ENGLISH GRADUATE HANDBOOK

BYU MASTER'S DEGREE
2026-27

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BYU

English Department

Contents

BYU English Department Organization 4
Graduate Courses And Policies 5
Graduate Seminars 5
Progress Toward The Degree 7
Full- And Part-Time Status Policy 9
Student Disability 9
AI Policy In English Graduate Studies 9
Program Of Study 11
Submitting The Program Of Study Online 11
Changing A Program Of Study 11
Selecting An Emphasis 12
The Thesis 12
The Thesis Advisory Committee 12
Faculty Specialties 12
Officially Forming A Thesis Committee 15
Prospectus 16
MA Thesis Prospectus Guidelines 16
MFA Thesis Prospectus Guidelines 18
MA With English Education Emphasis Thesis Prospectus Guidelines 20
Writing The Thesis (MA And MFA) 23
Thesis Courtesy 24
Thesis Format 24
Electronic Theses And Dissertations (ETDs) 25
Final Oral Examination And Graduation 26
MFA & MA With Emphases In Literature, Rhetoric, And English Education Defense 26
Scheduling The Final Oral Examination 26
Final Oral Examination 26
Virtual And In-Person Examinations 27
MA With DH-PW Emphasis: Overview, Proposal, Portfolio, Defense 27
DH-PW Emphasis Overview 27
Preparing The DH-PW Portfolio 30

MA With DH-PW Emphasis Defense 31
Scheduling The Defense 31
Defense Overview 32
DH-PW Portfolio Submission 32
Virtual And In-Person Examinations 32
Financial Opportunities And Student Employment 33
Graduate Student Financial Aid 33
Awards 34
Graduate Student Employment Within The Department 35
Graduate Student Employment Outside The Department 37
Professional Development 38
Conferences And Travel 38
Publishing 39
Writing Contests 40
Appendices 42
BYU MA In English: 2-Year Outline 42
BYU MFA In Creative Writing: 2-Year Outline 45
2026-2027 Graduate Deadlines 49
ETD Sample Pages And Resources 50

BYU ENGLISH DEPARTMENT ORGANIZATION

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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 may be, depending on the assignment outlined by the professor, a 10-page paper geared toward a conference or a longer paper of up to 20 pages. Papers go through multiple drafts under the professor's supervision.

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 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; in rare circumstances, students may count one such course toward an English graduate degree with the approval of the graduate coordinator and the instructor 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, with preapproval from the graduate coordinator, 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 and the graduate coordinator, 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://brightspotcdn.byu.edu/b4/f0/f13886774ef0a9289c5ea921f0ca/nocostnocredit-religion-course-request-form.pdf) 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. Or, in the case of students pursuing the English Teaching emphasis, three years is a standard funded option. Teaching and other opportunities must be balanced with timely progress toward the degree. Extensions beyond the standard timelines (two years for MA and MFA students generally, or up to three years for English Teaching students) should be discussed with the graduate program manager, graduate advisor, and graduate coordinator.

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 plus ENGL 600—and 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 April will not qualify for a tuition benefit in winter semester of their second year. 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 the graduate coordinator and 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.

Note that although English Graduate Studies regularly schedules some evening seminars, those offerings are limited. The programs are designed mainly for full-time day students.

International students are required to maintain full-time status to maintain their visa status. Information about specific visa requirements can be obtained through International Student and Scholar Services.

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).

AI POLICY IN ENGLISH GRADUATE STUDIES

BYU's Academic Honesty Policy states that students "should seek to be totally honest in their dealings with others" and "should complete their own work and be evaluated based upon that work." BYU Graduate Studies' Statement on Use of Artificial Intelligence in Graduate Programs requires that the use of generative AI "be consistent with norms in the discipline, as well as any university, college/school, and department/program policies."

In English studies, the Modern Language Association sets the standard for use of generative AI. Graduate students in the English Department who use generative AI for research and writing are accountable to the most recent guidelines in the MLA Handbook. These guidelines involve both citation (here and here) and approaches to acknowledging AI in situations that go beyond citation. Graduate students who use another style guide are accountable to that style's AI guidelines.

AI in Graduate Seminars & Workshops. Graduate students should consult syllabi and professors for course-specific policies on using, citing, or acknowledging AI in graduate seminars and workshops.

