



Graduate Handbook for the
Master of Arts in English
2009-2010

All information is subject to change.
Students are responsible for checking relevant University web sites
for current deadlines and updates.

1. The Master of Arts in English	3
2. Requirements.....	3
3. Plans of Study	4
4. The Three Area Comprehensive Exam.....	4
5. Preparing for the Exam.....	5
6. Written Examination	5
7. Oral Examination:.....	5
8. The Critical Thesis	6
9. The Thesis Committee	6
10. The Thesis Proposal.....	6
11. Thesis Credits	7
12. The General Examination	7
13. The Thesis Oral Examination	7
14. Timeline Considerations	8
15. Early Term Graduation.....	8
16. Thesis Advice from the Faculty	9
17. The Portfolio.....	9
18. The Graduate Exam Committee	10
19. Oral Examination.....	11
20. Foreign Language Requirement	11
21. Pre-admission Credit and Transfer Credit	12
22. Coursework Outside the English Department	12
23. Advisement	12
24. Choosing Courses.....	13
25. Independent Study	13
26. One-credit Courses.....	14
27. GPA.....	15
28. Financial Aid, Graduate Assistantships, and Employment.....	15
29. Professional Development	17
30. Our Advice on Professional Development.....	18
31. Dual Masters, The M.A.T., and Secondary Education	20
32. Preparing to Graduate	21
33. Coursework Planning and Graduation Checklist	21
34. Appendix 1: Admission & Application Requirements.....	22
35. Appendix 2: International Students.....	24
36. Appendix 3: Office of Graduate Studies Forms and Definitions	24

1. The Master of Arts in English

The 45 credit M.A. in English is designed for students who are prepared to undertake advanced work in the field. The program provides a range of courses in literatures in English, including British, American, and Anglophone literature; composition and rhetorical theory; cultural studies; and literary history, theory, and critical methods. The motives and destinations of the students in the program vary. Some go on to work in humanities-related fields such as public relations and arts administration; others teach in high schools; some teach community college or pursue a PhD. Still others pursue the degree for their own interest and enrichment.

2. Requirements

Of the 45 graduate credits required for the M.A. in English, the Department requires a minimum of 32 graduate credits in English (courses listed as "Eng"). The following courses must be included in those 32 credits: ENG 596 (Problems and Methods of Literary Study), two Graduate Seminars (ENG 507), and eight credits of pre-1800 British or American literature.

The remainder of the student's program may, with the approval of the adviser, include graduate coursework in fields related to English (up to 13 credits). In every case a student's program requires approval by his or her departmental adviser and the Director of Literary Studies. As students progress towards completing the degree requirements they and their adviser decide upon one of three examination tracks to follow (see "Plans of Study"). In addition, students must fulfill the foreign language requirement before they may take their exit exams (see "Foreign Language Requirement."). A cornerstone requirement of the M.A. in English is ENG 596. This course should be taken early in a student's course of study, preferably in the first term. The only approved substitute for this requirement is the two-term sequence of ENG 507 called Reading and Writing Professional Scholarship I and II.

The central goals of ENG 596 are to:

- Introduce and describe the "field" of English literary studies
- Introduce academic research: textual analysis, bibliographic conventions, and academic library use (both print and electronic media, including rare books and manuscripts)
- Introduce annotation and bibliographic compiling
- Teach how to evaluate an academic journal: Which ones do we need to consult in our specialties?
- Define the nature of a scholarly article, teach close textual analysis and help students learn to conceptualize and write critical scholarly work
- Teach how to write a prospectus, abstract, and precis
- Show students how to organize a large research or writing project
- Briefly introduce literary terms and theory (from a book such as Lentriccia's *Critical Terms for Literary Study*)
- Give an overview of the state of the profession and the job market, and identify scholarly organizations such as the Modern Language Association (MLA).

3. Plans of Study

The three options for final examination are:

- The three-area comprehensive examination option, emphasizing general knowledge of literary material. At least one area must be British literature. If appropriate, and with adviser and approval of the Literary Studies Committee, a student may formulate one area not on the list below.
- The thesis option, permitting more specialized research in a literary field.
- The portfolio option, emphasizing reflection, revision and scholarly writing. This option involves assembling a portfolio of work that emphasizes three areas chosen from the approved list (below). At least one area must be in British Literature.

4. The Three Area Comprehensive Exam

This is the most popular option. Students choose three areas in which to be examined from the list below (at least one of these areas must be in British literature). Upon completion of the language requirement and advancement to candidacy students are given the six-hour written exam (two hours for each area). The examinations are formal written exams held the third Friday of Fall, Winter and Spring terms (exams are not given during Summer session). Students taking the three-areas exam must also submit to their examination committee one substantial paper written in regular graduate coursework in English at PSU. This paper may be revised but must include the professor's original comments and grade. Students must be enrolled for at least one credit in the term in which they take the exams.

The examination areas are as follows:

- British Literature: Beginnings to 1500
- 1500-1660 (excluding Milton)
- 1660-1780 (including all of Milton)
- 1780-1830 (Romantics)
- 1830-1910 (Victorian/Edwardian)
- 1910-present
- American Literature:
- 1607-1798 (Colonial/Puritan)
- 1798-1890 (19th Century)
- 1890-1940
- 1940-present

Other areas:

- Literary criticism
- Rhetoric and composition
- Women's literature
- Ethnic literatures
- Post-colonial literature
- Cultural studies
- Genre studies (poetry/drama/prose fiction)
- Other special topics (by petition).

The comprehensive exam is meant to help students become familiar with a broad range of texts from their three areas of study and use the skills acquired over the course of study to answer questions formulated by your committee members. Exam committee members may ask a single question or a two-part question on their exam subject area.

5. Preparing for the Exam

Well before the exam, students prepare a reading list for each area covered. These bibliographies include the work, both critical and primary, that the student and committee members feel is relevant to the study area. Students also meet with committee members to discuss preparation for the exams. The committee chair (the student's faculty adviser) may contribute to the exam bibliographies or identify avenues of thought to focus on. Each committee member will add to and amend the reading lists. Some may ask the student to suggest topics he or she is interested in writing on, but even in such circumstances the examiners may ask any exam questions they deem appropriate.

At the beginning of the term in which the exam will be taken, students must email the Department's Graduate Administrator with a list of the graduate committee members and the exam areas they will cover.

The comprehensive examination is divided into two sections: the written and the oral.

6. Written Examination

Students receive an email in advance of the exam stating the place, time, and instructions for taking the exam, so make sure the department has your current email address at the beginning of the term in which you will take the exam. The exam will take place in a campus computer lab. The Department cannot guarantee that every student will have a choice of computer platform (Mac or PC), but they do have the option of handwriting the exam.

For all candidates, the entire written examination is read by the whole committee. Each examination "area" must be passed by a majority of the three committee members.

If the candidate fails to pass any part of the written exam, the student's committee meets to recommend a course of action. The candidate's right to retake the exam is not automatic. Usually, however, a committee recommends that the student be allowed to take a second examination over the whole or part(s) found unsatisfactory. The university requires a wait of at least three months before retaking any failed final exam. Should the student fail the second examination, disqualification from the program is automatic.

