

Graduate Handbook

For

Students and Advisers

2005-06

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Introduction

Welcome to English graduate studies at St. Cloud State University. I think you will find our courses stimulating, our faculty friendly and helpful, our building quaint (well, it does have a history). Whenever you have questions about your graduate work or your professional career, please consult with me or with other faculty members.

This *Graduate Handbook for Students and Advisers* is a supplement to other materials at your disposal: your *Graduate Bulletin*, your *Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)* from the bookstore, the *Graduate Handbook* from Graduate Studies, and, if you are a teaching assistant, your *Handbook for Teaching Assistants*. This guide does not attempt to supplant these other sources, only to add to them. Further information is available at SCSU's Graduate Studies web site: <http://www.stcloudstate.edu/~grads/>

In this guide you will find forms of various kinds: the program approval form (**NOTE: to be filed as you complete 16 credits**), the petition (useful for making many kinds of changes in your plan--see the Graduate Studies handbook), the change-of-adviser form, and the form for requesting an incomplete. These forms are available from the Graduate Studies office, the Director of English Graduate Studies, and from Carol in the English office, but you can copy them from here if you want to.

I've also included information of various kinds: choosing advisers, preparing a thesis proposal, steps in the thesis process, English department specifications for starred papers and creative works, the departmental policy on course revalidation, teaching assistantships, internships, writing a *curriculum vitae*, requesting letters of recommendation.

It is necessary for students wanting to graduate in two years to take 3 courses during most semesters. You should make an advising appointment during your first semester.

Chris Gordon
Director of English Graduate Studies 2001-06
Donna Gorrell
Director of English Graduate Studies 1993-01

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http://www.stcloudstate.edu/events/academic.asp?startyear=2005	

Graduate Faculty

English Department Chair
Graduate Director
Composition Director
IEC Graduate Director
TESL Graduate Director

Robert Inkster
Chris Gordon
Raymond Philippot
Marya Teutsch-Dwyer
Jim Robinson

Graduate Faculty

Caesarea Abartis
James B. Anderson
Matthew Barton
Sharon E. Cogdill
Frankie Condon
Michael E. Connaughton
Steve Crow
Glenn Davis
Richard Dillman

Judith A. Dorn
and
Judy C. Foster
Tim Fountaine
Communication
Catherine Fox
Christie Gordon
James Heiman
Jack Hibbard

Robert Inkster
Tommie L. Jackson
Philip Keith
Judith Kilborn
Choonkyong Kim
Steven Klepetar
Ettien Koffi
John Madden
William Meissner
Carol Mohrbacher
Shannon Olson
Constance M. Perry
Raymond Philippot

James H. Robinson
Suzanne Ross

Suellen Rundquist
Marya Teutsch-Dwyer
David Sebberson
Rex Veeder

Renaissance Literature, Creative Writing
Shakespeare, Comparative Renaissance
Rhetoric and Composition
Computers in English, Victorian Literature
Writing Center Theory/Practice, Composition Studies
Bibliography, Irish Literature, Professional Writing
American Indian Literature, Creative Writing
Medieval Literature, History of the English Language
American Literature, Literary Theory/Criticism, Rhetoric and
Composition
Eighteenth-Century British Literature, Theory/Gender
Narrative
American Literature, Rhetoric/Pedagogy
Writing Theory/Pedagogy, Rhetoric/Technical

Composition/Rhetoric
English Education, Composition, Holocaust Literature
Rhetoric and Composition
Renaissance, Shakespeare, Milton, Classics and Contemporary
Christian Literature
Rhetorical Theory/Pedagogy, Business Writing
African-American and African Literature
Rhetoric, American Literature
Rhetorical Theory/Pedagogy, Business Writing
TESL, Applied Linguistics, Vocabulary Acquisition
British Romantics, Poetry
Phonology/Orthography, Sociolinguistics/Translation Studies
TESL
Creative Writing (poetry and fiction)
Rhetoric and Composition
Creative Writing
Twentieth-Century American Literature, Women=s Literature
English Education, Response to Literature,
Composition/Rhetoric
TESL, Cross-Cultural Education
Nature Writing, Nature Literature and Ecocriticism,
Composition, General Linguistics
General Linguistics, Sociolinguistics/Pragmatics
TESL, Applied/General Linguistics
Rhetorical Theory/History and Interdisciplinary Rhetoric
English Education, Rhetoric/Composition

GENERAL MASTER OF ARTS

This program is designed for both full-time and part-time students. Full-time students must expect to complete most of their course load in evening classes. Graduate courses are also offered in summer school, but a student cannot be assured of completing degree requirements solely with summer school work.

The Master of Arts Degree

The MA degree in English is appropriate for a program leading to the Ph.D. degree, for community college or secondary teaching, and for general cultural enrichment. A student can pursue a Master of Arts in English with a general emphasis or an emphasis in college teaching or rhetoric and applied writing.

For unconditional admission to the MA degree program, the applicant must have completed not less than 24 semester hours of undergraduate credits in English, exclusive of general education courses, and must meet the admission standards of the Graduate Studies Office.

A minimum of 18 credits must be earned in courses limited to graduate students.

Graduate students interested in future doctoral study should develop competence in an appropriate foreign language.

Plan A, 36 Credits (Thesis)

- I. Credits in English: Minimum of 30 credits.
 - A. Prescribed:
 - ENGL 606 Research in English: Bibliographic Strategies (or equivalent course), 3 Cr.
 - ENGL 699 Thesis, 6 Cr., *or* ENGL 698 Creative Work, 6 Cr.
 - One 600-level course in British literature (3 Cr.) From ENG 620, 621, 622, 623, 627, 628.
 - One 600-level course in American literature (3 Cr.) from ENGL 610, 611, 612, 613.
 - B. General MA: Minimum of 15 credits must be elected in English. Only 3 credits in any one combination from English 653, 655, 665 may count toward the degree.
- II. Cognate courses: Maximum of 6 credits may be earned in approved cognate courses.
- III. Students completing the Plan A program must pass a final oral examination on the thesis submitted to the student's final evaluation committee.

Plan B, 36 Credits (Nonthesis)

- I. Credits in English: Minimum of 30 credits.
 - A. Prescribed:

ENGL 606 Research in English: Bibliographic Strategies (or equivalent course), 3 Cr.

One 600-level course in British literature (3 Cr.)

One 600-level course in American Literature (3 Cr.)

Two starred papers written in conjunction with approved courses and supported with substantial research. The creative starred paper option requires one paper supported with substantial research and one creative work. Obtain department specifications for starred papers from the graduate director in English.

B. General MA: Minimum of 21 graduate credits must be elected in English. Only 3 credits in any combination from English 653, 655, 665 may count toward the degree.

- II. Cognate Courses: Maximum of 6 credits may be earned in approved cognate courses.
- III. A student completing the Plan B program must pass a final oral examination on the starred papers submitted to the student=s final evaluation committee.

Master of Arts

Emphasis in Rhetoric & Applied Writing

This program is designed for both full-time and part-time students. Full-time students must expect to complete most of their course load in evening classes. Graduate courses are also offered in summer school, but a student cannot be assured of completing degree requirements solely with summer school work.

The Master of Arts Degree

The MA degree in English is an appropriate degree for those planning a program leading to the Ph.D. degree, for community college or secondary teaching, and for general cultural enrichment.

For unconditional admission to the MA degree program, the applicant must have completed not less than 24 semester hours of undergraduate credits in English, exclusive of general education courses, and must meet the admission standards of the by the Graduate Studies Office.

A minimum of 18 credits must be earned in courses limited to graduate students.

Graduate students interested in future doctoral study should develop competence in an appropriate foreign language.