AI in Theses & Creative Works. Graduate students should consult with their thesis chair and committee to determine acceptable parameters for using, citing, or acknowledging AI in theses or creative works.

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: Degree Requirements
- MA: Degree Requirements

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 meet with the graduate program manager to submit their program of study to the graduate progress page (https://gradprogress.sim.byu.edu). Some required courses, such as ENGL 600, may already be populated if the program has specific courses that everyone must take.

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 approval 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.

SELECTING AN EMPHASIS

MFA students may emphasize in Poetry, Fiction, or Creative Nonfiction. Students in the English MA program may emphasize in American Literature, British Literature, Rhetoric & Composition, Digital Humanities & Professional Writing, or English Education. Students must be admitted into the English Education emphasis. Emphases should be reflected in the coursework chosen by a student. Students must meet the requirements outlined at https://gradstudies.byu.edu/english-ma. MFA students complete a thesis. MA students emphasizing in American Literature, British Literature, Rhetoric & Composition, and English Education complete a thesis. MA students emphasizing in Digital Humanities & Professional Writing complete a portfolio. MFA and MA theses and DH-PW portfolios are discussed below.

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 and technology integration in secondary English language arts classrooms

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

Ally Condie
Creative writing: literature for children and adolescents

Dawan Coombs
Adolescent literacy, English education, adolescent literature

Ben Crosby
Rhetorical theory and criticism

Dennis Cutchins
American/Native American literature, folklore, film adaptation

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

Joseph Darowski
Popular Culture, Graphic Novels, Film & Television, Adaptation Theory

Deborah Dean
English education, composition pedagogy

Samuel Dunn
Rhetoric and composition, professional and technical writing, disability studies

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: literature for children and adolescents

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
Collaborative learning, effective peer-to-peer writing support

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

Rachel Knecht
Adolescent literacy, metalinguistic awareness, English education in the middle grades

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

Michael Lavers
Creative writing: poetry

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 Mclnelly
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

Jarron Slater
History and theories of rhetoric, rhetorical criticism, rhetorical stylistics

Makayla Steiner
20th and 21st Century American Literatures and Postsecular Studies

Shannon Stimpson
Writing studies, writing pedagogy, historiography

David Stock
Rhetorical pedagogy, writing centers, writing studies

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
Literature and religion; Christian spirituality; literary theory

Miranda Wilcox
Medieval British literature, Anglo-Saxon studies

Amy Williams
Rhetoric and composition, pedagogy, professional writing

OFFICIALLY FORMING A THESIS COMMITTEE

Because the English department assigns you a temporary graduate committee when first admitted into the program, the Graduate Progress system will not allow students to input their chosen committee members or make any changes to their committee. Contact the graduate program manager when changes need to be made.

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. Contact the graduate program manager to get access to the Box archive. 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 15 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 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 2026–27 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. 30; defense scheduled by Nov. 30
April graduation	Full draft to chair by March 2; defense scheduled by Apr. 2
June graduation	Full draft to chair by Apr. 28; defense scheduled by May 28
August graduation	Full draft to chair by May 15; defense scheduled by June 8

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 2026–27 thesis deadlines are listed below. The department reserves the right to change dates as needed.

December graduation	Full draft to chair by Oct. 30; defense scheduled by Nov. 30
April graduation	Full draft to chair by March 2; defense scheduled by Apr. 2
June graduation	Full draft to chair by Apr. 28; defense scheduled by May 28
August graduation	Full draft to chair by May 15; defense scheduled by June 8

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.

MA with English Education Emphasis Thesis Prospectus Guidelines

There are differences between the thesis requirements for the English Education emphasis and others within the English graduate program. An understanding of the expectations for the thesis will help guide students in the drafting of their prospectus, so those are detailed here first.

The thesis you will submit for your defense will represent the culmination of your work during the program as a researcher, one who asks significant questions and undertakes a purposeful inquiry to uncover answers to those questions.

Thesis Part I: Article Draft

Based on the proposal made in your prospectus (see below), you will conduct a complete research study, and the core of the thesis is a complete article draft in which you summarize the research you conducted and present your findings in a format that matches the expectations of a professional journal approved by your committee. Because different journals have different expectations, it is imperative that you work closely with your chair and other committee members as you draft this article to ensure that you are meeting those expectations. It is expected that this draft will be around 7,500-9,000 words, depending on the expectations for the target journal.