7. Oral Examination:

After passing the written exam, students distribute the paper they have selected for discussion to each committee member. This should take place well in advance of the oral. For three-area exam students, the oral's committee is the same as the written exam's committee unless the student's faculty adviser requests otherwise.

Ordinarily, the adviser chairs the oral examination. The final stage of the examination process is a one-hour oral exam with the members of the committee. Examiners may

ask any questions arising from the submitted paper, the written exam, or that pertain to the selected exam areas. Questions and discussion usually proceed from what the student has written (exam and paper), but may range beyond that.

Passing the oral examination requires a favorable majority vote of the committee. The committee may recommend that the student repeat the oral. Again, the three month university required wait must be observed.

Both written and oral exams vary from committee to committee and student to student, so it is important for each student to communicate with the committee in order to understand the expectations and guidelines while preparing for the exam.

N.B. By University requirement, graduate students need to be enrolled for a minimum of one credit hour when taking any comprehensive examination. No examination will be administered to a student who has not fulfilled the Foreign Language Requirement.

8. The Critical Thesis

The critical thesis gives students the opportunity to focus on one area and explore a specific topic in depth. This option must be approved by the appropriate Department Committee – either Literary Studies or Rhetoric and Composition – based on a proposal defining a focused topic and a well-reasoned thesis. Students are responsible for obtaining the support of a faculty member willing to assist in developing a thesis proposal and guiding the student's work.

9. The Thesis Committee

This option must be approved by the appropriate department committee based on a focused topic and a closely-reasoned proposal. The student is responsible for obtaining the support of a faculty member willing to assist with devising the proposal, be the primary adviser in writing the thesis, and preside at the defense. If a student's thesis adviser will be someone other than the original faculty adviser they must get a Change of Graduate Adviser form signed by the new adviser and return it to the English Department staff.

The GO-16M form is used for thesis committee appointment. Committees must have at least 3 PSU faculty members and the chair must be tenured or tenure-track with an appointment in the student's department at Assistant Professor rank or higher. The minimum number of members from the student's department remains two; the third member may be from the same department or from another PSU department.

The English Department does not require a fourth committee member as an outside reader or University representative. We encourage this practice as intellectually valuable, but it is up to each adviser.

10. The Thesis Proposal

The proposal should be two to three pages in length and consist of a clear, concise statement of the thesis project or problem to be explored, its significance in the context of previous scholarship and criticism, an account of the methodologies or critical approaches to be used, a selective bibliography, and the name of the thesis adviser. Students should take care to limit the scope of the thesis to a project they will actually be able to accomplish in several terms. The thesis adviser will be a good resource for

this assessment of scope, and will help refine the proposal before submitting it to the thesis Committee. The length of a thesis is usually about eighty pages excluding the bibliography, and copies of past M.A. theses may be read in PSU's Millar Library or the Department conference room (NH 407).

Completed proposals should be submitted to either the Director of Literary Studies or the Director of Rhetoric and Composition (depending on the subject matter) for approval by the appropriate department committee. Approval to write a thesis is not automatic; students may be asked to revise the proposal, and only superior proposals will be approved. Students should submit proposals by the 5th week of the term in which they want the proposal approved.

11. Thesis Credits

Students working on a thesis must register for ENG 503 (English Thesis) every term in which they are continuing to work on the thesis project. These must total 6 to 9 credits and they must be taken over at least two terms. The Office of Graduate Studies requires every student completing a thesis to take at least 6 thesis credits (there must be 6-9 thesis credits listed on the GO-12 form for approval).

Students are responsible for completing the GO-12 form (Approved Graduate Degree Program), which is due no later than the first week of the term in which they intend to graduate. This form cannot be submitted until after the thesis proposal has been accepted and the appointment of the thesis committee has been completed.

The thesis student's adviser must submit a GO-16M form (Appointment of Final Oral Examination Committee) to the Office of Graduate Studies no later than one week before finals week of the term before the student plans to graduate. For additional thesis deadlines and requirements, see the Office of Graduate Studies website at:

http://www.gsr.pdx.edu/ogs_general_deadlines.php.

12. The General Examination

In addition to writing the thesis, students will take a three-hour general examination, testing overall knowledge of literature and, where applicable, composition and rhetoric. This is scheduled at the same time, date, and location as the three-area option test. Students will be notified of the exam schedule by email, so students need to make sure that the English Department staff has their current email address. The examination will be graded by your thesis committee. This examination asks you to write on topics outside your thesis area.

13. The Thesis Oral Examination

The one-hour oral exam focuses on the thesis. The oral exam must be scheduled at least five weeks prior to the end of the term and the committee members must receive a complete copy of the thesis at least two weeks prior to the examination date.

Students must check with their faculty adviser / thesis committee chair to assure completion of all degree requirements prior to final (written and oral) examinations. It is important to carefully plan your timeline for thesis completion in order to meet all deadlines.

Three copies of the unbound thesis and four copies of the abstract, in final approved form, must be submitted to the Office of Graduate Studies at least three weeks prior to the close of the term in which the degree is to be granted. Specific deadlines for each term are available on the Office of Graduate Studies web site. In addition, the thesis must be formatted and printed with very exact specifications. These are also available on the Graduate Studies web site at:

http://www.gsr.pdx.edu/ogs_thesis.php

The critical thesis contract between a student and an adviser is good for one year. If the thesis is not completed in a year, the student will have to negotiate an extension with the appropriate committee (Literary Studies or Rhetoric and Composition). By University regulation, a graduate student must enroll for a minimum of one credit hour of 501 (Research) or 503 (Thesis) when working on any phase of a thesis. Students who chose the thesis option must be enrolled for at least one credit hour in the term in which they have their oral examination. If a leave of absence is taken while a student is working on a thesis, the student is not allowed to utilize the services of the thesis adviser or committee, and no paperwork will be processed by the Graduate Studies Office until the student is registered again.

14. Timeline Considerations

Realistically, the thesis is a long project, and unless you have a great deal of it already done when your proposal is accepted, it is at least two terms of work. Since the thesis must be given to your committee two weeks before the oral exam, and University policy is that the absolute last date to schedule an oral is in the 6th week of any term, the first two weeks of the term in which you are defending the thesis should be used only for final editing and proofreading.

In sum, you should give yourself at least a full calendar year, following the approval of your thesis proposal, in which to write the thesis. For example, to graduate in Spring of 2009, the thesis proposal should ideally be written and approved by the end of Spring term 2008.

You and your adviser will work out a timeline for handing in your drafts and revisions. At no point should you presume that a faculty member will read your work in a rush. All submitted work needs to be given to the professor in plenty of time for him/her to comment. Be sure you know whether it is acceptable to send electronic copies or whether hard copies work best for your readers.

After the oral, the Committee may request some revisions. If your oral is scheduled too close to the University deadline, you may not be able to make the revisions in time to hand in the thesis for graduation, so try to schedule your oral early enough for you to make any subsequent changes.