Plan A, 36 Credits (Thesis)

- I. Credits in English: Minimum of 30 credits.
 - A. Prescribed:
 - ENGL 606 Research in English: Bibliographic Strategies (or equivalent course), 3 Cr.
 - ENGL 699 Thesis, 6 Cr., *or* ENGL 698 Creative Work, 6 Cr.
 - One 600-level course in British literature (3 Cr.) from ENGL 620, 621, 622, 623, 627, 628.
 - One 600-level course in American Literature (3 Cr.) from ENGL 610, 611, 612, 613.
 - B. Electives for an Emphasis in Rhetoric and Applied Writing:
 - Minimum of 15 graduate credits must be elected in English from the following: Two courses (6 Cr.) from ENGL 607, 631, 632, 633; one course (3 Cr.) from ENGL 503, 532, 697; one required course (3 Cr.) ENGL 634; one additional course (3 Cr.) elected in English. Only 3 credits in any combination from ENGL 653, 655, 665 may count toward the degree.
- II. Cognate courses: Maximum of 6 credits may be earned in approved cognate courses.
- III. A student completing the Plan A program must pass a final oral examination on the thesis submitted to the student=s final evaluation committee.

Plan B, 36 Credits (Nonthesis)

- I. Credits in English: Minimum of 30 Credits.
 - A. Prescribed:
ENGL 606 Research in English (or equivalent course), 3 Cr.
One 600-level course in British literature (3 Cr.) from ENGL 620, 621, 622, 623, 627, 628.
One 600-level course in American literature (3 Cr.) from ENGL 610, 611, 612, 613.
Two starred papers written in conjunction with approved courses and supported with substantial research. The creative starred paper option requires one paper supported with substantial research and one creative work.
 - B. Electives for an Emphasis in Rhetoric and Applied Writing:
Minimum of 21 graduate credits must be elected in English from the following: Two courses (6 Cr.) from ENGL 607, 631, 632, 633; one course (3 Cr.) from ENGL 503, 532, 697; one required course (3 Cr.) ENGL 634; three additional courses (9 Cr.) elected in English. Only 3 credits in any combination from ENGL 653, 655, 665.
- II. Cognate Courses: Maximum of 6 credits may be earned in approved cognate courses.
- III. A student completing the Plan B program must pass a final oral examination on the starred papers submitted to the student's final evaluation committee.

Master of Arts

Teaching College English

This program is designed for both full-time and part-time students. Full-time students must expect to complete most of their course load in evening classes. Graduate courses are also offered in summer school, but a student cannot be assured of completing degree requirements solely with summer school work.

The Master of Arts Degree

The MA degree in English is an appropriate degree for those planning a program leading to the Ph.D. degree, for community college or secondary teaching, and for general cultural enrichment.

For unconditional admission to the MA degree program, the applicant must have completed not less than 24 semester hours of undergraduate credits in English, exclusive of general education courses, and must meet the admission standards of the Graduate Studies Office.

Minimums of 18 credits must be earned in courses limited to graduate students.

Graduate students interested in future doctoral study should develop competence in an appropriate foreign language.

Plan A, 36 Credits (Thesis)

Credits in English: Minimum of 36 Credits

- A. Prescribed:
ENGL 606 Research in English (or equivalent course), 3 Cr.
ENGL 699 Thesis, 6 Cr., *or* ENGL 698 Creative Work, 6 Cr.
One 600-level course in British literature (3 Cr.) from ENGL 620, 621, 622, 623, 627, 628.
One 600-level course in American literature (3 Cr.) from ENGL 610, 611, 612, 613.
- B. Electives for an Emphasis in Teaching College English:
Minimum of 21 graduate credits plus internship credits must be elected in English from the following: Four courses (12 Cr.) from ENGL 552, 553, 561, 562, 650, 652, 653, 655, 656, 665; two courses (8 Cr.) from ENGL 607, 631, 632, 633, 634; one course (3 Cr.) from ENGL 536, 565, 569, 669; one course (1-3 Cr.) from ENGL 693, 694, 696. Only 3 credits in any combination from ENGL 6353 655, 665 may count toward the degree. For the Emphasis in Teaching College English no cognates may count towards the degree.

Plan B, 36 Credits (Nonthesis)

- I. Credits in English: Minimum of 30 Credits.
 - A. Prescribed:
 - ENGL 606 Research in English (or equivalent course), 3 Cr.
 - One 600-level course in British literature (3 Cr.)
 - One 600-level course in American Literature (3 Cr.)
 - Two** starred papers written in conjunction with approved courses and supported with substantial research. The creative starred paper option requires one paper supported with substantial research and one creative work.
 - B. Electives for an Emphasis in Teaching College English: Minimum of 27 graduate credits must be elected in English from the following: Four courses (12 Cr.) from ENGL 552, 553, 561, 662, 650, 652, 653, 655, 656, 665; one course (3 Cr.) ENGL 607; two courses (6 Cr.) from ENGL 631, 632, 633, 634; one course (3 Cr.) from ENGL 564, 565, 569, 669; two courses (2-6 Cr.) ENGL 693, 694, 696. Only 3 credits in any combination from ENGL 653, 655, 665 may count toward the degree. For the Emphasis in Teaching College English no cognates may count towards the degree.
- II. A student completing the Plan B program must pass a final oral examination on the starred papers submitted to the student's final evaluation committee.

Master of Arts TESL

For unconditional admittance to the MA with an emphasis in teaching English as a second language, the applicant must have an undergraduate degree, have completed two years of a foreign language or equivalent proficiency, and have completed an introductory course in linguistics. The applicant must also meet the educational standards of the Graduate School.

A minimum of half of the credits should be earned in courses limited to graduate students.

Plan A, 36 Credits (Thesis)

- I. Prescribed
 - A. Research: 9 Cr.
 - ENGL 607 Research in English Empirical Designs, 3 Cr.
 - or** Ed 614 Interpretation of Research, 3 Cr.
 - or** Ed 615 Introduction to Research, 3 Cr.
 - ENGL 699 Thesis, 6 Cr.
 - B. Pedagogy: five courses or 15 Cr.
 - 1. Required: Two courses: 6 Cr.
 - ENGL 561 Teaching ESL: Theory and Methods, 3 Cr.
 - ENGL 562 TESL Methods: Reading and Writing, 3 Cr.
 - or** ENGL 661 Theories of Second Language Acquisition, 3 Cr.
 - ENGL 662 College Level ESL, 3 Cr.
 - 2. Distributed: Three courses: 9 Cr.
 - ENGL 563 ESL And Culture, 3 Cr.
 - ENGL 567 Topics in Teaching ESL, 3-6 Cr.
 - ENGL 652 Computers, English and Pedagogy, 3 Cr.
 - ENGL 661 Theories of Second Language Acquisition, 3 Cr.
 - ENGL 667 Assessment, Evaluation and Testing, 3 Cr.
 - ENGL 669 Seminar in TESL and Language Acquisition Research, 3-6 Cr.
 - ENGL 668 Research in TESL, 3 Cr.
 - ENGL 656 Teaching College Composition, 3 Cr.
 - Ed 557 Whole Language and ESL, 3 Cr.
 - Ed 558 Multicultural Education, 3 Cr.
 - C. Linguistics: two courses or 6 Cr.
 - ENGL 564 English Grammars, 3 Cr.
 - ENGL 565 History of the English Language, 3Cr.
 - ENGL 566 American English, 3 Cr.
 - ENGL 569 Topics in Linguistics, 3 Cr.
 - ENGL 663 Phonetics and Phonology, 3 Cr.
 - ENGL 664 Pedagogical Grammar, 3 Cr.
 - ENGL 666 Sociolinguistics, 3 Cr.
- II. Electives: A maximum of 6 Cr. may be earned as electives from any of the courses listed above, or from any other graduate courses in the English Department or from cognate courses in other departments.