Thesis Part II: Reflection

This reflection will be submitted to the committee prior to your thesis defense and addressed during the defense (but it will not be included in your ETD). In this written reflection, you will begin by briefly describing how your experiences as a graduate student have contributed to your growth as a professional and a scholar. The bulk of your reflection will focus on an extended discussion of how the work of this thesis has shaped your thinking about the question you set out to explore; this would include a discussion of possible implications of what you've learned for your own classroom and professional practice as well as how the habits, dispositions, and practices you've learned in graduate school and with this thesis will shape your future professional work and goals. A good rule of thumb here is that 20% of your reflection should be backward-looking and 80% forward-looking. Your reflection should be no more than five (5) pages or 1,400 words.

The Prospectus

A prospectus constitutes a proposal for your thesis research and is a critical first step in crafting a successful thesis. Its primary audience is your thesis committee and should be written in an academic tone. In brief, the prospectus concisely

- defines the research question you will pursue in your thesis research and delimits its scope;
- presents a review of relevant literature related to your question and your proposed methods that justifies your question and methods in the context of relevant scholarship in the field;
- describes the methodologies you will use in your research, including details about the instruments you propose to use, your procedures for gathering data, and your proposed plan for analyzing that data;
- outlines a proposed theoretical framework through which you will approach the question and the analysis of your data;
- suggests a professional journal (e.g., JAAL, EE, RTE) to which part two of your thesis (the article draft) could be submitted;
- provides a timeline for completing the research study and your article draft.

In terms of format, the prospectus is a functional document with the goal of presenting information efficiently. If your research will require IRB approval, the prospectus will be useful in drafting several sections of the IRB application. We strongly recommend headings and clear signals in the text that guide your committee through its various parts:

- **Proposed Research Question.** Present the core research question you propose to investigate. This could include a statement of the problem that inspires your question as well as a brief outline of the gap in the current research that your research proposes to help fill. It is expected that this question will arise from your own classroom and what you observe in your teaching and your students' learning. If you do not have a classroom to observe and conduct research in, your research question must focus on pedagogy or the implementation of teaching practices.
- **Literature Review.** Describe your research's intended contribution by explaining its relation to historical and current work in the field. The prospectus should demonstrate sufficient knowledge of existing scholarship to support the relevance and significance of your proposed study and your research design. Your selection of sources should demonstrate that you are reading deeply in the area of your research; that you've identified key relevant sources, including those that are foundational, historical works as well as more recent work; and that you are reading primary theory sources to supplement secondary sources that support your understanding of any frameworks you choose.

- **Methods and Study Design.** Your prospectus should clearly articulate the methods with which you intend to approach your research and inquiry, supported by primary and secondary sources that describe and justify your chosen methodology. Your discussion of the proposed design could include descriptions of the context in which your research will take place, descriptions of your participants, and any instruments or protocols (e.g., surveys, interviews, collected student work, field notes) that you will use in gathering data. You should also discuss how you will analyze that data (quantitative methods or statistical tests as well as qualitative methods). You may also identify a theoretical framework that you're using to guide your investigation of your research question; include sources (primary and secondary) that support your understanding of the frameworks you choose. It must be clear to your readers how your methods are justified in terms of your research question and your theoretical framework. Although the design you propose in the prospectus may evolve as your research and writing move forward, you should begin with a clear, focused research design supported by a theoretical framework and research methodology.
- **Potential Journal for Submission.** You must also include an analysis of a potential scholarly journal or other publication intended for submission of the thesis and justify this choice. Consult with your thesis committee on potential journal choices.
- **Timeline.** Include a detailed timeline for completing the thesis. This should include a plan for regular 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.

Please note that with any drafts of the prospectus or the thesis, you should **give your committee members two weeks to provide feedback** on your writing, so plan accordingly (see deadlines below); **multiple drafts and significant revisions for this document are the norm**. It's strongly recommended that an early draft of the prospectus be presented to your chair early **in the summer of your second year** of study to allow for plenty of time to meet these deadlines.

