

Rhetoric & Writing Program Graduate Handbook
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Rhetoric & Writing Graduate Handbook Rhetoric & Writing Graduate Handbook

Welcome to the Rhetoric & Writing Graduate Program!

Welcome to the [Rhetoric & Writing](#) program at [Michigan State University](#). Weâ€™re very glad that youâ€™re joining the teaching and intellectual community of our program!

The graduate program in Rhetoric & Writing is situated in the [Department of Writing, Rhetoric, & American Cultures](#), a department in the [College of Arts & Letters](#) at Michigan State University. The program formally began in Fall 2003, when its first five new PhD students and seven new MA students began their studies at MSU. Since that time the program has quickly grown — in 2004 we merged with the graduate program in Critical Studies in Literacy and Pedagogy (CSLP) — and today includes two MA degrees (CSLP and Digital Rhetoric & Professional Writing, and the PhD as well as 30 doctoral students and 27 Masterâ€™s students working with 30 outstanding faculty whose intellectual work includes rhetoric, writing, literacy, pedagogy, and a host of related interdisciplinary areas (20 core faculty, 10 affiliate faculty).

Our program aims to provide a creative and energetic environment for research and teaching in rhetoric and writing. We offer a broad array of curricular and extra-curricular opportunities, and an enthusiastic faculty who enjoy working with students as they explore the intersections of these opportunities. We have very strong ties to the department of Writing, Rhetoric & American Cultures (WRAC), the department where most of you will teach. We have strong interdisciplinary ties to other programs at MSU, especially to:

- [American Indian Studies](#)
- American Studies
- [African American and African Studies](#)
- [Chicano/Latina Studies](#)
- [Asian Pacific American Studies](#)
- [Mass Media](#);
- [Teacher Education](#);
- [Digital Media Arts and Technology](#)
- TOESL

- the program in [Women, Gender & Social Justice](#)
- and the [Residential College in the Arts & Humanities](#) (RCAH)

We are also involved in productive collaborative relationships with several professional centers on and off campus, — the [Writing Center](#), the [WIDE](#) (Writing in Digital Environments) Research Center, [MATRIX](#) (The Center for Humane Arts, Letters, and Social Sciences Online), the [MSU Museum](#), the [Nokomis Learning Center](#), the [Julian Samora Research Institute in Latino Studies](#), and the Public Humanities Collaborative. Because of these relationships, we believe that our program offers students a unique academic space to explore the intersections of scholarly specialty areas both inside and outside the traditionally understood provenance of our discipline.

We also recognize that encouraging this kind of intellectual diversity requires an equally diverse community of scholars and teachers. Consequently, we strive to provide an intellectual community that seeks out and welcomes *all* individuals and that openly makes space for the broadest possible spectrum of diversity across categories of age, life experience, gender, abilities, race, ethnicity, class, religion, spirituality, sexual orientation, and geographic identification. We attract promising [MA and PhD](#) applicants from all walks of life, and we are excited about the possibilities that come with each new cohort of students who enter our program, as each of you have something to contribute to our research community and to the future of our discipline.

As you can probably tell, after just this short span of years, our program is thriving. Collectives and writing groups are constantly being formed to promote collaborative scholarship among students and between faculty and students. These collaborations have in dozens of conference presentations (and other speaking engagements), workshops, grant proposals, articles, book chapters, and books. Many members of our community have graduated and moved on to public-, private- and university-employment and to other graduate programs. Because we are “young,” we are also still fine-tuning our programs in terms of curricular structures, policies and procedures, and mentoring support—a process that always includes graduate student input and innovation.

So, welcome! We’re glad you’re here!

2.0 MA in Critical Studies in Literacy and Pedagogy: Program Overview

2.0 MA in Critical Studies in Literacy & Pedagogy: Program Overview

Program Overview 1

The Master of Arts degree program in Critical Studies in Literacy and Pedagogy (CSLP) is designed for:

- teachers of Secondary English Language Arts or College Writing who seek advanced content-based



- professional preparation in English Education or Composition and Rhetoric, or
- students planning to pursue advanced graduate study in PhD programs in these areas.

The goal of the program is to prepare teachers and researchers in the fields of English Education and Composition and Rhetoric. CSLP emphasizes the teaching and learning of language and literacy in multiple contexts and multiple modes, including print, digital, and visual, as well as research in these areas. Central to the program's emphasis is the critical examination of ethnicity and multiculturalism as they apply to:

- the teaching of literacy;
- the democratization of the classroom;
- the role of language and schooling in society at-large;
- and the politics of language, literacy, and culture.

Concentrations

The CSLP program offers two concentrations:

The Composition and Rhetoric Concentration is specifically designed for those who wish to teach English at the college level with a principal focus on writing, literacy, and language, or who plan to go on to advanced graduate study in Composition and Rhetoric Studies.

The English Education Concentration is specifically designed for recently certified teachers of secondary English who wish to pursue their continuing certification coursework in a Master's degree focusing on issues of disciplinary knowledge, methodology, and pedagogy, or for those who plan to go on to advanced graduate study in English Education. This concentration provides middle and secondary English teachers with opportunities to directly address subject-specific pedagogical interests and needs. Its content meets the guidelines as set forth by the National Council of Teachers of English for academic and professional studies in English language arts education.

Thesis and Portfolio Options

Both concentrations are available under either Plan A (with thesis) or Plan B (without thesis). A total of 31 credits is required for the degree under either plan. The student's program of study must be approved by the program director.

MA in CSLP Course Requirements

Core Experience (9 cr.)

1. AL 878 Composition Studies: Issues, Theories, and Research (3) (SS)

2. Literacy Theory (3 cr.)



AL 992 Seminar in Language, Literacy, and Pedagogy (3) (FS)

3. Research and Issues in Writing Studies (3 cr.)

TE 835 Theory and Research on the Teaching of Writing (3) (SS)

Additional courses in Language and Rhetoric (6–7 cr.)

1. Language and Linguistics (3 cr.)

ENG 812 Studies in the English Language (3) (FS, SS)

2. Writing, Rhetoric and Technology (3–4 cr)

WRA 415 Digital Rhetoric (3) (FS)

WRA 417 Multimedia Writing (4) (FS)

AL 881 Teaching with Technology (3) (FS, SS, US)

AL 860 Visual Rhetoric for Professional Writing (3) (SS of even years)

Additional Requirements for Concentrations

English Education Concentration (6 cr.)

1. Reading and Literacy (3 cr.)

AL 875 Theories of Reading and Critical Literacy (3) (SS)

TE 848 Methods of Writing Instruction (3) (SS of even years)

2. Literature and Pedagogy (3 cr.)

TE 849 Methods and Materials for Teaching Children's and Adolescent Literature (3) (FS of odd years, US of even years)

One 400-level course in literature (3)

Composition and Rhetoric Concentration (6 cr.)

1. Literacy in Communities (3 cr.)

AL 877 Community Literacies (3) (SS of even years)

AL 980 Studies in Rhetoric (3) (SS)

2. Theory and History of Rhetoric (3 cr.)

AL 805 Rhetoric History and Theory (3) (FS)

AL 882 Contemporary Theories of Rhetoric (3) (SS of even years)

Electives for Concentrations (3–6 cr.)

English Education Concentration (3–6 cr.)

LLT 861 Advanced Topics in Second Language Acquisition (3) (FS)

AL 853 Development of the Essay (3) (FS)



AL 875 Theories of Reading and Critical Literacy (3) (SS)
AL 882 Contemporary Rhetorical Theory (3) (SS of even years)
AL 898 Masters Research (1-3) (scheduled individually)
TE 843 Reading, Writing, and Reasoning in Secondary School Subjects (3) (SS)
TE 850 Critical reading for children and adolescents (3) (FS of even years)
TE 844 Classroom Literacy Assessment (3) (US)
AL 854 Nonfiction Writing Workshop (3) (SS)
AL 877 Community Literacies (3) (SS of even years)
AL 891 Special Topics in Arts and Humanities (3) (FS, SS)
AL 980 Studies in Rhetoric (3) (SS)
Approved courses in Literature

Composition and Rhetoric Concentration (3-6 cr.)

WRA 446 American Indian Rhetorics (3) (SS)
LLT 861 Advanced Topics in Second Language Acquisition (3) (FS)
AL 848 American Cultural Rhetorics (3) (SS)
AL 853 Development of the Essay (3) (FS)
AL 854 Nonfiction Writing Workshop (3) (SS)
AL 898 Masters Research (1-3) (scheduled individually)
LLT 808 Assessment for Language Teaching and Research (3) (SS)
AL 875 Theories of Reading and Critical Literacy (3) (SS)
ENG 802 History of Literary Criticism (3) (SS)
ENG 803 Modern Criticism (3) (FS, SS)
AMS 891 Special Topics in American Studies (3) (FS, SS, US)
AL 893D Internship in Literacy and Pedagogy (3) (FS, SS, US)
AL 980 Studies in Rhetoric (3) (SS)
AL 891 Special Topics in Arts and Humanities (3) (FS, SS)
Approved courses Teacher Education

Degree Completion Requirements for all CSLP students

Requirements for Plan A: (7 cr.)

1. AL 870 Research Methods in Rhetoric and Writing (3) (FS)
2. AL 899 Thesis Research (4) (FS, SS, US)

Requirements for Plan B: (3 cr.)

1. AL 852 Portfolio Workshop (3) (SS of odd years)
2. certifying portfolio or AL 898 Masters Research (scheduled individually)

Advising



In their first year in the MA program, all CSLP MA students are assigned to the CSLP advisor.

MA Advisory Committee

By the second semester of MA study (typically, by February of the spring semester), all CSLP MA students must form a advisory committee.

The advisory committee consists of three faculty in WRAC (or affiliated with the Rhetoric & Writing program) two of whom must be instructors in the CSLP program. One of these faculty members should be designated as chair. The student's advisory committee must be approved by the R&W Program director.

The advisory committee does the following:

- makes recommendations regarding the student's course of study, including needed coursework,
- files the student's Annual Progress Report
- reviews the student's professional portfolio at the end of each year of study
- provides a written formative evaluation of the student's work and progress each year,
- serves as the thesis committee for Plan A students, guiding and evaluating the student's thesis project, or
- serves as the examination committee of the certifying portfolio for Plan B students.

The student may make changes in her/his advisory committee with the approval of the R&W Program director.

Once the student submits a Report of the Advisory Committee for MA work (which lists the advisory committee chair and members), the chair of the student's advisory committee becomes the student's advisor. Students should consult regularly with their advisors meaning at a minimum of two or three times per year (or more often if circumstances warrant).

Students who fail to form an advisory committee by the end of their first year are considered to be not making satisfactory progress. (See Section 5.0 Academic Standards.)

Annual Progress Report and Annual Review See Section 5.0 Academic Standards.

1 Students are to meet the committee formation and course requirements specified for the academic year (beginning in the fall) in which they officially enter the program).

2.0 MA in Critical Studies in Literacy and Pedagogy: Certifying Exam Portfolios

2.0 MA in Critical Studies in Literacy & Pedagogy: Certifying Exam Portfolios

Annual Review and Certifying Exam Portfolios



Every student in the CSLP MA program will develop and maintain an ongoing professional portfolio, to be evaluated once per year by the student's advisory committee.

This portfolio (which can be print, electronic, or a combination) will include samples of the student's work during the degree program—including representative work done in courses (the student should include good, excellent, and even not-so-good work) and professional work done outside courses (e.g., conference presentations).

Each year, the portfolio should also include a new reflective essay that provides evidence of reasoning and reflection on how the student's program has affected their research and teaching and their understanding of that work in terms of their professional goals.

This portfolio can serve both as the annual review portfolio and as the basis for certifying exam portfolio, depending on the student's year in the program. (See "Maintaining Academic Good Standing" in Section 5.0 for details on portfolio assessment.)

MA Plan A Thesis

Those Masters students electing Plan A:

- inform their advisory committee chair of that intention no later than the semester prior to writing the thesis;
- prepare a short prospectus (3–5 double-spaced pages, or the equivalent, plus a short bibliography) for the thesis project, in consultation with their chair;
- present the prospectus to the entire advisory committee during the semester before the student plans to finish the thesis, for the committee's approval
- complete at least four (4) credits of AL 899 Masters Thesis Research, usually taken at the end of the MA coursework while writing the thesis;
- complete a thesis (typically 50–100 pages) which (a) is a substantial piece of research or scholarship (typically, article length), (b) shows specific knowledge within the field, (c) shows understanding of the field, and (d) is of publishable quality;
- schedule an oral presentation and defense of that thesis before the advisory committee, which must pass it as a final certifying exam.

The student may decide to replace one or more of the members of the advisory committee so as to suit the planned thesis topic.

The thesis must be prepared in accordance with the specifications provided by the [Graduate School](#); see Section 7.0.

AL 899 Masters Thesis Research

Plan A requires students to complete four (4) credits of AL 899. The university allows students may enroll for this course for between 1 and 6 credits at a time (for up to 15 credits). We encourage students to take these all at once, but they may be spread out over more than one semester.



Stage 1. Preparation and Planning

Preparation will vary depending on the scope of the thesis topic; initial discussion of the focus may involve advisory committee members, but especially the chair. Discussion could include samples of coursework or informal ideas. Planning should involve:

- deciding the semester(s) in which to enroll for AL 899 credits,
- any additional courses that may be relevant to the thesis topic,
- an outline,
- a schedule for drafting, consultation with the chair, and time for feedback, and
- discussion with colleagues.

Stage 2. Research and Drafting

While doing research and drafting the project, students work primarily with their chair. It's crucial to stay in regular contact with the chair, providing intermittent progress reports, asking questions, and meeting for discussion as needed or scheduled. It's also crucial to discuss with the chair how to handle revisions and relevant types of feedback.

