

The Graduate Student Handbook

Department of English
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The Master of Arts Program

1. Student Learning Outcomes

The Master of Arts Program in English at Kansas State University is an academic community of professors and graduate students who are intellectually engaged, committed to creative and critical work in English, and dedicated to advanced research in the discipline as well as the primary goals of a liberal education: the ability to reason, think critically, communicate effectively, and appreciate excellent writing and thinking.

The Program values:

- Critical writing, carefully honed and revised, informed by current research in the problem or field, and aware of its own critical assumptions
- Creative work, carefully honed and revised, informed by the reading of other writers, including contemporary authors, and aware of its own exigence and aims
- Careful explication of texts
- Breadth of reading and breadth of historical and cultural knowledge
- Collaborative, interactive, and meaningful learning and instruction

It is the expectation of the Program that its students will join this academic community and share these intellectual and disciplinary values. Upon completion of the Master of Arts degree, graduate students in English are expected to demonstrate the ability to do the following:

- Read carefully, with historical and contextual perspective
- Conduct research within the field of English
- Think analytically and critically about literature and language
- Recognize and analyze the perspectives and assumptions that they and other readers and critics bring to texts and interpretations
- Write well, with an understanding of audience and purpose
- Demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement

Moreover, though no specific pieces of knowledge can define the Master of Arts in English for every student, Master of Arts students in English should be able to demonstrate the acquisition of substantial knowledge about literature and language, in the context of their area of concentration.

2. Organization of the Graduate Program

The graduate program in English is administered by a Director of Graduate Studies (DGS) and a Graduate Advisory Committee (GAC), which is divided into two functions, the Personnel Committee and the Curriculum Committee. The Personnel Committee is responsible for admissions, for the selection of teaching assistants, and for all matters of

private record; the Curriculum Committee reviews programs and policies. A graduate student serves as a full voting member on the Curriculum Committee.

The responsibility for graduate policy is shared by all members of the English Department's Graduate Faculty. These faculty members, identified in the *Graduate Catalog*, also serve as Major Professors and members of Supervisory Committees.

Many of the rules and procedures in the following pages—for example, those on course credit, probation, and revalidation of credits—are those of the Graduate School, and may not be changed or waived by the English Department. More information on these rules and procedures is available in the *Graduate Handbook* on the Graduate School website <www.ksu.edu/grad/>. Others, such as seminar requirements, originate within the Department and remain under its control.

3. The Five M.A. Tracks

Master's students specialize in one of five academic tracks: British and American Literature; Children's Literature; Creative Writing; Cultural Studies; or Composition and Rhetoric.

All master's candidates must take a minimum of 30 credit hours, complete a thesis or a final writing project, pass a final oral examination, and establish a language proficiency (as defined by Section 22). Each track requires:

- three credit hours in a seminar
- nine credit hours in literature
- nine credit hours in the chosen emphasis or track
- nine credit hours of elective work

Elective courses will most often be additional courses in English. They may include ENGL 799 credit (see Section 18). Students may take, if they choose, one course outside the Department, provided the Supervisory Committee believes that such a course is an important, consistent, and legitimate addition to a student's Program of Study (see Section 21)

The various requirements for each track are outlined in Appendix A.

Note on Terms: Traditionally within the Department, the term "course in literature" has applied broadly. In cases where it seems unclear if a course should count as a course in literature, the DGS and the Head of the literature track will determine for practical purposes what counts as a "course in literature." The term "cultural studies course" should also be construed broadly. It might include a course in Marxist, feminist, or psychoanalytic theory; in American ethnic literature or women's literature; in media or popular culture; a course that focuses on a non-dominant cultural tradition; etc. In cases where it is unclear, the DGS and the Director of Cultural Studies will determine what counts as a "cultural studies course." The terms "course in literature" and "cultural studies course" are not mutually exclusive.

4. Student Association of Graduates in English

Graduate students are invited to join the Student Association of Graduates in English (SAGE), an organization dedicated to improving and promoting the English Department's graduate program. SAGE's activities include sponsoring the Department's colloquium series, the Cultural Studies Symposium, and visiting lectures.

SAGE is funded by the Student Governing Association through the Graduate Student Council, by an annual book sale, and by dues. Its membership is open to graduate students, faculty, and others interested in literature and language. It is governed by graduate students, who vote on its operation and activities. Its executive officers are a President, Vice President, and Secretary/ Treasurer. There is also a Faculty Advisor. The Constitution of SAGE is on file in the Student Government Office in the Student Union.

5. Advising

The DGS will serve as the advisor for first-semester students and will continue as the primary advisor until the student selects a Major Professor (MP) who then becomes the primary advisor. The student is responsible for conferring with the appropriate advisor before each enrollment and at other times as circumstances require.