Remember that the prospectus must be in PDF format when it is uploaded to the Graduate Progress site. You will be notified by email of necessary changes, and once all committee members are satisfied with the prospectus, you will be notified by email. After the finalized prospectus has been approved by the thesis committee, graduate advisor, graduate coordinator, and associate chair for graduate studies, you may begin work on your research project, always proceeding under the direction of your chair. (Note that if your study requires IRB approval, you will not be able to begin any part of the research until you have secured that approval.)

Deadlines

The first complete draft of the prospectus **must be submitted through the online graduate progress tracking system to chairs and readers by September 15 of your second year of**

study, though early (and likely multiple) drafts for committee feedback will be required before this deadline. 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.

As you craft a plan for graduation, you should keep in mind the 2026–27 thesis deadlines 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. 30; defense scheduled by Nov. 30
April graduation	Full draft to chair by March 2; defense scheduled by Apr. 2
June graduation	Full draft to chair by Apr. 28; defense scheduled by May 28
August graduation	Full draft to chair by May 15; defense scheduled by June 8

Reading List

Although your prospectus will not have a reading list, a reading list will be attached to the version of your thesis you defend at the end of your program, and it will help you with that task if you begin now to keep notes on this reading list. This list (which must be shared with your committee at least two weeks prior to the thesis defense) consists of an unannotated list of 25–30 key texts (literary, theoretical, historical, critical, pedagogical) on which you may be examined during the first hour of the thesis defense. Consult with your 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. As part of your defense, you 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 you developed through coursework and research during the MA program.

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.

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. 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

MFA & MA WITH EMPHASES IN LITERATURE, RHETORIC, and ENGLISH EDUCATION DEFENSE

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.

2+ weeks before defense: When the committee has decided on a date and time to hold the defense, contact the graduate program manager to schedule a room for the defense. The graduate program manager will also get the necessary approvals and schedule the defense officially with the university.

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.

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.

MA WITH DH-PW EMPHASIS: OVERVIEW, PROPOSAL, PORTFOLIO, DEFENSE

DH-PW Emphasis Overview

The Digital Humanities & Professional Writing (DH-PW) emphasis is a non-thesis option offered by the English Department in collaboration with the Office of Digital Humanities. This emphasis allows graduate students to develop career-focused technical and professional communication skills relevant in workplace settings. It also helps students prepare applications

to PhD programs that offer specialization in digital humanities, technical and professional communication, composition and rhetoric, and related disciplines.

The DH-PW emphasis integrates conceptual knowledge and skills from two disciplines—digital humanities, and technical and professional communication (TPC)—supplemented by humanistic training offered in graduate seminars in the English MA program. Graduate students who complete the DH-PW emphasis produce a program proposal in place of a prospectus and a professional portfolio in place of a thesis.

Emphasis Outcomes

The DH-PW emphasis prepares students to

1. develop a portfolio of projects that showcase proficiency in digital tools and professional communication (e.g., Adobe Illustrator and InDesign; UX experience/design, programming; text encoding, project management, workplace collaboration)
2. articulate how disciplinary concepts, professional competencies, and technical skills developed in the emphasis have shaped their professional identity and career goals
3. become stronger applicants for employment positions requiring digital, technical, and professional writing skills and competencies

The DH-PW emphasis requires students to

1. complete four courses, three digital humanities courses (DigHT 590R) and ENGL 615: Professional Writing. Digital humanities courses are taught by faculty in the Office of Digital Humanities. Courses are taught concurrently with undergraduate-level DH courses; graduate students complete additional coursework to earn graduate-level credit. ENGL 615 is taught as a graduate seminars by faculty in the English department with expertise in technical and professional communication.
2. submit a program and career proposal, in which students identify professional and career goals, describe the intended rhetorical situation for their portfolio, and outline relevant courses and potential projects to complete in the emphasis
3. create and defend via oral examination a portfolio of polished DH-PW projects produced during coursework, along with a critical report that contextualizes portfolio contents and identifies professional competencies and skills developed in the emphasis.

DH-PW Coursework & Projects Overview

In DH-PW courses, students learn core disciplinary knowledge, concepts, and skills required in technical and professional communication careers while producing DH or PW projects.