Stage 3. Completion

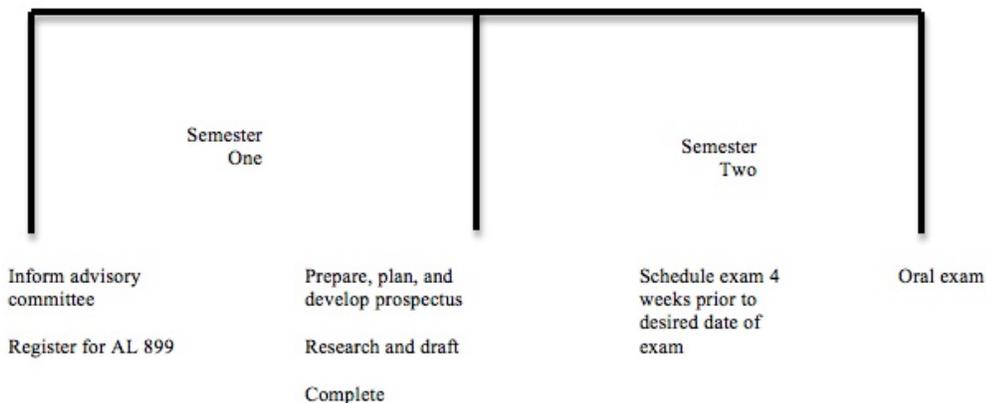
The student works with the advisory committee chair to draft and revise sections of the project. The chair approves the sections for release to the other committee members for review and feedback. This helps to make the best use everyone's time and energy.

Stage 4. Oral Defense

Once a final version of your thesis has been approved, the student schedules the oral exam. The exam will focus not only on the thesis, but also on the student's coursework. The candidate may prepare questions for the oral exam in collaboration with the chair. Typically the candidate makes a brief presentation of the thesis to the committee before the questioning.

MA CSLP Plan A Thesis

An entire academic year





MA Plan B Certifying Portfolio Examination

The purpose of the portfolio certifying exam is to enable the CSLP MA candidate to articulate a coherent understanding of the major issues in Critical Studies in Literacy and Pedagogy, integrating a range of topics from composition studies to reading theories to language/literacy issues and other related professional concerns.

Format

The portfolio will contain five representative essays or projects drawn from coursework in the Masters program. Three of the essays must focus on each of the core areas in the program:

- writing pedagogy (AL 833 or 842)
- literacy theory (AL 992)
- research and issues in writing studies (AL 878 or TE 835)

The final two projects may be from any other courses taken for the CSLP MA. (Professors' grades/comments need not be included.) From the five pieces of work selected for the portfolio, students will write a reflective essay (8–10 pages) demonstrating an integrated and coherent understanding of the issues in the field and a developing expertise in the literacy pedagogy.

Schedule

The portfolio is usually completed during the last semester of work and should be submitted to the candidate's advisory committee chair at least four (4) weeks prior to the end of the semester.

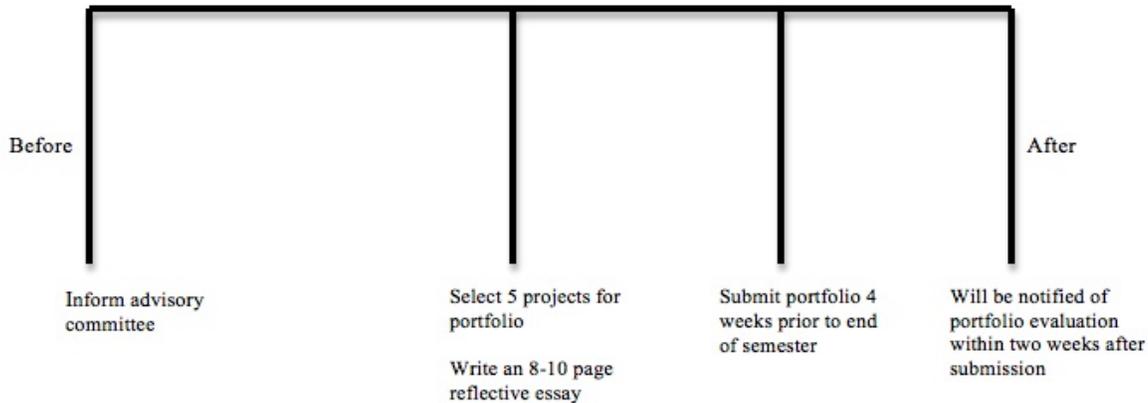
Evaluation

The candidate's certifying portfolio will be evaluated by the candidate's advisory committee, with results reported within three weeks after submission. A candidate who fails the portfolio assessment may revise the portfolio under the committee's advisory. (See "Maintaining Academic Good Standing" in Section 5.0, for more details on assessment.)



MA CSLP Plan B Certifying Portfolio Examination

An entire semester



Transfer Credits

Up to nine credits may be transferred to the MA program from other accredited institutions, with the approval of the director of Rhetoric & Writing. Students who have taken coursework in the program through Lifelong Education may transfer up to nine credits, with the approval of the director, once they are accepted into the regular degree program.

Petitioning for Course Waiver or Substitution

It is possible to waive one of the course requirements or to substitute a different course for one of the requirements in the MA CSLP program.

It might not be necessary to take a course required by the program if a student has already taken comparable coursework. For example, a cross-listed undergraduate/graduate course in composition studies completed as part of a bachelor's degree might allow the AL 878 requirement to be waived. When a requirement is waived, there is no credit transfer for the course; in other words, it is a course waiver, not a credit transfer. The student must still complete the required number of credits for the degree, usually by taking a 3-credit elective in place of the required MSU course.

To request a waiver, a memo must be submitted to the director of the graduate program, detailing the request and explaining the rationale for the waiver or substitution. The petition must include copies of the syllabus(i) and reading lists for the course(s). The director will review the request with the graduate committee.

Time Limit for Program

Completion of the MA must occur within six (6) years of entering the program. The clock starts ticking the semester of the first class that is counted toward the degree.



3.0 MA in Digital Rhetoric & Professional Writing: Program Overview

3.0 MA in Digital Rhetoric & Professional Writing: Program Overview

Program Overview

The MA in Digital Rhetoric & Professional Writing (DRPW) serves both as a professional degree for students interested in a technical/professional writing career track and as a preparatory degree for PhD-level work in rhetoric, writing, communication studies, media studies, or technical communication. Designed for completion in a minimum of two years, this program provides students with a theoretically grounded yet practical experience in technical/professional writing, with a special focus on designing writing for digital environments.

Thesis and Portfolio Options

Both concentrations are available under either Plan A (with thesis) or Plan B (without thesis). A total of 30 credits is required for the degree under either plan. The student's program of study must be approved by the program director.

MA in DRPW Course Requirements

Requirements for Plan A & Plan B

1. All of the following core courses (12 cr.):

WRA 415 Digital Rhetoric (FS)

WRA 420 Content Management for Professional Writers (SS of even years)

AL 841 Professional Writing Theory and Research (SS of odd years)

AL 882 Contemporary Theories of Rhetoric (FS)*

* With the approval of the director and the major advisor, AL 805 or another theory course may be substituted.

2. Two of the following courses (6 cr.):

WRA 410 Advanced Web Authoring (SS)

AL 852 Portfolio Workshop (SS of odd years)

AL 893B Internship in Professional Writing (FS, SS, US; scheduled individually)

3. A minimum of six (6) additional credits from the following list. All courses are three (3) credit hours unless otherwise stated.

WRA 410 Advanced Web Authoring (SS)

WRA 417 Multimedia Writing (FS)

WRA 446 American Indian Rhetorics (SS)

WRA 453 Grant and Proposal Writing (FS)

WRA 482 Information and Interaction Design (FS of even years)

AL 833 Composition Pedagogies (FS)

AL 848 American Cultural Rhetorics: Theory and Methodology (SS)

AL 852 Portfolio Workshop (SS of odd years)



AL 853 Development of the Essay (FS)
AL 854 Nonfiction Writing Workshop (SS)
AL 860 Visual Rhetoric Theory for Professional Writers (SS of even years)
AL 872 Methods of Research into Language Learning and Literacy (SS)
AL 875 Theories of Reading and Critical Literacy (SS)
AL 877 Community Literacy (SS of even years)
AL 878 Composition Studies: Issues, Theory, and Research (SS)
AL 881 Teaching with Technology in Arts and Humanities (FS, SS, US)
AL 882 Contemporary Theories of Rhetoric (SS of even years)
AL 885 Research Colloquium (with approval of program director) (FS)
AL 892 Seminar in Rhetoric and Writing (FS, SS)
AL 893B Internship in Professional Writing (FS, SS, US; scheduled individually)
AL 898 Masters Research (1-3) (scheduled individually)
AL 980 Studies in Rhetoric (SS)
AL 992 Seminar in Language, Literacy, and Pedagogy (FS)
ENG 991A Topics in English Language Studies (FS, SS)
LIN 437 Semantics and Pragmatics (FS) or LIN 837 Advanced Studies in Semantics and Pragmatics (FS of odd years)
LIN 471 Sociolinguistics (FS) or LIN 871 Advanced Studies in Sociolinguistics (SS)
An STA graphic design course (in consultation with STA instructor)

NOTE: Completion of WRA 410, AL 852, and AL 893B may not count towards both requirements 2 and 3.

Additional Requirements for Plan A (6 cr.)

AL 899 Masters Thesis Research (6 cr.).
Pass a final oral certifying exam on the thesis and coursework.

Additional Requirements for Plan B (6 cr.)

Complete an additional six (6) credits of coursework from the list of electives above.
Pass a final certifying examination on the coursework.

Advising

In the first year in the MA program, all DRPW MA students are assigned to the DRPW advisor.

MA Advisory Committee

By the second semester of MA study (typically, by February of the spring semester), all DRPW MA students must form an advisory committee.

The advisory committee consists of three faculty in WRAC (or affiliated with the Rhetoric & Writing program) two of whom must be instructors in the DRPW program. One of these faculty members should be designated as chair. The student's advisory committee must be approved by the graduate director.



The advisory committee does the following:

- makes recommendations regarding the student's course of study, including needed coursework,
- files the student's Annual Progress Report,
- reviews the student's professional portfolio at the end of each year of study,
- provides a written formative evaluation of the student's work and progress each year, and
- serves as the thesis committee for Plan A students, guiding and evaluating the student's thesis project, or
- serves as the examination committee of the certifying portfolio for Plan B students.

The student may make changes in her/his advisory committee with the approval of the graduate program director.

Once the student submits a Report of the Advisory Committee (which lists the advisory committee chair and members), the chair of the student's advisory committee becomes the student's advisor. Students should consult regularly with their advisors meaning at a minimum of two or three times per year (or more often if circumstances warrant).

Students who fail to form a advisory committee by the end of their first year are considered to be not making satisfactory progress. (See Section 5.0 Academic Standards.)

Annual Progress Report and Annual Review

See Section 5.0 Academic Standards.

3.0 MA in Digital Rhetoric & Professional Writing: Certifying Exam Portfolios

3.0 MA in Digital Rhetoric & Professional Writing: Certifying Exam Portfolios

Annual Review and Certifying Exam Portfolios

Every student in the DRPW MA program will develop and maintain an ongoing professional portfolio, to be used once per year by the student's advisory committee in evaluating the student's progress towards the degree.

This portfolio (which can be print, electronic, or a combination) will include samples of the student's work during the degree program including representative work done in courses (the student should include good, excellent, and even not-so-good work) and professional work done outside courses (e.g., conference presentations).

Each year, the portfolio should also include a new reflective essay that provides evidence of reasoning and reflection on how the student's program has affected their research and teaching and their understanding of that work in terms of their professional goals.



This portfolio can serve both as the annual review portfolio and as the basis for certifying exam portfolio, depending on the student's year in the program. See "Maintaining Academic Good Standing" in Section 5.0 for details on portfolio assessment.

MA Plan A Thesis

Those Masters students electing Plan A:

- inform their advisory committee chair of that intention during the semester prior to writing the thesis;
- prepare a short prospectus (3–5 double-spaced pages, or the equivalent, plus a short bibliography) for the thesis project, in consultation with their chair;
- present the prospectus to the entire advisory committee during the semester before the student plans to finish the thesis, for the committee's approval
- complete four (4) credits of AL 899 Masters Thesis Research, usually taken at the end of the MA coursework while writing the thesis;
- complete a thesis (typically 50–100 pages) which (a) is a substantial piece of research or scholarship (typically, article length), (b) shows specific knowledge within the field, (c) shows understanding of the field, and (d) is of publishable quality;
- schedule an oral presentation and defense of that thesis before the advisory committee, which must pass it as a final certifying exam.

The student may decide to replace one or more of the members of the advisory committee so as to suit the planned thesis topic. But the student works primarily with the chair to draft, develop, and revise the thesis project.

The thesis must be prepared in accordance with the specifications provided by the Graduate School; see Section 7.0 of this handbook for guidelines concerning thesis formatting and filing.

AL 899 Masters Thesis Research

Plan A requires students to complete six (6) credits of AL 899. The university allows students may enroll for this course for between 1 and 6 credits at a time (for up to 15 credits). We encourage students to take these all at once, but they may be spread out over more than one semester.

Stage 1. Preparation and Planning

Preparation will vary depending on the scope of the thesis topic; initial discussion of the focus may involve advisory committee members, but especially the chair. Discussion could include samples of coursework or informal ideas. Planning should involve:

- deciding the semester(s) in which to enroll for AL 899 credits,
- any additional courses that may be relevant to the thesis topic,
- an outline,
- a schedule for drafting, consultation with the chair, and time for feedback, and
- discussion with colleagues.



Stage 2. Research and Drafting

While doing research and drafting the project, students work primarily with their chair. It's crucial to stay in regular contact with the chair, providing intermittent progress reports, asking questions, and meeting for discussion as needed or scheduled. It's also crucial to discuss with the chair how to handle revisions and relevant types of feedback.

