



IUP Graduate Handbook

Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics

Department of English

Handbook Updated 2020-2021

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INTRODUCTION

The M.A. in TESOL and Applied Linguistics welcomes prospective professionals in the areas of TESOL (Teaching English to Speakers of Other Languages) and Applied Linguistics from the US and abroad. The program is designed to enrich students' understanding of praxis in TESOL and Applied Linguistics with particular foci in the areas of teaching English as a global language, teaching methodological approaches focused on English as an international language, second language acquisition, critical pedagogy, materials and curriculum development in worldwide contexts, cross-cultural and multicultural communication and pedagogy, critical and democratic assessment, observation of teaching as a professional endeavor, practicum experience, and research methods in TESOL and Applied Linguistics.

Indiana University of Pennsylvania

Indiana University of Pennsylvania has a history rich in accomplishments. Since 1875, when IUP served only 225 students in a single building, the institution has grown to be Pennsylvania's fifth largest university. IUP comprises seven colleges and two schools and offers thirteen degree programs through the doctoral program. IUP, which was granted university status in 1965, has been nationally acclaimed as among the academic best. In October, 1985, Edward Fiske, education editor of the *New York Times*, included IUP as one of 221 "Best Buy" colleges and universities in the nation in his highly acclaimed publication, *The Best Buys in College Education*. Only twelve Pennsylvania schools were chosen. It was also one of five universities chosen for the "Best Values in Public Colleges" list by Kiplinger's Personal Finance magazine. In 2006 the university was awarded accolades for its "exemplary comprehensive self-study" and "outstanding faculty, student services and information technology" by the Middle States Commission on Higher Education.

The IUP campus hosts more than 200 cultural and entertainment events each year. For example, each summer IUP hosts the Indiana community's Picnics in the Grove, and each spring semester the Office of International Education hosts International Unity Day. IUP also provides students with many opportunities for internships and studying abroad. Its internship program, the largest in Pennsylvania, offers students on-the-job experience as well as classroom learning. The university also provides many research resources. The IUP Stapleton Library is one example of this, holding more than 850,000 volumes and many scholarly journals, many of which pertain to composition, TESOL, and American literature.

IUP is 55 miles northeast of Pittsburgh in the foothills of the beautiful Allegheny Mountains. This provides easy access to other resource centers like Carnegie Mellon University's Hunt Library in Pittsburgh as well as the Library of Congress, which is only several hours away in Washington, D.C.

The Indiana Community and Beyond

IUP is located in Indiana, Pennsylvania, 55 miles northeast of Pittsburgh, in the foothills of the beautiful Allegheny Mountains. Therefore, it 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, with several nearby natural areas and state parks that provide opportunities for hiking, camping, boating, and

fishing. The Indiana area is rich in culture from its history of mining to 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.

Although it is a small town, Indiana has many places to explore off campus. Indiana's bustling Philadelphia Street has many restaurants, including Tandoor Indian Cuisine, H.B. Culpeppers, El Tesoro Mexican Restaurant, 9th Street Deli, Josephine's Pizzeria & Enoteca, Brunzies and The Coney. Along with these great restaurants, Indiana also has a mall, a movie theater, and other small shops.

There are other attractions near Indiana, PA as well, such as Frank Lloyd Wright's world-famous Fallingwater, which 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 Jsat 7A.-fam shops.

inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP.

in the Pittsburgh School District. Dr. Hanauer is a Professor of English at Indiana University of Pennsylvania and the Assessment Coordinator and educational researcher in the PHIRE (Phage Hunting Integrating Research and Education) Program in the Hatfull Laboratory, Pittsburgh Bacteriophage Institute at the University of Pittsburgh. Dr. Hanauer is co-editor of the *Language Studies, Science and Engineering* book series with John Benjamins and associate editor of the journal *Linguistics and Education* from Elsevier.

