GRADUATE STUDENT HANDBOOK

2024-2025

Department of English

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Policies and Practices

Graduate School Policies

All policies held by the Auburn University Graduate School apply to graduate students in the English Department. Students should refer to the *Auburn Bulletin* for the Graduate School's policies.

Academic Honesty

All Auburn University students are governed by the Student Academic Honesty Code, available from the *Student Policy eHandbook* (found through the Students tab of the main Auburn webpage).

Deadlines

Questions often come up about the various deadlines that the Graduate School and the English Department expect graduate students to meet. Important Graduate School deadlines are listed on the Graduate School Calendar, available from the from the Students page on the Graduate School website.

Deadlines for Filing Forms

Almost all official forms need faculty approvals, usually several of them, and typically approval of the department chair and the Graduate School. When preparing to submit them, allow time to accumulate the needed signatures.

- **Foreign Language Examination:** Students apply to take the exam via the Foreign Language Examination Registration form. This form can be found on the Graduate School website. Click "Current Students", then Forms, and scroll down to All Forms. This form is due by the 15th class day. The department requires that the foreign language requirement be fulfilled before the final defense of the MA portfolio or PhD General Doctoral examinations. All students are encouraged to meet their language requirements earlier rather than later.
- **Committee, Transfers, Exceptions and Candidacy (CTEC) form:** Master's students must submit the CTEC form no later than the term prior to expected graduation. Doctoral students must submit the CTEC form prior to submitting the [Request for the Report on the General Oral Examination](). The committee section identifies student, committee chair/ major professor, and members. The CTEC Form will require all committee members' Auburn University email address and the CVs and full email addresses of any outside committee members. The form includes some helpful tips about the validation process. The CTEC form is available here: https://gradforms.auburn.edu/forms/CommitteeSelection.aspx
- **Portfolios:** MA portfolios must be completed and defended by the announced Graduate School deadline for non-thesis oral examinations, which usually falls during the second week of April.
- **Dissertations:** PhD dissertations must be approved by the student's Advisory Committee and submitted to the Graduate School for review by the University Reader by the published deadline. Doctoral dissertations must be defended by the Graduate School deadline.

Deadlines for Meeting Degree Requirements

To ensure that degree recipients have current training, the Graduate School sets maximum time limits for all graduate students. Master's-level students have six years from their date of initial enrollment to complete all degree requirements. It is important to remember that financial support from the English department is available only for two years (for a master's degree) and five years (for a doctoral degree).

Doctoral students must achieve candidacy within six years and complete all requirements for the degree within ten years. Upon admission to candidacy, the student has four calendar years to complete all remaining requirements for the doctoral degree. The student's time to completion begins with the earliest completed course approved for inclusion in the plan of study. Further information can be found in the Graduate School section of the *Auburn Bulletin*.

Financial Aid

The department offers financial support to graduate students, on a competitive basis, in two forms: fellowships and assistantships. For information on other forms of financial assistance, students should contact the Office of Student Financial Aid, 203 Mary Martin Hall, Auburn University, AL 36849-5144 (tel. 334-844-4634). Doctoral students who need to be certified as full-time by the Registrar for loan purposes should be aware of the Graduate School "course" called GRAD 8@@0 (Dissertation Completion). This course, along with concurrent enrollment in one hour of 8990, can certify you as a full-time student without your having to pay for full-time registration. The Graduate School restricts the conditions under which students can register for 8990/8@@0; consult the Graduate School for specific policies.

Department of English Graduate Student Fellowships and Awards

The following departmental awards and fellowships are awarded by the Graduate Studies Committee. Monetary award amounts may vary depending on availability of funds:

PhD Students
- **Ruth A. Brittin and Norman Brittin Fellowship:** Awarded to an entering doctoral student with a strong academic record and potential for successful graduate study. This award has been split into two awards in the past.
- **Writing Semester Fellowship in English:** As funds are available, the department supports an award for doctoral students who are nearing completion of the dissertation and who have completed all other requirements (ABD students). The recipient of the Writing Semester Fellowship in English is chosen by the Graduate Studies Committee of the Department of English from nominations by major professors, who consider the following criteria:
    o The nominee's potential for substantially completing the dissertation and preparing to defend within the semester of support; and
    o The usefulness to the student of a release from teaching for the purpose of making significant progress on the dissertation.

MA Students
- **Department of English MA Fellowship:** Awarded to an entering MA student with strong potential for contributing to the intellectual life, diversity, and quality of the department.
- **Mortar Board's Mildred Enloe Yates Award:** Awarded to an entering master's student. The student must be enrolled in at least one graduate course in English per semester in the academic year of the award.

MTPC Students
- **Department of English MTPC Fellowship:** Awarded to an entering MTPC student with strong potential for contributing to the intellectual life, diversity, and quality of the department.
- **Betty Travis Naugle Annual Fellowship in Technical and Professional Communication:** This fellowship is awarded to an outstanding graduate student in Technical and Professional Communication by the Department Chair on recommendation of the TPC faculty. The award goes to one or more current Auburn University graduate student(s) who have:

- A commitment to a career or teaching in TPC
- Taken at least one 7000-level course in TPC at Auburn University
- Demonstrated academic excellence (minimum 3.0 GPA)
- Enrolled in at least one 7000-level course in TPC in the year the fellowship is received.

- **Donald Cunningham Award:** Awarded to an MTPC student entering the program with strong potential for contributing to the intellectual life, diversity, and quality of the department.

General Awards

- **Best Paper by a Graduate Student Award:** This award recognizes one master's-level and one doctoral-level student for the best paper submitted for a graduate course in English. In the spring, the DGS solicits nominees from faculty members who taught graduate courses the previous fall, summer, and spring terms. Papers are then judged anonymously on their originality and quality by a special committee appointed by the DGS.
- **Dr. Ward Allen Annual Graduate Award:** This award is granted to a student pursuing an advanced degree in the English department who is studying poetry, prosody, or poetics. If the student is presenting research on this topic at a conference in the year of the award, an additional travel stipend will be added.
- **GTA Teaching Award:** This award goes to one master's-level GTA and one doctoral-level GTA each year. Nominations are invited in spring and selection of finalists is determined by the English Department Recognition & Development Committee.

