

ENGLISH

BYU MASTER'S DEGREE

GRADUATE

BYU MASTER'S DEGREE

2023-24

HANDBOOK



ENGLISH

BYU COLLEGE OF HUMANITIES

4198 JFSB PROVO, UT 84602

801.422.4938

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BYU ENGLISH DEPARTMENT ORGANIZATION

Department Administration

Department Chair	Deborah Dean	4138B JFSB	801-422-9326
Department Secretary	Juli Todd	4138 JFSB	801-422-4939
Business Manager	Heather Hammond	4138D JFSB	801-422-3054
Student Secretaries		4138 JFSB	801-422-4938
Graduate Advisory Committee (GAC)			
Graduate Coordinator Graduate Program Mgr.	Brian Roberts	4147 JFSB	801-422-1376
	Juli Todd	4138 JFSB	801-422-4939
Graduate Advisors			
American Lit	Jill Rudy	4175 JFSB	801-422-2869
British Lit	Juliana Chapman	4137 JFSB	801-422-8673
Creative Writing	Spencer Hyde	4135 JFSB	801-422-1393
Rhetoric	David Stock	4106 JFSB	801-422-3737
Committee Member <i>Ex Officio</i> (Department Associate Chair)	Mary Eyring	4131 JFSB	801-422-5471
Graduate Student Association (GSAC)	Aubrey Dickens Janaya Tanner El Valencic	ajd1216@student.byu.edu janayaly@student.byu.edu crawforn@student.byu.edu	
University Writing			
Program Coordinator	Amy Williams	4110C JFSB	801-422-2770
Associate Coordinator	Meridith Reed	4110A JFSB	801-422-3635
Program Assistant	Jennifer Lindsey	4110 JFSB	801-422-3860

GRADUATE COURSES AND POLICIES

GRADUATE SEMINARS

Expectations Graduate seminars are taught at a more advanced level than undergraduate courses, on more focused subjects, and with a more extensive consideration of primary and secondary source work 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 that are not focused on a student's particular area of interest or 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 a research-based paper geared toward a particular conference (ca. 8-10 pages). This conference paper will go through several drafts under the professor's supervision. Some instructors may opt to confine course readings to the first nine to ten weeks of the semester, while devoting the final five to six weeks to intensive writing, research, and drafting, resulting in final papers of 15-20 pages. In courses that integrate the Digital Humanities, the instructor may require an appropriately rigorous digital project as the culminating project.

Texts (literary, historical, critical, theoretical, rhetorical) from seminars compose 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.

A more discriminating basis for grading is listed below:

- *A*—This 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 also means student work demonstrates promise for success at a higher level of study.
- *B*—This suggests work that is solid and acceptable, showing the competence and knowledge expected for graduate students. A *B* grade means students have

completed a seminar satisfactorily but may need to improve performance to qualify for PhD study.

- C—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 courses according to these numbers:

- *600 Level*—Intended for graduate students only and conducted as seminars, with students completing substantial independent study and making class presentations.
- *500 Level*—Designed for graduate students but may be taken by advanced undergraduates.
- *300 and 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 independent study or correspondence courses cannot count toward a graduate degree.

International Students in Need of 1 Credit

Due to our requirement that ENGL 600R: Intro to Graduate Studies must be taken in the first semester, international students may find that they are deficient 1 credit hour of the required number of hours for their visa. In cases such as this, it is recommended that the student enroll in STDEV 120: International Student Orientation. This class cannot be counted toward the Program of Study. This class is offered during the first term, and is valuable for international students as it teaches the regulations and requirements to maintain their visa status.

Non-English Department Courses

In some fields of graduate study, classes specific to a student's thesis or specialty 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 take three hours. Before registering for a non-English Department course, students must consult 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 program manager for procedures.

Enrollment in Religion Courses	Graduate students are eligible to attend religion courses on a space-available basis without incurring any additional tuition costs. To qualify for this privilege, please do not formally register for a religion course. If a student formally registers, tuition will be assessed. Students complete Graduate Request for No-Cost/ No Credit Religion Course: ADV Form 6 (https://gradstudies.byu.edu/file/adv-form-6). Note: No credits are earned nor grades received. Details about this privilege are available from Graduate Studies, 105 FPH, (801) 422-4091.
ENGL 590	Only in rare circumstances is ENGL 590R (Directed Readings) available for inclusion in programs of study. See the graduate coordinator to propose any possible exception. The few special cases typically involve Study Abroad or adapted ENGL 495 senior seminars. They require instructor approval and detailed plans. Completed 590R forms should be submitted to the graduate coordinator before registration.
ENGL 699R Thesis Hours	Registration for this class is controlled by Permission-to-Add codes available from the graduate program manager. Only two thesis hours are allowed before a prospectus is filed. During the final semester and/or the semester of the final oral exam, a student must register for at least two credit (usually thesis) hours. (Spring graduates may register for one credit.) Students who miss graduation deadlines for any given semester must register for at least two hours or pay the equivalent minimum registration fee and will graduate the following semester.

PROGRESS TOWARD THE DEGREE

Time to Graduation

The university technically allows up to 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 coursework before winter semester of their second year so they can devote that final semester to finishing and defending the thesis. Students should normally take 11 hours the first semester in the program—three seminars or workshops plus ENGL 600. Students should plan to take ENGL 610 (if teaching) winter semester of their first year, and may also consider taking a course during spring term of the first year, if one is offered.

Prospectus Benchmark

English MA candidates who have not [filed](#) a prospectus by October 15 of their second year of study will not be eligible for a tuition benefit the following semester. MFA students who have not submitted a draft of the prospectus to their committee chair by the last business day of March in the first year and filed a final version on the graduate progress [site](#) no later than the last day of winter-semester classes will not qualify for a tuition benefit in the fall. Students who have failed to make this significant progress toward their degrees may not be awarded teaching assignments.

See suggested graduate program schedule in the appendix.

Satisfactory Progress

To meet registration requirements, students must

- Carry a minimum of two credit hours each semester of their program, including the semester or term of graduation.
- Complete (with acceptable grades) 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 automatically be dropped from the program.

Graduate students who do not complete six credit hours in an academic year will have their graduate status and registration eligibility formally canceled. In order to continue the program students must file an Application to Resume Graduate Study and pay a \$600 fee. Please contact the graduate program manager to discuss any registration or eligibility concerns.

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, including what must be accomplished to make satisfactory progress, who they can reach out to for more information or support, and what will happen if the tasks are not accomplished by the given deadlines. If a student receives two unacceptable 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 timeline must be attached to this petition. These evaluations are given at the discretion of the department in conjunction with Graduate Studies policies. Satisfactory progress is required by the Department of Education to continue receiving financial aid.

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 and 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.

Study Abroad Courses

All courses taken during study abroad experiences must be justified in order to count toward a graduate Program of Study. Consult with your graduate advisor before leaving on study abroad to make plans. Immediately following study abroad, faculty must send a letter to Graduate Studies attesting to the rigor of the coursework and justifying its inclusion as part of your Program of Study. Graduate Studies must approve all study abroad credits.

Avoiding Spring/Summer Thesis Defenses

Most faculty members spend time during the spring and summer terms 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.

