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Introduction

The Graduate Student Handbook is designed to serve as a user-friendly, comprehensive guide to the graduate programs in the English Department at Middle Tennessee State University. Every effort will be made to update the handbook periodically. Students and faculty should be aware, however, that the university’s Graduate Catalog is the final authority concerning graduate school policies, programs, and curricula.

For more information about the graduate programs in English, students and faculty may consult the department’s website or any of the graduate program support personnel:
- English Department website: [www.mtsu.edu/english/index.php](http://www.mtsu.edu/english/index.php)
- English Graduate Program Office: (615) 898-2665 or Deborah.Flanigan@mtsu.edu
- English Graduate Program Director: Dr. Keven Donovan, (615) 898-2665 or Kevin.Donovan@mtsu.edu
- Director of Graduate Admissions in English: Dr. Carl Ostrowski, (615) 898-2665 or Carl.Ostrowski@mtsu.edu
- Graduate Advisor in English: Dr. Rhonda McDaniel, (615) 898-2665 or Rhonda.McDaniel@mtsu.edu

Overview of the Programs

The Department of English at Middle Tennessee State University offers the Master of Arts and the Doctor of Philosophy degrees. Both degree programs provide students with the opportunity to integrate advanced training in traditional and emerging areas of English studies with teaching experience and pedagogical training. The programs seek to attract a diverse body of qualified applicants and especially welcome nontraditional students, including returning students, professionals, international students, and students historically underrepresented in the discipline.

The English Department has been involved in granting master’s and doctoral degrees for more than four decades. The M.A. program was established in 1966, fifteen years after the graduate school was added to the university. The Ph.D. program, first established in 2003, awarded its first two Ph.D. degrees in that same year. The Ph.D. program evolved from a Doctor of Arts (D.A.) degree program established in the late 1960s; the department granted its first D.A. degree in 1971. Many of our applicants to the doctoral program come from regional campuses of community colleges and small liberal arts universities, and in seeking an advanced degree such candidates enhance the intellectual culture of their campuses and the region, as well as contributing to the economic growth of the region and their own personal, intellectual, and economic wellbeing.

The graduate programs in English at Middle Tennessee State University offer an especially rich curriculum, with a full range of courses covering all literary periods and genres as well as pedagogical courses in English. The relatively small size of the seminars, usually eight to twelve students, allows for highly individualized attention to students. The curriculum provides opportunities in areas that are unique strengths to the department, such as children’s and adolescent literature, film studies, popular culture, Southern literature, and American folklore, in addition to all the major periods of British and American literature. The graduate curriculum thus maintains considerable breadth as well as depth, allowing students to become adept in a variety of fields within English studies. The department’s faculty is engaged in research in traditional literary fields as well as popular culture, film...
studies, rhetoric and composition, linguistics, children’s and young adult literature, and other areas. The graduate programs also afford opportunities to students to teach undergraduates, both in composition classes and in the University Writing Center, as well as opportunities to assist in research with faculty members. The university library, a beautifully designed and well-equipped modern facility, prides itself on a meticulously maintained collection and a wide array of archival materials in early American and British literature available through electronic resources. The graduate programs in English have enjoyed a highly successful placement record for students. We are committed to continuing to attract and grow a diverse, well qualified student body and an engaged graduate faculty.

The Master of Arts degree offers advanced studies in American and British literature, popular culture and film, children’s and young adult literature, Anglophone literature, rhetoric, composition, the English language and linguistics. Master’s students may demonstrate expertise in specific areas and topics by choosing one of five Emphases: A: Literary Studies; B: Language and Writing Studies; C: Teaching Writing and Literature; D: Popular Culture / Cultural Studies; E: Open Plan. These are discussed more fully below on pp. 9-12.

The Doctor of Philosophy degree offers a generalist program allowing for specialization in a number of areas of emphasis. Students complete sixty credit-hours of English at the graduate level, up to twelve hours of which may be applied from master’s level coursework. Distribution requirements in American and British literature are complemented by a substantial number of electives. Students specialize in two areas on which they take preliminary examinations preparatory to the dissertation. These subject areas include all periods of American and British literature as well as popular culture, film, and folklore; children’s and young adult literature; Anglophone world literature; literary theory; linguistics; and rhetoric, composition, and pedagogy. The curriculum includes a fifteen-hour core composed of a required methods course (English 7001), a course in critical theory, and distribution requirements in British and American literature (3 credits in early British literature, 3 in later British literature, and 3 in American literature). This leaves doctoral students with 33 hours worth of electives. The program is thus designed to provide doctoral students with flexibility in developing their own interests while at the same time providing them with a thorough background in the field. It is at the level of exams that students creatively define their specialties, which are further developed and more sharply focused in the dissertation.

The department administers a two-tiered system of doctoral exams. Before the completion of two semesters of coursework above the M.A. level (12 hours of 7000-level work), a student in the Ph.D. program will take a qualifying exam, comprehensive in scope. Upon or near completion of coursework, a doctoral student will take preliminary exams in two of the examination areas approved by the department (presumably in areas most relevant to the student’s dissertation topic). Preliminary exams consist of both a written and an oral component. Currently approved concentration areas are listed below in a separate section of this handbook which discusses the Ph.D. Preliminary examinations. Reading lists for Ph.D. Exams are available at the English Graduate Studies website: http://www.mtsu.edu/graduate_english/.

The department offers a number of unique award opportunities for graduate students, including the William R. Wolfe Graduate Student Writing Award, the John N. McDaniel Award for Excellence in Teaching, the Margaret H. Ordoubadian Excellence in Tutoring Award, the Richard and Virginia Peck Awards for scholarly achievement, and graduate assistantships in teaching, research, and
administration. In addition the College of Graduate Studies offers a limited number of doctoral fellowships, scholarships, and support for travel for research and conferences.

Because university printing schedules make immediate updating of policies and procedures in written formats impracticable, students should be aware that inconsistencies may occur from time to time. Information in the English Graduate Student Handbook, based on information in the College of Graduate Studies Graduate Catalog or university, department, and program documents, is superseded by more recently communicated updated policies and procedures from the English Graduate Program office. It is the student’s responsibility to ask the English Graduate Program Director about any apparent inconsistencies that may come to the student’s attention. Students should keep in mind that they are generally governed by the policies and procedures stated in the catalog and handbook in place when they enter the program, unless they elect to be governed by newer policies and procedures when the option is available.

**English Graduate Student Organization**

The English Graduate Student Organization represents and serves the interests of MTSU English graduate students by establishing a forum and channels of communication for discussions and dissemination of relevant information, communicating English graduate students’ needs to the administration and campus community, offering avenues for networking with faculty and the general MTSU academic community, and providing opportunities for professional development through workshops, symposia, and colloquia. Membership is open to all graduate students fully accepted into the English Graduate Studies Program and membership shall be limited to currently enrolled MTSU students, faculty, and/or staff members.

For more information, visit [https://mtsuegso.wordpress.com/](https://mtsuegso.wordpress.com/).
Admission to the Programs

Materials required for application to the M.A. and Ph.D. programs include official transcripts certifying coursework from each college or university attended, three letters of recommendation (preferably from those most familiar with the applicant’s academic achievement and potential for research and graduate-level work in English, such as current or former English professors), a writing sample (2000-5000 words for M.A. applicants, 3000-5000 words for Ph.D. applicants), GRE scores taken within the past five years (English subject test optional), TOEFL scores (if required), and a 500-word statement of purpose outlining academic and research interests and professional goals. The department usually expects minimum scores of 150 on the Verbal Reasoning component and 4.0 on the Analytical component of the GRE. We expect minimum scores of 79 on the TOFEL or 6.5 on the IELTS; these latter requirements are waived for international students who have earned a degree at a U.S. college or university in the last two years. Candidates for admission will be expected to have earned 15 hours of coursework at the 2000 level or above in English or in related fields when that coursework includes a significant component of literature or writing.

Recommendations for admissions are made by the English Graduate Admissions Committee after they review all materials and determine the applicant’s capacity, suitability, and preparation for graduate study. Prospective students are recommended selectively from among a pool of qualified applicants. Admission to graduate study is therefore not guaranteed simply by meeting minimum admission requirements.

All application materials should be sent directly to the College of Graduate Studies online, except for the assistantship application, which should be sent directly to the Graduate Program Director in the Department of English (Box 70). Applicants can find graduate application forms at http://www.mtsu.edu/graduate/apply.php. Applicants are required to pay a $35 application fee with their completed application. In order to complete an application, applicants must ensure that all materials be sent to the College of Graduate Studies before the stated deadline.

All required application materials must be received by the College of Graduate Studies before the deadlines stated below. It is the responsibility of applicants to ensure that their files are complete by the deadline (see the Application Checklists in the appendices of this Handbook). Applicants with incomplete files will not be considered for admission. Applicants are strongly recommended to keep track of the progress of the application by contacting the Admissions Office at 615-898-2233 to verify receipt of all application materials.

**Deadlines**

Application for summer/fall admission must be complete by **March 1**. Those seeking a graduate assistantship must apply by **February 1** for the following fall semester. Application files for spring admission must be complete by **October 1**. Please note that Spring-admission applications are for admission only.

**Applying for Graduate Assistantships**

Applicants wishing to be considered for a graduate assistantship, in addition to supplying the materials for general application (including a general application form and the 500-word statement of purpose), must fill out an application for an assistantship. The application form may be found at the College of Graduate Studies website:
The application for an assistantship and a copy of the 500-word statement of purpose from the general application materials must be sent directly to the Graduate Program Director (Department of English, Box 70).

Requirements of the Graduate Programs

The following general information applies to all graduate students and relates to advising, courses, course requirements and distribution, grades and grade appeals, and scholarly integrity.

Advising
Students assume a responsibility to work with the English Graduate Program Advisor to ensure they understand and comply in a timely manner with all requirements of the English Graduate Program and the College of Graduate Studies. Failure to do so may jeopardize degree candidacy or planned graduation dates. Completing the requirements for a graduate degree involves planning for courses, for examinations, and for other candidacy requirements (including foreign language requirements).

Students who wish to change their degree options after they have begun the program must work with the Graduate Advisor to ensure that they meet all requirements.

Students should review the section on Academic Regulations and the description of the English Graduate Program in the online Graduate Catalog, where they will find specific requirements for changing the degree program, as well as topics addressed in various sections of this handbook—foreign language requirements, candidacy forms, advancement to candidacy, qualifying and preliminary graduate examination requirements, etc.

Degree Requirements in General
Students should become familiar with degree requirements to make sure they proceed efficiently through the graduate program. They should consult the Graduate Advisor early in their degree program about the courses they plan to take. For example, students should make themselves aware of which courses are required for all students, which courses are required for particular M.A. emphases, what the distribution requirements are for Ph.D. students, etc.

Students will want to take classes that support their research and professional goals. For example, master’s degree students who plan to teach in secondary education will likely take different courses from those taken by students who plan to enter a doctoral program; the designated emphases in the recently reconfigured M.A. program are designed to help students pursue these professional goals. In general, students should take courses that provide a broad foundation as well as courses aimed at their specific interests. No undergraduate courses can be applied toward graduate program requirements.

The Department of English, in conjunction with the university’s Graduate Council, determines credit-hour requirements for both the Master of Arts and the Doctor of Philosophy programs. The department also determines specific course requirements and a specified distribution of courses aimed at providing students with an appropriate background for the particular degree program in which they are enrolled. Students should consult the section of the Graduate Catalog entitled
“Department / Programs” and scroll down to the heading for English for general information regarding degree requirements as well as the requirements specific to graduate degrees in English.

Students should make themselves aware of the various forms required of graduate students as they progress through their degree programs and the deadlines for filing those forms. For example, both master’s and doctoral students are required to file a degree plan during their first semester of course work.

Graduate students who have not been fully admitted into the English graduate program must have the approval of the Graduate Program Director in order to register for graduate-level English classes. Non-degree-seeking graduate students, or students who are seeking admission but have not yet been admitted to the English graduate program, may take no more than six graduate-level credit hours of coursework in English before being fully admitted into the English graduate program, and then only with the approval of the Graduate Program Director.