Graduate Assistantships

The University defines several categories of graduate assistantship, including Graduate Teaching Assistants (GTAs), Graduate Research Assistants (GRAs), and Graduate Assistants (GAs). More general information is available in the *Graduate Student Handbook*, published by and available from the Graduate School website (http://graduate.auburn.edu/handbook/). Central to the understanding of such appointments is the following passage: *Graduate assistant appointments are temporary. Continuation depends upon availability of funds, level of enrollment, and research needs.* Each graduate assistant must be in a degree-seeking program, registered for at least one credit hour during each academic term of the assistantship, satisfy the minimum course load specifications of the individual departments, and be making satisfactory progress toward the degree.

Graduate Assistantship Expectations

All GTAs are expected to adhere to standards of professional behavior including the following:

- Teaching of all scheduled sessions. If you will be absent due to illness, injury, or another emergency, please inform the main office and your lead teacher (if relevant) as soon as possible. If you need to miss a class for a professional reason such as a conference, please arrange for a colleague to cover and/or offer a replacement activity.
- Punctual arrival to and departure from all classes, whether you are teaching or observing.
- Professional dress during all class sessions
- Appropriate professional conduct in all interactions with students, whether in class, during office hours, or elsewhere

Questions and Problems

Master's-level teaching assistants in large-format literature courses should address any questions or problems first to their lead teacher, then to the Director of Core Literature or the Director of Graduate Studies.

Master's-level teaching assistants serving as teachers of record for their own classes should address any questions or problems to the Director of Composition.

PhD GTAs should address any questions or problems with teaching to the program director for the class in question, either the Director of Composition or the Director of Core Literature.

Special Rules for First-Year Master's-Level GTAs

According to our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), those individuals teaching general education courses at the undergraduate level should have at least a "master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline." In addition, graduate teaching assistants should have "direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations." (2006 SACSCOC Guidelines on Faculty Credentials). Our co-teaching program for first-year GTAs complies with these guidelines in that first-year master's-level GTAs are not given primary responsibility for courses in their first year. However, because these GTAs will be given primary responsibility for courses in the second year, it is essential that they earn 18 semester hours in the English Department (6 courses) before beginning the second year. **This means that first-year master's-level GTAs must complete a full load of three courses in each of the first two semesters** or make up the deficit through transfer credit or summer courses.

First-Year Master's-Level GTA Training

The first-year GTA assignment consists of a .33 FTE (full-time equivalent) appointment, or approximately 13.5 hours per week. There is a 2-part structure to the first-year GTA training program:

1. ENGL 7940 Practicum in Teaching College English: required enrollment (1 credit hour Fall; 1 credit hour Spring)

    This course is coordinated by the Director of Composition and the Director of Core Literature and provides training in all aspects of teaching First Year Composition and Core Literature classes.

2. Core Literature Teaching Assistant (11 hours fall; 10 hours spring)

    Through this program every incoming master's-level student is assigned to work as a GTA in one of the Department's core literature offerings in American, British, or World literature. Each semester, working under the guidance of an experienced faculty member, students assist with grading for the course and lead two small, weekly discussion sections of approximately 15 students each. This program gives GTAs first-hand pedagogical experience with a broad set of teaching skills including creating lesson plans, leading discussions, and evaluating and commenting on student work. Occasionally, as scheduling and staffing needs allow, master's students may serve as teaching assistants to professorial faculty members teaching in our core composition program or other courses.

In addition to their GTA training as teachers, each incoming master's student will be assigned a program assistantship of 3 hours/week for 1 semester of the first year. These assistantships in administration, program management, and outreach will give our students hands-on experience in the parts of academia that take place outside of the classroom.

Second-Year Master's-Level GTA

Master's-level students in the second year of their GTA appointment teach three core composition courses – two sections in one semester and one in the other. Averaged across both semesters, this represents a time commitment of 15 hours per week, or a .375 FTE.

PhD GTA

PhD students holding a five-year GTA appointment typically teach three courses per year – two in one semester, one in the other. Averaged across both semesters, this represents a time commitment of 15 hours per week, or a .375 FTE. PhD students in the first and second years of their GTA appointment typically teach three courses in core composition. Alternatively, as staffing and scheduling needs permit, first and second year PhD students may teach two sections of composition in one semester and serve as TAs in a core literature lecture in the other. Beginning in the third year of their GTA appointment, in addition to teaching courses in core composition, students who have completed doctoral exams and are making adequate progress toward the degree may be given the opportunity to teach courses in their area of specialty, whether in American, British, or World literature or in advanced writing.

Policy on Course Overloads for PhD Students

Depending on enrollment demands in English Core Classes, the English Department Chair may call on PhD students to volunteer to teach a one course overload during the semester in which they have only one course assignment. Such overload assignments should not be presumed guaranteed. When such assignments become available, they will be assigned based on the following criteria:

- The support of one's Major Professor, with assurances that the student is and has been making consistent progress toward completing degree requirements, and confidence that a teaching overload will not impede such progress. Students seeking to teach an overload are encouraged to meet with their major Professor to discuss the consequences of a teaching overload and consider strategies for balancing teaching and research.
- Seniority: to be considered for a teaching overload, students will have successfully passed their PhD qualifying exam. A strong preference will go to students who have demonstrated consistent progress toward the attainment of degree requirements over several terms, or those who are nearing completion of their dissertation or related degree qualifications.