Plan B, 36 Credits (Nonthesis)

- I. Prescribed
- A. Research: two courses or 6 Cr.
ENGL 607 Research in English: Empirical Designs, 3 Cr.
or ED 614 Interpretation of Research, 3 Cr.
or Ed 615 Introduction to Research, 3 Cr.
ENGL 668 Research in TESL: Topics, 3 Cr.
- B. Pedagogy: five courses or 15 Cr.
1. Required: two courses: 6 Cr.
ENGL 561 Teaching ESL: Theory and Methods, 3 Cr.
ENGL 562 TESL Methods: Reading and Writing, 3 Cr.
or ENGL 661 Theories of Second Language Acquisition, 3 Cr.
ENGL 662 College Level ESL, 3 Cr.
2. Distributed: three courses: 9 Cr.
ENGL 563 ESL and Culture, 3 Cr.
ENGL 567 Topics in Teaching ESL, 3-6 Cr.
ENGL 652 Computers, English and Pedagogy, 3 Cr.
ENGL 661 Theories of Second Language Acquisition, 3 Cr.
ENGL 667 Assessment, Evaluation and Testing, 3 Cr.
ENGL 669 Seminar in TESL and Language Acquisition Research, 3-6 Cr.
ENGL 668 Research in TESL: Topics, 3 Cr.
ENGL 656 Teaching College Writing, 3 Cr.
ED 557 Whole Language and ESL, 3 Cr.
ED 558 Multicultural Education, 3 Cr.
- C. Linguistics: three courses or 9 Cr.
ENGL 564 English Grammars, 3 Cr.
ENGL 565 History of the English Language, 3 Cr.
ENGL 566 American English, 3 Cr.
ENGL 569 Topics in Linguistics, 3 Cr.
ENGL 663 Phonetics and Phonology, 3 Cr.
ENGL 664 Pedagogical Grammar, 3 Cr.
ENGL 666 Sociolinguistics, 3 Cr.
- II. Electives: A maximum of 6 Cr. may be earned as electives from any of the courses listed above, or from any other graduate courses in the English Department or from cognate courses in other departments.

MASTER OF SCIENCE

This program is designed for both full-time and part-time students. Full-time students must expect to complete most of their course load in evening classes. Graduate courses are also offered in summer school, but a student cannot be assured of completing degree requirements solely with summer school work.

The Master of Science Degree

An applicant for this degree must have completed an undergraduate teacher education program from an accredited teacher preparation institution, exclusive of general education courses, and must meet the admission standards as required by the Graduate Studies Office.

At least one-half the credits of the Master of Science degree program must be earned in courses limited to graduate students.

Plan A and B, 36 Credits

- I. Research: Plan A, 9 Cr.: Plan B, 3 Cr.
ENGL 606 Research in English (or equivalent course), 3 Cr.
ENGL 699 Thesis, 6 Cr. (Plan A only) or
ENGL 698 Creative Work, 6 Cr. (Plan A only)
- II Major: Minimum Plan A 15 Cr.: Plan B 18 Cr.
One 600 course in British literature, 3 Cr.
One 600 course in American literature, 3 Cr.
Other credits to be selected with English department adviser.
Only 3 Cr. in any combination from 653, 655, 656 may count toward the degree.
- III. Professional Education: Minimum Plan A or B, 9 Cr.
- IV. Electives: Plan A, 3 Cr.; Plan B, 6 Cr.
Credits to be selected with the English department adviser from related fields, Introduction to Graduate Statistics, Interpretation of Research, or additional courses in the major.
- V. Prior to graduation a student in Plan A must pass a final oral examination on the thesis submitted to the student's final evaluation committee. A student in Plan B must pass a written comprehensive examination given by the English Department.

Plan C, 39 Credits

- I. Research: 3 Cr.
ENGL 606 Research in English (or equivalent course), 3 Cr.
- II. Major: Minimum of 18 Cr.
One 600 course in British literature, 3 Cr.
One 600 course in American literature, 3 Cr.
Selected courses in English to total 18 credits, not to include more than one course by independent study. Only 3 credits in any combination from 653, 655, 665 may count toward the degree.
- III. Educational Foundations: 6 Cr.
Students will select from the list developed by the College of Education.
- IV. Educational Applications and Implementations: 12 Cr.
Selected work, with the English adviser's approval, from methods workshops, practicums, internships, school curriculum development, special projects related to the teaching assignment, and from ENGL 650 and other courses in the major or in related fields, as offered and as appropriate to the student's situation.
- V. Candidates are required to complete successfully a final examination, oral or written, covering the materials included in a professional portfolio to be developed as sanctioned by the adviser. The examination will be conducted by two members of the English Department and one member from outside the department.

Assistantships

The English department offers four types of graduate assistantships: teaching freshman composition, teaching English as a second language, tutoring in the writing center, and Intensive English Center instruction.

First-year Composition (English 191) Teaching Assistantship

The 191 teaching assistantship offers students the opportunity to gain experience in all aspects of classroom instruction. Unlike the typical masters-level teaching assistantship for which students observe and “assist” professorial faculty, our 191 assistantship allows qualified candidates to design and facilitate their own composition courses. During a one-week orientation in late August, new 191 TAs are guided in developing syllabi, assignments, and activities for one section of our four-credit composition course (Introduction to Rhetorical and Analytical Writing). The orientation process continues through the first semester of teaching, as TAs participate in a semester-long composition theory/practice course (ENGL 656) and weekly mentoring sessions (ENGL 655) with their peers and the Director of Composition. 191 teaching assistantships are especially helpful for students who plan to pursue careers as community college teachers or to apply for PhD programs.

College ESL Assistantships

Teaching English as a Second Language program serves international students who have been admitted to an SCSU degree program. Students awarded this teaching assistantship teach 4 credits of course work each semester and hold office hours during which they are available to their students. Teaching assignments can include one 4-credit course in listening/speaking or reading/writing or two 2-credit courses in cultural orientation. During a one-week orientation in late August, TAs are introduced to the main goals of teaching college ESL classes, are guided in syllabus preparation, assignments, and testing. TAs are required to enroll in a one-credit teaching practicum (ENGL 665) every semester they teach.

Writing Center Assistantships

Teaching assistantships in the Write Place give masters students the opportunity to gain knowledge and experience teaching writing one-on-one. Preparation begins with a one-week orientation to the writing center and continues with the three-credit Advanced Writing Center Theory and Practice course (ENGL 552). Teaching assistants meet for weekly mentoring in a 1-credit supervised tutoring course, and further their development by participating in and leading weekly staff meetings. Write Place experience deepens and enriches the preparation of our graduates for classroom teaching and expands the range of professional opportunities available to our graduates. Write Place assistantships are particularly helpful for students who plan to pursue careers as teachers in community colleges or who plan to continue their graduate education at the doctoral level.

Intensive English Center Assistantships

The IEC provides intensive instruction of academic English, American culture, and computer technology to international students who plan to study at an American university or engage in a professional activity requiring English language proficiency. TAs in IEC are assigned to teach one or more classes for a total of 5 contact hours per week, hold office hours for conferences with individual students, assist with computer technology classes, participate in cultural events, and conduct at least one academic discussion class during a semester. In addition, TAs are required to enroll in the Teaching Practicum (ENGL 665) every semester they teach. The practicum focuses on pedagogical issues with the IEC and offers students many opportunities for peer and self-evaluation. IEC TAs are normally enrolled in the MA TESL program. Preferred academic preparation includes at least three of the following classes: teaching methods, second language acquisition, ESL reading and writing, linguistics, sociolinguistics, or ESL and culture. Alternately, sufficient teaching experience in ESL/EFL may be considered. International applicants must have a minimum TOEFL score of 580.