Stage 3. Completion

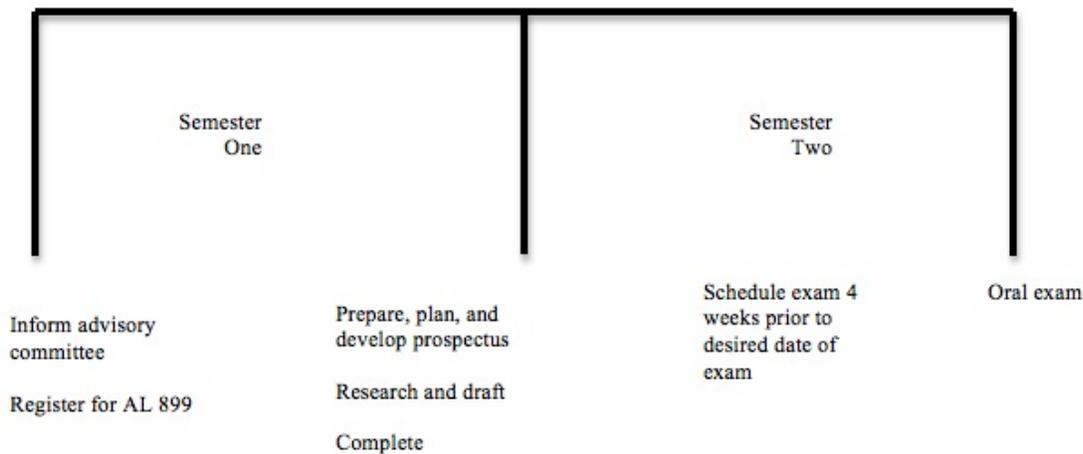
The student works with the advisory committee chair to draft and revise sections of the project. The chair approves the sections for release to the other committee members for review and feedback. This helps to make the best use of everyone's time and energy.

Stage 4. Oral Defense

When a final version of the thesis has been approved, the student schedules the oral exam. The exam will focus not only on the thesis, but also on the student's coursework. The candidate may prepare questions for the oral exam in collaboration with the chair. Typically the candidate makes a brief presentation of the thesis to the committee before the questioning.

MA DRPW Plan A Thesis

An entire academic year



MA Plan B Examination

MA DRPW students who elect the Plan B option must pass one written exam at the conclusion of their MA coursework. Exams are typically scheduled for early September and early April of each year, but each student should arrange the exam scheduling with her/his advisory committee at least two months in advance of taking the exam.

Program Philosophy about Exams



In this program we view exams as important for helping students develop professional knowledge and expertise about their core field and areas of specialization. Exams are designed to help students review, assimilate, synthesize, and reflect on their knowledge and learning at a more advanced, professional level of understanding than individual courses typically achieve. Exams show the student's ability to reflect on and synthesize knowledge gained; to develop new knowledge and expertise; and to present knowledge and to advance an argument within the field at large, not simply for an individual instructor.

Exams are opportunities for reflection and integration that move students forward as scholars and teachers. In short, we use exams to promote each student's professional development. Given our view of exams, it should not be surprising to learn that portfolio work constitutes a significant portion (50%) of the MA Plan B exam.

The MA Plan B exam is based on the required coursework for the MA in DRPW, plus other significant elective coursework the student has taken to complete her/his program of study. The exam should be taken as soon as possible after completing these courses. The exam will be developed and graded by the student's advisory committee. The exam itself consists of two parts.

Part 1 Portfolio and Reflective Essay (50%)

The student should submit a portfolio providing samples of her/his best professional work (typically 5–7 pieces of writing, showing a variety of writing types, including academic papers as well as samples of workplace writing and electronic products), as well as an essay which provides a reflective overview. The student must submit the portfolio one week prior to the date the student receives the take-home portion of the exam. The portfolio is graded as part of the exam.

Part 2 Take-Home Exam (50%)

The take-home exam consists of two essays, based on four required core courses in the MA program. In this section of the MA exam, the student and her/his advisory committee cooperatively develop a set of questions related to the MA core. The timeline for the exam for which the student needs to plan well in advance is as follows:

- Two months in advance of taking the exam, the student schedules the examination with the advisory committee.
- The student develops a list of 4–6 topics, issues, or questions arising from the MA core coursework on which to be examined. The topics should show that the student is making connections across and between the core courses.
- One month before the scheduled exam, the student submits this list to the advisory committee.
- Using the student's list, the advisory committee develops three questions and sends them to the student. These prompts will be revisions of those the student has submitted.
- Upon receiving the questions, the student selects two of the three options to which to respond. The responses should be limited to 10 double-spaced pages (or the equivalent) per response, including full bibliographical references. The student may consult notes, electronic materials, print readings (e.g., journals, books, etc.) in preparing her/his responses. The student may not consult directly with other



people, nor seek personal help in preparing the exam responses.

- One week (7 calendar days) after receiving the exam questions, the student submits two copies of her/his response to the graduate program secretary.

See “Maintaining Good Academic Standing” in Section 5.0 for information on exam assessment.

DRPW EXAM IMAGE HERE

Transfer Credits

Up to nine credits may be transferred to the MA program from other accredited institutions, with the approval of the graduate director of Rhetoric & Writing. Students who have taken coursework in the program through Lifelong Education may transfer up to nine credits, with the approval of the director, once they are accepted into the regular degree program.

Petitioning for Course Waiver or Substitution

It is possible for you to petition to waive one of the course requirements or to substitute a different course for one of the requirements in the MA DRPW program.

It might not be necessary to take a course required by the program if a student has already taken comparable coursework. For example, a cross-listed undergraduate/graduate course in web authoring, completed as part of a bachelor’s degree, might suffice to waive the WRA 410 requirement. When a requirement is waived, there is no credit transfer for the course; in other words, it is a course waiver, not a credit transfer. The student must still complete the required number of credits for the degree, usually by taking a 3-credit elective in place of the required MSU course.

To request a waiver, a memo must be submitted to the director of the graduate program, detailing the request and explaining the rationale for the waiver or substitution. The petition must include copies of the syllabus(i) and reading lists for the course(s). The director will review the request with the graduate committee.

Time Limit for Program

Completion of the MA must occur within six (6) years of entering the program. The clock starts ticking the semester of the first class that is counted toward the degree.

4.0 PhD in Rhetoric & Writing: Program Overview

4.0 PhD in Rhetoric & Writing: Program Overview

Program Overview 3

The PhD in Rhetoric & Writing prepares students to study writing as situated practice and to research, develop, and administer a variety of academic, workplace, civic, government, nonprofit, publishing, and digital writing projects. Designed for completion in four or five years, the degree promotes the critical skills necessary for students to be productive scholars and researchers in rhetoric and writing, and prepares students



for faculty and administrative positions in college writing programs.

The PhD in Rhetoric & Writing offers a strong common core of courses to build disciplinary knowledge and understanding across the varied selection of concentrations:

- college-level composition pedagogy, research, and instruction
- technical communication and/or professional writing
- digital composing
- cultural and ethnic rhetorics
- nonfiction writing
- teacher-education in English Education
- literacy education in community and post-secondary settings

R&W PhD Course Requirements

The PhD consists of a minimum of 27 credits of graduate course work beyond the MA degree, plus a minimum of 24 credits of AL 999, dissertation research. Students who enter the PhD program already having taken some of the required core courses as part of their MA program may petition the director to waive their requirement in the doctoral program. No more than 6 credits of 400-level course work will count toward the degree.

Core Requirements

All of the following core courses (18 cr.):

AL 805 Rhetoric Theory and History (3) (FS)*

AL 870 Research Methodologies in Rhetoric & Writing (3) (FS)

AL 878 Composition Studies: Issues, Theory, and Research (3) (SS)**

AL 882 Contemporary Theories of Rhetoric (3) (SS of even years)*

AL 885 Research Colloquium (3) (FS)

* Students who elect the CSLP concentration may substitute AL 875 Theories of Reading and Critical Literacy for one of these courses with the approval of the program director and her/his major advisor.

** Students who elect the CSLP concentration may substitute TE 835 Theory and Research of Teaching Writing for this course with the approval of the program director and her/his major advisor.

Concentration Requirements

The purpose of the concentration requirement is for PhD students to develop a specialized area of study complementary to their rhetoric/writing degree. A concentration consists of at least nine credits of course work (typically, three courses) in a specialized area at the graduate level. Every PhD student is required to develop one concentration; however, we strongly recommend that students complete the course work for a second concentration, according to their research and professional interests.

The following concentrations are currently available to PhD students:

- Community Literacies



- Critical Studies in Literacy & Pedagogy
- Cultural Rhetorics
- Digital Rhetoric and Professional Writing
- Nonfiction Writing
- Self-designed concentration (with guidance committee approval)

Community Literacies

The concentration in community literacy is designed for students who want to study language and literacy in settings outside of schools and universities (e.g., workplaces, neighborhood organizations, non-profits, after-school programs, etc.). Theories of and research on democratic participation, phronesis, outreach, and activism are explored in light of everyday lives and literacy practices. Students who choose this track often conduct qualitative research studies that contribute to discussions in literacy and professional writing studies, and often blend this track with courses from cultural and digital rhetorics and English Education. This concentration trains students to become public intellectuals who work for positive social change by making knowledge with and for the people whom the knowledge making serves.

Required for concentration (6 cr.)

1. AL 877 Community Literacy (3 cr.) (SS of even years)
2. One of the following language courses (3 cr.):
ENG 991A Topics in English Language Studies (3) (FS, SS)

Elective for concentration (3 cr.)

1. One of the following courses:
AL 881 Teaching with Technology (3) (FS, SS, US)
AL 842 Writing Workshop for Teachers (3) (FS)
ENG 841 Topics in the Teaching of English (3) (FS)
ENG 991A Topics in English Language Studies (3) (FS, SS)
ENG 992A English Education Seminar (3) (FS)
AL 842 Red Cedar Writing Project (US)

Critical Studies in Literacy & Pedagogy

The Critical Studies in Literacy & Pedagogy (CSLP) concentration puts coursework in language and literacy, teaching and learning with technology, and research methodology at its center. Each student in CSLP creates a curricular experience that builds from the Rhetoric & Writing core in its requirements, and allows students to carefully choose elective courses relevant to her/his professional goals.

Exceptions to the Rhetoric & Writing core

With the permission of the graduate program director and major advisor, CSLP students may make the following substitutions:

- TE 835 (Theory and Research on the Teaching of Writing) for AL 878 (Composition Studies)
AL 875 (Theories of Reading and Critical Literacy) for AL 805 (Rhetoric Theory and History) or for AL 882 (Contemporary Theories of Rhetoric).



Required for the concentration (9 cr.)

1. AL 881 Teaching with Technology* (3) (FS, SS, US)

2. One course in language, literacy, and culture (3 cr.):

AL 877 Community Literacies (3) (SS of even years)

AL 992 Seminar in Language, Literacy, and Pedagogy (3) (FS, SS)

3. One additional course in research methodology (3 cr.):

TE/CEP 931 Qualitative Methods in Educational Research (3) (FS, SS, US)

TE/CEP 932 Quantitative Methods in Educational Research I (3) (SS)

CEP 955 Research Design and Methods for Learning, Technology, and Culture (3) (FS)

CEP 930 Educational Inquiry (3) (FS, SS)

ANP 833 Ethnographic Analysis (3) (SS of odd years)

AL 872 Methods of Research in Language Learning and Literacy (3) (SS)

* CEP 953 Teachers and Technology, CEP 952 Technology for Teaching and Learning in Higher Education, or CEP 916 Technology and K-12 Education may be substituted with the approval of the director and the student's guidance committee.

Elective for the concentration (3-6 credits)

One or two courses in Reading, Linguistics, Literacy Development, Sociocultural Diversity, Educational Technology, Educational History or Policy, or Teacher Learning (AL, CEP, EAP, TE, ENG, LIN, LLT, or ANP), as approved by the director and the student's guidance committee. For a current listing of possible courses, contact the CSLP advisor.

Cultural Rhetorics

We believe that rhetoric provides a multi-methodological heuristic framework for examining cultures as material and discursive processes. The Cultural Rhetorics concentration places rhetoric at the epistemological center of inquiries into specific cultural, economic and historical contexts. This concentration is distinctive both in its emphasis on located practices and in its methodological flexibility: it requires students to receive formal training in rhetorical methodologies (ranging from critical textual analysis to phenomenological and naturalistic studies of rhetorical practices) and it encourages students to develop a specific cultural focus through consultation with their guidance committees. This focus will include Rhetoric & Writing seminars and topics courses in areas such as:

- American Indian rhetorics
- working class rhetorics
- rhetorics of protest and reform
- the ethnography of rhetoric

It also includes appropriate coursework taken in other interdisciplinary programs such as American Studies, [American Indian Studies](#), [African American and African Studies](#), Women's Studies, and the [Julian Samora Research Institute in Latino Studies](#). This concentration invites students who wish to explore literary and theoretical approaches to specific cultural traditions, as well as those who are interested in conducting qualitative research into rhetorical practices in particular cultural scenes.



Required for concentration (3 credits)

1. AL 848 American Cultural Rhetorics (S)

Electives for concentration (6 credits)

With the guidance and approval of their guidance committee, students should assemble at least 6 credit hours in courses appropriate for the Cultural Rhetorics concentration. It is generally expected that students will take advantage of courses offered by Rhetoric & Writing faculty before they search outside of the program and/or college for appropriate concentration coursework.

Digital Rhetoric & Professional Writing

The concentration in Digital Rhetoric and Professional Writing (DRPW) is intended for students who want to teach and do research in rhetoric and technology, computers and composition, digital media arts and writing, visual rhetoric, technical communication, or professional writing. Students electing this concentration should make sure to develop the advanced technological skills necessary to succeed in this area. (Some students will have these skills entering the program; others may need to take additional course work to develop those skills.)