In the first semester of the second year, students should schedule a professional conference with the MP. This conference provides an opportunity for the student to discuss options, questions, and plans about the student's professional future.

6. Full-Time and Part-Time Coursework

The University requires Graduate Teaching Assistants (GTAs) to take at least 6 hours of coursework in order to hold their appointments, and allows them to take as many as 10 hours. Although a graduate student who is not teaching may enroll in as many as 16 hours per semester, the English Department considers a full-time load to be a combined total of 12 hours of coursework and teaching. For non-GTAs, 9-16 hours of coursework per semester is considered a full load.

In summer school, the normal load is 3-6 hours of coursework; the maximum for full-time students is 9 hours. The university's "full tuition waiver" does not apply in the summer, though students who have held teaching assistantships during the regular academic year are entitled to reduced fees. Summer GTAships (along with possible summer tuition waivers) may be available, for which separate application is necessary.

7. Time to Degree and Deadlines

Students pursuing full-time study normally take two years to complete the degree. Students pursuing less than full-time study may take longer. Full-time students without GTA responsibilities or with transfer credits may complete the degree in under than two years.

Students planning to graduate in two years might follow this typical timetable:

Second Semester. The student selects a MP (see Section 20). The DGS appoints two other members of the graduate faculty to serve as readers on the Supervisory Committee. Student files Program of Study (see Section 21).

Third Semester. During the third semester (or earlier if possible), the student presents a writing project (see Section 12) proposal to the Supervisory Committee and schedules a 30-40-minute meeting with all committee members. At this proposal meeting, the committee either approves or rejects the proposal and offers suggestions about the project. Students should have the proposal approved and on file in the graduate studies office by the eighth week of the third semester.

Fourth Semester. The student finishes the project and submits it to the MP. If the MP considers the project passable, it is forwarded to the readers for comments. After receiving readers' comments, the student may schedule a final oral examination (see Section 16) or pursue further revisions based on the readers' comments. If the student and committee agree to schedule an exam, the student submits an "Approval to Schedule a Final Examination" form and an online "Diploma and Commencement Information" form and schedules an examination period. Following the oral examination, the committee submits its ballot to the Graduate School.

All graduate students should note that while it may be possible to complete the M.A. in the summer, completion is often made more difficult by such factors as availability of faculty or needed courses. Moreover, students must be enrolled during the semester they graduate, even when they plan to graduate during the summer.

Note about Deadlines: Committees and students should keep in mind the deadlines governing the student's final semester. For instance, for students graduating in the spring semester, final examination ballots are due in the Graduate School by mid-April in order to have the student's name listed in the commencement program. Because readers must have at least two weeks to read a project and because students might be asked to do revisions, students should aim to have polished, passable projects to readers by the eighth or ninth week of the semester (that is, before spring break during the spring semester). Likewise, committee members should be ready to read projects and participate in oral examinations during the eighth through twelfth week of the semester (that is, late March and early April during the spring semester).

8. Normal Progress

Assistantships are renewed or awarded to students who are making normal progress toward the degree. Priority in assigning teaching assistantships is given to those students who have good academic and teaching records and who maintain normal, full-time progress toward the degree. For a GTA, normal progress is illustrated in the chart below.

A TYPICAL TWO-YEAR PROGRESSION FOR GRADUATE TEACHING ASSISTANTS		
Semester	Year 1	Year 2
Fall	Take 3 courses, including ENGL 801 Enroll in ENGL 805 Teach 1 course	Take 2 courses Enroll in ENGL 805 Teach 2 courses File M.A. writing project (or M.A. thesis) proposal by end of eighth week
Spring	Take 2 courses Enroll in ENGL 805 Teach 2 courses Select MP Select M.A. Supervisory Committee File Program of Study	Take 3 courses Enroll in ENGL 805 Teach 1 course Consult M.A. calendar for important dates Finish writing project (or thesis) Take oral examination File necessary forms and pay graduation fee File writing project
Summer	Take 1 course if needed to finish in 2 years	

9. Grades and the Grade of Incomplete

Graduate work is graded A, B, C, D, F, Credit/No-credit, Pass/Fail, Incomplete, or Withdrawn. For graduate credit, the letter grade in a course must be C or higher. For the student to remain in good standing, 75 percent of all letter-graded credit hours taken at Kansas State must have a grade of A or B, and a grade-point average of 3.0 must be maintained. In courses for graduate credit in the English Department, the only fully acceptable grades are A and B. Although up to six hours of C may be counted for credit in the Program of Study (see Section 21), a C indicates inadequacy. See also "Probationary Standing" (Section 10). A student may request and, at the professor's discretion, receive an Incomplete in a graduate course. Although Incompletes may sometimes be unavoidable, they are dangerous to a student's progress, and the faculty cautions against them. All Incompletes automatically revert to F at the end of the following semester. An Incomplete can be extended for an additional semester only by written petition from the professor to the Registrar.