15. Early Term Graduation

A student who misses the listed thesis submission deadline may graduate in the following term without registering in that term if she/he submits the completed, defended, approved, formatted thesis no later than 5:00 P.M. on the GO-17 (Recommendation for the Degree form) deadline. For example, a student who turned in all copies of the thesis after July 27 but no later than 5:00 P.M. August 21, 2007, and has

met all other requirements by that date, may graduate in Fall term 2007 without having to register in Fall term. She/he must be registered in Summer term, however.

16. Thesis Advice from the Faculty

Ordinarily, a thesis finds you. A paper that you really get caught up in and excited about, a project you feel is not really finished when you hand in the paper, an essay that a professor comments on, pushing you to work further on the implications of your study because it is so great—this is thesis material.

The critical thesis should:

- Demonstrate a wide reading of pertinent background material, historical and current, especially regarding theoretical and cultural issues that touch upon the thesis topic.
- Demonstrate understanding of the critical conversation in the field relevant to the topic, and how the thesis contributes to that conversation.
- Demonstrate familiarity with the methodologies currently used in the discipline, in relation to both the content of the thesis and the form of its research methods.
- Present a well-defined, detailed topic appropriate to the time-frame and page constraints of the University's requirements. The argument should be well-organized and show an understanding of the intended audience, what they need to know, and what you want them to believe when they are finished reading the thesis. It should be written with care for style and balance, use sophisticated and appropriate vocabulary, and use MLA-style formatting.
- Say something interesting, thoughtful, or even new in a clear and elegant way. Even a summary of current opinion on a particular topic can be a fine thesis if intelligently written and clearly articulated, with a clear rationale in mind. If the introductory essay provides a coherent map of the subject-matter, an annotated bibliography can sometimes be a substantial M. A. thesis, particularly for those focused on using it as preliminary research for subsequent doctoral work.
- Show awareness of the interdisciplinary nature of all fields.
- Aim to be publishable, after some revisions or expansions.
- Your own thesis adviser will have other suggestions and requirements for the writing of your particular thesis to which you should carefully adhere.

17. The Portfolio

The portfolio option provides the opportunity for students to present some of their strongest graduate work and demonstrate proficiency in three areas drawn from the exam areas listed in the "Three Area Comprehensive Exam" section. In addition, students who choose the portfolio option write an introductory, reflective essay in which they contextualize their portfolio work in relation to their broader course of graduate study. Portfolio students also submit a scholarly, analytical paper (which may come from any graduate course at PSU) that has been substantially revised to a point where it is suitable for publication. This paper is submitted along with the original, un-revised version.

The introductory essay should explain how each item in the portfolio demonstrates proficiency in the areas chosen, relates to the student's intellectual and professional goals and interests, and contributes to a particular scholarly line of inquiry.

There are several steps in the portfolio process. Students must:

- Consult with their adviser at the end of the first year or beginning of the second about the three areas to be studied and to identify faculty members to serve on the portfolio committee.
- Write a brief prospectus (2-3 pages) describing the areas of study and why they have chosen the portfolio option to pursue this work. If at least two of the three subject areas are in Literary Studies, the proposal will be submitted to the department Literary Studies Committee for approval. If two areas are in Rhetoric and Composition, the student will submit the proposal to the Rhetoric and Composition Committee.
- Assemble the portfolio and submit it to the portfolio committee. Students must provide a copy to each member of the committee and one for the permanent file in the department
- Take a written take-home exam (10-12 pages) on a broad question, formulated by the committee and based on the portfolio.
- Take a one-hour oral exam in which the committee will ask questions about both the portfolio and the written exam.

Students should start preparing the portfolio at least two terms before the term they expect to graduate. Students are responsible for confirming portfolio deadline requirements with the Literary Studies or Rhetoric and Composition committee. Examples of successful prospectuses, portfolios, and take-home exam essays may be viewed in the department office. They are located in the department conference room (NH 407) and must be viewed in this room. They may not be checked out. Details and specific information on how to prepare, format, and present the portfolio, as well as additional information on the take-home and oral exams can be found in the portfolio information packet available in the English department.

18. The Graduate Exam Committee

After students have chosen a track of study (comprehensive exam, portfolio, or thesis), they and their adviser must form a committee to oversee the completion of the student's program. This should be done at least two full terms before the exam date. The student's adviser will be the head of this committee. If the adviser does not work in one of the student's exam areas, students may change advisers by requesting a form from the English Department, having it signed by the faculty member who has agreed to advise, and returning it to the Department staff.

Students then choose two other faculty members who work in their exam areas to serve on the committee. These may be faculty members with whom the student has done coursework, but the student need not have done any coursework in the areas examined or with the faculty on the committee.

Any faculty member with a Master's degree may be requested as a committee member, including fixed-term and part-time faculty. Only the committee Chair, usually the adviser, must be full-time PSU faculty, tenured or tenure-track, Assistant Professor

or higher in rank with a Master's or Doctoral degree. Keep in mind, however, that part-time faculty are not compensated for committee work and thus may be reluctant to serve. The research areas of the full-time faculty are listed on the Department of English web site.

Exam committee choices are subject to the approval of the Director of Literary Studies and Literary Studies Committee, who may ask someone else to serve on the committee if necessary. Students must list their committee members and their examination areas on the GO-12 form (see "Preparing to Graduate").

19. Oral Examination

For three-area and portfolio students, the oral exam committee is the same as the written exam committee unless the adviser requests otherwise.

For portfolio students, the oral exam is a conversation conducted by the members of the portfolio committee. For an hour you will be asked questions about the portfolio, your take-home essay, and other related issues.

Ordinarily, a student's faculty adviser chairs the oral's committee. For all three options, questions and discussion usually proceed from what the student has written but may range beyond that. Passing the oral examination requires a favorable majority vote of the committee. The committee may recommend that the student repeat the oral. In unusual circumstances, for instance failure to complete the foreign language requirement, the Office of Graduate Studies may require that even a successful oral be repeated once the deficiency is remedied.

As with the written exams, oral exams are either passed or not. No grades are assigned. If the approval of a thesis is involved, the committee must assign a grade to remove the In Progress grade on ENG 503 (Thesis).

20. Foreign Language Requirement

All M.A. students at Portland State are required to have experience with a foreign language. Such knowledge will enhance your study of English language and literature. We strongly encourage students to fulfill their language requirement early in their programs. All students must fulfill the foreign language requirement before taking the written and oral M.A. examinations. You may do so in one of three ways:

- Prove that you have received a passing grade in a 203-level course in a foreign language. A 203-level course is the third term of a second-year college language course. If you have previously completed this coursework as a part of your B.A. degree, this counts as fulfilling the requirement.
- Pass an exam administered by the Foreign Languages department. For French, Spanish, German, and Russian, the department offers an examination exclusively for graduate students. However, we do not advise you to take this exam. Instead, we strongly recommend that you take the College-Level Examination Program (CLEP) exam also administered by the Foreign Languages Department. The cost is higher than the graduate-only exam, but we believe the CLEP exam tests students' language abilities more fairly and will allow you to complete the requirement in less time and with less hassle.

- If you were born in a foreign country, you may prove that you have passed the TOEFL in English or provide high school or college transcripts from your home country, with notarized translation.

The Department of Foreign Languages and Literature sets the foreign language policy for the University. For further information students should consult that department website at:

<http://www.fll.pdx.edu/html/advising/index.php>

M.S. students in Professional / Technical writing or Publishing do not have a foreign language requirement.