Required for concentration (6 cr.)

1. Both of the following courses:

WRA 415 Digital Rhetoric (3) (FS)

AL 841 Professional Writing Theory and Research (3) (SS of odd years)

Elective for concentration (3 cr.)*

1. One of the following courses:

WRA 410 Advanced Web Authoring (3) (SS)

WRA 417 Multimedia Writing (3) (FS)

WRA 420 Advanced Technical Writing (3) (SS)

WRA 453 Proposal and Grant Writing (3) (FS)

WRA 482 Information and Interaction Design (3) (FS of even years)

AL 852 Portfolio Workshop (3) (SS of odd years)

AL 860 Visual Rhetoric (3) (SS)

AL 877 Community Literacy (3) (SS of even years)

AL 893B Internship in Professional Writing (FS, SS, US; scheduled individually)

AL 881 Teaching with Technology in Arts and Humanities (3) (FS, SS, US)

An STA graphic design course (in consultation with STA instructor)

* A relevant graduate course may be substituted with approval of student's guidance committee.

Nonfiction Writing

The concentration in Nonfiction Writing is intended for writers and teachers who find the many forms of literary and creative nonfiction—lyric, narrative, digital, and hybrid genres including personal cultural criticism—central to their study of rhetoric, literacy, and culture. At the heart of the concentration is a



balance between the writing workshop, readings courses, and active internships in the nationally-recognized literary journal *Fourth Genre: Explorations in Nonfiction*.

Required for the concentration (6 cr.)

1. Both of the following courses:

AL 853 History of the Essay (3) (FS)

AL 854 Nonfiction Writing Workshop (3) (SS)

Elective for the concentration (3 cr.)*

1. One of the following:

ENG 423 Advanced Creative Nonfiction Writing (3) (SS)

AL 852 Portfolio Workshop (3) (SS of odd years)

AL 893B Internship in Professional Writing (FS, SS, US; scheduled individually)

* With the approval of their guidance committee, students may select an appropriate offering of AL 891 (Special Topics) or AL 890 (Independent Study).

Self-Designed Concentration

After forming a guidance committee (after the first year in the program), the student can petition the graduate committee for approval to complete a self-designed concentration. The letter of petition should provide the committee with a list of courses to be taken (minimum of 9 cr., although please note that most self-designed concentrations will require more than the minimum number of credits), a list of guidance committee members that is broadly representative of the breadth of the concentration, and a rationale for the concentration. The rationale should address how the proposed concentration will assist the student's intellectual work and professional development in the field of rhetoric and writing.

Dual Concentration

Students who develop two concentrations are only required to take a concentration exam in one of the two areas; however, students must declare this exam area on their Report of the Guidance Committee, filed before they prepare their concentration exam. It is the responsibility of the student and of the guidance committee chair to insure that the guidance committee broadly represents both concentrations, especially the concentration in which the student will be examined.

PhD Language Requirement

Multiple literacies are important for researchers, scholars, and professionals. Learning a second language is also useful for teachers working with increasing linguistically diverse students in college classrooms. Furthermore, for teachers at every level, the experience of language acquisition as a metadiscourse activity is useful in understanding the complexities of bilingualism and of second language learning and use.

Process

Once the guidance committee is formed, the student should discuss with the committee plans for completing the language requirement.



- If meeting that requirement requires completing coursework, the language courses must be listed on the Report of the Guidance Committee.
- If the student wishes to meet the language requirement with language coursework or experiences completed previous to degree work in the R&W PhD Program, or through non-course experiences planned for completion while a student in the R&W PhD Program, the student will need to petition for approval for those to meet the language requirement.

A petition for the language requirement consists of a short (one-page) note or email making the request and providing a rationale for why the experiences should count toward satisfying the language requirement; and supporting documentation (e.g., course descriptions or syllabi), evidence, or testimony in support of the request. This petition should be sent to the student's major advisor and submitted as early as possible in the degree work.

Language Options

Candidates must complete the language requirement through one of the following options:

- Demonstrate second-year proficiency in a non-English language, indigenous American language, or American Sign Language.
- Complete two courses in language variation.*
- Complete two courses in African American vernacular English and rhetoric.*
- Complete two courses in teaching English to speakers of other languages.*
- With approval of guidance committee and as appropriate to the student's research interests.

* These cannot replicate courses taken to fulfill core or concentration requirements for the degree.

Advising

In their first year in the doctoral program, all PhD students are advised by the director of Rhetoric & Writing.

During their second semester in the program, all doctoral students must form a guidance committee. After the student submits her/his Report of the Guidance Committee (which lists the guidance committee director and members), the student's chair of the guidance committee becomes the major advisor.

Students should consult regularly with their chair two or three times per year at a minimum, and more often if circumstances warrant.

Students who fail to form a guidance committee by the end of their first year are considered to be not making satisfactory progress. (See Section 5.0 Academic Standards.)

PhD Guidance Committee

The guidance committee consists of four MSU faculty, one of which should be designated as chair. The student's guidance committee must be approved by the director of Rhetoric & Writing. The student may make changes in her/his guidance committee at any time with the approval of the director of Rhetoric &



Writing.

The guidance committee does the following:

makes recommendations regarding the student's course of study, including needed coursework, reviews the student's Annual Review portfolio each year, files the student's Annual Progress report, serves as the PhD comprehensive exam committee, developing the questions for the core exam and evaluating the student's responses to the core, comprehensive, and pre-dissertation exams, serves to guide and respond to the student's dissertation drafts, and sits as the dissertation defense examination committee, certifying the student's work on both the dissertation and the defense exam.

Guidance Committee Selection. During the first year of coursework, students are expected to select a guidance committee. When choosing this committee, students select the committee that will supervise their remaining coursework and will oversee their comprehensive examinations. Although students should select some faculty with whom they think they might want to work during the dissertation, students should also remember that the constitution of the committee can, and sometimes should, change as they approach their field concentration examination.

Because the PhD concentration exam is intended to move a student closer to a dissertation topic and to funnel exam work toward the dissertation prospectus, once students have successfully completed the PhD core examination, they should meet with the chair of their guidance committee to discuss the specifics of the concentration exam, both in terms of the schedule for taking that exam and in terms of possible dissertation topics. This is also the time for students to make adjustments in the guidance committee members or chair with an eye toward selecting committee members who will oversee the concentration exam, approve the dissertation prospectus, supervise the dissertation process, and help prepare for the dissertation defense.

In the third year of doctoral study, the student's guidance committee becomes, in effect, a dissertation committee. At this time, the student may decide to add a fifth member to the committee (which may be a faculty member at another university).

Annual Progress Report and Annual Review

See Section 5.0 Academic Standards.

Portfolios

Every student in the PhD program will develop and maintain an ongoing research and teaching portfolio, which will be used once per year by the student's guidance committee to review the student's progress. This portfolio (which can be print, electronic, or a combination) will include samples of the student's work during the degree program including: representative work done in courses (the student should include good, excellent, and even not-so-good work); professional work done outside courses (e.g., conference presentations); and



teaching material (e.g., course evaluations, syllabuses, instructional material).

Each year, the portfolio should also include a new reflective essay that provides evidence of reasoning and reflection on how the student's program has affected his/her research and teaching, and understanding of that work in terms of professional goals. (One of the aims of the required AL 885 Research Colloquium is to help advise students on the preparation of their portfolios.)

3 Students are to meet the committee formation and course requirements specified for the academic year (beginning in the fall) in which they officially enter the program.

4.0 PhD in Rhetoric & Writing: PhD Exams

4.0 PhD in Rhetoric & Writing: PhD Exams

PhD Exams: Requirements and Philosophy

PhD students must pass two comprehensive written examinations—one in the Rhetoric & Writing core, the other in the student's selected concentration—and a third, the pre-dissertation prospectus exam. We highly recommend that students complete their exams in this order: core, concentration, prospectus defense. On rare occasions, a student's guidance committee might wish to alter this order; in those cases, the committee chair should consult with the program director about the implications of such an alteration for the student's success.

Students should arrange exam scheduling with their guidance committee **at least two months** in advance of taking each exam.

PhD students must also successfully complete an oral defense of the dissertation prospectus and preliminary bibliography and pass a final oral examination in defense of the dissertation. Students must be enrolled for at least one credit the semester in which they take the final oral examination. See "Standards for Maintaining Good Academic Standing" in Section 5.0 for information on exam assessment.

In this program we view exams as important for helping students develop professional knowledge and expertise about their core field and areas of specialization. Exams are designed to:

- help students review, assimilate, synthesize, and reflect on their knowledge and learning at a more advanced, professional level of understanding than individual courses typically achieve;
- show the student's ability to reflect on and synthesize knowledge gained;
- to develop new knowledge and expertise;
- and to present knowledge and to advance an argument within the field at large, not simply for an individual instructor.

Exams are also opportunities for reflection and integration that move students forward as scholars and



teachers. In short, we use exams to promote each student's professional development. Given our view of exams, it should not be surprising to learn that portfolio work constitutes a significant portion (50%) of the PhD core and concentration exams.

PhD Core Exam

The core exam is based on the core courses in the PhD program. Thus, the core exam should be taken as soon as possible after the student has completed the core course requirements—typically no later than the fall semester of the student's third year in the program. The core exam consists of two parts.

Part 1. Portfolio and Reflective Essay (50%)

For the PhD core exam, the student should submit a portfolio of work that pertains to the PhD core courses. This portfolio should provide samples of the student's learning in those core courses, typically 3–5 papers. It must also include a reflective essay that shows the student synthesizing knowledge gained across the core courses.

At least one week prior to the date the student receives the questions for the one-week take-home exam, the student must submit a copy of the portfolio to both the chair of the guidance committee and to the graduate secretary.

Part 2. Take-Home Exam (50%)

The take-home portion of the core examination consists of two essays in response to questions that engage and focus on the student's experiences in the core courses. The essay questions will be cooperatively developed by the student and her/his guidance committee. The process works as follows:

- At least two months before taking the exam, the student should discuss the schedule for core examination with the guidance committee. The ideal time for this discussion is during the student's annual review.
- The student then develops a list of 4–6 topics, issues, or questions arising from their PhD core course work and on which they wish to be examined. The topics should show that the student is making connections across and between the core courses.
- At least one month before the scheduled take-home exam, the student submits this list to the guidance committee.

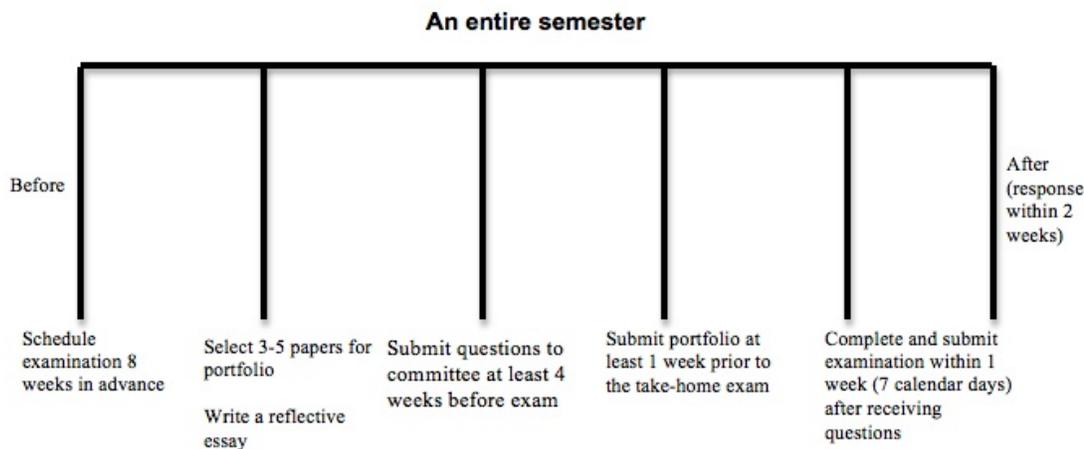
The guidance committee revises the student's list into a set of appropriate exam questions. If there are substantial changes to the student's original list, the committee chair communicates this to the student.

- On the agreed-upon date, the guidance committee sends 3 of these revised questions to the student. This begins the clock for the week-long exam. At this time, the guidance committee chair should also send a copy of the complete set of exam questions to the graduate program secretary, indicating which 3 have been chosen for the exam.
- The student selects 2 of the 3 questions to which to respond, and has one week to prepare responses, each limited to 15 double-spaced pages or the equivalent. Full bibliographical references should be included but do not count towards the 15-page limit per question.



- The student may consult notes, electronic materials, print readings (journals, books, etc.), in preparing her/his responses. The student may not consult directly with other people, nor seek personal help in preparing the exam responses.
- One week (7 calendar days) after receiving the exam questions, the student submit her/his response to the guidance committee chair and to the graduate program secretary.
- Within 2 weeks of receiving the student’s exam responses, the guidance committee must submit a written response to the exams to the student and to the graduate secretary. The guidance committee chair also completes and signs the appropriate section of the Examination Record form (which is prepared by the graduate secretary and kept in the student’s file).

**PhD in Rhetoric & Writing
The Core Exam Process**



See Section 5.0 of this handbook for details on how the PhD Core Exam is evaluated.

PhD Concentration Exam

The concentration exam is based on coursework the student has taken in a specialized field. Thus, the concentration exam should be taken as soon as possible after the student has completed the core exam, and the required nine credit hours of concentration coursework. The concentration exam is developed and evaluated by the student’s guidance committee. The exam itself consists of two parts.

Part 1. Portfolio and Reflective Essay (50%)

For the PhD concentration exam, the student submits a portfolio of work that pertains to the concentration. This portfolio should provide samples of the student’s learning in the concentration courses, typically, 3-5 products (course papers, syllabi and instructional materials, electronic material, conference presentations, any outside work that pertains to the student’s development in the concentration, etc.). It must also include a reflective essay that shows the student synthesizing knowledge gained across the concentration courses and that narrates the products included in the portfolio.