Other Auburn University Employment

Auburn University limits total graduate student employment hours to 20 per semester, for a .5 FTE. Thus, students holding a regular .375 FTE GTA in the English Department cannot work more than five hours per week in any additional paid position at the university. Since additional employment, however lucrative or professionally valuable, can impede progress toward the degree, students are encouraged to consult with their advisory committee chair before assuming any extra work. To ensure compliance with university employment guidelines, students should consult with the DGS before taking on any additional paid positions at the university. Occasionally, a GTA may wish to forego teaching in English to work with other offices or programs at Auburn. In such cases, it is crucial that you notify the DGS and the Department Chair as soon as possible. These opportunities do not change the two- or five-year limitation on English Department GTA support.

Intimate Relations Policy

Auburn University prohibits all faculty, administrators and supervisors, including graduate teaching assistants, from pursuing or engaging in romantic or sexual relationships with students, both graduate and undergraduate, whom they are currently supervising or teaching, as well as with employees whom they are currently supervising. Violations should be promptly reported to the University's Affirmative Action Office. Violations of this policy will be addressed through appropriate disciplinary action.

Progress toward Degree

Grades

It is University policy that in order to receive a graduate degree at Auburn University, a student must earn a cumulative GPA of 3.0 on a 4.0 scale on all courses carrying graduate credit. No more than nine hours beyond the student's Plan of Study is allowed in obtaining the cumulative graduate grade point average (CGGPA). No grade below C (including unsatisfactory grades for courses taken under the S/U option) is acceptable for credit toward a graduate degree. Each graduate course on which a grade below C is received must be repeated at Auburn University whether or not it is listed on the student's Plan of Study. Both the original grade and the grade for the repeated course will be counted in calculating the CGGPA. Course credits transferred from another institution may not be used to satisfy this requirement. Courses retaken will not count against the nine-hour limit beyond the student's plan of study in obtaining the minimum CGGPA. Except for internships, practica (e.g., ENGL 7920, ENGL 7940), and Research and Dissertation (ENGL 8990), the Department of English uses the common 4.0 scale for all English graduate courses.

Incompletes

A grade of "incomplete" must be removed within the following six months or it will be recorded permanently as an F and the course will have to be repeated. This applies regardless of the student's enrollment status. A student not enrolled during the following six months is not exempt from this rule. No student may graduate until "incomplete" and "no record" grades are removed, and the removal must be completed at least three weeks before the date of graduation, regardless of whether the course is included on the Plan of Study.

The faculty member assigning the incomplete should set a deadline early in the next term, well before the six-month deadline. Incomplete grades are cleared when the faculty member who assigned them submits a Faculty Grade Change through Workflow. Students who need to clear an incomplete should do so at the earliest possible time. It is a good idea to draw up a written agreement with the faculty member who assigned the IN, specifying how and by when the incomplete work is to be submitted.

Probation, Warning, and Suspension

Only grades in Auburn University courses approved for graduate credit will be used in determining the overall grade point average for continuation in Graduate School. If at the end of any semester the cumulative graduate GPA (CGGPA) falls below 3.0, the student will be placed on academic probation for the following semester. If the CGGPA remains below 3.0 after the next eleven credit hours of graduate enrollment (both graded and ungraded), the student is placed on academic suspension. A student on Academic Suspension may not hold a graduate assistantship. The student may be re-admitted only after completion of a remediation plan recommended by the department and approved by the Dean of the Graduate School. Coursework taken as part of the remediation plan must be completed within two consecutive semesters and may count toward both the student's degree and CGGPA with the recommendation of the department head and the approval of the graduate dean. Upon completion of the remediation plan, the student must have addressed academic deficiencies and have a CGGPA of 3.0 or above. Once approved by the graduate dean, remediation plans may not be amended or extended beyond the original deadline. If a student fails to complete the remediation plan as approved or if the student earns a grade of C or below while completing the remediation plan, the student will be dismissed from the Graduate School and the designation ACADEMIC DISMISSAL will be placed on the student's official record.

Satisfactory Progress, Due Process, and Dismissal

The Graduate School's policy on due process and dismissal can be found in the *Graduate Assistant Handbook*. Because the failure to maintain academic standards merits automatic dismissal, students may be dismissed by the Department of English at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Possible indications of insufficient academic progress include failure to follow an approved Plan of Study or other departmental or University guidelines, low grades, or lack of progress on a portfolio or dissertation.

Grievances and Right of Appeal

All graduate students should be familiar with the Student Academic Grievance Policy, which is available from the *Student Policy eHandbook*. For guidance concerning academic grievances and appeals not covered in that policy, the student should consult the DGS or, if circumstances seem to warrant it, the Department Chair. In general, graduate students have the right to appeal actions by the faculty, the DGS and Graduate Studies Committee, or the department that affect their academic welfare. Appeals concerning degree program matters should be directed in writing to the DGS. Appeals concerning other matters, including grades, should be directed to the Department Chair. Appeals concerning Graduate School policies and procedures should be directed through the DGS to the Graduate School. Appeals must be made in writing and submitted to the appropriate person within 30 days of the action being appealed. Students are protected by law from intimidation or punitive action against them as the result of their having filed an appeal.

Since they are both teachers and students, all GTAs should also be aware of their rights and responsibilities in case an academic grievance or appeal is filed against them.

Registration

General Policies and Procedures

General regulations concerning registration and graduation requirements appear in the *Auburn Bulletin*, and it is vitally important that graduate students become familiar with these regulations, especially those concerning graduation. Graduate students must be continuously enrolled (defined as at least two semesters in a given academic year). See "Registration" in the Graduate School section of the *Bulletin* for continuous enrollment, inactive status, and leave of absence policies. The maximum course load set by the Graduate School is 16 hours per semester. In the Department of English, the usual maximum for GTAs is three courses or 9 hours per semester, though no departmental policy precludes students from attempting more.