FULL- AND PART-TIME STATUS POLICY

Full-Time Status

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 six credit hours in a semester) must formally apply for part-time status by submitting ADV Form 2a to the graduate coordinator prior to the semester they wish to become part-time students.

Note that although some effort is made to schedule evening seminars, those offerings are limited. Aside from the English Education MA, the English Department's MA and MFA programs are designed mainly for full-time day students.

Part-Time Status

In order to receive contract assignments 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.

STUDENT DISABILITY

The English Department Graduate Program shares the University's commitment to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. Students who have a disability which impairs their ability to complete graduate courses should contact the University Accessibility Center (UAC, 2170 WSC or 801-422-2767) to request reasonable accommodations for specific courses. Students who have a disability which impairs their ability to meet progress benchmarks including filing the prospectus, drafting the thesis, or defending the thesis should meet with their committee chair or the graduate coordinator to discuss reasonable accommodations. If students have a disability which impacts their ability to teach, they should contact the University Writing coordinators. In each case, students should make arrangements for accommodations as soon as possible to ensure timely progress toward the degree and to minimize disruptions for their students.

Students who experience stress associated with learning, attention, and emotional concerns—even if they are not seeking formal accommodations—may find assistance at the UAC or by contacting the University's office of Counseling and Psychological Services (CAPS, 1500 WSC or 801-422-3035).

PROGRAM OF STUDY

A Program of Study (POS) is a written plan of coursework to be completed and approved in order to receive a graduate degree in English. During their first semester in the program, students should plot expected coursework. Students may find descriptions and a tentative schedule of upcoming courses at the [Department website](#).

Students should follow the degree requirements for their programs as follows:

- MFA: <https://gradstudies.byu.edu/program/creative-writing-mfa>
- MA: <https://gradstudies.byu.edu/program/english-ma>

ENGL 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 ENGL 600.

SUBMITTING THE PROGRAM OF STUDY ONLINE

After students complete the final draft of the POS in consultation with graduate advisors and the ENGL 600 instructor (usually the graduate coordinator), students must submit the program of study online. Students will sign in to the graduate progress page (<https://gradprogress.sim.byu.edu>) and click on the Program of Study box to open a new subsection of the page. Some required courses, such as ENGL 600, may already be populated if the program has specific courses that everyone must take. Select the second line to add more courses. Use the add and remove buttons to add and remove courses while in the planning stage.

When students are satisfied with the POS, they submit it to their temporary committee (the graduate coordinator, graduate advisor, and associate chair over graduate programs) for approvals using the “submit for committee member approval” button near the top of the milestone. Once the temporary committee has approved the POS, the graduate program manager will be notified to do a final check and give final approval. Some adjustments may be needed and can be entered by the program manager. Students will be notified by email when the POS is approved.

CHANGING A PROGRAM OF STUDY

Students may change a POS as necessary and with approval(s), usually from the committee chair or graduate advisor. Students will contact the graduate program manager to make changes to the POS. 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

An approved POS 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 that may apply toward a graduate degree, see the [University Graduate Catalogue](#).

THE THESIS

THE THESIS ADVISORY COMMITTEE

The first step toward a thesis is forming a thesis committee. Composed of a chair and two readers, this committee guides a student in completing a thesis, from preparing the prospectus through the capstone experience of the oral exam and thesis defense. A student should form a committee of faculty members who have strong backgrounds in the thesis area.

A student may consult with her or his graduate advisor about selecting a thesis committee before approaching individual faculty members with formal requests. From there, the best practice is to approach the desired chair first, then confer with her or him about the potential readers. Ideally, a student should select a thesis committee by the time he or she is ready to prepare a prospectus. At the very latest, MFA students should have a committee by early February of their first year of study, MA students by early September. A student's committee can help 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

Johnny Allred

Digital literacy, English education, media literacy

Jon Balzotti

Rhetorical theory and criticism, professional writing

Christopher Blythe

American literature, folklore

Juliana Chapman

Early British literature, Chaucer, literary aesthetics

Frank Christianson

Late 19th-century American literature, transatlantic literature, Victorian literature

Dawan Coombs

Adolescent literacy, English education, adolescent literature

Ben Crosby

Rhetorical theory and criticism

Chris Crowe

Creative writing, adolescent literature, English education

Dennis Cutchins

American/Native American literature, folklore, film adaptation

Edward Cutler

19th- and 20th-century transatlantic literature, modernism studies, literary theory

Deborah Dean

English education, composition pedagogy

Samuel Dunn

Rhetoric and composition, technical and professional communication, disability rhetoric

Aaron Eastley

20th-century and post-colonial British literature, diaspora studies, travel literature, exploration narrative

Eric Eliason

Folklore, the Bible as literature

Ann Dee Ellis

Creative writing, adolescent literature

Emron Esplin

Late 19th- and early 20th-century US literature, inter-American literary studies, translation studies

Mary Eyring

Early American literature

Joey Franklin

Creative writing: nonfiction, personal essay

Tyler Gardner

Writing centers, writing studies, 19th-century America

Sharon Harris

Early British literature, music and sound studies, drama

Trenton Hickman

20th-century and contemporary American literature, Latino and Caribbean literature

Jamie Horrocks

British Victorian literature, gender studies

Spencer Hyde

Creative writing: fiction, short story

Brian Jackson

Rhetoric and writing, civic engagement, American religious rhetoric

Amber Jensen

English Education, faculty development, writing and rhetoric, media literacy

Kimberly Johnson

Creative writing: poetry; British Renaissance literature

Jason Kerr

British Renaissance literature, Milton, Bible studies

Lance Larsen

Creative writing: poetry and short-form prose, American literature

Michael Lavers

Creative writing: poetry

Keith Lawrence

Asian American literature, American literature before 1800, 20th-century American literature

Peter Leman

20th-century Anglophone literatures, British/Irish modernism

Patrick Madden

Creative writing: nonfiction, personal essay

Nicholas Mason

British Romanticism, book history

Kristin Matthews

20th-century American literature, cold war literature and culture, African American literature, American studies

Brett McInelly

Composition, 18th-century British literature, British novel, British drama

Jon Ostenson

English education, adolescent literature, writing pedagogy

Brice Peterson

Modern British literature

Meridith Reed

Rhetoric and composition, pedagogy

Brian Roberts

African American literature, late 19th- and early 20th-century American literature

Jamin Rowan

Urban studies, late 19th- and 20th-century American literature

Jill Rudy

Folklore

Makayla Steiner

20th and 21st Century American Literatures and Postsecular Studies

Shannon Stimpson

writing studies, rhetoric and composition, writing pedagogy

David Stock

Writing and rhetoric studies, writing centers, writing across the curriculum

John Talbot

Receptions of Greek and Latin literature in English, literary translation, poetic meter and form, writing poetry

Michael Taylor

American literature, indigenous literatures

Leslee Thorne-Murphy

Victorian literature, women's studies

Stephen Tuttle

Creative writing: fiction

Jarica Watts

Modern British, post-colonial literature

Paul Westover

British Romanticism, transatlantic 19th-century literature, literary tourism and geography, reception studies

Matthew Wickman

18th-century British literature, literary theory, Scottish studies

Miranda Wilcox

Medieval British literature, Anglo-Saxon studies

Amy Williams

Rhetoric and composition, pedagogy, professional writing

OFFICIALLY FORMING A THESIS COMMITTEE USING THE GRADUATE PROGRESS TRACKING SYSTEM

Step 1: From My BYU, go to <https://gradprogress.sim.byu.edu/>. The shortcut URL is “gradprog” if you are already logged in to MyBYU.