GTA's hold their appointments with the understanding that they are to make normal progress toward a degree. Circumstances may sometimes oblige a GTA to request an

Incomplete, and the Department accepts this as legitimate, provided that the deficiency is promptly made up and Incompletes are not allowed to accumulate. Clearly, however, a student who abuses the privilege is not making normal progress and cannot expect to continue as a GTA. Please note the following:

- a. A GTA who receives an Incomplete in one or more courses during the first semester of teaching will be retained for the second semester, but on the understanding that he or she must finish the first year with no more than one Incomplete on the record.
- b. A GTA who finishes the first year of appointment with more than one Incomplete must reduce the number to one before a reappointment can be made. Thereafter, a GTA with a total of more than one Incomplete may not continue in the appointment except on the joint recommendation of the professors in the courses concerned, the Director of Expository Writing, and the DGS.

10. Probationary Standing and Academic Dismissal

Every semester the DGS reviews the academic standing of each graduate student in English, soliciting judgments from all members of the department who are acquainted with the student's work. A student whose average is above 3.00 continues in good standing. One whose average falls below 3.00 at the end of any semester, including the first, is placed on academic probation by the Graduate School, and may be advised not to continue. A GTA whose cumulative average is not raised above 3.00 by the end of the next semester will not qualify for reappointment.

From the time a student has been placed on probation, full-time students have one semester, and part-time students have nine credit hours, to achieve a cumulative GPA of at least 3.00.

Academic dishonesty, such as plagiarism or falsification of research, is also cause for academic dismissal. Graduate students in the program who are sanctioned with the XF grade may be dismissed. Likewise, a recommendation for suspension or expulsion by the Honor Council is also a reason for academic dismissal from the Graduate Program in English. For more information about the K-State Honor and Integrity System, please see <http://www.k-state.edu/honor/>.

11. Loss of Assistantship

A GTA will not normally lose his or her assistantship at midyear. For sufficient reason, however, such as too many Incompletes or manifest incompetence in teaching, the assistantship may be withdrawn at any time.

Students may not hold a GTA for more than two years.

12. The Writing Project

In most cases and for any of the tracks, the writing project will present the results of an

original investigation in the form of an article-length piece of scholarly criticism. The emphasis will be on producing a piece of writing that has a defined, real world audience within the field of English.

In the case of students within the creative writing track, and with the unanimous approval of the Supervisory Committee, the project may take the form of a creative writing project. Alternatively and with the unanimous approval of the committee, the student may do a project that is neither a critical essay nor a portfolio of creative writing—for example, a review of scholarship, the preparation of a critical edition of a text, an applied or professional project.

Most writing projects will emerge from a seminar or other graduate course. However, in select instances, and with the support of the Major Professor, students may take up to three hours of ENGL 799 (see Section 18) for the purposes of researching and writing the final project. Students will usually register for this course in their final semester, but may register for it in an earlier semester in which they research and write the project.

For a critical essay to pass, it must meet the departmental standards with regard to purpose, form, scope, and length (see Section 14). For a creative writing master's project to pass, it must meet the departmental standards regarding creative writing projects (see Section 14). Students wanting to do an alternative master's project will negotiate with their committees a clear set of criteria defining an acceptable project. These criteria must be in writing, approved by the committee and the student, and placed on file with the DGS before the student's proposal is approved.

After completing the proposal, it is very important for the student and committee to continue to communicate with each other regularly. Communication during the earlier stages of a writing project may prevent disappointments, confusions, setbacks, and delays during the later stages.

The exact duties of each committee member during the drafting and revising stages of a final writing project will vary from committee to committee and may depend on such factors as the fields of expertise or the schedules of each committee member. Nevertheless, most committee members will want some kind of regular update of the student's progress, and many will want to read and offer responses to drafts of the writing project. There are no rules governing the details of such communication, duties, progress updates, or circulation of drafts. It is assumed that the student and committee members will make such arrangements as suits the needs of the writing project, the student, and the faculty members involved.

Once the student and MP believe the project nearly finished and passable, the student will present copies to readers on the committee. Generally, the student and MP will not forward the project to the rest of the committee for evaluation until the student and MP believe the project meets the department's guidelines or the previously approved alternative guidelines.

