



The Doctor of Philosophy in English:
Graduate Studies in

*C*omposi*T*ion
& *ESOL*
Program Handbook

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Indiana University of Pennsylvania

Graduate Studies in Composition and TESOL

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The Policies and Information in This Program Handbook **Are Subject To Change.**

This handbook, Version 2017s1

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Welcome

Welcome to the Graduate Program in Composition and TESOL (Teaching English to Speakers of Other Languages). As a student in our program, you are a member of a large family of educators working in the United States, Canada, Africa, Asia, Central and Latin America, Europe, and the Middle East. Since you have chosen our program, chances are you share characteristics with the other members of this professional family. We hope you are deeply committed to students and the teaching of writing and language, and you are dedicated to becoming a better teacher. We also hope that you are deeply dedicated to scholarship and recognize that research is a vital part of being and becoming a teacher-scholar. Welcome into our community of teacher scholars!

C&T Mission

Indiana University of Pennsylvania's doctoral program in Composition and TESOL provides students with a comprehensive, interdisciplinary, and research-based understanding of first and second language literacy instruction. With accomplished, international faculty in the fields of Composition, TESOL, Rhetoric, and Applied Linguistics, our program offers the unique experience of working across disciplinary lines and integrating research on language, literacy, culture, and writing.

Our curriculum is built on the concept of the teacher-scholar. We help doctoral students conduct innovative research and we promote teaching practices that are informed by research. Our students become accomplished teacher-scholars known for their enthusiasm, research, teaching, and publications. They enjoy careers as faculty members, literacy researchers, writing program directors, academic administrators, and expert consultants.

The C&T program is one of the few programs in the world designed to give students the option of exploring first and second language literacy in English. We welcome students who wish to explore the ever-widening contexts of literacy and language around the world and who recognize the importance, value, and beauty of literacy research and instruction.

The Doctoral Program

Our program is designed to meet the needs of English and TESOL instructors at both two- and four-year colleges and universities. The program's core courses provide a foundational coursework for students in composition and TESOL. This foundation is flexible enough to increase the professional qualifications and teaching effectiveness of instructors now in teaching positions or to meet students' individual needs in the ever-changing academic marketplace. The C&T Program recognizes the changing structure of education and the interdisciplinary nature of research. The curriculum enables students to connect theory with practice. It provides central courses in research methods, composition theory and second language literacy. Students have 15 elective hours in the program, with courses offered in writing assessment, writing centers, technology, cross-cultural communication, rhetoric, applied linguistics, and literacy theory.

Diversity and Inclusivity

Since 1975, the Composition and TESOL English Ph.D. Program has focused on celebrating diversity and maintaining an inclusive environment that promotes intercultural understanding among our students and faculty. We affirm this commitment through our coursework and scholarship, which encourages us to consider both local and global perspectives on language and literacy policies, practices, and learning. Our diverse family of students, faculty, and alumni come from all over the world including Africa, Asia, Central and Latin America, Europe, the Middle East, and North America.

Given our program's inherently multicultural and multilingual values, we affirm our program's commitment to creating an inclusive environment for all students, regardless of race, ethnicity, religion, gender, sexual identity, ability, migration status, national origin, or other forms of identity. We welcome and honor the perspectives, cultures, and traditions that each of our students, faculty, and alumni bring to our program.

Our Program's Reputation

Our doctoral program in Composition and TESOL is one of the oldest in the United States. The first class of students enrolled in the program (then called English Education and later Rhetoric and Linguistics) in the summer of 1976, making our program one of the first doctoral programs of its kind in the United States. Since that time, more than 250 students have earned the Ph.D. through our program. The program was revised in 1986 and again in 2000, when it acquired its current name, Composition and TESOL (C&T).

Few graduate programs in the U.S. offer the rich blend of composition and TESOL from the perspective of the teacher-scholar. Our program is designed to help educators develop plans of study suited to their teaching and scholarly

interests. In addition, graduate students have opportunities to work in the American Language Institute (ALI), which offers intensive programs in English for international students and visitors, the University's Writing Center, and in the English Department as teaching associates or part-time faculty members.

A survey by the Modern Language Association found that IUP's doctoral programs are among the most successful in terms of secure employment. In 1996-97 IUP granted 35 new graduates the doctorate in English from its two doctoral programs. Of these graduates, ninety-four percent obtained full-time employment in teaching, three percent in other fields. This rate compares with a national average of 62 percent finding employment in teaching out of other graduate programs. In addition, 65 percent of the 1996-97 graduates were hired for permanent, tenure-track jobs, compared with a national average of only 33 percent.

Students

Many of the students enrolled in our graduate programs, along with an equal number of alumni, hold teaching positions at academic institutions throughout the world. This diverse student population creates opportunities to learn about composition, language, and literacy in different educational settings and cultures. At the end of the degree program, many of our students return to their home institutions as tenure-track faculty. Others move to new teaching jobs or to positions in writing or language program administration. Our graduates go on to publish, speak at conferences, and lead workshops. Many become leaders of their profession. Beth Boquet, Brian Huot, James and Kathleen Strickland, and Wendy Bishop, to name just a few of our many outstanding graduates, have been nationally recognized as leaders in the field of composition. In TESOL, Lian Aik Wong (Singapore) and Thomas Farrell (Canada), Chutima Thamraksa (Thailand), and Ali Fattah (Egypt) are examples of our many graduates who have gone on to gain scholarly recognition and leadership positions in their field.

Faculty

Our program's faculty members are teacher-scholars. They teach undergraduate as well as doctoral courses. They have written books used in graduate programs and published by scholarly presses: Boynton/Cook-Heinemann, Cambridge University Press, Continuum Press, Hampton Press, National Council of Teachers of English, TESOL Publications, University of Michigan Press.

You will find their names in journals such as *College Composition and Communication*, *Computers and Composition*, *English Journal*, *English Teaching Forum*, *Journal of Adolescent and Adult Literacy*, *Journal of Language, Identity, and Education*, *Journal of Reading*, *The Language Teacher*, *PRE/TEXT*, *Research in the Teaching of English*, *TESOL Journal*, *TESOL Quarterly*, and *The Writing Instructor*.

And you will see them at conferences such as the American Association of Applied Linguistics, the annual convention of the National Council of Teachers of English, the College Language Association, the Conference on College Composition and Communication, the International Society for Language Studies, the Linguistics Society of America, and the annual TESOL convention.

Director: Sharon K. Deckert

Composition Faculty: Resa Crane Bizzaro, Dana Driscoll, Gian S. Pagnucci, Bennett A. Rafoth, Mary Stewart, and Matthew Vetter.

Applied Linguists Faculty: Sharon K. Deckert, David Hanauer, Gloria Park, Curtis Porter, Lilia Savova.

Environment for Student Life

Students work closely with faculty in undergraduate research and scholarly projects, as panel presenters at national and regional conferences, as assistants in rating placement tests, and as co-writers of professional literature. In addition, students often collaborate with each other on class projects and on professional publications or presentations. Students report forming life-long friendships with faculty and peers. In an article in the *Journal of Advanced Composition*, "Moving Out, Moving Up: Beyond the Basement and Ivory Tower," two of our graduates, Janine Rider and Esther Broughton, wrote about the experience of returning to graduate study in our doctoral program, after having been employed as college teachers for several years:

Because the graduate English department's teaching philosophy emphasized collaboration, we had new models for what English professors could be. We were treated as collaborators in the process, students and teachers alike. We were encouraged to think and write together. We read about Anne Ruggles Gere's writing groups; we also formed them. We learned about sharing writing from Karen Spear and Nancy Atwell; we also shared the pain we suffered while reinventing ourselves as writers. At a recent conference, we learned how slippery the definition of collaboration can be as we tried with a whole group of people to define it. But without defining it, our summers in graduate school provided every possible configuration of it; collaboration became the paradigm under which we worked.

For the summer, the boundaries of our lives blurred: day, night, school, social life, exercise, meals (there was no rest). We all had a common goal, which at the minimum was survival and at the maximum was success. And the one aspect of academic life that seemed almost completely suppressed was competition—surprising, considering what we had heard about graduate school. . . . (*JAC*, 14.1, 244-247)

The University

With its original 1875 building still standing at the heart of campus, Indiana University of Pennsylvania has a long tradition of academic excellence. IUP has been recognized by numerous publications for its high academic standards and competitive costs. The university is consistently chosen by the Princeton Review for inclusion in its Best Universities publications. IUP was one of only five universities in Pennsylvania chosen for the 2007 Kiplinger's Personal Finance magazine's "Best Values in Public Colleges". IUP's Robert E. Cook Honors College is featured in Donald Asher's Cool Colleges for the Hyper-Intelligent. The University's mission, values, and vision further illustrate our commitment to high-quality education.

In 2006 the Middle States Commission on Higher Education awarded re-accreditation to IUP for the next 20 years, along with accolades for the University's "exemplary comprehensive self-study" and for its "outstanding faculty, student services and information technology." The Middle States Commission, based in Philadelphia, is the primary accrediting body for all colleges and universities in Pennsylvania and the Middle Atlantic region of the US.

The University provides an intellectually challenging experience to close to 15,000 students at three campuses, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is the largest member institution of the Pennsylvania State System of Higher Education (PASSHE) and the only member authorized to confer Ph.D. degrees. IUP is classified by the Carnegie Commission on Higher Education as a Doctoral/Research University.

Academic offerings include 130 undergraduate majors with a variety of internship and study abroad programs, more than sixty graduate degree programs. The variety and quality of instruction are characteristic of a big university, yet at IUP, close, one-to-one relationships develop within the teaching framework, and a strong sense of community prevails.

Library Resources

Most directly important to our graduate students are the resources for research. IUP's Stapleton Library holds more than 850,000 volumes, 1.5 million titles in microform, and a large collection of scholarly journals. Stapleton Library holdings are strong in composition, TESOL, and American literature, strengths enhanced by its status as a select U.S. government and Pennsylvania state government depository. The library is also very strong in media and film study materials. Stapleton library allows doctoral students to check out books for ninety days, with two renewals. For graduate students, there are private Graduate Study Rooms and individual study carrels available. Stapleton Library participates as an associate member in the Chicago-based Center for Research Libraries, which makes available for indefinite loan any item from its vast resources that may be needed by scholars. In addition, IUP is within commuting distance of the University of Pittsburgh's Hillman Library, Carnegie Mellon University's Hunt Library, and the Carnegie Public Library, one of the largest public libraries in the US. The Folger Library and the Library of Congress are also only a few hours away in Washington, DC.

The Indiana Community

IUP is located in Indiana, Pennsylvania, 55 miles northeast of Pittsburgh, in the foothills of the beautiful Allegheny Mountains. Indiana offers much of the best of both small town and city life. With a population of about 35,000, Indiana and its neighboring small towns are quiet and picturesque, and several nearby natural areas and state parks provide opportunities for hiking, camping, boating, and fishing. The Indiana area is rich in culture from its history of mining and its most famous son, Hollywood film legend Jimmy Stewart. The local economy is based primarily on energy resources, health care, education, finance, and other service industries.

The IUP campus hosts more than 200 cultural and entertainment events each year. Frank Lloyd Wright's world-famous Fallingwater is a 90-minute car trip from IUP, near some of the best whitewater rafting in the region. Nearby Pittsburgh offers students opportunities to enjoy all that a large, rejuvenated American city has to offer. From the Strip District, with its bustling, open-air warehouse food markets; to the Bohemian coffee shops; to the fine and ethnic restaurants; to the internationally known art museums, including the Carnegie Museum and the Andy Warhol Museum; to the John Heinz Museum of Regional History; to the music of the Pittsburgh Symphony and the jazz and small rock and roll clubs; to the collegiate and national sports teams--the Pittsburgh Steelers, Pirates, and Penguins; Pittsburgh is a cosmopolitan city that has not lost its multicultural and working class, ethnic heritage.

Admissions

Doctoral Program Admission

Students entering the program must have a master's degree with a GPA of at least 3.0 (3.5 to be competitive) in a language arts or education-related field such as composition, English, TESOL, applied linguistics, literature, or communication. A minimum of one year of teaching at the secondary, two-year, or four-year college/university level is also recommended. Students who do not meet these prerequisites may have to successfully complete (with a 3.5 GPA or better) one or more designated pre-courses in the spring or summer sessions before being fully admitted to the Ph.D. program.

All students must begin the program in either the fall semester or first summer session. Graduate assistantship information (there is no longer a separate application, it is part of the application process), and a graduate catalog are available from IUP's School of Graduate Studies and Research (SGSR) website at <http://www.iup.edu/graduatestudies/>. Applicants should send completed admissions material directly to graduate admissions <http://www.iup.edu/admissions/graduate/>. IUP's SGSR notifies applicants of the admissions decision based on the recommendation of the C&T Program Director and the Composition and TESOL Admission Committee. Once admitted, each student is responsible for registering for classes on a first-come, first-served basis; once all seats are full in the beginning classes, newly admitted student may be wait-listed or deferred to a later semester before they can begin the program. A graduate student is expected to assume full responsibility for knowing and fulfilling graduate program and university procedures and regulations.

Application to the doctoral program in Composition and TESOL also includes:

- An official transcript of all undergraduate coursework for which credit has been awarded with a minimum quality-point average of 2.6 on a 4.0 scale from an accredited institution of higher learning; a 3.0 is needed to be competitive with other applicants
- An official transcript of graduate level coursework for which a master's degree in English or a related area has been awarded with a minimum quality-point average of 3.0 on a 4.0 scale from an accredited institution of higher learning; a 3.5 is needed to be competitive with other applicants
- Two detailed letters of recommendation (three preferred) from individuals qualified to assess the student's academic performance and potential for doctoral studies in the C&T program.
- A statement of goals. This should be well written and explain the applicant's research interests and how he or she hopes to pursue these interests through doctoral studies.
- TOEFL, Test of English as a Foreign Language, and IELTS, International English Language Testing System, scores are not required for students from countries where the first language is English (principally the United States, Canada, England and the British Isles, and Australia), or when an applicant has earned a master's degree from a college or university in the United States. All other international applicants or applicants who are speakers of English as a second language are required to submit TOEFL or IELTS taken *no more than one year prior to the expected date of enrollment*. IUP's SGSR will not process applications lacking TOEFL or IELTS scores.
 - We look for a minimum TOEFL score of 600 paper-based (PBT), 250 computer-based (CBT), or, 100 internet-based (iBT), and a minimum TWE (Test of Written English) score of 5.5. For the IELTS, we look for a score at least 6.5 to be considered and a 7.0 to be competitive.

- The linguistic proficiency of international students who is assessed by examining all application materials: the TOEFL or IELTS scores, recommendation letters, goal statement, and the presence of content courses in English on the applicant's transcripts.
- GRE scores are not necessary for the application process.