**Foreign Language Requirement**
A graduate degree in English carries the expectation of a well rounded general education as well as specialized knowledge of a field, and graduate students in English are expected to possess at least a reading knowledge of one or more foreign languages. Reading proficiency in a foreign language is desirable for M.A. students. It is required for Ph.D. students.

To demonstrate their proficiency in a foreign language, students must satisfy one of the following requirements:

a. completion of two 3-hour foreign language courses at the 3000 level or above emphasizing reading, translation, or composition; or

b. earning a final grade of B or better in one of the courses in MTSU’s Department of Foreign Languages and Literatures numbered 5990 (Techniques in Translation [German or French]) or in Spanish 5920 (Spanish for Reading Knowledge); or

c. passing an examination in reading proficiency administered by the Department of Foreign Languages and Literatures; or

d. earning a final grade of B or better in both English 6011/7011 (Old English Language and Literature) and English 6015/7015 (Beowulf), courses which must be taken sequentially.

Ph.D. students are strongly recommended to have fulfilled the foreign language requirement before taking preliminary exams. Students should be advised that the requisite classes in Foreign Languages and Literatures may not be available every term. It is necessary to plan ahead in fulfilling this and other degree requirements.

**Note:** Students holding graduate assistantships who register for an undergraduate foreign language class must obtain written approval from the graduate program director in order to have the class paid for by their assistantship; the College of Graduate Studies will pay for undergraduate prerequisites only if they are identified on the student’s program of study. Only one 5000-level Foreign Language for Reading Knowledge course offered through the Department of Foreign Languages and Literatures may be used as an elective for fulfilling the requirements for the master’s degree.
Master’s Program Requirements

Students in the M.A. program in English choose one of five “emphases” designed to fulfill different educational and career goals. M.A. candidates must complete 30 hours (thesis option) or 33 hours (directed portfolio option) in one of these five emphases, listed below as A through E. Students are encouraged to consult with the graduate student advisor in planning their course of study.

A: Literary Studies
The M.A. with Literary Studies Emphasis is designed for students preparing for Ph.D. programs and for those who desire a terminal M.A. with a focus on literature. The Literary Studies emphasis provides Master’s students with a foundation in the skills and critical awareness necessary for literary scholarship while also offering a flexible range of courses within the distribution requirements and plenty of elective options to allow students to explore the literature of a wide variety of times, places, and genres.

1. M.A. with Thesis. Students choosing this option take
   
a. 6 hours of Core Requirements, including
      
      ENGL 6001: Introduction to Graduate Studies, Bibliography and Research; and
      either
      ENGL 6701: History of Criticism or ENGL 6705: Contemporary Critical Theory.
   
b. 12 hours of Distribution Requirements, including
      
      one course (3 hours) in British or American literature up to 1700; options include: ENGL 6011, 6015, 6025, 6021, 6051, 6105, 6101, 6111, 6121, 6115, 6201 (may only be used to fulfill one category), and 6171, 6231, 6415, 6611, and 6655 if appropriate.
      
      one course (3 hours) in British or American literature from 1700 to 1900; options include: ENGL 6131, 6141, 6145, 6151, 6201 (may only be used to fulfill one category), 6205, 6211, and 6171, 6231, 6221, 6225, 6415, 6601, and 6611, if appropriate.
      
      one course (3 hours) in British or American literature since 1900; options include: ENGL 6161, 6301, 6711, 6215, 6411, 6405, 6401, and 6171, 6231, 6221, 6225, 6415, 6601, and 6611, if appropriate.
      
      one course (3 hours) in Global literatures in English; options include: ENGL 6301 and, when appropriate, 6415, 6601, 6611. In order to satisfy this requirement, the works studied in the course must emphasize non-British and non-American works written in English. Courses that focus on translations from other languages do not qualify.
   
c. 9 hours of Electives fulfilled by any combination of English courses. One 5000-level Foreign Language for Reading Knowledge course may be used as an elective.

Students are expected to take 3 hours of directed reading and research (6901) with their proposed thesis director the semester before enrolling for thesis hours.
d. **Thesis**: At least 3 hrs. of ENGL 6911: Thesis Research must be completed with a grade of S, and the completed thesis must be successfully defended and accepted by the College of Graduate Studies.

2. **M.A. with Portfolio**: The Master of Arts (Literary Studies) with Portfolio requires at least 30 hours of coursework and three hours of portfolio.

   Students taking this option have the same **Core** and **Distribution** requirements as those choosing the Thesis Option. They take 12 hours of **Electives** fulfilled by any combination of English courses. One 5000-level Foreign Language for Reading Knowledge course may be used as an elective.

   **Directed Portfolio**: Three (3) hrs. of ENGL 6913 must be completed with a grade of S. The portfolio is made up of three course papers revised according to the recommendations of the assigning professors into short essays appropriate for submission to relevant academic journals and an essay of at least 1500 words addressing the choice of essays and reflecting on the process of revising them into publishable articles. Final submission of the portfolio to the Office of Graduate Programs should include the originally assigned papers, the revised articles, the reflective essay, and a sign-off sheet for each paper signed by the assigning professor attesting the professor's satisfaction with the revisions.

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**B: Language and Writing Studies**

This emphasis is designed for students primarily interested either in pursuing advanced graduate study in rhetoric and composition studies or in teaching college composition or related college-level writing courses. Students choosing this emphasis take

a. 6 hours of **Core Requirements**, including ENGL 6001: Research & Bibliography (taken in the first semester) and either ENGL 6801: History of Rhetoric—Ancient to Renaissance or ENGL 6805: History of Rhetoric—Early Modern to Contemporary;

b. 12 hours of **Required Courses in the Concentration** including ENGL 6811: Studies in Composition and Rhetoric; ENGL 6651: Essentials of Linguistics; either ENGL 6821: Seminar in Teaching Composition or ENGL 5540: Teaching Grammar and Writing for ESL; and either ENGL 6815: Special Topics in Composition and Rhetoric or ENGL 6611: Special Topics in Linguistics;

c. 9 hours of **Electives** from among the following: ENGL 6801: History of Rhetoric—Ancient to Renaissance (if not taken as a core class); ENGL 6805: History of Rhetoric—Early Modern to Contemporary (if not taken as a core class); ENGL 6825: Practicum in Composition Methodology; ENGL 6851: Writing Center Theory and Practice; ENGL 6655: Special Topics in the History of the English Language. One 5000-level Foreign Language for Reading Knowledge course may also be used as an elective.

d. 3 hours of ENGL 6911: Thesis Research. This may involve either a traditional thesis or a culminating project which would offer students the opportunity to revise a seminar paper into a length and quality suitable for publication and would be accompanied by a...
rhetorical analysis of the target journal, a process narrative discussing the student’s writing process, and a reflection piece articulating what the student learned through this process.

C: Teaching Writing and Literature

This emphasis is designed for practicing (or soon to be practicing) teachers at the secondary level or at the post-secondary level. Students choosing this emphasis take

a. 6 hours of **Core Requirements**, including ENGL 6001: Research & Bibliography (taken in the first semester) and either ENGL 6701: History of Literary Criticism or ENGL 6705 Contemporary Critical Theory;

b. 12 hours of **Required Courses in the Concentration**, including ENGL 6821: Seminar in Teaching Composition; ENGL 6881: Seminar in Teaching Literature; ENGL 6651: Essentials of Linguistics; either ENGL 6801: History of Rhetoric: Ancient to Renaissance or 6805: History of Rhetoric: Early Modern to Contemporary;

c. 9 hours of **Electives**. Any 6000-level English courses will fulfill these electives. One 5000-level Foreign Language for Reading Knowledge course may also be used as an elective.

d. 3 hours of ENGL 6911: Thesis Research. The thesis may be a conventional academic investigation or it may be a hybrid pedagogical project involving classroom research/inquiry supported by scholarly research.

D: Popular Culture/Cultural Studies

This emphasis may be best suited for those seeking a terminal M.A. degree or for students who intend to seek a non-traditional Ph.D. in popular culture/cultural studies. Students choosing this emphasis take

a. 6 hours of **Core Requirements**, including ENGL 6001: Research & Bibliography (taken in the first semester) and either ENGL 6701: History of Literary Criticism or ENGL 6705 Contemporary Critical Theory;

b. 12 hours of **Elective Courses in the Concentration**, chosen from among the following: WGST 6000: Feminist Theory; ENGL 6511: History of Children's Literature; ENGL 6515: Special Topics in Children's and Adolescent Literature; ENGL 6551: Popular Culture Studies; ENGL 6301: Postcolonial Literature and Theory; ENGL 6711: Reading Postmodernism; ENGL 6715: Studies in Narratology; ENGL 6611: Selected Topics in Literature and Language; ENGL 6555: Special Topics in Popular Culture Studies; ENGL 6571: Studies in Folklore; ENGL 6575: Special Topics in Folklore; ENGL 6561: Film Studies; ENGL 6565: Special Topics in Film Studies.

c. 9 hours of **Electives**. Any 6000-level English courses will fulfill these electives. One 5000-level Foreign Language for Reading Knowledge course may also be used as an elective.

d. 3 hours of ENGL 6911: Thesis Research.
E. Open Degree Plan, choosing one of two options:

1. **M.A. with Thesis.** Students choosing this option take 30 hours of coursework, including ENGL 6001: Introduction to Graduate Studies, Bibliography and Research and 3 hrs. of ENGL 6911: Thesis Research must be completed with a grade of S, and the completed thesis must be successfully defended and accepted by the College of Graduate Studies. The remaining 24 hours may be fulfilled by electives chosen from among any 6000-level English courses. One 5000-level Foreign Language for Reading Knowledge course may also be used as an elective.

2. **M.A. with Portfolio.** Students choosing this option take 33 hours of coursework, including ENGL 6001: Introduction to Graduate Studies, Bibliography and Research; and a minimum of 3 hours of ENGL 6913: Directed Portfolio, completed with a grade of S. The portfolio is made up of three course papers revised according to the recommendations of the assigning professors into short essays appropriate for submission to relevant academic journals and an essay of at least 1500 words addressing the choice of essays and reflecting on the process of revising them into publishable articles. Final submission of the portfolio to the Office of Graduate Programs should include the originally assigned papers, the revised articles, the reflective essay, and a sign-off sheet for each paper signed by the assigning professor attesting the professor’s satisfaction with the revisions. The remaining 27 hours may be fulfilled by electives chosen from among any 6000-level English courses. One 5000-level Foreign Language for Reading Knowledge course may also be used as an elective.

**Intent to Graduate**

Students must file an “Intent to Graduate” form with the College of Graduate Studies within two weeks of the beginning of classes in the semester in which they intend to graduate. The form may be obtained online at the CGS website as well as in the CGS office: Ingram 121A.

**Changing Emphases**

Students may change the emphasis option within the master’s program they are enrolled in after consulting with the graduate advisor to ensure that they understand the requirements for the new emphasis. Students who change emphases must file a new Advancement to Candidacy form.

**Advancement to Candidacy: M.A.**

Students are expected to proceed in a timely manner toward the completion of the degree. The maximum time limit for completing the master’s degree is six years from the date of matriculation in the program, though students normally should complete the degree in two to three years. During their first semester of English graduate coursework, master's students must file a degree plan with the Dean of the College of Graduate Studies. The form must be signed by the student, by the Graduate Program Director or Graduate Advisor, and by the Dean of the College of Graduate Studies. The candidacy form is available in the English Graduate Studies office, in the office of the College of Graduate Studies, and online at [http://www.mtsu.edu/graduate/pdf/DegPlan_ENGL.pdf](http://www.mtsu.edu/graduate/pdf/DegPlan_ENGL.pdf).
Doctor of Philosophy Program Requirements

Course requirements for the Ph.D. in English include a minimum of 60 semester hours of coursework. Up to 12 hours of master’s-level credit may be transferred and applied toward the 60-hour requirement if recommended by the Graduate Program Director or Graduate Advisor and approved by the College of Graduate Studies. Master’s-level coursework must be recent (within the past ten years) to be considered. (See the Graduate Program Director or the Graduate Advisor to discuss the transfer of master’s-level coursework. The ten-year time limit is firmly enforced.) The 60 hours of required coursework include the following:

A. 12 hours of dissertation research (ENGL 7911). Students may take more, but only 12 hours count toward the 60-hour requirement. Students who have passed their prelims must be continuously enrolled in at least one semester hour of dissertation research each semester, excluding summers, until the degree is completed. Students planning to graduate in the summer must be enrolled in at least one credit hour.

