

**BYU English Department**  
**Graduate Handbook**  
**2016-2017**

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## BYU ENGLISH DEPARTMENT ORGANIZATION

### Department Administration

<b>Department Chair</b>	Phillip Snyder	4198 JFSB 801/422-2487
<b>Department Secretary</b>	Tessa Hauglid	4198 JFSB 801/422-4939
<b>Business Manager</b>	Shawna Walker	4198 JFSB 801/422-3054
<b>Receptionists</b>		4198 JFSB 801/422-4938

### Graduate Council

<b>Graduate Coordinator</b>	Ed Cutler	4129 JFSB 801/422-4292
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### Graduate Advisors

<b>American Lit. &amp; Culture</b>	Dennis Perry	4171 JFSB 801/422/1717
<b>British Lit.</b>	Paul Westover	4149 JFSB 801/422-3-48
<b>Creative Writing</b>	Pat Madden	4142 JFSB 801/422-6439
<b>Rhetoric</b>	Kristine Hansen	4177 JFSB 801/422-4775
<b>Graduate Secretary</b>	Lou Ann Crisler	4166 JFSB 801/422-8673

### University Writing

<b>University Writing Coordinator</b>	Brian Jackson	4110 JFSB 801/422-8086
<b>Associate Coordinator</b>	Jon Ostenson	4123 JFSB 801/422-6286
<b>Administrative Secretary</b>	Jennifer Lindsey	4110 JFSB 801/422-3860
<b>Receptionists</b>		4110 JFSB 801/422-3565

### Department Associate Chairs

Trent Hickman	4105 JFSB 801/422-1715
Kimberly Johnson	4144 JFSB 801/422-2998
Leslee Thorne-Murphy	4034 JFSB 801/422-1506

# GRADUATE COURSES AND POLICIES

## GRADUATE SEMINARS

### Expectations

Graduate seminars are taught at a distinctly more advanced level than undergraduate courses, on more focused subjects, with a more extensive consideration of primary and secondary sourcework and scholarship. Professors expect student involvement in the process of inquiry.

Students should engage fully in class discussion demonstrating collegiality and respect for professors and peers. Remember that seminars which are not focused on a particular area of interest and expertise still provide valuable portable skills and insights.

Generally, the writing for graduate seminars includes genres typical of English Studies such as book reviews, proposals, abstracts, and so forth. In most cases, the capstone writing project for seminars will be an 8-10 page paper geared toward a particular conference. This paper will go through several drafts under professors' supervision.

Texts (literary, historical, critical, theoretical, rhetorical) from seminars comprise the reading list for thesis defenses. Students will be examined on these texts during the first hour of the thesis defense.

### Grades

Admission to graduate school should be evidence that one is a capable student. Thus, most graduate student work done in the program is generally acceptable. However, acceptable work does not signify "A" work.

Below is a more discriminating basis for grading:

- *A*—signifies work that is clearly superior and important. Only outstanding achievement receives an "A" grade, and only then if there is some conspicuous result of individual initiative as evidenced in written work of professional quality. An "A" grade means student work demonstrates promise for success at a higher level of study.
- *B*—suggests work that is solid and acceptable, showing the competence and knowledge expected for a graduate students. A "B" grade means students have completed a seminar satisfactorily but may need to improve performance to qualify for further PhD study.

- “C” work or below indicates a student is performing at a marginal to unsatisfactory level. Students in this category should consult with their advisor and develop a plan for improvement.

## **Courses**

The English Department structures seminars according to these numbers:

- *600 Level*—Intended for graduate students only, conducted as seminars, with students completing substantial independent study and making class presentations.
- *500 Level*—Designed for graduate students that may be taken by advanced undergraduates.
- *300 & 400 Level*—Intended for undergraduates; graduate students may count one such course toward an English graduate degree with the approval of their Graduate Advisor and the teacher of the course.

Graduate students in undergraduate courses will be graded by graduate standards and normally should complete an additional paper or other work beyond the usual course requirements. Courses below the 300 level and correspondence courses cannot count toward a graduate degree.

## **Non-English Department Courses**

In some fields of graduate study, classes specific to a student’s thesis or speciality may not be offered through the English program. In these cases, students may register for classes in other departments. MA candidates may take up to six hours outside of the English Department. MFA candidates may only take three hours outside the English Department. Before registering for a non-English Department course, students must talk with their Graduate Advisor, who will decide whether these supplementary courses are admissible.

University requirements stipulate that non-degree, senior, and transfer credits combined cannot exceed ten hours on a Program of Study. See the Graduate Secretary for procedures.

## **ENGL 590R Individual Readings**

Only in rare circumstances is 590R available for inclusion in programs of study. See the Graduate Coordinator regarding a possible exception. 590R forms should be submitted to the Graduate Coordinator by the end of the first week of classes. The few exceptions typically involve Study Abroad or 495 senior seminars.

## THESIS CREDIT HOURS (ENGL 699R)

Registration for this class is controlled by Permission to Add Codes available from the Graduate Secretary. Only two thesis hours are allowed before a prospectus is filed.

## PROGRESS TOWARD THE DEGREE

### TIME TO GRADUATION

The University technically allows five years to complete all requirements for an MA/MFA degree; however, the English graduate program is designed, administered, and funded as a **two-year** program. Teaching and other opportunities must be balanced with timely progress toward the degree.

Students should complete course work before Winter Semester of their second year so they can devote that final semester to finishing and defending the thesis. Students should take 11 hours the first semester in the program, two seminars plus English 610 (if teaching) and English 600, and consider taking a course during Spring Term of the first year.

English graduate candidates who have not filed a prospectus by October 15<sup>th</sup> of their second year of study will not be eligible for a tuition benefit the following semester (usually Winter). Students who have failed to make this significant progress toward their degrees may not be awarded teaching assignments.