Step 2: Click the “Sign In” link at the top right of the screen and enter your BYU Net ID and password.

Step 3: Select the members of your graduate committee by clicking on the “Edit Committee Members” button.

Step 4: Use the small dropdown arrow on the right of each field to select the names of your committee chair and members. A master's degree requires a chair and two members. The default dropdown options list faculty in your department only. If you would like a committee member from another department on campus, click the “search all graduate faculty” box. The dropdown arrow displays all graduate faculty alphabetically by last name. When you are finished, click the “Submit” button.

Step 5: Once your desired committee has been selected and submitted, the next step is formally to invite them to serve on your committee. (Obviously, this invitation should not take them by surprise.) This is done by clicking the “Send Invite” button beside each name. After the invitation has been sent, the date will appear to the right of the name. If you don't see confirmation, you may click the “Resend Invite” button beside the names. If necessary, you will

use this page to edit the committee members as well. Faculty receive an email, and they can accept by clicking a link in the email.

Once everyone has accepted the request to be on your committee, and the committee has been approved by the program manager or coordinator, the “Committee” block will indicate the approval and display the checkmark.

PROSPECTUS

Introduction to Graduate Studies (ENGL 600) covers the basics of prospectus development and presentation, but students should take primary direction from their thesis committee chairs. Creative Writing students will also receive focused prospectus guidance in ENGL 617. Once a prospectus draft meets the chair's requirements, it is ready for readers' evaluation and approval.

When the chair and readers agree that the time is right, students should arrange a meeting with all three committee members in order to discuss the plan laid out in the prospectus and communicate expectations concerning thesis content, target publication venue, methods, pace of work, scheduling for submitting drafts, expected time between submission of drafts, feedback, and, if relevant, faculty availability. Following this meeting, the student will upload the prospectus on the Graduate Progress page. It must be converted to PDF before upload. Committee members will be notified by email that they can view the prospectus. They may make comments and ask for any last edits. Students will be notified by email of necessary changes and may be required to upload a new version. All versions are kept, but only the last one will appear in the viewing box. Previous versions can be accessed on the left side date links. Once all three committee members are satisfied, students will be notified of their approvals by email.

The program manager will file the prospectus in a Box archive that faculty and other students can consult. If students are looking for models, the Box archive is a good place to start (<http://box.byu.edu/>). Students should also feel free to ask their graduate chair and other mentors to share good examples.

MA Thesis Prospectus Guidelines

After organizing a thesis committee, students should begin work on the prospectus. A prospectus constitutes a professionally written proposal of no more than five single-spaced pages, plus a preliminary annotated bibliography of no more than two pages. (To this document you will also append a reading list, described below.) The first complete draft of the prospectus must be submitted through the online graduate progress tracking system to chairs and readers by September 30 of the second year of study and the final version, approved by all members of the thesis committee, must be submitted by October 15. A late prospectus will jeopardize receipt of supplemental tuition and travel funds, and students may not be scheduled to teach or allowed to intern. Students should begin drafting well in advance of the due dates to avoid complications. Multiple drafts and significant revisions are the norm.

Prospectus Format

The research thesis prospectus concisely defines the thesis topic, delimits its scope, outlines its theoretical assumptions, justifies it in the context of relevant scholarship in the field, and surveys the lines of inquiry or argument proposed. To those ends, the prospectus should include the following sections:

Proposed claim. Review the proposed thesis argument and approach. Although the thesis may evolve as research and writing move forward, you should begin with a clear, justifiable argument and focused strategy (theoretical, methodological, or both) already in mind. (This section,

combined with much of the material requested in the “Justification” section discussed below, may be written as a draft version of the introduction to the thesis.)

Justification. Describe the project’s intended contribution by explaining its relation to current work in the field. Although mastery of secondary literature will grow with additional research, the prospectus should demonstrate sufficient knowledge of existing scholarship to support the relevance and significance of its claim. Include also an analysis of a potential scholarly journal or other publication intended for submission of the thesis and justify this choice. (This will help you think more deeply about audience.) Consult with the thesis committee on potential journal choices.

Plan of development. Briefly outline the sections to be developed, laying out the main argument with key subordinate points and relevant support. Consult with chair and readers to determine the level of detail the proposed outline needs to have.

Preliminary annotated bibliography. List ten key scholarly sources consulted during preliminary research that led to the proposed argument, applying proper works-cited format as demonstrated in the MLA Handbook, most current edition. Include a detailed annotation with each entry describing the relevance of the source to the thesis—that is, how the thesis will expand, challenge, or modify the claims of prior scholarship on the topic. In addition, the annotated bibliography should include relevant primary sources to be used in developing the thesis (in consultation with the chair to determine the appropriate editions to use).

Timeline. Include a detailed timeline for completing the thesis. This should include a plan for regular (usually monthly) meetings with the committee chair, the completion of the drafted sections, and delivery of the first full draft. The first full draft should be submitted to the chair at least six weeks before the deadline to schedule a defense in order to give the chair and readers adequate time to advise the student through the process of developing and revising the thesis.

The 2023–24 thesis deadlines are listed below. The department reserves the right to change dates as needed. Please follow announcements made in The Scoop and in other email messages from the graduate program manager.

December graduation	Full draft to chair by Oct. 27; defense scheduled by Nov. 17
April graduation	Full draft to chair by Mar. 15; defense scheduled by Apr. 5
June graduation	Full draft to chair by May 5; defense scheduled by May 23
August graduation	Full draft to chair by May 11; defense scheduled by June 1

Reading list. At least two weeks prior to the thesis defense, append to the prospectus an unannotated list of 25–30 key texts (literary, theoretical, historical, critical, rhetorical) on which you may be examined during the first hour of the thesis defense. Consult with the thesis committee in compiling this list. Typically, students organize this list by graduate course title, listing key primary and secondary texts from seminars which were especially generative for students’ own work. Students should be able to summarize these texts and discuss their key concepts and innovations; to describe how these texts were used in the seminars in which they

were taught; and to present the ways these texts informed the scholarly specialty they developed through course work and research during the MA program.

Remember that the prospectus (including the reading-list appendix) must be in PDF format when it is uploaded to the Graduate Progress page. Students will be notified by email of necessary changes. Repeated uploads will be necessary. Once all committee members are satisfied with the prospectus, students will be notified by email.

Once the finalized prospectus has been approved by the thesis committee, graduate advisor, graduate coordinator, and associate chair for graduate studies, students may begin work on the thesis, always proceeding under the direction of the chair.

MFA Thesis Prospectus Guidelines

The creative thesis prospectus explains the content and context of the proposed thesis. It also serves as a writing exercise to begin formulating ideas for the critical introduction to the thesis. As soon as a committee chair has been selected, students should meet with him or her to discuss ideas for the prospectus as well as the composition of the thesis committee. With guidance from the committee chair, students will complete a rough draft of this prospectus as an assignment in ENGL 617 during winter semester of their first year.