B. At least 48 hours of 7000-level English coursework (or 36 hours if 12 hours of master’s-level credit have been approved to count toward this requirement, 39 hours if only 9 hours have been approved, 42 hours if only 6 hours have been approved, etc.). No undergraduate or dual-listed 4000/5000 courses may count towards this requirement. The 48 hours must include the following:

1. Three hours of ENGL 7001: Introduction to Graduate Study (this course may be taken at either the M.A. or Ph.D. level).
2. Three hours of theory fulfilled by either ENGL 7701: History of Criticism or ENGL 7705: Contemporary Critical Theory.
3. Three hours (or one course) of distribution requirements from each of the following three groups:
   a. British Literature through the Renaissance (ENGL 7011: Old English Language and Literature; ENGL 7015: Beowulf; ENGL 7025: Chaucer Seminar; ENGL 7021: Medieval English Literature; ENGL 7051: Studies in Early English Drama, excluding Shakespeare: 900-1642; ENGL 7105: Spenser Seminar; ENGL 7101: Studies in Sixteenth-Century Prose and Poetry; ENGL 7111: Studies in Seventeenth-Century Prose and Poetry; ENGL 7121: Studies in Milton; ENGL 7115: Studies in Shakespeare; other courses when appropriate as determined by the Graduate Program Director or Graduate Advisor, e.g., ENGL 7171: Major British Writers; ENGL 7415: Special Topics in Women’s Literature; ENGL 7611: Selected Topics in Literature and Language; ENGL 7901: Directed Reading and Research).
   b. British Literature since the Renaissance (ENGL 7131: Studies in Restoration and Eighteenth-Century Literature; ENGL 7141: Studies in English Romanticism: Wordsworth and Coleridge; ENGL 7145: Studies in English Romanticism: Shelley, Byron, and Keats; ENGL 7151: Studies in Victorian Literature; ENGL 7161: Modern British Literature. Other courses when appropriate as determined by the Graduate Program Director or Graduate Advisor, e.g., ENGL 7171: Major British Writers; ENGL 7415: Special Topics in Women’s Literature; ENGL 7601: Studies in the Novel; ENGL 7611: Selected Topics in Language and Literature; ENGL 7901: Directed Reading and Research).
Program Director or Graduate Advisor, e.g., ENGL 7231: Major American Writers; ENGL 7415: Special Topics in Women’s Literature; ENGL 7601: Studies in the Novel; ENGL 7611: Selected Topics in Literature and Language; ENGL 7901: Directed Reading and Research).

**Cognate Option**: Ph.D. students may elect to take 6 to 9 credit hours of graduate courses in a field related to their area of specialization (such as History or Education) if permitted by that department. The cognate must be declared to the Graduate Advisor or Graduate Program Director and may be considered electives in the 48 hours of required coursework in English for the degree. **Note**: Other departments may require a methods course in their discipline in order for English Ph.D. students to take their graduate courses.

**Additional requirements** include:

a. Fulfillment of a foreign language requirement;
b. Successful completion of the Ph.D. Qualifying Examination (see “Graduate Examinations” in this handbook)
c. Submission of a Degree Plan prior to completion of 30 credit hours (see “Advancement to Candidacy” in this handbook and the Graduate Catalog)
d. Successful completion of two Ph.D. preliminary exams (including both written and oral components) in designated areas of concentration. Students are required to notify the English Graduate office of the concentration areas of the Ph.D. preliminary exams within two weeks of the beginning of classes in the semester in which they intend to take the exams. For further information, see “Graduate Examinations” in this handbook.
e. Successful completion of a dissertation and an oral defense

**Advancement to Candidacy: Ph.D.**

Students are expected to proceed in a timely manner toward the completion of the degree. The maximum time limit for completing the Ph.D. degree is ten years from the date of matriculation in the program. A total of 60 hours of graduate-level coursework in English is required, no more than 12 of which may be applied from master’s-level work, and no more than 12 from dissertation research credit (English 7911). A primary area of concentration must be established by completion of at least two courses (6 credit hours) in the area plus passing a preliminary examination in the area. Students who take two courses plus a preliminary examination in an area other than the one in which they write the dissertation may list this second area on the Degree Plan form and on letters of application for employment as a secondary concentration.

Prior to completing 18 credit hours of coursework above the master’s level, students are required to take the Ph.D. Qualifying Examination (discussed in the following section of this handbook).

In the first semester of enrollment in the doctoral program, a doctoral student must file a degree plan with the Dean of the College of Graduate Studies. The form must be signed by the student, by the Graduate Program Director or Graduate Advisor, and the Dean of the College of Graduate Studies. The degree plan form is available in the English Graduate Studies office, and online at [http://www.mtsu.edu/graduate/pdf/DegPlan_PhD_English.pdf](http://www.mtsu.edu/graduate/pdf/DegPlan_PhD_English.pdf).

Note that the act of filing this form is only the initial step in the process of advancing to Ph.D. candidacy. Ph.D. candidacy is granted only when the student has successfully passed all required doctoral exams, including the qualifying exam and preliminary exams in two areas.
Preliminary examinations should be taken before students enroll in Dissertation Research (English 7640). Students should have fulfilled all distribution requirements before taking preliminary exams and are strongly encouraged to complete the foreign language requirement also.

**Intent to Graduate**

Students must file an “Intent to Graduate” form with the College of Graduate Studies within two weeks (firmly enforced) of the beginning of classes in the semester in which they intend to graduate. The form may be obtained online at [https://www.mtsu.edu/graduate/academicforms.php](https://www.mtsu.edu/graduate/academicforms.php) as well as in the CGS office: Ingram 121A.
Graduate Examinations

Graduate examinations are designed to ensure that both M.A. and Ph.D. students have the breadth and depth of knowledge expected of candidates for advanced degrees in English. It is at the level of exams that doctoral students creatively define their specialties, which are further developed and more sharply focused in the dissertation. The exam structure is designed to ensure that students master broad fields of study beyond the restricted focus of their dissertations. Students are encouraged to peruse the annual Job Information Lists published by the Modern Language Association to get a sense of the range of expertise that colleges and universities are looking for in the faculty they hire.

The graduate program director should be notified in the first week of the semester in which a student intends to take exams of which exams the student plans to take. No graduate exams are administered in the summer months. The English Graduate Studies office will announce exam dates in accordance with the guidelines set forth in the graduate catalog. Although faculty readers for specific examinations remain anonymous, graduate students are encouraged to consult with graduate faculty members in preparing for exams.

Students preparing for the examinations are expected to read extensively in their chosen areas and well beyond the texts covered in their coursework. They should recognize that their course readings, no matter how thorough, reflect only a partial perspective on their exam fields. **Course readings alone almost certainly will not be adequate to prepare students for the comprehensive, qualifying, and preliminary exams.** One course alone, no matter how well a student performs in it, almost certainly will not be adequate to pass a preliminary examination in the field.

Early in each academic year, the Graduate Program Director or Graduate Advisor in coordination with EGSO will schedule a workshop to discuss expectations and preparation strategies for the exams. The workshop will draw upon the experiences of students who have recently taken the exams and faculty who have evaluated them.

Current reading lists, which are subject to periodic revision, offer representative major texts in all exam areas and may be obtained from the English Graduate Studies office and from the graduate program website: [http://www.mtsu.edu/graduate_english/gradexams.php](http://www.mtsu.edu/graduate_english/gradexams.php). These reading lists serve to guide students toward essential readings. Students are expected to read the works on the lists and demonstrate their knowledge of those works in the written and oral components of their examinations. In writing answers to exam questions, a student may discuss texts not appearing on an exam list if doing so would effectively supplement a discussion of those that are; however, students must in all cases demonstrate competency in those texts generally accepted as defining the field.

Graduate exams are read anonymously. One of three grades is awarded for every graduate examination: pass with distinction, pass, or fail. **A student who fails any exam may take it only once more, in the semester following the first attempt.** For all exams, students will be on the honor system, and university policy on plagiarism will be in force. The Graduate Program Director will report the results of exams to students and to the College of Graduate Studies. For further information on assessing the quality of graduate examinations, see the list of “Criteria for Assessing the Quality of Graduate Exams” that concludes this section of the handbook.
Special accommodations will be made only for students with documented disabilities and will be limited to the recommendations of MTSU’s Disability & Access Center.

**Ph.D. Qualifying Examination**
Before completing 18 credit hours of coursework above the M.A. level at MTSU (normally in their second year), students in the Ph.D. program take a qualifying examination, comprehensive in scope. The qualifying exam covers the broad field represented by a reading list of approximately 50 items, ranging across a spectrum of literature in English from the Middle Ages to the present. Depth of knowledge is also tested through close reading. The Ph.D. qualifying exam is administered over a period of four hours at a designated time during each fall and spring semester. The exam consists of two parts. Part 1, drawing upon the entire reading list, is designed to demonstrate a student’s general knowledge of authors, periods, and genres. Part 2 involves close attention to five items from the list that will be announced two weeks in advance of the exam date; Part 2 is designed to demonstrate a student’s ability to analyze a few selected texts in depth, placing them in their literary-historical contexts and demonstrating knowledge of some of the most significant secondary scholarship on the works. Please refer to the description of graduate exams found in the “Graduate Exam Policy” and posted on the program website.

**Ph.D. Preliminary Examinations**
Upon or near completion of all coursework and having passed the Ph.D. qualifying examination, a doctoral student will take prelims in two of the examination areas approved by the department (presumably in areas most relevant to the student’s research interests and dissertation topic). Students are expected to demonstrate a high level of expertise in these examination areas, appropriate for teaching advanced undergraduate and graduate classes. Students must take the preliminary examinations before enrolling in Dissertation Research (English 7911).

Preliminary examinations consist of both a written and an oral component. The written component of exams is administered individually over two days designated by the department, normally a consecutive Friday afternoons a week apart. At each of those times students take one four-hour exam in an examination area they have chosen. Two readers prepare and review each preliminary exam. Readers evaluate exams independently of one another. Should the readers, in their independent evaluations, agree that the student has passed the written component of the exam, an oral exam will be scheduled, generally within a period of no more than two weeks and always before the end of the semester in which the exam was administered.

If the two readers disagree on the outcome of the written exam, the Graduate Program Director will appoint a third reader to determine the results conclusively. Should the third reader pass the written exam, all three readers will conduct the oral component of the exam.

Students will be orally examined for up to 90 minutes in each of the two examination areas. The oral component may cover some of the topics addressed in the written exam but may also explore other aspects of the field not addressed in the written portion. Students must be present on campus for their oral examination. Students must pass both oral and written portions of their Ph.D. exams in order to advance to candidacy.
The following are the Preliminary Exam Areas which have been approved by the department. Current reading lists for these areas are available in the English Graduate Studies office as well as http://www.mtsu.edu/graduate_english/graduatereadinglists.php.

I.  Old and Middle English
II. Early Modern (1500-1660, including Milton)
III. Restoration and Eighteenth-Century British Literature
IV. Nineteenth-Century British Literature*
   a. Romantics
   b. Victorian
V.  Twentieth-Century British Literature
VI. American Literature to 1830
VII. American Literature: 1830 to Modernism
VIII. American Literature: Modernism to the Present
IX. Criticism and Critical Theory
X.  Composition, Language, Rhetoric
XI. Children’s and Young Adults’ Literature
XII. Linguistics
XIII. Popular Culture and Film Studies*
      a. Popular Culture
      b. Film
XIV. Anglophone Literature
XV.  Folklore

*Students may choose to be examined in either IV.a or IV.b only; or in XIII.a or XIII.b only.

A student who fails a preliminary exam in one area may choose to change fields before re-taking the exam in the failed area, but will be given only one chance to pass an exam in the new examination area and cannot re-take the exam in the failed area. If the student who has failed a prelim opts to re-take an exam in the same area, the second exam will not be identical to the first. A students who fails a preliminary exam twice will be transferred out of the Ph.D. program into the M.A. program and awarded a second M.A. degree.

