of a person's age, or because of a person's national origin. Decisions should be made on the basis of neutral and objective criteria by which an individual may be evaluated in terms of his or her accomplishments without regard to irrelevant factors such as sex or race.

Definition of Sexual Harassment:

WSU's discrimination policy explicitly incorporates and prohibits sexual harassment as a form of unlawful sex discrimination. Sexual harassment is defined as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive environment. [29 C.F.R. §1604.11a (1988)]

When the University becomes aware of incidents of sexual harassment, it is bound by state and federal law to take corrective steps to terminate the harassment.

Examples of Sexual Harassment:

Sexual harassment encompasses any sexual attention that is unwanted. It includes both verbal and physical conduct. Examples of Sexual Harassment prohibited by this policy include, but are not limited to:

1. Physical assault;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. Direct propositions of a sexual nature;
4. Subtle pressure for sexual activity;
5. A pattern of conduct that discomforts or humiliates the person at whom the conduct is directed which includes one or more of the following: (1) comments of a sexual nature; (2) sexually explicit statements, questions, jokes, or anecdotes; (3) unnecessary touching, patting, hugging, kissing, or brushing against a person's body; (4) remarks of a sexual nature about a person's clothing or body; or (5) remarks about sexual activity or speculations about previous sexual experience;
6. Persistent, unwanted attempts to change a professional relationship to an amorous one.

Amorous Relationships Affecting Employees and Students:

Amorous relationships that might be appropriate in other circumstances are not appropriate, whether consensual or otherwise, when they occur between a teacher or officer of the University and a student or employee for whom he or she has a professional supervisory responsibility. Even where negative consequences to the participants do not result, such romantic liaisons create an environment charged with potential conflict of interest and possible use of academic or supervisory leverage to maintain or promote the relationship. Amorous relationships that the parties may view as mutual may still raise questions of favoritism as well as of an exploitative abuse of trust and power. This is particularly true when a student is enrolled in a course being taught by the involved faculty member or teaching assistant, or when the faculty member and students are in the same academic unit or in units that are academically allied.

University policy requires that all employees maintain professional relationships with students and supervisees. It is the responsibility of instructors and supervisors to make explicit arrangements for their withdrawal from participation in evaluative decisions that may reward or penalize a student or employee with whom the instructor or supervisor has or has had an amorous relationship.

Enforcement of Prohibitions:

The University vigorously enforces its prohibitions against unlawful discrimination, including sexual harassment, and encourages those who feel aggrieved to seek assistance to rectify problems. Its internal grievance procedures are utilized to investigate and remedy violations. While observing the principles of due process, determinations of policy violations will lead to the application of disciplinary sanctions, including warning, censure, suspension, dismissal, or, in some situations, summary suspension.

In support of this discrimination policy, the University promotes preventive educational measures to create greater awareness of unlawful discriminatory practices, including sexual harassment, among faculty, staff, and students. Administrative officers, deans, directors, department chairs, and supervisors are responsible for making certain that all employees are informed fully of the types of conduct that may be classified as discriminatory, including sexual harassment, and that such conduct is prohibited. Training is available from the Center for Human Rights office.

Any employee or student of WSU who believes that he or she has been subjected to unlawful discrimination, including sexual harassment, or who believes he or she has been charged wrongfully with a complaint, may utilize the procedures described in the following sections on Discrimination/Sexual Harassment Complaint Procedures.

No one shall be penalized or retaliated against in any way by a member of the University community for initiation or participation in a complaint procedure.

Resources:

In addition to administrators and supervisors, the following University officials also are available to discuss any concerns or complaints about discrimination, including sexual harassment, or to provide advice on utilizing University complaint procedures:

University Ombudsperson Wilson 2, Pullman, WA 99164-4002509/335-1195

Center for Human Rights French Administration, Room 225 Pullman, WA 99164-1022509/335-8288

Women's Resource Center Wilson 8, Pullman, WA 99164-509/335-6830

9. THE CHARLES BLACKBURN POSTDOCTORAL FELLOWSHIP

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

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

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

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

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

10. ENGLISH DEPARTMENT ADMINISTRATION AND STAFF

George Kennedy, Chair

email: gekennedy@wsu.edu

Alex Hammond, Vice Chair

email: hammonda@wsu.edu

Jon Hegglund, Director of Undergraduate Studies

email: hegglund@wsu.edu

Robert Eddy, Director of Composition

email: eddyr@wsu.edu

Beth Buyserie, Assistant Director of Composition

email: bbuyserie@wsu.edu

Donna Campbell, Director of Graduate Studies

email: campbelld@wsu.edu

Jerri Smith, Academic Coordinator

email: smithjer@wsu.edu

Annette Bednar, Administrative Manager

email: abednar@wsu.edu

Sarah White, Office Assistant

email: sarah_white@wsu.edu

