

Graduate Student Handbook

Department of Modern Languages

Kansas State University

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1. Mission Statement

Department of Modern Languages

Through quality research and teaching in world languages and literatures, we prepare a linguistically competent and culturally aware citizenry poised to live and work in an increasingly global and diverse society, in accordance with Kansas State University's land grant mission.

2. Tracks of study

The Department of Modern Languages offers a Master of Arts (MA) degree with ten tracks, grouped into the three major areas of Literature, Second Language Acquisition (SLA), and SLA with Graduate Certificate in Teaching and Learning. Students apply to enter one of the following tracks:

2.1. Literature

1. Literature in French
2. Literature in German
3. Literature in Spanish

2.2. Second Language Acquisition

4. SLA in French
5. SLA in German
6. SLA in Spanish
7. SLA in Teaching English as a Foreign Language (TEFL)

2.3. Second Language Acquisition with Graduate Certificate in Teaching and Learning

8. SLA in French with Graduate Certificate in Teaching and Learning
9. SLA in German with Graduate Certificate in Teaching and Learning
10. SLA in Spanish with Graduate Certificate in Teaching and Learning

If desired, students who are admitted to a particular track may petition the Director of Graduate Studies to transfer to a different track after being admitted or, possibly, after starting the program.

3. Admission process

The application process is detailed on the website of the Graduate School:

<http://www.k-state.edu/grad/admissions/application-process/>

Key information from that website includes:

- The type of Bachelor's degree and Grade Point Average (GPA) applicants should have.
- Information for applicants whose degree is from an institution outside of the US.
- The level of English proficiency non-native speakers of English must demonstrate on an exam, for example, the TOEFL exam.
- Application materials that must be submitted, for example, a statement of professional

- objectives, transcripts, three letters of reference, and application fee.
- Additional application materials that international applicants must submit, for example, an affidavit of financial support.
 - The portal to the online application provided by the CollegeNet system.

It should be noted that the department deadline for applications is earlier than the one noted by the Graduate School. For consideration for **Fall** admission, applicants should have all of their application materials in by **February 1st**, and for **Spring** admission, by **September 1st**. It is recommended that students apply for Fall admission rather than Spring, as the coursework sequence is ideally started in Fall.

Applicants who do not meet all of the requirements of the Graduate School can still apply, but may be granted provisional or probationary admittance and be required to complete additional courses before beginning coursework in the program.

It should be noted that non-native speakers of English who apply to the SLA in TEFL track are held to a higher standard of English proficiency than that specified by the Graduate School. They are required to have received a score of 22 or higher on the listening, reading, and writing sections, and a 24 or higher on the speaking section of the iBT TOEFL (internet based) exam, for a total score of 90 or higher.

Additionally, as the Kansas Board of Regents requires students who teach courses at the university to have received a score of 26 or higher on the speaking section of the iBT TOEFL exam or a score of 50 on the SPEAK test, non-native speakers of English who apply for a Graduate Teaching Assistantship (GTA-ship) must submit one of these scores with their application materials. Details about the SPEAK test are available through the English Language Program (ELP): www.k-state.edu/elp/testing/SPEAKtest.html.

4. Advisor, Major Professor, and Supervisory Committee

Upon admission, students are assigned an initial Advisor, which is the current Graduate Advisor in the language of study of the student. This Advisor acts as a mentor to the student and helps the student choose courses during the first two semesters. Before the end of the second semester, students must form their Supervisory Committee, which is comprised of a Major Professor and at least two readers. The choice of Major Professor depends on several factors, including whether the student decides to complete a large-scale research project (either the MA Report or MA Thesis). Ideally, the Major Professor should have expertise, or at least experience, in the field of study chosen by the student for the large-scale research project. While the Major Professor must be a professor in the Department of Modern Languages, the two readers can be from outside the department. All members of the Supervisory Committee must be members of the Graduate Faculty on campus. The Major Professor takes on the responsibilities of the Advisor, and as such, advises the student on coursework as well as directs the student's large-scale research project (if the student chooses to complete one), and helps the student prepare for the comprehensive exams. The role of the readers is to read the student's comprehensive exam

responses and the large-scale research paper (if applicable).

5. Degree requirements

The MA degree requirements vary by the major area of study and the specific track within the chosen area. All students take coursework in their area of study, most students take comprehensive exams during their last semester in the program, and most students have the option of choosing to complete a large-scale research project.

5.1. Coursework

Graduate courses in our department are given numbers in the 700s, so graduate courses are referred to here as 700-level courses.

5.1.1. Literature

All **Literature** students take:

- MLANG 710: Foreign Language Pedagogy (3 credits; fall only)
- MLANG 720: Introduction to Literary Theory and Research Methodology (3 credits; spring only)

French Literature students also take:

- At least six (6) 700-level courses in French and Francophone literature and culture (18 credits; fall, spring, or summer)
- Elective(s) to be determined with the student's advisor. The exact number of electives, if any, is determined by whether the student chooses to complete a large-scale research project.

German Literature students also take:

- At least six (6) 700-level courses in German literature and culture (18 credits; fall, spring, or summer)
- Elective(s) to be determined with the student's advisor. The exact number of electives, if any, is determined by whether the student chooses to complete a large-scale research project.

Spanish Literature students also take:

- At least six (6) 700-level courses in Peninsular and Spanish-American literature and culture (18 credits; fall, spring, or summer)
- Elective(s) to be determined with the student's advisor. The exact number of electives, if any, is determined by whether the student chooses to complete a large-scale research project.