International Applicants

In addition to the academic prerequisites and procedures for admission given above, international students must complete an international student preliminary application form and present evidence to IUP's SGSR of having financial resources sufficient to meet the cost of living in Indiana, Pennsylvania, the cost of travel to and from the student's native country, and the cost of graduate tuition and fees at IUP. Such evidence should be sent with the application packet directly to Graduate Admissions <http://www.iup.edu/admissions/graduate/>. IUP's SGSR gives notification to the university's foreign student advisor of international student admissions; the foreign student advisor mails general information about the university, issues certificates of eligibility such as I20s, IAP-66s and related documents to admitted students. For more information for international students, please visit IUP's Office of International Education (OIE) website at <http://www.iup.edu/international/>.

Degree and Program Requirements

The doctoral program in Composition and TESOL is designed for individuals who have a master's degree in English or a related area as well as teaching experience at the secondary or college level. Students admitted to the Graduate Studies in Composition and TESOL Program are responsible for meeting all program requirements to earn the Ph.D. degree.

Minimum Requirements for the Degree:

- 36 credit hours of course work with a GPA, and a minimum of 12 dissertation credits.
- Steady progress each semester toward the degree. Students must maintain continuous registration in line with their cohort residency requirements during coursework and then maintain continuous registration for their dissertation work (fall/spring).
- Qualifying Portfolio: to be eligible to turn in a qualifying portfolio, students must be enrolled full-time during course work. Thus, at the end of the first summer, Summer Cohort students should have 12 credits; at the end of the first semester, Academic-year Cohort students should have nine credits. All students must submit the portfolio the following Spring Semester. Students must have passed their coursework with a 3.5 GPA in their courses, submit the portfolio when it is due, and pass the evaluation in order to continue in the program.
- Submission of a Research Topic Approval Form (RTAF) within 6 months of coursework completion.
- Culminating Evaluation/3-chapter Meeting following course work. Typically this should be completed within one year of finishing coursework.
- Submission of and IRB protocol for research that involves human participants.
- Completion of 12 credit hours of ENGL 995 Dissertation by maintaining continuous enrollment of at least two dissertation credits (ENGL 995) each Fall and Spring semester (you do not need to register for dissertation hours during summer sessions) starting the semester after completing regular coursework. If the total of 12 credits is reached before a dissertation defense takes place, continuous enrollment must be maintained with the enrollment in one Extended Credit each Fall and Spring semester until the dissertation is completed. A student must be enrolled in the semester in which he/she uploads the final version of the dissertation to the School of Graduate Studies and Research (SGSR).
- Please be aware that missing one semester of enrollment is a violation of the continuous enrollment policy. If the student is not successfully enrolled by the official add/drop date of the next semester, the student will be inactivated in the program. Students inactivated from the program will not be considered for re-admission.
- Submission of the approved dissertation to the dissertation committee and the SGSR, (following the requirements of the Thesis/Dissertation Manual, available from SGSR website)
- Graduation no later than seven years from the date of the student's first course in the doctoral program.

Residency Requirements

For Summer Cohort Students,

In the first year, summer, cohort students will take two courses in Summer I and two courses in Summer II. During the following two years of their program, students will take two courses in Summer I and two courses in Summer II, with the option of taking a pre-session course with a total of no more than five courses in a summer. The exception to this is the final Summer II, in which students may take only the number of courses required to complete the required 36 hours. Summer cohort students may only take one academic year course during their program and two with the permission of the program director. Leaves of absence are not permitted as noted in the "Leaves of Absence" policy.

For Academic-year Cohort Students

Academic-year Cohort students will take three courses in each of the fall and spring terms and may take one course each summer, two with the approval of the doctoral coordinator. The exception to the three courses each semester requirement relates to students final spring semester when they may take the number of courses required to complete the required 36 hours. Leaves of absence are not permitted as noted in the "Leaves of Absence" policy.

Transfer Credit Policy

Transfer credits are not accepted.

Summary of Composition and TESOL PhD Program

This page presents a brief overview of each of the major requirements for the Composition and TESOL Ph.D. program. More in-depth information about each of these topics is covered in this handbook.

Coursework

Each student must take a minimum of 12 courses. These courses must meet with the program requirements as outlined in the Program of Study.

Annual Report

Each student is responsible to submit an annual report on his/her progress through the C&T program. This report will take the form of a Qualtrics survey, and has been designed to reduce annual repetition of information. At the beginning of each fall semester, each C&T student will receive a Qualtrics invitation with a link to the Qualtrics annual report survey.

Qualifying Portfolio (QP)

At the beginning of the first spring semester after you begin coursework, you will be required to submit a Qualifying Portfolio. This portfolio replaces the Qualifying Examinations that many other PhD program use.

Assembling Your Dissertation Committee

Typically within six months of completing coursework, you will assemble your dissertation committee. Once your committee is assembled, you will fill out and file your Research Topic Approval Form (RTAF).

Culminating Evaluation/Three Chapter Meeting (CE/3-chapter)

Approximately one year after completing your coursework, you should be ready to schedule your Culminating Evaluation/Three Chapter Meeting. In this meeting, your dissertation committee will evaluate both the first 3 chapters of your dissertation and your presentation of that work to decide whether you are ready to proceed with the dissertation process. In most cases involving participants, the IRB protocol will be submitted after this CE/3-chapter meeting due to potential protocol changes that may be required as a result of methodological changes to the study discussed in the meeting.

Dissertation Defense

Once you have passed your CE/3-chapter meeting, you move to collecting your data, with the approval of IUP's Institutional Review Board, and to analyzing your data and writing your final draft of your dissertation. The Dissertation Defense is your opportunity to present your dissertation and answer any questions your committee may still have about your work. It is truly the culminating event of your PhD work, and a time to be celebrated when you pass. This is the day you become a Doctor of Philosophy.

Graduation

Remember to work into your schedule time to attend the graduation ceremony. This is the time that your name will be called and your chair or other committee member will be given the privilege to “hood” you—to put on the cape section of your new academic attire which shows that you have achieved PhD status. You have worked hard; a graduation ceremony allows you to enjoy the achievement.

Course Descriptions

ENGL 800: Introduction to Research in Composition and TESOL

Interdisciplinary dimensions of the transmission of literacy and its position as a domain for scientific inquiry, including research methodology, the evaluation of research, and the bibliographical resources for the study of rhetoric and linguistics.

ENGL 803: Language and Cognition

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains. Focuses on the brain/mind dichotomy, brain functions relating to language, mental modules and the mental lexicon, the role of memory in language usage, first language acquisition, the cognitive strategies involved in processing, in formation and using language, parsing and speech production, language disabilities, comprehension of spoken and written texts, and rhetorical and practical aspects of both texts and spoken language.

ENGL 805: Language and Social Context

Introduces the study of language as a social phenomenon, including such topics as language varieties, stereotypes and social identity; language planning and language policy; standard and nonstandard usage; censorship; discourse analysis; language attitudes; language, culture and thought; communicative competence; small group communication; and classroom interactions.

ENGL 808: Technology and Literacy

Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

ENGL 815: Qualitative Research

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Topics include: Ethics of using human subjects, epistemological foundations, research design, collection, and analysis. The course also covers dissemination of research findings. This course is for second- and third-year students, not first-year students

ENGL 823: Second Language Teaching

Considers trends, issues, research, and exploration in second language teaching, as well as language learner assessment and testing.

ENGL 824: Second Language Acquisition

Introduces current research in second language acquisition, especially in English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context.

ENGL 825 Second Language Literacy

Studies theory, research, and pedagogy associated with the development of literacy in two languages, either simultaneously or successively. Focuses on how individuals and groups become literate in English as an additional or second language. Includes explorations of political, cultural, social, contextual, as well as cognitive, textual, and educational issues that arise in acquiring and using a second literacy. Open to MA TESOL and Ph.D. students in Composition and TESOL.

ENGL 830: Teaching Writing

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing in schools and colleges.

ENGL 831: Rhetorical Traditions

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

ENGL 833: Theories of Composition

Reviews the major theories of composition especially those of the modern and postmodern eras. Examines how cultural factors such as education, history, politics, ideology, gender, race and ethnicity affect theorizing about

composition. Encourages students to construct their own theories of composition by entering into a collaborative cultural and intellectual process.

ENGL 845: Theories of Literacy

Engages students in readings and discussions related to three main areas of inquiry: 1) Conceptualizations of literacy, viewed cross-culturally and historically; 2) Theories of the nature of literacy and its transmission (where, when, why, how, and by whom to whom); and 3) Perspectives on writing systems, traditions of learning, and the implications of technological change.

ENGL 842: Cross-Cultural Communication

Investigates cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures in the context of teaching English as a second or foreign language at all levels.

ENGL 844: Reading Theory and the College English Teacher

Examines the psycholinguistic and ethnographic research on the fluent reading process of native and non-native college readers, relevant to the teaching of writing and reading for academic and literary purposes.

ENGL 846: Advanced Seminar in Literacy

Explores a single topic in depth in the fields of Composition and/or TESOL. Topics are announced in advance and have recently included writing centers, computers in composition, discourse analysis, foundational texts, and writing program administration. May be taken more than once.

ENGL 847: Identity, Power, and the Multilingual Writer

Addresses understandings of current theories on identity as they relate to multilingual writers and develops the ways these theories can be used to analyze processes of identity construction in relation to writers and writing. It considers how issues related to notions of power and ownership of language are part of the larger social constructions of multilingual writers' identities and considers how these identities are often indexed in both research about multilingual writing and in multilingual writing itself.

ENGL 848: Advanced Topics in Linguistics

Explores the study of language involving systematic research techniques. Focuses on a single topic. Topics, announced in advance, include such areas as discourse analysis, language and gender, language and social context, linguistic aspects of translation, the linguistics of written texts, and relation of oral and written communication.

ENGL 854: World Englishes in Composition and Applied Linguistics

Provides an interdisciplinary approach to understanding issues around World Englishes scholarship where teachers, researchers, teach educators, and administrators from a variety of contexts come together to understand, explore, and critique how English(es) is/are positioned around the globe, and how that positioning impacts learning and teaching.

ENGL 867: Research on Writing Centers and Writing Program Administration

Examines the history, theory, and every day practices that surround writing centers and writing programs, including advances in writing across the curriculum and writing in the disciplines. Students will read key books and articles and develop a research project suitable for publication and presentation.

Coursework and Dissertation Hours

Registering for Classes

During your first semester or summer, you are required to take the three following courses:

ENGL 800: Introduction to Research in Composition and TESOL

ENGL 825 Second Language Literacy

ENGL 833: Theories of Composition

Beginning in your first semester, the Composition and TESOL director will hold an advising meeting for students to create a schedule that will work for each student and meet the C&T program requirements.

It is important for you to register for classes during the registration period. Late registration will result in fines that are imposed by IUP. You can find out about courses that will be offered by accessing the University-Wide Class Schedule: https://www.banner.iup.edu/dbServer_prod/szkschd.p_get_category_and_term/

Registering for Dissertation Credits

In your last semester of course work, register for two Dissertation credits for the following semester (Fall), and continue to register for two Dissertation Credits each Fall and Spring thereafter until you reach your total 12 required dissertation hours. These credits will be registered with the C&T program director. If you reach the 12 required hours before you graduate, you must maintain continuous enrollment by registering for one hour of “Extended Credit—Dissertation” each Fall and Spring until you graduate. Please be aware that missing one semester of enrollment is a violation of the continuous enrollment policy. If the student is not successfully enrolled by the official add/drop date of the next semester, the student will be inactivated in the program. Students inactivated from the program will not be considered for re-admission.

Note that there is a difference between Dissertation Credits and Extended Credits--Dissertation. It is important to your final GPA that you register only with Dissertation Credits for your first 12 credits and only with Extended Credits for any remaining credits. Contact the secretary in the English Graduate Office if you need assistance.

The School of Graduate Studies and Research requires that you be registered for the semester in which you graduate. The exception to this is a summer graduation, which requires that you be registered in the previous spring semester, but does not require additional summer registration.

Qualifying Portfolio (QP)

After their first summer or fall semester in order to continue in the program C&T, students must pass a qualifying portfolio. To be eligible to turn in a portfolio, students must be enrolled full-time during course work. Thus, at the end of the first summer, Summer Cohort students should have 12 credits; at the end of the first semester, Academic-year Cohort students should have nine credits. All students must submit the portfolio the following Spring Semester. Students must have passed their courses with a 3.5 GPA, submit the portfolio when it is due, and pass the evaluation in order to continue in the program. Portfolios are due by 4:00 p.m. the Wednesday of the first week of Spring Semester classes.

The purpose of the portfolio is to provide faculty on the Qualifying Portfolio Evaluation Committee a means to evaluate your ability to successfully complete this program.

The C&T Program Director is responsible for leading the QP review and is therefore most familiar with the policies and procedures that apply to everyone. For this reason, faculty members and students should direct questions about the QP to the C&T Program Director.

Qualifying Portfolio (QP) Directions

1. Use the coversheet and checklist in Appendix A of this handbook.
2. Begin the process by reading the instructions and evaluation criteria listed here in your handbook. For questions, please contact the Graduate English Secretary or the C&T Program Director (Sharon.Deckert@iup.edu)
Summer Cohort and Academic-year Cohort students' portfolios are due by 4:00 p.m. on Wednesday, the first week of spring semester classes. If mailing the portfolio, *it must arrive by this date before 4:00 p.m.*
3. Please submit them to:
Director of Graduate Studies in Composition and TESOL
Humanities and Social Sciences Building, 506 U
981 Grant Street
Indiana, PA 15705 USA

You may bring the portfolio in person to the English Graduate Office, HSS 506U before 4 p.m. on the due date.

After the C&T office receives your portfolio, the office will add two additional items: instructor evaluations (one from each of the courses you have taken) and the grade report for your doctoral courses. These will complete your portfolio for review.

4. All work should be done independently. All materials in the portfolio, including course papers and the qualifying paper, should be written by you only. The C&T Program Director will go over the program's Qualifying Portfolio instructions in the first two weeks of ENGL 800 and answer any questions. Students are to work on the QP without assistance from others (other students, faculty, or anyone else). However, it is acceptable to have discussions among students and faculty about topics, ideas, journals, and general strategies for writing. Discussions with the instructor about selecting course papers for the QP are acceptable. What is not acceptable is the sharing of drafts with faculty, students, or anyone else. The sharing of drafts is prohibited. There are two exceptions to this prohibition. First, during the time a student is taking a class from an instructor, the instructor and student may discuss any papers written for the class and their potential for inclusion in the QP. The second exception is that students may seek editing assistance from one of the IUP Writing Center's graduate student tutors, approved by the C&T Program Director (contact the Writing Center Director for this assistance).
5. Unless indicated otherwise by the assignment, all writing should follow the conventions of academic, edited English and proper documentation of sources, as outlined in the current APA or MLA handbooks. IUP's Academic Integrity Policy covers various concerns related to plagiarism, cheating, and misrepresentation of work; this policy is spelled out in the current *IUP Graduate Catalog*. Academic integrity is a serious matter and violations will not be tolerated. For anyone unfamiliar with the terms of this policy, additional explanation may be found in the current edition of the *MLA Handbook* or the *Publication Manual of the American Psychological Association*. Feel free to discuss with the C&T Program Director any questions about using sources for the QP.
6. Portfolios are not returned to the student; they are stored safely in the department.