Each member of the committee will read the project and provide the student a response that identifies the strengths of the project and its weaknesses or needs. Each response should indicate whether or not the project meets departmental standards and whether or not the project would pass. Readers might also want to provide ideas about the future of the project (for example, revision possibilities beyond what is necessary for a pass, other avenues for research that stem from the project, possible venues for this work, etc.). Students must give readers at least two weeks to read and respond.

After the student receives responses from the readers, with the advice of the MP, the student should decide either to schedule a final oral examination or to pursue further revisions based on the readers' comments. If the student and committee agree to schedule an exam, the student will need to schedule an examination date, time, and place with all committee members and then submit to the Graduate School an "Approval to Schedule a Final Examination" form (see Appendix C).

13. Proposals for Final Writing Projects or Theses

What the proposal does.

- The purpose of the proposal is twofold: you need to articulate your purpose and communicate it to your committee. Writing the proposal should help you focus your project. Consult with your Major Professor in this early stage of focusing the project/drafting the proposal. At the proposal meeting in your third semester, the proposal allows your Supervisory Committee to make specific suggestions for your project and to give you a good idea of whether the project is workable or needs some rethinking.

What the proposal does not do.

- The proposal does not lock you into one idea or one approach.

What the proposal should contain.

- For critical/scholarly projects the following is recommended as a general guideline:
 - ◆ a concise description of a critical or scholarly problem
 - ◆ a concise description of how the project attempts to address that problem or issue
 - ◆ a very brief indication of the significance of such an endeavor
 - ◆ a short, preliminary bibliography of primary and secondary works
- For creative or professional projects, the following is recommended as a general guideline:
 - ◆ a concise description of what you want to write (genre, subject matter)
 - ◆ a concise description of how your project relates to other writing you have done or to writing that is relevant to your work
 - ◆ a brief discussion of how the project relates to your goals as a creative or

- professional writer
- ◆ a short bibliography of primary and secondary works relevant to your project

What the proposal should look like.

- Type the proposal, double-spaced. At the end, include lines where your Supervisory Committee and the DGS may sign and date your approved proposal.

14. Departmental Expectations for the Writing Project

For a critical essay project to pass, it needs to meet the following standards regarding:

Purpose

- The project should enter a conversation about a particular work or group of works by clearly stating what problem, issue, dilemma, or question the paper is addressing.
- The project should contribute to the critical or scholarly conversation around that problem, issue, dilemma, or question.
- The project should demonstrate an awareness of its methodology and approach and the implications of that methodology and approach.

Form

- The project should conform to MLA, Chicago, or APA documentation style.
- The project should have a readable prose style, lucid organization, sufficient detail and evidence to back up claims and assertions.
- The project should present a supportable, reasonable argument.

Scope

- Many projects will be able to address the scope of a particular problem or issue in a particular field, and this should be encouraged when possible.
- In some cases, however, comprehensive coverage of an issue would be beyond the scope of a master's candidate and the length limitations of the writing project and should not be encouraged. In those cases, a substantial debate should be presented and then entered.

Length

- The project should be article length, 20-25 pages.

For a creative project to pass, it will need to meet the following standards regarding:

Purpose

- The creative writing project should address its own exigence and aims. However,

- while a critical essay must make explicit the issues, dilemmas, or questions it addresses, stories, poems, plays, or other creative works may keep these same issues implicit in the writing itself. The oral examination may be the arena in which the student addresses explicitly these questions about purpose.
- The creative writing project should engage and contribute to an existing tradition of creative writing: fiction, poetry, nonfiction, or drama.

Form

- The creative writing project should show care, attention to style and form, and a linguistic refinement consistent with the creative work's aesthetic and its aims.

Length

- The creative writing project should include approximately 15 pages of poetry (single spaced) or 20-25 pages of prose (double-spaced). With the approval of the student's committee, the project may include work in more than one genre.

15. Thesis Option

In lieu of the writing project, a student may write a thesis and register for up to 6 credit hours of ENGL 899 Research in English, which may appear on the Program of Study.

According to Graduate School guidelines, a master's thesis presents the results of an original investigation of a problem or topic approved by the candidate's supervisory committee. Its purpose is to demonstrate the candidate's ability to conduct original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee.

A master's thesis in English is typically an extended (50-60 pages) and original piece of scholarly research. Guidelines governing the nature and format of the thesis can be found at the Graduate School website <www.ksu.edu/grad/etdr>.

The features of the thesis that distinguish it from the final writing project are:

- a. Length. The thesis is much longer.
- b. Originality. The expectation of originality is much higher.
- c. Public-ness. The thesis becomes a public document that may be checked out from KSU's Hale Library. The final project stays in the English Department's Graduate Program office. Almost anyone may have access to a thesis, but access to the final writing projects is restricted.