Linguistics Assistantships

The English Department offers a BA in Linguistics, a minor in TESOL, and an MA in TESOL. Additionally, it offers linguistic courses that meet the curricular needs of a number of departments in the university. The recipient of the linguistics assistantship will offer peer tutoring to students enrolled in various linguistic courses. To qualify for this assistantship, the applicant must have taken the following linguistic courses: English 361 (Introduction to Linguistics), English Syntax (English 464/564) or Pedagogical Grammar (English 664), Phonological Applications (English 469/569) or English Phonology (English 663).

Internships

The English department offers a variety of internships for graduate students under the numbers English 693 Internship in Teaching College English: Composition, English 696 Internship in Teaching College English in the Community and Technical College, English 694 Internship in Teaching College English: Literature, and English 697 Professional Writing. All internships require an arranged course form and approval by the director of English graduate studies.

Internship in Teaching College English: Composition. This internship is similar to a teaching assistantship except that the intern teaches or tutors for credit instead of a monetary stipend. Under this internship, graduate students may teach a course in composition or English as a second language or tutor in the writing center. Interns are supervised by the appropriate director: composition, ESL, or writing center. Graduate students interested in this option must consult in advance with the appropriate supervisor, whose consent is needed and who will determine qualifications and requirements. The requirements are ordinarily the same as those of the related assistantships. This internship is not normally open to graduate assistants, although it might be used to broaden experience with a type of teaching that differs from that of the assistantship.

Internship in Teaching College English: Literature. Under this assistantship, graduate students establish a mentoring relationship with a teacher of a lower-division literature course and assist in the teaching of that course. Duties may include teaching occasionally, overseeing cooperative groups, and reading or marking papers. The graduate student is supervised by the mentor/teacher and receives up to three credits. This internship is open to all qualified graduate students and offers the advantage of teaching experience in literature.

Internship in Professional Writing. This internship offers professional writing experience for those graduates planning to enter the workplace as technical or business writers. Students interested in careers in government, corporations, or social service organizations are especially encouraged to develop their writing and project-management skills by completing an internship in an appropriate professional environment of their choice. Consult with the internship director regarding assignments and supervision. Credit is earned to a maximum of six.

Community/Technical College Internships. Graduate students preparing for teaching in community or technical colleges may arrange to do teaching internships in Minnesota colleges. These internships are team-teaching experiences with faculty members at the colleges and, like the internships done at SCSU, generate credit. Students register for English 696 Internship in Teaching English in Community and Technical College under the supervision of an SCSU English faculty member. Prerequisites are English 656 The Teaching of College Writing and some classroom teaching experience. See the director of English graduate studies for information and to make arrangements.

As with teaching assistants, the interest of the English department in these internships is the educational opportunities they offer our graduates as preparation for professional work following the completion of their master's degree. We therefore encourage students to avail themselves of a variety of experiences. Students wanting more information should consult with the director of English graduate studies.

Guidelines for Teaching Internships in Literature

English 694 Internship in Teaching College English: Literature

Qualifications of the Intern:

Completion of English 656 The Teaching of College Writing and at least one 600-level literature course. Other advisable courses are English 650 Topics in Teaching English, English 502 Literary Theory and Criticism, and a course in computer applications in the English classroom. Ordinarily the intern is in the second year of the master's degree program and has had some prior teaching experience. An application to the English graduate director and a recommendation from the faculty member who will supervise the applicant's teaching are required. Upon approval of the application, the graduate student registers for English 694 Internship in Teaching College English: Literature, generating 1 to 3 credits. The intern does not receive monetary compensation from SCSU.

Relationship of the Intern with the Department of English:

Under this internship, graduate students establish a mentoring relationship with a teacher of an undergraduate literature course (generally lower division) and assist in teaching that course. Duties may include teaching occasionally, overseeing cooperative groups, and sharing in reading and responding to student assignments. The teacher of the course is the internship supervisor and files a final grade for the intern.

Obligations of the Intern:

The intern is expected to be a responsible member of the academic community, attending all class meetings of the interned course, keeping office hours, and carrying out all teaching duties required by the supervisor.

Obligations of the Supervisor:

The internship supervisor consults with the applicant prior to the internships, identifies any specific conditions of the internship, approves (with the English graduate director) the internship application, and reports the final grade for the intern. The supervisor has regular contact with the intern as teacher and mentor. The supervisor, for recommendation purposes, will maintain a file of the student's internship experience.

For more information, contact the Director of English Graduate Studies.

Department of English, St. Cloud State University
Guidelines for Teaching Internships in Composition
English 693 Internship in Teaching College English: Composition

Qualifications of the Intern:

Completion of English 656 The Teaching of College Writing. Other advisable courses are English 650 Topics in Teaching English, English 531 The Rhetoric of Style and/or rhetoric courses at the 600 level, and a course in computer applications in the English classroom. Ordinarily the intern is in the second year of the master's degree program and has had some prior teaching experience. An application to the English graduate director and a recommendation from the instructor of English 656 are required. Upon approval of the application, the graduate student registers for English 695 Internship in Teaching College English: Composition for 1-3 credits, designating the director of composition as the teacher of record. The intern does not receive monetary compensation from SCSU.

Relationship of the Intern with the Department of English:

Interns have full responsibility for teaching an assigned section of English 191 (or in some cases English 100), including planning and teaching all sessions of the class, reading and grading papers, and reporting final grades. Interns are expected to observe departmental guidelines for teaching the course they are assigned and for grading student work. The director of composition orders textbooks and suggests a syllabus. The intern registers for English 655 Supervised Teaching and is under continued supervision of the director of composition, who will file a final grade for the intern.

Obligations of the Intern:

The intern is expected to be a responsible member of the academic community, attending all class meetings of the interned course, keeping office hours, and carrying out all teaching duties required of the course. The intern maintains regular contact with the supervisor through enrollment and attendance in English 655 Supervised Teaching and in other ways as required by the supervisor.

Obligations of the Supervisor:

The internship supervisor, ordinarily the director of composition, will consult with the applicant prior to the internships, identify any specific conditions of the internship, approve (with the English graduate director) the internship application, and report the final grade for the intern. The supervisor has regular (weekly) contact with the intern, generally through English 655 Supervised Teaching. The supervisor, for recommendation purposes, will maintain a file of the student's internship experience.

For more information, contact the Director of English Graduate Studies.

Department of English, St. Cloud State University
Guidelines for Community and Technical College Internships
English 696 Internship in Teaching English in Community and Technical College

Qualifications of the Intern:

Completion of English 656 The Teaching of College Writing (for composition internship) or at least one 600-level literature course (for literature internship). Other advisable courses are English 650 Topics in Teaching English, English 531 The Rhetoric of Style and/or rhetoric courses at the 600 level, English 502 Literary Theory and Criticism, TESL courses as appropriate, a writing center practicum as appropriate, and a course in computer applications in the English classroom. Ordinarily the intern is in the second year of the master's degree program and has had some prior teaching experience. An application to the English graduate director and a recommendation from a faculty member who has supervised the applicant's teaching are required.

Relationship of the Intern with the Community/Technical College:

The internship generates 1-3 credits at SCSU (English 696 Internship in Teaching English in Community and Technical College). The intern does not receive monetary compensation from either SCSU or the college. The intern is under continued supervision by the appropriate supervisor at SCSU, but we will solicit a final report from the mentoring teacher and will welcome interim reports. The supervisor will file a final grade for the intern. SCSU English Department is responsible for the acts of the intern, and the college is responsible for the acts of the teacher.