Selected Publications:

- Hanauer, D.I., Sheridan, C. L., & Englander, K. (2019). Linguistic Injustice in the Writing of Research Articles in English as a Second Language: Data from Taiwanese and Mexican Researchers. *Written Communication*, 36 (1): 136-154.
- Hanauer, D. I., Nicholes, J., Liao, F., Beasley, A., & Henter, H. (2018). Short-Term Research Experience (SRE) in the Traditional Lab: Qualitative and Quantitative Data on Outcomes. *CBE Life Sciences Education*, 17(ar.64), 1-14.
- Hanauer, D. I. (2018). Intermediate states of literariness: Poetic lining, sociological positioning, and the activation of literariness. *Scientific Study of Literature*, 8 (1): 114-134
- Hanauer, D. I. (2018). "Subversive, Unannounced Non-Compliance": A Pacifist-Soldier's Poetic (Auto) Ethnography of Experiences in the Israeli Defense Forces. *Qualitative Inquiry*,
- Hanauer, D. I. (2018). Becoming an undergraduate scientific researcher of literature: A discussion of inquiry teaching options. *Scientific Study of Literature*, 7 (2), 262-276.
- Cavanagh, A. J., Chen, X., Bathgate, M., Frederick, J., Hanauer, D. I., & Graham, M. J. (2018). Trust, growth mindset, and student commitment to active learning in a college science course. *CBE Life Sciences Education*, 17(1), 1-8
- Hanauer D.I., Graham M.J., Sea P., Betancur L., Bobrownicki A., Cresawn S.G., Garlena R.A., Jacobs-Sera D, Kaufmann N, Pope W.H., Russell D.A., Jacobs W.R., Jr., Sivanathan V., Asai D. J., Hatfull G.F. (2017). An inclusive Research Education Community (iREC): Impact of the SEA PHAGES program on research outcomes and student learning. *Proceedings of the National Academy of Science*, 1-6.
- Hanauer, D. I. (2016). Beauty judgments of non-professional poetry: Regression analyses of authorial attribution, emotional response and perceived writing quality. *Scientific Study of Literature*, 5(2), 183-199.
- Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication*, 32(1), 66-86.
- Hanauer, D. I. (2014). Being in the Second Iraq War: A poetic ethnography. *Qualitative Inquiry*, 21(1): 83-106.
- Hanauer, D. I. (2014). Appreciating the beauty of second language poetry writing. In D. Disney (ed.) *Exploring Second Language Creative Writing* (pp. 11-22). Amsterdam: John Benjamins.
- Hanauer, D., & Englander, K. (2013). *Scientific Writing in a Second Language*. West Lafayette: Parlor Press

Co-author of “Pedagogies of Digital Composing through a Translingual Approach.” in *Computers and Composition*, Sanchez-Martin, C.; Alvarez, P. Sara

- x Candidates with strong academic records but with backgrounds in other disciplines may be admitted conditionally pending completion of ENGL 526 ESL Methods and Materials.
- x Candidates are not required to take the Graduate Record Examination (GRE), but may submit it to bolster their applications.
- x Candidates who are speakers of English as a second language are required to submit with their applications a minimum **TOEFL score of 570** paper-based (PBT), or **88** internet-based (iBT), and a minimum

double track design is to allow each student to develop their own research in a timely manner and at the same time to develop advanced knowledge of research and methodology for the whole group.

ENGL 754/854 World Englishes in Composition and Applied Linguistics

An interdisciplinary approach to understanding issues around World Englishes (WE) scholarship where teachers, researchers, teacher educators, and administrators from composition, developmental writing, writing centers, ESL/EFL K-16 and teacher education contexts come together to understand, explore, critique how English(es) is/are positioned around the globe, and how that impacts learning and teaching.

ENGL 688 Practicum in TESOL

Intended to provide a balance between observation and practical teaching experience. Students plan, teach, and reflect on lessons. Emphasis is placed on application of theory and pedagogical knowledge gained from course work, as well as on developing skills to reflect on teaching and its consequences for learners. Class size is limited to fifteen students. Although not a prerequisite, this course can be used as a way to prepare for a teaching internship.

ENGL 694 Observation of English Teaching

Surveys instruments to observe classroom teaching behavior and provides practice in the use of observation instruments. Surveys research on classroom teaching and design. Emphasizes awareness of teaching behaviors and their consequences in English classrooms for native and non-native speakers of English.

ENGL 723/823 Second Language Teaching

Considers trends, issues, research, and exploration in second language teaching, as well as language learner assessment and testing (limited space for MA TESOL).

ENGL 724/824 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 (limited space for MA TESOL).

ENGL 730/830 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 (limited space for MA TESOL).