- d.* Format. The thesis must follow the formatting guidelines laid down by the Graduate School (see <www.ksu.edu/grad/etdr>). Failure to do so means failure to graduate. The project needs to follow MLA style as approved by the MP.
- e.* Coursework. The thesis requires six hours of ENGL 899 and replaces two of the ten courses students would take. The writing project asks students to take ten courses with no extra hours for "research" (unless they take three hours of ENGL 799 for the final writing project).
- f.* Collaboration. The thesis requires a much more sustained and intense collaboration with the MP -- six credit hours (in University terms) in lieu of coursework. The final writing project typically emerges from a course, and the MP guides the student through a revision/polishing process, as opposed to the full research/writing process of a thesis.

In other words, the thesis must be more ambitious than a final writing project (*a* and *b*). Students and MPs should be prepared to stand behind the thesis as public document (*c* and *d*). And, finally, students and MPs should expect more one-on-one mentoring and collaboration apart from coursework while working on a thesis (*e* and *f*).

16. The Final Oral Examination

The final oral examination is a 50-60 minute defense and discussion of the writing project (or thesis) and the relationship of the project to the student's intellectual interests. The purpose of the exam is to give the student an opportunity to articulate the project's ideas and aims. In general, the oral examination is an extension of the process of inquiry which the project initiated, a discussion of promising ideas and perhaps a conversation about the student's future work.

In the case of a creative writing project, the oral examination is a discussion of the student's creative work and an exploration of the work's aesthetic and aims. The student may discuss authors, artists, books, and other sources that have influenced the project in some way.

Prior to the examination, committee members and the student may discuss the examination and possible questions to establish initial grounds for conversation. Students may begin the examination with a prepared statement that summarizes the project's significance and work.

Students who have written a passing project and who can intelligently discuss their project, explain the process that produced it, and respond to questions directly related to the project will pass the oral examination. A pass in the final oral examination will signify the Supervisory Committee's and Department's acceptance of the final writing project. Two of the three committee members must vote to pass for the student to pass the examination.

Students may also Pass with Distinction, a relatively rare honor. The Supervisory Committee's decision to Pass with Distinction is an acknowledgment that the performance on

the final oral examination was outstanding and that the writing project or thesis itself is distinguished. The Supervisory Committee's decision to Pass with Distinction must be unanimous. *If the Committee decides to Pass with Distinction, the Major Professor notifies the DGS, who sends the student a letter informing her or him of the Pass with Distinction. A copy of this letter will become a part of the student's record in the Graduate Studies office.*

Students will fail the oral examination, if the project itself does not meet departmental standards, according to two of the three committee members. Students may also fail because they are generally unable to discuss the major ideas in the project or unable to respond to questions directly related to it. Students will not be penalized for the inability to answer questions not related or obliquely related to the project. Students will not be penalized for having opinions or interpretations that differ from one or more committee members.

In general, much of the testing and evaluation of the student's performance is handled with individualized responses, oral and written, to the student prior to the oral examination. If committee members feel that the project is deficient, inadequate, or misguided in some way, they should inform the student, preferably in writing, prior to the examination. The oral exam itself is an opportunity for the student to synthesize and articulate for a small, informed audience the nature of the work in the master's project.

After the oral examination has been taken, the Supervisory Committee submits a ballot to the Graduate School and a report on the final oral examination to the DGS. If the student has passed, then the student must submit a copy of the final version of the master's project to the DGS. This final copy filed with the DGS requires a cover sheet (see Appendix D) and the signature of the Major Professor. In the case of a passing creative writing project, the student may also participate in a year-end public reading of creative work, along with other graduating students in the creative writing track.

17. Courses for Graduate Credit

Courses numbered 600 and above in the *Graduate Catalog* may be taken for graduate credit (graduate credit is allowable for courses numbered as low as 500 in a supporting field). Courses in the 600-799 range in English are taken by both graduate and undergraduate students; the 800 range is exclusively for graduate students. During registration, students should check their enrollment forms to make sure they indicate that all courses are taken for graduate credit.

18. ENGL 799 Problems in English (Independent Study)

ENGL 799, Problems in English (independent study), offers an opportunity for graduate students to pursue projects outside the realm of ordinary coursework. Most students will either develop a final writing project from work written for a course or elect to write a thesis; but in select instances and with the support of the Major Professor, a student may use an independent study to research and write the final writing project.

A student with a proposal for such an independent study should seek out a suitable

faculty member to direct his or her work—realizing, however, that such additional responsibility is a teaching overload for the faculty member, and that the project should be one that contributes to the Program of Study better than any regular course offered. Faculty members are under no obligation to agree to direct independent studies. For independent study credit to count toward the M.A. degree in English, a well-conceived and detailed course proposal and reading list, accompanied by a brief rationale, signed by both student and faculty member, must be submitted to the DGS for approval by the GAC during the semester *prior* to the student's enrollment in ENGL 799.