21. Pre-admission Credit and Transfer Credit

A maximum of 16 approved credits earned before admission to the program may be applied to the degree. This "pre-admission credit" limit applies to both transfer credits earned outside PSU or at PSU before admission to the program.

A separate 16-credit allotment of transfer credit may be approved for coursework taken after admission to the Master's program (courses taken elsewhere over the summer, for example). However, a maximum of one-third of a student's total of 45 credits may be taken outside PSU, so only 16 of the possible combined 32 transferred credits (pre-admission and post-admission) may be from outside PSU (the one-third limit is actually 15 credits but we are allowed an extra credit because of our four-credit course structure).

Students must download a Transfer and Pre-approved credit form (GO-21) from http://www.gsr.pdx.edu/ogs_forms.php, and meet with their adviser or the Director of Literary Studies for credit evaluation and approval.

All Pre-admission and Transfer credits must be graduate level and must be: 1) letter graded B- or higher; 2) not be used for any other degree at any institution; 3) no more than seven years old at the time the Master's degree is awarded; 4) applicable to a Master's degree at the originating institution without qualification. Refer to the PSU Bulletin for information on transfer of courses from foreign institutions, distance learning programs, etc.

22. Coursework Outside the English Department

Once admitted to the English program, students may take up to 13 credits of graduate-level coursework in another PSU department (or in Writing) with their adviser's approval.

23. Advisement

As soon as you are accepted into the program and assigned an adviser, you should try to contact him or her to introduce yourself and receive advice on enrolling for fall courses. If your adviser is on leave or otherwise unavailable, contact the Director of Literary Studies and/or the department's Graduate Administrator (located in the English Department office). You should also plan to meet with your faculty adviser early in the first term of your coursework to discuss your plan of study. New students who do not have access to their assigned adviser during the summer prior to their first enrollment should consult the Director of Literary Studies.

Faculty advisers may eventually serve as the chair of your graduation committee, but because your assigned adviser may not be compatible with your area of study, you may request a change of adviser to suit your needs. If a change is desired, ask the faculty member whom you would like to act as your adviser and then request a Change of Graduate Adviser form in the English Department, have it signed, and return it to the Department staff.

24. Choosing Courses

Graduate courses are offered as 400-500 level courses (large classes that include both undergraduate and graduate students), 500-level courses, which are small classes for graduate students only (pro-seminars), and 507 courses, which are very small graduate seminars. You may also arrange for special 500-level courses in which you work one-on-one with a faculty member in Reading and Conference, Writing and Conference, or an Internship (see "Independent Study" below).

Whether you select the comprehensive examination, thesis, or the portfolio option, you must choose three areas on which to focus (see "Plans of Study" below). Students should have some idea of which areas they will choose by the end of the first year of study so that their coursework will reflect those choices. Students are not required, however, to do coursework in the areas in which they plan to be examined. They can rely upon wide reading in primary and critical sources, although few students choose to be tested without formal classroom training. Students who plan to write a thesis should begin thinking of possible topics early and discuss them with their adviser.

25. Independent Study

Independent study, practicum or internship credits may be arranged (1-4 credits per term) under several course titles (see below). There is no single CRN for these course numbers; to register you must fill out a By Arrangement Request, available in the Department or on the PSU website, have it signed by the instructor, and leave it with Department staff to be signed by the Chair and forwarded to Registration. Please keep in mind that professors choose to take on these courses on top of their regular workload. The options for independent study include:

Eng 501: Research: This can be used for special research projects in which the student has arranged to work with a faculty supervisor. If the research will lead to a writing project, students may also want to consider ENG 503 or WR 505.

Eng 503: Thesis: For MA students whose thesis prospectus has been approved; credits must be arranged with the student's thesis adviser.

Eng 504 or WR 504: Cooperative Education/Internship: For students who are assisting a faculty member in a research, writing, or community-based project.

Eng 505: Reading and Conference: one-on-one reading/discussion on a special topic with single students. If a group of students wants to gather together and propose a topic to a faculty member who would sponsor such a group, it is better to use ENG 508: Workshop.

WR 505: Writing and Conference: one-on-one work with a faculty adviser or mentor on a student writing project; this may also include reading and discussion.

Eng 509: Practicum: Students may assist a professor in teaching an undergraduate course. Duties can include designing assignments, leading discussion, lecturing, organizing student activities, and grading. You should work out your duties with the professor in advance of the course.

The English department recognizes that independent study can be a valuable means of expanding the curriculum and allowing students to pursue special interests. Students wishing to pursue independent study should seek the approval of a faculty member willing to undertake the arrangement. Faculty time to supervise independent study during any given term is limited. By University policy, ENG/WR 501 and ENG/WR 505 coursework applicable toward the degree is limited to 12 hours in a 45-hour total program.

26. One-credit Courses

Graduate Assistantships, some student loans, scholarships, and grants require full-time status. At PSU, a full time course load is 9 credits or more, half time is 8 credits or less. This means that if you enroll for two 4-credit English courses you will not have full-time status. However, in addition to Independent Study (explained above), the department offers a range of 1-credit graduate course options.

1. Discussion/reading groups attached to an existing course

Many of our courses are at the 400/500 level, meaning that they include both advanced undergraduates and graduate students. Graduates often feel a need to have a separate discussion, reading, or workgroup to augment their work in the course. Some of these 1-credit groups may be listed in the Schedule of Classes; otherwise, you will probably need to have the professor fill out a By Arrangement Request form, likely for Eng 508: Workshop. For details on the nature of the group and how to register, you should contact the professor directly.

2. Freestanding Discussion/Reading Groups

These are groups organized around a shared area of interest between a professor and a group of students (and sometimes additional faculty). What we aim for is something enriching, pedagogically and academically sound and interesting, that does not generate lots of extra work for faculty, but stretches graduate students in new directions. These groups need supervision, not teaching or lecturing to, and need to produce their own discussions, with the faculty members as guides. Some of these courses may be listed in the Schedule of Classes; otherwise, you will probably need to have the professor fill out a By Arrangement Request form, likely for Eng 508: Workshop. For more details on the nature of the group and how to register, you should contact the professor directly.

Each term the department will generate a list of one-credit courses professors have offered for the term. You will receive these via email and/or they will be posted outside the English Department. Some of these may also be listed in the Schedule of Classes. Again, please be mindful that professors are not required to teach these extra credits, and do so voluntarily in order to meet student needs. In addition, be aware that 1 credit of graduate work should equal no more than an average of 6 hours of work per week for the student. If you believe your work load is exceeding this amount, please inform your supervising professor. You may also negotiate with the professor to take any of these

options (group work or independent study) for more than 1 credit, with workload adjusted accordingly (remember that for each graduate degree there is a limit for how many credits of independent study a student is allowed).

27. GPA

Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward the Master's degree with specific written approval of the Department Chair. Students must have a B average (3.0 GPA) on the courses fulfilling the degree requirements (courses listed on the GO-12 form). Grades of D and F carry no graduate credit.