Part 2. Review of Literature Essay and Annotated Bibliography (50%)

The second half of the concentration exam consists of two parts: a review essay (25 double-spaced pages, maximum, not including works cited) and an annotated bibliography (40–70 sources) addressing the topic, issue, or question that has been designated as the focus of the review essay.

The review essay should:

- review, and evaluate research/scholarship related to a question or issue of significance to the discipline, and of interest to the student, related to the concentration; the essay should make an argument based on the student's use & understanding of the sources contained in the annotated bibliography; the essay should NOT merely summarize or survey those texts.
- function as an argument for the relevance of selected literature in understanding the chosen concentration area as an area. The review essay is not intended to be a comprehensive treatment of research and scholarship in the selected area, nor of all the texts on the annotated bibliography; instead, the essay should use a selection of those texts in a meaningful way.
- be limited to 25 double-spaced pages or the equivalent, not including the Works Cited or the annotated bibliography; any essay that is over, or substantially under, the 25 page limit will not be accepted for purposes of the exam.
- draw research and scholarship primarily from the annotated bibliography.

The annotated bibliography should:

- be a list of 40–70 sources;
- be vetted by the guidance committee;
- include short (1–2 paragraph) annotations that describe and suggest the relevance of each entry to the guiding question/topic for the literature review;
- be organized in a rhetorically meaningful way, suggesting possible themes or issues to be mapped out or taken up in the review essay.

The Process for completing the concentration exam is as follows:

1. In consultation with her/his guidance committee, the student develops a guiding topic, issue, or question on a focus topic within the concentration area.
2. This process of consultation is informal but contains some important components: first, the guidance committee has a chance to consult with the student regarding the scope of the guiding topic, issue or question in order to insure it is narrow enough to be completed within the limits of the concentration exam requirements; second, the guidance committee has a chance to respond to a draft of the student's list of sources to be annotated for the exam; third, the student will propose a timeline for the exam submission, generally within 12-15 weeks after the guiding topic, issue or question has been approved by the guidance committee.



3. When the review essay and annotated bibliography are completed, the student submits both parts of the concentration exam (portfolio, and literature review essay plus annotated bibliography) to the guidance committee chair and to the graduate secretary.
4. Two weeks after the exam is submitted, the guidance committee submits to the student a written evaluation of the exam. See [Section 5.0](#) of this handbook for details on how the PhD concentration exam is evaluated.
5. The guidance committee chair completes and signs the appropriate section of the Examination Record form.

4.0 PhD in Rhetoric & Writing: Pre-Dissertation Exam & Dissertation

4.0 PhD in Rhetoric & Writing: Pre-Dissertation Exam & Dissertation

PhD Pre-Dissertation Exam

The pre-dissertation exam consists of an oral defense of the written dissertation prospectus with members of the guidance committee. The student should complete the pre-dissertation exam within one year of completing the core and concentration exams.

The written prospectus should:

- be no more than 20 double-spaced pages (or the equivalent), not including a bibliography of key works;
- address a significant question, issue, or area of research in the field;
- include a timeline for completion of the dissertation;
- include a table of contents with description of each chapter;
- include sections which elaborate the dissertation's theoretical and methodological frame;
- include a rationale for how the dissertation will contribute to the field in which it is written and to the discipline Rhetoric & Writing;
- include a process for communicating with, submitting chapters to and getting feedback from the guidance committee chair and members; and
- be distributed to the guidance committee at least 2 weeks in advance of the oral defense of the prospectus.

During the oral defense of the prospectus, the guidance committee:

- asks questions, poses solutions, and gives feedback to the student concerning the focus and scope of the dissertation;
- provides comments about the proposed work schedule and the timetable for communications during the dissertation writing process;
- informs the student at the end of the oral defense whether s/he has passed the pre-dissertation exam;



and

- signs the appropriate section of the Examination Record form.

See Section 5.0 of this handbook for details on how the PhD Pre-Dissertation Exam is evaluated.

Upon successful completion of all three PhD exams, a doctoral student is considered to be a candidate for the degree and is ABD (all but dissertation). For ABD students, full-time status is defined as being enrolled in a minimum of 1 credit hour.

Dissertation

Each doctoral student is expected to produce a major piece of research or scholarship known as a dissertation. The dissertation:

- is typically a book-length work that demonstrates in-depth knowledge of the field and discipline;
- creates new knowledge within that field;
- has the potential for significant impact on the discipline (e.g., it addresses questions of importance, it develops new avenues of thought, it challenges predominant assumptions); and
- is of publishable quality—that is, the research, scholarship, and writing should be at a level where it is likely to be published as a book or as a set of articles.

Stage 1. Preparation, Planning, and Prospectus

Although formal preparation for the dissertation typically begins during the completion of students' concentration exam, informal preparation for the dissertation begins when students begin the Rhetoric & Writing program. We do not expect students to arrive at the program with a fully formed dissertation focus. Instead, we realize that although many PhD students arrive with a specific area of focus in which they plan to organize their scholarship and write their dissertation, many do not, and many who do change or shift that focus during their coursework. We encourage students to explore the breadth of our program's offerings and to find an area of study about which they are passionate and committed.

As students prepare for the PhD concentration exam and think more concretely about a dissertation project, they will want to read widely in their area/field of focus and stay in close contact with their guidance committee, especially their chair. This fairly nebulous planning stage is best accomplished through intellectual exploration and collaboration with faculty chosen to guide the larger process of dissertating and finishing the PhD. Staying in contact with guidance committees about reading and thinking processes also insures that students will have informed (instead of surprised) readers of their concentration exams and good support for their dissertation work.

Dissertation Prospectus

Successful completion of the pre-dissertation exam means the guidance committee has approved the dissertation prospectus, which (as detailed above) includes a timeline for completion of the dissertation, and a process for communicating with, submitting chapters to, and getting feedback from the guidance committee chair and members.



Although students are given a year after completion of the core and comprehensive exams to write and defend their PhD prospectus, we expect that most students will be able to do so within a few months of completing the exams.

(See “Maintaining Good Academic Standing” in Section 5.0 for details on assessment.)

Stage 2. Research and Drafting

During the research and drafting phase of the project, the candidate works primarily with her/his guidance committee chair. The candidate should make sure to stay in regular contact with the chair, providing regular progress reports, asking questions, and meeting for discussion as needed. Candidates should expect to meet with the chair about once per month to analyze data, to discuss relevant readings, to go over rough drafts, to build chapter outlines, or to address questions or problems that come up during this phase of the project. It is certainly possible to consult other members of the committee as needed, but that consultation process should be worked out with the chair first.

Stage 3. Submitting Chapters

The dissertation committee chair will advise the candidate how and when to send chapters to other committee members as they are drafted and completed. This part of the process can work in many different ways. The chair and the student should work out a process that works best for the project and that also makes best use of committee members’ time and energy.

The chair and committee members should expect to take no more than one month per chapter to respond—perhaps longer if, as is often the case, this occurs during summer months. Candidates who plan to complete a dissertation during the summer should make sure to complete chapters well in advance of the summer to allow committee members enough time to respond, and should not expect committee members to be available during the summer to read chapters or hold a defense. Candidates wishing to graduate during the summer should make arrangements with the entire committee well in advance.

Stage 4. Dissertation Defense: Scheduling and Format

During the semester in which the candidate plans to complete the dissertation, s/he should schedule a dissertation defense with the guidance committee. It is the candidate’s responsibility to schedule the defense (a two-hour block of time) at least one month in advance. The candidate delivers copies of the completed dissertation to each committee member no later than two weeks before the scheduled defense date.

If a committee member determines that there are significant problems with the dissertation, the dissertation defense should be cancelled. (Cancellation of a dissertation defense should be a rare occurrence. If the student delivers chapters well in advance of the defense and has been revising the chapters based on feedback, and if the committee members have been approving those chapters all along, there should seldom be need to hold up the defense.)

Traditionally, dissertations are “defended.” However the word “defense” has some unfortunate connotations, suggesting that the project will be under attack. That should not be the case. Committee



members are committed to helping candidates develop a strong project, a dissertation that will have positive impact on the discipline, that will create new knowledge, that will lead to pedagogical innovations, that will help people become better writers (or understand writing better), and that will help the candidate's professional development. Committee members also want candidates to produce dissertations that are publishable—if not as a book then as a series of articles or chapters.

To achieve these ends, committee members ask tough questions and raise critical points through the entire process, challenging the candidate in order to make the project better. By the time of the dissertation defense, however, the candidate should have already encountered all the tough questions the committee has. If there has been a serious, critical dialogue through the dissertation process, a candidate will be more than adequately prepared for the dissertation defense.

The dissertation defense is structured as follows:

- The candidate begins by delivering a short presentation about the dissertation (10–12 minutes maximum).
- Each committee member has time to raise questions and make suggestions about the dissertation (approximately 15 minutes each), allowing the candidate an opportunity to respond. Discussion of the dissertation might last about an hour.
- When all the questions have been discussed and addressed, the dissertation committee chair asks the candidate to leave the room to allow time for the committee to deliberate about the dissertation and the defense. The committee discusses three questions in particular: (a) Is the dissertation document and the defense/presentation of it acceptable? (b) What revisions or editorial amendments are necessary? (c) How should the candidate think about preparing the dissertation for future publication (as a book or set of articles)? Typically this deliberation takes 15–20 minutes.
- When the committee has concluded its deliberations, the committee chair invites the candidate back into the room to hear the decision, to discuss any needed revisions, and to get advice about future publication.
- All official university forms are signed by each member of the committee.

(See Section 7.0 of this handbook for the guidelines concerning dissertation formatting and filing.)

Transfer Credits

Some credits may be transferred to the PhD program from other accredited institutions, with the approval of the graduate director. Students who have taken coursework in the program through Lifelong Education may transfer up to ten credits, with the approval of the director, after they are accepted into the regular degree program.

Petitioning for Course Waiver or Substitution

It is possible to petition to waive one of the course requirements or to substitute a different course for one of the requirements. Students who have already taken comparable coursework in an MA program may not need to retake a similar course at the PhD level. For example, AL 805 History of Rhetoric—part of the core



requirementâ€”could be waived if a history of rhetoric course was completed as part of MA degree work.

A waived requirement does not result in credit for the course. It is a course waiver, not a credit transfer. The student must still complete the entire number of course credits required for the degree.

To request a waiver, the student and guidance committee chair must:

- write memo to the director of the graduate program, making the request and explaining the rationale for the waiver or substitution, and
- provide copies of the syllabus(i) and reading lists for the course(s) comparable to one of the degree course requirements.

The director will consult the Rhetoric & Writing Graduate Committee to review the request and the instructor for the course in question, if possible.

Time Limit for Program

Completion of the PhD must occur within eight (8) years of entering the program. Completion of all comprehensive exams (core, concentration, pre-dissertation defense) must occur within five (5) years of entering the program. The clock starts ticking the semester of the first class that is counted toward the degree.

Career Services & Job Placement

The Rhetoric & Writing program runs a hands-on semester-long job placement workshop each fall. Participation in this workshop is mandatory for job-seeking Rhetoric & Writing doctoral candidates.

The Graduate School provides a variety of career services specifically designed for doctoral students. A listing of workshops and other career counseling activities can be found at <http://grad.msu.edu/careerservices/>. Additionally, MSU has partnered with the online credentials management service Interfolio, Inc. to manage distribution of credentials files during the job search.

5.0 Academic Performance Standards & Annual Review: Academic Performance Standards

5.0 Academic Performance Standards & Annual Review: Academic Performance Standards

Graduate students should take extreme care to make sure that they meet the minimum academic standards required by the [Graduate School](#), by the [College of Arts and Letters](#), and by the graduate program in Rhetoric & Writing. Failure to meet these minimum academic standards has a range of consequences, ranging from loss of travel support, to loss of teaching or research assistantship, to dismissal from the program. Below are listed the standards for the Graduate School, the College, and the Rhetoric & Writing programâ€”and then



the overarching standards for maintaining good academic standing.

Graduate School Standards

A 3.00 cumulative grade-point average in the degree program is the minimum University standard, but colleges, departments, or schools may establish a higher minimum standard. However, attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and in the field.

The guidance committee and academic unit are jointly responsible for evaluating the student's competency (as indicated by, e.g., grades in core and other courses, research performance, and development of professional skills) and rate of progress (as indicated by, e.g., the number of courses for which grades have been assigned or deferred).

Written evaluations shall be communicated to the graduate student at least once a year, and a copy of such evaluations shall be placed in the graduate student's file. A student whose performance does not meet the standards of quality will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college, or department.

Graduate Assistants in the College of Arts & Letters

A graduate assistant in the College of Arts & Letters must:

- maintain a cumulative grade-point average of at least 3.25;
- accumulate deferred grades (identified by the DF "Deferred marker") in no more than 8 credits in courses (excluding 899 and 999 credits).

If at the end of a semester a graduate assistant fails to meet one or both of the requirements specified above, the graduate assistant shall receive a warning and be allowed to hold the graduate assistantship for one additional semester. If at the end of the additional semester the graduate assistant has failed to meet one or both of the requirements specified above, the graduate assistantship shall be withdrawn.

R&W MA Program Standards

Students must maintain a cumulative GPA of at least 3.50 in all graduate courses. A student may accumulate no more than 6 credits with a grade below 3.0 in courses taken for the purpose of satisfying the degree requirements.

R&W PhD Program Standards

Students must maintain a cumulative GPA of at least 3.50 in all graduate courses. A student may count toward the degree only those courses in which the student has received a grade of 3.0 or higher. A student may accumulate no more than 6 credits with a grade below 3.0 in courses taken for the purpose of satisfying the degree requirements. A student who fails the comprehensive examinations, the pre-dissertation examination, or the final oral examination in defense of the dissertation may repeat that examination only once, during the following semester.