* It should be noted that SPAN 567: Literature of Spain or equivalent is a prerequisite to the 700-level Peninsular literature courses while SPAN 568: Literature of Spanish America or equivalent is a prerequisite to the 700-level Spanish-American literature courses.

5.1.2. Second Language Acquisition

All **SLA** students take:

- MLANG 600: Principles of Linguistics (3 credits; fall only)
- MLANG 710: Foreign Language Pedagogy (3 credits; fall only)
- MLANG 770: Theories of Second Language Acquisition (3 credits; spring only)

French SLA students also take:

- FREN 742: French and Francophone Literature for Second Language Acquisition (3 credits) **OR** FREN 743: French and Francophone Culture for Second Language Acquisition (3 credits)
- Two (2) 700-level French and Francophone literature or culture courses (6 credits)
- Electives to be determined with the student's advisor. The exact number of electives (2 - 4 courses; 6 - 12 credits) is determined by whether the student chooses to complete a large-scale research project.

German SLA students also take:

- Two (2) 700-level GRMN linguistics course (6 credits)
- Two (2) 700-level GRMN literature courses (6 credits)
- Electives to be determined with the student's advisor. The exact number of electives (2 - 4 courses; 6 - 12 credits) is determined by whether the student chooses to complete a large-scale research project.

Spanish SLA students also take:

- SPAN 777 Hispanic Cultures and Literatures: Teaching Strategies (3 credits)
- Two (2) 700-level literature courses (6 credits). It is recommended that students take the "Advanced Placement (AP) Peninsular Literature" and the "Advanced Placement (AP) Spanish-American Literature" courses.
- Electives to be determined with the student's advisor. The exact number of electives (2 - 4 courses, 6 - 12 credits) is determined by whether the student chooses to complete a large-scale research project.

TEFL SLA students also take:

- MLANG 803: Practicum in Adult TESL/TEFL: Oral Communication (3 credits, fall only)
- MLANG 804: Practicum in Adult TESL/TEFL: Written Communication (3 credits, spring only)
- Three (3) courses from one of the following Secondary Areas of Study: Linguistics, American Literature, British Literature, Children's Literature, Communication Studies, Creative Writing, Cultural Studies, Curriculum Design, Drama, Journalism and Mass Communication, Rhetoric and Composition, Women's Studies (9 credits; fall, spring, summer). While Appendix A below contains a list of already-approved courses in each of these areas, students can request that a course not on the list be counted towards their Secondary Area of Study.

5.1.3. Second Language Acquisition with Graduate Certificate in Teaching and Learning (TELRN)

All **SLA with Graduate Certificate in TELRN** students take from the College of Education:

- EDCI 702: Curriculum, Instruction, and Assessment (3 credits, summer)
- EDCI 715: Literacy and Diverse Learners in the Content Areas (3 credits, summer)
- EDSP 710: Education of Exceptional Individuals (3 credits, fall, spring, summer)
- EDCI 812: History of American Education (3 credits, spring) **OR** EDCI 813: Philosophy of American Education (3 credits, fall)
- EDCI 712: Modern Language Methods and Practicum (3 credits, fall)
- EDEL 620: Foreign Language Elementary School Methods (3 credits, spring)
- EDEL 621: Foreign Language Elementary School Practicum (1 credit, spring). Must be taken concurrently with EDEL 620.
- EDCI 801: Internship in K-12 Schools (4 credits, fall or spring). This is a 16-week field experience, commonly referred to as “student teaching”. It must be taken during the student’s last semester in the program.

*Details about the scheduling of these courses, including possible substitutions, should be consulted with Dr. Leah McKeeman in the College of Education.

All **SLA with Graduate Certificate in TELRN** students take from the Department of Modern Languages:

- MLANG 710: Foreign Language Pedagogy (3 credits, fall)
- MLANG 770: Theories of Second Language Acquisition (3 credits, spring)
- Two (2) 700-level literature courses in target language (6 credits, fall, spring, summer)

French SLA with Graduate Certificate in TELRN also take:

- FREN 719: Advanced Spoken and Written French
- FREN 742: Literature for Second Language Acquisition **OR** FREN 743: Culture for Second Language Acquisition

German SLA with Graduate Certificate in TELRN also take:

- Two (2) 700-level linguistics courses in target language (6 credits, fall, spring, summer)

Spanish SLA with Graduate Certificate in TELRN also take:

- SPAN 670: Advanced Spanish Grammar
- SPAN 777: Hispanic Cultures and Literatures: Teaching Strategies

5.2. Comprehensive examinations

The comprehensive examinations (commonly referred to as “comps”) test students’ knowledge of the core theories, works, and methodologies in their track. The specific questions are created by students’ Major Professor in consultation with the Supervisory Committee. Students take their comps during the first week of April for spring graduation or during the first week of November for fall graduation. The specific day is decided in consultation with the Major Professor. Most often, students take their comps in the KLC in Eisenhower Hall on a computer disconnected from

the internet. Each exam question is graded as “pass” or “fail” by each committee member. At least two-thirds of the members of the Supervisory Committee must give a score of “pass” on all questions in order for students to successfully pass their comps. In the case of a failed attempt, per the university-wide Graduate Handbook, Chapter 2, [Section J.3](#), only **one** (1) retake can be given to the student, no sooner than 2 months nor later than 15 months after the date of the failed first attempt. A third attempt is not allowed, and as such, students who fail a second attempt of their comps do not receive their degree.