There are special registration requirements for graduation. First, students **must** request a graduation check at the Graduate School **prior** to the expected semester of graduation. This check of the student's record makes sure that the student has met or is meeting all graduation requirements. Second, when registering for their final semester, students **must** indicate that they expect to graduate. Students who complete all work for their degree in one semester, but who fail to meet the requisite deadlines and therefore must graduate in the following semester, are issued a "Certificate of Completion" by the Graduate School upon completion of their work, and do not need to register for the semester of graduation.

Each semester currently enrolled students register for the next semester during the registration period announced by the University and listed in AU Access. Current students who attempt to register after this period run a substantial risk of being closed out of courses. If a course fills up, the DGS can have students added to graduate courses in English; however, there is no guarantee that a student can be added to a course after the enrollment has reached the maximum. Students should consult with the DGS and major professor before registering.

Withdrawing from Courses

Students may withdraw from courses for which they are registered up to roughly a month before the semester ends (see the Graduate School calendar). Dropping courses, like adding them, is handled through AU Access or by telephoning the registrar's number for computerized registration and schedule adjustment (844-5800). However, a graduate student who is considering withdrawing from a course should first consult with his or her advisor or major professor, the DGS and the course instructor. Dropping a course between the 6th and 15th class days will result in a $100 drop fee per course dropped. If a student drops a course after the 15th class day and by November 3rd, the student will receive a "W" (withdrawal) grade designation on his or her transcript. Students may not withdraw from courses after this deadline except in unusual circumstances, in which case the graduate dean's permission is needed. Students withdrawing from all courses for which they are registered in a given semester are deemed to be resigning. In order to resign, the student must file a separate form, available from the Graduate School. GTAs who resign will lose their assistantship either immediately or at the end of the semester, at the Department Chair's discretion.

Readmission

Students who have not been enrolled for three successive semesters (including summer) and who wish to resume their graduate studies in English must submit to the DGS a written request for readmission to the same degree program in which they were formerly enrolled. This request must be received by the DGS at least 30 days prior to the beginning of the semester for which the student seeks to register. If the student's academic record is in order, the request will usually be granted. Students who are considering an interruption in their degree programs, however, should be aware of the following time limits:

Time Limits for the Master's Degree

All graduate work toward a master's degree must be completed within a period of six calendar years. The student's time to completion begins with the earliest completed course approved for inclusion in the Plan of Study. Students who leave and later return to the program are subject to all the rules, regulations, and degree requirements of the University, the Graduate School, and the Department of English that are in effect at the time of their readmission.

Time Limits for the Doctorate of Philosophy Degree

Students are expected to achieve candidacy within six years and to complete all requirements for the degree within ten years. Upon admission to candidacy, the student has four calendar years to complete all remaining requirements for the doctoral degree. The student's time to completion begins with the earliest completed course approved for inclusion in the plan of study. If unable for any reason to complete the requirements on time, the student may, with the approval of the advisory committee, petition the dean of the Graduate School for a one year extension. Students failing to complete the degree in the allotted time revert to the status of an applicant and must, with the approval of the advisory committee, petition the dean of the Graduate School to retake the oral examination.

Annual Review

The English Department conducts annual reviews of doctoral candidates and of all GTAs to assess progress toward the completion of the degree.

Special Registration Policies for GTAs

Students **must** register for appropriate coursework or credit during each semester that they hold a graduate assistantship. Those who have not completed required coursework must register for normal 3-hour courses listed on or appropriate to their Plan of Study. Those who have completed required coursework may take additional courses or register for ENGL 8990, as appropriate.

Graduate School Courses

Each semester, as administrative assistance for qualified students, the Graduate School lists the following items in the schedule of course offerings:

- **GRAD 7000 Clearing Registration** is a 0-credit-hour course for those who completed all degree requirements in a previous semester but did so too late to meet graduation deadlines. Provided that you have already defended your thesis or dissertation and submitted final copies to the Graduate School in an earlier semester, registering for GRAD 7000 (instead of, for example, ENGL 7990 or ENGL 8990) in the semester of graduation will lower tuition charges: you will have to pay the basic registration fee but no additional credit-hour fees. Students who need only to clear an incomplete or deferred grade during the semester of graduation may register for GRAD 7000.
- **GRAD 8@@0 Dissertation Completion** is a 0-credit-hour course for PhD students who need to be certified as full-time students (usually for financial reasons) and who have completed all degree requirements apart from the dissertation. Students who need such certification and who meet the requirements can register for GRAD 8@@0 by submitting to the Graduate School a registration request form that has been signed by the DGS. These forms are available from the Forms page of the Graduate School website, and they must be hand-carried to the Graduate School once completed and signed. In order to register for one of these courses, the student must be registered concurrently for at least one hour of ENGL 8990. Currently, there is a maximum of six semesters for GRAD 8@@0.

International Students should be aware of the special registration procedures for certifying full-time enrollment or authorizing a drop below full-time enrollment. The Full Course of Study Authorization (sometimes still referred to as the "gold form") is available from the Office of International Programs website under International Students and Scholars, and should be filled out in consultation with the DGS.

ENGL 7930 Directed Individual Study

This is the appropriate course for independent study undertaken prior to thesis or dissertation credit. In such cases, the proposed course must neither duplicate course offerings nor have as its goal preparation for graduate examinations. In order to enroll in ENGL 7930, a student must submit a written proposal with a cover sheet (available from the Department of English website under Graduate Studies in English, Departmental Forms), signed by the supervising professor, to the DGS for approval by the Graduate Studies Committee **by the middle of the semester prior** to the one in which the Directed Study would take place. For fall semester the proposal must be submitted by the middle of the previous spring semester. The proposal submitted with the cover sheet should describe succinctly the nature of the proposed project and the course requirements that the student and directing faculty member have negotiated. Students taking ENGL 7930 normally register for 3 hours of credit.