Graduate School requirements state that no more than three credit hours of 799 can be included on a Program of Study (see Section 21).

19. ENGL 801 Introduction to Graduate Studies

Although ENGL 801 Introduction to Graduate Studies is not a required course, the Program highly recommends that students take the course. For certain students (students who enter without a B.A. in English, students admitted provisionally, and students admitted on probation, among others), the DGS or the GAC may require ENGL 801.

ENGL 801 Introduction to Graduate Studies is a survey of the methods and aims of advanced level research and scholarship in language and literature. It is also an orientation to the profession. The course covers the use of traditional and contemporary research methods and tools in the field of English. Students will be given an introduction to criticism and theory; the emphasis here will be on how to read carefully, understand, and analyze a piece of critical or theoretical writing in the field.

Students will learn how to research and write a scholarly, critical article suitable to the field of English. Students will also be given the opportunity to work on other (usually shorter) kinds of professional writing, which might include a conference proposal, an annotated bibliography, an article abstract, a book review, etc. Where practically possible, the course will provide assignments that permit individualized research projects.

The Program would encourage students to take ENGL 801 if any of the following apply:

- they have never written a scholarly, critical article in the field of English
- they have never written a paper longer than 15 pages
- they have had little experience reading criticism or theory
- they are not familiar with the most widely used research methods and tools in English
- they would like to have an orientation to the profession of English
- they want to strengthen their critical reading skills
- they want to strengthen their research skills
- they want to strengthen their critical writing skills
- they would like to learn how to compose various kinds of writings that commonly circulate in the profession (such as the conference proposal, the annotated bibliography, the article abstract, the book review, etc.)
- they plan to pursue a Ph.D. (in which case, they might be required to take a

course like ENGL 801 anyway—perhaps it would serve them better at the beginning of their graduate school careers)

Students might skip ENGL 801 if the following apply:

- they have experience writing scholarly, critical articles of 15 pages or more
- they are generally familiar with the most widely used research methods and tools
- they have previous coursework in theory and criticism
- they are reasonably confident of their critical reading, research, and writing skills
- they are generally familiar with the kinds of writings that commonly circulate in the profession

20. Major Professor and Supervisory Committee

The student's Supervisory Committee will consist of a Major Professor (MP), selected by the student, and two additional members of the graduate faculty, or readers, appointed by the DGS. Although it is not unusual for a committee to include one or even two professors with whom the student is unacquainted, the DGS will listen to suggestions from the student and the MP about the appointment of the two readers. The Supervisory Committee should be established by the end of the student's second semester.

It will be the role of the MP to chair the Supervisory Committee, which represents the Department in matters of judgment affecting the student's Program of Study. The MP will also mentor and advise the student, encourage and assist the student in the writing and revision of the project, and help the student prepare for the oral examination. The role of the readers will be to read the project and offer a constructive response to it. Readers may also want to offer advice about the project as it is in process and to respond to early drafts. All three members of the committee will decide whether the project meets departmental expectations. Two of the three committee members must pass the project and oral examination for the student to receive the master's degree.

The DGS will work to ensure that Supervisory Committee duties are divided evenly among the graduate faculty.

21. Program of Study

Before the end of their second semester in the program, students must file with the Graduate School a "Program of Study" listing the courses, completed and yet to be completed, that will count toward the degree. If a student's Program of Study is not filed on time, the Graduate School may place that student on probation. Forms for this purpose are available from the Graduate School office (103 Fairchild), the World Wide Web <www.ksu.edu/grad/>, or the DGS. A sample of this form appears in Appendix B.

Although it has no program-wide distribution requirements, the Graduate Program encourages students to pursue a program of study that will permit breadth in reading and

breadth in the study of historical subjects and scholarly disciplines within the field of English. Students should aim to develop a Program of Study that complements and extends their undergraduate work in English. They should also seek the advice of their MP and the DGS to design such a program.

Depending on their post-M.A. goals and aspirations and their previous educational background, students are generally encouraged to take:

- a.* at least one course focused on a period before 1800
- b.* at least one course focused on a period after 1800
- c.* at least one course focused on a non-dominant tradition, broadly defined
- d.* a course in language and linguistics
- e.* a course in criticism or theory
- f.* a course in rhetoric, composition, or writing

The Graduate School specifies that at least 60 percent (18 credit hours) of a student's Program of Study must be comprised of courses at the 700 level or higher. No more than 3 hours of 799 may appear. Students considering applying to Ph.D. programs may want to construct a Program of Study with a higher concentration of course work at the 700 and 800 level. The Program of Study is signed by the Major Professor, all members of the Supervisory Committee, and the DGS. Once on file the program can be amended only by submitting an official "Program/Committee Change Form" bearing all these signatures.