The following descriptions give the content areas and the time frame for the comps in each track. Students are encouraged to consult with their Major Professor about the details of their comps and how best to prepare.

Literature in French:

The Literature in French exam consists of four areas: (1) Medieval and Renaissance Literature; (2) 17th and 18th Century Literature; (3) 19th, 20th/Contemporary, and Francophone Literature; and (4) Comprehensive or Practical Essay. One hour is allotted to each section. Students should set aside a block of time more than four hours long to complete their comps: two hours to answer the first two questions, a short break, then two hours to answer the final two questions. After the supervisory committee has reviewed the student’s written answers, a follow-up oral defense takes place, usually within a week or two.

Literature in German:

The comprehensive examination in Literature in German consists of four questions and reflects a breadth of coursework in modern German literary studies, including the Enlightenment, Romanticism, Realism and Naturalism, Modernisms, Post-War, and Post-1989 literature; film in the 20th and 21st Century; and second language pedagogy. The exam is written on a computer disconnected from the internet, usually in the Kirmser Language Center (EH 001), and one hour is allotted to each of four questions. Students should set aside a five-hour block of time to complete their comps: two hours to answer the first two questions, a one-hour break, and two more hours to answer the final two questions. After the supervisory committee has reviewed the student’s written answers, a follow-up oral exam will be called to discuss the written answers.

Literature in Spanish:

The Literature in Spanish exam consists of questions in five areas: two from Spain, two from Latin America, and one close reading. Specifically, students answer questions on: (1) Medieval and Early Modern literature in Spain; (2) 17th to 21st Century Literature in Spain; (3) literature in Latin America from its origins to the 19th Century; (4) 20th and 21st Century Literature in Latin America; and (5) a close reading of a poem. One hour is allotted to each area, and as such, students should plan for an approximately 6-hour block of time to complete their comps: two hours for Spain (questions 1 and 2), a short break, two hours for Latin America (questions 3 and 4), a lunch break, and one hour for the close reading (question 5). After the Supervisory Committee has reviewed the student’s written answers, a follow-up oral defense takes place, usually within a week or two.

SLA in French:

The French SLA comps consist of four areas: (1) SLA theory, (2) L2 pedagogy, (3) analysis and instruction of a literary text, and (4) literature. The first two questions are answered in English, the last two in French. One hour is allotted to each area. Students should set aside a 5-hour block of time to complete their comps: two hours to answer the first two questions, a one-hour break, and two more hours to answer the final two questions. After the Supervisory Committee has reviewed the student's written answers, a follow-up oral defense takes place, usually within a week or two.

SLA in German:

The SLA in German exam consists of four areas: (1) SLA theories, (2) second language pedagogy, (3) analysis and instruction of a literary text, and (4) German literature. The first two questions are answered in English, the last two in German. The exam is written on a computer disconnected from the internet, usually in the Kirsmer Language Center (EH 001), and one hour is allotted for each question. Students should set aside a five-hour block of time to complete their comps: two hours to answer the first two questions, a one hour break, and two more hours to answer the final two questions. After the supervisory committee has reviewed the student's work, a follow-up oral exam will be called to discuss the written answers.

SLA in Spanish:

The Spanish SLA comps consist of four areas: (1) SLA theory, (2) L2 pedagogy, (3) analysis and teaching outline of a literary text, and (4) literature. The first two questions are answered in English, the last two in Spanish. It should be noted that students who take the two AP literature courses, the course on the AP Literature from Spain and the course on the AP literature from Latin America, as their two 700-level literature courses are exempt from question (4). One hour is allotted to each area. Students should set aside a five-hour block of time to complete their comps: two hours to answer the first two questions, a one hour break, and two more hours to answer the final two questions. After the supervisory committee has reviewed the student's written answers, an oral defense is held with the students and the Supervisory Committee, usually within a week or two.

SLA in TEFL:

The TEFL comps consist of four areas: (1) SLA theory, (2) L2 pedagogy, (3) a case study of a problematic situation, and (4) the student's secondary area of study. One hour is allotted to each area. Students should set aside a five-hour block of time to complete their comps: two hours to answer the first two questions, a one hour break, and two more hours to answer the final two questions. After the Supervisory Committee has reviewed the student's written answers, a follow-up oral exam may be called if deemed necessary by that committee.

The reading lists for the **literature** tracks in French, German, and Spanish can be found at the following website:

<http://www.k-state.edu/mlangs/programs/masters/LIT.html>

The reading lists for the **SLA** tracks in French, German, Spanish, and TEFL can be found on this website:

<http://www.k-state.edu/mlangs/programs/masters/SLA.html>

It should be noted that, usually, students in an SLA track with a TELRN certificate take the Praxis exam in their language of study in lieu of comps. Students in a TELRN track should consult with their Major Professor to confirm this procedure.

5.3. Large-scale research project

Students in a literature track or in a non-TELRN SLA track have the opportunity to choose to complete a large-scale research project. This opportunity provides students with experience in conducting original research through a step-by-step process, guided by a Major Professor. That professor must be a member of the graduate faculty within the Department of Modern Languages. It is recommended that students approach a professor whose research profile would best allow him or her to guide the research.

The culmination of the research process is a written document and a conference-style oral presentation. As going through the process to create original research is valuable preparation for students who later pursue a doctorate degree, it is recommended that students who plan to complete a doctorate, or who think that they might pursue one in the future, complete a large-scale research project, whether a Report or a Thesis.