### Suggested Graduate Program Schedule

Semester	Course work	Teaching
Fall of first year	English 600 English 610 (for those teaching) Two seminars (including ENGL 630, 613, or 617 if possible)	One course
Winter of first year	Two or three seminars (must include ENGL 630, 613, or 617 if not previously completed)	Maximum of two courses
Spring of first year	One seminar	One course (if available)
Summer of first year	Thesis reading	---
Fall of second year	One or two seminars 1-3 Thesis Hours	Maximum of two courses
Winter of second year	3 Thesis Hours	Maximum of two courses
Spring of second year	2 Thesis Hours Defend thesis before June 15	One course (if available)

## SATISFACTORY PROGRESS

To meet registration requirements, students must

- Carry a minimum of two credit hours the first semester of their program.
- Complete a minimum of six credit hours each academic year of enrollment in the program. If graduate students do not take a total of six credit hours during an academic year, they will be dropped from the program. If students think they may be dropped, they should contact the Graduate Secretary *before* being dropped.
- Carry a minimum of two credit hours the semester or term of graduation.

## EVALUATIONS OF STUDENT PROGRESS

Graduate Advisors evaluate student progress twice a year as satisfactory, marginal, or unsatisfactory. Students who do not receive satisfactory ratings will be notified in writing stating what they must do to achieve that mark. If a student receives an unsatisfactory rating or two marginal ratings in succession, the department will terminate the student's program OR submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A copy of a contract listing student and faculty responsibilities and a time line must be attached to this petition.

Department criteria for a positive evaluation include satisfactory completion of all course requirements, active collegial participation in class discussions, steady progress toward graduation, and evidence of a student's willingness to work with/take correction from thesis committee members. The English department maintains the right to dismiss any candidate who refuses to meet these criteria and fails to progress in a reasonable manner.

**Graduate students who do not complete 6 credit hours in an academic year will have their graduate status and registration eligibility formally cancelled.** In order to continue the program students must file an Application to Resume Graduate Study and pay a \$600 fee.

## STUDY ABROAD COURSES

All courses taken during Study Abroad experiences must be justified in order to count toward a program of study. Immediately following Study Abroad, faculty must send a letter to Graduate Studies attesting to the rigor of the course work and justifying its inclusion as part of your graduate program of study. Graduate Studies must approve all Study Abroad credits.

## **AVOIDING SPRING/SUMMER THESIS DEFENSES**

Most faculty members spend time during Spring/Summer engaged in their own research and writing projects, some of which take them away from campus. Because it is difficult for faculty to fulfill these obligations while simultaneously helping students prepare for thesis defenses, **no thesis defenses will be scheduled between June 15 and September 1.** To meet this June 15 defense deadline, students should observe the following dates for the submission of the completed thesis drafts and the scheduling and holding of the thesis defense.

**May 15:** Completed thesis draft submitted to entire thesis committee  
**June 1:** Last day to schedule a thesis defense  
**June 15:** Last day to hold a thesis defense

## **Full- and Part-Time Status Policy**

### **Full-Time Statue**

Because the English graduate programs are two-year programs, students are discouraged from requesting part-time status. Students who wish to be considered part-time (enrolled for fewer than 6 credit hours in a semester) must formally apply for part-time status by submitting Form ADV 2a to the Graduate Coordinator prior to the semester they wish to become part-time students. Although some effort is made to schedule evening seminars, those offerings will be limited. The programs are designed mainly for full-time students.

### **Part-Time Status**

In order to receive a contract assignment or tuition benefit money, part-time graduate students must be registered for a minimum of two credit hours during the semester/term they receive such monies or assignment. Teaching assignments will be awarded to first- and second-year students, and, rarely, to third-year candidates depending upon progress toward the degree. Students may teach a maximum of 8 courses or 5 semesters during their programs.



## PROGRAM OF STUDY

A *Program of Study* is a written plan of coursework and other requirements to be completed in order to receive a graduate degree in English. During their first semester in the program students should plot expected coursework on an official Program of Study Form which is then filed with the English Department. A tentative schedule of graduate courses offered for upcoming semesters and the official Program of Study forms are available from the Graduate Secretary.

**Completing the Program of Study Form** English 600, Introduction to Graduate Studies, guides students through the process of choosing courses for their graduate programs. Completing a Program of Study is a requirement for passing English 600.

**Submitting the Program of Study Form** After students complete the final draft of the Program of Study in consultation with Graduate Advisors and submit it to the English 600 instructor (usually the Graduate Coordinator), students must prepare a finished copy for submission. This copy requires two signatures: the student's and the Graduate Advisor's or Thesis Committee Chair's.

Until a Thesis Committee is constituted, the Graduate Advisor will sign as proxy for the Thesis Committee Chair. (If students know who will be on their Thesis Committee, and their Graduate Advisor approves, they can include this information on the finished copy of the Program of Study to the Committee Chair for signature.)

**Changing the Program of Study** Students may change a Program of Study as necessary and with approval(s), usually from the Graduate Advisor. Such changes include, but are not limited to, the following situations:

- When the Graduate Advisor has approved a Thesis Committee
- When students have changed their minds about taking a course or the department has canceled a course
- When students change emphases

A submitted Program of Study becomes an official document for graduate study and is the basis of the progress report. It becomes part of a student's permanent file.

For University restrictions on credits which may apply toward a graduate degree, see the University Graduate Catalogue.

## THE THESIS

The *thesis* is a significant public work that contributes new and relevant knowledge in a particular area of English studies. The MA thesis will be an article-length essay prepared with a particular journal or other scholarly publication in mind. MFA theses will also be prepared with the standards of peer-reviewed publication in mind.

(Students should consult recent English MA theses online at the HBLL. MFA theses are kept in the Graduate Secretary's office.)

Students should determine a particular area of focus as early as possible in their graduate studies. Most theses will derive from research and writing done in graduate seminars, especially in connection with preparing conference papers. Successful theses typically begin as presented work that is subsequently revised and expanded.