Portfolio Evaluation

The purpose of the portfolio is to provide faculty on the Qualifying Portfolio Evaluation Committee a means to evaluate your ability to successfully complete this program. In order to make this evaluation, members of the

evaluation committee will examine samples of your academic writing contained in the portfolio, your grades, and your instructors' evaluations of you (from each course you have taken).

The Evaluation Process:

When your portfolio is received, the Graduate Secretary will assign the portfolio a random number. This number will be used to correlate your Qualifying Portfolio Manuscript (QP Manuscript) with your portfolio. Your QP Manuscript will then be removed from your portfolio and labeled with this number so that it can be evaluated separately in a blind review process. The rest of your portfolio consisting of your course papers, instructor evaluations, and grade reports will be kept in the portfolio and evaluated separately from the QP Manuscript.

Evaluation Criteria:

The documents that will be used to make this evaluation are listed in parentheses. On the instructor evaluations, these criteria are provided in the form of questions to each of the professors whose class you have taken.

- Demonstrates an ability to conceptualize, give insights, and use knowledge that is current in the field. (Grades, course papers, QP manuscript, instructor evaluations)
- Orally and in writing, demonstrates an ability to focus ideas and construct arguments. (Grades, course papers, QP manuscript, instructor evaluations)
- Uses feedback constructively, works independently, and handles problems or conflicts in a professional manner (Grades, instructor evaluations)
- Our evaluations of the QP manuscript will include considerations of whether the QP manuscript successfully:
 - Reflects current scholarship in the field on this issue. In this context, “reflects current scholarship” means current, academic peer-reviewed books and articles from the last 10 years in the field. It also includes seminal work in the field.
 - Is appropriately written for the paper of this type. APA/MLA/journal requirements, referencing etc.
 - Demonstrates the ability to focus ideas and construct arguments. Provides warranted arguments that are clear and appropriately referenced.
 - Represents a serious issue worth exploring in the field. The topic and research question/theme relates to a current issue in the field.

For example the work:

- addresses a current social, educational, or other, (for instance classroom community, workplace, etc.) problem that is of interest to people currently in the field, and
- moves forward a theoretical position or concept that is of interest to people currently working in the field.
- Presents a unique, novel position that is beyond the material reviewed. The central argument of the paper goes beyond the summary of the materials in the paper and what is common knowledge within the field. Conceptualizes beyond what is currently known extending a line of research to the next logical step

The possible outcomes of the Qualifying Portfolio evaluation are as follows:

- Pass: You have met all of the criteria and may continue in the program.
- Fail: You have not met one or more criteria or have not submitted the QP by the deadline. If you fail the qualifying evaluation you will not be allowed to continue the program. You may appeal this decision in writing to the C&T Program Director within two weeks of the date that the decision was sent out. Your appeal must reach the C&T Program Director no later than 4:00 p.m. on the date two weeks from the date the decision is sent to you. Appeals must be based on the reasons for the committee's decision given to you by the C&T Program Director. Appeals will be reviewed by a committee of three faculty members consisting of the C&T Program Director, or his/her designee, one member of the relevant QP reader group, and one member not part of the relevant QP reader group. Their decision is final, and will be conveyed to you in an e-mail message from the C&T Program Director. The appeals committee will meet within 30 days not including days when the university is not in session, and the student will be informed of this committee's decision via email.

The portfolio is not assigned a letter grade. The outcome of the QP review will be sent to your IUP e-mail account within a few days of the evaluation, including a statement about your QP's strengths and/or weaknesses.

What to Include in the Portfolio

Part 1: Course Papers

- Submit two (and no more than two) graded papers or projects that represent your best work in the initial doctoral courses at IUP. These two papers may not be from the same course. We are looking for the best work you are capable of, so you are expected to revise the paper before you include it in the portfolio.
- Submit a clean copy; please do not turn in the original graded paper with the professor's remarks.
- Include the instructor's instructions/requirements with each paper so that faculty readers on the Qualifying Portfolio committee can understand the context of the paper. This might include a copy of the relevant page of a syllabus. Please highlight the relevant section of the page.
- Include for each paper a cover sheet that describes in 250 words or less the revisions you made.

Part 2: Qualifying Manuscript

This paper must be an original work written for an academic journal related to the fields of Composition and/or TESOL and created especially for the qualifying portfolio. Previously published pieces cannot be accepted, nor can book reviews. Once you have selected a topic on which you would like to write, identify a journal that would be an appropriate place to publish your work. If you have seen a call for papers for an edited collection that interests you, you may also write with that in mind.

To prepare for this task, please do the following:

- Develop a logical argument with a clear thesis or stance supported by reasons and evidence based on current knowledge of the field.
- Read the most recent Information for Authors section of the journal to familiarize yourself with the expectations of the publication. (The Information for Authors section is usually found on the journal's website or in the hard copy.) Who is the audience? What topics are of interest to these readers? What is the writing style? Examine the last 10 years or so of the journal, focusing on articles that are in your area. Study the form and content of the articles, noting variation as well as similarities among them. Carefully consider how audience considerations affect the topic and style of each paper.
- The documentation style for the QP Manuscript should conform to the requirements of the particular journal you have selected; the QP manuscript should include about 15-20 sources in order to demonstrate your range and depth of knowledge.
- For the purposes of the qualifying manuscript, do NOT conduct research that involves human subjects and thus requires IRB approval because there is insufficient time for this approval, and you would need a mentor.

What to include in the portfolio related to the Qualifying Manuscript (QP Manuscript):

The review of the QP Manuscript will be a blind review. This means that you should not include your name on the QP Manuscript, the Annotated Bibliography, or the Cover Letter to the Editor. (Your name will not be on the Information for Authors since you are getting that from the publication you have selected).

Your name should not appear in any place in Part 2 of the QP portfolio. So remember that while you may put page numbers in the header, you will not include your name. If you reference your own work, make sure to black out—or replace your name with a series of Xxxxxx—in the in-text citation and in the reference list as well.)

- **The Qualifying Manuscript**
The paper should be 15-20 double-spaced pages (page count does not include the works cited). While the journal may accept shorter or longer pieces, we ask you to stay within this length guideline for consistency of the portfolio evaluation process. The paper should not be a report of an empirical study given the time that you have, the IRB requirements, and the fact that you would need a faculty supervisor. Instead it should be an article, it may take the form of an essay, that is appropriate for the readers of the journal.
- **Annotated Bibliography**
Annotate each of the sources in your Works Cited (4-6 lines long). By annotating the sources, you will achieve a better understanding of them, and you will help the committee to see your range and depth of knowledge. Create a separate list of annotations and attach it to the back of your manuscript.
- **Information for Authors**
Provide a copy of the Information for Authors to your qualifying manuscript for the publication you have selected. This will assist the committee in evaluating the quality of your paper.
- **Cover Letter to the Editor**
This should be a formal letter of 1-2 pages that is addressed to the editor of the journal you have selected. The letter should identify the audience, purpose, and significance of your paper. It should tell the editor why you believe your manuscript will appeal to the readers of the journal.

Design of the Portfolio

One part of the major requirements of a portfolio is that it displays a set of work in an organized, well-designed, manner. Please do not use 3-ring and other binders. They are bulky to handle and store, and they are environmentally unsound. A well-designed portfolio will have the following elements:

- **Cover sheet:** Use the cover page found in Appendix A of this Handbook as your coversheet and use the checklist to make sure you have included all necessary information.
- **A Table of Contents** that lists the elements collected within the portfolio. Page numbers are not needed for the TOC.
- **Provide each section--Part 1: Course Papers and Part 2: Qualifying Manuscript--of the portfolio with its own title page.** Each subsection can most easily be identified by readers if this page is a heavier weight of paper and/or a different color.
- **Each paper stapled in the upper left hand corner.** Use a small binder clip to secure each section of the QP and a large binder clip to secure the entire portfolio together.
- **Remember to make sure that you do not include your name in any way in your Part 2: QP Manuscript section.**

The QP and Emergency Situations

In the incredibly rare case that an emergency, such as a documented health or family emergency, should occur to a student within two weeks of the QP deadline, students may be allowed a short extension to their deadline. Students must meet the deadline given (the new deadline will depend on the nature of the emergency). In the evaluation, the student either passes or fails. The appeal process is the same as described above.

Finishing Coursework

As you work through the next semesters of your coursework make sure to contact the C&T Program Director, who also serves as your academic advisor, to make sure that you are completing all of the necessary coursework as defined by the Composition and TESOL Program. Typically, the C&T Program Director will schedule required meetings each semester and once during the summer to answer questions and help students with choosing courses for their next semester or summer.

Annual Report

At the beginning of each fall semester, you will be emailed the Qualtrics link to fill out your annual report. The purpose of this report is for you to evaluate your progress toward your degree, including dissertation progress, during the past academic year and get the opportunity to highlight any conferences you have presented at or publications you have had during that academic year. Filling out this annual report is one element of your “student in good standing” status. This status is part of the requirement for receiving travel funding. A student must, at the time of travel funding application, be current student in the program and up-to-date with all program policy requirements, including, but not limited to, completion of his/her annual report.

Dissertation Credit Policy

Beginning with the semester following completion of all courses (Fall), C&T doctoral students must enroll for at least two Dissertation Credits each semester (Fall and Spring but not summer) until they reach the total of 12 hours. If students have not graduated at this point, they must maintain continuous enrollment by registering for one Extended Credit each Fall and Spring semester until they graduate.

While paying dissertation credits and extended credits, if needed, the student will be considered a full-time doctoral student. Until the dissertation is successfully defended, a grade of “R” will be assigned to each registered credit. Upon successful completion of the dissertation, the grade assigned by the dissertation director will apply to all registered dissertation credits. Grades earned for dissertation credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation. Students must pay tuition and mandatory university fees (equal to the part-time mandatory fees) and may choose to pay Student Health and Activity Fees if the associated services will be used. The dissertation policy may be found in the [Graduate Catalog](#). Be sure to check the catalog for updates.

It is the student’s responsibility to make sure that he/she maintains continuous enrollment. Please be aware that missing one semester of enrollment is a violation of the continuous enrollment policy. If the student is not successfully enrolled by the official add/drop date of the next semester, the student will be inactivated in the program. Students inactivated from the program will not be considered for re-admission.

If it is the doctoral student’s intent to discontinue the program, he/she must schedule an appointment with the C&T Program Director as soon as possible to avoid any further registration and subsequent billing.

Dissertation Process

You are eligible to begin the dissertation process if you have:

- Completed all necessary course work with a 3.5 GPA or higher
- Passed the Qualifying Portfolio Evaluation
- Have completed your coursework and filed a Research Topic Approval Form (RTAF) form. This is the form that you file with the SGSR that stipulates your title, topic, and dissertation committee members.

Within six months of completing your coursework, you should put together your dissertation committee. This means that you will be ready to file an RTAF form.

If you are not sure who would be a good director for you, or who you would like to have as committee members, you should meet with the C&T director who can help you choose a committee.

Submitted a Research Topic Approval Form to the English Graduate Office in HSS 506U (Do this within six months of completing coursework.)

- Submitted a 6-8 page proposal to your dissertation advisor and readers—if they require one. Some directors will require a longer proposal.
- Sufficient time to complete and defend the dissertation before reaching the 7-year limit for completing the degree. Students must graduate no later than 7 years from the date of their first doctoral course or risk inactivation from the program.
- Dissertations must be submitted to readers by: **February 15 for Spring defense; September 15 for Fall defense; May 1 for Summer defense.** Please note that these are the deadlines for the final submission to your *readers*, and not to your chair. You and your chair should have set up deadlines for your draft that will allow the chair 3 working weeks of reading time to respond to your work before you send your work to your readers. **You must leave at least three working weeks for your readers to read your final draft.**

- Remember when making planning decisions to schedule sufficient reading time for both your chair (for each of your drafts) and your committee members (for your final draft). You must schedule at least three working weeks (working weeks are times in which school is in session. They do not include break weeks.) of reading time each time you send a draft to your chair or to your readers. For your final dissertation draft, you must schedule three working weeks for your committee to read your work. The deadlines noted above will help you meet these scheduling needs. Please note that C&T members have agreed to read work within the (3 or 5 week limit), but they can only be held to these deadlines if you turn your work in according to schedule.

Dissertation Committee Members

A dissertation committee consists of three faculty members:

- a dissertation advisor
Your dissertation advisor must be a C&T Program Committee faculty member. C&T faculty members are listed in this handbook. The dissertation advisor is sometimes also referred to as the “dissertation chair” or “dissertation director”.
The dissertation advisor’s role is that of leading member of the dissertation committee. You will work closely with your dissertation advisor from the inception of your topic through all the stages of the dissertation. If you need help choosing an advisor please meet with the C&T director, who can advise you on possible chairs for your committee given your topic.
- two readers (minimum) (one of these may be assigned by the C&T director).
 - one reader must be C&T program members
 - one may be a non-C&T Program Committee member, for example a member of the English department, or other department at IUP, or a member of a PASSE school
 - in addition, there may be an outside reader (see Outsider Reader subsection for more information)Readers may be consulted about questions that fall in their fields of expertise, but they normally respond only to the final draft of your first three chapters and dissertation. At the defense, the readers again play an important role in responding to and approving the final draft of your dissertation.

You are expected to maintain a professional relationship with each member of your committee, and you should expect committee members to do the same with you and with one another. The C&T Program Director remains your *academic* advisor until you graduate.

Outside Readers

If a student and dissertation advisor think it would be appropriate, it is possible to invite an outside scholar to be a reader on the committee. This outside reader should be involved in graduate education at his or her own institution and have publications in the field. The outside reader must be approved by the C&T Program Director, the Senate Graduate Committee, and the Graduate Dean; the official approval request is initiated by the C&T Program Director. To invite an outside reader to join the dissertation committee, the student should send an e-mail request to the C&T Program Director. Include:

- a brief statement of the student’s dissertation topic,
- a brief justification as to why the scholar is being invited to be an outside reader (e.g., “Dr. X has expertise in such-and-such and this expertise is important for the student’s dissertation.”)
- a copy of the potential outside reader’s CV.