Students whose research requires them to retrieve data from human subjects must receive approval from the Institutional Review Board (IRB) before collecting data. This is often the case for SLA projects, but rarely the case for literature projects. Students should be aware that the review process take up to 6 weeks and, thus, should submit their IRB application as early as possible so as to not delay the research process. More information about the process to receive approval is available from the IRB website:

<https://www.k-state.edu/comply/irb/>

The style guide that students must adhere to in their written Report or Thesis is specified by the Major Professor, but the norm for literature projects is the Modern Language Association (MLA) style guide while the norm for SLA projects is the American Psychological Association (APA) style guide. The written Report or Thesis should be formatted in the standard manner for academic papers: double-spaced, Times New Roman font, 12 point size. Students are highly encouraged to use the Microsoft Word template provided by the Graduate School from the beginning of their writing process:

<https://www.k-state.edu/grad/etdr/template/index.html>

Additional general information about Reports and Theses (and Dissertations, which are not an option in this graduate program) is available in the university-wide Graduate Handbook, Appendix B:

<http://www.k-state.edu/grad/graduate-handbook/appendixb.html>

5.3.1. MA Report

Generally, the MA Report is researched and completed during the student's final semester in the program. However, students do not need to wait until the beginning of that semester to start, and

in fact, students who plan to do field or archival research will likely want to do so before that point. Students who complete a Report enroll in research hours that final semester and take one fewer normal course. The Report should have a length of 30 - 50 pages, including appendices.

5.3.2. MA Thesis

Generally, the MA Thesis is researched and completed during the student's final two (2) semesters in the program. That said, students do not need to wait until the beginning of that time period to begin the research process, and further, students who plan to do field or archival research will likely want to get started before that point. Students who complete a Thesis enroll in research hours during their final two semesters, and therefore take one fewer normal course during each of those two semesters. It is common for Major Professors to require students to make a formal proposal on a topic for their Thesis to the Major Professor and the Supervisory Committee in order to receive approval on the topic before beginning the research process in earnest. The Thesis should have a length of 60 - 80 pages, including appendices. It is recommended that students who would like to complete a Thesis have a topic and a possible Major Professor in mind by the middle of their second semester in the program, in order to approach the professor about serving as Major Professor as well as to finalize the topic by the end of the second semester, to be able to enroll in research hours in their third semester.

6. Graduate Teaching Assistantships and other funding

Applicants are encouraged to apply for a Graduate Teaching Assistantship (GTA-ship) when they apply for admission to the MA program. Students who work as GTAs gain valuable hands-on experience with teaching within a supportive and collaborative environment while receiving financial support. Full-time GTAs in both the Department of Modern Languages (MLANG) and the English Language Program (ELP) receive a full-tuition waiver (the exact amount of savings can be viewed at <http://www.k-state.edu/sfa/costofattendance/gtc.html>) for each year they work as a GTA, and can join the university's health insurance program. In addition to the tuition waiver and health insurance, GTAs receive a stipend for the academic year (August to May); the amount of the stipend varies by program. GTAs may also apply to teach in the summer, but should note that there are fewer positions available then. Details about the application process and stipend are provided by the coordinator of the language to be taught, whether in MLANG or the ELP. Also, it should be noted that only TEFL students can work as GTAs in the ELP, while all students, including TEFL students, can work as GTAs in MLANG, as need permits. Under normal circumstances, students may hold a GTA-ship for no more than two (2) years. While GTAs normally do not lose an assistantship midyear, with sufficient reason, the coordinator of the language of instruction may withdraw the assistantship at any time. Reasons for this rare occurrence may include consistent incompetence in teaching or many Incompletes in the courses that a GTA takes as a student.

Aside from the GTA-ships described above, there are many opportunities for scholarships, grants, and loans available through:

- Department of Modern Languages: <http://www.k-state.edu/mlangs/scholarship.html>
- College of Arts and Sciences: <http://artsci.k-state.edu/about/diversity/students/scholarships.html>
- Office of Student Financial Assistance: <http://www.k-state.edu/sfa/>

7. Professional development

Throughout the academic year, a series of workshops for GTAs and instructors is presented by faculty members in the department. These workshops provide valuable exposure to topics ranging from language teaching to managing the post-graduation job search and applying for doctoral programs. There are four workshops offered each academic year, one each in September, October, February, and April.

The Department of Modern Languages hosts *Initials*, the undergraduate and graduate student research forum, as well as *Signatures*, the faculty research series. Graduate students are encouraged to submit projects for consideration for inclusion in *Initials* and to attend the semesterly presentations of *Signatures*.

Graduate students are also encouraged to attend the annual state conferences sponsored by the various language teacher organizations and by the Kansas World Language Association (KSWLA). These can be promising venues for presentation of research projects as well.