Relationship of the Intern with the Community/Technical College Teacher:

The internship is a type of team-teaching experience with the college teacher, in which teaching duties are shared and, in some cases, planned collaboratively. At the same time, the college teacher is a mentor, guiding the intern in the ways of community or technical college teaching. We expect that the intern will teach the course occasionally or frequently, share in reading and responding to student assignments, assist with cooperative groups, hold office hours, and perform any other teaching duties that are common to the course. We would like to see the intern attend faculty meetings and colloquia and, if possible, have a desk for performing local office duties and a mailbox for receiving information on the activities of the college.

Obligations of the Intern:

The intern should be a responsible member of two academic communities: the SCSU English department and the college where the internship is carried out. The intern should maintain regular (generally weekly) contact with the SCSU supervisor. At the college, the intern functions within the faculty community as a teacher in that community, though not as a voting and salaried member. As a teacher there, the intern observes all rules and policies that apply to its teachers. The intern attends all class meetings of the interned course unless other arrangements are made with the mentoring teacher, keeps office hours, and carries out other teaching duties as arranged with the mentoring teacher.

Obligations of the Mentoring Teacher:

The mentoring teacher collaborates and shares teaching duties with the intern and guides the intern in learning the differences between community/technical college teaching and the intern's former teaching experience. If problems arise, the mentoring teacher discusses them with the intern and, if they are not resolved at that level, reports them to the teaching supervisor.

Obligations of the SCSU Supervisor:

The SCSU supervisor consults with the applicant prior to the internship, identifies any specific conditions of the internship, approves (with the English graduate director) the internship application, and reports the final grade for the intern. The supervisor has regular (weekly) contact with the intern in a manner appropriate to the circumstances, such as by telephone, on site at SCSU, or at the internship site by arrangement with the intern and the mentoring teacher. The supervisor is also available for consultation with the mentoring teacher, receives the final internship report from the mentoring teacher and, for recommendation purposes maintains a file of the student's internship experience.

For further information contact the Director of English Graduate Studies.

Overview of Thesis Process--Department of English

Selection of a thesis adviser

- Consult list of faculty members' expertise and interests for advising theses.
- Discuss your plans with possible advisers.
- Form your thesis committee. You need two English department faculty and one faculty outside the department.

Focusing and refining a topic

- Do a bibliographic search on your topic from MLA Bibliography or other databases.
- Decide on primary sources.
- Define your research question(s) and form preliminary hypothesis/es.
- Establish boundaries for your topic.

Preliminary thesis conference

- Email committee members and schedule your preliminary conference any time after your program forms have been approved but at least one semester prior to your final evaluation conference.
- Your proposal should include a justification of your topic and hypothesis, an outline for your thesis, and a bibliography.
- Submit four copies to the Graduate Studies office at least two weeks prior to the time requested for the conference (at least three weeks before the end of a semester).
- Determine how much the second and third readers wish to be involved in seeing drafts before the completed thesis is submitted.

Thesis credits

- The six thesis credits specified by the English department can be divided in any appropriate way--for example, two for preparing your proposal and four for writing your thesis.

You can capture additional time for thesis work by registering for English 634 Academic and Professional Writing, which allows you to write your own contract and get feedback from the instructor and your classmates throughout the process.

Format for thesis

- Follow specifications in the most recent *Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s) of St. Cloud State University* (purchase from the Bookstore).
- English Department approved style manual: *MLA Style Manual* (2004).
- Use parenthetical page citations according to MLA form.
- Consult the Graduate Studies office concerning any additional questions of format.

Final evaluation conference

- Check with the Graduate Studies office in advance for deadlines to submit typed or word-processed thesis copy for a final evaluation conference.
- Have the graduate office review your thesis for form and style before having multiple copies made.
- Submit four copies of your thesis to the graduate office at least two weeks prior to the date you wish to have your final conference.
- Defend your thesis before the committee.
- Make changes in the thesis as recommended by your committee.

Preparation of final thesis copies for binding

- Follow format specifications of the *SCSU Manual* exactly.
- Use a laser printer for letter quality printing after you have made final changes, and use one percent cotton paper.
- Submit three copies of your thesis for binding (four if you wish a bound copy) to the Graduate Studies office prior to the last day of the semester.

Choosing an Adviser for Theses, Creative Works, or Starred Papers

Graduate students commonly change advisers when they are ready to begin work on their theses, creative works, or starred papers. Get a “change of adviser” form from the graduate director, the department office, or the graduate office, and send the completed form to the graduate office. Your new adviser then becomes the chair of your committee. Following are a few guidelines for making the change.

The starred paper adviser is generally the person for whom you wrote one of your starred papers. Your committee consists of this person as chair, another member of the English department, and a faculty member from a related field.

Your thesis or creative work adviser should be someone qualified to advise you in the area of your research. See the following pages for faculty areas of expertise. In addition, faculty have other requirements for agreeing to advise you, such as related courses you’ve taken, number of courses you have taken with them, whether or not they know your work, and so on.

Your thesis logically derives from your coursework, and you therefore would have taken the courses requisite for your thesis topic. For example, if you choose to write a thesis in American literature, you would have taken at least one, preferably two, 600-level courses in American literature, and if you want to conduct quantitative or qualitative empirical research you would take English 607, the empirical research design course.

Once you have an inkling of your thesis or creative work plans, discuss them with the faculty member you would like to work with and inquire if that person would agree to being your adviser. Or discuss your plans with the graduate director, who can consult the advising list and recommend some names. The graduate director can also suggest possible second readers. The third reader must be a faculty member from a related field outside the English Department.

If you are planning to do a creative work, bear in mind that the creative writing committee recommends the Plan B nonthesis option for most students. Because this option provides for a critical starred paper in addition to a creative work, it demonstrates a broader range of academic achievement. Only when a faculty member is well acquainted with a student’s work and wants to encourage a longer work is the Plan A creative work advised.

Whatever your plans for a final project, begin networking early, so there are faculty who know you, your work, and your capabilities.

Areas of Faculty Advising Interests for Graduate Theses or Creative Works

Those marked with a (2) indicate that the person is willing to serve as a second reader only.

English Literature

Medieval literature	Dillman (2), Dorn (2), Davis
Elizabethan or Jacobean dramatists	Abartis, Anderson, Hibbard, Kilborn (2)
Shakespeare	Abartis, Anderson, Hibbard, Dillman (2)
Sixteenth-century	Abartis, Anderson, Hibbard, Keith (2), Kilborn (2)
Seventeenth-century	Abartis, Anderson, Dorn, Hibbard, Keith (2), Kilborn (2), Veeder (2)
Restoration and eighteenth-century	Connaughton, Dorn, Cogdill (2), Sebberson (2)
Eighteenth/nineteenth-century drama	Abartis
British Romantics	Anderson, Dorn, Klepetar, Veeder, Cogdill (2), Keith (2), Sebberson (2)
Victorian	Cogdill, Dorn, Veeder, Keith (2), Sebberson (2)
Modern and contemporary British	Abartis (2), Connaughton (2), Sebberson (2)
Irish literature	Connaughton

American Literature

General	Dillman, Foster, Keith, Perry
Eighteenth-century	Dillman, Foster, Keith, Veeder
Nineteenth-century	Dillman, Foster, Keith, Veeder, Perry (2)
Modern and contemporary	Dillman, Keith, Perry, Connaughton (2), Abartis (2)
Contemporary poetry	Klepetar, Veeder
Midwestern	Dillman
American short story	Connaughton, Dillman, Perry, Sebberson (2), Abartis (2)
African-American	Foster, Jackson, Perry, Keith (2)
American Indian	Crow, Veeder, Inkster (2)
Western	Dillman, Inkster, Veeder
American regionalism	Dillman, Veeder