Maintaining Good Academic Standing

For students to remain in good academic standing, they must make satisfactory progress toward their degree completion. There are time limits for both MA and PhD programs.

Time Limits for the MA Degree

The time limit for the completion of the requirements for the Master's degree is six (6) calendar years from the date of enrollment in the first course included for degree certification.

Time Limits for the PhD Degree

All three of the comprehensive examinations must be passed within five (5) years and all remaining requirements for the degree must be completed within eight (8) years from the time a student begins the first class at Michigan State University that appears on her/his doctoral program of study.

Application for extensions of the eight-year period of time toward degree must be submitted by the department for approval by the dean of the [College of Arts and Letters](#) and the dean of the [Graduate School](#). Upon approval of the extension, doctoral comprehensive examinations must be passed again.

Satisfactory Progress Towards Degree

In addition to these time limits, students are expected to make "satisfactory progress" toward completion of their degree" i.e., complete required coursework and exams, and complete the dissertation/thesis (if applicable) according to the general timelines established by the program. If a student falls too far behind the expected timeline for completion of a degree, the guidance committee should warn the student about this problem. Failure to make satisfactory progress could result in loss of teaching or research assistantships (which typically require satisfactory progress toward degree as a condition of employment).

PhD Candidates (ABD)

Good academic standing for doctoral students is assessed during the Annual Review process. We expect doctoral students to complete their degree in 4-5 years, depending in part on their funding arrangements and the nature of their dissertation research.

As part of the PhD pre-dissertation exam, it is expected that doctoral students will present a work schedule that will be approved by their guidance committee during the oral portion of that exam defense. This schedule will, at the very least, match research goals and dissertation production to specific milestones and dates.

Once doctoral students attain candidacy (after having successfully defended a dissertation prospectus) they should continue to make satisfactory progress toward completion of the degree. To make "satisfactory progress," candidates must meet the following minimum standards:

- maintain regular contact with the chair of their doctoral guidance committee and provide regular updates to the other committee members;



- meet research and materials production deadlines as outlined in the timeline or file the appropriate amendments to the timeline with the guidance committee via the chair;
- meet all requirements associated with their graduate assistantship (e.g., graduate teaching assistants must meet with mentor groups);
- meet a minimum standard of delivering at least one chapter per calendar year that is reviewed and approved by the guidance committee.

Restoring Academic Good Standing

If at the end of a semester a graduate student fails to meet the GPA requirement, or accumulates an excessive number of DF and I grades, or in any other way fails to meet the standards for progress and for academic good standing in the program (as determined by the graduate director or by the student's committee), the student shall receive written warning that details the options for restoring good academic standing.

Students may respond to this warning in writing to the chair of the committee and/or the graduate director. The student must remedy the problem within one semester following the one in which the problem occurred. (For example, if the student's GPA falls below a 3.5 in spring, the student has until the end of the following fall semester to bring his/her GPA to the appropriate level).

Grades of DF and I

Graduate students may not accumulate more than eight (8) credits total of DF and I (excluding 899 and 999 credits) and remain in good academic standing in the program. In general, the program discourages students and faculty from using the DF grade. The DF should only be used under extraordinary personal circumstances that prevent a student from completing course requirements. If a student simply needs extra time to complete a course, the grade of I should be used. See the university rules for use of the I: [Agreement for Completion of \(I\) Incomplete](#).

Additionally, when a student takes a DF, the required coursework must be completed and a grade reported within six (6) months (with the option of a single six-month extension). If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and the DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work.

Assessment of the MA Exams

Each part of the MA exam will be graded on this scale: High Pass, Pass, Revise and Resubmit, Fail. A student must pass the portfolio and take-home questions in order to pass the overall exam. A student who fails any part of the exam has the opportunity to retake the exam once during the following semester.

The advisory committee must provide the student with their evaluation of the exam within two weeks of receiving it. Students are responsible for submitting the exam to advisory committee in an accessible format.

High Pass



An exam evaluated as high pass should:

- perform all the components of a pass but at a much higher level of fluidity and expertise;
- consistently show expert knowledge of the given topic or issue, as well as in-depth familiarity with and understanding of the readings being discussed;
- show that the student understands the topic exceptionally well, thoroughly, and is acquainted with how the field approaches the topic;
- show excellent command of the subject including the ability to assess the topic or issue critically, to evaluate and compare approaches, to synthesize diverse views, and to contribute to the field's understanding of the topic or issue;
- be of such high quality that the student could submit it to a scholarly journal or that the writing could be used as a model for other students to emulate.

Pass

In order to receive a pass, the exam should:

- show in-depth knowledge of the given topic or issue, as well as familiarity with the readings being discussed;
- show that the student understands the topic deeply and is acquainted with how the field approaches the topic (as prompted by the exam questions or topics);
- show that the student has the ability to assess the topic or issue critically, to evaluate and compare approaches, to synthesize diverse views, and/or to contribute to the field's understanding of the topic or issue;
- be appropriate for its audience and its purpose; and
- be well organized, clear and fluent.

Revise & Resubmit

A student's guidance committee may choose to ask her/him to revise & resubmit any portion of the exam that they feel does not live up to the standards for passing the exam but that also does not fail the exam completely.

Fail

A fail indicates that a portion of the exam is significantly flawed in the previously stated standards for passing.

A student who fails the MA exam has the opportunity to retake the exam once. In such cases, the advisory committee decides which portions of the exam must be retaken and reports that decision to the graduate director. All failed exam components must be retaken by the end of the following semester. For instance, if the student fails the exam in spring semester, the student would have until December of the following fall



semester to make up the exam. There are no appeals in this process.

Assessment of the PhD Exams

All PhD exams will be graded on the scale of High Pass, Pass, Revise & Resubmit, Fail.

For the core and concentration exams, a student must pass all the components of each exam in order to pass the overall exam. A student who fails any of the comprehensive exams has the opportunity to retake the exam once during the following semester.

The guidance committee must provide the student with their evaluation of each exam within two weeks of receiving it. Students are responsible for submitting the exam to the guidance committee in an accessible format.

High Pass

An exam evaluated as high pass should:

- perform all the components of a pass but at a much higher level of fluidity and expertise;
- consistently show expert knowledge of the given topic or issue, as well as in-depth familiarity with and understanding of the readings being discussed;
- show that the student understands the topic exceptionally well, thoroughly, and is acquainted with how the field approaches the topic;
- show excellent command of the subject including the ability to assess the topic or issue critically, to evaluate and compare approaches, to synthesize diverse views, and to contribute to the field's understanding of the topic or issue;
- be of such high quality that the student could submit it to a scholarly journal or that the writing could be used as a model for other students to emulate.

Pass

In order to receive a pass, the exam should:

- show in-depth knowledge of the given topic or issue, as well as familiarity with the readings being discussed;
- show that the student understands the topic deeply and is acquainted with how the field approaches the topic (as prompted by the exam questions or topics);
- show that the student has the ability to assess the topic or issue critically, to evaluate and compare approaches, to synthesize diverse views, and/or to contribute to the field's understanding of the topic or issue;
- be appropriate for its audience and its purpose; and
- be well organized, clear and fluent.



Revise & Resubmit

A student's guidance committee may choose to ask her/him to revise & resubmit any portion of the exam that they feel does not live up to the standards for passing the exam but that also does not fail the exam completely.

Fail

A fail indicates that a portion of the exam is significantly flawed in the previously stated standards for passing.

A student who receives a "revise & resubmit" on an exam must submit a revision of that exam within a very specific time frame after the original exam deadline "no less than 6 weeks and no more than 12 weeks. While the exact deadline for a "revise & resubmit" revision is set by the student's guidance committee, it must fall within this 6-12 week time frame. A student who fails the core, the concentration, or pre-dissertation exam must take advantage of the opportunity to retake it by the end of the following semester. For instance, if the student fails the exam in spring semester, the student would have until December of the following fall semester to make up the exam. In such cases, the guidance committee decides which portions of the exam must be retaken and reports that decision to the graduate director. There are no appeals in this process.

Dismissal from the Program

While we are willing to extend a second chance to students who are in violation of the program's academic standards and/or the program's ethical expectations (see details above and in Section 6.0 [LINK Ethical Expectations](#)), we are obligated by the Graduate School to provide explicit conditions for dismissal of graduate students in our program.

The conditions for dismissal from the Rhetoric & Writing program are as follows:

- a cumulative GPA below 3.5 for two consecutive semesters (as stated previously, students are warned when this occurs the first time and given one additional semester to remedy the problem); or,
- more than eight (8) credits total of DF or I grades for two consecutive semesters (as stated previously, students are warned the first time this occurs and are given one additional semester to remedy the problem); or,
- violation of the guidelines for appropriate professional conduct outlined in Section 6 Ethical Expectations (for the specific sequence of warnings in relation to such instances, see "Consequences of Unethical/Dishonest Scholarly/Research Practices and Inappropriate Professional Conduct" in Section 6); or,
- a second failure of the core, concentration, or, the pre-dissertation examination, or the oral defense of the dissertation; or,
- failure to re-take a previously failed comprehensive examination, the pre-dissertation examination, or the oral defense of the dissertation examination in the semester following that initial failure; or,



- failure to make satisfactory academic progress as articulated in the criteria suggested for evaluation in the Annual Progress Report section above; or,
- the finding that a student is not making satisfactory progress is made by the student's advisor and/or guidance committee (students are warned after the first semester in which this occurs and are given one additional semester to remedy the problem).

After all the appropriate warnings and second-chance procedures have been exhausted, the student will be informed of his/her dismissal from the program by the graduate director. At that time the University Registrar will be informed that the student is no longer enrolled in the program.

5.0 Academic Performance Standards & Annual Review: Annual Review

5.0 Academic Performance Standards & Annual Review: Annual Review

Annual Review Process

The Graduate School requires that each graduate student file an Annual Progress Report every year. This form has two parts, due on two different dates.

In addition, the Rhetoric & Writing Program requires that each graduate student submit an annual portfolio and complete an annual review with the guidance committee every year. All of the above constitutes the Rhetoric & Writing Program's annual review process.

Purpose

The primary purpose of the annual review process is to provide each graduate student with clear feedback on her/his progress in the program, to provide the student with guidance on making satisfactory academic and professional progress, and to help students understand how to prepare for evaluation in their professional lives. This annual review process is very similar to the annual review that all faculty are expected to do, but which is particularly important for untenured faculty who need to prepare a case for tenure and promotion.

A second but important purpose for this process is to provide the graduate director with qualitative data about students in the program.

Process

There are three components to this process:

- the Annual Progress Report (Parts A and B, plus current c.v.);
- preparation and submission of a portfolio, and
- the annual review

Part 1. The Annual Progress Report (Part A)

In December of each year, all students will receive an electronic copy of the Annual Progress Report form



(Parts A and B) and a letter detailing the annual review process.

The student completes and submits Part A of the Annual Progress Report, accompanied by a current curriculum vitae or résumé, to the graduate program secretary and to the student's advisory or guidance committee chair.

The deadline for this submission is indicated on the Annual Progress Report form; it is usually January 15.

Part 2. The Annual Portfolio

The student should be collecting relevant portfolio materials throughout the year in preparation for this part of the annual review process.

This portfolio (which can be print, electronic, or a combination) should include samples of the student's work completed during the previous year:

- representative work done in courses (the student should include good, excellent, and even not-so-good work);
- professional work done outside courses (e.g., conference presentations, consultations or collaborations with community partners); and
- teaching material (e.g., course evaluations, syllabi, instructional materials).

Each year, the portfolio should also include a new overview essay that provides evidence of reasoning about and reflection on how the student's program has affected his/her research, teaching, and professional goals. This is also due by January 15.

The student must submit the portfolio to both the guidance committee members and the graduate program secretary.

The student should then arrange with the guidance committee chair the exact procedure for the annual review, keeping in mind that the Annual Progress Report Part B for current students is due by March 15 (and for students in the first year of their program by April 15).

Part 3. The Annual Review

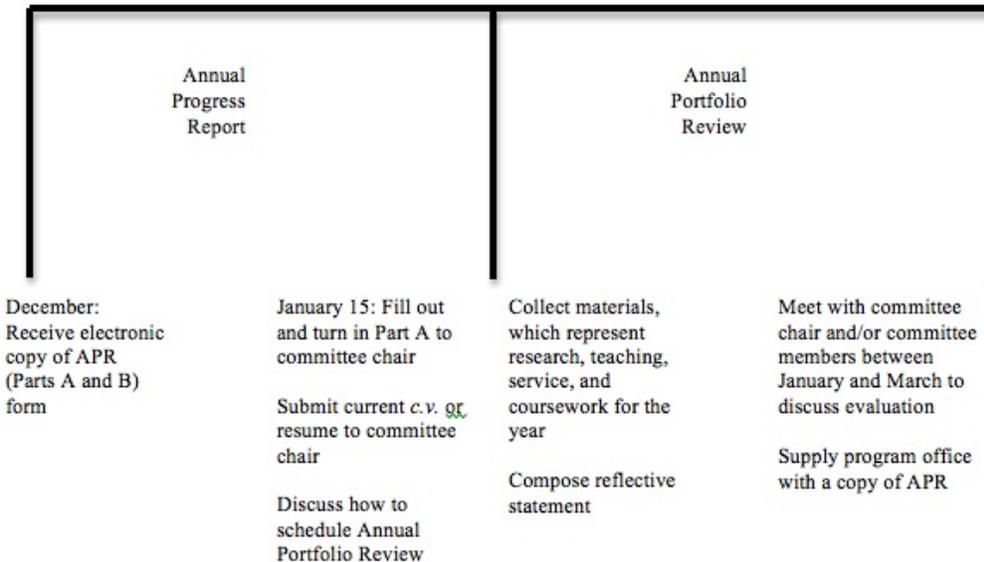
All members of the guidance committee review the student's Part A, c.v., annual portfolio, and essay.