The program coordinator will then take the request through the approval process and the dissertation advisor and outside readers will receive a letter stating that the reader has been approved. IUP cannot compensate outside readers for their service.

Submitting the Research Topic Approval Form (RTAF)

In the six months following your final semester/summer session in which you complete your course work, you should

1. Develop a 2-page proposal of your intended dissertation research project including the topic, rationale, method of study, references and estimated timeline for the project. Please see the Thesis/Dissertation Handbook for an example of one of these proposals: <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>.
2. Obtain a Research Topic Approval Form from the Graduate Office or from the SGSR website: <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/all-forms/>

3. Circulate your 2-page proposal and the completed RTAF to your potential committee chair and discuss possible readers for your committee. Remember that the C&T director may assign your second reader. The signatures on the RTAF indicate that the readers are in agreement with your general topic as outlined in the proposal. Any member of the committee, including the student, may request a meeting of the committee prior to submitting the RTAF.
4. Turn in to the Graduate English Office, HSS 506U:
 - a. Research Topic Approval Form (including the required 1-2 page abstract for SGSR)
5. The C&T Program Director will sign the RTAF from and forward it to SGSR. Once the RTAF has been submitted, the student may not change advisors without first submitting a written request to the C&T Director.
6. Work diligently on your first three chapters. Review the Thesis and Dissertation information provided by the Graduate School at <http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>.
7. Follow the most recent version of the IUP Thesis/ Dissertation Manual from SGSR (<http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-manual/>) and the current edition of the APA or MLA manual. Plan to schedule the Three Chapter Defense within one year of completing your coursework.

Preparing Your First Three Chapters

Students are expected to complete the first three chapters and schedule the Three Chapter Defense approximately one year from the end of course work.

Making steady progress toward the degree means higher quality work overall, and greatly increases your ability to complete the program. Check your IUP e-mail account regularly throughout the year; we will use it to communicate with you. Check in with your dissertation advisor on a regular basis after you finish course work and until you graduate. You should contact your advisor once a semester as a minimum to report on your progress. It is your responsibility to stay in contact with your advisor on this regular basis to support your continuing progress.

Once your topic has been approved by your committee, your committee has agreed to serve, and you have filed your RTAF; it is time to write the first three chapters of your dissertation. This document will be evaluated by your committee at the Culminating Evaluation/3-chapter (CE/3-chapter) meeting to determine your readiness and ability to complete a dissertation research project. The chapters must follow the guidelines in SGSR's Thesis/Dissertation Manual and the APA or MLA manual. Prior to the final defense of the dissertation, you should expect to revise all of these chapters in light of the remaining chapters of your dissertation. Nonetheless, the chapters for the Culminating Evaluation/3-Chapter meeting should represent your highest quality work.

You will develop the three chapters under the guidance of your advisor. Your advisor may recommend that you consult your committee members on specific issues pertaining to their areas of expertise. Readers do not pre-approve chapters or duplicate the work of the advisor, however. Their responsibility is mainly to respond to and evaluate the three chapters at the CE/3-chapter meeting.

The specific nature of the three chapters to be presented to the committee will vary, depending on the type of research being conducted (a theoretical vs. an empirical study, for example). But in all cases, the three chapters must demonstrate an argument for the need for the study with respect to the existing literature. The student must demonstrate his/her breadth of knowledge. While there are many examples of excellent C&T dissertations that follow other formats, most students follow this format or a variation of it:

- Chapter 1: Introduction. Conceptualizes the topic and situates it broadly within the existing literature, outlines an argument based on the need for the study, and presents specific research questions.
- Chapter 2: Literature Review. Develops in-depth the argument introduced in Ch. 1 by critically analyzing and synthesizing the relevant literature in the field, explaining both the contributions and limitations of this research with respect to the student's own project, defining key terms, and providing transitions into the next chapter.
- Chapter 3: Methodology. Describes the research design, site, participants, documents, materials, and data collection and analysis.

The Culminating Evaluation/3-Chapter Meeting (CE/3-Chapter Meeting)

Chapters are due to readers **April 15 for a Spring defense, September 15 for a Fall defense, and May 1 for a Summer defense.** All students living within the contiguous United States are required to attend the CE/3-Chapter Meeting in person.

Scheduling the Culminating Evaluation/3-Chapter Meeting

When planning ahead for your CE/3-Chapter Meeting make sure that you include sufficient reading time for both your chair (for each of your drafts) and your committee members (for your final draft). You must schedule at least three working weeks of reading time each time you send a draft to your chair or to your readers.

Students are eligible for the Culminating Evaluation, provided they have:

- Passed the Qualifying Evaluation (due in January)
- Completed all required courses with 3.5 GPA or higher
- Submitted the Research Topic Approval Form
- Have sufficient time to complete and defend the dissertation before the seven-year limit.

During the Culminating Evaluation meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and good writing quality. The committee will evaluate the student's oral and written performance.

The committee will decide on one of these possible outcomes, and at the conclusion of the meeting, will submit the Culminating Evaluation Outcome form to the C&T Program Director:

- **Pass.** This outcome applies when the student has demonstrated, through both the chapters submitted and performance during the meeting, that she or he has met the criteria listed above and is well-prepared to undertake the dissertation research. In such cases the three chapters will require only minor revisions, and the student will respond to any concerns in a way that gives readers confidence the final defense will be successful. At this point, the student continues the dissertation process and, if they have not already done so, submits an application to the Institutional Review Board for the Protection of Human Subjects (IRB). In some cases IRB approval may need to be obtained earlier in the process. Consult with your advisor about the best time to submit the IRB application.
- **Resubmit.** This outcome is to be used only once. It applies when one, two, or all three chapters require extensive revisions with regard to the evaluation criteria listed above. This option should be selected when, for example, the central problem to be addressed by the research is not clear or convincing, the literature review is inadequate, the proposed methodology contains serious flaws, the ideas are poorly organized or unclear, or the quality of writing is weak. This decision requires a resubmission of the three chapters to the members of the committee within three calendar months of the defense. This three-month period must fall within the students' time-to-degree limit. A Resubmit decision does not constitute an extension to the time-to-degree limit. No appeal is permitted for an outcome of Resubmit. If during the resubmission process a substitution must be made due to the loss of a committee member, the program director will appoint a replacement. With a resubmit, a second Culminating Evaluation/3-Chapter meeting will be held. The potential outcomes of the Resubmit Culminating Evaluation/3-Chapter meeting are pass or fail. If the decision is a fail, the student may appeal the decision as defined below in the "Fail." policy below.
- **Fail.** A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work. The student may appeal this decision to the C&T Program Director within two weeks of the date of the Culminating Evaluation/3-Chapter Meeting by addressing, in writing, the reasons given for the Fail outcome. The C&T Program Director will then form an appeals committee and the student will be informed of this committee's decision in writing. The decision of the appeals committee is final and no further appeals are permitted. If the C&T Director is the chair of the committee, a current professor who has formerly served as C&T Director will form the appeals committee. The appeals committee will meet within 30 days not including days when IUP is not in session and the student will be informed of this committee's decision in writing.

Submitting your IRB Protocol

Federal regulations, and general ethical considerations, require that all research involving human participants meet certain federal guidelines for the protection of participants. Those regulations also established the requirements that must be met by an Institutional Review Board (IRB) for the Protection of Human Subjects. You can find out more about IUP's IRB board at <http://www.iup.edu/irb/default.aspx>. IRB forms and applications instructions can be found at <http://www.iup.edu/page.aspx?id=6599>.

IUP's IRB board meets once a month to review cases that involve protected populations or unusually challenging research. Most other cases are eligible for expedited review and are reviewed on an ongoing basis without the wait for the monthly meetings. This makes the turn around time for most cases reviewed by IUP's IRB board considerably less than one month. Make sure that you work with your dissertation director, who will also serve as the official co-investigator for your research, as you work through your IRB protocol. You will also need your directors signature on

the IRB form so plan time for both protocol development, obtaining your director's signature, and IRB turn around time when planning your research.

Communicating with your Dissertation Director

Once students identify a faculty member who agrees to direct their dissertation, they are required to communicate with their dissertation director regularly. At a *minimum*, students are required contact their director once per semester.

Grievances

Students are expected to work through problems that might arise during the dissertation process with their advisor. However, in the unlikely event that an issue cannot be resolved in consultation with the advisor, students should seek the guidance of the C&T program coordinator. Should the coordinator also be a member of the dissertation committee, the student should seek the guidance of the chair of the English department. Once the RTAF has been submitted, student may not change advisors without first submitting a written request to the C&T Director.

Dissertation Defense

The dissertation defense, all revisions, and uploading the final copy of the dissertation to ProQuest, must occur before a student reaches the 7-year limit. All students living within the contiguous United States are required to attend the Dissertation Defense in person.

When you give your copy of the dissertation to your committee for the defense, it should represent your best work and conform to the SGSR Thesis/Dissertation manual you began with. The dissertation defense will cover the entire dissertation and, at the conclusion of the meeting, the advisor will submit the Dissertation Defense Outcome form to the C&T Program Director.

Criteria for Evaluation:

During the dissertation defense meeting the student will again demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and good writing quality. In addition, the student must follow the recommendations that emerged from the Three Chapter Defense and present a complete and carefully edited dissertation. The committee will evaluate the student's oral and written performance.

The possible outcomes are as follows:

- **Pass with Distinction** (for an outstanding accomplishment; this decision is used rarely); committee members sign at the end of the defense.
- **Pass** with minor revisions (to be worked out between student and advisor); committee members usually sign at the end of the defense but may opt to see revisions before signing.
- **Resubmit**. This outcome is to be used only once. It applies when two or more chapters require extensive revisions, especially with respect to the evaluation criteria listed above but not limited to these criteria. This outcome requires a resubmission of the dissertation to the members of the committee within six calendar months of the defense. This six-month period must fall within the students' time-to-degree limit. A Resubmit decision does not constitute an extension to the time-to-degree limit. The committee will then decide on either Pass or Fail. No appeal is permitted for an outcome of Resubmit. If during the resubmission process a substitution must be made due to the loss of a committee member, the program director will appoint a replacement.
- **Fail**. A Fail means that the student has demonstrated that he or she is unlikely to produce a successful dissertation and thus is not permitted to complete the program; the advisor will provide the student with reasons for the decision based on the committee's evaluation of the student's work at the defense meeting. The student may appeal this decision to the C&T Program Director within two weeks by addressing, in writing, the reasons given for the Fail outcome. The C&T Program Director will then form an appeals committee with 30 days not including days that IUP is not in session, and the student will be informed of this committee's decision in writing. The decision of the appeals committee is final and no further appeals are permitted.

• **Dissertation Defense Meeting Guidelines**

Preparation for the Defense

The dissertation defense is a chance for you to have a conversation with your mentors about your scholarship. It is a chance for you to shine and have an intelligent conversation about your work. The best way to prepare for the defense is to reread your dissertation shortly beforehand and to get a good night's sleep. You should also dress up professionally for your defense. It's a big day, so come looking your best.

Opening Remarks

Plan to speak for 5-10 minutes at the start of the meeting. You can assume the readers will be familiar with the whole study, so no need to present everything. Instead, discuss, in general:

1. What you learned from doing the research
2. What excites you about your study
3. Why you feel your study is important

Handout

Dissertation defenses are open to the public. For that reason it can be helpful to have a 1-2 page handout summarizing your dissertation. You could include on your handout this type of information:

- Your name
- Dissertation title
- Brief summary of the study design and research methodology
- Dissertation research questions
- Key findings
- A few important references
- Anything else you think might be important

Making 10-15 copies of your handout should be fine.

Ongoing Copy Editing

Be sure to bring a copy of the dissertation that matches the copy the committee got. While you should have provided the committee with a well-edited copy of your dissertation, there are times when you may have wanted to make some kind of a change to your work. Do not bother to bring changed pages. You can keep making changes as needed, but any distribution of edited pages can be done later.

Committee Format and Outcomes

The meetings usually last 1 1/2 to 2 hours and are generally a discussion of your work. Dissertation defenses are public events, so it is possible that a few people (usually graduate students) will sit in on the meetings. Your significant other, family, and friends are welcome to attend the defense in if they want to. After discussion, primarily by the two readers, we ask everyone to step out of the room, we discuss the outcome, and then bring only you back to hear the decision.

You can defend yourself, but do not attack the committee. If they want things changed, even substantial changes, that's the committee's prerogative, given that making sure you have written a strong dissertation is their charge for the meeting. The committee's goal is to help you create the best dissertation they can. They want to help you, but students sometimes misinterpret this and get overly defensive. Take pride in your fine work, but also be ready to hear some criticism. At the same time, remember, this is your study and you are the expert. But be ready to learn from the reactions of your readers. Good readings of your work will help improve your study.

If committee members start to argue, let them. But don't do too much arguing with them.

Almost always, the committee wants some minor revisions. Sometimes they want substantial revisions, which they may or may not wish to review before signing off. On very rare occasions, the committee may wish to hold another meeting.

If you can get your revisions done in time to graduate this semester, fantastic. If not, keep in mind the important thing, that you will be finished soon! Passing the defense meeting is your main goal, even if it takes you a few months to complete revisions. The meeting is what really counts.

Signature Pages

Check with the graduate school about signature page format. On the C&T web page we have information on faculty members' correct name spellings and titles: <http://www.iup.edu/page.aspx?id=96631>

Email your committee members and ask what format they want for their name and title. This is important since some committee members use a middle initial, for example, when signing important documents such as a dissertation. They may also have recently been promoted, so you will want to check their title with them as well. These signature pages have to be correct. People won't sign if you leave off their middle initial or get their title incorrect. Sometimes students get to the meeting and find out that they have not checked with a committee member and have a mistake leading to the fact that the pages have to be reprinted. So it is a good idea to bring your dissertation files on disk/CD

and also some bond paper so you can reprint if needed.

Bring about 5 copies of the signature page for signing after the meeting. Ideally, the forms will be signed that day. But sometimes, depending on the outcome, they won't be. Signature pages no longer need to be printed on heavy stock paper unless you want that for your personal dissertation copies. A heavy stock signature page is not required for electronic archival of your dissertation (see below).

Celebrate Your Success!

Call the C&T office to see about C&T graduation details. You will definitely want to plan to attend graduation ceremonies—both the one for the English department and the one for the university. You have done a great deal of work that you should celebrate! Being at a university graduation ceremony where your chair or another representative put your Ph.D. hood over your head for the first official time in front of an audience, can be very celebratory. Plan ahead for this once-in-a-lifetime (for most people) experience. Celebrate!