A working draft of the prospectus is due to the committee chair by the last business day of March in the student's first year. The committee chair then offers feedback on the draft prospectus and works with the student to complete a final version. The student may also solicit feedback from other committee members, but the ultimate responsibility for approving the prospectus resides with the committee chair.

Once the chair has given verbal approval to the final version of the prospectus, the student will meet with the full committee as described above ("Prospectus," paragraph 2). Following their meeting, the student submits it through the online Graduate Progress tracking system. The committee will recommend changes until they are satisfied the prospectus is ready for approval, which should be done by April 30th. A late prospectus will jeopardize receipt of supplemental tuition and travel funds, and students may not be scheduled to teach or allowed to intern.

Prospectus Format

In a four- to six-page single-spaced document, include the following:

Title. In addition to the title of the entire thesis, include, as relevant, chapter titles (or the number of chapters); titles of stories, essays, or poems; or number of scenes or acts of a play. Indicate also how many additional pieces or sections are yet to be written.

Theme. Explain the general subject matter and/or overriding thematic concerns to be developed in the thesis. The subject may be something as specific as "poetry about my experience as an Iraq War vet that addresses issues of masculinity and American identity," or something more general, such as "personal essays that explore how different forms influence the presentation of an authentic self."

Genre. Referencing both creative and critical sources, explain the genre of the thesis—novel, novella, play, memoir; collection of poems, short stories, or essays; or a combination of genres (with justification)—and subcategorize the thesis within the genre. For example: minimalist stories, historical novel, experimental play, free or formal verse, classical essays, flash nonfiction, or the like. In addition, explain why the chosen genre is an appropriate literary vehicle for the theme/subject.

Note: The purpose of this section is to demonstrate familiarity with the chosen genre and awareness of how the project fits within that genre. It can be helpful to think of this section as outlining the main points to be used in the critical introduction of the final thesis.

Benefit. Explain how writing the thesis will benefit the student’s development as a writer and how it might make a contribution to the field of literature. A student might also consider what practical or professional benefit might be gleaned from this project. For instance, how will this project prepare a student for publishing, for further graduate school, or for some other professional endeavor?

Bibliography. List here the primary and secondary texts consulted in preparing the Genre section of the proposal (these texts will also be included in the Reading List—see below).

Timeline. Plan a detailed timeline for completing the thesis, following Graduate Studies deadlines as well as thesis committee deadlines. This should include a plan for regular meetings with advisors, completion of each drafted section, and the first complete draft. The full draft must be submitted to the chair at least six weeks before the deadline to schedule a defense in order to give the committee adequate time to read the work and advise the student. The 2023–24 thesis deadlines are listed below. The department reserves the right to change dates as needed.

December graduation	Full draft to chair by Oct. 27; defense scheduled by Nov. 17
April graduation	Full draft to chair by Mar. 15; defense scheduled by Apr. 5
June graduation	Full draft to chair by May 5; defense scheduled by May 23
August graduation	Full draft to chair by May 11; defense scheduled by June 1

Reading list. Append (beyond the four to six pages) an unannotated list of 20 key texts (literary, theoretical, historical, critical, rhetorical) related to the thesis. This list should represent the scholarly and creative specialty planned to be developed during the MFA program, and it will provide both creative models and a critical framework for the thesis. Consult with the thesis committee in compiling this list.

As students will continue to take courses after submitting the prospectus, an additional 10 texts may be added to this list. The thesis committee will use this final list of 20–30 texts as the basis of the first hour of the thesis defense.

WRITING THE THESIS (MA and MFA)

The thesis is a significant public work that contributes 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. The MFA thesis will be a creative work, likewise prepared with the standards of peer-reviewed publication in mind.

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 and workshops. Successful theses typically begin as presented work (e.g., a conference paper) that is subsequently revised and expanded.

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 positive for all involved, however, students should follow a few basic protocols:

- 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, in addition to teaching and administrative responsibilities, 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 final thesis draft (two weeks during busy times of the semester).
- When submitting drafts, be sure to ask whether committee members prefer electronic or physical copies.
- Remember that committees tell 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 (and indeed should not) approve a defense date until they determine that a thesis is completely ready for the defense. Usually this process requires a series of complete drafts.
- 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.

THESIS FORMAT

The thesis in its final form must adhere to Graduate Studies requirements found on the graduate progress page under the resources tab (<https://gradprogress.sim.byu.edu/resources>) and otherwise follow current MLA conventions in format and documentation. See the appendix to this handbook for front-matter templates. Since students are responsible for proofing the thesis and ensuring it follows proper format, they should allow plenty of time to prepare the final draft.

A defense-ready thesis includes front matter as well as the body text and bibliography (list of works cited). Front matter includes a title page, abstract page, acknowledgments page (optional), and bookmarked table of contents. Committees should have a chance to review all of these features, especially the abstract, prior to the defense.

Research Thesis

Usually, a research thesis 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. Again, the thesis committee must approve the journal choice and thesis length. If the target journal requires much shorter submissions (e.g., 10–15 pages), it may be necessary for the student to submit two shorter articles to fulfill the thesis requirement. While the thesis should be written in the genre of an academic article, and while a publishable article is the goal and the ideal, it is not expected that every successfully defended thesis will be immediately publishable. More realistically, many successfully defended theses may be ready for submission to a target academic journal, with the expectation that through the journal's peer-review process, the article may be further developed and honed with the goal of being publishable in the future.

Creative Thesis

The length of a creative thesis depends on its genre. Poetry collections should be around 24–48 pages; story and essay collections should be around 60–80 pages; novellas and memoirs should not exceed 100 pages. Students working on full-length novels may submit a portion of the work (not to exceed 100 pages) as their thesis. As part of the above page limits, each thesis should include a critical introduction. The department does not approve plays or screenplays.

MFA Thesis: Critical Introduction. While there is no strict form for the critical introduction, all successful critical introductions do the following:

- Use texts from the prospectus reading list to establish a critical framework for the chosen genre and subject
- Use that established critical framework to analyze the MFA thesis

If the goal of the creative portion of the thesis is to show that the student knows how to write poetry, fiction, or nonfiction, then the goal of the critical introduction is to demonstrate how that creative work adds to, engages with, and is informed by its literary, theoretical, historical, critical, and/or rhetorical context.

As long as this task is accomplished, the student may use a variety of formal approaches to complete the critical introduction. The student might write a formal academic argument, an analysis of craft and theory, a creative rumination, or some combination of the three. A critical introduction is typically 12–15 pages in length (and is included in the total page length of the final thesis). Consult with committee chairs for more information and to see examples.

ELECTRONIC THESES AND DISSERTATIONS (ETDs)

All theses must be submitted as ETDs within one week following a successful defense.