The committee provides the student with a written evaluation of the past year's work.

The student sets a meeting either with the chair alone or with the entire guidance committee to discuss the evaluation of the student's work.



The Annual Review Process



Both the committee chair and the student sign Part B of the Annual Progress Report form and submit that form to the graduate director.

Exceptions to the Review Process

Students who are actively engaged in the process of MA or PhD exams do not need to submit a separate portfolio to their guidance committees, substituting their exam portfolios and faculty exam responses for the annual review portfolio. However, the student must nevertheless submit both parts of the Annual Progress Report form and meet both deadlines.

6.0 Ethical Expectations: Integrity in Research & Professional Conduct

6.0 Ethical Expectations: Integrity in Research & Professional Conduct

When you enter the Rhetoric & Writing program at MSU, you enter an intellectual community in which integrity in professional, research, and creative activities is highly valued. Faculty in the program believe that the best way to insure the integrity of our collective efforts is to create an ethical climate in which graduate students are taught, advised, mentored, and supported in their teaching and research activities.

That climate includes several components:

- a shared understanding of what constitutes appropriate professional conduct, and explicit criteria for dismissal of students who violate those professional standards;
- a shared understanding of what constitutes unethical or dishonest behavior, and explicit criteria for



dismissal of students who practice unethical or dishonest behavior while engaged in research, scholarly, and creative activities;

- a shared understanding of what constitutes ethical mentoring and advising, and explicit guidelines and policies for mediating conflicts and handling grievances/appeals between students and mentors, and between students and students.

Appropriate Professional Conduct

As faculty in an academic program, we share some common standards about what constitutes appropriate professional conduct, and it is our responsibility to share these standards with graduate students. Our collective understanding of these professional standards comes from our own practices as respected professionals in the disciplines and fields which constitute Rhetoric & Writing, and from our common belief that humans in general should treat each other decently, with respect and generosity.

In general, we believe that appropriate professional conduct includes:

- honest and accurate representation of one's identity, credentials, and professional background (e.g., no inflation of status or experiences in one's c.v., and accurate representation of contributions to committee work or to collaborative projects and publications);
- respect for others' personhood, including the diversity of personhood, including but not limited to race, color, ethnicity, gender, sexual orientation, style of dress, manner of speaking, political viewpoint, etc.;
- acknowledgement of the collaborative and social nature of the scholarly enterprise, which extends beyond use of formal scholarly citations to an acknowledgement of how fellow scholars have helped one to form ideas, review drafts, suggest revisions, etc.;
- respect for one's intellectual ancestors, especially for those who created the discipline within which we all work;
- respect for human subjects involved in research;
- actively listening to and engaging with people, their ideas, and how they experience (and represent) cultural and intellectual institutions with respect;
- awareness that appropriate professional conduct does not entail the transfer or appropriation of the work of others without shared decision-making, credit, and benefits—a standard for how to work appropriately within a community and to collaborate professionally;
- a shared commitment to basic values such as fairness, equity, honesty, and respect;
- explicit training of graduate students in sound disciplinary practices (including appropriate methodological instruction) in core courses and in the interactions that we have with one another as colleagues.

Unethical or Dishonest Scholarly and Research Practices

Faculty in the Rhetoric & Writing program believe that any of the following constitute unethical and/or dishonest scholarly and/or research practices:

- violation of policies outlined in the current MSU Graduate Programs catalog and in the MSU



Graduate Student Rights and Responsibilities (GSRR);

- violation of policies outlined in the Guidelines for Integrity in Research and Creative Activities published by the MSU Office of Research Ethics and Standards in the Research Integrity Newsletter (7.2, Spring 2004, pp. 12–14);
- violations of the provisions of the MSU Human Research Protection (HRP) Manual, available on the Human Research Protection Program website at <http://www.humanresearch.msu.edu/hrpmanual.html>;
- violation of policies outlined in the University Committee on Research Involving Human Subjects (UCRIHS) Handbook;
- violation of ethics and research integrity guidelines developed and published by professional organizations such as NCTE, CCCC, AAA, ASA, AHA, STC, as applicable according to stated field of study;
- violations of the above that include but are not limited to misrepresentation, falsification, fabrication, and plagiarism;
- violation of the above-mentioned standards of appropriate professional behavior.

Consequences of Unethical or Dishonest Scholarly and Research Practices & Inappropriate Professional Conduct

For dishonest scholarly practices in a course, the instructor will follow the university regulations found in the Graduate Student Rights and Responsibilities (GSRR) Handbook. The instructor will also inform the graduate director and the guidance committee.

The student's guidance committee and the graduate director will determine the severity of any scholarly/research infraction and will meet with the student to help her/him understand the situation and learn from the event; an informal annotation of the event will be kept on file by the student, the guidance committee, and the program director.

Severe violations will result in immediate dismissal. First instances of some practices may be dealt with as a learning moment. Second instances will result in a formal letter of warning placed in the student's permanent file; this letter will outline the violation, cite it as a second instance of such behavior, and warn that continued inappropriate behavior could result in dismissal from the program. Repeat instances will trigger the dismissal process.

Ethical Mentoring

Mentors are faculty members who take a special interest in helping students develop into successful members of the profession by helping them optimize their education experiences, assist their socialization into disciplinary culture, advance their personal growth as professionals, and help them find a job when their degree is finished. Effective mentoring is characterized by mutual trust, understanding, and respect for students' professional and personal needs. A successful mentor is prepared to deal with population-diversity issues, including those peculiar to ethnicity, culture, gender, sexual orientation, and disability.

Good mentoring practices include the following:



- careful, patient listening,
- building a relationship with a student beyond the classroom,
- using authority ethically,
- nurturing self-sufficiency,
- establishing focused time for one-on-one mentoring engagement,
- sharing work and professional ethics with a student,
- providing introductions to important scholars in the field,
- offering constructive feedback, and
- providing personalized training and advice about the formation of a professional profile and the formation of a professional ethos in the student's chosen field/discipline.

7.0 Program Policies

7.0 Program Policies

Determining Program Requirements

Students are to meet the committee formation and course requirements specified for the academic year (beginning in the fall) in which they officially enter the program. All students are subject to the university, college, and program policies detailed herein as of August 16, 2010.

Admissions

All admissions decisions for the Rhetoric & Writing program are made by the Rhetoric & Writing Graduate Committee and are communicated to applicants by the director of Rhetoric & Writing. Once students are admitted, they must decide whether to accept or decline the admissions offer. Once students decide to accept the offer, they are considered to be "enrolled." When students decide to enroll in the graduate program (usually in April or May), they should contact the director of Rhetoric & Writing for advice about registering for classes for the first year of study. Students should register for courses as soon as possible after accepting the admissions offer.

Sometimes students are admitted provisionally to the graduate program. All decisions regarding provisional admittance are made by the Rhetoric & Writing Graduate Committee. For instance, an applicant to the PhD program who has not yet completed the requirements for an MA degree might be admitted provisionally, pending successful completion of the MA by some specified date. Or a student might be required to take additional coursework in order to provide needed background for graduate work. Provisional acceptances always specify some condition that needs to be completed by a given date. It is important that the student meet those criteria by the date specified, or else the student will not be allowed to continue in the program.

Advising

MA Advising

In their first year in the program, all MA students are advised by their program advisor, assigned by the R&W Program director.

By the end of their first year in the program, all MA students must form a guidance committee. (See “MA Advisory Committee” in Sections 2.0 and 3.0.) Once the student files her/his plan of study for Master’s work (which lists the guidance committee director and members), the chair of the student’s guidance committee serves as the student’s advisor.

Students should consult regularly with their advisor at a minimum of two or three times per year (and more often if circumstances warrant).

Students who fail to form a guidance committee by the end of their first year are considered not to be making satisfactory progress. (See Section 5.0 Academic Performance Standards.)

PhD Advising

In their first year in the doctoral program, all PhD students are advised by the Rhetoric & Writing Program director.

By the end of their first year in the program, all doctoral students must form a guidance committee. (See “PhD Guidance Committee Formation” in Section 4.0.) After the student files her/his plan of study for doctoral work (which lists the guidance committee chair and members), the chair of the guidance committee serves as the student’s major advisor. Students should consult regularly with their advisor at a minimum of two or three times per year (and more often if circumstances warrant).

Students who fail to form an Advisory Committee by the end of their first year are considered not to be making satisfactory progress. (See Section 5.0 Academic Performance Standards.)

Coursework

Pass/Fail Courses

Courses that are being counted toward fulfilling the degree requirements may not be taken on a pass/fail basis (or credit/no credit basis) unless the courses are only offered on this basis.

Independent Study Courses

Students may take an independent study course to explore a specialized topic for which there is no current MSU course. (Independent study courses should not be used as substitutes for existing courses.) The student needs to find a faculty member willing to sponsor the course, and the course material and number must be graduate level. Guidelines for independent study courses can be found [here](#).

The student and the sponsoring faculty member apply to do an independent study course by filling out the form. The request must be approved by the sponsoring faculty member, the student’s academic advisor, the graduate director, and the associate dean of CAL. Note that the request must specify number of credit hours, what work will be completed for the independent study, how it will be evaluated and graded, how often the student and sponsoring faculty member will meet, etc. Students should save a copy of the form for their own records, and must file a copy of the request form with the graduate secretary.

Graduate Assistantships

Graduate assistantship is a generic term referring to financial support of graduate students that results in a stipend and compensation, and for which performance of defined duties is expected. A variety of graduate assistantships, fellowships, and funding opportunities is available to graduate students in the Rhetoric & Writing program, depending on the student's level of professional and instructional experience. Typically, PhD students are admitted with the promise of at least a four-year assistantship or fellowship package. MA students are usually admitted without an assistantship package; however, the program can help MA students locate support for their studies.

Assistantship reappointments are based upon satisfactory academic performance (see Section 5.0 Academic Performance Standards for details), position performance, and availability of funding (see the Forms and Links page).

For a list of the assistantships offered by the graduate program see the Forms and Links page.

Appointment Responsibilities

According to the Graduate Employees Union contract (see the Forms and Links page), the academic year encompasses two appointment periods: August 16–December 31 and January 1–May 15. During each appointment period, a graduate assistant's responsibilities require an average of 10 hours per week for a quarter-time appointment, 20 hours per week for a half-time appointment, and 30 hours per week for a three-quarter time appointment.

Anticipated distribution of duties over the weeks of a semester should be communicated to the graduate assistant by the appointing unit at the time of appointment. To the extent that current policies and procedures contain provisions about wages, benefits, or other terms and conditions of employment, they are, for teaching assistants included in the collective bargaining unit, subject to negotiations with the [Graduate Employees Union/American Federation of Teachers](#).

Summer appointments are determined under a different budget category, are fewer, and are advertised by the department in January on the department's website.

Assistantship Levels

The following levels of assistantships have been contractually established by the Graduate Employees Union (GEU):

Graduate Assistants, Level 1. These graduate students have a bachelor's degree and have less than one year's experience as graduate assistants or as full-support fellows. They teach, do research, or are assigned such supervised duties as reading and grading papers.

Graduate Assistants, Level 2. These graduate students have a relevant Master's degree, or equivalent, and/or one year's experience as graduate assistants or as full-support fellows in the appointing department or school, or in a unit considered relevant by the chair of the appointing department or school. They teach, do research, or perform administrative tasks with moderate supervision.

Graduate Assistants, Level 3. These graduate students have a relevant Master's degree, or equivalent, and have at least two years' experience as graduate assistants (or equivalent experience at the faculty level) in the appointing unit or in a unit considered relevant by the chair of the appointing unit. They teach, do research, or perform administrative tasks with minimum supervision.

Advancement to the rank of Graduate Assistant Level 3 is on a merit basis, with the above prerequisites being considered minimal. Within the range established for the University, the stipend depends on the qualifications of the individual and on the availability of funds in the appointing unit.

Graduate Assistantship Eligibility Policy

The College of Arts & Letters mandates that each graduate program in the College will have in practice a policy that limits the total number of semesters of Graduate Assistantship eligibility, and that ties eligibility for assistantships to progress toward the degree.

For MA students in Rhetoric & Writing

1. Students are eligible for graduate assistantships within the program for a maximum of 4 semesters (not including summer).
2. Students who have exhausted their assistantship eligibility may be given an assistantship if such are available after assistantships have been given to all normally qualified and eligible candidates.
3. A student who is not making satisfactory progress to the degree is not eligible for an assistantship.
4. Academic-year funding provided by fellowships or other achievement awards will not count towards the number of eligible semesters.

For PhD students in Rhetoric & Writing

1. Students are eligible for graduate assistantships within the program for a maximum of 6 semesters (not including summer) prior to passing their comprehensive exams (core and concentration). Students who do not pass their comprehensive exams at the end of 6 semesters are not eligible for assistantships within the program again until the semester following successful completion of exams.
2. Upon successful completion of comprehensive exams (core and concentration), students are eligible for graduate assistantships within the program for an additional four semesters.
3. Students who have exhausted their assistantship eligibility may be given an assistantship if such are available after assistantships have been given to all normally qualified and eligible candidates.
4. Students who are not making satisfactory progress to the degree are not eligible for an assistantship.
5. Academic-year funding provided by fellowships or other achievement awards will not count towards the number of eligible semesters.

R&W Program Expectations for Graduate Assistants (GAs)

GAs are subject to the policies and evaluation procedures of the units in which they are appointed. GAs are expected to observe the following norms of professional behavior established by the R&W graduate committee and enforced by the graduate director:

Expectations of TAs in the First-Year Writing Program

TAs are expected to:

- attend an orientation workshop scheduled during the two weeks before fall semester classes begin;
- meet regularly with their FYW mentor;
- be observed periodically by their TA mentor, who will provide reflective and evaluative responses;
- comply with the provisions of the University Code of Teaching Responsibility;
- receive formal evaluation from the TA mentor at the end of each semester.