### THESIS ADVISORY COMMITTEE

The first step toward a thesis is forming a Thesis Committee. Composed of a chair and two readers, this committee guides students in completing a thesis from preparing the prospectus through the capstone experience of the oral exam and thesis defense. Students should form a Thesis Committee of faculty members who have strong backgrounds in the thesis area. Students should consult with the Graduate Advisor about selecting a Thesis Committee before approaching individual faculty members with a formal request to be on their committee. They then consult with this committee to bring the prospectus to final form.

While English Department faculty members offer a wide variety of specialties in literature, creative writing, and rhetoric, in very special circumstances students may go outside the department for one reader if the thesis requires it. However, *the Thesis Committee Chair MUST be a full-time English Department faculty member*. Until students form a Thesis Committee and file a prospectus, the Graduate Advisor acts as primary advisor and chair. A list of English Department faculty specialties follows.

#### *Faculty Specialties*

<i>Jon Balzotti</i>	Rhetoric and Composition
<i>John Bennion</i>	Creative Writing, British Novel, LDS Literature
<i>Grant Boswell</i>	History/Theory of Rhetoric, Renaissance Rhetoric, Argument
<i>Gideon Burton</i>	History of Rhetoric, Renaissance Rhetoric/Literature, Mormon Literature and Criticism
<i>Nancy Christiansen</i>	History/Theory/Philosophy of Rhetoric, Rhetorical Criticism, Renaissance Literature and Rhetoric

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<i>Frank Christianson</i>	Late 19 <sup>th</sup> -Century American Literature, Transatlantic Literature, Victorian Literature
<i>Gregory Clark</i>	Rhetorical Theory and Criticism, Early American Literature
<i>Dawan Coombs</i>	Adolescent Literacy, Teacher Education, Bakhtinian Theory
<i>Jesse Crisler</i>	American Realism and Naturalism, Adolescent Literature, Early American Literature
<i>Chris Crowe</i>	Creative Writing, Adolescent Literature, English Education
<i>Dennis Cutchins</i>	American/Native American Literature, Folklore, Film Adaptation
<i>Edward Cutler</i>	19 <sup>th</sup> - and 20 <sup>th</sup> - Century American Literature, Modernism Studies, Literary Theory
<i>Deborah Dean</i>	English Education, Composition Pedagogy
<i>Richard Duerden</i>	16 <sup>th</sup> - and 17 <sup>th</sup> - Century British Literature, Shakespeare, Literary Theory and Criticism
<i>Aaron Eastley</i>	20 <sup>th</sup> - Century and Post-Colonial British Literature, Diaspora Studies, Travel Literature, Exploration Narrative
<i>Eric Eliason</i>	Folklore, Mormon Literature
<i>Emron Esplin</i>	Late 19 <sup>th</sup> - Early 20 <sup>th</sup> - Century American Literature, Latino Literature
<i>Mary Eyring</i>	Early American Literature
<i>Joey Franklin</i>	Creative Non-fiction
<i>Sirpa Grierson</i>	Critical Reading, English Education
<i>William Hall</i>	18 <sup>th</sup> - Century British Literature
<i>Kristine Hansen</i>	Research Methods in Rhetoric/Composition Theory/Pedagogy, Writing in Academic Disciplines, Writing Program Administration
<i>Trenton Hickman</i>	20 <sup>th</sup> - Century and Contemporary American Literature, Latino and Caribbean Literature
<i>Jamie Horrocks</i>	Women's Studies, British Victorian-Modernist Literature
<i>Brian Jackson</i>	Rhetoric and Writing, Civic Engagement, American Religious Rhetoric
<i>Kim Johnson</i>	Creative Writing (Poetry), British Renaissance Literature
<i>Jason Kerr</i>	British Renaissance Literature, Milton, Bible studies

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<i>Lance Larsen</i>	Creative Writing, American Literature
<i>Michael Lavers</i>	Creative Writing - Poetry
<i>Keith Lawrence</i>	Asian American Literature, American Literature before 1800, 20th-Century American Literature
<i>Peter Leman</i>	20 <sup>th</sup> - Century Anglophone Literatures, British/Irish Modernism
<i>Patrick Madden</i>	Creative Writing, Non-fiction, Personal Essay
<i>Nicholas Mason</i>	18 <sup>th</sup> - and 19 <sup>th</sup> - Century British Literature
<i>Kristin Matthews</i>	20 <sup>th</sup> - Century American Literature, Cold War Literature & Culture, African American Literature, American Studies
<i>Brett McInelly</i>	Composition, 18 <sup>th</sup> -Century British Literature, British Novel
<i>Daniel Muhlestein</i>	Contemporary Literary Theory, British Romantic Literature
<i>Jonathon Ostenson</i>	English Education, Adolescent Literature
<i>Danette Paul</i>	Rhetoric of Science, Technical/Professional Writing, Rhetoric and Composition
<i>Dennis Perry</i>	American Literature to 1914, Literature and Film
<i>Zina Petersen</i>	Grammar, History of the English Language, Medieval Studies
<i>Brian Roberts</i>	African American Literature, Late 19 <sup>th</sup> - Century - Early 20 <sup>th</sup> -Century American Literature
<i>Jamin Rowan</i>	Urban Studies, Late 19 <sup>th</sup> - and 20 <sup>th</sup> - Century American Literature
<i>Jill Rudy</i>	Folklore
<i>Brandie Siegfried</i>	16 <sup>th</sup> - and 17 <sup>th</sup> - Century British Literature, Shakespeare, Gender Studies
<i>Phillip Snyder</i>	20 <sup>th</sup> - Century American and British Literature, Western American Studies, Autobiography
<i>David Stock</i>	Composition and Rhetoric
<i>John Talbot</i>	Classical Influences on English Poetry, Literary Translation, Meter of Prosody
<i>Michael Taylor</i>	Indigenous Literatures
<i>Leslee Thorne-Murphy</i>	Victorian Literature, Women's Studies