28. Financial Aid, Graduate Assistantships, and Employment

Information on graduate financial aid is available on the University website at:

<http://www.pdx.edu/finaid/>

For graduate students who are Oregon residents, the state sponsors the Oregon Laurels Tuition Remission program for graduate study. Information about the Laurels and other competitive scholarships is available on the Graduate Studies website at:

http://www.gsr.pdx.edu/ogs_funding_scholarships.php

English department nomination is required for three all-University competitions: the Oregon Sports Lottery, the University Club, and the Underrepresented Minority Graduate Student Pipeline scholarships. Any student who would like to be nominated for one of these scholarships should speak to their adviser or the Student Affairs Committee about their qualifications. A computerized database of national and local scholarships is also available in the Millar Library.

Graduate Assistantships

The Department has a very limited number of Graduate Assistantships available primarily to first-year graduate students in which they help with Department programs such as the Portland Center for Public Humanities, serve as assistants to faculty administrators such as the Director of Rhetoric and Composition or the Director of Literary Studies, perform other administrative or research duties that foster their career development, or teach in a variety of contexts: composition courses at all levels, tutoring in the Writing Center, assisting faculty in writing intensive courses, and assisting faculty in English courses. Depending on their qualifications, they may also teach courses in creative writing, technical writing, or literature. Graduate assistants receive both tuition remission and a stipend for the academic year, along with tuition remission for summer term. In recent years we have also been able to offer teaching employment in the summer, but this is not guaranteed.

For more information on Graduate Assistantships contact Prof. Greg Jacob (jacobg@pdx.edu).

Many non-academic divisions of the University offer Graduate Assistantships, including: University Communications, Campus Recreation, University Housing, The Office of International Affairs, the Women's Resource Center, the Queer Resource Center, and Student Health and Counseling. Unfortunately there is no centralized listing of these non-academic Assistantships; each office must be contacted individually

(the Graduate Studies office does not keep a list of available Graduate Assistantships each year). Students with non-English language skills may want to contact the Department of Foreign Language about teaching opportunities.

The University also offers the following employment/professional development possibilities:

Writing Intensive Course (WIC) Assistant

WIC Assistants help faculty across the University curriculum in teaching writing for a content course. Responsibilities may include: reading drafts, leading writing workshops, or doing presentations on writing. To qualify for a WIC position you should take either ENG 413/513 (Teaching and Tutoring Writing) or ENG 414/514 (Introduction to Composition Theory). WIC Assistants receive a stipend but no tuition remission. Contact Prof. Greg Jacob for further information.

Writing Center Tutor

Tutors assist students in individual sessions. To qualify for this position you should take ENG 413/513 (Teaching and Tutoring Writing). Tutors receive either a stipend or credit but not tuition remission. Contact Dan Deweese at deweese@pdx.edu, for further information.

University Studies Graduate Mentor

University Studies Mentors come from all academic backgrounds and work with Sophomore Inquiry courses. Mentors plan and facilitate 50-minute mentor sessions for Freshman Inquiry, Sophomore Inquiry or Transfer Transition courses. Mentors serve as friends, colleagues and teachers, helping students learn the academic ropes. All new mentors must enroll in a four-credit Education course that is offered in the spring and a two-week fall training prior to the start of school. Mentors work 10-20 hours per week. For more information see the mentoring website at

http://www.pdx.edu/unst/mentor_application.html

SETC (Skill Enhancement and Tutoring Center) Writing Tutor

SETC is located in the Smith Memorial Student Union. They hire writing tutors on an ongoing basis throughout the academic year as existing tutors graduate. Applications may be picked up in room Smith 439 and the phone number is (503) 725-4448.

Graduate Literary Organization (GLO) Coordinator

The GLO Coordinator must be a second-year student in the English or Writing program (one Coordinator is selected from each program). The Coordinator is responsible for GLO's communication, management, and organization, including supervision of the four volunteer chairs in: Readings, Marketing, Workshop and Student Voice. The Coordinator also interacts with SALP (Student Activities Leadership Program) to manage GLO events and finances, since GLO is a SALP-funded group and not administered by the Department of English. The position carries a stipend and small monthly salary.

Chiron Course Instructor

Chiron courses are credit classes taught by students for students. They are listed under "Interdisciplinary Studies" in the University Schedule of Classes. In addition to the teaching experience gained, student instructors receive a small teaching stipend. For more information, go to: <http://www.ess.pdx.edu/chiron/>

Work Study Positions

If you qualify for the federal work study program, you may apply for a variety of jobs posted by the English department, including writing, website development, and office work. These jobs are posted on the Career Center website at:

<http://www.pdx.edu/careers/>

29. Professional Development

The English Department at Portland State University believes in the inherent value of doing scholarly and creative work, but we also recognize that students want to put their degrees to practical use once they graduate. We believe that an English or Writing degree is one of the most versatile and useful that a student can have. We have developed courses, workshops, and other activities designed to assist students in preparing for a variety of careers. Here are some of our key professional development offerings:

Teaching Writing Workshop

This is a one-day workshop on strategies for teaching others to write. It includes demonstrations, discussions, and teaching handouts on everything from invention and revision strategies to dealing with special issues such as non-native speakers. Contact Prof. Greg Jacob (jacobg@pdx.edu) for more information.

Graduate Literary Organization (GLO)

The GLO receives funding from the Student Activities Leadership Program (SALP) and operates independently from the English Department to organize readings, workshops, book sales, and other activities that foster the literary community at PSU. Two coordinators and four volunteer positions are available each year.

Ooligan Press.

Publishing and Writing students may participate in the work of Ooligan Press, a small trade publishing house. Students work in groups to review, accept, and edit manuscripts; design the interior and the exterior of books; send books to press; and market the books to booksellers, libraries, and other outlets. Publishing and writing students have gone on to work as literary agents, freelance editors and writers, and open their own small presses.

WR 394, Writing Careers for English Majors

This course is also available for graduate credit if you enroll as ENG 505 (Reading and Conference). The course covers career possibilities, internships and community service. Each student gets individual attention and the goal is to identify possible career paths. This course is particularly helpful for those who wish to pursue non-teaching careers. Contact Dan Deweese (deweese@pdx.edu) for more information.

ENG 513, Teaching and Tutoring Writing

This course offers theoretical and practical strategies for teaching composition and tutoring. The focus is on preparing participants to teach in a variety of contexts. Contact Dan Deweese (deweese@pdx.edu) for more information.

The PSU Career Center

The Career Center has an impressive collection of resources especially for English and Writing majors. The center will help you with planning a job search, preparing job

search materials, and exploring career options. Visit both their web site (<http://www.career.pdx.edu/>) and the actual center in 402 University Services Building.

30. Our Advice on Professional Development

Teaching High School

An MA in English will enhance your ability to teach critical thinking and writing in the high school English classroom. In addition to offering a range of courses on literature, film, and other creative media, we have a strong curriculum of rhetoric and composition courses and provide many opportunities to gain teaching and tutoring experience.

The MA alone does not, however, license you to teach high school. To obtain a license, you will have to complete a separate graduate teacher education program, such as [PSU's GTEP program](#). Note that you will need to complete certain course prerequisites, gain work experience teaching children and young adults, and pass statewide exams in order to be considered for GTEP programs. If you wish to earn your MA in English and immediately go on to get your teaching license, we recommend the following schedule:

Summer, Year 1: Fulfill all prerequisites for the GTEP program and PSU's foreign language requirement for MA degrees.