Submitting the Dissertation to the University

Be sure to consult the SGSR *Thesis/Dissertation Manual* early and often, as it contains information about specific requirements for formatting and submitting your dissertation. The final step in the process is to submit the dissertation, following the SGSR requirements for electronic submission (<https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/preparing-and-submitting-theses-and-dissertations/>). A bound copy is no longer required for the library in the English Graduate Office or the IUP library. You, your advisor, and committee members may request a bound copy.

Bound Copies

Because dissertations are available online once you submit them electronically, it is not necessary to give your director or committee members a bound copy of your dissertation. If someone on your committee does ask for a bound copy, though, you should of course provide the person with one; but with storage space being limited, most people don't require a bound copy.

We definitely recommend that you get at least two bound copies for yourself, (1 to keep and 1 for loaning out). Due to storage space limitations, the library and C&T office no longer take a bound copy of your dissertation since the electronic version is actually much more widely accessible. You can find out more about binding options on the following SGSR website: <https://staging.www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/finishing-your-degree/thesis-dissertation-printing-and-binding-options/>

Graduation

Students must have registered for a total of at least 12 credits of Dissertation (ENGL 995) by the time they graduate. In order to graduate, you must apply for graduation by the SGSR deadline. You can find out more about the graduation process at <http://www.iup.edu/commencement/graduate/how-to-apply-for-graduation/>. It is important to note that student who will finish their dissertation process for an August graduation, will be allowed to walk in the large, University-wide May ceremony, but not in the large, University-wide December ceremony.

Becoming an Alumni

Please update your address in URSA and stay in touch with us throughout your career. C&T students are very productive during their careers, and we would like to know about your accomplishments. You can start this process by making sure that you provide the graduate secretary your new email so that we can add you to our alumni list and to our alumni listserv.

Quick Summary of the Dissertation Stages

1. In your last semester of course work, register for two Dissertation credits (ENGL 995) for the *next* semester, and continue to register for two Dissertation credits for each Fall and Spring until you reach a total of 12. At that point you should register for the 1 hour Extended Dissertation credit for each semester until you graduate.
 2. In your last semester/session of coursework, begin to think about a dissertation topic.
 3. Contact an individual whose research/teaching agenda match your dissertation topic. Request that he/she serve as your committee chair.
 4. Once you have a chair, discuss possible readers (remember the C&T Director may assign your second reader) and fill out and the Research Topic Approval form (within 6 months of completing coursework), including a 1-2 page summary with timeline. Circulate these among your committee members and submit them to the English Graduate Office.
 5. Begin working diligently on your dissertation and meet with your advisor.
 6. Draft the first three chapters of your dissertation. During this time period contact your advisor *at least twice per semester*.
 7. Approximately one year from the end of course work, schedule the Culminating Evaluation/3-chapter Defense.
 8. Submit IRB Application and begin research
 9. During your time in the program, keep the Graduate Office and the University informed of changes to your mailing address.
 10. We will use your IUP e-mail address and your mailing address in URSA for official communications so check it regularly.
 11. Finish the dissertation and schedule the final defense. During this time, you must stay in contact with your advisor—at a minimum once a semester. You must graduate within 7 years of your first doctoral course in the program.
 12. Remember that it is your responsibility to make sure that you present your best-edited work when you send your document to the SGSR for final review, that you upload your documents on time, and that your signature pages get to the SGSR on time. Also make sure that you have applied to graduate by the deadline. Remember that August graduates can now participate in the May IUP ceremony, but not the December ceremony.
 13. Remember you must also complete your annual progress report each fall when it comes via e-mail.
- IMPORTANT DATES:**
Windows for defenses: Chapters due to readers February 15 for Spring, September 15 for Fall, May 1 for Summer.

Policies

Affirmative Action Policy

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Communication Policy

IUP's Use of IUP E-mail as an Official Means of Communication Policy defines IUP e-mail as an official means of communication for the University. The policy reads, in part: "Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so." The entire policy can be viewed at [Use of IUP E-mail as an Official Means of Communications](#).

Students are expected to check this e-mail account weekly even when not on campus. Students should use the IUP email account for all communication with the university. Please keep your address listing with us up to date. To change your address with IUP, sign in to MyIUP and click on the "Personal Information" heading at the top of the page. This will allow you to view and update your personal information. Please remember to also send an email message to the Graduate English Secretary to keep you C&T file up to date.

Leaves of Absence

Completing coursework, the dissertation, and all degree requirements necessitates steady and regular progress. The seven-year time limit for completing the program is designed to ensure that students finish the Ph.D. in a timely manner. Our history shows that students deviating from this time line and students not making steady progress are mostly unsuccessful in earning their degree. Therefore, leaves of absence or suspensions of work are not permitted. Students must maintain continuous enrollment. This means that during coursework, Academic-year Cohort students may not take a semester off and Summer Cohort students may not take a Summer Session off. During coursework, missing one semester or summer session means that the student has not maintained continuous enrollment. During dissertation work, a student must maintain fall and spring dissertation credits. During dissertation work, if a student has not registered for a particular semester and continues to remain unregistered until the end of the official drop-add period of the following semester (one week from the start of the semester), he/she will be inactivated from the program.

Seven-Year Timeline Extensions

The seven-year limit begins in the semester in which you take your first course in the doctoral program. As a basic rule, the seven-year timeline is not to be extended. Only under exceptional circumstances will the SGSR grant an extension. A student may contact the C&T Program Director prior to their seven-year time expiration limit if exceptional circumstances require the student to be considered for an extension.

Official documentation of the reason for the extension is required, and must be sent directly to the SGSR. In general, extension requests will be considered only under these conditions: (1) The request has been submitted before the seven-year deadline is reached, (2) the Research Topic Approval Form and IRB approval are on file, (3) there has been a successful Three-chapter defense, and (4) data has been collected (assuming data collection is part of the project). Extensions are discouraged, rare, and never automatically granted.

Withdrawing from the Program

Our goal for the Graduate Studies in Composition and TESOL Program is to provide you with a high-quality education to help you successfully earn your Ph.D. in English. Unfortunately, despite everyone's best efforts, some students are unable to complete all of the degree requirements. While this is regrettable, we hope all students benefit from whatever time they spent in our program. Students at any stage wishing to withdraw from the C&T Program should send formal notification to the C&T Program Director. Students who withdraw will not be considered for re-admission.

In-activations

Regrettably, sometimes students must be inactivated from the C&T Program. Reasons may include, but are not limited to: academic misconduct, failing the QP, failing the Culminating Evaluation/3-chapter Meeting, failing the dissertation defense, not maintaining continuous enrollment, or not making sufficient progress toward their degree. Students inactivated from the program will not be considered for re-admission.

Student Responsibility

Students are ultimately responsible for their own progress through the Ph.D. program. All C&T students are required to follow the policies outlined in the Program Handbook. Students are also responsible for abiding by all other IUP policies that relate to Graduate Studies.

Requests for Letters of Recommendation

As you move to the job market you will often be asked to provide letters of recommendation. Please follow these steps:

At least six weeks in advance of your deadline for submitting the letters, contact your professors in person or by e-mail to ask them if they are willing to write a letter. Provide the professor with specific information to help them recall you and your accomplishments. Include the following in your request:

- Your complete name (as listed in the IUP directory), plus current postal and e-mail addresses
- Date the letter of recommendation is due
- To whom the letter should be sent—name, title, and address. If you want it sent to you, then provide a self-addressed envelope.
- If the recommendation is to be completed on a form, be sure you have completely filled out your part of the form. Leave no blanks on your section of the form.
- Why you need this letter—what are you applying for?
- Specifics about the position—needed knowledge, skills, and experience
- List all classes you have taken from this professor—specify course numbers, titles, semester, year, brief descriptions of projects you developed, how they might relate to your current application, and final grade.
- List other kinds of work you may have done with this professor—thesis, portfolio, internship, independent study, etc.
- Your current status—semester, year, planned or actual date of graduation, and current job
- Include a copy of your vita or resume, and still include the information above in your request.
- Remember that it is unlikely that your recommender will be able to address accomplishments that he or she was not involved in with you, such as pre- or post-IUP activities, work done for other professors, or work done outside of the program.
- Do not assume that your professors will agree to write a letter for you. Ask politely for a response to your request. Allow one week for the response. If the answer is yes, write a brief thank-you note. If the answer is no, contact the next person on your list. If you do not receive a response, contact the professor again with a polite reminder.

Academic Calendar

Academic Year--IUP follows a semester plan. Fall courses usually begin at the end of August or in early September and end the second or third week in December. The Spring Semester usually begins around the end January and ends during the first or second week of May.

Summer Sessions-- The C&T summer school schedule consists of two four-week sessions. The summer schedule begins in early-June (or the last week of May) and ends in late July. Thus we offer two, four-week intensive sessions (Session I and Session II), each with a recommended enrollment of two courses (6 credits) per session. In many summers the C&T program offers courses during pre-session. These may take the form of a three-week session or one-week sessions.

Support for Research

Doctoral and Masters Student Travel to Present Papers

This fund supports graduate students currently enrolled in an IUP doctoral or masters program who are presenting papers at professional meetings. It is important to note that you must be a student in good standing in the program to receive travel money. A “student in good standing” is a student who, at the time of travel funding application, is current student in the program and up-to-date with all program policy requirements, including, but not limited to, completion of his/her annual report.

The maximum award for doctoral students is \$750 for a paper presented out-of-state and \$350 for a paper presented in state. Students who are co-presenting papers and seeking graduate school funding must evenly divide the award money. An application for funding must be submitted for each conference presentation and received in the English Graduate Office at least two weeks prior to the conference date. Most expenditures are refundable under the travel guidelines, but as of spring 2013, meals will not be refundable. You can find more information and a link to the application form here: <http://www.iup.edu/research/resources/funding-research/students/graduate/internal-iup-funding-for-graduate-student-research/>

Graduate Student Research Grants

This fund was created to encourage and support students as they undertake research and creative projects which will contribute new insights in the student’s chosen academic field. The amount of the grant that students may receive in support of their research project, creative project, thesis, or dissertation is \$1,000 per year. Applications for support must reflect excellent academic scholarship and must carefully follow the proposal guidelines for funding consideration. The student must be enrolled at IUP during the term of the award. Two grant competitions are held annually; proposals are due the first Monday in November and the first Monday in February. You can find more information at <http://www.iup.edu/page.aspx?id=65579>.

Graduate Student Professional Development Fund

Graduate students can apply for up to \$300 to support their participation in scholarly and creative activities that add to their professional development in a significant way. Graduate students must provide a clear description of the proposed activity and explain how it adds to their scholarly development. As part of the application, a faculty member must describe the importance of the activity as it relates to the student's scholarly goals and educational progress. Examples of eligible activities include serving as a moderator, discussant, or proposer/organizer of a panel, roundtable, or focused session at a disciplinary conference; presenting research methodology for feedback at a roundtable discussion at a conference; or leadership activities related to professional or disciplinary associations. *Please note that this does not include the type of “moderator” or “chair” role that is sometime assigned in which you act as the introducer of speakers/ timer of a session for which you were not the proposer of that session.* Support to individual students will not exceed \$300 per academic year. See <http://www.iup.edu/page.aspx?id=65579>.

Outstanding Graduate Student Researchers

This award recognizes graduate students who have completed what their academic departments believe to be outstanding research projects. Three to five \$100 awards are made to graduate students each spring. These awards are competitive and open to graduate students nominated by faculty advisors from departments that offer graduate programs. For guidelines see <http://www.iup.edu/page.aspx?id=102137>. If you think that your work could qualify for such an award, it is acceptable for you to talk to your chair about this possibility.

Financial Aid

Graduate students may qualify for a variety of financial aid options. Some of these financial aid options can be combined.

Graduate Assistantships

Each year the C&T program is allocated a limited number of graduate assistantships. At IUP, these graduate assistantships are selectively awarded to highly qualified graduate students who have been admitted to degree programs. Assistantships are awarded on the basis of academic excellence rather than financial need. Graduate Assistantships are under the supervision and C&T faculty. Duties may include assisting on a research project, library research work, course assistance, tutorial aid in the Writing Center or the American Language Institute. Assistantships may be renewable for a second year. SGSR issues assistantship contracts and the C&T Program Director makes assignments of graduate assistants to faculty members. Graduate Assistantships are not available for summer cohort students.

Twenty-hour full assistantships (awarded only to full-time regular year graduate students):

- Require approximately 20 hours of assigned duties per week during the Fall and Spring semesters (maximum of six hundred hours over the period of the assistantship)
- Pay a specific stipend amount
- Include a full tuition waiver for 9–12 graduate degree-required credits during both Fall and Spring semester.
- Provide a summer tuition waiver of up to 9 credits during the summer following the assistantship.

Ten-hour full assistantships (awarded only to full-time regular year graduate students):

- Require approximately 10 hours of assigned duties per week during the Fall and Spring semesters (maximum of three hundred hours over the period of the assistantship)
- Pay a specific stipend amount
- Include a 50% tuition waiver for graduate degree-required credits during both Fall and Spring semester.
- Provide a summer tuition waiver of up to 4.5 graduate degree-required credits during the summer following the assistantship.

Stipends for assistantships may change from year to year. Potential applicants should check with SGSR for current stipend levels.

The SGSR requires a minimum 3.5 GPA for all students holding a Graduate Assistantship.

International Students: Assistantships cannot be used to indicate financial support on IUP's Foreign Student Financial Statement Form.

Teaching Assistantships

Advanced doctoral students may apply for positions as Teaching Associates (TA) in the English Department. A TA may be given responsibility for teaching 3-12 credits of undergraduate courses per academic year. For these teaching duties, the TA receives a salary, which varies by year. TAs are appointed on a year-to-year basis and may not exceed two years. Applications are made through the Graduate English Office. Applicants are ranked by the Hiring Committee, and appointments are made by the English Department Chair. All TA-ships are contractual.

Veterans

IUP is approved to offer training under the various G.I. Bills. Students who are entitled to training under one of these bills should contact the Veterans counselor immediately after being accepted for admission to IUP in order to secure additional instructions. This procedure is necessary so veterans may be included on the monthly payroll. The Office of Veterans Affairs is accessible online at <http://www.iup.edu/veterans/>.

Graduate Student Loans

Financial aid may be available to graduate students via the Federal Stafford Loan, Federal PLUS Loan, or alternative/private loans. Please visit the Office of Financial Aid website for additional information at <http://www.iup.edu/financialaid/financial-aid-info-just-for-you/graduate-students/>.

Employment

Students may be eligible for employment through Federal Work Study Programs or through State University Employment. Visit the Student Employment website for more information. More information is available through the Office of Financial Aid at <http://www.iup.edu/financialaid/>.