Criteria for Assessing the Quality of Graduate Exams

A. Assessment of Ph.D. Preliminary Examinations

1. Ability to Compose a Reasoned and Sustained Response to the Question
   
   *High Pass*: Provides a direct response to the question which clearly pursues a reasoned path, may uncover additional questions or complications.
   
   *Pass*: Provides a direct response to the question but misses obvious opportunities to develop or complicate the response.
   
   *Fail*: Absence of a reasoned or sustained response to the question.
2. Accuracy, Breadth, and Depth of Knowledge

**High Pass:** Demonstrates mastery of the area by discussing primary and secondary literature accurately and with an appreciation for complexity.

**Pass:** Demonstrates knowledge of primary works but contains inaccuracies, oversimplifications, or little reference to key secondary literature.

**Fail:** Does not demonstrate adequate knowledge of primary works.

3. Ability to Establish a Critical Position

**High Pass:** Shows independent thinking through critical evaluations of primary or secondary literature.

**Pass:** Exhibits elements of independent thinking but without sustained discussion.

**Fail:** Response is limited to showing knowledge of primary works without any critical evaluation of primary or secondary works.

4. Writing Quality

**High Pass:** Well-organized and fluid, with no sentence-level errors, and a minimum of typographical errors.

**Pass:** Organized and less fluid, with few sentence-level errors, and a minimum of typographical errors.

**Fail:** Poorly organized or replete with intrusive sentence-level and typographical errors.

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B. Assessment of Ph.D. Qualifying Examinations

1. Response to Question

**High Pass:** Reasoned and sustained response, based on close scrutiny of the language of the question (e.g., its key terms).

**Pass:** Responds to question, though without attention to its language.

**Fail:** Misunderstands or otherwise fails to respond to the question.

2. Breadth, Depth, and Accuracy of Knowledge:

**High Pass:** Demonstrates keen ability to discuss authors, genres, and periods by extrapolating themes, structural, narrative, or stylistic features as points of comparison.

**Pass:** Demonstrates broad knowledge of authors, genres, and periods, but generally in terms of plot synopses; demonstrates ability to analyze a single work and engage secondary material; contains few factual errors.

**Fail:** Does not demonstrate a broad knowledge of literature, nor the ability to analyze a single work and to engage secondary material; contains many factual errors.

3. Writing Quality

**High Pass:** Well-organized and fluid, with no sentence-level errors, and a minimum of typographical errors.

**Pass:** Organized and less fluid, with few sentence-level errors, and a minimum of typographical errors.

**Fail:** Poorly organized or replete with intrusive sentence-level and typographical errors.
Coursework

Graduate students take courses at the 6000 (M.A.) or 7000 (Ph.D.) level. Some courses taught at the 5000 level may also be accepted toward the M.A. Students should consult the Graduate Advisor to make sure they can apply a 5000-level course to their program.

Descriptions for all graduate courses appear in the Graduate Catalog. In addition, fliers are often posted on bulletin boards in the English Department areas of the third floor of Peck Hall describing courses to be taught in the coming semesters. Students should feel free to consult with the professor who will be teaching a course to find out more about it.

Course offerings for each semester appear in a class schedule, which is available online, usually in the month before the end of the current term. Once students know which courses they would like to take in a given semester, they can register for these courses online during their assigned registration period.

Note: Sometimes students try to “shop” courses; that is, they attend the first day of several courses, then decide which ones they will take and drop the others. This practice is actively discouraged as it effectively prevents some students from registering for courses that they need. Students who enroll in more than the allowed number of courses may be dropped immediately and without notice from all courses for which they have registered, necessitating their re-enrollment in whatever courses remain open at the time.

Course Load

Students should become familiar with the following information concerning status in regard to graduate loads to avoid problems with registration, financial aid, or academic status:

- **Full-time** status is 9-12 graduate hours.
- **Three-quarter time** is 7-8 graduate hours.
- **Half-time** is 5-6 graduate hours.

Graduate students may enroll in no more than 12 hours per semester (see Graduate Catalog under “Student Load”). Students with assistantships may enroll in no more than 6 hours per semester except for first-year M.A. graduate assistants, who may enroll in 9 hours. Requests to take an **overload** must be approved by the Graduate Advisor, Graduate Program Director, and the Dean of Graduate Studies. Overload forms are available in the Graduate Office. Approval by the English Graduate Advisor and Graduate Program Director is based on the student’s potential to complete the coursework successfully.

Directed Reading Courses

Directed reading courses (ENGL 6901/7901) allow a student to study a specific topic independently with a professor in areas not already covered by the regular curriculum of courses in the Graduate Catalog, or that have not been offered recently or are not scheduled to be offered during the student’s tenure. These courses should be directly related to the student’s degree program and research and professional goals.

These courses require approval by the professor directing the reading and by the English Graduate Program Director. Before enrolling in a course of Directed Reading and Research, students must
first successfully complete Introduction to Graduate Study: Bibliography and Research (ENGL 6001/7001). Students who wish to take a directed reading course should contact the specific professor they would like to direct it well in advance of the semester they propose to take the course. M.A. students writing a thesis are encouraged to take a course of directed reading with their future thesis director the semester before enrolling in thesis research.

If the faculty member agrees to direct the course, the student should then bring a written proposal to the Graduate Program Director. If the program director approves the directed reading course, the faculty member who will direct the course must send written confirmation of agreement to the Graduate Program Director. Students may take as many as three directed reading courses; however, normally only one course (3 hours) may be applied toward degree requirements, though exceptions may be made in special cases, subject to the approval of the Graduate Program Director.

**Directed Creative Writing**
Directed Creative Writing (ENGL 6905) is offered only at the master’s level. Master’s students may count either ENGL 6905 or ENGL 6901 toward their degree requirements, but not both. The procedure for setting up a Directed Creative Writing follows that outlined above for directed reading courses.

**Adding and Dropping Courses**
Students seeking to add a course or drop a course once a semester is underway should consult directions in the *Graduate Catalog*. Generally, these procedures require filling out a Drop/Add form, obtained in the Graduate Office, and obtaining required signatures.

**Cancelling Scheduled Courses**
If too few students register for a scheduled course, the Dean of the College of Liberal Arts may require that it be cancelled.

**Repeating Courses**
The College of Graduate Studies allows graduate students to repeat graduate courses in which a grade lower than B- was earned, with restrictions and limitations as follows:

1. A student may repeat a maximum of 2 courses, not to exceed 8 credits combined, for a grade change (the grade in the second attempt replaces the grade in the first attempt in calculating the GPA; however, grades for both attempts remain on the transcripts).
2. Any third or subsequent repeat by the student will not result in a grade change or replacement. In this case, all grades are calculated into the grade point average.
3. Graduate students may not repeat a course in which they have earned the grade of A, A-, B+, or B without written approval from the English Graduate Program Director and the Dean of the College of Graduate Studies. If granted, there will be no replacement in the GPA calculation; i.e., all attempts will be used in the GPA calculation and recorded on the transcript.

Students should consult with their advisor if they decide to repeat a course to make sure they are making the most prudent decision.
Graduate Assistantships

Graduate assistantships are available for qualified students. Assistantships fund tuition and provide a stipend in return for work that may include tutoring in the University Writing Center, teaching courses, and assisting in research. Students desiring to be considered for a graduate assistantship must complete a Graduate Assistantship Application, which can be found at the website for the College of Graduate Studies. (This is a separate form from the Application to Graduate School.) The completed form should be sent to the Graduate Program Director, Department of English, P.O. Box 70, Middle Tennessee State University, Murfreesboro, TN 37132. All other application materials should be sent to the College of Graduate Studies. Assistantships normally begin in the fall term. Application files must be complete by **February 1** for those wishing to be considered for graduate assistantships (a month earlier than the deadline for those not applying for support).

**General Policies Concerning Graduate Assistants**

All new and returning graduate assistants are **required** to attend orientation before classes begin for the fall semester.

Within the department graduate assistants are designated by the following titles:

**Graduate Assistant (GA):** the general title for an M.A. or Ph.D.-level student who is awarded an assistantship, including the following categories employed by the department:

(a) **Writing Assistant (WA):** a graduate assistant who is assigned to work in the University Writing Center.

(b) **Teaching Assistant (TA):** a graduate assistant who is assigned to teach departmental courses, usually English 1010 or 1020, though Ph.D. students may be able to teach ENGL 2020 or 2030.

(c) **Research Assistant (RA):** a graduate assistant who is assigned to work closely with a particular professor on research project(s) of the professor’s choice.

Graduate assistants are assigned the equivalent of 20 hours of departmental work per week. Teaching assignments are based on departmental needs, and teaching assistants are sometimes assigned a combination workload that includes teaching one English 1010 composition class plus 10 hours in the University Writing Center (UWC) as a writing assistant or as a research assistant. Graduate assistants are not permitted to hold any other paid positions at the university.

Until they have completed 18 hours of graduate-level course work in English, which is required by the university’s accrediting agency before an instructor can be placed in the college classroom, M.A.-level GAs are generally assigned as writing assistants in the UWC for 20 hours a week; occasionally they may be assigned as UWC writing assistants for 10 hours per week and as research assistants for particular professors for another 10 hours per week. Once students have completed 18 hours of coursework, they may be assigned to serve as teaching assistants, under the guidance of the department’s General Education English Directors. Before their first time teaching, teaching assistants are required to enroll in the Seminar in Teaching Composition (English 6821/7821), which is usually offered in the Fall semester. After their first year as TAs or WAs, graduate assistants may apply to serve as Graduate Program Coordinators (peer advisors or program assistants) for the UWC or the General Education English program, based on a record of excellence in tutoring and departmental service.
M.A. graduate assistants normally begin their teaching in their second year. M.A.-level teaching assistants are generally assigned to one English 1010 composition course and to 10 hours per week as a UWC writing assistant. On rare occasions M.A.-level graduate assistants may be assigned to a 20-hour per week research assistantship, depending on the needs of the department.

Ph.D.-level graduate assistants may be given teaching assistantships their first year if they have significant previous teaching experience and are enrolled in the Seminar in Teaching Composition (ENGL 7821). Those Ph.D.-level graduate assistants who have minimal or no tutoring or teaching experience will be assigned to the University Writing Center as writing assistants in their first year. On rare occasions Ph.D.-level graduate assistants may be assigned to a 20-hour per week research assistantship, depending on the needs of the department. Ph.D.-level teaching assistants in their second and third years may also be given the opportunity to teach English 1020, the second-semester freshman composition course. After successful teaching of 1020, Ph.D.-level TAs may choose to be mentored by experienced literature faculty and develop their own general education literature course in order to be eligible to teach either ENGL 2020 or 2030. Alternatively, if they have completed ENGL 7881 with a grade of B or better and have passed the Qualifying Examination, Ph.D.-level TAs may also qualify to teaching 2020 or 2030, depending on departmental need.

Assessment of Graduate Assistants
Graduate assistants are evaluated in various ways, depending on their assignment. The University Writing Center supervisors complete evaluations for each writing assistant each semester; these consist of written evaluations of tutoring sessions and also an evaluation grid that is produced by and sent to the Graduate College. Teaching assistants are observed by departmental faculty. In addition teaching assistants are evaluated by the General Education English Directors, using an evaluation grid provided by the Graduate College. Research assistants are evaluated by the individual professors to whom they are assigned, who report the semester activity of each RA to the Graduate Program Director, who also fills out an evaluation grid that is produced by and sent to the Graduate College. The University Writing Center supervisors and General Education English directors meet annually with the Graduate Program Director to discuss the performance of all the department’s GAs.

Policies on Continuing Support
M.A. graduate assistants may receive a maximum of six semesters of support and continue to be employed for those six semesters provided that the evaluations completed each semester are positive. Ph.D. graduate assistants receive four years of support and continue to be employed for those four years if the evaluations completed each semester are positive. Graduate assistants who are making insufficient progress in their program, who fail to fulfill their teaching, tutoring, or research duties at an adequate level, or who violate academic integrity rules and regulations may have their assistantship terminated. In the event of negative evaluations, the Graduate Program Director or the Chair of the Department can terminate support.