22. Language Proficiency

Graduate students in English must demonstrate proficiency in a research language. Because "research language" is interpreted broadly to mean any of a number of tools meant to assist students in conducting research, this requirement may be satisfied in any of the following ways:

- a.* Pass the Graduate Reading Proficiency Examination (administered twice each semester by the Department of Modern Languages).
- b.* Pass with a final grade of at least B- the fourth semester of an approved college-level sequence of courses in any foreign language (the sequence must be approved by KSU's Department of Modern Languages).
- c.* Pass with a final grade of at least B- an upper-division literature course in a foreign language.
- d.* Pass with a score of at least 550 one of the standardized foreign language exams created by Educational Testing Service.
- e.* Pass with a final grade of at least B- English 700 (Old English).
- f.* Pass with a final grade of at least B- a GAC-pre-approved course in computer programming (this course would require the student to acquire proficiency in a computer language).
- g.* Pass with a final grade of at least B- a GAC-pre-approved course in research design and quantitative data analysis. Such a course may require prerequisites.
- h.* Earn a TOEFL score of at least 267 (computer-based test) or 630 (paper-based test). This option is available only to non-native speakers of English.

Students electing options *e*, *f*, or *g* should keep in mind that most Ph.D. programs do not allow these options to replace their own requirements for “reading knowledge of a foreign language.” In other words, students who are considering Ph.D. work are advised to complete the language requirement with one of the *a*, *b*, *c*, or *d* options.

Because the language proficiency requirement is in addition to a student’s 30 credit-hour requirement, students who take ENGL 700 to fulfill the language requirement may not also use ENGL 700 to fulfill other degree, track, or credit-hour requirements. Students who elect option *a*, *b*, *c*, *d*, *f*, *g*, or *h* may, however, take ENGL 700 to fulfill literature or elective requirements within their track, including the British & American Literature track requirement of at least one course in literature before 1800.

Students must fulfill this language proficiency requirement before they take the final oral examination. The DGS will not sign Approval to Schedule Final Examination forms for students who have not fulfilled this requirement, although students enrolled in and taking a course that completes the fulfillment of this requirement will be permitted to schedule the final oral examination.

23. Revalidation of Credits for the Master’s Degree

All credits in a Program of Study for a graduate degree must be valid at the time the degree is awarded. If the Program of Study includes any course credits more than six years old at the time the student is about to complete all degree requirements, the final master’s examination will normally include an examination over the invalid coursework listed on the Program of Study. The form and content of this competency examination will be determined by the particular circumstances of each candidate, and may require additional examination at the discretion of the DGS and the student’s Supervisory Committee.

Appendix A: The Five M.A. Tracks and Requirements

<u>British & American Literature</u>	<u>Children's Literature</u>	<u>Creative Writing</u>
6 courses in literature 18 hrs - at least 1 before 1800 - at least 1 since 1800 - at least 1 criticism/theory	3 courses in literature 9 hrs	3 courses in literature 9 hrs
1 seminar 3 hrs	1 seminar 3 hrs	1 seminar 3 hrs
	3 courses in Children's Lit 9 hrs - 600 or 700-level Children's Literature courses (e.g., ENGL 690 "Topics in Literature for the Young"	3 courses in Creative Wr 9 hrs - in two or more genres - at least 6 hrs at 700-level
3 elective courses 9 hrs - 1 may be ENGL 799 - 1 may be outside the Dept.	3 elective courses 9 hrs - 1 may be ENGL 799 - 1 may be outside the Dept.	3 elective courses 9 hrs - 1 may be ENGL 799 - 1 may be outside the Dept.
30 credit hour total 30 hrs	30 credit hour total 30 hrs	30 credit hour total 30 hrs
Plus: * language proficiency * writing project * oral examination	Plus: * language proficiency * writing project * oral examination	Plus: * language proficiency * writing project * oral examination

Appendix A: The Five M.A. Tracks and Requirements (continued)

<u>Cultural Studies</u>		<u>Composition & Rhetoric</u>	
3 courses in literature	9 hrs	3 courses in literature	9 hrs
1 seminar	3 hrs	1 seminar	3 hrs
3 courses in Cultural St	9 hrs	3 courses in C & R	9 hrs
- ENGL 705	3 hrs	- ENGL 755	3 hrs
- 2 other CS courses	6 hrs	- 2 other C&R courses	6 hrs
3 elective courses	9 hrs	3 elective courses	9 hrs
- 1 may be ENGL 799		- 1 may be ENGL 799	
- 1 may be outside the Dept.		- 1 may be outside the Dept.	
30 credit hour total	30 hrs	30 credit hour total	30 hrs
Plus:		Plus:	
* language proficiency		* language proficiency	
* writing project		* writing project	
* oral examination		* oral examination	

Appendix B: Program of Study Form, page 2 (Sample)

M_pos08

Supervisory Committee

The signatures below signify agreement between the student and the Supervisory Committee for composition of the program of study, approval by the graduate program, and approval by the Dean of the Graduate School.