Information about ETD formatting and filing can be found at

<https://gradprogress.sim.byu.edu/resources>. Visit 4840 HBLL (the library Media Center) and/or make an appointment with the graduate program manager to discuss formatting questions. Note: the ETD must be approved at three levels: the university (by an experienced eye in Graduate Studies), the department (by the graduate coordinator), and the college (by one of the associate deans). When revisions are needed, the ETD is rejected and returned to the student, who must then upload a corrected version. Therefore, wise students take extreme care with formatting and

editing, saving time and aggravation for all concerned. Pay special attention to the front matter and list of works cited, where problems arise most frequently. If you haven't cracked open your MLA Handbook for a while, now is the time.

FINAL ORAL EXAMINATION AND GRADUATION

SCHEDULING THE FINAL ORAL EXAMINATION

Deadlines: Graduate Studies publishes a list of deadlines that students must meet. In addition, the department publishes a list of internal deadlines. That second list—your key resource—is posted on the graduate bulletin board in the JFSB. The graduate program manager will also send an email copy of this annual deadline schedule to all students.

Reminder: English Department policy prohibits scheduling thesis defenses between June 15 and September 1 of each year.

Graduation application: During the semester of the defense, students must apply for graduation, be registered for a minimum of two credit hours, and complete the items listed below by the Graduate Studies deadlines. Students may not schedule a defense until they apply for graduation. Ecclesiastical endorsements must be in effect through the projected graduation date.

2nd week of semester or earlier: Apply for graduation online through myBYU.

4–6 weeks before defense: Deliver a defensible copy of the thesis and an updated reading list (taken from the prospectus) to the chair. This copy must be an ETD-formatted file with all front matter complete, a finalized list of works cited, and working bookmarks.

Additional Information for MFA Candidates: Due to the nature of creative theses, the department allows students to secure theses indefinitely, avoiding publication online. After final approval of the ETD by the university, however, students provide a copy to the graduate program manager. The department archives copies for assessment and training purposes.

FINAL ORAL EXAMINATION

The final oral examination tests students' understanding of the context for the thesis (course work, prospectus reading list) and the thesis itself. The thesis committee chair conducts this defense with the help of the readers. The examination consists of two parts:

Part 1

The first hour of the oral exam will include a rigorous conversation reviewing the context of the thesis including coursework and area of specialization, based particularly on the updated prospectus reading list. Students should prepare to discuss significant ideas from the texts on their reading list, as well as the role of their coursework,

teaching, and other activities in shaping them as scholars and preparing them to complete the thesis.

Part 2

The second hour covers the contents of the thesis itself 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.

VIRTUAL AND IN-PERSON EXAMINATIONS

The oral examination should take place on campus, with every participant present in person. In extenuating circumstances, exceptions may be granted which would allow for some or all participants to attend via Zoom, but these exceptions must be approved by Graduate Studies via a formal petition process. To begin the petition process, schedule an appointment with the Graduate Program Manager.

FINANCIAL OPPORTUNITIES AND 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, and other awards provide suggestions for financing graduate education.

Instructorships and mentorships provide valuable training and experience that can supplement graduate studies and make students more attractive job or PhD candidates. If possible, 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 should 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 partial tuition awards.

When spring courses are offered, students are notified before the term begins concerning available funds. (Spring term is considered surplus in terms of tuition benefits; if money is available, students may receive it.)

Students should plan on a tuition benefit of about \$500-1000 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 for MA students, last day of Winter semester classes of the first year for MFA students). After two years, students will be responsible for paying their own tuition.

**BYU Graduate
Studies**
105 FPH
801/422-4091
Fax 801/422-0270

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

BYU Student Loans

Students must submit applications for BYU need-based loans or federal loans to the Financial Aid Office by announced deadlines. Applications

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

and information, deadlines, and procedures are available at this office. Graduate students are eligible only for BYU short-term loans and Federal PLUS Loans.
<https://enrollment.byu.edu/financialaid>

AWARDS

Information about awards and scholarships can be obtained from the English Department website, <https://english.byu.edu/awards-scholarships-and-contests/>. Other awards are announced as they are made available. The application deadline for most of the awards is Feb. 15.

**P.A. Christensen
Award**

Each year, the Christensen family gives awards to an outstanding incoming graduate student, who receives full tuition for two years. The Graduate Advisory Committee selects recipients based on application materials. No additional application is necessary.

**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 Writing 150. 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.

**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 outstanding incoming MFA graduate student. The Graduate Advisory Committee selects recipients based on application materials.

**Richard
Wordsworth
Scholarship**

An anonymous donor has established an endowment to support student internships at the Wordsworth Trust in Grasmere, England, one of Britain's premier literary heritage sites. Both undergraduate and graduate students may be considered. Typically, BYU sends four unpaid interns per year: one in fall semester, one in winter semester, and two during the spring and summer terms. The scholarship offers \$1000 toward the cost of the internship. Ideal candidates are

outstanding students in eighteenth-century, Romantic, or Victorian studies with career plans in academe, public history, library science, or museum studies. Applications will be judged by faculty specializing in British Romanticism. For more information see Dr. Nicholas Mason or Dr. Paul Westover.

**Blessing/Kagel
Creative Writing
Award**

The Blessing family has made generous contributions to the English Department in the names of Herman W. F. Kagel, Carroll F. Blessing, and Helene K. Blessing. The Blessing Endowment provides funding to support the study of creative writing by English majors and non-majors at a seminar, conference, or workshop. Applicants must already have been admitted to the program for which funding support is sought.

GRADUATE STUDENT EMPLOYMENT WITHIN THE DEPARTMENT

**General
Guidelines**

Teaching at BYU is one of the most valuable experiences available to our graduate students. See details on specific opportunities below. 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 eight courses or five semesters during their programs. (Spring/summer contracts are not counted in this total.) Graduate students may work up to 28 hours per week on campus. (The international student limit is 20 hours.)

**WRTG 150
University Writing
4110 JFSB**

The English Department offers student instructorships for Writing 150 (Writing and Rhetoric). Application forms are sent from the University Writing Office to newly admitted students and are due in late March or early April. Materials required for the application include:

- A resume 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, normally in early June.

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

Student instructors are required to complete the following:

- ENGL 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 of coursework each semester

As noted above, graduate student instructors who prove competent and reliable and are making significant progress toward their degrees may receive teaching assignments for five full semesters or eight courses, whichever comes first.

**Teaching
Assistantships**
4198 JFSB
801/422-4939

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

Assistantships are announced prior to the semester for which they are offered and are contingent upon funding. Note: many of these opportunities are made available based on faculty proposals. Students interested in working with a particular professor or helping with a specific course may wish to approach the faculty member well in advance to explore the possibility. The same advice applies to Research Assistantships (below).

**Research
Assistantships**
4198 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 hold only two paid positions per semester; one assistantship and one course instructorship OR two course instructorships.

Mentorships
4198 JFSB

Unlike assistantships, mentorships must be applied for by faculty members through the department. Mentorships require more involvement from both the faculty member and the participant, as the role of the faculty member is to educate the student on best practices in teaching and research. Teaching mentorships may include having students teach lessons in class, extra instruction on pedagogical practices, or other experiences the faculty member believes would be beneficial to the

graduate student. Research mentorships include mentoring on research practices, and it is expected that the graduate student will complete significant research. Once the mentorship is completed, both the faculty member and the student are required to submit a paragraph about their experience to the graduate program manager. Interested students may approach faculty members about potential opportunities, and watch for communication from the Graduate Program Manager in October and February about opportunities open for applications.