Level of Graduate Assistant Support
Our M.A. graduate assistants receive an annual stipend of $6,500 distributed over an eight-month period, with a waiver of tuition fees and out-of-state fees if the GA is not a resident of Tennessee. Doctoral-level stipends are presently $14,000 for a twelve-month contract, with a waiver of tuition fees and out-of-state fees if the GA is a non-resident.
The John N. McDaniel Excellence in Teaching and Bene Cox Excellence in Tutoring Awards
Each spring, the graduate office will issue a call for self-nominations for the McDaniel and Cox Awards. All M.A.-level and Ph.D.-level teaching assistants are eligible to apply. Two $500-dollar McDaniel awards are given annually to outstanding classroom teaching assistants, based on teaching observations, student evaluations, a self-nomination letter, and other supporting evidence. One $150-dollar Cox award is given annually to a graduate student tutor in the University Writing Center, based on a self-nomination letter and tutoring portfolio. The McDaniel Awards are sponsored by Thomson Publishing. The Cox Award is sponsored by Bedford/St. Martin’s.

Standards and Expectations

The English Graduate Program assumes important responsibilities in preparing students for professional work in teaching and research. The faculty seeks to prepare students by providing courses, seminars, speakers, travel funds, research experience, and other activities and resources relevant to students’ studies and preparation. While faculty will attend to specific needs of students when feasible, students should understand that program demands render it ultimately impossible to make exceptions to policy or procedure for any but the rarest circumstances.

Graduate students in turn assume a responsibility to understand and meet all program requirements. As soon as feasible, students should communicate to the Graduate Advisor or Graduate Program Director their plans regarding dates for completion of coursework, theses and dissertations, exam scheduling, deadlines, and other information relevant to their satisfactory progress.

Students are expected to arrange their schedules to accommodate class meeting times and the office hours of professors.

While faculty attempt to address individual needs when feasible, they are also obligated to apply all university, College of Graduate Studies, and English Graduate Program policies and procedures impartially to all students. Students who require special accommodations related to a disability should work through the Disability & Access Center (615-898-2783; Keathley University Center, Room 120; or dacemail@mtsu.edu).

Statement of Community Standards of Civil Behavior

The English Graduate Program fully endorses the statement of community standards and expectations issued by the office of the MTSU Provost for Academic Affairs, which can be found at http://www.mtsu.edu/student-conduct/code/index.php. Further, the English Graduate Program supports the statement of community standards issued by the College of Graduate Studies and appearing in their Graduate Handbook, including the following foundational principles:

▪ the practice of personal honesty in all matters;
▪ a positive regard for the dignity and value of each citizen in the community;
▪ respect for the individual rights and possessions of community members;
▪ disdain for bigotry and hatred expressed in any form or medium and directed toward identifiable groups or individuals in the community;
▪ tolerance for the convictions and opinions of others, even when not in agreement with one's own beliefs;
▪ a recognition of community members' mutual needs and concerns and acceptance of a responsibility held in common to support the personal growth and efforts of each individual in furtherance of the well-being of the entire community.

These expectations for community standards apply to all areas of graduate study—actual and virtual classrooms, writing labs, library, group meetings, presentations, all communication venues, and any other forum.

University Statement of Student Rights and Responsibilities
The Tennessee State Board of Regents and the university have developed a statement of student rights and responsibilities that pertains to all MTSU students, including graduate students, which is printed in the MTSU Student Handbook at http://www.mtsu.edu/graduate/pdf/BillofRights.pdf. Students assume a responsibility to know and act according to expectations for academic community, and to understand their rights as students.

Scholarly Integrity
One aspect of professionalism involves integrity. Faculty members assume that students understand, subscribe to, and practice high personal and professional standards, and they hold students accountable to them. In the discipline of English studies, this includes the responsibility of doing one’s own work and for complying with professional standards and procedures for attributing the sources of information, images, and other forms of media.

The English Graduate Program takes its role in promoting its students’ professionalism very seriously; thus faculty report and act on any breaches of academic integrity, as indeed the university obliges them to do.

The following policies are disseminated by Middle Tennessee State University’s Office of the Provost for Academic Affairs. The English Department and English Graduate Program comply with these policies and procedures.

Academic Misconduct Defined
Academic misconduct includes plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply:
1. Plagiarism—the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgment.
2. Cheating—using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
3. Fabrication—unauthorized falsification or invention of any information or citation in an academic exercise.
4. Facilitation—helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

**Academic Misconduct Policy**

The professor reports allegations of academic misconduct to the English Graduate Program Director and to the Office of the Provost for Academic Affairs, CAB 111, 615-898-2880. The professor should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the provost’s office. The professor may conduct a conference with the student in compliance with the following procedures:

1. The student will be provided notice that he or she is believed to have committed an act or acts of academic misconduct in violation of University rules.
2. The student will be presented with all evidence in the knowledge or possession of the professor that tends to support the allegation(s) of academic misconduct.
3. The student will have an opportunity to present information on his or her behalf.

Based upon university policy regarding academic misconduct, the professor will assign an appropriate grade. This information, along with all supporting documentation of the violation, will be forwarded to the provost’s office.

In the event a student believes he or she has been erroneously accused of academic misconduct, and at the discretion of the Office of the Provost, a hearing before a committee of faculty members may be arranged by the Coordinator of Academic Misconduct.

If the student is found responsible for the allegation(s) of academic misconduct, the grade, as assigned by the professor, will stand. Should the student be absolved of the allegations of academic misconduct by the ad hoc institutional committee, the faculty member will reassess the student’s grade based on the committee’s finding.

If the student withdraws from the university, and is ultimately found responsible for academic misconduct, the student will receive the grade assigned by the professor.

**Class Attendance Pending Hearing.** The student may stay in class pending an appeal hearing if the faculty member determines that the student’s presence in the class does not interfere with the professor’s ability to teach the class or the ability of other class members to learn.

Graduate assistants found responsible for academic misconduct will have their assistantship terminated.
Theses and Dissertations

The finished thesis or dissertation is the culmination of a student’s graduate program, the document that secures a junior scholar the right to enter into the profession and provides proof of professional competence. The following comments are meant to provide some general guidelines to students preparing theses and dissertations. Students are also encouraged to consult the most recent edition of *The MLA Style Manual and Guide to Scholarly Publishing*.

**Thesis**

The thesis is a work of original, advanced research written in partial fulfillment of the requirements for a Master of Arts degree with a thesis option. A short monograph, usually 70 to 100 pages in length, the thesis develops a unified, coherent argument and makes an original contribution to the field of study. While a thesis may take an idea explored in a previous class and significantly expand and develop its line of argument into a much larger, more complex work, the research and writing done for the thesis should represent significant new work.

Once an M.A. student enrolls in ENGL 6911: Thesis Research, he or she is expected to enroll in at least one hour of thesis research each semester until the thesis is completed. However, only 3 hours of 6911 may be applied toward the requisite number of English course credits.

**Dissertation**

Like the thesis, the dissertation is a work of original, advanced research written in partial fulfillment of the requirements for a Doctor of Philosophy degree. The dissertation is not an option, but rather a requirement for the degree. A dissertation is a book-length, unified, coherent work, usually 150 to 250 pages, that makes an original contribution to scholarship in the field. This is the document that secures the candidate’s right to enter into the academic profession and provides proof of professional competence.

General information on dissertations is available in the Graduate Catalog in the section on Graduate Programs. Doctoral students are required to complete at least 12 semester hours of ENGL 7911: Dissertation Research. More may be done (and most Ph.D. candidates do more), but only 12 hours of ENGL 7911 may be applied toward the 60-hour requirement for the degree. Furthermore, once degree candidates enroll in dissertation hours, they are expected to enroll for at least one hour of dissertation research each semester (excluding summer sessions) until the dissertation is completed.

**Selecting a Topic**

Considering the amount of time a student will spend on the thesis or dissertation, the topic should be sufficiently complex and interesting to sustain concentrated effort over an extended period of months or years. The thesis or dissertation should make an original contribution to knowledge and scholarship on the topic. Students should become acquainted with the state of scholarship in their fields of concentration by keeping up with current published scholarship. The annual published surveys of scholarship in *YWES, ALS, SEL, CCCC Journal*, and other standard sources are useful for this purpose. Theses and dissertations often serve as source material for later publication as articles or books, so students should consider the possibility of future publication when selecting a topic.
Selecting a Director and Readers
First and foremost, the director should be a specialist in the area of interest. Students should choose a director who will require nothing less than their best work and for whom they will be willing to do their best work. Degree candidates invariably work closely with their thesis or dissertation directors, so the director should be someone from whom the student can take constructive criticism and with whom he or she can get along. The Graduate College stipulates that only members of the graduate faculty may direct Ph.D. dissertations or M.A. theses.

Thesis committees must have a director from within the English department and at least one other faculty reader; dissertation committees must have a director from within the English department and at least two other readers, at least one from within the area of specialization (or a closely related area) and perhaps one from outside of the specialization or outside of the department. Upon request of the student and approval of the director, dissertation committees can have a maximum of five members (a director and four readers). If the thesis or dissertation draws significantly upon another discipline (such as history, for example) then a student may consider selecting a qualified reader from that discipline.

Common courtesy demands that a student should always approach a professor in person rather than by e-mail or note to inquire about directing or reading a thesis or dissertation. The members of the committee are being asked to make a commitment that will require a significant investment of their time for which they are not significantly recompensed by the university. Students should also be aware that agreeing to serve as a director or reader for a thesis or dissertation does not obligate the professor to stick with the project to the end. The student should approach the potential director at least one semester prior to registering for thesis or dissertation hours.

Changing a Topic, Director, or Readers
In order to change the thesis or dissertation topic, a student must first discuss the change with the director of the thesis or dissertation. Since a major change in the topic may require changes in the committee, perhaps even a change of director, it is important to discuss all of the ramifications of the change before committing to it. Depending on the kind of change, new paperwork may need to be filed with the graduate college.

A student may need to change his or her director for any number of legitimate reasons. The student should speak in person to the former director as well as to the potential new director concerning the reasons for the change. It may be necessary to file new paperwork with the graduate college.

A student may need to change readers during the writing of the thesis or dissertation, and such a change should be made in consultation with the director. The student should speak in person to the former reader(s) as well as to the potential new reader(s) concerning the reasons for the change. As with the change of director, it may be necessary to file new paperwork with the Graduate College.

Steps in Writing a Thesis or Dissertation
The Graduate Catalog refers to a Pre-dissertation Advisory Committee, whose purpose is to advise the Ph.D. student in selecting courses that will be of most use or benefit in the student’s major area of study. In the English Department, the Graduate Advisor, the Graduate Program Director, and, especially, the potential dissertation director fulfill this same function. They should be consulted as early as possible in the Ph.D. program.
Each thesis or dissertation is unique, and the preparedness of each student also differs widely, so the following list of steps is provisional, not absolute. The director may ask the writer of the thesis or dissertation to follow a different set of steps from those listed here, but this list will provide a general idea of what to expect.

1. **Statement of Intent**: The Statement of Intent is an informal preliminary overview of the student’s research interest, 1-2 pages in length, plus a selective bibliography. It should address the purpose and rationale for the research and comment on the significance of the study to the field. Students would be well advised to bring this statement when approaching the potential director and readers.

2. **Advancement to Candidacy**: According to the Graduate Catalogue, students who have not advanced to candidacy (filed an Advancement to Candidacy form with the College of Graduate Studies certifying passage of the Ph.D. preliminary examination) are not permitted to present the prospectus for their dissertations.

3. **Prospectus**: The prospectus should outline the background, research question, argumentative thesis, and planned methodology for addressing the topic, and it should discuss the potential contribution that the work will make to advancing scholarship and/or pedagogy. Students are required to submit completed proposals to their dissertation directors before completing their first semester of ENGL 6911 (Thesis Research) or 7911 (Dissertation Research). If the proposed thesis is weak or there are flaws in the proposed methodology, the director may require revision—perhaps multiple revisions—before the prospectus is accepted. This step may generate a written outline of further requirements from the committee. The approved prospectus is disseminated via email to the department’s graduate students and faculty at large.

4. **Provisional Table of Contents, and Working Timeline for Completion**: The table of contents provides a broad, general outline of the plan to develop the argument. The timeline for completion will almost always change as one gets into the actual writing (it almost always takes longer than originally planned), but students should try to be as realistic and as honest as possible.