Other Fields of Literature

Autobiography	Inkster, Veeder
African	Jackson
Biography	Cogdill
British history/philosophy and literature	Connaughton, Dorn, Sebberson (2)
Canadian	Dillman
Caribbean	Jackson
Christian	Hibbard, Veeder
Comparative	Anderson, Jackson
Drama	Abartis, Condon
Gender issues	Dorn, Foster, Perry, Ross, Sebberson (2), Davis (2)
Holocaust literature	Gordon
Hypertext literature	Kilborn
Methods of teaching	Condon, Dillman, Gordon, Philippot, Veeder
Multicultural	Foster, Gordon, Jackson, Perry, Kilborn (2), Veeder (2), Abartis (2)
Multicultural women writers	Foster, Gordon, Jackson, Perry, Abartis (2)
Mystical poetry	Anderson, Veeder, Hibbard (2)
Nature	Dillman, Ross, Veeder, Cogdill (2), Sebberson
Nonfiction	Connaughton, Dillman, Dorn, Foster, Inkster, Keith, Ross, Veeder, Sebberson

Novel/narrative theory	Cogdill, Dillman, Dorn, Abartis (2), Connaughton (2)
Women's	Dorn, Foster, Perry, Abartis (2), Sebberson (2),
Young adult literature	Gordon

Creative Works

Fiction	Olson (1), Meissner, Abartis (2), Inkster (2), Perry (2)
Poetry	Anderson, Condon, Crow, Klepetar, Meissner, Veeder, Kilborn (2), Perry (2)
Drama	Anderson, Condon, Veeder
Nonfiction	Olson, Condon, Ross, Veeder, Fountaine (2), Inkster (2), Sebberson (2)

Critical Theory

General	Dillman, Dorn, Foster, Fountaine, Condon, Sebberson
Cultural studies	Dorn, Fountaine, Condon, Sebberson
Ecocritical/Ecofeminist	Ross
Reader-response	Dillman, Fountaine, Gordon, Philippot, Veeder, Abartis (2), Kilborn (2)
Feminist/gender	Dorn, Foster, Sebberson, Fountaine (2)

Rhetoric

Theory	Foster, Fountaine, Inkster, Keith, Kilborn, Sebberson, Veeder, Fox
Classical	Keith, Kilborn, Sebberson, Veeder, Fountaine (2)
History	Foster, Fountaine, Keith, Sebberson, Veeder, Kilborn (2)
Modern	Fountaine, Keith, Sebberson, Veeder, Kilborn (2)
Rhetorical criticism	Dillman, Foster, Fountaine, Keith, Sebberson, Veeder
Rhetorical analysis of culture, writing in science and social sciences	Cogdill, Connaughton, Fountaine, Inkster, Ross, Sebberson, Veeder

Composition

General	Barton, Cogdill, Condon, Fountaine, Heiman, Keith, Kilborn, Inkster, Ross, Sebberson, Veeder, Fox, Philippot
Mohrbacker,	
Theory and pedagogy	Cogdill, Condon, Dillman, Foster, Fountaine, Gordon, Inkster, Keith, Kilborn, Philippot, Ross, Sebberson
Evaluating/assessing writing and writing programs	Gordon, Philippot, Fountaine, Sebberson, Kilborn (2)
Reading-writing connections	Fountaine, Gordon, Inkster, Keith, Kilborn, Ross, Sebberson, Veeder
Literature and composition	Dillman, Foster, Fountaine, Keith, Sebberson, Veeder, Kilborn (2)
Developmental or basic	Fountaine (2), Ross, Kilborn (2)
Writing center theory and pedagogy	Condon, Fountaine, Kilborn, Veeder, Inkster (2)
Dialogue journals	Gordon, Veeder
Empirical research methodology	Inkster, Veeder
Cooperative learning	Condon, Gordon, Fountaine (2), Veeder, Kilborn (2), Robinson (2)
Learning/teaching styles	Gordon, Kilborn, Fountaine (2), Philippot, Veeder, Robinson (2), Teutsch- Dwyer (2)
Literacy	Cogdill, Condon, Fountaine, Keith, Philippot, Ross, Sebberson, Veeder, Inkster (2), Kilborn (2)
Computers and English	Cogdill, Condon, Fountaine, Sebberson, Veeder, Kilborn
Service, learning and composition	Condon

Business, technical, or professional writing

General Cogdill, Connaughton, Fountaine, Inkster, Keith, Kilborn, Sebberson

TESL

General Koffi, Madden, Robinson, Ross, Rundquist, Teutsch-Dwyer, Veeder, Kilborn (2), Kim

Contrastive rhetoric Robinson, Veeder

ESL reading or writing research Robinson, Teutsch-Dwyer (2), Kim

Cross-cultural education in the ESL classroom Koffi, Kim (2), Robinson, Teutsch-Dwyer (2)

Second-language acquisition Kim (2), Koffi, Teutsch-Dwyer

English for specific purposes (ESP) Kim

Learning/teaching styles Kim, Teutsch-Dwyer

Vocabulary acquisition Kim

Linguistics

Grammar Koffi, Rundquist, Teutsch-Dwyer

English syntax, morphology, phonology Koffi, Rundquist

Descriptive linguistics Koffi, Rundquist, Veeder, Teutsch-Dwyer

Language theory Foster, Rundquist, Veeder

Sociolinguistics Foster, Keith, Koffi, Robinson, Ross, Rundquist, Teutsch-Dwyer

American English Rundquist

History of the English language Koffi, Rundquist, Davis

K-12 teaching Rundquist, Gordon (2)

Literature and linguistics Keith, Ross, Veeder, Davis

Composition and linguistics Ross, Veeder

Cognitive linguistics Koffi, Teutsch-Dwyer

Functional linguistics Teutsch-Dwyer

Cross-cultural pragmatics Koffi, Kim (2)

Writing a Thesis Proposal

Most faculty have their own idea of what a thesis proposal should be, so consider the following suggestions as guidelines only, consulting with your faculty adviser on how you should write your proposal.

The proposal has two main purposes: (1) to acquaint your adviser and committee with your plans and allow them to advise you (at the preliminary conference) of research you can do, sources you should consult, areas not to overlook, and so on; and (2) to enable you to think through your plans and in the process to develop them more specifically and concretely.

Most proposals will have the following parts, though sometimes the parts go by other headings, depending on the subject matter.

Statement of problem. Research responds to situations where more knowledge is needed: two novels have not been compared regarding their thematic parallels, a specific teaching method has not been assessed, particular linguistic features have not been analyzed. Your statement of problem provides the context for your research, showing that research is needed. Your research may replicate a previous study, use someone else's research in a new way, or build on previous research with a new approach. State your problem clearly, specifically, and informatively.

Review of the literature. Your proposal should contain enough of a lit review to show that (1) you are aware of current research and practices, (2) what you propose to do has not already been done, (3) what you propose will contribute knowledge to the discipline. To demonstrate a grasp of the subject, organize your review by topic; avoid a series of unrelated abstracts. If several sources are related, summarize them together and show their relationship. Summarize your lit review with a statement that draws together the significance of what you have found so far, perhaps suggesting sources you have to locate yet. Sometimes the lit review and statement of problem are combined under one heading ("Introduction" or "Background").

Research questions or hypotheses. Research begins with questions, and formulating those questions in your proposal will help you focus your research. Writing them down may reveal ambiguities, inconsistencies, fallacies, unsupported assumptions, and other generalities that will make carrying out your research very difficult. Work with your questions until they are as clear and specific as possible. Some research begins with hypotheses--statements that project the results of the research. It's generally not necessary to have both questions and hypotheses.

Methodology. In your proposal, state how you plan to proceed. If you still need

to locate sources, state what you need and how you plan to get it. If you will be analyzing works of literature, explain your anticipated process. If your research involves empirical design, state your sampling procedures, instrumentation, design, and data collection procedures.