<i>Stephen Tuttle</i>	Creative Writing
<i>Jarica Watts</i>	Modern British, Post-colonial
<i>Paul Westover</i>	British Romantic Literature
<i>Matthew Wickman</i>	18 <sup>th</sup> -Century British Literature, Literary Theory, Scottish Studies
<i>Miranda Wilcox</i>	Medieval British Literature, Anglo-Saxon Studies
<i>Bruce Young</i>	British Renaissance Literature, Shakespeare, Literary Criticism

## THESIS COURTESY

Ideally, the process of researching and writing a thesis should be one of the most rewarding experiences of a graduate career, as students build strong relationships with faculty and compose a document that reflects development as a writer and thinker. To ensure that the thesis experience is a positive one for all involved, however, students should follow a few basic protocols:

1. Stay in regular contact with the committee, especially the Chair, but respect their time by visiting them during office hours or other scheduled times. Remember that faculty members have research projects of their own and need blocks of uninterrupted time for writing. Work primarily with the Chair to approve thesis drafts before submitting them to readers. Give each committee member at least a week to review a thesis draft and preferably two weeks during busy times of the semester.
2. Unless instructed otherwise, present the committee with printed (not electronic) copies of drafts. If students are no longer in Utah while writing the thesis, they should either mail printed drafts to the committee or arrange to reimburse the Department for any expenses incurred in printing drafts.
3. Remember that the committees tells students when they are ready to defend, not vice versa. Perhaps the most frequent complaint of faculty working on thesis committees is that students tend to disappear for several months and then show up right before the defense deadline, with a draft the committee has never seen, declaring they are ready to defend. Committee members will **NOT** sign defense papers until they determine that a thesis is completely ready for the defense.
4. While professional ethics dictate that the committee not agree to schedule a defense until committee members feel comfortable with the thesis, quite often students pressure faculty to hold a defense prematurely because they think they have extenuating circumstances. The easiest way to avoid putting students and committees in such binds is to submit drafts well in advance of any personal or university deadlines, thus leaving ample time for feedback and revision. Again, committee members will **NOT** sign off on defenses prematurely.

## THESIS PROSPECTUS

After organizing a Thesis Committee, students should begin work on a prospectus. The *prospectus* constitutes a proposal of five to eight single-spaced pages including a preliminary annotated bibliography and an oral exam reading list.

### MA Thesis Prospectus Guidelines

The research thesis prospectus is an expository statement which defines the thesis topic, delimits its scope, outlines its theoretical assumptions, justifies it in the context of current scholarship in the field, and surveys the lines of inquiry or argument proposed. Guidelines for writing a prospectus include

<b>Proposed Topic</b>	Review the proposed thesis topic and approach. Although the nature of the thesis may change as research and writing move forward, students should begin with a clear topic and precise approach (theoretical, methodological, or both) in mind.
<b>Justification</b>	Show the relation of the thesis to present scholarship in the field. Although knowledge and command of secondary literature will grow with additional research, the prospectus should demonstrate some preliminary knowledge of scholarship in the chosen field and discuss where the thesis will fit in. Include an analysis of the scholarly journal or other publication intended for submission of the thesis and justify this choice. Consult with the Thesis Committee on potential journal choices.
<b>Plant of Development</b>	Outline the thesis argument and the material to be covered, laying out the main argument with key subordinate points and relevant support.
<b>Preliminary Annotated Bibliography</b>	List key preliminary sources to be consulted during research, including an annotation with each entry describing the significance of the source to the thesis. Students may organize sources under the following categories: Primary Sources (texts to be analyzed, including literary texts, films, art works, etc); Theoretical Sources (texts, primary and secondary, that may help form theoretical/methodological approaches); Critical Sources (texts that constitute the scholarly discussion around the topic). Use proper MLA documentation as demonstrated in the <u>MLA Handbook for Writers of Research Papers</u> , Eighth Edition. Don't just guess - look it up!
<b>Time Line</b>	Attach a detailed time line for completing the thesis, reflecting Graduate Studies deadlines as well as Thesis Committee deadlines.

**Reading List** Attach a non-annotated reading list of 25-30 key texts (literary, theoretical, historical, critical, rhetorical) on which students will be examined during the first hour of the thesis defense. This list should represent the scholarly speciality developed during graduate studies. Consult with the Thesis Committee to compile this list. If students have not completed course work, texts may be added to this list before the defense.

### **MFA Thesis Prospectus Guidelines**

The creative thesis prospectus explains the general content and context of the proposed thesis project, including its probable benefit to the student's development and career. Guidelines for writing a creative prospectus follow:

**Title** In addition to the title of the entire thesis, include, as relevant to the thesis, chapter titles (or the number of titles); titles of stories, essays, or poems (if some are unknown, indicate how many additional are as yet unwritten or untitled); number of scenes or acts of a play.

**Subject/Theme** Explain the general subject matter and/or overriding thematic concerns to be developed in the thesis.

**Genre** Explain the genre of the thesis: novel, novella, play, or collection or poems, short stories, or creative nonfiction. Students may mix genres but need to explain the intention of the work.

**Work Type** Explain the specific type of work to be written within the genre. For example, students might intend to write minimalist stories, an historical novel, an experimental play, free or formal verse, or personal essays using fictional devices. State why a particular type or work is to be written and describe the preparation.

**Benefit** Explain how writing the thesis benefits development as a writer and how it might make a contribution to literature, either regional or national.

**Bibliography** List the critical books and creative works in the genre that have been helpful in development as a writer. Write two or three sentences explaining each book's basic value.

**Time Line** Attach a detailed time line for completing the thesis, reflecting Graduate Studies deadlines as well as Thesis Committee deadlines.

**Reading List**

Attach a non-annotated reading list of 25-30 key texts (literary, theoretical, historical, critical, rhetorical) on which students will be examined during the first hour of the thesis defense. This list should represent the scholarly specialty developed during graduate studies. Consult with the Thesis Committee in compiling this list. If students have not completed course work, texts may be added to this list before the defense.