5. **Reading, Research, and Drafts of Chapters**: This process makes up the bulk of the time and is often cyclical. The director should see some sort of progress on drafts of chapters each semester before he or she turns in the requisite grade of S or U for that semester. The student should discuss with the director and readers when to send the drafts to the reader: some want to see the chapters as they are completed; others prefer to wait until a draft of the entire thesis or dissertation is complete.

6. **Revision**: Students should expect to have to make several revisions of each chapter, and they are expected to address the directors’ and readers’ comments on previous drafts in their revisions. Directors may require revision according to their comments on a chapter before sending it on to the reader, whose comments will probably require another revision. If there are conflicts, the director’s responsibility is to guide the student in negotiating with other committee members about which comments are most important to address and why. The director and all committee members must approve all revisions.
before the student produces the completed draft.

7. **Completed Draft:** The entire committee should be able to read the whole, revised text at least a couple of weeks before the defense. If there are any doubts about the quality of scholarship or argument at this point, the oral defense may be delayed until the student addresses the concerns of the committee. Completion of a draft does not automatically mean that the draft will be approved by the committee.

8. **Final Copy.** The argument should be sound and the text should provide ample proof supporting the argument. The writing should be sophisticated and clear and should present the ideas in an interesting, orderly, and persuasive manner. The thesis or dissertation should be carefully proofread and polished and should conform to all of the formatting requirements of the Graduate College. In short, it should be a polished, professional work. Students should bear in mind that theses and dissertations are automatically made available online through ProQuest. “Good enough” should not be the first impression people have of one’s work.

9. **Oral Defense:** The oral defense is an examination conducted by the committee on the material covered by the thesis or dissertation and its contribution to the field of study. The defense is announced ahead of time and is open to anyone who cares to attend. The student and all members of the committee must be present at the defense. Generally the oral defense will generate further “fine tuning” revisions necessary before the student turns in the polished copy to the Graduate College. Depending on the nature of such revisions, the director may or may not want to see this copy before submission.

10. **Final Submission Process:** Since several individuals must read and approve graduate theses and dissertations, the submission process involves several steps and several deadlines which occur fairly early in the semester in which a student graduates. The relevant dates are posted by the graduate program each semester.

**Thesis:** The thesis must be submitted to the Dean of the College of Graduate Studies no later than 30 days prior to graduation. **Note:** The Chair of the Department of English requires submission of all finished theses to the department two weeks prior to the Graduate College deadlines. The student must submit an electronic copy of the thesis to the thesis director, who must assess the originality through TurnItIn. Once results have been obtained, the director sends an electronic copy to the Graduate Program Director, and the student submits an electronic file of the thesis to ProQuest and a signature page with original signatures of the thesis director, reader, and graduate director to the College of Graduate Studies. (These details are provided on the checklist located at [https://www.mtsu.edu/graduate/pdf/ThesisDissChecklist.pdf](https://www.mtsu.edu/graduate/pdf/ThesisDissChecklist.pdf).) Any thesis not meeting the standards of the Graduate College may be rejected by the dean, delaying graduation.

**Dissertation:** The original dissertation in electronic format must be submitted electronically through ProQuest and the signature page containing original signatures from the committee and graduate program director should be submitted to the Graduate College by the deadline found in the Graduate Catalogue and the current semester’s schedule of classes. **Note:** The Department of English requires submission of all finished dissertations to the department two weeks prior to the Graduate College deadlines.
**Deadlines**

Under no circumstances can the steps to completing a thesis or dissertation be shortened or amended to meet a student’s need to graduate by a certain date. Whenever possible, the director and readers may make due efforts to accommodate external time constraints (e.g., necessity to complete the degree in order to obtain a job), but they are under no obligation or constraint to approve substandard work in order to accommodate a student’s plans.

The deadlines for defending theses and dissertations and for submitting the final, polished copies come very early in the semester of completion and are published in the calendar section of the Graduate Catalogue and are announced by the graduate director each semester. Students are responsible for knowing the deadlines they must meet in order to graduate and to make sure they complete their work in good time to meet those deadlines.

Missing a Graduate College deadline may result in a delay in graduation. Students should not expect the director of the thesis or dissertation to issue reminders about approaching deadlines, though the director should be involved in planning the timeline for completion. Good planning in consultation with the director and honest assessment of what one can do should allow for sufficient planning to meet the deadlines. Realistically, students should expect the process to run longer than outlined in the initial timeline—it almost invariably takes longer than initially planned or expected.

**What Writers of Theses and Dissertations Should Expect**

Students may reasonably expect the thesis or dissertation director to be a source of guidance as they develop the prospectus, plan research, and construct the argument. The director should guide the process, suggest avenues of research, question the writer’s assumptions, require a demonstration of competence in areas such as languages, etc., and make editorial suggestions, including expansion of the text. However, the ideas and argument must be the student’s own original contribution to scholarship. Students may expect the director to read and comment upon drafts within a reasonable amount of time (two weeks to a month).

Students may expect the reader(s) to read and comment on the drafts; the readers in turn may question the strength of the argument or proofs offered, suggest additional sources or avenues of research, and recommend that the student address additional issues—in short, the readers can be as involved as if they were directing the thesis, though the degree of involvement may vary from professor to professor and should be a topic of discussion between the student, the director, and the readers very early in the process. The readers may make recommendations and suggestions and may require additional work. The readers should read and comment upon the drafts in a reasonable amount of time, as should the director.

The committee will generally expect the following from the student:

1. **Quality.** They will expect the best possible work. Whether at the M.A. or the Ph.D. level, the thesis or dissertation director (and probably the readers) will be the primary source of letters of recommendation for Ph.D. programs, grants, fellowships, assistantships, and jobs, so students should work to ensure that the committee can give their highest, unqualified recommendations. For further guidance, see the list of “Criteria for Assessing the Quality of Dissertations and Theses” below.
2. **Responsibility.** The committee will expect the student to recognize that writing a thesis or dissertation is a major investment of time and energy requiring extensive reading, research, writing, and revising. Students must be self-motivated. They cannot expect constant hand-holding or nagging from the committee members.

3. **Honesty.** Students should not promise more than can be delivered and should always deliver what is promised. This applies to everything from showing up for appointments to meeting deadlines to being realistic about one's expectations of oneself and the committee. It goes without saying that the committee will expect each student to abide by the standards of academic integrity.

4. **Foreign-language competency.** The committee may reasonably expect the student to have (or have a plan to acquire) the knowledge of any foreign languages necessary to deal with texts in the original language. This is a **must** at the Ph.D. level and highly recommended at the M.A. level.

Most directors and readers will communicate their expectations to students verbally in a face-to-face meeting. Students should go to this meeting prepared to take notes on their expectations and they should not be afraid to ask for clarification about any of the expectations.

The director or readers may withdraw from the committee if the student does not meet their expectations.

**Criteria for Assessing the Quality of Dissertations, Theses, and Graduate Exams**

These criteria are derived from an AAUP study, Barbara E. Lovitt's "How to Grade a Dissertation" *Academe* 91.6 (Nov-Dec 2005). In this study, Lovitt asked 276 faculty members in 74 departments across 10 disciplines at 9 research universities "to characterize dissertations and their components (the problem statement, the literature review, theory, methods, analysis, and discussion or conclusion) at four different quality levels—outstanding, very good, acceptable, and unacceptable."

Based on the responses, Lovitt compiled a list of criteria for each of the four evaluative categories. Lovitt, however, did not organize the criteria, even though most fall into traditional categories (e.g., criteria regarding presentation of the research problem, literature review, approach). The method of assessment used in the present report provides more structure by placing Lovitt's criteria into the seven categories listed below in Section A: Assessment of Ph.D. dissertations. The criteria have been extended with appropriate alterations to assess the quality of M.A. theses and graduate examinations as well.

**A. Assessment of Ph.D. dissertations**

1. **Research Problem:** Ability to formulate a research problem based on knowledge of secondary literature.

   - **Outstanding:** Contains a clearly stated problem and argues effectively that it raises new and consequential questions in the area of study.
   - **Very Good:** Contains a clearly stated problem and, though the problem is smaller and traditional, argues effectively for its significance.
   - **Acceptable:** Contains a clearly stated problem but is less successful in arguing its significance.
   - **Unacceptable:** Fails to show that it addresses a central problem or question.
2. **Literature Review**: Ability to analyze and synthesize a large amount of complicated literature, including the ability to analyze, assess, and compare arguments.

   **Outstanding**: Demonstrates command of the literature by exhibiting a thorough and critical understanding of the problems, claims, and arguments of the secondary literature.

   **Very Good**: Demonstrates strong knowledge of the literature, though is not as successful in exhibiting a critical understanding of arguments.

   **Acceptable**: Demonstrates knowledge of basic positions, or claims found in the literature, though without a strong understanding of the arguments.

   **Unacceptable**: Limited or otherwise weak knowledge of claims and arguments.

3. **Approach**: Ability to understand and apply a particular methodology or theoretical approach.

   **Outstanding**: Sophisticated or nuanced understanding of methodology and theory; uses new methods or theoretical approaches.

   **Very Good**: Uses standard methodology or theoretical approach.

   **Acceptable**: Minimal understanding of methodology or theoretical approach, competently applied to the problem.

   **Unacceptable**: Understanding and application of methodology or theory is inappropriate or otherwise wrong.

4. **Research**: Ability to conduct research methodically, including the ability to select apposite sources from a wide range of literature, the ability to judge the reliability of information, and the ability to present evidence accurately outside of its original context.

   **Outstanding**: Exhibits thorough and meticulous research, drawing on multiple sources.

   **Very Good**: Exhibits well-executed research, though not completely thorough or meticulous.

   **Acceptable**: Exhibits an ability to conduct research

   **Unacceptable**: Fails to use pertinent sources of information.

5. **Argument**: Ability to compose a complex and coherent set of arguments, including clear presentation of claims and reasons, appropriate use of evidence, and logical organization.

   **Outstanding**: Presents a complex response to its research problem, with arguments that are focused, logical, rigorous, and sustained.

   **Very Good**: Presents a complex response to its research problem, with a strong, comprehensive, and coherent argument.

   **Acceptable**: Exhibits ability to conduct a sustained argument, but is not as complex or convincing.

   **Unacceptable**: Exhibits weak, unconvincing, inconsistent, or invalid arguments.

6. **Conclusion**: Summary of the study, including discussion of the study's strengths and weaknesses, discussion of possible applications and other implications for the discipline, and discussion of future directions for research.

   **Outstanding**: Summary ties together the entire study, reflects on the study's strengths and weaknesses, and discusses implications and directions for future research.

   **Very Good**: Summary ties together the study, but misses opportunities to identify strengths and weakness or to identify implications and directions for future research.

   **Acceptable**: Attempts to tie study together, but lacks reflection on strengths and weaknesses, or lacks discussion of implications and directions for future research.

   **Unacceptable**: Fails to tie study together.
7. **Quality of Writing**: Sentence and paragraph structure, logical connections from one paragraph to the next, and credible ethos.

   **Outstanding**: Consistent control over language evidenced in well-structured sentences and paragraphs; voice is authoritative yet not officious, engaging rather than affectedly academic.

   **Very Good**: Less consistent control over language evidenced in sentence and paragraph structure; voice is less authoritative and engaging but without detracting from the writer's credibility.

   **Acceptable**: Sentence and paragraph structure do not consistently hinder understanding; lack of control may appear as unnecessary repetition; lapses in voice may detract somewhat from credibility.

   **Unacceptable**: Sentence structure consistently hinders understanding; lack of connections between paragraphs; frequent repetition reflects basic lack of organization; inappropriate tone.

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**B. Assessment of M.A. Theses**

Unlike the AAUP study on the grading of dissertations, there appears to be no similar study on the grading of M.A. theses. Hence the present assessment is based on a modified version of the AAUP study. All four evaluative categories and all seven conceptual categories are used, but the seven conceptual categories have been adjusted to reflect the lower expectation of M.A.-level work:

1. **Research Problem**: Ability to formulate a research problem and justify its significance.

   **Outstanding**: Thesis contains a clearly stated problem and effectively argues that experts on the topic would regard the problem as significant.