Digital humanities projects may include a corrected OCR text for a book-length literary work, a TEI encoded corpus, a hand-coded personal website using HTML, CSS, and JavaScript, network analyses of shared data sets, scripts for scraping the web that utilize APIs, a digital game, a

magazine spread, and additional projects. Professional writing projects may include a technical proposal, technical description, website documentation, content marketing plan, client project, and additional genres.

DH-PW Proposal

The DH-PW proposal helps students

1. report on professional development goals and potential career paths in DH-PW fields, based on prior career exploration, research, and networking

2. chart a path through emphasis coursework and program requirements that supports their professional development and career goals

3. outline plans for building and using a portfolio to help them reach their professional and career goals.

Proposal Meeting & Filing Deadline

The proposal is drafted under the committee coordinator's supervision and shared with committee members. The student and committee then meet to discuss the revised proposal and provide feedback before granting approval. This meeting should be held, during the end of the student's second semester in the MA program. The proposal should be filed by the end of the second semester or shortly thereafter (i.e., within one month). Students who declare the emphasis later should hold this meeting and have the proposal filed by the end of the semester they declare the emphasis.

Proposal Format

The DH-PW proposal is a one-to-two page, single-spaced memo addressed to the committee in which the student details the following:

- Career Goals: summarize prior career exploration, research, and networking to reflect on professional development goals and career paths in DH-PW fields. Identify your intended career path and goals. Describe the professional identity, competencies, and skills you need to develop in the DH-PW emphasis and MA program to reach your career goals. Note gaps between current and intended professional experience, competencies, and goals. Cite sources, both secondary and primary.
- Program Path: Chart a path through emphasis coursework and program requirements that supports your professional development and career goals. List DH-PW courses and program requirements you have taken and will take. For each DH-PW course, identify the disciplinary concepts and technical skills you have learned or expect to learn, and the kinds of projects you'll complete. Explain how your program path will help you prepare to reach your professional development and career goals. Use document design principles to present this information in a visually accessible way (e.g., table, timeline, etc.).

- Portfolio Plan: outline plans for creating a portfolio of DH-PW projects that will help you reach your professional development and career goals. Describe the kinds of projects you'll include and the professional competencies and skills they'll showcase. Explain how your portfolio will function within your intended rhetorical situation to help you advance your career interests and professional goals. Demonstrate an informed understanding of your intended career and your portfolio's primary audience.

To prepare a successful proposal, students must familiarize themselves with DH-PW courses by reading course descriptions, visiting with faculty who teach those courses, and meeting with the graduate advisor, program manager, and their committee coordinator. They are also expected to conduct career exploration and build professional networks independently.

PREPARING THE DH-PW PORTFOLIO

Students in the DH-PW emphasis build a digital portfolio of projects that showcase professional development and preparation for technical and professional communication in workplace or academic settings.

Portfolio Audiences

The immediate audience for the portfolio is the student's portfolio committee, so it should demonstrate competency in meeting outcomes for the English MA program and DH-PW emphasis, including standards for academic rigor. The primary audience for the portfolio is determined by the student's intended rhetorical situation and career path, which is articulated in the critical report that accompanies the portfolio.

Portfolio Contents

The DH-PW portfolio consists of two parts:

1. Projects & Descriptions: approximately 8-10 polished digital humanities and professional writing artifacts completed in DH-PW courses. Each project should be prefaced by a brief (no more than one paragraph) description that helps both immediate and primary audiences understand the following:
    a. what is the artifact, what problem or need is it addressing, how was it created, under what constraints, and what outcomes it produced? (If a project was produced collaboratively, specify your contribution).
    b. what are the relevant competencies and skills reflected in a given artifact that you want your audiences to notice?
2. Critical Report: a report of approximately 8 to 10 double-spaced pages that includes a professional profile, portfolio overview, and portfolio application (see section descriptions below). The report is addressed to the immediate audience (portfolio committee) and highlights the disciplinary knowledge, learning experiences, and process behind the portfolio's creation.

Critical Report Format

The report should include the following sections.