Scholarships and Awards

Gebhard Family M.A. TESOL Program Award for Creative Excellence (\$500)

This award, established by Dr. Jerry Gebhard, is given to a current M.A. in TESOL student who consistently show creative excellence. During the Spring semester, the C&T faculty will nominate and a committee will select the recipient.

Innovative Thesis Award

This award is given to up to two students a year who have shown excellence and innovation in their completed theses. During Spring semester, the C&T faculty will nominate and a committee will select the recipient(s).

Patrick M. Hartwell Memorial Scholarship (\$500)

This award, established in memory of Dr. Hartwell, is given to a doctoral student specializing in Composition Studies who demonstrates academic success and potential for research in Composition Studies. The criteria are as follows:

- Must be a graduate student majoring in Composition Studies in the TESOL/Composition Program, Department of English at IUP
- Must be in good academic standing with a minimum 3.0 GPA and demonstrate a promise for continued academic success
- Must demonstrate interest in and potential for research in Composition Studies

During the Spring semester, the C&T faculty will nominate and a committee will select the recipient.

Awards at the Three Chapter Stage

Award 1: Promising Future Research in Composition Award

Award 2: Promising Future Research in TESOL Award

Award 3: Promising Future Interdisciplinary Research in Literacy Award

These awards are given to students who have successfully completed the Three Chapter stage of their doctoral work. One award in each category is given to one student each academic year. Once a student has successfully completed the Three Chapter defense, he or she may apply to one of the three categories. A student may submit an abstract for only one award. The category of the award is selected by the student when applying and not the evaluating committee. A committee of three C&T faculty members will consider the proposal in each category and provide a ranking of the abstracts. The abstract with the highest collective ranking in each category will receive the award. The awarded abstracts with student names may be publicly displayed in HSS and on the web.

How to apply: Doctoral students may apply for this award by submitting a two- to three-page abstract (context, research aims and questions, method, and significance) of the research project to the C&T Program Director; include a cover sheet containing the name of the award category, full contact information, and dissertation committee members. Applications must be received by the C&T Program Director by April 1.

Awards at the Dissertation Completion Stage

Award 4: The Ninacs Innovative Researcher in Composition Award (\$250). This award was established by the Ninacs family in honor of their grandmother Rose Magno.

Award 5: Innovative Researcher in TESOL Award

Award 6: Exemplary Interdisciplinary Research in Literacy Award

These awards are given to students once they have successfully defended their dissertation. One award in each category is given to one student each academic year. Once a student has successfully completed the defense of their dissertation, he or she may apply to one of the three categories. A student may submit the abstract for only one award. The category of the award is selected by the student when applying and not by the evaluating committee. A committee of three C&T faculty members will consider the proposal in each category and provide a ranking of the abstracts. The abstract with the highest collective ranking in each category will receive the award. Acceptance of the award may involve the presentation of a professional lecture of at a special ceremony that recognizes the achievement of the student researcher and is open to the entire campus.

How to Apply: Doctoral students may apply for this award by submitting a three-page abstract of the dissertation research (context, research aims and questions, method, findings, and significance) to the C&T Program Director. Include a cover sheet containing the title of the award category, full contact information, and dissertation committee members. Applications must be received by the C&T Program Director by April 1.

Awards for Exemplary Teaching of Literacy and Language

Award 7a: Exemplary Teaching of Literacy and Language Award

Award 7b: Exemplary Teaching of Literacy and Language Award

Two literacy and language teaching awards recognize quality teaching in the area of literacy and language teaching. The award is intended for students who are actively teaching in the Composition and TESOL Program as teaching associates and who have been evaluated by mentors in the C&T mentoring program. Teaching associate mentors will nominate students and, in conjunction with the awards committee, select two winners. The awards will then be announced publicly. There is no application. Faculty will make this award in the Spring or Summer. The nominated C&T teaching associate will have:

- well-developed and pedagogically sound materials that appeal to students' interests
- a teaching style that appeals to multiple learning styles
- teaching practices generate multiple types of participation
- engaging presentation and response styles
- students who were actively engaged throughout the class sessions

Considerations for the award may also be based on improvements seen in these areas during the teaching year.

Award for Professional Development

Award 8: Professional Accomplishments in Research Award

The award is intended for students who are actively publishing research in professional journals and presenting research at national and international conferences. A committee of three faculty members will rank the quality of the students' published work. The student with the highest ranking will receive the award. Acceptance of the award may involve making a presentation at an awards ceremony. A sample of the student's work may be publicly displayed in HSS.

How to Apply: Master's and doctoral students may apply for this award by presenting a vita and a copy of the publication(s) for which they wish to be recognized. Include a cover sheet containing the title of the award category and full contact information. Applications must be received by the C&T Program Director by April 1.

Housing

For on-campus housing, IUP reserves a floor of a university-operated apartment building for graduate students. Dormitory housing for graduate students during the summer session is also available. Students interested in housing should contact IUP's Housing and Residence Life website www.iup.edu/housing/.

Addresses and Phone Numbers

For further information about the C&T Program, contact the Director of Graduate Studies in Composition and TESOL, Graduate Studies English Department, HSS 506U, Indiana University of Pennsylvania, Indiana, Pennsylvania 15705-1015, U.S.A.

Telephone (724) 357-2263 or 2264 or FAX (724) 357-3056.

For general information about graduate school admission, application, requirements, and policies, including the complete Graduate School Catalog, please visit <http://www.iup.edu/graduatestudies/>

Director of Graduate Studies in Composition and TESOL: Sharon K. Deckert sdeckert@iup.edu

Program Secretary:

Program Website: <http://www.iup.edu/english/grad/composition-tesol-phd/>

Office: Graduate Studies in English

Humanities and Social Sciences Building, 506 A
981 Grant St.

Indiana University of Pennsylvania, Indiana, PA 15705-1015 USA

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Matthew Vetter	mathew.vetter@iup.edu

Recent Scholarly Work by C&T Faculty Members

• Sharon K. Deckert, Director, Graduate Studies in Composition and TESOL

- Co-author of Vickers, C., Goble, R. & Deckert, S.K. (2015). "Third party interaction in the medical context: Code-switching and control." *Journal of Pragmatics* 84: 154-171.
- Co-author of Vickers, C. & Deckert, S. (2013). Sewing empowerment: Examining multiple identity shifts as a Mexican immigrant woman develops expertise in a sewing cooperative community of practice. *Journal of Language, Identity, and Education* 12(2).
- Co-Author of *An Introduction to Sociolinguistics: Society and Identity*. London/New York; Continuum International Publishing Group, 2011
- Co-Editor of *Micro-Interactional Constructions of Power and Identity* a Special Double Issue of *Critical Inquiry in Language Studies*. 7(2-3), Micro-Interactional Constructions of Power and Identity, 2010
- Author of *Co-animation of and Resistance to the Construction of Witness, Victim, and Perpetrator Identities in Forensic Interviews with Children*, *Critical Inquiry in Language Studies*, 7(2-3), 2010

Resa Crane Bizzaro

- Essays in *College Composition and Communication*, *College English*, and other journals and edited collections
- Chair of the CCCC American Indian Caucus
- Co-Chair of Blankets for the Elders to benefit the residents of Pine Ridge Reservation
- Featured Speaker at the Seventh Biennial Feminisms and Rhetorics Conference, the Thomas R. Watson Conference, and CCCC

Dana Driscoll

- Areas of Specialty: composition research and pedagogy, transfer of learning, metacognition, writing center administration, writing program administration, student dispositions and values, teacher mentoring, research methodology (mixed, qualitative, and quantitative), writing assessment, scholarship of teaching and learning, community service learning
- Winner of the 2012 International Writing Center Association's Article of the Year award for "Theory, lore, and more: An analysis of RAD research in the *Writing Center Journal*" (*Writing Center Journal*, 32 (2) with co-author Sherry Wynn Perdue
- Co-author of "Beyond knowledge and skills: Writing transfer and the role of student dispositions in and beyond the writing classroom. *Composition Forum: Special Issue on Transfer of Learning*, 26
- Co-author of "Metacognitive moves in learning to write: Results from the writing transfer project. *Critical Transitions: Writing and the Question of Transfer*. Moore, J. & Anson, C. (Eds).

David Hanauer

- Recipient of five-year grant from the National Science Foundation and the Howard Hughes Medical Institute for research into relationships between literacy, science, biology, and microbiology
- Publications in *Science*, *TESOL Quarterly*, *Journal of Applied Linguistics*, *Discourse Analysis*, *Research in the Teaching of English*, *Poetics*, *Poetics Today*, *Language Awareness*, *Canadian Modern Language Review*, *Cognitive Linguistics*, *Teaching and Teacher Education* and the *Journal of Literary Semantics*.
- Author of *Scientific Discourse: Multiliteracy In The Classroom*, Continuum Press, 2006
- Author of *Poetry and the Meaning of Life*, Pippin Press, 2004, *Balanced Approach to Reading Instruction* (trans. into Hebrew, Sifriat HaPoalim), and chapters on literacy, literature, and language education.

Gian Pagnucci

- IUP Distinguished University Professor and Chair of IUP English
- Co-Editor of *Works and Days*, Issues 63/64, "The Comics Studies Multiverse: Graphic Transformations in Education and Culture," 2015
- Co-Author of *Enter the Superheroes: American Values, Culture, and the Canon of Superhero Literature*, Rowman and Littlefield Publishing, 2013
- Co-Editor, *Re-Mapping Narrative: Technology's Impact on the Way We Write*, Hampton Press, 2008.
- Author of *Living the Narrative Life: Stories as a Tool for Meaning Making*, Heinemann, 2004.

Gloria Park

- Author of *Where privilege meets marginalization: East Asian women teachers of English*, to be released in 2017 published by Multilingual Matters, LTD. in Cambridge, UK
- Co-editor of Language teacher identity in (multi)lingual educational contexts. Special Themed Issue for *TESOL Quarterly* (2016, September) with Manka Varghese, Suhanthie Motha, Jenelle Reeves, and John Trent
- Co-author of "Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates". *Teacher Development: An International Journal of Teachers' Professional Development*, 20(5), (2016) with Carol Rinke & Lynnette Mawhinney.

- Recipient of Faculty Teaching Excellence Award (2014-2015) for Content Pedagogy
- Recipient of College of Humanities & Social Sciences Special Project Grants of over \$12,000.00 since 2013.

Curt Porter

- Co-author of “Complementary and contradictory visions of epistemic justice in world Englishes Graduate Seminars: A Dialog.” In *Contextualizing Education for Glocal Interaction - Issues and Implications*, A.F. Selvi & N. Rudolph (Eds). [In Press]
- Co-author of “Emplaced identities and the material classroom”. *TESOL Quarterly*, 50(3), 2016
- Co-author of “Speaking back” from the English periphery: Art-work in a South Korean high school English classroom”. *English Teaching: Practice & Critique*, 13(2), 35-54. 2014
- Co-author of “Different voices: Artwork in the English classroom”. *The English Connection*, 18(4), 15-19. 2014
- Author of “Beyond a politics of the plural in WE studies”. *TESOL Journal*, 5(3), 532-540. 2014
- Author of “Liquid textbooks: Collaborative course design, Dogme instruction, and localizing critical pedagogies”. *STEM Journal*, 15(2). 167-185. 2014.

Ben Rafoth

- Keynote speaker, International Writing Centers Association Annual Conference.
- Ron Maxwell Award for Distinguished Leadership, National Conference on Peer Tutoring in Writing.
- Book of the Year Award with Shanti Bruce for *ESL Writers: A Guide for Writing Center Tutors*, IWCA.
- Ben Rafoth Award for Graduate Student Research, an IWCA eponymous award.
- Author of *Multilingual Writers and Writing Centers* and co-editor of *Tutoring Second Language Writers*, both published by Utah State University Press.

Lilia Savova

- Author and Co-Author of 15 EFL textbooks and their accompanying supplementary materials, professional articles
- Editor and Co-Editor of *Effective Use of Textbooks*; *The Lincom Guide to Materials Design in ELT*
- Series Co-Editor for *TESOL Classroom Practice Series* (15 volumes)
- Speaker at Professional Events for more than 100 presentations (international – 85%, local and national - 15%, invited/keynote - 10%)
- Past Chair for TESOL Teacher Education Interest Section; Past President; Three Rivers TESOL; as well as Past IUP MATESOL Program Coordinator

Mary Stewart

- Co-Author of Stewart, Mary K., Cohn, Jenae, & Whithaus, Carl. (2016). "Collaborative Course Design and Communities of Practice: Strategies for Shared Course Shells in Hybrid and Online Writing Instruction." *Transformative Dialogues: Teaching and Learning Journal* 9(1), 1-21.
- Co-Author of Cohn, Jenae & Stewart, Mary. (2016). "Responding to Students' Low-Stakes Reflective Writing: Ensuring Validity for Metacognition as a Learning Outcome." *Journal of Response to Writing* 2(1), 58-74.
- Author of Stewart, Mary. (2015). "Digital Invention: A Repository of Online Resources for College Composition Instruction." *Xchanges Journal* 10(2)/11(1).
- Author of Stewart, Mary. (2014). "The Social Practice of Digital Literacy in the Internet Age: Multimodal Composition, Information, and Collaboration." *Computers and Composition Online*.
- Regular presenter at national conferences, such as *Computers and Writing*, *Conference on College Composition and Communication*, *Council of Writing Program Administrators*, and *Games, Learning, & Society*.

Matthew Vetter

- Articles and essays in *Computers and Composition Online*, *Research Library Issues*, *Composition Studies*, *Harlot*, *the Digital Rhetoric Collaborative*, and publications sponsored by *Wikimedia* and the *Wiki Education Foundation*.
- Featured Speaker and Scholarship Recipient at WikiConference USA 2015, National Archives, Washington, D.C.
- Section Editor at *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.
- Participating Instructor with the *Wiki Education Foundation* since 2011.