<u>Typed Names</u>		<u>Signatures</u>
Student	Dept.	Student
Major Professor	Dept.	Major Professor
Supervisory Committee Member	Dept.	Supervisory Committee Member
Supervisory Committee Member	Dept.	Supervisory Committee Member
Supervisory Committee Member	Dept.	Supervisory Committee Member
Supervisory Committee Member	Dept.	Supervisory Committee Member
Department Head or Group Chairperson	Dept.	Department Head or Group Chairperson
Associate Dean Graduate School (Signature):		Associate Dean Graduate School
		Date

Typed copies of the program signed by the student, major professor, committee members, and the department head or group chairperson are forwarded to the *Dean of Graduate School, 103 Fairchild Hall*. (Department head or group chairperson signs twice if also a committee member.)

RESEARCH APPROVAL

Review and approval by a federally mandated Compliance Committee is required for all research activities that involve the use of subjects or materials as listed below. Please indicate if your research involves any of these and the Compliance Committee's approval number. If you have not yet received approval, you must do so before beginning any research activities. The Compliance Office is located in *Room 203 Fairchild Hall*. Information is available at <http://www.k-state.edu/research/comply/>.

Does your program involve:

- | | | | | |
|--------------------------|-----|--------------------------|----|--|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Human Subjects. (Institutional Review Board) IRB# _____ |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Radioactive Materials. (Radiation Safety Committee) |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Live vertebrates. (Institutional Animal Care and Use Committee) IACUC# _____ |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Biohazards including recombinant DNA and infectious Agents
(Institutional Biosafety Committee) IBC# _____ |

INSTRUCTIONS

A full-time student must file a program before the end of the second semester of graduate study, and part-time students must do so upon completion of 9 credit hours. If courses have already been taken, department codes, course numbers, course names, credits earned, and the semesters taken should be listed on the program of study as they appear on the transcript(s). Master's research hours should be listed on one line with the total sum of credits. Do not include course work earned more than six years prior to the semester this program is submitted.

SUBMISSION

The original and four copies of pages 1 and 2 are submitted to the *Dean of the Graduate School, 103 Fairchild Hall*.

Appendix C: Approval to Schedule Final Examination Form (Sample)

APPROVAL TO SCHEDULE FINAL EXAMINATION: MASTER'S



Name: K-State eID: Student Number:	Examination to be taken: <input type="checkbox"/> Oral Examination <input type="checkbox"/> Written Examination Date: Time: Place:
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A committee member's signature on this form indicates that the student named above is approved to take a final examination. Information regarding final examinations and graduation is available on the Graduate School website at <http://www.k-state.edu/grad/sgc/current/guide/forms/index.htm>.
 Return this form at least two weeks in advance of the examination to 103 Fairchild Hall when the date, time, and place of the final examination have been approved by all committee members. (If preparing a thesis or report, also bring a copy of the abstract and thesis/report title page.)

Major Advisor (Typed)	K-State Email	Signature	Date
Supervisory Committee Member (Typed)	K-State Email	Signature	Date
Supervisory Committee Member (Typed)	K-State Email	Signature	Date
Supervisory Committee Member (Typed)	K-State Email	Signature	Date
Supervisory Committee Member (Typed)	K-State Email	Signature	Date
Department Head/Program Director (Typed)	K-State Email	Signature	Date

Upon receipt of the "Approval to Schedule Final Examination" form, your records will be checked to see if all requirements have been met so that you may receive your degree this semester. The Graduate School will send a message to your email address that your materials are in order or that you have specific problems that must be resolved prior to graduation. If you do not have access to email, please indicate a postal address for sending a letter.

Department address: _____

Local / Home Address: _____

Appendix D: Sample Cover Sheet for the Writing Project

[Title of Your Final Paper]

By

[Your Name]

[B.A. Institution Year]

[Degree in]

Master of Arts Writing Project
Filed in partial fulfillment of the
Requirements for the degree

MASTER OF ARTS

Department of English
College of Arts and Sciences

KANSAS STATE UNIVERSITY
Manhattan, Kansas

[Year]

Approved by: _____
Major Professor