8. Forms

Students or their Major Professor turn in the following forms to the Graduate School, by the indicated deadlines. Unless otherwise noted, these forms are available on the website of the Graduate School: <http://www.k-state.edu/grad/academics/forms/>

| Form | Deadline |
|---|---|
| Program of Study: This form outlines the student's coursework and creates his/her Supervisory Committee. | By end of second semester in program. |
| Program/Committee Change Form: This form is used to change the coursework outlined or the Supervisory Committee previously approved in the Program of Study form. | At any point after submitting the Program of Study form, if needed. |
| Application for Graduation: This is an online form that students complete in the Student Center within their K-State Student Information System (KSIS) account. | Early in last semester in program. |
| Approval to Schedule Final Examination: The submission of this form causes the Graduate School personnel to check the records of the student to ensure that all program requirements have been met. It should be noted that even SLA students who are completing a graduate certificate in the College of Education, and therefore may not take comps in | During last semester in program, at least two weeks before students take their comps. |

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| MLANG, must complete and submit this form. | |
| Final Examination Ballot: This form is sent by the Graduate School to the student's Major Professor after the Approval to Schedule Final Examination form is approved by the Graduate School. Students themselves don't submit this form; it is listed here simply for students' reference. | To be submitted by the student's Major Professor, after the Supervisory Committee has signed it, shortly after a decision has been made about the outcome of the comps. |
| Electronic Theses, Dissertations and Reports (ETDR): Students who complete the optional large-scale research project, that is, an MA Report or Thesis, must submit an electronic copy of their research and several associated forms. Information as well as a Microsoft Word template for writing the Report or Thesis are available at: http://www.k-state.edu/grad/etdr/ | The exact deadline varies from semester to semester, but is usually three or four Fridays before the end of the semester. Students should check the specific deadline for the semester during which they will graduate at: http://www.k-state.edu/grad/etdr/ |
| Graduate Student Exit Survey: A short survey that students must fill out before the Final Examination Ballot can be approved by the Graduate School. | After comps. |

A few other, less commonly used forms are also available at:

<http://www.k-state.edu/grad/academics/forms/>

9. Study abroad

The Study Abroad Office has information about opportunities for students, including graduate students, to study abroad: <http://www.k-state.edu/studyabroad/>.

10. Graduate Student Association

Students are encouraged to collaborate with each other and enjoy the camaraderie that can be developed among students in a graduate program. To that end, the department sponsors a Graduate Student Association and information about it can be found at:

<http://www.k-state.edu/mlangs/gso1.html>.

11. Frequently asked questions

Question: What is the GRE exam and who should take it?

Answer: The Graduate Record Examination (GRE) tests Verbal Reasoning, Quantitative Reasoning (arithmetic, algebra, geometry, and data analysis), and Analytical Writing. It is not currently required for consideration for admission into the MA degree program in the Department of Modern Languages. However, students who plan to pursue a doctoral program should take the GRE exam in fall semester of their second year in the MA program in order to include their GRE scores in their doctoral application materials, as nearly every doctoral program in the humanities and the social sciences in the United States requires these scores for consideration for admission. More information is available from Educational Testing Service, the

organization that administers the GRE exam, at www.ets.org/gre.

Question: How many credit hours do I need to take to be considered a full-time student?

Answer: Graduate students without an assistantship must take at least nine (9) credit hours per semester to be considered a full-time student, while students with an assistantship, such as a GTA-ship, must take at least six (6) hours per semester to be considered a full-time student. International students in their last semester who don't have a GTA-ship should check with International Student and Scholar Services to verify the number of credit hours that they must be enrolled in to be considered a full-time student, as it may vary in their last semester.

Question: How many credit hours do I have to take to maintain a GTA-ship (if I have one)?

Answer: Students who work as a GTA in either the ELP or in the Department of Modern Languages must take at least six (6) credit hours per semester to maintain their assistantship.

Question: Can I attend classes via Skype?

Answer: Some faculty members allow students who are practicing teachers to attend class via Skype if the distance from their job site to K-State's campus is excessive. However, this permission is given on an individual basis and faculty members are not required to give it. It is a favor that some professors may be willing to make to students. As such, students should not consider this accommodation as a given when arranging their class and work schedules.

Question: I'm an international student. How do I get a visa to study in the United States and when does it expire?

Answer: Details about visas for international students are available from International Students and Scholars Services: www.k-state.edu/iss

12. Appendix A: Pre-approved courses for TEFL Secondary Areas of Study

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|--|---|
| <p>American Literature ENGL 640: Early Amer. Lit. ENGL 645: 19th Century Amer. Lit. ENGL 650: 20th Century Lit. ENGL 655: Amer. Ethnic Lit. ENGL 660: Readings in Major Authors ENGL 680: Topics in Amer. Lit. ENGL 695: Topics in Lit. ENGL 710: Studies in a Literary Genre ENGL 720: Studies in a Major Author ENGL 730: Studies in a Literary Period ENGL 825: Seminar in Lit.</p> | <p>British Literature ENGL 605: Medieval Lit. ENGL 610: Renaissance Lit. ENGL 620: 17th Century Brit. Lit. ENGL 625: 18th Century Brit. Lit. ENGL 630: 19th Century Brit. Lit. ENGL 635: 20th Century Brit. Lit. ENGL 660: Readings in Major Authors ENGL 670: Topics in Brit. Lit. ENGL 695: Topics in Lit. ENGL 710: Studies in a Literary Genre ENGL 720: Studies in a Major Author ENGL 730: Studies in a Literary Period ENGL 825: Seminar in Lit.</p> |
| <p>Children's Literature</p> | <p>Communication Studies</p> |