   **Very Good**: Thesis contains a clearly stated problem but is less successful in arguing its significance.

   **Acceptable**: Thesis displays some evidence that it addresses a central problem or question.

   **Unacceptable**: Thesis fails to show that it addresses a central problem or question.

2. **Literature Review**: Ability to understand pertinent research, including the ability to read for the problems addressed by others, the ability to read the arguments of others, and the ability to read for evidence.

   **Outstanding**: Thesis displays an excellent knowledge of pertinent research and is clearly situated in relationship to the problems and arguments of that research.

   **Very Good**: Thesis displays good knowledge of pertinent research and is less clear situating itself in relationship to the problems and arguments of that research.

   **Acceptable**: Thesis displays only an acceptable knowledge of pertinent research and attempts to situate itself in relationship to pertinent scholarship.

   **Unacceptable**: Thesis displays inadequate knowledge of pertinent research.

3. **Approach**: Exhibits a self-reflective awareness of its particular approach to the study.

   **Outstanding**: Thesis describes its approach, justifies it, and perhaps acknowledges its limitations.

   **Very Good**: Thesis describes its approach without justifying it.

   **Acceptable**: Thesis exhibits some awareness of a chosen perspective, theory, or methodology.

   **Unacceptable**: Thesis exhibits no awareness of a chosen approach.
4. **Research**: Ability to conduct research methodically on a limited topic, including the ability to select apposite sources of information, the ability to judge the reliability of information, and the ability to present evidence accurately outside of its original context.

   **Outstanding**: Thesis displays a *keen* ability to determine what information is needed to thoroughly address the research problem.

   **Very Good**: Thesis displays an ability to determine what information is needed to address the research problem.

   **Acceptable**: Thesis displays an ability to acquire pertinent information.

   **Unacceptable**: Thesis omits pertinent sources of information.

5. **Argument**: Evidence of the ability to compose a complex and coherent set of arguments, including clear presentation of claims and reasons, appropriate use of evidence, and logical organization.

   **Outstanding**: Thesis presents a complex response to its research problem, and clearly presents its arguments as an architectural whole, especially the relationship between primary and supplemental arguments.

   **Very Good**: Thesis presents a complex response to its research problem

   **Acceptable**: Thesis provides an argued response to its research problem.

   **Unacceptable**: Thesis fails to provide an adequate response to a research problem.

6. **Conclusion**: Summary of the study, including discussion of the study's strengths and weaknesses, discussion of possible applications and other implications for the discipline, and discussion of future directions for research.

   **Outstanding**: Summary ties together the entire study, reflects on the study's strengths and weaknesses, discusses implications and directions for future research.

   **Very Good**: Summary ties together the study, but misses opportunities to identify strengths and weakness or to identify implications and directions for future research.

   **Acceptable**: Attempts to ties study together, but lacks reflection on strengths and weaknesses, or lacks discussion of implications and directions for future research.

   **Unacceptable**: Fails to tie study together.

7. **Quality of Writing**, including sentence structure, paragraph structure, logical connections from one paragraph to the next, and credible ethos.

   **Outstanding**: Consistent control over language evidenced in well-structured sentences and paragraphs; voice is authoritative yet not officious, engaging rather than affectedly academic.

   **Very Good**: Less consistent control over language evidenced in sentence and paragraph structure; voice is less authoritative and engaging but without detracting from the writer's credibility.

   **Acceptable**: Sentence and paragraph structure do not consistently hinder understanding; lack of control may appear as unnecessary repetition; lapses in voice may detract somewhat from credibility.

   **Unacceptable**: Sentence structure consistently hinders understanding; lack of connections between paragraphs; frequent repetition reflects basic lack of organization; inappropriate tone.
Preparing for the Academic Job Market

The job market in the field of English is highly competitive, and many newly minted Ph.D.s spend a few years in visiting professorships or teaching as adjuncts before obtaining a tenure-track position. M.A. students who plan to pursue Ph.D.s and all Ph.D. students should begin preparing for the academic job market as soon as possible by participating in professional conferences, publishing in professional journals, applying for grants and awards, and gaining teaching experience.

Professional Conferences
Presenting papers in professional conferences indicates that a scholar has interesting ideas and can develop them for consideration by other scholars in the field. Professional conferences can also indicate a scholar’s ability to answer questions from other scholars and to moderate discussions by presiding over sessions. Master’s students and doctoral students should plan to develop one or two course papers each year into conference presentations. **However, they should avoid presenting more than once a year or twice a year in order to allow sufficient time for their coursework and for revising papers to submit for publication.**

Publication in Professional Journals
Publication in a professional journal demonstrates that a scholar's research and ideas are sound and that the scholar is capable of expressing those ideas clearly, cogently, and persuasively. Publications are generally considered more important than conference presentations by hiring committees, since most journals employ a peer-review process that ensures that published papers meet professional standards of quality. One hears the good, the bad, and the ugly at conferences, but the peer-review process is supposed to weed out papers that employ poorly constructed arguments or provide unconvincing evidence. It is more important to invest time in publishing than in conference presentations and it is almost necessary to have one or more publications in peer-reviewed journals in order to be seriously considered for a tenure-track job at a university.

Grants and Awards
A number of grants, awards, and honors are offered by the department and the College of Graduate Studies. In addition, Ph.D. students may find a number of external grants available to support their participation in seminars or their dissertation research. The university's Office of Research and Sponsored Programs provides information on finding appropriate grants. Students should be aware that grant-writing experience is considered a valuable asset for job-searchers—especially if the grant is obtained.

Teaching Experience
Students should obtain as much teaching experience as possible in both composition and literature. Most academic positions regularly require faculty to teach general education courses in composition and literature, so such experience is a valuable asset on the job market. The number of GTA positions is limited, so students without assistantships should consider teaching a course or two as an adjunct at a community college in order to gain additional experience.
Applying for Jobs

Academic jobs are typically announced in professional journals and on university websites. The MLA Job Information List (JIL), published in October and periodically thereafter throughout the academic year, is the main source for academic employment opportunities in our discipline; the Chronicle of Higher Education is another important resource used by many universities for disseminating information about academic positions and there are other, more specialized, job listings as well. It is important to do some preliminary research about jobs before applying, including learning about the nature of the school and the community in which it is situated, the size of the library and its potential for advanced research, course loads required of faculty, class sizes, and any other details considered important by the applicant.

The faculty search process takes roughly one academic year, beginning with the posting of job openings in the fall semester, so academic job-seekers should start applying for positions a year before they actually need a job. Most application due dates fall at the end of October or in November. About half of the colleges and universities advertising positions will conduct preliminary interviews at the annual MLA meeting between Christmas and New Year, so job-seekers may want to plan a budget that includes airfare, hotel, and food for this trip.

Application Materials
The following materials are commonly submitted when applying for academic positions:

Cover Letter
The cover letter provides the first impression of a candidate to a search committee. The letter should address one’s research interests and provide a brief synopsis of the dissertation. It should also mention teaching experience and any honors or awards that have been received for scholarly work or teaching excellence.

Curriculum Vitae (C.V.)
The curriculum vitae or c.v. (often alternatively referred to as the vita) is the academic equivalent of a professional résumé; it succinctly presents one’s credentials to the search committee. It should be thorough, but concise, outlining the applicant’s college education and degrees, publications, conference activities, teaching experience, honors and awards, grants, service, and any experience outside the university that is related to the applicant’s field of study. The c.v. should also include the names and contact information for three references who may attest to the candidate’s abilities as a scholar, teacher, and colleague.

Abstract
Many schools will request an abstract of the dissertation. The abstract should be no more than three pages in length.

Philosophy of Teaching
Many search committees require a statement of teaching philosophy. The statement should be 1 to 1½ pages long and should include views on lecturing, group-work, the goal of writing assignments,
the goal of studying literature, and how these particular goals and activities work together toward achieving the larger goals of a liberal education.

Transcripts
Most committees will initially require unofficial copies of transcripts from all of the higher education institutions attended by a job candidate, showing the degrees earned. Official transcripts will be requested if the candidate is considered for the position.

Writing Sample
Writing samples are often requested along with other application materials. The sample should (obviously) represent the candidate’s best work, for instance, an excerpt from the dissertation or an offprint or photocopy of a paper that has been published in a journal. The sample should be around 20 pages in length, though some committees may ask for less.

Letters of Recommendation
The letters of recommendation may be the most important part of the application dossier. Impressive as the c.v., writing sample, and transcripts may be, the letters are the search committee’s most revealing window into the candidate as a potential colleague. As a result, candidates should ask for letters from people who can attest not only to their brilliance as scholars, but also to their work habits, collegiality, and ability to meet challenges and overcome obstacles. The dissertation director should always be one of the references. The other two references should be people very familiar with the candidate’s scholarship and teaching abilities. If necessary, ask the referrers to observe a class you teach and to look over the syllabus, so that they will be able to write on this topic.

The referrers should always be given at least one month’s notice in advance of the date that letters will be needed. Each referrer should be provided with a sample of updated dossier materials and the due dates for the various applications being submitted. Applicants should not be afraid to ask for confirmation that the letters have been sent, though most referrers will send notification when they have done so.

Applicants should never ask for copies of the letters of recommendation. Some referrers will provide a copy; others will refuse to write the letters unless they can do so without providing a copy.
Appendix 1: Grades and Academic Standing

Grades are assigned by professors based on the following notations, mandated by the College of Graduate Studies. Individual professors provide the grading scale for the courses they teach, using some or all of the assigned notations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>Not calculated</td>
</tr>
<tr>
<td>W (withdrawal)</td>
<td>Not calculated</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Incompletes

Incompletes (designated by an I on the transcript) indicate that the student has not completed all course requirements due to illness or other uncontrollable circumstances, especially those that occur towards the close of the term. Mere failure to make up work or turn in assignments on time will not result in an incomplete unless documented extenuating circumstances are acceptable to the professor, who finally determines acceptable criteria for assigning an I.

The College of Graduate Studies provides the following criteria in regard to uncompleted coursework:

1. If the student fails to appear for a final examination without known cause, the grade is determined as follows:
   a. If the student has done satisfactory work to that point, the grade I may be reported on the assumption that the student was ill or will otherwise present sufficient reason for the absence.
   b. If the student has attended irregularly and has not done satisfactory work to that point, the grade F should be reported.
2. The incomplete must be removed during the succeeding semester, excluding summer, or it will convert to a grade of F.
3. The I grade carries no value until converted to a final grade.
4. An I may not be removed by retaking a course. Only the professor awarding the I can remove it based on the student’s meeting the course requirements. If the professor does not change the I, it will convert to an F.

Individual professors may specify additional or more specific requirements for the assignment of an Incomplete.

**Accessing Grades**
Grades can be accessed online through PipelineMT at [www.mtsu.edu](http://www.mtsu.edu). Select RaiderNet, then select Student and Financial Aid, and then Grades. Outstanding financial balances prevent release of grades. RaiderNet provides an option that allows online payment by credit card or check card (VISA or MasterCard) to view grades. (See the Graduate Catalog for further information.)

**Grade Appeals**
The grade appeals process is available to any student who wants to contest a course grade. In general, grade appeals are adjudicated on the basis of policies and procedures outlined in the individual course guidelines and syllabus. The College of Graduate Studies provides the following policies and procedures, which constitute a two-level appeals process that the student initiates.

**Level One**
This process takes place within the English Department.

1. The student should first discuss the grade with the professor who taught the course. This step must take place within **40 days of the graduation date for each term**.
2. If the issue is not resolved at this level, the student should discuss the grade appeal with the chair of the English Department within **10 days of the conference with the professor**. (If the department chair is the professor against whom the complaint is lodged, the Dean of the College of Liberal Arts assumes the role of the chair for the appeals process). The chair investigates the circumstances, discusses the circumstances with the professor, and records the findings.
3. The chair documents the findings and either recommends retaining the assigned grade or changing the grade. **(Only the professor, and not the chair, can change the grade.)** This document becomes part of the appeals record if the appeal proceeds.
4. The chair sends a copy of the findings and recommendations to the student and faculty member within **10 days of the notification of the department chair of the complaint**.

**Level Two**
If the issue is not resolved at this point, the appeal moves to the Provost’s Office and the University Grade Appeals Committee, and must be initiated within **15 days following the English Department Chair's recommendation**.