Research & Writing Center
3332 HBLL
801/422-1885

The Research & Writing Center (RWC) may hire one graduate student per semester to assist with scholarly or professional aspects of writing center work. Graduate students typically work 10-12 hours per week and may gain experience in research, training, mentoring, program development, and related administrative experience. Two-semester commitment preferred. Interested students should contact the Writing Center coordinator to discuss their interests and qualifications. For information about the RWC, visit <https://rwc.byu.edu/>.

GRADUATE STUDENT EMPLOYMENT OUTSIDE THE DEPARTMENT

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

Redd Center
954 KMBL
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
Cheri Earl
801-422-8920

Students interested in applying for editing internships should contact the faculty advisors of *Inscape* and *Fourth Genre*. ENGL 419 is a prerequisite for these editing internships and valuable experience for students interested in editing and publishing.

Fourth Genre
Dr. Joey Franklin
801-422-1296

Students interested in applying for editing internships should contact the faculty advisors of *Inscape* and *Fourth Genre*. ENGL 419 is a prerequisite for these editing internships and valuable experience for students interested in editing and publishing.

Faculty Publishing Service 4092 JKB
801-422-1719

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

Maxwell Institute Westview Bldg.
801-422-9229

The Maxwell Institute offers research assistant positions to detail-oriented students who are interested in working closely with scholars to receive hands-on experience. Contact mi@byu.edu for more information.

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. Students planning to pursue a PhD should make conferencing a special priority, since 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 regional, national, or international conferences will be approved for funding assistance. Conferences must be approved on an individual basis by the Graduate Advisor and Department Business Manager. 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 completing a travel funding request (<http://english.byu.edu/graduate-programs/>) and turning it in to the Department Business Manager before the three-week deadline. 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.

Each graduate student may receive up to \$1500 total, depending on the conference timing.

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 students of the opposite sex from sharing rooms and faculty from sharing rooms with students.

PUBLISHING

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

Graduate education distinguishes itself by advanced systematic study and experience in depth—a depth in understanding, knowledge, scholarly competence, inquiry and discovery. Graduates are equipped to contribute to their disciplines, to teach and transmit knowledge within their disciplines, to conduct research and produce creative works, to apply their learning in the everyday world, and ultimately to extend service to their disciplines and to humanity. (BYU Graduate Council, *Some Fundamental Principles for Graduate Education*, 1985, <http://gradstudies.byu.edu/file/principles-and-characteristics>)

The department encourages students to contribute articles to the scholarly community that will inform and benefit the disciplines of English 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 become acquainted with important periodicals in their fields and decide which journals might be the most suitable venues for their published work. The MLA Directory of Periodicals can help in this process, as can consulting with faculty mentors. Introduction to Graduate Studies (ENGL 600) discusses these matters. Students may also contact the Humanities Reference Librarian, Robert Means (5524 HBLL, 801/422-6117).

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

<i>Literature and Belief</i> 3184 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.
<i>BYU Studies</i> 1063 JFSB 801-422-6691	Publishes articles of particular interest to the BYU academic community, especially those dealing with Church history and scholarship. <i>BYU Studies</i> also publishes poetry and personal essays.
<i>Inscape</i> inscapebyu@ gmail.com	Solicits student essays, poetry, fiction, art, and so on. (See Cheri Earl for additional details.)
<i>Criterion</i> 4163 JFSB	Seeks original, well-researched, and intellectually rigorous essays written from diverse critical perspectives about texts

801-422-1503

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. Jason Kerr for additional details.)

Americana

amstudies.byu.edu

Encourages examination of the sweep of American experience, society, culture, and civilization from a variety of viewpoints. Americana is an annual student journal.

Note: Other departments in the College of Humanities support varied publications that seek student contributions. Students 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.

The David O. McKay Essay Contest 3184 JFSB 801-422-3073	<i>Theme</i> The Restored Gospel and Applied Christianity <i>Prizes</i> \$1200, \$1000, \$700 <i>Deadline</i> February 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. https://christianvalues.byu.edu/current-contest/
Vera Hinckley Mayhew Creative Writing Contest <i>Dean's Office</i> 4002 JFSB 801-422-2775	Awards given for entries in essay, poetry, playwriting, short story general division, and short story specialty division. Deadline: Announced annually http://mayhew.byu.edu/
English Department Writing Contest 4198 JFSB 801-422-4938	Cash prizes awarded in three graduate categories: poetry, short fiction, and informal essay Deadline: January 15 Specific rules for each division can be found on the English Department website (http://english.byu.edu/).
Graduate Student Essay Contest <i>University Writing Office</i> 4110 JFSB 801-422-3565	Cash prizes and publication in Locutorium, the University Writing online journal, awarded to the five best graduate student papers. Specific requirements are available in the University Writing Office. Prizes: \$450, \$350, \$225, \$150, \$100 Deadline: Announced annually
Founder's Day Essay Contest	Theme: Founder's theme and personal reflection; always connected to BYU Homecoming.

<i>Alumni House</i> 801-422-4663	Length: 750 words Prizes: \$1500, \$750, \$500, \$300 Deadline: Mid-to-late September
Academy of American Poets Prize <i>English Office</i> 4198 JFSB 801-422-4938	Open to all full-time BYU undergraduate and graduate students registered for fall or winter semesters. Poems can be published, unpublished, or under consideration elsewhere and are judged anonymously. <i>Deadline:</i> January 15

APPENDICES

BYU MA IN ENGLISH: 2-Year Outline

BEFORE SCHOOL BEGINS

- Review the graduate handbook: <https://english.byu.edu/graduate-handbook/>
- Review graduation requirements: <https://gradstudies.byu.edu/program/english-ma>
- Review Fall/Winter course offerings: <https://english.byu.edu/extended-descriptions-graduate/>
- Register for classes: <http://mymap.byu.edu/>
- If you're teaching Writing 150, attend pre-semester training in August

FALL YEAR 1

Recommended Courses (*bold courses are only offered in the given semester*)

- (2.0 credits) ENGL 600
- (3.0 credits) 600-level seminar – Core 1
- (3.0 credits) 600-level seminar – Core 2
- (3.0 credits) 600-level seminar – Elective 1

Teaching Opportunities**

- Writing 150 (1 section)

Progress to Graduation

- Complete a Program of Study form and submit to the department (during ENGL 600)
- Begin thinking about which professors you want on your committee

Extra-curricular Activities

- Attend the weekly English Reading Series
- Apply for graduate mentorships, including positions on the British Lit & Landscape Study Abroad (applications due in Fall), Inscape staff, and other TAships

WINTER YEAR 1

Recommended Courses

- (3.0 credits) ENGL 613 or 630 - Theory
- (3.0 credits) 600-level seminar – Core 3
- (3.0 credits) ENGL 610 (for those teaching Writing 150) - Elective 2
or 600-level seminar – Elective 2
- (3.0 credits) ENGL 450 if required as prerequisite

Teaching Opportunities

- Writing 150 (up to 2 sections)
- Other TA/RA positions

Extra-curricular Activities

- Attend the weekly English Reading Series
- Enter creative writing contests in January. <https://english.byu.edu/awards-scholarships-and-contests/>
- Submit a proposal in January for and participate in the English Department Student Symposium

- Consider applying for graduate mentorships.