Fall, Year 1: Enroll in PSU's English MA program, take at least 9 credits of courses. Apply to PSU's GTEP program by the December deadline.

Winter, Year 1: Take at least 9 credits in PSU's MA English program.

Spring, Year 1: Complete 9 credits of coursework for PSU's MA in English program; coordinate MA exam committee.

Summer-Spring, Year 2: Complete PSU's GTEP program; with your MA advisor's approval, apply 13 credits of graduate courses from this program toward your MA in English.

Summer, Year 3: Complete the remaining 5 credits of coursework needed for the English MA; study for MA exams.

Fall, Year 3: Begin your first teaching job, and take your MA exams in mid-October.

Please note that if you wish to apply credits from the GTEP toward your English MA you will need to get your English advisor's approval. It would be best to do this before you begin the GTEP.

Students interested in pursuing high school teaching should also consider whether they are willing to move outside the area for a job. Job availability in Portland, as in other popular metro areas, is tight. To get a sense of what statewide job availability is like, check out the website for the Oregon Labor Market information System (www.qualityinfo.org/olmisj/olmiszine). Also think about setting up informational interviews at local high schools and education programs to get a better sense of employment opportunities.

Teaching at a Community College

An MA in English qualifies you to teach lower-division (freshman and sophomore) courses in either two- or four-year colleges. The English MA at PSU will provide you with excellent training for a career in college teaching. Most jobs teaching lower-

division courses mainly involve composition instruction, with some opportunities to teach literature and other subjects. So the teaching and tutoring experience we offer combined with the training we provide in writing pedagogy will give you an edge when you start searching for jobs. For more information on the kinds of knowledge and skills community colleges are looking for, see the [Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges](#), available through the National Council of Teachers of English webpage (WWW.NCTE.org/tyca).

Be aware that a large percentage of lower-division teaching jobs are part-time, adjunct positions. While it is possible to find permanent and tenure-track employment as a community college professor, to do so will take patience and flexibility. Portland, like many other popular metropolitan areas, has an especially tight market for full- and even part-time positions for college instructors. Consider whether you are willing to move to a different area or supplement your teaching income with another kind of work. For more information on the market for college English teaching, check out the Academic Workforce Advocacy Kit on the Modern Language Association website (www.mla.org). To get a sense of the Oregon job market, you can also explore the website for the Oregon Labor Market information System (www.qualityinfo.org/olmisj/olmiszine) and contact community colleges in your area to find out more about employment opportunities and requirements.

Working in Public Relations, Marketing, and Other Humanities Related Fields

The combination of writing skills and cultural savvy that you will gain through our program will position you well for a range of professions. Many of our graduates have gone on to successful careers in fields such as marketing, community outreach, and media relations, to name only a few. The Department regularly organizes informational events with alumni/ae who work in these fields. We can also put you in contact with local organizations and assist you in finding internships and other sorts of employment. To learn more about these opportunities, ask your advisor, the Directors of Literary Studies and Rhetoric and Composition, members of the Department's Student Affairs Committee, and/or Career Center advisors.

Going On for a Ph.D.

Many of our students have gone on to excellent PhD programs. In the last four years, our graduates have entered doctoral programs at the University of Wisconsin, the University of Michigan, Northwestern, UMass-Amherst, and the University of Texas at Austin, as well as other similar programs.

We do advise anyone considering doctoral study to learn more about job prospects after graduation. Obtaining a doctoral degree can take 5-9 years or more, and with financial aid limited students often go into debt to finish their degrees. But after all that, the likelihood of getting a job post-graduation is far from certain. The job market for English PhDs has been in crisis for over a decade, with few signs that the situation will improve anytime soon. You can obtain more information through the Modern Language Association website (www.mla.org), which features an Academic Workforce Advocacy Kit as well as reports on PhD job placement for the last several years. Other sources of information include the [Chronicle of Higher Education](#), the [ADE Bulletin](#), [Academe](#) (at www.aaup.org), and several recent books on the academic profession.

There is some evidence that certain specialties within the field of English are more sought-after than others, so seek advice from the above sources as well as professors in the fields that interest you. Also, flexibility about where you would be willing to live is always an asset when seeking academic employment.

If you are committed to pursuing a doctorate, you should think about how you can use your MA experience to gather materials for applications: usually two writing samples of between 10 and 20 pages and three letters of recommendation, as well as GRE and sometimes English Subject Test scores. Also think about presenting a paper at a conference to get a better sense of the academic experience, gain contacts, and add a line to your resume.

To begin the process of deciding which schools to apply for, check out the ranked list of Ph.D. programs available through the USA Today website (<http://grad-schools.usnews.rankingsandreviews.com>). This includes a ranking of programs by specialty (e.g., Gender Studies, Renaissance Studies, etc.). Don't take these ratings as gospel: many excellent schools are not listed at the top. You should think about what scholars you admire and where they teach, as well as whether there is a program that specializes in the subject you plan to pursue (e.g., is there a Center for the Study of Agrarian Drama at the University of Nebraska?). Try getting in touch with faculty members you might want to work with to see if you like them and to put yourself on their radar. Ask your professors for tips and learn if they have any professional contacts to whom you should introduce yourself.

Other factors that you should consider include:

- The program's record for placing their PhDs in jobs. Often this information is available on program websites. If it isn't, contact the department to find out.
- The types of financial aid and work opportunities that are available.
- The number of graduate credits the program is willing to transfer from your MA. Most PhD programs in English set narrow limits on these. In other words, many schools require that you do most of your coursework with them, and so the work you did for your MA may not significantly reduce the amount of time or money you will need to spend earning a PhD. There are exceptions to this rule. For example, the University of Oregon English PhD program will allow you to transfer up to 9 courses from another institution.

With the crisis in jobs, doctoral programs are limiting the number of degrees they award and so more students are competing for fewer spots. So make sure that you don't just apply for your top choices of schools – be flexible. And make sure to ask your favorite faculty for advice on how to survive and thrive in graduate school and beyond.

31. Dual Masters Degrees

Dual Masters Degrees

No credits applied toward a completed Master's degree may be applied toward earning another Master's degree, except in the case of a Dual Master's degree. A graduate student may work concurrently toward the completion of the requirements of two PSU Master's degrees in complementary disciplines where an overlap of coursework occurs.

The dual degree program is planned in consultation with and approved by the advisers from each program. More information is available in the University Bulletin.

32. Preparing to Graduate

To advance to candidacy, the student must hold regular degree status. Any student admitted conditionally by the Department should file a Go-7 form with the Office of Graduate Studies as soon as the conditions of full admission have been met. Graduate students have a limit of seven years to complete their degree without losing course credits.

Additionally, candidates must:

- Maintain a cumulative GPA of 3.25
- Fulfill the foreign language requirement
- Complete ENG 596 and at least two ENG 507s
- Complete eight credits of pre-1800 British or American literature
- Complete a minimum of 32 graduate credit hours in English (45 total)

In consultation with the adviser, the student chooses an examination, thesis, or portfolio committee, and prepares the GO-12 (Approved Graduate Degree Program). On the Go-12 form the student lists the 45 credits of coursework to be offered for the degree.