A Sample of Recent C&T Program Dissertations

2016

Azizoglu, Basak (2016) The Lore of Second Language Literacy: The Development of a Creative Writing Program for Second Language College Students [Dissertation Advisor: Bizzaro, P]

Crawford, Frances (2016) An Investigation of Writing Center Certification and Accreditation [Dissertation Advisor: Rafoth]

Ganni, Jessica (2016) Validating Placement for Teaching and Learning [Dissertation Advisor: Williamson]

- Ismail, Fikri (2016) Perceived Influence of Formal Second Language Education on First Language Writing [Dissertation Advisor: Savova]
- Jones, Nathan (2016) Discovering Essence of College-Level Writing: Transcendental Phenomenology Inquiry in a Midwestern Community College [Dissertation Advisor: Rafoth]
- Ramon, Alva (2016) Introducing the Prison Writer to Composition: A Multilayered, Many Stranded, Nested, and Textured Meta-Narrative that Begins to Unfold the Untold Story of Prison Writing [Dissertation Advisor: Pagnucci]

2015

- Ahmed, Mohamed (2015) Androgynous Content: Gender-Inclusive Language in Qur'anic Arabic and Egyptian Arabic [Dissertation Advisor: Deckert]
- Al Hasnan, Basim (2015) Teachers' Perceptions of the Importance of Intercultural Communicative Competence in Saudi EFL Education [Dissertation Advisor: Savova]
- Alawdat, Maha (2015) A Qualitative Case Study Exploring the Implementation of ePortfolios in PASSHE English Departments [Dissertation Advisor: Pagnucci]
- Anyango-Kivuva, Leonora (2015) "I can write my own story": A narrative Study of Refugee Autobiographical Writing [Dissertation Advisor: Hurlbert]
- Ben Duhaish, Fahad (2015) When English is Performed Rather than Spoken: The Narrative Inquiry of Saudi M.A. Students' Experiences with Pragmatic Competence [Dissertation Advisor: Park]
- Collie, Gillian (2015) A Bakhtinian Approach to (Re)visioning Heroic Rhetoric in Medial Discourse [Dissertation Advisor: Bizzaro]
- Curtis, Jennifer (2015) Captivating Culture and Composition: Life Writing, Storytelling, Folklore, and Heritage Literacy Connections to First-Year Composition [Dissertation Advisor: Bizzaro, P]
- Donelli O'Connell, Shevaun (2015) Harry Potter and the Order of the Metatext: A Study of Nonfiction Fan Compositions and Disciplinary Writing [Dissertation Advisor: Pagnucci]
- Fotinakes, Brian (2015) A Belief and an Act of Will: Hope in the Composition Class [Dissertation Advisor: Hurlbert]
- Fujieda, Yutaka (2015) Academic Literacy and Discourse Socialization of Seven Multilinguals in a Research Seminar Course in a Japanese University [Dissertation Advisor: Park]
- Griffo, Rachel (2015) Recontextualizing Composition Studies: The Translingual Practices of Chinese Scholars Teaching in US Universities (1987-2014) [Dissertation Advisor: Hurlbert]
- Gutierrez, Leslie (2015) (Re)framing the Immigrant Narrative: Exploring Testimonios that Counter the Essentialized Image of (Un)documented People in the Discourses of Contemporary United States Rhetoric [Dissertation Advisor: Deckert]
- Herb, Margaret (2015) Reimagining the Dominant Narratives of Peer Tutoring: A Study of Tutors' and Writers' Stories [Dissertation Advisor: Rafoth]
- Houston, Maria (2015) Composition and TESOL [Dissertation Advisor: Hurlbert]
- James, Mitchell (2015) Aristotle, the Sublime, and Quantum Rhetoric: New Approaches to Understanding the Fiction Writing Process [Dissertation Advisor: Bizzaro, P]
- Kim, Kyung Min (2015) Negotiation of Different Sources of Feedback on Academic Writing at the Graduate Level: A Case Study of Multilingual Students in the United States [Dissertation Advisor: Hanauer]
- Lee, Youn-Kyoung (2015) Understanding the Korean Culture of Assessment and Development of an EFL Writing Test [Dissertation Advisor: Hanauer]
- Mangini, Sabatino (2015) Dissertations in Composition: y[Our] Collaborative Resistance [Dissertation Advisor: Pagnucci]
- Mangini, Laura (2015) Collaborative Dissertations in Composition: A Feminine Disruption of the Status Quo [Dissertation Advisor: Pagnucci]
- Nuske, Kyle (2015) Investigating Students' Situated Understandings of Criticality in a Master of Arts TESOL Course [Dissertation Advisor: Hanauer]
- Poole, Dana (2015) The emotional constructs of professionalization in a Masters of Teaching English as a Second Language program [Dissertation Advisor: Alvine]
- Salako, Olubukola (2015) Sociolinguistic Analysis of Nigerian Pidgin English in Nigerian Film [Dissertation Advisor: Savova]
- Sorensen-Lang, Karen (2015) Voice in Advocacy Sites and the Composition Classroom [Dissertation Advisor: Hurlbert]
- Virgil, Sharon (2015) A Year of Change: Students Writing Hope [Dissertation Advisor: Hurlbert]
- Warwick, Nicole (2015) Expanding Narrative Representations: A Narrative Study of TA Preparation Programs in Rhetoric and Composition [Dissertation Advisor: Williamson]
- Whitehead, Elizabeth (2015) Writing in Fashion: An Exploratory Case Study Investigating Fashion Faculty Approaches Toward Teaching with Writing [Dissertation Advisor: Williamson]
- Yeh, Wan-Ning (2015) Business Literacy Practices: The Negotiation b/t L1 & L2 among Taiwanese MBA Students in Taiwan & the US [Dissertation Advisor: Hanauer]

2014

- Bailey, Christine (2014) The Role of Aesthetic Artifacts in Creative Writing Research: Casting Student Identity Narratives as Cultural Data [Dissertation Advisor: Bizzaro, P]
- Baker, John (2014) An Investigation into the Mis/match between the Readability of Rhetorics and the Reading Levels of the English Learners Who Use Them [Dissertation Advisor: Fontaine]
- Boyd, John (2014) Writing Centers and the Problem of Expertise: Knowing and Doing in Peer Tutoring [Dissertation Advisor: Rafoth]
- Gallaher, Robin (2014) On Being an Island: A Grounded Theory Study of Being a WPA and the Only Composition Scholar at an Institution [Dissertation Advisor: Williamson]

- Garcia, Christopher (2014) Profiling Writing Knowledge: Exploring Peer Review Feedback Beyond Revising and Editing [Dissertation Advisor: Rafoth]
- Girardi, Tamara (2014) It Can Be Acquired and Learned: Building a Writer-Centered Pedagogical Approach to Creative Writing [Dissertation Advisor: Bizzaro, P]
- Golden, Lara (2014) Discourse of the Disengaged: A Case Study Examination of Male High-School Dropouts' Percepts of Their Writing Literacy [Dissertation Advisor: Pagnucci]
- Hulst, Craig (2014) Towards the Creation of a Personal Ethical Perspective for Teaching Writing [Dissertation Advisor: Hurlbert]
- Long, Jason (2014) The Road Not Taken: A Writer's Approach to Research on Poetry Writing in Creative Writing Studies [Dissertation Advisor: Bizzaro, P]
- McClure, Kristene (2014) Traveling in Alphabets: Narratives of Multilingual Armenian Immigrant Women [Dissertation Advisor: Park]
- McHarg, Molly (2014) Exploring Faculty Perceptions of American Medical University in Qatar's Writing Center through a Sociocultural and Social Capitalist Framework [Dissertation Advisor: Bizzaro, P]
- Mina, Lilian (2014) First-Year Composition Teachers' Uses of New Media Technologies in the Composition Class [Dissertation Advisor: Williamson]
- Park, Soon Bok (2014) Exploring Five Korean English Language Teachers' Identities in the Korean Teaching Contexts [Dissertation Advisor: Park]
- Rodden, Jennifer (2014) Literacy (Re) Constructed: A Critical Analysis of Textbook and Educational Policy Discourse [Dissertation Advisor: Rafoth]
- Romagnoli, Alex (2014) Exploring Graphic Novels as Primary Texts: A Cross-Case Analysis of College English Classrooms [Dissertation Advisor: Pagnucci]
- Sabatino, Lindsay (2014) Interactions of the Online Writing Center: Students' Perspectives [Dissertation Advisor: Rafoth]
- Schreyer, Jessica (2014) A Theoretical Study Linking Ecocomposition and New Media Theories [Dissertation Advisor: Pagnucci]
- Tanghe, Shannon (2014) A Qualitative Critical Study of Collaborative Co-teaching Practices of English Language Teachers in Public Elementary Schools in South Korea. [Dissertation Advisor: Park]
- Truesdell, Thomas (2014) The Space Between: An Examination of Practicing Theorists and Writing Center Work [Dissertation Advisor: Rafoth]
- Wells, Jennifer (2014) Millennials Strike Back: Transitions from High School Reading & Writing to College Reading & Writing [Dissertation Advisor: Rafoth]
- Wise, Melody (2014) A Study of Writing Assessment in Rural Two-Year Colleges: Preparing Students for Work in a Globalized, Fast-Capitalist Workplace [Dissertation Advisor: Williamson]
- Wu, Zhiling (2014) Washback Effects of the Reformed CET-4 on College English Teaching and Learning in China: Students' Perspectives [Dissertation Advisor: Williamson]
- 2013**
- Amicucci, Ann (2013) A Descriptive Study of First-year College Students' Non-academic Digital Literacy Practices with Implications for College Writing Education [Dissertation Advisor: Williamson]
- Burke, Brian (2013) Using Comic Books and Graphic Novels to Improve and Facilitate Community College Students' Literacy [Dissertation Advisor: Pagnucci]
- Hrebik, Johnny (2013) The Mutuality-Minded Classroom Model: Creating Emancipatory Teacher-Student Relationships through Response and Interactivity [Dissertation Advisor: Williamson]
- Mulally, Dauvan (2013) Faculty Community Building: Portfolio Assessment Groups as Teaching Circles [Dissertation Advisor: Pagnucci]
- Pant, Deepak (2013) An Autobiographical Study of Second Language Literacy and pedagogy [Dissertation Advisor: Hurlbert]
- Park, Seung Ku (2013) Adult Korean ESL Learners' Imbalance of Pragmatic Competences & the Relationship b/t English Teaching Experience & Metapragmatic Awareness [Dissertation Advisor: Hayward]
- Paye, Massae (2013) Discursive Formation of UNESCO? [Dissertation Advisor: Deckert]
- Quinn (Peluso), Julie (2013) Where does Writing End? Academic Writing as "Artifact" [Dissertation Advisor: Hurlbert]
- Reilly, John (2013) Mutuality Overcomes Student Resistance [Dissertation Advisor: Bizzaro, P]
- Richards, Kathleen (2013) "Knowledge Growth": A multiple case study of English literature teachers' learning experiences for teaching composition [Dissertation Advisor: Park]
- Rudd, LeAnn (2013) Leavings, Returnings, and the Explanations in Between: Students' Stories of Withdrawing from Freshman Composition [Dissertation Advisor: Hurlbert]
- Sarver, Whitney (2013) "Doing School" Right: How University Students from Diverse Backgrounds Construct their Academic Literacies and Academic Identities [Dissertation Advisor: Park]
- Serna Dimas, Hector (2013) Identity, Subjectivity and Agency in L1-L2 Writing Processes in Spanish-English Young Learners in a K-12 Bilingual School in Bogota, Columbia [Dissertation Advisor: Bizzaro, P]
- Sikorski-Julier, April (2013) Rhetorical Responding and Grading: A Case Study of Best Practices in "Instructive Evaluation" [Dissertation Advisor: Williamson]
- Slick, Joseph (2013) Speaking their hearts through academic second language: ESL language achievement and social emotional learning [Dissertation Advisor: Bizzaro, P]
- Thomas, Kimberly (2013) Thesis: Race, Identity, and Composition: The Experiences of African Americans in the Professoriate [Dissertation Advisor: Hurlbert]
- Verbout, Mary (2013) A Quantitative Analysis of Basic Writing Students from Assessment and Through English 101 at a Community College [Dissertation Advisor: Williamson]

Ye, Weier (2013) Achieving Coherence in Persuasive Discourse: A Study of Chinese ESL Undergraduates [Dissertation Advisor: Savova] Aben Ahmed, Mahdi (2014) English for Business Communication and Workplace Needs: Saudi Students and Business Managers Perceptions [Dissertation Advisor: Williamson]

2012

Alqadoumi, Omar. (2012). E-Tutoring and the Academic ESL Writer. [Dissertation Advisor: Gian Pagnucci]
 Burke, Brian. (2012). Using Comic Books and Graphic Novels to Improve and Facilitate Community College Students' Literacy. [Dissertation Advisor: Gian Pagnucci]
 Chamcharatsri, Pisarn. (2012). Emotionality and Composition in Thai and in English. [Dissertation Advisor: David Hanauer]
 Gatto, Roseanne. (2012). Composition and Rhetoric. [Dissertation Advisor: Claude Hurlbert]
 Grant, Abigail. (2012). Distinguishing Online and Face-to-Face Learning; Acquisition, Learning, and Online Pedagogy. [Dissertation Advisor: Patrick Bizzaro]
 Guelcher, John. (2012). Reflection-on-Juncture Within Composition: The Promise of Transfer. [Dissertation Advisor: Gian Pagnucci]
 Harley, Diane. (2012). Doing a School Literacy Information Project in a South Africa Context. [Dissertation Advisor: Resa Bizzaro]
 Justice, Clifton. (2012). Coming Out in Composition: The Relationship Between Gay disclosure Practices and the field's Discourse. [Dissertation Advisor: Ben Rafoth]
 Klompfen, Kathleen. (2012). Truth to Power: Composition and Activism in the Age of Excellence. [Dissertation Advisor: Claude Hurlbert]
 Lei, Ruo-Wan. (2012). A Case Study of a Taiwanese Teacher's Group Exploring Narrative Pedagogy. [Dissertation Advisor: Gian Pagnucci]
 Nicolas, Corinne. (2012). Understanding Students' use of Sources in Research Writing through an Epistemological Lens. [Dissertation Advisor: Ben Rafoth]
 Park, Seung Ku. (2012). Adult Korean ESL Learners' Imbalance of Pragmatic Competences & the Relationship b/t English Teaching Experience & Metapragmatic Awareness. [Dissertation Advisor: Gloria Park]
 Power, Karen. (2012). A Social History of Second Language Writing: First Generation L2 Composition Scholars in the Process Era. [Dissertation Advisor: Dan Tannacito]
 Quinn, Julie. (2012). Where does Writing End? Academic Writing as "Artifact". [Dissertation Advisor: Claude Hurlbert]
 Reilly, John. (2012). Mutuality Overcomes Student Resistance. [Dissertation Advisor: Patrick Bizzaro]
 Rudd, LeAnn. (2012). Leavings, Returnings, and the Explanations in Between: Students' Stories of Withdrawing from Freshman Composition. [Dissertation Advisor: Claude Hurlbert]
 Sarver, Whitney. (2012). "Doing School" Right: How University Students from Diverse Backgrounds Construct their Academic Literacies and Academic Identities. [Dissertation Advisor: Gloria Park]
 Sikorski-Julier, April. (2012). Rhetorical Responding and Grading: A Case Study of Best Practices in "Instructive Evaluation". [Dissertation Advisor: Michael M Williamson]
 Slick, Joseph. (2012). Speaking their hearts through academic second language: ESL language achievement and social emotional learning. [Dissertation Advisor: Patrick Bizzaro]
 Sukasem, Ngarmnij. (2012). Online Literacy Practice: Blogs and Authorship in Thai Learners of English. [Dissertation Advisor: Jeannine Fontaine]
 Wang, Lan. (2012). Behind the Curtain: A Critical View of Theory and Practice of Tutoring English Language Learners at University Writing Centers. [Dissertation Advisor: Dan Tannacito]
 Wester, Jason. (2012). Private Writing, Public Classrooms: the Personal Journal in English Composition. [Dissertation Advisor: Michael M Williamson]
 Yeh, Shu Fen. (2012). A qualitative study of Taiwanese students' Academic Writing Practices and positioning in North American Universities. [Dissertation Advisor: Jeannine Fontaine]