Outline. Give an outline of how you think your chapters will look: their focus and somewhat of their content. The number of chapters usually ranges from four to six, and you may have appendixes of material related to your thesis.

Timeline. For your benefit and the benefit of your committee, give your proposed dates: drafting stages, needed advising conferences, date of completion, and so on.

Conclusion. Here you might state what you see as the significance of your study, anticipated problems in carrying it out, questions for committee members, and so on. Draw your proposal together.

Bibliography. End with a bibliography reflecting your reading to the present time plus other sources you have yet to read. Listing your sources will enable your committee to suggest other sources you may not have included.

If you write your proposal well, it will serve as the groundwork for your thesis. Your statement of problem will be the basis for your thesis introduction, your lit review will carry over and expand into your thesis, and so on. Much of your proposal will be written in future tense, however, while your thesis, as a report of your research, will reflect the work you have done. As for length of your proposal, that's variable, depending on what you're doing and what your adviser expects. Generally, however, a proposal can be completed in five to seven pages--maybe less, maybe more--exclusive of your bibliography.

Work with your adviser as you prepare your proposal. When you and your adviser are satisfied that you've clearly expressed what you want to do, send copies to your committee members and arrange your preliminary conference.

Schedule your preliminary conference before advancing very far into your research. Your committee's job is to help you avoid problems, point you in fruitful directions, advise areas of research you may overlook, and so on. Don't proceed without this help, or you may find yourself unnecessarily frustrated.

English Department Specifications for Starred Papers

Graduate students presenting two starred papers to meet the requirements of the Master of Arts (Plan B) should follow all the instructions regarding approval conferences and format for preparing starred papers which are given in the most recent St. Cloud State University *A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)*. The following departmental specifications must also be observed:

1. Two starred papers of approximately 20 to 25 pages.
2. The starred papers should be works of scholarship or literary criticism, supported with substantial research and appropriate for journal publication. The creative starred papers option requires one creative work and one critical paper supported with substantial research.
3. A graduate faculty member for whose course one of the starred papers has been written should serve as the adviser. The evaluation committee consists of the student's adviser, one other graduate faculty member from the English Department, and one graduate faculty member from a related field.
4. Papers should follow *The Modern Language Association Style Manual* (1998). Use parenthetical documentation and a list of works cited.
5. The starred papers should be appropriately revised and edited following their submission in the courses for which they were written. Students are encouraged to consider enrolling in English 634 Academic and Professional Writing to work on effective expansion and revision of course papers into high quality starred papers.

Department of English
Specifications for MA Creative Work Option
(Creative Starred Papers Option)

Plan B Nonthesis Option (does not replace Plan A)

In the MA Creative Work Option, the student will be required to write two starred papers, one of which will be a creative work. This creative work will consist of a collection of poetry, fiction, nonfiction, or a one-act play (see specifications listed below). The second paper will be a critical starred paper which must meet all department specifications for Plan B Starred Papers.

Before being allowed to apply for the Creative Starred Papers Option, a student must demonstrate competence as a creative writer by:

Successfully completing **at least two** 500 or 600 level creative writing courses in the department (English 541, 542, 543, 544, 545, 640).

OR

Showing equivalent advanced course work in creative writing taken at another institution.

The student's creative writing sample/s should be of high quality and must be approved by faculty advisers prior to the preliminary conference.

Guidelines for Preparing a Creative Starred Paper:

Graduate students electing a Creative Work Option should meet the requirements of the Master of Arts (Plan B). The candidate should follow all the instructions regarding approval conferences and format for preparing written work which are given in the most recent SCSU *Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)*. The following departmental specifications must also be observed for submissions in poetry, fiction, nonfiction, and playwriting:

Poetry: A collection of poems (may be related theme or a series of unrelated poems). Poems should be double spaced, with one poem per page. The collection should be titled. Length: 20-25 pages.

Fiction: A collection of short stories or one longer story. Chapter(s) of a novel-in-progress are also acceptable. The manuscript should be double spaced, and it should be titled. Length: 20-25 pages.

Plays: A one-act play. The play should be double spaced and titled. Length: 20-25 pages.

Nonfiction: A collection of short essays or one longer essay. The manuscript should be double spaced, and it should be titled. Length: 20-25 pages.

ENGLISH MS PORTFOLIO OPTION C

The teaching portfolio is “a factual description of a [person’s] teaching strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of a [teacher’s] teaching” (Seldin, 2).

The Teaching Portfolio. 2nd ed. Bolton, MA: Anker Press

Portfolio Contents:

- I. Contextualizing Essay – addresses ways in which the portfolio represents who you are as a teacher/learner and your philosophical stance about teaching – 6-8 pages
- II. Review of Literature – as learned in 606 or 607 – 18-20 pages
- III. Curriculum Development – theory into practice (might include such items as units, lessons, activities, assessment, student work samples, student evaluations, syllabi, assignments, webliography)
- IV. Reflective Essay – essay that addresses what you learned and the implications it has for other teachers – 6-8 pages

Assessment of the Portfolio:

As with a thesis, a creative work, or starred papers, “candidates are required to complete successfully a final examination, oral or written, covering the materials included in a professional portfolio. The examination will be conducted by two members of the English Department and one member from outside the department” (Graduate Bulletin, 71).

Portfolio Goals:

- promotes research and reflection on teaching and learning
- reinforces the teacher-as-researcher model
- documents the scholarship of teaching/learning
- unites theory and practice

Credit Generation:

Require MS Option C to register for 3 credits English 600: Special Problems while developing a portfolio.

Creative Work Theses

Requirements for English Department Approval to Do a Creative Work

Before being allowed to apply for a creative work option, a student must demonstrate competence as a creative writer by:

1. Successfully completing two of the advanced creative writing courses in this department.
or
2. Showing acceptable advanced course work in creative writing taken at another institution.
and
3. Approval by two members of the creative writing faculty to verify that the student's writing is of thesis-level quality.

Guidelines for Preparing a Creative Work

Please read carefully the section on creative work theses in SCSU's *A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)*. The English Department makes the following interpretations of and additions to those guidelines.

1. The "Statement of Artistic Intent" will be in essay form and be at least five pages long.
2. This essay will do one or more of the following:
 - a. Place the work in the context of its genre.
 - b. Read the work as if the writer were a critic commenting on his or her own techniques, themes, and intentions.
 - c. Discuss the audience the writer seeks to find with this work and the effects he or she would like it to have.
 - d. Talk about the source of the author's material and inspiration, including those writers admired and who may have influenced the work in question.

Recommended Lengths for a Creative Work

Poetry:	48-64 pages	Short stories:	70-120 pages
Novella:	80-125 pages	Complete novel:	125 pages or more
Full-length play or collection of plays: 1½-2 hours playing time (approximately 100 pages).			

These lengths will be in addition to the five-page "Statement of Artistic Intent" described above.

English Department Policy on Validation of Graduate Courses

Graduate courses taken at St. Cloud State University more than seven years prior to the date of graduation must be validated before being used to meet degree requirements. (See *Graduate Bulletin*.) The English Department will not validate a course taken more than ten years prior to the date of graduation. Furthermore, the department requires that one or more of the following methods be used to validate an eligible course:

1. Oral or written examination,
2. One or more written projects,
3. Assignments with follow-up discussion or written work,
4. Review of professional work (publications, teaching materials, professional writing, etc.) accomplished since taking the course.

In each case, the appropriate faculty member will validate that the student's current knowledge and competence in the subject area covered by the course is approximate to that of recent students in the course. A course will not be validated if the professor who taught the course is no longer on the SCSU faculty and no other faculty member is qualified in that area.