- Professional Profile: Describe your professional development experience in the DH-PW emphasis and its relevance to your career goals. What professional identity, competencies, or skills have you developed in the DH-PW emphasis? What core disciplinary concepts and experiences in the emphasis facilitated your development? How has your emphasis experience prepared you for your intended career path or professional goals?
- Portfolio Overview: Summarize your portfolio and explain how it showcases the professional identity and skills articulated in the previous section. Synthesize and elaborate on paragraph-length descriptions from the portfolio to provide supporting evidence for your claims in the previous section. Include additional context for portfolio items, as needed for your immediate audience (portfolio committee), to highlight how the portfolio reflects your application of course concepts to create an effective portfolio.
- Portfolio Application: Explain how you plan on using specific portfolio items to help you advance your career or professional development goals. Summarize your intended rhetorical situation and identify which portfolio items you'd use in that situation to help accomplish your purpose. Explain how you will revise or adapt portfolio items, if needed, to suit this situation.

The critical report may be an updated, revised, or rewritten version of the DH-PW proposal. It may be informed by reflective writing, course notes, or related assignments and experiences completed alongside projects in DH-PW coursework.

MA WITH DH-PW EMPHASIS DEFENSE

Scheduling the Defense

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 and portfolio 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.

2+ weeks before defense: When the committee has decided on a date and time to hold the defense, contact the graduate program manager to schedule a room for the defense. The graduate program manager will also get the necessary approvals and schedule the defense officially with the university.

Defense Overview

The defense is a rigorous, two-hour conversation about the student's (a) learning and professional development in the MA program and DH-PW emphasis, and (b) portfolio projects and their intended application. The student should be prepared to reiterate and elaborate on content from the critical report and project descriptions during the defense.

- Part 1. During the first hour, the committee prompts the student to
    - describe how specific aspects of their experience in the MA program—program of study, emphasis courses, electives, internships, research or teaching opportunities, extracurricular or workplace experiences—have contributed to their professional development and career goals.

- Part 2. The committee invites the student to
    - introduce the portfolio and answer questions, highlighting how the process of creating artifacts and building the portfolio were informed by core disciplinary knowledge and how the portfolio showcases specific professional competencies and skills.
    - summarize the critical report and answer questions, including an explanation of how the student will adapt portfolio contents to support future career goals and professional development.

DH-PW Portfolio Submission

At the time of defense, students will use ScholarsArchive to upload web archival files (.warc) with accompanying metadata. This will permit the university to store the portfolio as it existed at the time of defense so that it may later be downloaded and viewed using either a program (such as webrecorder) or a website (such as replayweb.page).

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 $1500-4000 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

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 scholarship with preference 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. Graduate student applicants must be registered for at least 2.0 credits.
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, the University Writing coordinator, the associate coordinator, and the program assistant interview applicants.

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
4138 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
4138 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
4138 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
3340 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
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 graduate program 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 into the graduate program 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.

MFA students may receive up to $1500 of department funding during their time in the program. MA students presenting at conferences may receive up to $1000 of total funding from the

English department during their time in the program. MA students may also qualify for up to $500 of funding matching from the College of Humanities per academic year.

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:

Literature and Belief 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.

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, and so on. (See Cheri Earl for additional details.)
Criterion 4163 JFSB 801-422-1503	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. Chris Blythe 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	*Theme* The Restored Gospel and Applied Christianity *Deadline* February 15 *Length* 3,000 to 5,000 words (10–16 pages) Winning essays are published each year by the Faith and Imagination Institute https://faithandimagination.byu.edu/submit/david-o-mckay-essay-contest-submission/
Vera Hinckley Mayhew Creative Writing Contest *Dean's Office* 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	Cash prizes awarded in three graduate categories: poetry, short fiction, and informal essay

4138 JFSB 801-422-4938	*Deadline:* January 15 Specific rules for each division can be found on the English Department website (http://english.byu.edu/).
Graduate Student Essay Contest *University Writing Office* 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. *Deadline:* Announced annually
Brimhall Essay Contest *Alumni House* 801-422-4663	*Theme:* Founder's theme and personal reflection; always connected to BYU Homecoming. *Length:* 750 words *Deadline:* Mid-to-late September https://studentalumni.byu.edu/brimhall_essay *Note- students must be enrolled full-time to be eligible to enter this contest
Academy of American Poets Prize *English Office* 4138 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. *Deadline:* 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 or ENGL 613 – Core 1 or Theory
(3.0 credits) 600-level seminar – Elective 1
(3.0 credits) 600-level seminar – Elective 2