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Ashour, Ibrahim. (2011). The EFL Enterprise in Syria: An Examination of Teachers' and Inspectors' Interactive Relationships, Beliefs, and Attitudes. [Dissertation Advisor: Patrick Bizzaro]
 Chambers, Leah. (2011). Defining Place, Understanding Race: A Discussion of Student and Community Members' Perception of Life in a Small town. [Dissertation Advisor: Ben Rafoth]
 Cheng, Shu-Fen. (2011). A Historical Analysis of English and Chinese Sections of Joint College Entrance Examinations in Taiwan. [Dissertation Advisor: Jeannine Fontaine]
 Duncan, Elizabeth. (2011). Mail Order Brides: a Narrative Inquiry Profiling the Lives of Five Female Second Language Learners and their Acquisition of the English Language. [Dissertation Advisor: Dan Tannacito]
 Getchell, Kristen. (2011). Examining Student Feedback in Assessment: Validating a Writing Placement Program. [Dissertation Advisor: Michael M Williamson]
 Goertel, Rachel. (2011). An Examination of Six Nonnative College English Speaking Students' Ordinary Conversations with Native English Speakers & other Nonnative English Speakers: The Pragmatic Use of English Discourse Markers. [Dissertation Advisor: Dan Tannacito]
 Golden, David. (2011). Students and Teachers' Perceptions of "Community" in Online College Composition. [Dissertation Advisor: Gian Pagnucci]
 Haggerty, Jessica. (2011). Mentoring Relationships and Student Empowerment: A Phenomenological Study of Four Women's Experiences. [Dissertation Advisor: Gloria Park]

- Hassan, Mai. (2011). Unheard Voices: Narratives of Developing TESOL Professionals in a Graduate Discourse Community. [Dissertation Advisor: Jeannine Fontaine]
- House, Brent. (2011). The Muses on the Mountains: Mentoring Relationships Among Creative Writers. [Dissertation Advisor: Patrick Bizzaro]
- Huster, Kimberli. (2011). Language Journeys of Hmong Generation 1.5 Women. [Dissertation Advisor: Dan Tannacito]
- Kazakbaeva, Roza. (2011). The Role of the English language in Kyrgyz Immigrants' Acculturation Processes in the United States. [Dissertation Advisor: Nancy Hayward]
- Kim, So Yeon. (2011). Dynamics Under the Silence: Exploration of Various Negotiations of One Korean Writing Teacher and His Students. [Dissertation Advisor: Jeannine Fontaine]
- Lederman, Josh. (2011). Applying Current Validity Theory to College Writing Assessment. [Dissertation Advisor: Michael M Williamson]
- Lee, Sarah Henderson. (2011). Claiming Their Right to Write: Linguistically and Culturally Diverse Learners. [Dissertation Advisor: Gloria Park]
- Littleton, Chad. (2011). The Role of Feedback in Two Fanfiction Writing communities. [Dissertation Advisor: Ben Rafoth]
- Messekher, Hayet. (2011). Voices of Pedagogy, Positionality, and Power: A Narrative Inquiry of Algerian Graduate Students at American Universities. [Dissertation Advisor: Gloria Park]
- Natiladdanon, Korakote. (2011). Genre Awareness Among Thai EFL Readers and Writers: A Qualitative Study. [Dissertation Advisor: Jeannine Fontaine]
- Payne, Cynthia. (2011). Passionate Purpose in Non-Academic Writing--Implications for the College Writing Classroom. [Dissertation Advisor: Patrick Bizzaro]
- Roliston, Lou. (2011). African American Female Literacy Identity: Languages Culture and Power. [Dissertation Advisor: Ben Rafoth]
- Sadek, Nehal. (2011). A Hybrid Dynamic Assessment (HDA) Model of Essay Writing by English Language Learners (ELL): An Exploratory Qualitative Study. [Dissertation Advisor: Dan Tannacito]
- Senese, Marcelene. (2011). Women in the Writing Center: Gender & Language Intersections. [Dissertation Advisor: Ben Rafoth]
- Stanko, Sandra. (2011). Negotiating the Chasm: the Function of Writing in Managing Maternal-Professional Roles, Responsibilities, and Identities. [Dissertation Advisor: Jeannine Fontaine]
- Wells, Jennifer. (2011). Millennials Strike Back: Transitions from High School Reading & Writing to College Reading & Writing. [Dissertation Advisor: Ben Rafoth]
- Wetzel, Ana. (2011). When WE (World Englishes) get invited to the composition course: A study of American students' perception of WE Writing. [Dissertation Advisor: David Hanauer]

2010

- Amer, Mahmoud. (2010). Film in Composition: Developing Critical Thinking Skills Through the Study of Film in First-Year Composition. [Dissertation Advisor: Dan Tannacito]
- DePolo, Jason. (2010). Discursive Transformation and the Reconstruction of Identity: A Critical Discourse Analysis of African American Student Texts. [Dissertation Advisor: Dan Tannacito]
- Diamond, Joel. (2010). The Identity, Second Language, and the Classroom Dynamic: Participant Observation in a Beginning Korean as a Second Language Classroom. [Dissertation Advisor: Jeannine Fontaine]
- Fels, Dawn. (2010). The Vernacular Architecture of Composition Instruction: What the Voices of Writing Center Tutors Reveal about the Influences of Standardized Instruction and Assessment. [Dissertation Advisor: Ben Rafoth]
- Ganda Nabi, Mahamadou. (2010). Teacher Professional Development: The Needs of TESOL Teachers in the Republic of Niger. [Dissertation Advisor: Gian Pagnucci]
- Glicker, Eric. (2010). The Student Writer as Blogger: A Longitudinal Case Study of a Blogger's Critical Narrative Events. [Dissertation Advisor: Gian Pagnucci]
- Goldberg, Amanda. (2010). Stolen Voices: Literacy, Identity, and Acculturation of Resettled Somali-Bantu Refugees. [Dissertation Advisor: Dan Tannacito]
- Ismail, Soliman. (2010). Arabic and English Persuasive Writing of Arabs from a Contrastive Rhetoric Perspective. [Dissertation Advisor: Michael M Williamson]
- Lapidus, Alexander. (2010). L2 Cultural Negotiation and Visual Literacy: A Multilingual Perspective. [Dissertation Advisor: David Hanauer]
- Liu, Pei-Hsun. (2010). White Prestige Ideology, Identity, and Investment: ESL Composition Class as a Site of Resistance and Accommodation for Taiwanese Students. [Dissertation Advisor: Dan Tannacito]
- Miller, K. (2010). Stranger than Fiction: A Study of Student Perceptions of Writer's Block and Film in the Composition Classroom. [Dissertation Advisor: Gian Pagnucci]
- Sams, Deborah. (2010). An Analysis of Leadership Beliefs and Practices of 25 TESOL Leaders. [Dissertation Advisor: Nancy Hayward]
- Santos-Bamba, Sharleen. (2010). The Literate Lives of Chamorro Women in Modern Guam. [Dissertation Advisor: Nancy Hayward]
- Stevenson, Heidi. (2010). Finding our Places, Defining our Places: Service Learning and Ecocomposition in the First-Year Composition Classroom. [Dissertation Advisor: Claude Hurlbert]
- Worajittipol, Kandanai. (2010). Online Interaction Between Thai EFL Learners and English Speaking Chat Partners: An Exploration of Negotiation for Meaning and Development Relationships. [Dissertation Advisor: Jeannine Fontaine]
- Zacharias, Nugrahenny. (2010). The Evolving Teacher Identities of 12 South/East Asian Teachers in US Graduate Programs. [Dissertation Advisor: Nancy Hayward]

2009

- Al-Momani, Husam .(2009). Caught Between Two-Cultures: The Realization of Requests by Jordanian EFL Learners.[Dissertation Advisor: Dan Tannacito]
- Bouman, Kurt. (2009). A Phenomenological Investigation of College Students' Construction and Representation of Plagiarism. [Dissertation Advisor: Ben Rafoth]
- Costanzo, Ryan. (2009) .The Function and Use of the Textbook in an Undergraduate Nursing Program. [Dissertation Advisor: Nancy Hayward]
- DiGregorio, Daniela. (2009). The Phenomenon of International Adoption with a Focus on Second Language Acquisition: A Case Study of Internationally Adopted Children and Adolescents from Russia. [Dissertation Advisor: Nancy Hayward]
- DiPaula, Lauren. (2009). A Chaotic Companion: Writers and Writing with Bipolar Disorder. [Dissertation Advisor: Gian Pagnucci]
- He, Jiajia. (2009). Applying Contemporary Western Composition Pedagogical Approaches in University EFL Writing Context: A Case Study of a Writing Workshop at a Chinese University. [Dissertation Advisor: Jeannine Fontaine]
- Hendrix, Ellen. (2009). "A Long Row to Hoe": Life and Learning for First-Generation College Students in the 21st Century Rural South. [Dissertation Advisor: Ben Rafoth]
- Huang, Yi-Wen. (2009). Listening to Their Voices: An In-depth Study of Language Anxiety and Cultural Adjustment Among Taiwanese Graduate Students in the United States. [Dissertation Advisor: Jeannine Fontaine]
- Lei, Jiun-lung. (2009). An Investigation of the Effects of Discourse Types of Taiwanese College Students' Reading Strategy Use. [Dissertation Advisor: Jeannine Fontaine]
- Lynch-Binieck, Amy. (2009). Refiguring Composition through Theory. [Dissertation Advisor: Claude Hurlbert]
- McCaffrey, Kelly. (2009). The Role and Representation of Technology in Composition Handbooks. [Dissertation Advisor: Michael M Williamson]
- Methitham, Phongsakorn. (2009). An Exploration of Culturally-Based Assumptions Guiding ELT Practice in Thailand, a Non-colonized Nation. [Dissertation Advisor: Jeannine Fontaine]
- Minett, Amy. (2009). Reproduction, Resistance, and Supranational Language Management: A Critical Discourse Analysis of the Role of Soros-Funded English Language Programs in the Building of Open Societies. [Dissertation Advisor: Dan Tannacito]
- Ninacs, Michele. (2009). Crossing Over to the Multimodal Side: A Study of the Consensus Building Strategies Employed by Miami University in Support of a Multimodal First-Year Writing Curriculum. [Dissertation Advisor: Michael M Williamson]
- Osailan, Ghassan. (2009). The English Literacy Experiences of Advanced Saudi EFL Professionals in the United States. [Dissertation Advisor: Jeannine Fontaine]
- Peterson, Heather. (2009). Literacy Practices and Identity in Slavic Immigrant Congregation: An Ethnographic Study. [Dissertation Advisor: David Hanauer]
- Pierce, Janet. (2009). A Co-Construction of Space Trilogy- Examining how ESL Teachers, English Language Learners, and Classroom Designs Interact. [Dissertation Advisor: Dan Tannacito]
- Romanelli, Marie. (2009). Exploring the Culture and Cognition of Outsider Literacy Practices in Adult Readers of Graphic Novels. [Dissertation Advisor: Ben Rafoth]
- Stewart, Marjorie. (2009). Fear and Loathing in the English Department: The Strange and Terrible Saga of Composition and Creative Writing. [Dissertation Advisor: Gian Pagnucci]
- Wang, Shu-Chuan. (2009). A Qualitative Study of English as a Foreign Language Learning (EFL) by Rural Taiwanese Students with Christian Native-English-Speaking Teachers. [Dissertation Advisor: Jeannine Fontaine]

Appendix A:



Qualifying Portfolio

Name _____

Banner ID @ _____ Date Submitted _____

Mailing Address: _____

IUP E-mail Address _____ Semester Started _____

Portfolio Checklist

- I meet the minimum GPA requirement of 3.5.
- I include this page for my cover sheet, followed by a table of contents listing the main parts of the portfolio (you do not need to insert page numbers in the table of contents).

Part 1

- I include a copy of two revised course papers along with a copy of the assignment for each one. If there are multiple assignments on one page, I highlight the one that the paper is a response to. I include a cover sheet for each paper that describes the revisions I have made.
- I have used a small binder clip to bind together everything in Part 1 of my portfolio.

Part 2

- For the qualifying manuscript, I include a copy of the Information for Authors that is provided by the publishers of the journal
- For the qualifying manuscript, I include a 1-2 page formal cover letter that is addressed to the editor of the journal I have selected. The letter identifies the audience, purpose, and significance of my paper.
- I include my qualifying manuscript (15-20 pages). This is an original work written with an academic journal or edited collection in mind.
- I also attach a list of annotations for each source in the works cited.
- I have used a small binder clip to bind together everything in Part 2 of my portfolio.
- I have made sure that my name does not appear on any piece in Part 2 of my portfolio.

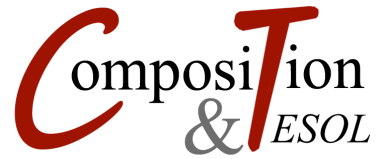
Entire Portfolio

- I have used a large, single binder clip to bind together everything in the portfolio and my cover sheet is on top. I did not include a three-ring binders, folder, or other binding materials.

The QP must be *received* by 4 p.m. on the deadline.

Mail your portfolio (or hand deliver your portfolio) to:

Director of Graduate Studies in Composition and TESOL
506 U Humanities and Social Sciences Building,
981 Grant Street
Indiana, PA 15705 USA



IUP.

Dear Composition and TESOL Student,
Congratulations on choosing to further your education here at
The Composition and TESOL program's goal is your success.

So that your experience in the graduate program is the best it can be, this Composition and TESOL handbook provides one location for information essential to you. Not only does it contain information regarding Composition and TESOL policies, but it also includes IUP policies and procedures, as well as other helpful information about the university services, activities, and the Indiana community.

In addition, IUP's Civility Statement and our statement of student rights and responsibilities provide the framework for your role as an IUP citizen and a member of our IUP family.

Signing below indicates that you acknowledge that you are responsible for the information outlined in the Composition and TESOL handbook.

Print Name _____

Signature _____

Date _____

The Policies and Information in this Program Handbook **are Subject to Change.**