The director of English graduate studies will facilitate appropriate implementation of department policy. The graduate director will receive course validation requests from the Graduate Studies office, will attach a copy of this policy to the form, distribute forms to the appropriate faculty, collect the forms, and return them to the Graduate Studies office.

Approved by Graduate Faculty - November 4, 1993

Your Curriculum Vitae

A curriculum vitae (L. “course of life”) is essentially a resume, but in academic circles we seem to prefer the Latin term to the French. In your curriculum vitae (also referred to as *vita* or *vitae* and sometimes *c.v.*) you state your educational background, work experience, teaching interests or qualifications, publications, paper presentations, and location of references--not necessarily in that order. If you have mainly education to represent you, start there; if career-related work experience is your strong point, start there.

Educational background. In reverse chronological order (most recent first), list your degrees, the school granting them, and the dates you received them. Include your specialization and anything unusual. You might include the title of your thesis and maybe even the name of your adviser. High school data are ordinarily not included.

Work experience. In reverse chronological order, list your work experiences, the name (and perhaps address) of each employer, and the dates of each employment. You might identify some of your duties, especially as they apply to your career goals. Include teaching assistantships, internships, and so on. It’s not necessary for you to go back to high school part-time employment, but work unrelated to your career goals is worth including because it speaks well of your industriousness. For the same reason, you could include voluntary service, especially if it relates to your career goals. Give it a separate heading: *community service*, *voluntary service*, or something like that.

Teaching interests and qualifications. Name the types of courses you are qualified to teach: college composition, introductory literature, writing and/or reading English as a second language, and so on. Don’t name courses in which you have no experience and/or coursework.

Publications. Name anything you have had published: articles, poetry, short stories, essays, and so on. In good MLA format (omitting only your name), identify the publication, dates, and so forth. If you have submitted some of your work but have not yet heard from the editor, list it as “submitted to” and name the publication.

Presentations. Presentations are sometimes more accessible for graduate students than publications. Keep your eyes and ears open for conferences where you can submit proposals; ask your adviser or other teachers in your field of interest. Then prepare a paper proposal--perhaps in collaboration with another graduate student. Again, get advice from a faculty member. In your vitae, list titles of presentations, names of conferences, dates, places. As with publications, if you have submitted a proposal but are still awaiting a reply, list it as “proposal submitted to.” Even local presentations should be included, for example if you’ve done something for the English Department or SCSU.

References. A vitae usually states that a complete dossier is available at the placement service where you graduated (include the address). This means, of course, that you need to set up a file at Career Services that includes letters of reference, your transcripts, and so on. Employers can then get more complete information about you by writing to Career Services.

Writers of resumes are often advised to be creative so as to set their resumes apart from others. A vitae, however, is generally just typed--neatly, *accurately*, well accentuated with white space. You might also use some boldface, maybe some italics, but aim for a conservative appearance. Academics are suspicious of ostentation. Resume writers are also sometimes advised to keep their resumes to a page; the vitae, however, is as long as it takes to include all *pertinent* information. Don’t worry about length, but don’t pad either. Just be complete; after all, it’s the “course of [your] life.” To get an idea of how others have constructed their c.v.’s, check the collection of faculty curricula vitae in R-106.

Letters of Recommendation

As you near the end of your master's work, you will probably want letters of recommendation. Whether you plan to go on to a Ph.D. program or are looking for a job, you build a file that describes your abilities and accomplishments. Most likely, your recommendations come from faculty you have studied under. To make the letter-writing as easy and informed as possible, try to follow these guidelines. Remember that you are asking favors. Faculty are not required to write recommendations for you; at the same time, it's to our benefit to have our master's graduates go to good Ph.D. programs or good jobs.

Writing the letter takes time, so give the faculty member two weeks to a month to think about it and write it.

Specify which way the recommendations are to be handled:

Written on a form or on letterhead stationery

Mailed directly to the school or firm

Enclosed in a sealed and signed envelope for you to send in an application package

Supply needed materials:

Forms if the school or firm supplies them; remember to fill out your part

Envelopes addressed to the recipients (and stamped if the recommender is mailing them)

Supply needed information:

Your relationship with the faculty member, courses you've taken and the grades received, titles of papers you wrote for the faculty member, anything special you did or said in class

A copy of your resume or curriculum vitae

Specify what you are applying for:

Ph.D. program (specify field)

Graduate assistantship or fellowship

Job (specify position)

If you are requesting that your letter be sent to more than one location, put everything together in a file folder or large envelope.

When you send your application materials, enclose a cover letter that states your interest in the school or job, says why you are applying, and names the enclosures. While you will without a doubt be sending a copy of your vitae with any job application, it's a nice touch to send one along with your applications to graduate schools. Applying for jobs or graduate schools is expensive and time-consuming, so do it well.

Professional Portfolios

A professional portfolio can serve you well whether you want to teach when you complete your master's degree or if you intend to apply to Ph.D. programs. Think of your portfolio as more than something you put together for your supervisor's evaluation purposes. Think of it instead as documentation of your professional life--as a supplement, that is, to your curriculum vitae (or resume). Several contributors to the listserv for writing program administrators (wpa-l@asuvm.inre.asu.edu) have had some valuable things to say about professional (or teaching) portfolios. Here are some excerpts from David Jolliffe of DePaul University, David Schwalm of Arizona State University, and Chris Anson of the University of Minnesota.

Jolliffe suggests that the portfolio contain, at a minimum, these four items:

- * A copy of your best syllabus, along with a two- or three-page explanation of why you do what you do (your philosophy of teaching);
- * A copy of your best assignment sheet, along with a two- or three-page explanation;
- * A copy of a letter reporting someone's visit to a class (either a peer's or a supervisor's), along with a two-page or so response to the letter;
- * A package of two or three responded-to student papers, along with a two- or three-page explanation of response strategies.

Jolliffe also recommends a cover letter that serves as a guide to the contents of the portfolio.

Schwalm recommends "portfoliar parsimony": a short and pithy portfolio. He also advises not to send the portfolio until you are asked for a complete dossier or other additional information.

Anson suggests that you accompany the application letter with a one-page list of the entries in your portfolio with little boxes [] next to each entry so the committee or hiring officer can check those entries in which they're interested and return the list to you. You can also provide the option of sending the entire portfolio. Anson also suggests that you might establish your portfolio on the Web.

In your situation--that of graduate students who are teaching assistants or not, or who will be applying for jobs or Ph.D. programs--it would be a good idea to begin now to collect items that represent your best work--whether that means excellent papers you've written, praise of your work by faculty members or other professionals, reports by observers of your teaching or other professional work, records of conference presentations, copies of published articles, plus the items cited by Jolliffe and any other true representation you can think of. Keep this portfolio yourself--separate from the one you assemble for your supervisor's evaluation. Then when the time comes, you'll have the basics and be able to put your portfolio into shape--perhaps as Jolliffe or Anson suggests, perhaps in some other way that seems appropriate to you.

FORMS

Applications for program approval -- MA and MS

File three copies of the appropriate form with Graduate Studies before you complete 16 credits. Work out your plan of study with your adviser and get the adviser's signature. Forms are available in R-106, AS-121, and R-101E.

Petition

The petition has many uses, among them making any changes after you've filed your program, taking an undergraduate course for 501 credit, requesting a waiver, requesting a transfer of credits after you've filed your program, and requesting validation of courses older than seven years.

Change of adviser request

Your assigned adviser when you are admitted to the graduate program is the director of English graduate studies or the ESL director. When you are ready to change advisers (to your thesis adviser if not earlier), file this form with the Graduate Studies office.

Incomplete agreement form

Use this form when you and your professor agree that you can take an incomplete for a course. Make two copies--one for you and one for the professor.

Applications for teaching internships

Use the appropriate form for applying for teaching internships under the course numbers 693, 694, and 696.