Indiana University

Department of English

Handbook Updated

Graduate Studies in Composition and Linguistics

Department of English
Leonard Hall
Fifth Floor
Indiana, PA 15705-1094
Telephone: 724-357-2263
Email: grad-eng@iup.edu
Fax: 724-357-305

Program Website: http://www.iup.edu/composition-tesol

Table of Contents

Introduction

Welcome to the Graduate Program in Composition and Applied Linguistics. 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!

Indiana University of Pennsylvania

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 U.S.

The University provides an intellectually challenging experience to close to 10,000 students at its main campus and branch campuses, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is part of the Penns

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 U.S. The Folger Library and the Library of Congress are also only a few hours away in Washington, D.C.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to

more state-of-the-art research and content courses to meet the changing demands in the fields, and the

The CAL 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 18 elective hours in the program, with courses offered in writing assessment, writing centers, technology, cross-cultural

- x Recipient of multiple grants from the Howard Hughes Medical Institute and the National Science Foundation for research into research experiences, literacy, and science in the field of STEM education
- x Article Publications in Science, Written Communication, CBE-Life Science Education, TESOL Quarterly, Journal of Applied Linguistics, Discourse Analysis, Research in the Teaching of English, Poetics, Poetics Today, Language Awareness
- x Canadian Modern Language Review, Cognitive Linguistics, Teaching and Teacher Education and the Journal of Literary Semantics.
- x Author of 8 books including: Poetry as Research, John Benjamins, 2009, Scientific Writing in a Second Language. Parlor Press, 2013; Scientific Discourse: Multiliteracy In The Classroom, Continuum Press, 2006 and Poetry and the Meaning of Life, Pippin Press, 2004.
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- x Journal0E61.7 (dit)1.6 (o)-8.5 (r)-0.7 (:Sc)2.2 (ie)-4.7 (nt)1.6 (if)-1 (i)-6 (c)2.3 (S)-5.5 (t)-3.8 (udy)-0.6 (o)-3.1 (f)-1. -om-4(h)98 -2.9730(a)-BL5]T.TjEMC g5[4hh-om-8.082 May ve lha (p70.7 u(d (q)-6.1]1J- (h))1.m8 (a)-2.gy)-1.6 ()-2.

- x Author of **Narratives of East Asian women teachers of English: Where privilege meets marginalization**, released in September 2017 published by Multilingual Matters, LTD. in Cambridge, UK
- x Editor of Volume entitled, **TESOL Encyclopedia of English Language Teaching: Teacher Training & Professional Development** TESOL & Wiley, Inc., published in early 2018
- x Co-editor of Language teacher identity in (multi)lingual educational contexts. Special Themed Issue for **TESOL Quarterly** (2016, September)
- x 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.
- x Recipient of Faculty Teaching Excellence Award (2014-2015) for Content Pedagogy
- x Recipient of College of Humanities & Social Sciences Special Project Grants of over $12,000.00 since 2013.

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Upon acceptance, students will participate in an informal interview with the program director and then be assigned to a research team with an informal advisor. This advisor is likely to become the student's dissertation chair, but the student, advisor, and program director will have the opportunity to reconsider the most appropriate student-advisor fit post-coursework. wo accepe,dir, badqopTw 0 -1.224tis-0.6d)(v)0m-1.7

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

- x 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)
- x Pay a specific stipend amount
- x Include a 50% tuition waiver for graduate degree-required credits during both Fall and Spring semester.

Stipends for assistantships may change from year to year. Potential app(m.5 (lld)-2.8 (p)-0.6 (a)-2.8 (p)-0.6 (pmTd[(l(p)-0

submitting a statement of why the proposed advisor's expertise is appropriate for your project goals and a copy of the person's CV to the Program Director. If you have a director who is not a CAL Program Committee member, then the two readers on your committee must be CAL Program Committee members. The dissertation advisor is sometimes also referred to as the "dissertation chair" or "dissertation director."

The dissertation advisor's role is that of the 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.

> 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).

- x 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.
- x Submission of the approved dissertation to the dissertation committee and the SGSR, (following the requirements of the Thesis/Dissertation Manual, available from SGSR website)
- x Graduation no later than seven years from the date of the student's first course in the doctoral program.

Residency Requirement

All students are required to participate in a one-month in-person residency during the summer while they are completing coursework. Typically, students take two face-to-face courses during the summer session. However, if you take an additional online course during the academic year, then you might only take one face-to-face course in the summer.

Students are also required to participa

ENGL 808: Technology and Literacy
Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

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 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 faomponi0.7 (u)-01.8 (a)-2-1.7 (n)-e.7 (n)-e.7 (3.1 (f)-1 (C)-2.5 (o)-3.11a)-6 (h)-0.6 (eo)-4.1-2.9 (ml2

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 dissert

After the CAL office receives your portfolio, the office will add two additional items: instructor evaluations (one from each of the courses you have taken), the grade report for your doctoral courses, and your research team leader's report. These will complete your portfolio for review.