To be eligible to propose a Directed Study project, the student must have:

- Completed at least 12 hours of study in his or her graduate program at Auburn by the time the proposed course is to begin
- Received Graduate Studies Committee approval of the Directed Study Syllabus

- No outstanding incompletes at the time of submitting the proposal (approval will be withdrawn if there is an outstanding incomplete at the time the proposed course is to begin)
- A cumulative GPA of at least 3.67 in graduate English courses at Auburn at the time the proposal is submitted.

Auditing a Class

A graduate student may audit a course after obtaining permission from the major professor and the professor teaching the course to be audited. The student must complete the "Audit Course Registration Form" (found on the Graduate School website in the Forms Directory). The student must then submit it to the Graduate School before the fifteenth class day of the fall or spring semester or the fifth class day of any summer term. Students are not permitted to change from audit to credit after classes begin but may change from credit to audit within that same time frame.

Resources

Academic Computing

The department maintains a departmental computer workroom in Haley Center 9009, providing web access, e-mail, printing, and scanning capabilities. In addition, the Office of Information Technology (OIT) operates several public access computing sites on campus.

Department Website

The Department of English maintains its own website, and from this page students can explore department events, publications, faculty, and course offerings, as well as find information about departmental degree programs. The Graduate Studies area of the departmental website provides additional resources of particular interest to current and prospective graduate students, including information on placement of graduates, career and job search advising, the English Graduate Association, and of course online versions of this *Handbook*.

Department Communication

All graduate students are assigned mail slots in the English Department's main office, 9030 Haley Center. Students should check their boxes frequently for correspondence, announcements, and other information from the department. Many faculty members also use the mailboxes to communicate with graduate students. Electronic mail is an official means of communication, and is used by all students and faculty in the department and the university. EGA (see below) maintains its own electronic mailing list. The Department Chair and the DGS routinely communicate important information to graduate students via e-mail, so **it is vital that you check your Auburn University email account (userid@auburn.edu) and read all e-mails at least daily. When a response is requested, you should respond by the stated deadline or within two business days. GTAs are required to respond to student emails appropriately within two business days.** If you also want to receive messages at another address you will need to arrange for your Auburn email to be forwarded.

English Graduate Association (EGA)

All graduate students in the Department of English are considered members of the English Graduate Association. A faculty advisor, selected by the membership, is considered an ex officio member of EGA. The organization elects the following officers: PhD Co-chair, Master's Co-chair, MTPC Co-chair, Secretary, Treasurer, and Parliamentarian. These officers, plus elected committee representatives, make up the Executive Board, which is responsible for the organization and oversight of EGA business and activities.

The organization is designed to:

- Provide departmental committee and University council representation for its membership
- Organize activities for the personal and professional development of its membership
- Act as an advocate for its membership within and outside the University
- Provide a forum in which to discuss the concerns of its membership
- Maintain a University-sanctioned organization to represent English graduate students.

EGA sponsors several activities throughout the year including socials, intramural sports teams, graduate student forums, and service projects. Its major academic event is the SELARC (Southeastern Liberal Arts Research Conference), held in the spring semester. For information about meetings, bylaws, social events, and other matters, consult the EGA representatives as listed on the English Graduate Association website.

Graduate Student Council (GSC)

The Graduate Student Council is the principal governance and lobbying organization for all Auburn graduate students. Its president serves as a voting member of the Graduate Council. Department of English graduate students are eligible to serve as GSC senators. Further information is available at the GSC website and Facebook page.

Placement Services

For PhD students, the major professor will typically play the central role in preparing for the academic job market. The DGS normally arranges workshops on the job search, mock interviews, advice on job application materials, and other services. The Graduate Studies website also provides advice and links for students pursuing non-academic and academic employment. The University's Career Center, located in 303 Martin Hall, is mainly geared toward undergraduates but provides a number of useful resources to graduate students seeking non-academic employment.

Research Support

Administered by the Graduate School, the intent of Graduate Student Research Awards is to provide partial support for dissertation research. As such, these awards may be used to help support the purchase of materials and equipment necessary for data collection or for travel (within or outside the United States) for the purpose of conducting research. The maximum amount of each award is

$1000. One competition is held each year, with a deadline in mid-year. Forms and information are available from the Graduate School website in the Academic Resources section of the Students page.

A number of granting agencies support dissertation as well as post-doctoral research. Students seeking research support should contact faculty members in their particular field of interest for more information about funding opportunities.

Travel Support

The English department is generally able to provide support for research travel, limited to $500 each academic year. Graduate students seeking travel support from the department should contact the Department Chair.

The intent of Graduate School Research and Travel Fellowships is to provide partial travel support for students presenting research results at domestic and international professional meetings. First priority is given to those students presenting results of thesis or dissertation research. Limited funding prevents support for fieldwork or meetings (e.g. conferences, workshops, etc.) where student research results are not being presented. Submission of an application does not guarantee that an award will be granted, and funds for travel are sometimes limited in years of budgetary constraint. Individual travel awards will range from a minimum of $50 to a maximum of $500. Criteria that will be considered include guidelines established by the Graduate School and availability of funds from other sources. Forms and information are available from the Graduate School website.

Depending on the research project, other university travel support may be available. The Women's Studies Program, for example, calls for applications from graduate students presenting on relevant topics, and other programs may have similar opportunities posted on their websites.

English Graduate Courses

The following is a list of all graduate courses offered by the English Department.