Introduction to Graduate Studies (English 600) covers the basics of prospectus formation and presentation. The Handbook includes prospectus samples in the supporting materials section.

Once a prospectus meets the Chair's requirements, it is ready for committee evaluation and approval. Arrange a meeting with all three committee members in order to discuss the prospectus and communicate expectations concerning content, journal, methods, pace of work, scheduling for submitting drafts, expected time between submission of drafts, feedback, and, if relevant, faculty availability.

The Graduate Advisor, Associate Chair for Graduate Studies, and Graduate Coordinator will review and sign the prospectus after it has been signed by all committee members. Primary responsibility for approval resides with the Chair and committee members, but the Graduate Advisor, Associate Chair for Graduate Studies, and Graduate Coordinator may suggest revisions or express concerns to the Chair about thesis feasibility.

Once the prospectus has been signed by the Thesis Committee, Graduate Advisor, Associate Chair for Graduate Studies, and Graduate Coordinator, students should begin work on the thesis, always proceeding under the direction of the Chair.

**THESIS FORMAT**

Before beginning the thesis, students must learn the required format. The thesis in its final form must adhere both to Graduate Studies requirements and to the English Department's official style sheet. It must follow current MLA conventions in format and documentation. Since students (not the Chair, readers, Graduate Advisor, nor anyone else) are responsible for proofing the thesis and ensuring it follows proper format, they should allow plenty of time to prepare the final draft. The Graduate Coordinator is **not** the proofreader and should not be expected to correct formatting errors.

Usually, research theses should be between 7,000 and 10,000 words (approximately 25-35 pages double spaced), depending on the length requirements of the journal or other publication for which it is intended. Theses should reach the maximum, not the minimum, article length. Again, the Thesis Committee must approve the journal choice and thesis length. If the journal requires much shorter submissions (10-15 pages), it may be necessary for the student to submit two shorter articles to fulfill the thesis requirement.

A creative thesis should be significantly longer than a research thesis, depending on the genre. Poetry collections should be 48-60 pages including an introduction or afterword. Story or essay

collections should be around 80-100 pages with an introduction or afterword. Novellas, instead of novels, are encouraged and should be around 120 pages including an introduction or afterword. Plays should be at least 80 pages including an introduction or afterword. The Department cannot approve screenplays.

## **ELECTRONIC THESES AND DISSERTATIONS (ETD)**

All theses must be submitted as ETDs within one week following a successful defense. Information about ETD filing can be found at [etd.byu.edu](http://etd.byu.edu).

## **SCHEDULING FINAL ORAL EXAMINATION & APPLYING FOR GRADUATION**

**Defense Deadlines** Graduate Studies publishes a list of deadlines which students must meet.

**Graduation application** The semester of the defense, students must apply for graduation, be registered for two credit hours, and complete the items listed below according to Graduate Studies deadlines. Students cannot schedule a defense until they apply for graduation. Ecclesiastical endorsements must be in effect through the projected graduation date.

### *Second Week of Semester (or earlier)*

Apply for graduation online through myBYU

### *Three Weeks before Tentative Defense Date.*

Deliver a final defensible copy of the thesis to the Chair and Graduate Coordinator. This copy must be an ETD-formatted pdf with all front matter complete and working bookmarks. See samples included in this handbook.

Complete Form ADV 8c

Department policy precludes scheduling thesis defenses between June 16 and September 1 of each year. (See page 7).

## **ADDITIONAL INFORMATION FOR MFA CANDIDATES**

Due to the nature of creative theses, the Department allows students to secure theses indefinitely, avoiding publication online. The Department will have a copy of all MFA theses printed and bound, at the Department's expense. MFA graduates will provide a pdf for this purpose.

## FINAL ORAL EXAMINATION

The final oral examination tests students' understanding of the context for the thesis and the thesis itself. The Thesis Committee Chair conducts this defense. The examination consists of two parts:

- Part One** The first hour of the oral exam covers the context of the thesis including coursework and area of specialization, based particularly on the reading list. Each member of the committee has a copy of the student's transcript. Students should prepare for rigorous discussion with the committee.
- Part Two** The second hour covers the contents of the thesis and its implications. Because the committee has already made comments on the thesis, students may expect follow-up on these comments.
- Results** *Pass* means that the candidate performed satisfactorily, and no significant thesis revisions or reruns of part of the examination are required.

*Pass with Qualifications* means that significant revisions are required on the thesis, or that part of the examination must be retaken.

*Recess* means that committee members desire a student to prepare more and are postponing the examination for a minimum of 30 days. After a recess, a student has only one more chance to pass.

*Fail* means a student must exit the program without a degree. There are no second chances at this point.

## GRADUATION CEREMONIES

Students are officially included in graduation ceremonies by meeting all deadlines for applying for graduation, completion of course work, thesis defense, and so forth. Students should direct questions to the Graduate Secretary, who ensures that students who have successfully defended their theses and submitted copies to Graduate Studies are cleared for graduation.

Students who successfully defend AFTER the deadlines but before the end of a semester/term with graduation ceremonies (Winter Semester or Summer Term) may petition to "walk" through ceremonies, though the students' names will not appear on either commencement or convocation programs.

If a successful defense has not been held, a student may not "walk" through graduation ceremonies.

## FINANCIAL OPPORTUNITIES & STUDENT EMPLOYMENT

The English Department offers several awards as well as internships and positions in teaching and research. Many other opportunities for financial aid exist in the university. Checking boxes on the graduate application form indicating need or desire for tuition assistance, paid teaching, and internship opportunities is not sufficient. Students must also apply separately for each area of interest or need.

The following descriptions of student loans, instructorships, teaching and research mentorships, advanced composition internships, editing internships, and other awards provide suggestions for financing graduate education.

Instructorships, mentorships, and internships provide valuable training and experience that can supplement graduate studies and make students more attractive job or PhD candidates. Take advantage of these opportunities.