SPRING/SUMMER YEAR 1

Recommended Courses

Get ahead by taking a literature seminar

Complete any necessary undergraduate prerequisites (ENGL 450)

Teaching Opportunities

Writing 150 (as available)

Progress to Graduation

- Select your thesis committee
- Write and submit your prospectus. Final version due to the department by 15 October

Extra-curricular Activities

- Consider applying for graduate mentorships
- Complete an internship <https://experience.byu.edu/>

FALL YEAR 2****

Recommended Courses

(3.0 credits) ENGL 611R – (for those training to teach advanced writing courses) Elective 3
or 600-level seminar – Elective 3

(3.0 credits) 600-level seminar – Elective 4

(3.0 credits) ENGL 699R - Thesis hours

Teaching Opportunities

Writing 150 (up to 2 sections)

Progress to Graduation

- Prospectus due Oct. 15
- Begin work on thesis
- Work closely with thesis committee chair to continue drafting and revising thesis

Extra-curricular Activities

- Attend the weekly English Reading Series
- Apply for graduate mentorships, including British Lit & Landscape Study Abroad TA positions (applications due Fall of even years), and other posted positions

WINTER YEAR 2

Recommended Courses

(3) Thesis hours

Teaching Opportunities

Writing 150 (up to 2 sections)

Progress to Graduation

- Work closely with thesis committee chair to finalize thesis.
- Apply for graduation by January deadline
- Schedule your defense by mid-March (see dept for deadline)
- Submit final manuscript to thesis committee two weeks before defense
- Hold thesis defense by end of March (see dept for deadline)
- Complete Electronic Thesis submission by graduate school deadline

Extra-curricular Activities

- Attend the weekly English Reading Series
- Enter creative writing contests in January, <https://english.byu.edu/awards-scholarships-and-contests/>
- Submit a proposal in January for and participate in the English Department Student Symposium

NOTES

***Taking undergraduate courses:** Graduate students may take up to one 300-level or higher undergraduate course and count it for graduate credit with Graduate Coordinator approval. 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 independent study or correspondence courses cannot count toward a graduate degree.

****Teaching load:** during semester 1, graduate students may only teach 1 class. After that, grad students may work up to the equivalent of teaching 2 sections. (TA/research/mentorship/coordinator/editor positions generally count the same as teaching 1 section. Exceptions are allowed.) Graduate students wishing to seek on-campus employment must be registered for a minimum of two credit hours. Full-time graduate students are not permitted to work more than 20 hours at on-campus employment outside of their academic departments or 28 hours within their departments.

*****Writing your thesis:** Fall semester of Year 2 is an important semester for getting your thesis done. Most students will defend their thesis in late February or early March of winter semester Year 2. It is wise to give yourself plenty of space in your schedule during fall semester year 2 to write the rough draft of your thesis.

BYU MFA IN CREATIVE WRITING: 2-Year Outline

BEFORE SCHOOL BEGINS

- Review the graduate handbook: <https://english.byu.edu/graduate-handbook/>
- Review graduation requirements: <https://gradstudies.byu.edu/program/creative-writing-mfa>
- Review Fall/Winter course offerings: <https://english.byu.edu/extended-descriptions-graduate/>
- Register for classes: <http://mymap.byu.edu/>
- If you're teaching Writing 150, attend pre-semester training in August
- Consider applying for staff positions or signing up to read submissions for inscape.byu.edu and [Fourth Genre: Explorations in Nonfiction](#)

FALL YEAR 1

Recommended Courses (*bold courses are only offered in the given semester*)

(2.0 credits) ENGL 600

(3.0 credits) 600-level seminar – Lit seminar 1*

(3.0 credits) ENGL 667, 668, or 669 - Workshop 1

(3.0 credits) 600-level seminar - Lit seminar 2*

Teaching Opportunities**

- Writing 150

Progress to Graduation

- Complete a Program of Study form and submit to the department
- Begin thinking about which professors you want on your committee

Extra-curricular Activities

- Attend the annual MFA Retreat (usually the 2nd or 3rd weekend in September)
- Attend the weekly English Reading Series
- Apply for graduate mentorships, including positions on the British Lit & Landscape Study Abroad (applications due in Fall), Inscape staff, and other TAships.
- Read submissions for *Fourth Genre* or *Inscape Magazine*
- Apply for funding to attend the NonfictionNow writing conference (approx. every other year)
- Attend the grad-student Halloween reading at Pioneer Book

WINTER YEAR 1

Recommended Courses

(3.0 credits) ENGL 617 - Creative Writing Craft and Theory

(3.0 credits) ENGL 610 (for those teaching Writing 150) - Elective 1

(3.0 credits) ENGL 611 (internship for teaching creative writing) - Elective 2***

Teaching Opportunities

- Writing 150
- Other TA positions
- ENGL 611 (teaching ENGL 218 Internship- team teach ENGL 218 with an experienced professor in preparation for teaching your own section.)

Progress to Graduation

- Select your thesis committee by February 1st
- Write and submit your prospectus (as part of an assignment in ENGL 617). Final version due to the department by April 30th.

Extra-curricular Activities

- Attend the weekly English Reading Series
- Enter creative writing contests in January. <https://english.byu.edu/awards-scholarships-and-contests/>
- Submit a proposal in January for and participate in the English Department Student Symposium
- Apply for funding to attend the Association of Writers and Writing Programs Annual Conference (AWP)
- Attend the grad-student Valentine's reading at Pioneer Book
- Read submissions for *Fourth Genre* or *Inscape Magazine*
- Consider applying for graduate mentorships, including the reading series student coordinator, *Fourth Genre* staff positions, and others.
- Consider applying for Blessing/Kagel Scholarship funds to attend summer writing workshops

SPRING/SUMMER YEAR 1

Recommended Courses

Get ahead by taking a literature seminar
Complete any necessary undergraduate prerequisites

Teaching Opportunities

Writing 150 (as available)
ENGLISH 611 (teaching ENGL 218 Internship, as available)

Progress to Graduation

- Begin work on thesis

Extra-curricular Activities

- Consider applying for graduate mentorships, including the reading series student coordinator, *Fourth Genre* staff positions, and others.
- Use Blessing/Kagel funds to attend a summer writing workshop
- Complete an internship <https://experience.byu.edu/>

FALL YEAR 2****

Recommended Courses

(3.0 credits) ENGL 667, 668, or 669 - Workshop 2
(3.0 credits) Thesis hours

Teaching Opportunities

Writing 150 (up to 2 sections)
ENGL 218: Introduction to creative writing (must complete internship first. Each successful intern may teach 1 section of ENGL 218).

Progress to Graduation

- Work closely with thesis committee chair to continue drafting and revising thesis.