Expectations of GAs with Assignments Other than FYW

- The faculty member(s) with whom a graduate assistant is working should clearly specify the assistant's duties and responsibilities at the start of the semester, or at a time sufficiently in advance of the date of expected completion.
- Assistants should be available for work for the number of hours specified from the start of the contract to the end of the semester (the last day of the final exam week).
- Assistants should report to the person(s) to whom they are assigned at the start of contract, usually during the week prior to the beginning of the semester.
- Assistants have the responsibility of reporting to the person(s) to whom they are assigned at least once per week.
- Inability to perform assigned duties should be communicated immediately to the faculty member directly or through the departmental office.
- Compliance with the provisions of the University Code of Teaching Responsibilities is necessary.
- The student will receive a written evaluation from the supervising faculty at the end of each semester.

Violations of These Expectations

Violations of the above expectations and norms will be detailed in written evaluations of the students at the end of each semester. The graduate director of Rhetoric & Writing will review these evaluations when making decisions regarding the recommendation of students to assistantship positions. The director may at that time write a warning that indicates the violations of expectations, or may choose not to forward a recommendation for retention in that position.

Fifth-Year Graduate Assistantship for PhD Students

Typically, admitted doctoral students receive a graduate assistantship package providing them with four years of support. Exceptions to this general rule are UEF/UDF fellowship packages and Writing Center fellowship packages, which provide five years of support.

If a student has not yet completed her/his degree work after four years of funding, the program will make every effort to assist that student in securing a graduate assistantship for the fifth year. Funding priority will be given to those who have been doing excellent professional and academic research and teaching, and who are closest to finishing their degree work. However, fifth year students are only considered after those students in their first through fourth years.

Externally Funded Fellowships

Receipt of externally funded fellowships by students who have written their own grant applications and worth at least \$20,000 (direct costs) now makes students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive process by a U.S. institution, agency, or foundation. Funds obtained through non-competitive processes (e.g., need-based fellowships) or from international sources do not qualify students for in-state tuition rates. For more information contact The Graduate School in 110 Linton Hall.

Teaching Assignments in the Professional Writing Program

Each year, there is likely to be a course or two in the Professional Writing undergraduate major that is open to being staffed by a graduate student (keeping in mind the university's restriction that graduate students may not teach 400-level courses, in which other graduate students may enroll). Position descriptions for possible openings to teach PW courses will be listed on the WRAC website (under "Positions"), detailing required qualifications, desired qualifications, and responsibilities.

Students must be in the 3rd or 4th year of study in their program at the time of assignment (not the request).

Graduate students who have received approval from the R&W program through the following procedure may apply for any listed positions to the director of the Professional Writing Program.

1. The student writes a letter of request to be allowed to teach a course other than First-Year Writing. The letter should:
 - a. be no more than two pages long,
 - b. address how teaching this course will help meet specific scholarly, research or professional goals,
 - c. detail any professional and/or educational experiences that especially prepare to teach this course.
2. The letter must be signed by the student's guidance committee chair.
3. The signed letter must be submitted to the R&W graduate director, who will bring it for consideration before RWGC. If RWGC approves the request, the director will sign the letter and return it to the student.

English Language Proficiency for International TAs

MSU international teaching assistants who are not native speakers of English are required to demonstrate that they meet a minimum standard of fluency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. TAs may meet this requirement by achieving any one of the following:

1. A score of 50 or higher on the Test of Spoken English (TSE), given by the Educational Testing Service. Any person who signs up and pays a fee to the Educational Testing Service is eligible to take the TSE. The TSE is given regularly on campus and internationally. At their own expense, students may take the TSE as many times as they wish. Test dates, registration procedures, and a TSE practice test are posted on the Educational Testing Service home page at <http://www.ets.org>.

2. A score of 50 or higher on SPEAK, given by the English Language Center (ELC). SPEAK is given free of charge to eligible students at MSU by the ELC. Students have four opportunities to meet the university's requirement. To be eligible to take SPEAK on campus, students must have regular admission and must have proof of TA status. Students who are being considered for a teaching assistantship must submit a SPEAK request form to the ELC signed by their department or program. Students who do not receive a sufficient score on SPEAK in a given attempt must wait at least two months before re-testing. A SPEAK test practice tape and booklet (call number TAS000#25) are on reserve at the Audio Visual Library (4th floor west wing, Main Library).

3. Taking English 097 (the ITA Speaking and Listening Class) and getting a score of 50 or higher on the ITA Oral interview (ITAOI). The ELC gives the ITAOI free of charge to eligible students at MSU. Students have four opportunities to meet the university's requirement on the ITAOI.

Appeal Procedure by Review Board

If a student obtains a 45 on SPEAK or a 45 on the ITAOI and the student's department feels the test result inaccurately reflects the student's speaking ability, the department may ask a Review Board to independently evaluate the student's spoken English. This Board will consist of (a) a departmental representative, (b) two ELC representatives, and (c) a representative of the Graduate School. The graduate director of the student's department or program must request the review on the student's behalf. The Review Board may grant interviewees a full or partial waiver to teach. They may also refuse to allow interviewees any waiver.

Assignments for TAs Who Fail to Meet the University English Requirement

If a TA does not receive the minimum university score on SPEAK or the ITAOI, the student's department has the option of giving the TA a work assignment that does not involve direct oral communication with undergraduates.

Conflicts & Grievances

If a student has a disagreement or a conflict with an instructor, administrator, or another student, or feels that in some way her/his academic rights have been violated, s/he should attempt to resolve that conflict directly with the person(s) involved through informal discussion.

If the issue remains unresolved despite this effort, the student may contact the University Ombudsman (www.msu.edu/unit/ombud) to discuss procedures, rights, and remedies at the appropriate level.

Every unit on campus is required to have a formal, written grievance policy for students:

The WRAC Academic Grievance Hearing Procedures for Undergraduate and Graduate Students may be found in Appendix A of the departmental bylaws (2009; amended 2010).

The College of Arts & Letters policy may be found [here](#).

Each of these policies stipulates that any point the student may file a formal, written grievance for consideration by a hearing board at the appropriate level.

For disputes about a final grade received in a course, students must initiate the process by speaking to the instructor no later than the mid-point of the semester following the one in which the grade was received (excluding summer terms).

Research on Human Subjects

Students whose research for the PhD dissertation or MA thesis will involve human subjects must submit an IRB (the University Committee on Research in Human Subjects) application to the MSU Human Research Protection Program.

Approval of the research protocol must be received before beginning to collect data from subjects. The student's advisor or committee chair will be designated the responsible project investigator on the IRB application, and the student will be designated an additional investigator for the project.

Examples of research involving human subjects include interviews, telephone or mail surveys, behavioral or educational testing, and observation of individual or group behavior. Surveys, case studies, ethnographies, usability studies, and observations of human action all require approval by IRB.

We recommend that all doctoral students and all Plan A Master's students take the online IRB seminar available at http://35.8.104.116:591/ucrihs/ucrihs_tutorial/ in order to become acquainted with the regulations and ethics regarding treatment of human subjects in research projects.

Requirements for Formatting Dissertations & Theses

There are very specific and detailed requirements for formatting dissertations and theses. See <http://grad.msu.edu/thesisdissertation/formattingguide.aspx>.

Guidelines for Submitting Dissertations & Theses

A list of requirements for submitting the dissertation or thesis is available at <http://grad.msu.edu/thesisdissertation/submissionpacket.aspx>.

The new publishing agreement for theses/dissertations with ProQuest now provides an Open Access Publishing Option as an alternative to the traditional publishing option available to our students. The Open Access option gives ProQuest the authorization to make the electronic version of the document accessible to all via the internet, including the selling of the document by commercial retailers and the accessibility to the work via search engines. A student selecting the Open Access option will not be eligible to receive royalties. The pros and cons of selecting this new option differ significantly across disciplines. For more information, go [here](#).

Requirements for Completing the Degree

Degree candidates must complete an Application for Graduation early in the semester in which they plan to

graduate. The online graduate application form is available at <http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>. For further instructions, see <http://grad.msu.edu/graduation>.

If a Committee Chair Leaves MSU

In the rare event that a graduate student's guidance committee chair leaves MSU before that student completes her/his degree, the student will be required to find a new major professor—ideally, another member of the student's committee who is familiar with his/her project. (In the case of PhD students, the departing faculty member may be retained as a fifth member of the committee.) In such events, all effort will be made to insure the student's program proceed as smoothly and efficiently as possible.

Personal Leave Policy

This policy is designed to address leave from coursework and scholarly obligations required by the program. Graduate students, who also hold teaching assistantships, should consult Article 18 of the GEU Contract for policies governing them as employees of Michigan State University.

General Guidelines

If a student will miss a class period or two (for any of the allowable reasons referenced below), s/he should inform her/his guidance committee chair and all course instructors as promptly as possible so that arrangements for completing missed coursework may be made. Every effort will be made to assist the student in making up missed work, but the final responsibility for completing missed work in a timely fashion rests with the student.

If a student will be missing from the program for more than a week, s/he should also inform the program director and request a formal leave of absence from the program. In event of such a leave, the student shall have the right to return to the program, within the dates of the current appointment, at such time as s/he is able to resume the required program of study.

If a leave occurs while a student is taking a comprehensive examination, the student's Guidance Committee chair should consult with the program director about how to best restart that component of the exam process.

Allowable Reasons for Leave

Illness, Injury, or Pregnancy: In the event that a graduate student is unable to attend courses because of illness, injury or pregnancy.

Religious Observance: It is university policy to allow graduate students to observe those holidays set aside by their chosen and practiced religious faith.

Professional Conferences: It is the policy of the program to encourage graduate students to attend professional and scholarly conferences.

Adoption & Parental Leave: In the event that a graduate student is unable to attend courses because s/he adopts a child or becomes a mother/father by birth.

Bereavement: In the event that a graduate student is unable to attend courses because s/he experiences a death in his/her immediate family.

Jury Duty: In the event that a graduate student is unable to attend courses because s/he is assigned jury duty or is subpoenaed to provide court testimony.

Military Service: In the event that a graduate student is unable to attend courses because s/he is called to do military service.

Research Leaves

Leaves of absence in order to pursue scholarship and research directly pertaining to a graduate student's thesis or dissertation may be granted in some circumstances. Recommendations for such leaves originate in a request letter from the graduate student and a supporting letter from that student's guidance committee chair. Leaves from the program do not generally extend for more than one year.

Outside Work for Pay

Graduate students who hold half-time graduate assistantships (either teaching assistantships or research assistantships) at MSU may not hold full-time employment elsewhere. At times, students may find it necessary to work additional hours beyond their assistantship assignments. TA and RA assignments typically require 20 hours of work per week. Working too many additional hours beyond the assistantship can interfere with progress toward the degree. For this reason, we strongly recommend that students limit the number of extra hours they work while they are holding an assistantship so as not to jeopardize their performance in courses or their progress toward the degree. As a general guideline, four to eight additional hours per week over and above assistantship duties is close to the maximum; anything over ten additional hours per week is probably too much.

Departmental Resources

WRAC typically provides the following support for TAs teaching courses in the department: assigned office space in Bessey Hall, a mailbox, a desk, and a desk chair, and access to a computer and software necessary for teaching. WRAC TAs have access to copying services to support their teaching assignment. The same is generally true for research assistants working with WIDE in Olds Hall. The graduate director also works with WRAC to provide space for those graduate students who hold AAGA Fellowships in the first year of their program, and for University Fellows in the first and final fellowship year of their doctoral program.

8.0 Further Resources

8.0 Further Resources

**Teaching & Research Assistantships**

A variety of graduate assistantships, fellowships, and funding opportunities is available to graduate students in the Rhetoric & Writing graduate program, depending on the student's level of professional and instructional experience. For a list of available types of assistantships and funding, see <http://www.rhetoric.msu.edu/support.php>.

It is our goal to admit PhD students with the promise of a four-year assistantship or fellowship package. Students are usually admitted to the MA programs without an assistantship package; however, the program can help MA students locate support for their studies.

Financial support is available in a variety of forms—some to recruit new students, some to support current students. Support is available for travel and research as well as to provide emergency funding. Graduate students should get in the habit of applying regularly for funding and grants; it is an important (and necessary) professional skill. For a full list of available fellowships and funding opportunities from the Graduate School, see <http://grad.msu.edu/funding/>.

Assistantships and Stipends

The most typical form of support for graduate students in the Rhetoric & Writing program is a half-time graduate assistantship—either a teaching assistantship or a research assistantship—that is awarded at the time of admission to the program. The teaching load for half-time teaching assistants is 1/1—that is, one course per semester. A half-time assistantship pays a stipend and provides the student with a tuition waiver and health benefits. The exact amount of the stipend depends on the student's level of professional experience.

Stipend Taxes

Graduate assistantship stipends are subject to income taxes with few exceptions. However, stipends are not subject to Social Security (FICA) taxes. The taxability of stipends is subject to review by the Internal Revenue Service. For more information, call the Payroll Office at 517.355.5010. Please note that tax laws are subject to continuing revision and students should verify their tax liability yearly.

Types of Assistantships

Teaching and research assistantships are available in a number of areas related to the program: the First-Year Writing Program (WRAC); Integrative Studies in Arts and Humanities (IAH); the Writing Center; the WIDE Research Center; the NCTE Research Series; Fourth Genre: Explorations in Nonfiction; and MATRIX.

Other assistantships are available in other departments across campus.

Fellowships & Financial Awards for Current Students

There are a number of competitive fellowships available to students already enrolled in the Rhetoric & Writing program that are provided by the Graduate School, by the College of Arts & Letters, and by other units in the university.