Students should remember, however, that the first priority must be progress toward completion of the degree. Students should not overload their schedules with employment and other responsibilities, but plan to graduate on time.

### GRADUATE STUDENT FINANCIAL AID

#### **Graduate Supplemental Tuition awards**

Some money is available each year for supplemental tuition awards. For Fall and Winter semesters registered students are considered for a partial tuition award. Students are notified before Spring term begins concerning available funds.

Students should plan on a tuition benefit of about \$1000 per semester for the first three semesters of their programs, though this amount may vary due to budgetary constraints. A fourth semester benefit will be awarded if the prospectus is filed by the established deadline (October 15 of the second year.) After two years students will be responsible for paying their own tuition. Spring and Summer terms are considered surplus in terms of tuition benefits; if money is available students may receive it.

#### **BYU Graduate Studies**

105 FPH  
801/422-4091  
Fax 801/422-0270

Graduate Studies posts scholarship and financial aid opportunities on its website <http://graduatestudies.byu.edu>

**BYU Office of  
National  
Scholarships  
And Fellowships**  
350 D MSRB  
Dr. Pinnegar  
801/422-9392

This office maintains a comprehensive database of announcements and application forms for dozens of national and international fellowships available for the support of graduate students.

As portable fellowships, these awards provide a significant resource distinct from graduate stipends available through individual universities, including Fulbright Grants, Mellon Fellowships in the Humanities, and many others. Most are intended for students just embarking on their graduate education, but others offer offer advanced graduate support. [nationalscholarships@byu.edu](mailto:nationalscholarships@byu.edu)

**BYU Student Loans  
Financial Aid  
Office**  
A 41 ASB  
801/422-4104

Students must submit applications for BYU need-based loans or federal loans to the Financial Aid Office by announced deadlines. Applications and information, deadlines and procedures are available at this office. Graduate students are only eligible for BYU short-term loans and Federal Stafford Loans (subsidized and unsubsidized .) BYU short-term loans are not need-based and can be accessed using the touch-tone registrations menu. Federal Stafford Loans (subsidized) are need-based; unsubsidized loans are not need-based. Forms for these loans are available at the Financial Aid Office. Total financial aid cannot exceed the cost of education.

## AWARDS

Information about all awards and scholarships can be obtained from the English Department Secretary – 4198 JFSB, ext. 4939. Other awards are announced as they are made available. See <[English.byu.edu/awards](http://English.byu.edu/awards)>

- P.A. Christensen Award** Each year the Christensen Family gives awards to outstanding incoming graduate students who receive full tuition for two years based on their applications. The Graduate Advisory Committee selects recipients. No application is necessary.
- Clark-Harris Achievement** Each graduation the English Department presents the Clark-Harris Achievement Award of \$600 to a noteworthy graduate. The Graduate Advisory Committee chooses the recipient on the basis of the quality of the student's completed thesis. Bruce b. Clark and John B. Harris, emeritus English professors, are the donors who make this award possible.
- Ed M. and Minnie Berry Rowe Teaching Award** Each year the English Department gives the Rowe Award to an outstanding graduate instructor. The recipient must be a graduate student who has completed at least two semesters of teaching. The primary purpose of this award is to recognize excellence in teaching University Writing 150, but other teaching in the department is also considered. Composition coordinators select these students based on course evaluations, teaching observations, and citizenship assessment. One winner and up to five finalists are chosen and recognized at the annual department awards banquet.
- Broadbent Endowed Scholarship** A graduate of the English BA and MA programs has made a generous contribution to provide a \$1000 scholarship for a single parent, with one or more children at home, who is committed to completing an education. Priority is given to graduate students, although undergraduate English majors may apply. Financial need and academic standing are considered in the selection process. Applicants must be registered as full-time students. If a recipient drops out of the graduate program or English majors, the award is withdrawn.
- Clinton F. and Naomi B. Larson Scholarship** The family of the late Clinton F. Larson, a professor in the department, has endowed a scholarship for an MFA graduate student. Applicants must be in good standing in the MFA program. If the recipient drops out of the program, the scholarship is withdrawn.

## **Wordsworth**

An anonymous donor has established an endowment to support a graduate student at the annual Wordsworth Winter or Summer School in Grasmere, England. The endowment's terms are as follows:

- Applicants must have completed at least one upper division or graduate course in British Romanticism.
- \$800 is available to a student attending the Winter School (February.)
- \$1000 is available to a student attending the Summer School (August.)
- An additional \$500 will be awarded to the Summer School attendee if he/she has a paper accepted.
- The department will provide additional funding to assist with travel expenses.
- Applications will be judged by faculty specializing in British Romanticism.

For more information see Dr. Nicholas Mason and the Wordsworth Trust website (<http://www.wordsworth.org.uk/conferences/index.htm>)

## GRADUATE STUDENT EMPLOYMENT WITHIN THE DEPARTMENT

**University  
Writing 150**  
*University Writing  
Office*  
4110 JFSB

The English Department offers student instructorships for University Writing 150 (College Writing and Reading.) Application forms are available from the University Writing Office and return them by March 31.

Materials required for the application include

- ✓ a resumé or vita
- ✓ a letter explaining interest in teaching

Following receipt of completed applications an Associate Chair in the department, the University Writing Coordinator, the Associate Coordinator, and the Program Assistant interview applicants during the first half of April and notify recipients in early June.

The University Writing Office allows qualifying first-year graduate instructors to teach one section of University Writing 150 and second-year graduate instructors who are making significant progress toward their degrees to teach two sections of 150 or Advanced Writing. First semester third-year instructors are offered sections when available. The University Writing Office supports the importance of students focusing on completion of theses. Due to fewer courses being offered, teaching assignments are not automatically renewed during Spring/Summer terms.