Orally and in writing, demonstrates an ability to focus ideas and construct arguments. (Grades, QP manuscript, instructor evaluations, research team report)
Uses feedback constructively, works independently, and handles problems or conflicts in a professional manner (Grades, instructor evaluations, research team report)

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 I: Qualifying Manuscript
This paper must be an original work written for an academic journal related to the fields of Composition and/or Applied Linguistics and created especially for the qualifying portfolio. Previously published pieces

x **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 manus sh it aev i8ht87 6dy AMCID 2 BDC -1 -07( )Tj273 0 T90 708.9 Tm9078Tj/TT

decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

DEGREE REQUIREMENTS

reach your total 12 required dissertation hours. These credits will be registered with the CAL 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.

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.

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. 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.

Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are.6 (i)-1tenw gcfadu cng-3i (r)-1.8 (r)-2.9 (s)-3.4 22s C

provides an overview of the literature relevant to the topic and project at hand. (This literature review will be reframed and drawn upon by students as they write)

x   Part II: Methods and Goals.

Co-authored work is not permitted as part of the three-article option.

Assembling Your Dissertation Committee

A dissertation committee consists of three faculty members:

- x A dissertation advisor
  - o Your dissertation advisor must be either a CAL Program Committee faculty member or an English Department faculty member. Typically, this person is your research team leader. (If you would like to have a dissertation
  - o

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

dissertation-information/thesis-dissertation-manual.html) and the current edition of the APA or MLA manual. Plan to schedule the Three Chapter Defense within one year of completing your coursework.

Prepar

explore one of two major findings in each article. You might also think about how similar findings may be geared in very different ways to different audiences as a third option.

Another challenge and opportunity present with the Three Article Option is that you will have to learn how to write concisely. This is an excellent skill to develop as a writer, and will serve you incredibly well throughout your career. A 7000- or 9000-word presentation is arndd p fe.1 (n)-0.7 ( )-5l.1 (le)0.5 (t)1.61nd fomayistin le

advisor, students should seek the guidance of the CAL Program Coordinator. Should the coordinator also be a member of the dissertation committee, the student should seek the guidance of the chair of the

- 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 CAL Program Director within two weeks by addressing, in writing, the reasons given for the Fail outcome. The CAL 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.

Opening Remarks

Some advisors may ask you to speak for 5-10 minutes at the start of the meeting, but others may not. Check in with your advisor to determine whether or not opening remarks are recommended. If you do give opening remarks, please keep in mind that the readers have recently read and are familiar with the whole study, so there is no need to present everything. Instead, you might discuss:

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, but this is not required. Speak with your advisor to determine if a handout makes sense for your project. 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
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you may have wanted to make some kind of a change to your work. Do not bother to bring changed pages.

Committee Format and Outcomes

Composition and Applied

very productive during their careers, and we would like to know about your accomplishments. You can

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 https://www.iup.edu/research/resources/funding-research/students/graduate/internal-iup-funding-for-graduate-student-research.html .

Graduate Student Professional Development Fund Outstanding Graduate Student Researchers

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 CAL faculty will nominate and a committee will select the recipient(s).

Awards at the Composition and Applied Linguistics Ph.D. Level

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 CAL faculty will nominate and the CAL Awards 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 CAL 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 CAL 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 CAL Program Director by April 1.

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

x Yacoub, Mohamed (2020) Exploring the Narrated Experiences of Four Multilingual Muslim Students in Separated and Integrated Undergraduate Composition Courses with Implications for Composition Programs. [Dissertation Advisor: Porter]

x Zhang, Tong (2020) Exploring the Value of Rubric Co-Construction on Second Language Writer Formative Assessment Experiences and Metacognition in Writing Learning. [Dissertation Advisor: Hanauer]

2019

x Al Harthy, Said (2019) Investigating Omani Parental Involvement in Their Children's English Language Learning [Dissertation Advisor: Stewart]

x Anokye, Jane (2019) Theorizing the Multilingual Perspectives on African American English Through HBCU Composition Faculty Members' Lived Experiences. [Dissertation Advisor: Rafoth]

x Cureton, Darius (2019) Composing In a Digital Age: Unpacking the Techtinuum Among First Year Writing Faculty at Historically Black Colleges and Universities. [Dissertation Advisor: Pagnucci]

x Dunning, Wesley (2019) Poetic Rhetoric: Composing Academic Essays with Poems. [Dissertation Advisor: Pagnucci]

x Hasan, Mousa (2019) Exploration of Multilingual Linguistic Landscape as a Source of Input in

x

x   Simpson, Shelah (2017) Student Perceptions of Online Writing Center Designs for Fully-Online Programs [Dissertation Advisor: Rafoth]

x   Zamin, Nadia (2017) Mindful Writers, Sustainable Writing: Implementing Mindfulness Intervention to Support the Writing Practices of Advanced Academic Writers Engaged in High Stakes Writing Projects [Dissertation Advisor: Driscoll]

Signature Page