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 assistantships

WINTER YEAR 1

Recommended Courses

(3.0 credits) 600-level seminar or 630 – Theory or Core 1
(3.0 credits) 600-level seminar – Core 2
(3.0 credits) ENGL 610 (for those teaching Writing 150) - Elective 3
(3.0) credits ENGL 450 if required as a prerequisite

Teaching Opportunities

- Writing 150 (1 section)
- 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) 600-level seminar – Core 3
(3.0 credits) ENGL 611R – (for those who want to teach advanced writing courses) or
600-level seminar – Elective 4
(3.0) 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:__ In rare circumstances, students may count one 300- or 400-level course toward an English graduate degree with the approval of the graduate coordinator and the instructor 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.

**__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) ENGL 667,668, or 669 - Workshop 1
(3.0 credits) 600-level seminar - Lit seminar 1*
(3.0 credits) 600-level seminar Lit Seminar 2

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 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 NonfictioNow writing conference (approx. every other year)

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 667,668, or 669 - Workshop 2

Teaching Opportunities

- Writing 150 (1 section)
- Other TA positions
- ENGLISH 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)
- 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 611 (internship for teaching creative writing) - Elective 2***
(3.0 credits) ENGL 667,668, or 669 (workshop 3)
(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 NonfictioNow writing conference (every other year)
- Attend the Grad-student Halloween Reading at Pioneer Book

WINTER YEAR 2

Recommended Courses

(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 dpet 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:__ In rare circumstances, students may count one 300- or 400-level course toward an English graduate degree with the approval of the graduate coordinator and the instructor 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.

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.

2026-2027 GRADUATE DEADLINES

Prospectus

Due to Chair:

- MFA: 31 March
- MA: 15 September
- MA- DH-PW: 2 April
- MA- English Education: 15 September

Due to Department:

- MFA: 30 April
- MA: 15 October
- MA- DH-PW: 23 April
- MA- English Education: 15 October

Thesis

December 2026 Graduation

- October 14 — Apply for graduation
- October 30 — Full draft to chair
- November 30 — Last day to schedule defense
- December 4 — Last day to hold defense
- December 11 — Last day to submit ETD

April 2027 Graduation

- January 22 — Apply for graduation
- March 2 — Full draft to chair
- April 2 — Last day to schedule defense
- April 9 — Last day to hold defense
- April 14 — Last day to submit ETD

June 2027 Graduation

- March 12 — Apply for graduation*
- April 28 — Full draft to chair
- May 3 — Apply for graduation+
- May 28 — Last day to schedule defense
- June 4 — Last day to hold defense
- June 10 — Last day to submit ETD

August 2027 Graduation

- March 12 — Apply for graduation*
- May 15 — Full draft to chair
- June 8 — Last day to schedule defense
- June 15 — Last day to hold defense
- June 17 — Apply for graduation+
- August 4 — Last day to submit ETD

*to walk in April graduation ceremonies
+if not walking in graduation ceremonies

ETD SAMPLE PAGES AND RESOURCES

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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9/16

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.

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 acknowledgement page and the body of the work.

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

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.

Keywords: mental health, senior citizens, therapeutic alliances

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

9/16

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.

9/16

TABLE OF CONTENTS

TITLE PAGE i

ABSTRACT ii

ACKNOWLEDGEMENTS iii

TABLE OF CONTENTS iv

Introduction 1

Cooperation and Consternation: The Rhetorics of Humor 3

Ingratiation and Identification: Gilbert as the Lovable Fool 6

No Laughing Matter: The Risks and Shortcomings of Affiliative Humor 13

Metatextual Implications for the Laughing Reader 18

Conclusion: Situating Levy's Humor 21

Works Cited 25

Helpful hints for filing your ETD:

- Your ETD should be filed one week after your thesis defense, and before the department deadline.
- Use the template.
- Visit 4840 HBLL (Software Training Lab) for assistance.
- Schedule an appointment with the Graduate Program Manager (4138 JFSB) to go over formatting questions.
- For more details, visit: https://gradprogress.sim.byu.edu/resources