ENGL 705/805 Language and Social Context (Elective for MA TESOL students)

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 742/842 Cross-Cultural Communication (Elective for MA TESOL students)

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 (limited space for MA TESOL students).

ENGL 746/846 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 (limited space for MA TESOL).

ENGL 748/848 Advanced Topics in Linguistics

3. Having completed a research based MA Thesis is sometimes a prerequisite for entry into a Ph.D. program in applied linguistics.

Aims of an M.A. Thesis

An MA Thesis is an extended research project that creates new knowledge and makes a contribution to the field of language studies. By definition an MA Thesis involves conducting research (qualitative, quantitative or theoretical) according to the accepted guidelines of disciplinary practice with the aim of producing knowledge. The aim for students within the MA TESOL program is that their thesis research will be valuable to the fields of TESOL, applied linguistics and educational linguistics and be publishable within one of the academic outlets in the field.

The Scope of the MA Thesis

An MA Thesis is an extended research project that takes a year to a year and a half to complete. In many ways an MA thesis is similar to a dissertation. Both are supervised research projects and both must follow the best ethical

- x **The Traditional Five Chapter Thesis** allows students to write a traditional five chapter thesis, modeled after the style of a short academic book.
- x **The One Article Option** allows students to gear their thesis towards a publishable article-length project. This option represents a shift in our field away from traditional book publication and into article publication.

Both options include the filing of a Research Topic Approval Form (RTAF), setting up a thesis committee, and defending your work at a final defense.

Overview of the One Article Option

The final MA-Thesis for a one article option is structured as follows:

1. Chapter 1: A critical introduction (maximum of 40 pages).
 - a. This introduction would include:
 - i. A 15 page or less literature overview of the topic
 - ii. A brief discussion of the exigence and goals for the dissertation, in line with the literature review
 - iii. An overview and plan for the article that introduces readers to the target journal, describes the purpose of the article, describes the audience, wordcount and format requirements, and indicates what the submission timeline for the article.
 - iv. A discussion of the methods for the data collection (if empirical dissertation).
2. One article for a targeted peer reviewed journal of 7000 or more words in length.
3. Conclusion: future research directions and articulating a future research agenda.

Restrictions:

- x The article needs to be targeted towards a professional peer reviewed journal in the field that is approved by the committee in advance.
- x The article itself should be 7000 words or longer.
- x Students must decide what option they will use for their thesis (traditional option or article option) at the time they file their RTAF. To change between options after the RTAF has been filed requires committee approval.
- x Co-authored work is not permitted.

GRIEVANCES

Students are expected to work through problems that might arise during the program 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 MA TESOL and applied linguistics program coordinator. Should contact with the coordinator not be possible, the student should seek the guidance of the chair of the English Department.

Evaluation Outcome for Thesis

During the thesis defense 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

excellent writing. The committee will evaluate the student's oral and written performance. The committee will suggest revisions and send those revisions to the student and the thesis director.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – 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 not calculated into a student's CGPA.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

The Source: A Student Policy Guide. www.iup.edu/studentconduct/thesource/

Bereavement-Related Class Absences

www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis

www.iup.edu/gradcatalog

***Note: Admission effective fall 2017 and after:** Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

*Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and masters thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall*

and Spring) annually, through the graduation of the student or until the time limit is

calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: *The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.*

For more information regarding School of Graduate

All credits and grades for IUP course work taken

alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final 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: Candidacy/Comprehensive Examination

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).

the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final 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 rescind the dismissal.

- a. Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.
- b. Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Transfer of Credits Policy

www.iup.edu/gradcatalog

The MA TESOL program does not accept transfer credits at this time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/gradcatalog

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Research

School of Graduate Studies and Research (SGSR) has increased funding for existing research support programs and created a new program starting in the 2008-2009 year. See www.iup.edu/research/ and <http://www.iup.edu/graduatestudies/> for more forms and instructions.

Doctoral and Masters Student Travel to Present Papers

Department/Program Awards

There are a number of awards potentially available for MA TESOL students. Please see <http://www.iup.edu/english/grad/literature-ma/additional-resources/graduate-student-awards/> for more details.

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Dr. Gloria Park by September 30, 2020

The MA TESOL program will keep this signed document on file.