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| <p>ENGL 660: Readings in Major Authors ENGL 690: Topics in Lit. for the Young ENGL 695: Topics in Lit. ENGL 703: Critical Approaches to Children's Lit. ENGL 710: Studies in a Literary Genre ENGL 720: Studies in a Major Author ENGL 825: Seminar in Lit. ENGL 830: Seminar in Cultural Studies</p> | <p>COMM 525: Argumentation Theory COMM 526: Persuasion COMM 542: Relational Comm. COMM 545: Comm. and Democracy COMM 630: Topics in Rhetoric and Comm. COMM 710: Intro. to Comm. Research COMM 716: Small Group Communication COMM 720: Perspectives on Comm. COMM 721: Language and Social Interaction COMM 726: Seminar in Persuasion COMM 730: Classical Rhetorical Theory COMM 733: Rhetorical Criticism COMM 734: Rhetoric of Social Movements COMM 735: Leadership Comm. COMM 742: Relational Comm. COMM 780: Intercultural Comm.</p> |
| <p>Creative Writing ENGL 661: Prose Fiction ENGL 662: Playwriting ENGL 663: Poetry ENGL 665: Nonfiction ENGL 761: Workshop: Short Fiction ENGL 763: Workshop: Poetry ENGL 765: Workshop: Creative Nonfict. ENGL 771: Workshop: Novel / Novella</p> | <p>Cultural Studies ENGL 655: Readings in Amer. Ethnic Lit. ENGL 660: Readings in Major Authors ENGL 670: Topics in British Lit. ENGL 680: Topics in American Lit. ENGL 705: Theory and Practice of Cul. Studies ENGL 710: Studies in a Literary Genre ENGL 720: Studies in a Major Author ENGL 730: Studies in a Literary Period ENGL 830: Seminar in Cultural Studies ANTH 508: Male and Female: Cross-cultural Perspectives ANTH 510: Kinship and Marriage in Cross-cultural Pers. ANTH 600: Cultural Dynamics ANTH 604: Culture and Personality ANTH 618: Religion in Culture</p> |
| <p>Drama THTRE 671: History of Opera THTRE 764: Early Amer. Theatre THTRE 782: Women in Theatre THTRE 870: Greek and Roman Theatre THTRE 871: Medieval and Baroque Th. THTRE 875: Comtemporany Theatre THTRE 879: Modern Theatre ENGL 660: Readings in Major Authors</p> | <p>Journalism and Mass Communications MC 573: Ethics in Mass Comm. MC 612: Gender Issues and the Media MC 662: International and Intercultural Public Relations MC 670: Advertising and Social Responsibility MC 710: History of Mass Comm. MC 720: Ethics in Mass Comm.</p> |

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| ENGL 695: Topics in Lit. ENGL 710: Studies in a Literary Genre ENGL 720: Studies in a Major Author ENGL 862: Workshop: Playwriting | MC 725: International Comm. MC 765: Comm. Theory |
| Linguistics ENGL 700: Old English ENGL 757: Studies in Lang. And Ling. ENGL 820: Seminar in Language ENGL 890: History of the English Lang. MLANG 779: Seminar in Ling. ANTH 514: Lang. and Culture ANTH 523: Topics in Ling. Anthropology ANTH 792: Field Methods in Ling. COMM 721: Lang. And Social Interaction | Rhetoric and Composition COMM 730: Classical Rhetorical Theory COMM 726: Seminar in Persuasion COMM 733: Rhetorical Criticism COMM 734: Rhetoric of Social Movements ENGL 685: Topics in Rhetoric and Comm. ENGL 755: Studies in Composition and Rhetoric ENGL 759: Studies in Technical Comm. ENGL 797: Professional Writing Internship ENGL 840: Seminar in Composition and Rhetoric |
| Women's Studies ENGL 660: Readings in Major Authors ENGL 720: Studies in a Major Author WOMST 610: Seminar in Women's Stud. WOMST 700: Advanced Topic: Women's Stud. SOCIO 545: Sociology of Women SOCIO 633: Gender, Power and Development | Curriculum Design EDCI 702: Curriculum, Instruction, and Assessment EDCI 715: Literacy and Diverse Learners in the Content Areas EDCI 755: Multicultural Issues in Teaching EDCI 803: Curriculum Development EDACE 714: International Education EDACE 725: Adult Basic Education Techniques EDACE 754: Adult Basic Education |

13. Appendix B: Sample questions for Comprehensive Examinations

French Literature

1. Que veut dire le terme “une belle conjointure” que Chrétien de Troyes utilise pour caractériser la structure de ses romans?
2. Discutez le regard de l’Autre dans la littérature du 18e siècle en utilisant trois texte de votre choix.
3. Commentez le rôle du temps (le passé, l’acte de se souvenir, la mémoire) dans les textes de Marcel Proust et Marguerite Duras.
4. Analysez la représentation de la femme dans trois textes de trois périodes différentes (les héroïnes, l’amour/la sexualité, les relations entre l’homme et la femme, le féminisme, etc.)