Email the Graduate Administrator indicating your intention to take comprehensive exams and listing your committee members and the areas they will write exam questions on. At least one area must be in British literature.

Keep in mind that any courses used to complete the Master's degree requirements may not be used towards any subsequent degree, so students who have more than 45 credits may not want to list them all on the GO-12. The GO-12 is to be submitted to the English Department staff in the term prior to that in which the student plans to take final examinations.

33. Coursework Planning and Graduation Checklist

Students must:

- Make sure the English Department staff has correct contact information, including a current email address.
- Sign up for the department listserv on the English web site at: http://www.english.pdx.edu/maillinglist_g.php
- Meet with their adviser and plan a preliminary program of study.
- Familiarize themselves with program information in this Handbook and the PSU Bulletin.
- Fulfill the foreign language requirement, either by testing or completing coursework to a 203 level. Students are responsible for requesting evaluation and certification of language equivalency through the Foreign Language and Literature department.
- Take ENG 596, at least two ENG 507 courses, and two pre-1800 courses.
- Choose exam / study areas (including one in British literature). Students should have some idea of what these are by the end of the first year.

- Form a committee. Students should consult the faculty profiles on the Department web site and meet with prospective committee members, making sure they will not be on sabbatical during the term in which the student plans to complete the program. Students should not hesitate to approach faculty members with whom they have not previously worked.
- Submit a GO-16M form if a thesis will be written. This must be given to the English Department staff by the end of the term prior to that in which the student will graduate. Thesis students must be registered for at least one credit in the term in which they have their oral examination.
- Register for thesis credits if a thesis will be written (a minimum of 6, completed over at least two terms, are required).
- Students taking the three-area exams may wish to take reading and conference credits in order to study for the exams (usually 1-3 credits per term). Three-area exam students must be registered for at least one credit in the term in which they take the exam.
- Turn in a GO-12 form and an Application for Awarding of Master's or Doctoral Degree (both forms are on the Graduate Studies web site at <http://www.gsr.pdx.edu>). These are due by the end of the term prior to that in which the student will graduate. The GO-12 must be completed with the adviser and submitted to the English Department staff to be signed by the Chair and copied to the student's file before being submitted to Graduate Studies. Students should not submit their GO-12 directly to Graduate Studies. Students are responsible for making sure the Department staff has a copy of the GO-12.
- Students who will take the three-area exam must email the Department's Graduate Administrator at the beginning of the term in which they will take the exam, listing the committee members and the areas they will write exam questions on.
- Maintain a cumulative GPA of 3.25 to advance to candidacy (consult the University Bulletin on academic probation if GPA requirements are not met).
- Check commencement deadlines on the University's commencement web page if you wish to take part in the ceremony. The English Department does not hold a separate commencement ceremony.

Please note that all forms (with the exception of the degree application form) must be submitted to the Department of English so that they can be signed by the Chair and copied to the student's file before they are submitted to Graduate Studies.

34. Appendix 1: Admission & Application Requirements

Admission to graduate study is granted on the basis of satisfactory evidence of preparedness to undertake advanced work and the probability of successful completion of the degree. All applicants must hold a B.A. or B.S. degree from a regionally accredited institution (the degree may be in progress at the time of application but must be completed before admission can be finalized).

Applicants to the English M.A. are expected to hold a B.A. in English, with a minimum GPA of 3.25 in all English courses. Applicants whose bachelor's degree is not in English may be considered for admission if they have: 1) taken 20-30 undergraduate credit

hours in British and American literature (survey and upper division coursework) with a 3.25 GPA, or 2) 16 credits of graduate English courses with a minimum GPA of 3.25.

Our students come from a wide variety of backgrounds, and your admission file will be evaluated as a whole so that weaknesses in one area may be offset by other strengths.

Application Procedures

Important: applicants must apply separately to the University and to the English department. Two different application packets must be provided.

The University admissions application and fee must be submitted several weeks prior to submitting an application to the department. The department will not review a student's files until the University admissions application and fee have been submitted to the Office of Admissions. The University application form and instructions are available on the Department of English website, along with the Departmental application form, at http://www.english.pdx.edu/pdf/graduate_application.pdf.

The Department Application

The Department application must be submitted to the Department of English at this address:

Department of English
Admissions Processing
Portland State University
Box 751
Portland, OR 97207-0751

The application must include the following materials:

- A Departmental application form. Do not use the generic departmental form found on the PSU Admissions web site. Download the Department's form at: http://www.english.pdx.edu/pdf/graduate_application.pdf
- A statement of purpose (see guidelines in Appendix E)
- A complete set of transcripts, including PSU coursework (unofficial transcripts or photocopies are acceptable)
- Three letters of academic recommendation (letters may be sent by the referee to the English Department but must meet the application deadline)
- Two recent samples of written work, including at least one scholarly essay
- GRE scores. These will not be waived under any circumstances (the English subject test is not required at this time, but strongly recommended)
- A stamped, self-addressed notification postcard. A list of any materials missing from the application will be noted on the card when it is returned to the applicant.

The University Application

Send the completed University application, your official transcripts, and a \$50 fee to:

Office of Admissions
Portland State University
P.O. Box 901
Portland, OR 97207

Use the major code ENG for English or WR for the five writing strands. Applicants whose native language is not English and who have not completed an undergraduate degree from an accredited U.S. institution are required to submit official TOEFL or IELTS scores (the English Department requirements are higher than those for the University in general – please see the “International Students” section below).

Do not send the University application fee to the English Department. This \$50 fee is subject to change by the Oregon University System.

Application Deadlines

There is a once-a-year admission deadline for the M.A. in English on January 18 of each year for the academic year beginning that September. There is no flexibility on this deadline. Applications must be postmarked by January 18 and include all departmental application materials (any materials that are sent separately must also meet the deadline).

Your department application will not be reviewed until you have submitted your University application and been assigned a PSU identification number. Applicants will be notified of both Department and University acceptance by mail only.

Failure to supply complete and accurate information will delay the admission process and subject applicants to the University’s policies governing academic dishonesty.

Enrollment Deferment

Students who do not enroll in the term to which they were admitted will automatically be dropped from the program by the University. However, MA in English students may defer their admission for one year from the term for which they were admitted.

To request deferment, a graduate Admission Application Update Request must be downloaded at:

<http://www.pdx.edu/media/u/p/update-gr.pdf>

The form must be filled out, signed, and forwarded to the English Department for the Chair’s signature.

35. Appendix 2: International Students

Any applicant whose native language is not English and who has not received a baccalaureate, master’s or doctoral degree from a regionally accredited U.S. institution or an equivalently accredited non-U.S. institution with instruction exclusively in English must pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (100 on the internet-based test or 250 on the computer-based test). The International English Language Testing System exam (IELTS) may be substituted for the TOEFL; the minimum acceptable score is 7.5.