7000 Technical and Professional Editing

7010 Technical and Professional Communication: Issues and Approaches

7020 Pedagogy in Writing Studies

7030 Studies in Technical and Professional Communication

7040 English Composition: Issues and Approaches

7050 Studies in Composition

7060 Web Development

7070 Grant & Proposal Writing

7080 Document Design in Technical and Professional Communication

7090 Topics in Writing Studies

7120 Creative Nonfiction Writing

7130 Fiction Writing

7140 Poetry Writing

7150 Studies in Medieval Literature

7160 Early Modern Studies

7170 Eighteenth-Century Studies

7180 Nineteenth-Century Studies

7190 American Studies

7200 Literary Modernisms

7210 Contemporary Literature and Culture

7280 Studies in Linguistics

7300 Rhetoric Theory and Practice

7770 African American Literature

7780 Studies in Race, Gender, and Sexuality

7790 Literary Theory: Issues and Approaches

7800 Studies in Literary Theory

7810 Studies in Comparative Literature

7830 Major Author(s)

7850 Studies in Genre

7870 Special Topics in English Studies

7910 Practicum in Technical and Professional Communication

7920 Internship in English Studies

7930 Directed Individual Study

7940 Practicum in Teaching College English

7990 Research and Thesis

8990/8996 Research and Dissertation

The Master of Arts in English (MA)

Students who have been highly successful undergraduate English majors – especially those with superior writing, research, and critical thinking skills – are well suited for the opportunities in scholarly training and intellectual growth available at the master's level in English.

The master's degree in English at Auburn is designed to develop and professionalize students within a sub-discipline in English Studies, and to bring their writing and research skills to an advanced level while providing them with experience as university-level teachers. Students normally complete the master's degree (MA) in two years. Such students are well prepared for careers in writing, editing, business, secondary and community college teaching, and other professions seeking broadly educated individuals with excellent analytic and communication skills. Many of our master's graduates pursue teaching and research careers and go on to attend doctoral programs in English, while other English graduate students use their training to develop their craft as creative writers.

Concentrations

The English Department at Auburn University offers a flexible Master of Arts (MA) degree with several available concentrations:

- MA in English with a Concentration in Literature
- MA in English with a Concentration in Composition and Rhetoric
- MA in English with a Concentration in Creative Writing

Students can specify which track they will complete in the admissions process or at any time in the first year of the MA. Students interested in being admitted to the Creative Writing track must submit a creative writing sample as a part of their application. They may also be approved by the Creative Writing faculty after admission. Interested students should submit a writing sample to one of the Creative Writing faculty, who will make the decision as a group.

MA in English with a Concentration in Literature

GTA requirement (2 hrs)	7940 Practicum in Teaching College English		
Distribution Courses (9 hrs)	T & P Communication, Rhetoric & Composition, **or** Creative Writing	Comparative Literature, Genre, **or** Author	Special: Technology and Culture, Globalism, Sustainability, **or** Diversity
Major Area Courses (9 hrs)	Pre-1800 Literature	Post-1800 Literature	7790 Literary Theory: Issues & Approaches **or** 7800 Studies in Literary Theory
Minor Area Courses (6 hrs)	Two graduate courses in English or another discipline relevant to the student's professional and academic goals; approved by the student's Graduate Advisory Committee		

Elective Courses (6 hrs)	Two graduate courses in English
Capstone	Portfolio and oral exam

32 credit hours required:
- 2 credit hours in ENGL 7940 (GTA requirement)
- 9 credit hours in ENGL distribution courses
- 9 credit hours in ENGL major area courses
- 6 credit hours in minor area courses
- 6 credit hours in elective area courses

In addition:
- Portfolio/exam (this requires significant research, as well as revision of work originally completed in courses taken for the MA under the supervision of the student's graduate advisory committee)
- Foreign language requirement

MA in English with a Concentration in Composition and Rhetoric

GTA requirement (2 hrs)	7940 Practicum in Teaching College English		
Distribution Courses (9 hrs)	T & P Communication	Literature **or** Creative Writing	Special: Technology and Culture, Globalism, Sustainability, **or** Diversity
Major Area Courses (9 hrs)	7040 English Composition: Issues & Approaches	7050 Studies in Composition	7300 Rhetoric: Theory & Practice
Minor Area Courses (6 hrs)	Two graduate courses in English or another discipline relevant to the student's professional and academic goals; approved by the student's Graduate Advisory Committee		
Elective Courses (6 hrs)	Two graduate courses in English		
Capstone	Portfolio and oral exam		

32 credit hours required:

- 2 credit hours in ENGL 7940 (GTA requirement)
- 9 credit hours in ENGL distribution courses
- 9 credit hours in major area courses: ENGL 7040, 7050, 7300
- 6 credit hours in minor area courses
- 6 credit hours in elective coursework

In addition:

- Portfolio/exam (this requires significant research, as well as revision of work originally completed in courses taken for the MA under the supervision of the student's graduate advisory committee)
- Foreign language requirement

Major area courses offered:

- 7040 English Composition: Issues and Approaches
- 7050 Studies in Composition
- 7300 Rhetoric: Theory and Practice

MA in English with a Concentration in Creative Writing

Students who pursue the creative writing track typically include a creative writing sample in their application and are accepted into the program as well as the Creative Writing concentration. Any MA student wishing to change concentrations to join Creative Writing should advise the DGS of their plans and should follow the procedure for applying for admission to this track by the end of the first year of coursework. Ideally, students electing the creative writing track should have completed, with high grades, at least two undergraduate courses in creative writing (either fiction or poetry). Students lacking such coursework may also demonstrate comparable knowledge and ability.

Upon the completion of the Creative Writing concentration, students interested in fiction writing should have substantial knowledge of point-of-view, character development, plot, and theme, and to have a strong background in English and American literature. Those interested in poetry writing should have substantial knowledge of prosody, imagery, traditional forms, figurative language, persona, and tone, and should also have a strong background in contemporary literature, as well as in the literary history of poetry.

As space is available, ENGL 7120 Creative Nonfiction Writing, ENGL 7130 Fiction Writing, and ENGL 7140 Poetry Writing are open to all graduate students in English, not only to those planning to submit creative portfolios.