German Literature

1. Welchen Einfluss hat die deutsche Märchentradition auf nicht nur die deutsche Literatur der Romantik sondern auch auf spätere literarischen Epochen? Wie werden märchenhafte Strukturen, Elemente und Motive in anderen Werken bearbeitet? Identifizieren Sie zwei Texte aus zwei unterschiedlichen Epochen, die nicht als Märchen bezeichnet werden, die aber märchenhafte Elemente verwenden. Besprechen Sie inwiefern und zu welchem Zweck diese Elemente benutzt und bearbeitet werden.
2. Wie haben Schriftsteller der Moderne (1890-1945) die Prämissen der realistisch-naturalistischen Prosa des neunzehnten Jahrhunderts radikal verändert? Denken Sie dabei an Zeit, Raum, Perspektive, das Bewusstsein der Figuren, die Erzähler, usw. Welche erheblichen Unterschiede zwischen diesen zwei "Modellen" würden Sie betonen und warum? Erörtern Sie bitte diese Entwicklung anhand von einem schlüssigen realistischen Beispiel und zwei bis drei der Moderne. Könnten Sie auch über ein paar Ursachen für einige Entwicklungen spekulieren?
3. In der deutschen Literatur im neunzehnten und zwanzigsten Jahrhundert und in der deutschen Filmtradition sind Gender und die Darstellung der Nation oft eng verwandt. Bitte analysieren Sie die Funktion von Gender in der Darstellung der Nation in drei Texten (oder Texten und Filmen) von unterschiedlichen Epochen. Wie werden Weiblichkeit und Männlichkeit dargestellt anhand von größeren Diskursen über die Nation oder Deutsch-Sein? Warum, denken Sie, sind Gender und Nation oft so eng verwandt?

Spanish (Peninsular) Literature

Medieval and Early Modern

1. Comparar/contrastar las tendencias didácticas presentes en el *Libro del buen amor* y *El conde Lucanor*.
2. Comparar/contrastar la estructura del *Poema de Mio Cid*, el *Libro de buen amor* y *La Celestina*.
3. Discutir el problema de la unidad en la primera parte de *Don Quijote* teniendo en cuenta la función de los cuentos y novelas intercaladas.
4. La "justicia poética" es un concepto importante en los dramas del siglo de oro. Escoger tres dramas y explicar cómo se manifiesta. ¿Presenta algunas variantes?
5. Señalar los rasgos esenciales del teatro español según Lope de Vega en el *Arte nuevo de hacer comedias*. Explicar cómo *Fuenteovejuna* responde o no a estos planteamientos.

18th Century to the Present

1. Comparar/contrastar los personajes femeninos de *Don Juan Tenorio*, *Doña Perfecta* y *Pepita Jiménez*. ¿Hay alguna relación entre el tipo de caracterización y los movimientos literarios a los cuales pertenecen dichos textos?
2. Explicar las características del romanticismo español. Ilustrarlas con textos de diferentes géneros.
3. Comentar la preocupación por el tiempo en la obra de Unamuno, Azorín y Machado.
4. Sobre la generación del 98: mencionar representantes, obras destacadas, rasgos e importancia dentro del contexto de la literatura española.

5. Comparar/contrastar la voz poética en la obra de dos de los siguientes poetas: Angel González, Gloria Fuertes, Ana Rossetti.

Spanish-American Literature

Before 1950

1. Comparar/contrastar la representación del indígena americano en los textos de Colón, las Casas, Díaz del Castillo y Garcilaso de la Vega (seleccionar tres).
2. ¿En qué forma Sor Juana Inés de la Cruz enfocó asuntos de género a través de sus escritos? Tener en cuenta el contexto cultural, social, religioso y político de la época.
3. Señalar cinco características del modernismo como movimiento literario y aplicarlas a textos específicos.
4. ¿Hay alguna relación entre costumbrismo y novela regionalista? Explicar su respuesta con base en textos específicos.
5. ¿Cuál es la contribución de Agustini, Mistral, Storni y Bombal (escoger tres) a la representación de la mujer en la literatura? ¿Qué recursos poéticos contribuyen a dicha representación? Ejemplificar su respuesta con los textos apropiados.

After 1950

1. Seleccionar una novela y un drama que ilustren la tendencia a superar el realismo dentro de la literatura hispanoamericana y explicar de qué estrategias se valen los respectivos autores para superar dicho realismo.
2. Muchos textos hispanoamericanos explotan deliberadamente la multiplicidad de puntos de vista. Explicar la función y contribución de esta técnica en tres de los siguientes textos: *Pedro Páramo*, *La muerte de Artemio Cruz*, *Yo también hablo de la rosa*, *La casa de los espíritus*, “El cuento envenenado”.
3. Comparar/contrastar el tratamiento de temas históricos en la poesía de Borges o Neruda, un cuento de Rulfo, *Cien años de soledad*, *Entre Villa y una mujer desnuda* (enfocarse en un solo tema en cada texto de los tres seleccionados).
4. Establecer la conexión violencia política-literatura en tres textos de diferente género. Ubicar los textos en sus respectivos contextos, señalar los recursos que se emplean en cada caso y especificar su contribución a la caracterización, la estructura, el lenguaje, etc.
5. Seleccionar tres poetas cuyo quehacer literario le permita hacer un planteamiento sobre su respectiva *ars poética*. Ilustrar su respuesta.

Second Language Acquisition

1. L1 and L2 learning: What are some similarities and differences between L1 and L2 acquisition? (You can be selective.) What is the benefit of using insights from L1 learning in forming theories of L2 learning?
2. In your opinion, what are five fundamental facts about learning a second language that a complete theory of SLA needs to be able to account for (remember that such a theory might not yet exist)? Which of these facts do theories that you have studied (Behaviorism, Universal Grammar, Processing Approaches, Connectionism, Functionalism, Interactionism, Socio-Cultural Approaches) ignore most often? Which current theory is in this respect most complete?