- ✓ Student instructors are required to complete the following:
  - English 610 (Rhetoric and Composition) the first semester
  - A one-week training seminar in August
  - A weekly meeting each semester
  - No fewer than two credit hours each semester

Graduate student instructors who prove competent and reliable and are making significant progress toward their degrees may receive teaching assignments for 5 full semesters or 8 courses, whichever comes first. No teaching contracts beyond this will be offered. (Spring/Summer contracts are not counted in this total.)

**Advanced Writing**  
*University Writing  
Office*  
4110 JFSB  
801/422-3565

Following one semester of successful teaching, graduate instructors may apply for teaching internships in advanced writing (English 311, 312, 313, 315, 316.) Instructors who complete English 611R successfully may be assigned to teach advanced courses in subsequent semesters.

**Teaching Assistantships**  
Graduate Office  
4166 JFSB  
801/422-8673

The English Department offers opportunities for students to assist faculty in large section, 200-level literature courses. MFA candidates who have completed ENGL 611, Section 2, may apply to Teach ENGL 218, Introduction to Creative Writing. In addition teaching mentorships are available for students to assist faculty in 300-level literature and rhetoric courses.

Assistantships and mentorships are announced prior to the semester for which they are offered and are contingent upon funding.

**Research Assistantships**  
Graduate Office  
4166 JFSB

Research assistantships provide excellent training in library research, scholarly writing, and professional association with a working scholar. They also suggest an extra dimension of capability and motivation to graduate school admissions committees and employers.

Specific research projects for faculty requesting assistants are announced each semester. Funding for assistantships is limited and only a few are awarded each year. Students must carry a minimum of two credit hours the semester in which they hold a research assistantship in the department. **A student may only hold two paid positions per semester; 1 assistantship and one course instructorship, OR 2 course instructorships.**

**Writing Center**  
4026 JKB  
801/422-4306

One or two graduate student assistantships may be available each semester or term in the Writing Center, depending upon need and funding. These assistantships are available to students who either completed an internship for the Center or taught University Writing 150 for at least one semester. Graduate students usually work up to 10 hours a week in these positions. Interested students should request an interview with the Coordinator of the Center at least a month before the start of the semester or term. For more information go to [Http://english.byu.edu/writingcenter](http://english.byu.edu/writingcenter).

## GRADUATE STUDENT EMPLOYMENT OUTSIDE THE DEPARTMENT

Other schools, departments, and research organizations within BYU frequently offer graduate Internships. These may involve any combination of research, scholarly writing, editing, and technical writing. Remember students may not work more than 28 hours per week (international student limit is 20 hours.)

**Redd Center**  
954 SWKT  
801/422-4048

The Redd Center offers graduate assistantships each academic year to qualified students specializing in studies of the Intermountain West. Information may be obtained from the Charles Redd Center for Western Studies.

**BYU Studies**  
1063 JFSB  
801/422-6691

Students interested in applying for editing internships should contact *BYU Studies*. ELANG 350 and concurrent enrollment in ELANG 430 are prerequisites for these editing internships and valuable for students interested in editing and publishing.

**Inscape**  
Dr. John Bennion  
801/422-3419

Student interested in applying for editing internships should contact the faculty advisor of *Inscape*. ENG 419 is a prerequisite for these editing internships and a valuable experience for students interested in editing and publishing.

**Humanities  
Publication  
Service**  
4092 JKB  
801/422-1719

Students interested in applying for editing internships should contact the supervisor of the Humanities Publications Service. ELANG 350, or a success on an editing exercise, is a prerequisite for these editing internships and a valuable experience for students interested in editing and publishing.

## INTERNSHIPS THROUGH LOCAL BUSINESS

Internships funded by local businesses such as Novel, IBM, book publishers, and may be listed in local newspapers, the University Writing Office, or the Humanities Publications Service. Students should contact Dave Fife, the Academic Internships Coordinator for the English Department.

**Editorial  
Internships (LDS)**  
*University Writing  
Office*  
4110 JFSB  
801/422-3565

Each semester the English Graduate Program and the Church Editing Section offer editing internships to qualified graduate students. Interns receive up to six hours of credit in ENGL 599R (Academic Internship) in addition to a competitive salary and valuable hands-on editing experience. ELANG 430R (Editing for Publication) is recommended but not required for these internships.

## PROFESSIONAL DEVELOPMENT

### CONFERENCES AND TRAVEL

Students should make every effort to participate in conferences dealing with their particular areas of interest and expertise. Conferences provide opportunities to learn of past and current scholarship, clarify and practice research methodologies, and contribute to ongoing scholarly discussion, while getting to know others working in a specific field. Since admission to PhD programs is becoming increasingly selective, participation in formal settings with peers indicates in a tangible fashion commitment to the profession.

The English Department and Graduate Program will make every effort (contingent on available funds) to help each graduate student attend up to two conferences during their time in the MA/MFA program. Typically only well respected, national conferences will be approved for funding assistance. A list of pre-approved conferences is included in the Graduate Handbook supporting materials section. Other conferences must be approved on an individual basis by the Graduate Committee. Travel assistance is offered on a reimbursement basis only, and meal costs will not be reimbursed above annual university per diem amounts (available online at the BYU Travel homepage.) In order to be reimbursed it is essential that students **SAVE ALL ITEMIZED RECEIPTS** and submit them promptly upon their return from conference travel.

Students must submit travel plans **NO LATER THAN THREE WEEKS BEFORE** desired travel by obtaining a travel funding request from the Graduate Secretary, completing it and turning it in before the three week deadline. Please note that graduate travel plans must be approved in advance by the Graduate Committee, the Department Executive Committee and/or the College of Humanities in order to receive funding. To qualify for assistance, MA candidates must present a paper at the conference they attend. MFA students may be approved to attend a reputable conference, such as AWP, without presenting if the professional benefit to the individual student is demonstrable at that point in their progress toward the MFA.

The English Graduate Program will fund up to \$800 for one conference during a student's time in our program. The balance remaining from the \$800 limit may be applied to a second conference. Total reimbursement from the English Graduate Program will not exceed \$800 per student over the course of their program, nor may it be used for more than two conferences.