1. The student files an appeal with the Vice Provost for Academic Affairs (Cope Administration Building, room 111), providing all relevant documentation:
   a. The student’s discussion of why the appeal has not been satisfied;
   b. The department chair's recommendation.
2. The Vice Provost sends the appeal documents to the appropriate college grade appeals committee.
3. The Grade Appeals Committee considers the documentation and meets with the student and faculty member. The Committee then renders a decision to retain or change the grade.
4. The Grade Appeals Committee notifies the student, faculty member, department chair, college dean, the Vice Provost for Academic Affairs, and the Director of Records.

5. The decision of the Grade Appeals Committee is final.

Other grade appeals policies:
1. The number of days at each level indicated above is considered the maximum; however, every attempt should be made to expedite the process.
2. The failure of the student to proceed from one level of the appeal process to the next within prescribed time limits shall be deemed to be an acceptance of the recommendations and/or decision previously rendered. All further considerations and proceedings regarding that particular appeal shall cease at that point.
3. A grade appeal may be withdrawn at any level without prejudice.
4. All appeal proceedings shall be kept as confidential as may be appropriate at each level.
5. The grade appeals committee shall have reasonable access to all official records for information necessary to determine a recommendation.

Information about grade appeals also appears in the Graduate Studies catalog and the MTSU student handbook, in print and online. Students can call the Vice Provost’s office at any time for information and help regarding grade appeals.

**Academic Standing**
Students should acquaint themselves with the following policies from the “Academic Regulations” section of the Graduate Studies catalog:

1. No more than six semester hours of C grade (C+, C, or C-) coursework may be applied towards a master’s degree.
2. No courses with a C grade may count toward Ph.D. requirements.
3. No course with a grade lower than a C- may be applied toward any graduate degree requirement.

**Master's degree** students are required to maintain a cumulative grade point average of at least 3.00 for all graduate work completed at MTSU as well as in the major.

**Doctoral students** must maintain a minimum GPA of 3.25.

**Academic Probation**
A graduate student who fails to meet the following academic retention standards will be placed on academic probation for the subsequent term:

a. the applicable minimum cumulative graduate GPA retention standard listed below; or
b. cumulative GPA less than 3.00 for three consecutive semesters.

**Academic Retention Standards**
The table below represents the absolute minimum GPA needed to avert graduate academic probation status. However, a cumulative GPA greater than or equal to 3.00 is required for satisfactory academic progress at the graduate level. (See “Academic Regulations” section of the Graduate Catalog for details.)
If the student has completed the following number of quality hours: | Then the following cumulative GPA must be achieved to avoid academic probation:
---|---
1-6 credit hours  
(If 6 graduate hours have been completed, a GPA of 2.00 reflects a quality or grade point deficit of 6. Next term, unless a course is repeated, 3 or more hours of B or higher grades (no B- or lower) will generate a GPA greater than or equal to 2.33 as reflected below.) | 2.00
More than 6-9 hours  
(see “Academic Regulations” section of Graduate Catalog for more calculations) | 2.33
More than 9-12 hours | 2.50
More than 12-15 hours | 2.60
More than 15-18 hours | 2.83
More than 18-21 hours | 2.85
More than 21 hours | 3.00

Probation in itself has no serious consequences other than to alert the student to potential academic problems and the requirement to (re)establish satisfactory academic status. However, a student on academic probation who fails to meet the above applicable standard during the next term in which enrolled will be suspended. Graduate assistants who are placed on academic probation are also placed on probation in regard to their assistantships. Graduate assistants placed on probation have one semester to restore their GPA to the necessary level.

See the guidelines for maintaining or (re)establishing satisfactory academic status in the “Academic Regulations” section of the Graduate Catalog under the subtopic “Academic Standards—Retention, Probation, and Suspension.”

**Academic Suspension**

A graduate student on academic probation who fails to meet the applicable standard described above during the next term in which enrolled will be placed on academic suspension. Academic suspension means that the student may not enroll in classes for at least the following semester, not including summer. The student also forfeits any assistantships. The student may file an appeal by following the policies described below.

**Academic Suspension Appeal**

Students may appeal academic suspension after at least one semester, not including the summer, by contacting the College of Graduate Studies, Ingram Bldg. Rm. 121A, Box 42. The College of Graduate Studies office will supply its policy on appeals of academic suspension.

This form of appeal does not include grade appeals, which are described above, page 33.
Reapplication Following Suspension
Students who do not successfully appeal the suspension must reapply to the College of Graduate Studies. The application must include all new documents, including new letters of recommendation (the same individuals who wrote initial recommendations may provide new letters). The letter accompanying the application must address the facts of suspension and support the request for readmission. The student must also reapply for assistantships. The application will be considered alongside all new applications.
Appendix 2a: Checklist for Applications (U.S. Students)

This checklist is intended as a general guide. Please refer to the Graduate Catalog for the most updated requirements and deadlines.

Required Application Materials for Admission

You may apply on-line by going to www.mtsu.edu/graduate. In order to complete your application, you will need to see that the following materials are sent to the College of Graduate Studies, Sam H. Ingram Building, MTSU Box 42, Murfreesboro, TN 37132:

_____ Application fee of $35.

_____ Transcripts from all undergraduate and graduate institutions attended.

_____ Three letters of recommendation (These can be emailed to graduate@mtsu.edu)

_____ GRE scores (We look primarily at the Verbal and Analytical portions of the General exam; the English subject test, though not required, is recommended.)

_____ A short statement of purpose (500 words or so) in which you present your reasons for wishing to pursue graduate studies in English (your professional plans, areas of interest, etc.) as well as any relevant experience that prepares you for graduate studies.

_____ A writing sample of 2000-5000 words for applicants to the M.A. program, 3000-5000 words for applicants to the Ph.D. program.

_____ Certificate of Immunization (required for all full-time students). The certificate may be found at http://www.mtsu.edu/healthservices/PDFs/Combined_Certificate_of_Immunization.pdf.

_____ The deadline for application for Fall admission only is March 1.

_____ The deadline for application for Spring admission only is October 1.

Required Application Materials for Graduate Assistantship

If you would like to be considered for a graduate assistantship, in addition to the material required for the general application, you will need to fill out an application for an assistantship (http://www.mtsu.edu/graduate/pdf/GraduateAsstApp.pdf) and send it to the Director of Graduate Studies in the English Department (P.O. Box 70, Department of English, Middle Tennessee State University, Murfreesboro, TN 37132) along with a copy of the 500-word statement of purpose from the general application materials.

_____ Application for Graduate Assistantship

_____ Copy of 500-word statement of purpose from general application materials

_____ The deadline for application for a graduate assistantship is February 1.
Appendix 2b: Checklist for Applications (International Students)

This checklist is intended as a general guide. Please refer to the Graduate Catalog for the most updated requirements and deadlines.

**Required Application Materials for Admission**

You may apply on-line by going to [www.mtsu.edu/graduate](http://www.mtsu.edu/graduate), or by filling out and sending in an application (found in the back of the Graduate Catalog). In order to complete your application, you will need to see that the following materials are sent to the College of Graduate Studies, Sam H. Ingram Building, MTSU Box 42, Murfreesboro, TN 37132:

- Application fee of $35.
- Transcripts from all undergraduate and graduate institutions attended.
- Three letters of recommendation (These can be emailed to graduate@mtsu.edu.) Reference forms are found at [http://www.mtsu.edu/graduate/pdf/ReferenceForm.pdf](http://www.mtsu.edu/graduate/pdf/ReferenceForm.pdf).
- GRE scores (We look primarily at the Verbal and Analytical portions of the General exam; the English subject test, though not required, is recommended.)
- A short statement of purpose (500 words or so) in which you present your reasons for wishing to pursue graduate studies in English (your professional plans, areas of interest, etc.) as well as any relevant experience that prepares you for graduate studies.
- A writing sample of 2000-5000 words for applicants to the M.A. program, 3000-5000 words for applicants to the Ph.D. program.
- Proof of English Proficiency (if required)
- Certificate of Insurance, found at [http://www.mtsu.edu/graduate/pdf/insurance.pdf](http://www.mtsu.edu/graduate/pdf/insurance.pdf).
- Tuberculosis Risk Assessment Form, found at [http://www.mtsu.edu/graduate/pdf/TBQuestionnaire.pdf](http://www.mtsu.edu/graduate/pdf/TBQuestionnaire.pdf).
- The deadline for application for Fall admission only is **March 1**.
- The deadline for application for Spring admission only is **October 1**.

**Required Application Materials for Graduate Assistantship**

If you would like to be considered for a graduate assistantship, in addition to the material required for the general application, you will need to fill out an application for an assistantship ([http://www.mtsu.edu/graduate/pdf/GraduateAsstApp.pdf](http://www.mtsu.edu/graduate/pdf/GraduateAsstApp.pdf)) and send it to the Director of Graduate Studies in the English Department (P.O. Box 70, Department of English, Middle Tennessee State University, Murfreesboro, TN 37132) along with a copy of the 500-word statement of purpose from the general application materials.

- Application for Graduate Assistantship
- Copy of 500-word statement of purpose from general application materials
- The deadline for application for a graduate assistantship is **February 1**.
Appendix 3: Timeline and Checklist for M.A. Degree

This timeline and checklist is intended as a general guide. Please refer to the Graduate Catalog for the most updated requirements and deadlines. Students take coursework at different rates, so the timeline is very general.

Timeline

First year: Submit Degree Plan. Take ENGL 6001 (first semester if possible); ENGL 6821 in Fall semester (GTAs); Foreign language (if needed); approach potential director of directed reading or thesis

Second year: before completing 21 credit hours; plan thesis timeline with thesis director and begin work on the thesis or plan the portfolio with portfolio director and begin work on portfolio; complete coursework; file Intent to Graduate if final semester.

Third year (if necessary): complete coursework and thesis or portfolio; file Intent to Graduate in final semester.

Thesis Option

_____ File Degree Plan during the first semester

_____ ENGL 6001 Introduction to Graduate Studies (best taken the first semester if possible)

_____ ENGL 6821 Seminar in Teaching Composition (required in the Fall semester before teaching for GTAs)

_____ Plan timeline for thesis with director

_____ Complete 27 credit hours of coursework (including ENGL 6001)

_____ File Intent to Graduate (semester in which you will defend the thesis)

_____ Submit defended M.A. thesis to ProQuest

_____ Submit original signature page of M.A. thesis to College of Graduate Studies

Portfolio Option

_____ File Degree Plan during the first semester

_____ ENGL 6001 Introduction to Graduate Studies (best taken the first semester if possible)

_____ ENGL 6821 Seminar in Teaching Composition (required in the Fall semester for GTAs)

_____ Complete 30 credit hours of coursework (including ENGL 6001)

_____ Complete ENGL 6913: Directed Portfolio (semester of graduation)
Appendix 4: Timeline and Checklist for Ph.D. Degree

This timeline and checklist is intended as a general guide. Please refer to the *Graduate Catalog* for the most updated requirements and deadlines. Students take coursework at different rates, so the timeline is *very* general.

Timeline

*First year*: file Ph.D. Degree Plan; ENGL 7001 (if required); transfer M.A. coursework (if possible); read for Ph.D. Qualifying exam; ENGL 7821 (Fall semester if GTA);

*Second year*: Ph.D. Qualifying exam (Fall semester); Foreign language; begin reading for Prelims

*Third year*: Read for Prelims and organize/join study group; explore dissertation topics; complete coursework; take Prelims; approach potential directed reading or dissertation director

*Fourth year*: complete coursework; take Prelims; plan timeline for dissertation; begin work on dissertation

- File Degree Plan
- ENGL 7001 Introduction to Graduate Studies if required (best taken the first semester if possible.)
- Check possibility of transferring M.A. coursework (see Graduate Advisor)
- ENGL 7821 Seminar in Teaching Composition (required in the Fall semester before teaching for GTAs)
- Foreign language requirement
- Complete Qualifying exam
- Complete all area requirements
- Complete Preliminary exams in two areas
- Plan timeline for dissertation with director
- Complete 48 credit hours of coursework (including ENGL 7001)
- File Intent to Graduate (semester in which you will defend the dissertation)
- Submit defended dissertation to ProQuest
- Submit original signature page of dissertation to College of Graduate Studies