3. SLA theories: Outline three major theories of second language acquisition. Choose the theory you consider most tenable and explain your response.
4. Consider the different SLA theories that you have studied (Behaviorism, Universal Grammar, Processing Approaches, Connectionism, Functionalism, Interactionism, Socio-Cultural Approaches). What is the focus of each theory, that is, what aspect of learning can this theory explain? What aspects of learning does it not address?
5. Based on your explanation so far, can you group some of these theories as sharing common beliefs? Which theories are incompatible? Which theories could complement each other?
6. SLL is multi-faceted and no one theory represents every part of the process. Discuss which theory or theories address each of the following aspects of the SLL process and how the theory/theories address it: (a) How language is represented in the brain; (b) How language input is processed and thereby learned; (c) How interaction with others affects SLL. Of the theories mentioned in your answer, which theory do you find the most complete and why? Is this theory lacking in any way?
7. Choose two of the following phenomena (a - f) and explain them from each of the following perspectives: Behaviorism, Universal Grammar, and Cognitive Approaches: (a) acquisition of present tense or past tense irregular verbs; (b) fossilization; (c) transfer; (d) learning of word order (ex. SVO vs. SOV); (e) learner production of language (output); (f) organization of lexical items.
8. How does a learner's initial interaction with input lead to acquisition and production of a specific form? You might include discussion of the following concepts: Perceptual saliency, input-intake, declarative vs. procedural knowledge, automatization, short-term vs. long-term memory, etc.
9. Each theory or approach to language learning tends to use particular methods of data collection and evaluation. Compare the functionalist approach and the cognitive approaches (e.g., the competition model or connectionist models) and explain: (a) *what type* of language data is collected in each and *how*; (b) how the methodology used (data collection and evaluation process) reflects the unique views on learning/the learner that these divergent approaches hold.
10. More recently, linguistic research has focused on language use (by *both* learners and native speakers). Why is it important to study natural language use, for example, collocations, polysemy (e.g., the recent systematic use of *like* as a discourse marker); usage patterns, aspects of frequency; language change; registers; the influence of sociolinguistic variables, etc.?
11. Why is sociolinguistics not an SLL theory? How can sociolinguistic findings contribute to illuminating the SLA process and the construction of an L2 identity?

L2 Pedagogy

1. SLA theory and teaching methods: The Grammar-Translation Method and the Audio-Lingual Method of the 1950s and 1960s are generally considered 'outdated' as second language teaching methods. What in our developing understanding of SLL led to this view? And how are current approaches to language teaching (you may pick one, e.g., communicative language teaching) different?
2. SLA theory and the teacher: How would a teacher's beliefs about the process of SLA

- affect what happens in the classroom? Give examples of classroom activities that would correspond to three different theoretical perspectives. What types of activities do you use in the classroom? Do they support your beliefs about SLA? Why or why not?
3. The individual learner: Discuss the role motivation plays in language teaching and learning. What motivational strategies can be applied when teaching each of the four skills? Explain.
 4. Why do learners need to practice all four language skills? How should each of the four skills be taught to maximize learning? What types of linguistic information/communicative skills does a person learn when engaged in a reading, listening, writing, or speaking task? That is, how is the necessary language competence different for each of the skills?
 5. Discuss the concept of Fluency in each of the four skills. In your opinion, in which skill is fluency the most crucial? Explain. (Include examples to support your opinion.)
 6. Teaching Grammar: Based on the readings you have done both in your course work and from the reading list, how would you teach grammar? That is, when is it appropriate to use particular techniques as opposed to others (focus on form vs. focus on forms, deductive vs. inductive teaching, etc.; it might be beneficial to review your SLA readings on processing approaches)?
 7. Teaching Pragmatics: The teaching of culture in the classroom has traditionally been focused on introducing students to cultural products (“big C-culture”), the assumption being that students would acquire what might be termed “little c-culture” (culture-specific ways of seeing the world and of carrying out everyday activities) through extended exposure to the target language and culture. However, it has been observed (e.g., Bardovi-Harlig, 2001) that even advanced SL speakers show significant differences from native speakers in *language use*: their execution and comprehension of certain speech acts (e.g., complementing, making requests); conversational functions such as greetings and leave-taking; and conversational management (e.g., turn taking, ways to show engagement in a conversation). Thus, it can be argued that there is a need for *explicit* teaching of (cross-cultural) pragmatics. Discuss how the teaching of pragmatics could be included in your language classroom. What should the goals be? How does one know which pragmatic structures differ across cultures and should thus be taught? What kinds of materials should be used? How could the teaching of pragmatic structures be integrated into a communicative classroom?
 8. Non-productive skills: What are the difficulties in both teaching and assessing “non” productive skills? Describe the methods/approaches you would use as well as the types of tasks and/or activities that you would choose. How would you implement them? Explain the reasons for your choices.
 9. Instructional strategies: Questioning. What role does student and teacher questioning play in the learning process? What are ways for teachers to maximize learning opportunities through student and teacher questioning?
 10. Instructional strategies: Schemata. Students learning a second language are not blank slates; they bring to the classroom a variety of background knowledge (about topics, text types, linguistic structures), real-life experience, and cultural values. Learners may or may not use this existing knowledge – “schemata” – effectively to make sense of new information/texts. In the classroom, teachers can use instructional strategies to (1) help

students transfer such knowledge and (2) activate background schemata, thereby enhancing meaning construction and promoting learning. Discuss these types of instructional strategies and their use for teaching reading, writing, listening, and speaking and for integrating the teaching of language and culture (How and where can they be used? What are the instructional benefits?). Where possible, illustrate your discussion with examples from the (your) FL classroom.

11. Materials: The use of authentic or realistic materials presents certain advantages and disadvantages. Discuss these. Apply the A factor and the E factor in discussing the choices you would make.