GTA requirement (2 hrs)	7940 Practicum in Teaching College English		
Distribution Courses (9 hrs)	Literature	Linguistics, T & P Communication, **or** Rhetoric & Composition	Special: Technology and Culture, Globalism, Sustainability, **or** Diversity
Major Area Courses (9 hrs)	7120 Creative Nonfiction Writing	7130 Fiction Writing	7140 Poetry Writing
Minor Area Courses (6 hrs)	Two graduate courses in English or another discipline relevant to the student's professional and academic goals; approved by the student's Graduate Advisory Committee		
Elective Courses (6 hrs)	Two graduate courses in English		
Capstone	Portfolio and oral exam		

32 credit hours required:
- 2 credit hours of ENGL 7940 (GTA requirement)
- 9 credit hours in distribution courses
- 9 credit hours in major area courses: ENGL 7120, 7130, 7140
- 6 credit hours in minor area courses
- 6 credit hours in elective coursework

In addition:
- Portfolio/exam (requires significant research, as well as revision of work originally completed in courses taken for the MA under the supervision of the student's graduate advisory committee)
- Foreign language requirement

Major area courses offered:
- 7120 Creative Nonfiction Writing
- 7130 Fiction Writing
- 7140 Poetry Writing

Foreign Language Requirement

The MA student must demonstrate reading proficiency in one foreign language. Students may satisfy this requirement in French, German, Italian, Latin, Russian, Spanish, or any other language approved by the Director of Graduate Studies. A student whose first language is not English may ask to have the DGS waive this requirement if his or her native language is one in which there are materials – such as source or pedagogical materials or criticism – related to the broad range of English studies. Students should try to meet the language requirement as early as possible in their graduate careers, and they must meet it before the portfolio defense.

The student may demonstrate reading proficiency of a foreign language in one of three ways:

- By earning, within the last five years, at least a B in two undergraduate literature courses taught in a foreign language.
- By taking the foreign language proficiency exam given about the middle of each term. The student must sign up for this exam with the Graduate School during the first week of the term in which he or she plans to take the examination. An unannounced passage of scholarly or critical prose will be selected by the examining instructor in the Department of Foreign Languages and Literatures for examinees to translate. For any language, all students taking the exam in any term will be tested on the same text and passage. Students tested for reading proficiency are permitted to consult a bilingual dictionary.
- By taking a 3-hour pass/fail reading proficiency course as available in a foreign language taught by the Department of Foreign Languages and Literatures and earning a final grade of "S". This course will conclude with a proficiency exam that follows the format outlined in (2) above. This exam must be passed in order to pass the course. This course does not carry graduate credit and will not count toward the credit hours required for the degree. For financial reasons, these courses may not be offered. When that is the case, the student will have to fulfill the requirement by examination.

MA Portfolio and Oral Examination

Formatted and submitted electronically, the MA Portfolio or ePortfolio is the culminating project of a student's MA work and is typically completed in the final semester of coursework in the English Department, although students will work on collecting and developing the portfolio throughout the course of their graduate study. The portfolio balances between a retrospective analysis of work completed or initiated in courses here at Auburn and a forward look at the materials most useful for the career goals of individual students. The expectations for portfolios are specific to each of the three tracks in our MA program: literature, composition and rhetoric, and creative writing. With the approval of the student's advisor and the DGS, these materials can be modified or supplemented to support the student's specific professional goals.

Advisory Committee: Students work under the direction of a three-member advisory committee who will approve the student's program of study and supervise the student's portfolio.

Timeline for identifying advisory committee:

- Towards the end of their first year of coursework, MA students should have identified which of the three tracks they want to pursue and should identify their major professor.
- By the end of the first semester of the second year, the student and her/his major professor will identify one other committee member to help develop the student's portfolio; the third and final committee member will be the DGS, who will approve the Plan of Study and sign all graduate school forms needing committee signatures.

Submission of Portfolio and Oral Examination: During the first two weeks of the semester of graduation, the student and major professor should meet to plan a timetable for when to submit the first draft of the portfolio and when to conduct the oral examination, which should take place no later than the first week of April to assure compliance with Graduate School deadlines. After initial approval from the chair, the student should submit the portfolio to the committee by notifying them of the web address where the ePortfolio is housed. The exam or defense of the portfolio will be coordinated by the chair and should include at least one other member of the advisory committee. Upon passing the exam, the student must file a Request for Report of Master's Thesis Final Exam form, available here: https://gradforms.auburn.edu/forms/MSTExamRpt.aspx

Advising and Support for ePortfolios: The DGS maintains a list of ePortfolios produced by prior MA and MTPC students in the program. Please email the DGS to request links to samples in your concentration and/or degree program.

The English Department sponsors workshops throughout the school year designed to aid students as they develop their portfolios. Additionally, students are encouraged to draw on the numerous resources provided through the Auburn University ePortfolio Project (http://wp.auburn.edu/writing/eportfolio-project/), of which the English MA program is a cohort. Students can also schedule individual advising sessions with ePortfolio tutors.

ePortfolio Format and Storage: Students can use any of the four free platforms recommended by the Auburn ePortfolio Project to design their ePortfolios: Wordpress, Wix, Weebly, and Google Sites. These sites also allow you to limit access to the ePortfolio by password to members of your Advisory Committee and other targeted audiences; you can also choose to restrict access to specific documents in the portfolio, such as unpublished creative work.

Suggested Portfolio Contents by Concentration

Concentration in Literature

Your ePortfolio should be addressed to an external audience and communicate your goals after graduation. Typically, students who concentrate in literature wish to follow the master's program with further graduate/professional study, careers in education, or careers in administrative/professional roles. If these three broad categories do not articulate your ambitions, please speak with your portfolio director about crafting an ePortfolio tailored to your goals.