MA candidates may apply to receive matching funds from the College of Humanities of up to \$400 per conference, as long as funds are available. The College forms, approval process and deadlines are available from the English Graduate Secretary. MA candidates must present in order to receive funding.

MFA students may apply to receive matching funds from the English Department of up to \$400 per student. The Graduate Travel Assistance Application acts as application to the English Department. MFA students are not required to present in order to receive funding.

Limited additional funds are available through University Graduate Studies. Students should check with that office for applications. Deadlines: Oct. 2 - Fall; Feb. 5 - Winter.

**Students are required to submit to the Graduate Secretary a short (up to 600 words) report of their conference experiences within one week following conference attendance.**

Complete reimbursement depends upon the receipt of this report.

Since students are representatives of the university, when presenting papers at conferences, they should ensure the presentation meets the highest standards in both content and manner. Students can save money on housing by organizing groups of students attending the same conference and being willing to share hotel rooms. University policy precludes faculty from sharing hotel rooms.

## **PUBLISHING**

The special concern of the English Graduate Program is not only to diffuse and extend knowledge of literature, rhetoric, and creative writing, but to advance that knowledge through research and creative work. As Graduate Studies points out,

The essence of graduate study is insight, seeing with “new” eyes, hearing with “new” ears, heightened perception leading to broader and deeper conception.

Graduate study is not merely more skillful execution. It is not even more daring and imaginative innovation, valuable as these might be. . . . [Graduate study is] to inform and benefit humanity. (BYU Graduate Council, *Some Fundamental Principles for Graduate Education*, 1985)

*The department encourages students to contribute articles to the scholarly community which will inform and benefit the disciplines of English literature and language specifically and humanity generally.* Writing and publishing as well as conference participation help graduate students become known by others working in their fields of interest. Writing papers for conferences and publication helps students learn of past and current scholarship, clarify and practice various methodologies and theories, and contribute to ongoing scholarly discussion. The department program provides a variety of opportunities for publishing and participation in conferences.

Students should peruse the stacks in the Current Periodicals section located in the Reserve Library of the HBLL, look over journals there, and decide which are the most suitable

publications for their work. The *MLA Directory of Periodicals* can help in this process.

Introduction to Graduate Studies (ENGL 600) discusses these venues. Students should also talk with the Humanities Reference Librarian, Robert Means (5524 HBLL, 801/422-6117).

BYU offers many opportunities to publish in both literary and scholarly journals. The following is a brief list of local periodicals; it is not intended to be all-inclusive:

***Literature and Belief***  
3384 JFSB  
801/422-3073

Invites submissions of scholarly interpretive articles that focus on moral/religious aspects of high quality literature or project a critical theory of literary analysis based on moral/religious considerations. Bibliographical articles, interviews, book reviews, and poems are also welcome.

***BYU Studies***  
1063 JFSB  
801/422-6691

Publishes articles of particular interest to the BYU academic community, especially those dealing with Church history and scholarship. *BYU Studies* also publishes poetry and personal essays.

***Inscape***  
inscapebyu@  
gmail.com

Solicits student essays, poetry, fiction, art, etc. (See Dr. John Bennion for additional details.)

***Criterion***  
4148 JFSB  
801/422-9077

Seeks original, well-researched, and intellectually rigorous essays written from diverse critical perspectives about texts from any time period or literary tradition. It is an annual journal dedicated to publishing excellent literary analysis and criticism produced by undergraduate and master's students. (See Dr. Emron Esplin for additional details.)

Note: Departments in the College of Humanities, and the College itself, support varied publications which seek student contributions. You may wish to check these venues for opportunities.

## WRITING CONTESTS

Students should consider participating in one or more of the following local contests, which may prove more immediately financially rewarding than regular publication and provide an avenue for creative writing recognition.

<p><b>The David O. McKay Essay Contest</b> 3184 JFSB 801/422-3073</p>	<p><i>Theme</i>            The Restored Gospel and Applied Christianity <i>Prizes</i>             \$1200, \$1000, \$700, \$300 <i>Deadline</i>         January 15 <i>Length</i> 3,000 to 5,000 words (10-16 pages) Winning essays are published each year by the Office for the Study of Christian Values in Literature.</p>
<p><b>Vera Hinckley Mayhew Creative Writing Contest</b> <i>Dean's Office</i> 4002 JFSB 801/422-2775</p>	<p>Awards given for entries in essay, poetry, playwriting, short story general division, and short story specialty division. <i>Deadline</i>         announced annually</p>
<p><b>English Department Writing Contest</b> 4198 JFSB 801/422-4938</p>	<p>Cash prizes awarded in three graduate categories: poetry, short fiction, informal essay. <i>Deadline</i>         Mid-February Specific rules for each division may be obtained from the English Department Office</p>
<p><b>Graduate Student Essay Contest</b> <i>University Writing Office</i> 4110 JFSB 801/422-3565</p>	<p>Cash prizes and publication in <i>Locutorium</i>, the University Writing online journal awarded to the five best graduate student papers. Specific requirements are available in the University Writing Office. <i>Prizes</i>             \$200, \$175, \$150, \$125, \$100 <i>Deadline</i>         announced annually</p>
<p><b>Founder's Day Essay Contest</b> <i>Alumni House</i> 801/422-4663</p>	<p><i>Theme</i>             Founder's theme and personal reflection, always connected to BYU Homecoming. 750 word length. <i>Deadline</i>         Mid-to-late September <i>Prizes</i>             \$1500, \$750, \$500, \$300</p>
<p><b>Academy of American Poets Prize</b> <i>English Office</i> 4198 JFSB 801/422-4938</p>	<p>Open to all full-time BYU undergraduate and graduate students registered in fall or winter semesters. Poems can be published, unpublished, or under consideration elsewhere, and are judged anonymously. <i>Deadline</i>         Mid-February</p>