Extra-curricular Activities

- Attend the annual MFA Retreat (usually the 2nd or 3rd weekend in September)
- Attend the weekly English Reading Series
- Apply for graduate mentorships, including British Lit & Landscape Study Abroad TA positions (applications due Fall of even years), Inscape staff positions, and other posted positions.
- Read the slush pile for *Fourth Genre* or *Inscape Magazine*
- Apply for funding to attend the NonfictionNow writing conference (every other year)
- Attend the Grad-student Halloween Reading at Pioneer Book

WINTER YEAR 2

Recommended Courses

(3.0 credits) ENGL 667, 668, or 669 - Workshop 3
(3) Thesis hours

Teaching Opportunities

Writing 150 (up to 2 sections)

ENGL 218: Introduction to creative writing (must complete internship first. Each successful intern may teach 1 section of ENGL 218).

Progress to Graduation

- Work closely with thesis committee chair to finalize thesis.
- Apply for graduation by January deadline
- Schedule your defense by mid-March (see dept for deadline)
- Submit final manuscript to thesis committee two weeks before defense
- Hold thesis defense by end of March (see dept for deadline)
- Complete Electronic Thesis submission by graduate school deadline

Extra-curricular Activities

- Attend the weekly English Reading Series
- Enter creative writing contests in January. <https://english.byu.edu/awards-scholarships-and-contests/>
- Submit a proposal in January for and participate in the English Department Student Symposium
- Apply for funding to attend the Association of Writers and Writing Programs Annual Conference (AWP)
- Attend the grad-student Valentine's reading at Pioneer Book
- Read submissions for *Fourth Genre* or *Inscape Magazine*
- Consider applying for Blessing/Kagel Scholarship funds to attend summer writing workshops (funds awarded before graduation can be used for post-graduation summer workshops).

NOTES

***Taking undergraduate courses:** Graduate students may take up to one 300-level or higher undergraduate course and count it for graduate credit. 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 independent study or correspondence courses cannot count toward a graduate degree.

****Teaching load:** during semester 1, graduate students may only teach 1 class. After that, grad students may work up to the equivalent of teaching 2 sections. TA/research/mentorship/coordinator/editor positions generally count the same as teaching 1 section).

*****Teaching creative writing:** ENGL 611 is the mentorship course for preparing to teach ENGL 218. This may serve as your second elective, and should be taken either Winter year 1, or Fall Year 2. Successfully complete the mentorship and the following semester you'll teach your own section of ENGL 218: Introduction to Creative Writing)

******Writing your thesis:** Fall semester of Year 2 is an important semester for getting your thesis done. Most students will defend their thesis in late February or early March of winter semester Year 2. It is wise to give yourself plenty of space in your schedule during fall semester year 2 to write the rough draft of your thesis.

2023-2024 GRADUATE DEADLINES

Prospectus

Due to Chair:

- MFA 31 March
- MA 15 September

Due to Department:

- MFA 30 April
- MA 15 October

Thesis

December 2023 Graduation

- September 15 Apply for graduation
- October 27 Full draft to chair
- November 17 Last day to schedule defense
- December 1 Last day to hold defense
- December 8 Last day to submit ETD

April 2024 Graduation

- January 26 Apply for graduation
- March 15 Full draft to chair
- April 5 Last day to schedule defense
- April 19 Last day to hold defense
- April 21 Last day to submit ETD

June 2024 Graduation

- March 11 Apply for graduation*
- May 5 Full draft to chair
- May 3 Apply for graduation⁺
- May 23 Last day to schedule defense
- June 6 Last day to hold defense
- June 14 Last day to submit ETD

August 2024 Graduation

- March 11 Apply for graduation*
- May 11 Full draft to chair
- June 1 Last day to schedule defense
- June 15 Last day to hold defense
- June 21 Apply for graduation⁺
- August 9 Last day to submit ETD

*to walk in April graduation ceremonies

⁺if not walking in graduation ceremonies

All information should be centered horizontally between the margins as shown, and sections spaced evenly between the top and bottom one inch margins. **NOTE:** Because the length of your title and number of faculty will fluctuate, please adjust your title page to be as evenly spaced as possible.

The title must be in mixed case letters and located one inch from the top edge of the page. If the title is longer than six inches, it must be split and placed on two or more lines (double-spaced), with the first line the longest and subsequent lines shorter (inverted pyramid style).

The title must be the same font and size as the body of the work, i.e., no bold, large font, etc.

Your name should be centered vertically between the title and the submission language. Use same student name (as it appears on your university record with appropriate punctuation) on copyright line and on abstract.

Begin the statement with the formal introduction "A thesis submitted to" or "A dissertation submitted to."

Write out the full name of Brigham Young University.

Write out the full title of your degree.

List your committee chair and members, one per line. Do not use titles or degree abbreviations after names such as PhD or EdD.

Double-space between the name of the department and the university's name.

Add the Copyright information including the current year and the same student name as shown above.

Note: Count this page as roman numeral "I" but do not enter page number.

SAMPLE TITLE PAGE

Outcomes and Therapeutic Alliances in Senior

Citizens Served in a Community

Mental Health Setting

David A. Hill

A dissertation submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

John R. Smith, Chair
George M. Johnson
Bruce B. Brown
Loren A. Jones
Jason N. Nixon

Department of Psychology

Brigham Young University

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The word ABSTRACT (capitalized) should begin one inch from the top edge of the page. It must be printed in the same font and size as the rest of the paper. A single blank line should follow.

The title of your work should be typed exactly as it appears on the title page, single-spaced in mixed case letters.

After a single blank line, type your name (as it appears on your university record with appropriate punctuation), the title of your department followed by ", BYU", and the full name of your degree (all single-spaced).

After a single blank line, begin the body of the abstract, which should be single-spaced and double-spaced in between paragraphs.

Include pertinent place names and full names of people as well as descriptive words useful in automated retrieval. The last line of Keywords should end on the bottom one-inch margin.

Note: Count this page as roman numeral "ii" but do not enter page number.

SAMPLE ABSTRACT PAGE

ABSTRACT

Outcomes and Therapeutic Alliances in Senior Citizens Served in a Community Mental Health Setting

David A. Hill
Department of Psychology, BYU
Doctor of Philosophy

The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgment page and the body of the work.

All students should ensure that the keywords are listed at the bottom of the abstract.

Keywords: mental health, senior citizens, therapeutic alliances

The word "ACKNOWLEDGMENTS" (capitalized) should begin one inch from the top edge of the paper. It must be printed in the same font and size as the rest of the work.

SAMPLE ACKNOWLEDGMENTS PAGE

ACKNOWLEDGMENTS

Following one blank line, the text of the acknowledgments begins.

The text should be in the same font and style as the rest of the work and double-spaced.

This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.

Note: Count this page as roman numeral "iii" but do not enter page number.

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HELPFUL HINTS FOR

FILING YOUR ETD

- YOUR ETD SHOULD BE FILED ONE WEEK AFTER YOUR THESIS DEFENSE
- USE THE TEMPLATE
- VISIT 4840 HBLL (MEDIA CENTER) IN THE LIBRARY FOR ASSISTANCE
- SCHEDULE AN APPOINTMENT WITH GRADUATE PROGRAM MANAGER (4198 JFSB) TO GO OVER FORMATTING QUESTIONS
- FOR MORE DETAILS VISIT:
[HTTPS://GRADPROGRESS.SIM.BYU.EDU/RESOURCES](https://gradprogress.sim.byu.edu/resources)