36. Appendix 3: Office of Graduate Studies Forms and Definitions

- **GO-7, Request for Change of Status**
If you were admitted conditionally you must file this after meeting the conditions for regular status. This must be done before you can submit graduation paperwork.
- **GO-10, Reservation of Graduate Credit**
You can take up to 12 PSU graduate credits at the end of your undergraduate course of study (you only pay undergraduate fees even though they're graduate credits), and transfer these credits in to a graduate program. This is allowed only for first B.A. / B.S. degrees.
- **GO-12, Approved Graduate Degree Program**
This is where you list the courses you are using to fulfill the degree requirements. The Graduate Studies Office strongly disapproves of listing more credits than are required for the degree, since they will not be usable for any future degree. All courses taken appear in your transcript regardless of whether or not they are listed on the GO-12.
- **GO-13, Change in Graduate Degree Program**
This is used to amend a GO-12 if any changes are made to your course of study after filing the GO-12
- **GO-15, Validation of Out-of-Date Graduate Credit**
If any of your coursework exceeds the 7-year time limit (5 years for the MFA), you can request a validation exam to approve the use of that credit.
- **GO-16M, Appointment of Final Oral Examination Committee (Masters Level)**
This form must be submitted to have your thesis committee approved by the Graduate Studies Office. You should do this before beginning your thesis credits or submitting your prospectus.
- **GO-17M, Masters Recommendation for the Degree**
This form is signed by your committee after your final oral exam is completed. Students are not allowed to handle this form once it has been signed.
- **GO-19M, Request for Change of Major (Masters Level)**
This form is used to change from one Master's degree program to another. Unless you are transferring from an M.A. to an M.S. (or vice versa) in the Writing Program, transferring between programs requires a full admission review during the fall term admission cycle.
- **GO-21, Proposed Pre-Admission and Transfer Credit**
This form must be completed if you have taken any courses before admission to your graduate program that will be used to fulfill its requirements (at PSU or elsewhere). It must also be filed if you take any courses after admission that will be used to fulfill your requirements.
- **Dual Degree Memo**
This form is used to define which courses will apply to both degrees in a dual degree program.
- **Graduate Petition**
This form is used to petition the Graduate Council for a waiver of a University graduate academic regulation or degree requirement.

ENGLISH MA STUDENT CHECKLIST

The following checklist is based on a full-time schedule (9 credits per term for 5 terms). We recognize that everyone does not go through the program following this timeline, but please extrapolate as best you can!

TERM	CHECKLIST
FALL, YEAR 1	<ul style="list-style-type: none"> <input type="checkbox"/> Have I seen my assigned advisor? <input type="checkbox"/> Have I registered for English 596? <input type="checkbox"/> Have I found out how to fulfill the foreign language requirement and have I taken steps toward doing so? <input type="checkbox"/> Have I checked out the Course Planning Guide to see how I might fulfill the pre-1800 and seminar (Eng 507) requirements? <input type="checkbox"/> Have I signed up for ODIN and OAM accounts? <input type="checkbox"/> Have I exchanged contact information with other students in the program? <input type="checkbox"/> Have I sought out students with more experience in the program for advice? <input type="checkbox"/> Have I transferred any previous graduate credits I had by submitting a GO-21 form? <input type="checkbox"/> Have I thought about whether I want my MA to lead to a specific career and, if so, have I sought information through the program website, the Career Center, special department events, and faculty? <input type="checkbox"/> Have I signed on to the graduate student listserv? Do I know how to find out about events happening on campus and around Portland? Have I attended a GLO meeting? Do I know about the cultural opportunities the Portland area has to offer?
WINTER, YEAR 1	<ul style="list-style-type: none"> <input type="checkbox"/> Am I making sure to contact faculty and other students regularly for advice and support? Do I make time to attend department functions and information sessions? <input type="checkbox"/> Do I want to apply for a 2nd-year GAship or seek out other employment or fellowships for next year? Have I taken steps to do so?
SPRING, YEAR 1	<ul style="list-style-type: none"> <input type="checkbox"/> Have I decided which graduation option I want -- the exam, the portfolio, or the thesis? <input type="checkbox"/> Have I found a faculty member to be my second-year advisor? If not, have I sought advice from students and faculty on how to do so? <input type="checkbox"/> Am I ready to form an exam or thesis committee? If not, what steps do I need to take to do so? <input type="checkbox"/> Do I want to take summer courses? <input type="checkbox"/> Do I want to compile a summer reading list in anticipation of my exams? <input type="checkbox"/> If I am writing a thesis, have I submitted my prospectus to the appropriate committee (Rhetoric and Composition or Literary Studies) and has it been approved? If so, do I have a summer research and writing plan? Have I established a schedule with my advisor and/or a writing group to keep me on track? <input type="checkbox"/> If I was a conditional admit, have I fulfilled the necessary conditions? If so, have I submitted a GO-7 form to the department for approval? If not, have I discussed with my advisor how I will do this before I enter my final term of study?

TERM	CHECKLIST
SUMMER, YEAR 1	<ul style="list-style-type: none"> ❑ How am I progressing toward completing my degree? What requirements do I still need to fulfill? ❑ Have I clarified any career goals? Have I taken steps to meet those goals by taking certain courses or gaining work experience? ❑ If I am working on a thesis or prospectus, or studying for exams, do I have the supports I need to make good progress? If not, how can I put them in place? ❑ Do I need to spend part of the summer working on a portfolio prospectus? ❑ Have I been taking advantage of the cultural and scholarly events that PSU and the Portland area have to offer? Have I attended lectures by visiting scholars and writers? Have I checked out local conferences? If not, can I plan to find out about these and add them to my schedule in the coming academic year?
FALL, YEAR 2	<ul style="list-style-type: none"> ❑ Have I assembled my exam, portfolio, or thesis committee and received instructions from each member on how to proceed? ❑ If I am writing a thesis, have I made sure that my advisor has submitted at GO-16 form (Appointment of Exam Committee) on my behalf? ❑ If I am doing the portfolio option, have I submitted my prospectus to the Literary Studies Committee and has it been approved?
WINTER, YEAR 2	<ul style="list-style-type: none"> ❑ Have I made sure that by the end of this or next term I will have fulfilled all the requirements for graduation -- foreign language, pre-1800, and seminar (507) -- and that I will have completed 45 graduate credits? ❑ Have I found out when my thesis/portfolio is due and/or when the graduate exams will be held next term? ❑ Have I informed my committee that I plan to graduate next term? Have I solicited any final advice from my committee on how to proceed toward graduation? Have I also asked other students for advice? ❑ Have I taken steps to submit my Application for a Degree and GO-12 (Approved Graduate Degree Program) forms by their due dates at the very start of next term? ❑ Have I considered submitting work for the Department Kellogg awards, since applications are generally due in the beginning of spring term?
SPRING, YEAR 2	<ul style="list-style-type: none"> ❑ After my exams and/or the submission of my portfolio/thesis, have I made sure to keep in close touch with my advisor regarding whether I have passed, what more work I may need to do, and when my oral exam will be scheduled? ❑ Now that my thesis/portfolio has been approved and I have passed my oral, have I taken the necessary steps to file my thesis/prospectus formally with the university and/or department? ❑ Have I fully and zestfully celebrated the completion of my MA?