Your e-portfolio should include a significant representation of the work you've done while a Master's student. It should include a thoughtful selection of materials from your coursework and teaching chosen in consultation with your advisor. It may include evidence of co-curricular or volunteer work when relevant. The artifacts in your portfolio should be framed by brief, summative writing that explains artifacts and draws connections between them. The e-portfolio should demonstrate the ways that you have integrated your learning from different parts of your degree into a unified understanding.

All ePortfolios should include:

- A CV or resume, organized in a way that reflects the student's intended audience and purpose
- A reflective essay that synthesizes the work done in the master's program and explains its relation to future plans and goals
- A curated combination of revised and new work, contextualized by brief explanatory writing
- Visual elements that reflect and reinforce the student's burgeoning professional identity

For example, Student A has an eye on a variety of non-academic jobs. The student is using the portfolio to showcase abilities as a researcher, editor, and writer. The artifacts highlight community engagement, including a handbook that the student helped revise for the Auburn Parks Department. The portfolio includes a revised seminar paper, with a reflection that describes the student's research process and synthesis of sources. The student has included a digital humanities project and several composition assignments, all framed with writing that draws connections between artifacts and emphasizes the skills and ideas most central to the student's professional identity.

Student B is applying to Ph.D. programs in literature. She has worked closely with her advisor to meaningfully revise one of her American literature papers. She has written a brief reflection on how that paper relates to current critical conversations in women's and transnational literature. She has also produced a two-page research statement and a statement of intent that she can adapt for the programs to which she is applying. She has arranged her portfolio thematically to reflect her interest in Gender and American Literature. On her

teaching page, she has elegantly incorporated course materials that show her interest in Early American Literature and Women's Life Writing (a lesson plan, an assignment, writing prompts, handouts). Her visual elements include a picture of her presenting a paper at the departmental graduate conference and a picture of a stack of books that she used in her last seminar paper.

Student C plans to apply for teaching jobs at 2-year colleges. He has revised a pedagogy paper with the feedback of his adviser. His reflective essay focuses on his teaching philosophy. He also has produced a draft of a statement on how she addresses issues of diversity in her classroom. His teaching portfolio is extensive, including Powerpoint slides and a link to an online course wiki. He included highlights from several course papers, with writing that discusses his research strategies and revision process. His visual elements include pictures of him holding a classroom discussion. He has asked permission from his students to use their images on his website, according to a caption below the photo.

Concentration in Rhetoric and Composition

Your portfolio should display your knowledge of the field and serve as a representation of your professional identity, experiences and goals. It should include the following artifacts, although you may choose to include additional artifacts with the approval of your committee and/or advisor:

- An introductory memo of roughly 2000 words. This memo will reflect on and frame the work featured in your portfolio, explaining how it represents your identity as an emerging professional. You should address three questions: (a) Based on your coursework, what do you see as the major issues in rhetoric and composition studies as a discipline? (b) How does the work you have presented in this portfolio address those issues? (c) How does the work in this portfolio articulate a coherent, if burgeoning, professional identity? You will need to situate your response using pertinent sources from current disciplinary conversations.
- An updated résumé or curriculum vita.
- A teaching portfolio that contains:
  o A statement of teaching philosophy of no more than 500 words
  o A brief introductory statement and representative materials from each of the courses you've taught, such as a syllabus, sample assignments, and/or in-class activities.
- One revised sample—print or digital—of a substantial writing project from one of the major area courses: ENGL7050: Studies in Composition, ENGL 7040: English Composition Issues & Approaches, or ENGL 7300: Rhetorical Theory and Practice. In consultation with your advisor, you will heavily revise this piece to showcase your best work as well as your contributions to the field. For this project, you will also include a short reflective analysis of no more than 300 words that explains your goals for the project and your revision process.
- A minimum of one additional writing project—print or digital—relevant to a specialization in rhetoric and composition studies. You should also include a short reflective analysis of no more than 300 words that details the significance of this project. This project might be one of the following, or an equivalent project approved by your committee:
  o a designed document
  o a website
  o a grant or project proposal
  o a conference proposal or presentation
  o materials relevant to future employment or graduate work

Concentration in Creative Writing

Portfolios must include the following:

- A 10-12 page craft essay which will include the following:
  - An explanation of the thematic concerns evident in the portfolio.
  - A discussion of the stylistic techniques employed in the portfolio.
  - An analysis of revision of one poem or one short story, in which you give detailed examples of both line level and larger, thematic revisions to the piece.
  - A description of the texts and authors that have shaped the writer's work, and the portfolio, specifically.
- An updated résumé or curriculum vita.
- A 30-50 page portfolio of creative work. The portfolio itself may be composed of short stories, poems, or a mixture of both. Much of this work will have been initiated in classes at Auburn, although it will be significantly revised and developed for the portfolio.
- A brief writing project. These can be one or more of the following:
  - A teaching statement
  - Sample syllabi and lesson plans
  - A book review

The decision to mix genres should arise from a discussion between the advisor and student. Because we don't yet offer courses in creative nonfiction, drama, or screenwriting, the addition of these genres will be left to the discretion of the advisor.

Master of Technical and Professional Communication

The Director of Graduate Studies and the professorial faculty specializing in Technical and Professional Communication oversee all aspects of the MTPC program. Students should consult the Technical and Professional Communication faculty and the MTPC website for questions and for advising. All University regulations for MA students also apply to MTPC students.

Mission Statement

The MTPC program prepares its graduate students for jobs in the workplace or for admission to PhD programs in Technical and Professional Communication and related fields. Students who graduate from the MTPC program will be prepared to discuss the major theories and ethical considerations (e.g., constraints, scenarios, and uses) addressed by scholars and practitioners of Technical and Professional Communication and apply theoretical frameworks to diverse rhetorical situations. They will also be prepared to use standard tools to design, edit, manage, and evaluate both print and online documents for multicultural and global audiences.

In addition, the MTPC program is committed to furthering research in the discipline of Technical and Professional Communication, to supporting professional organizations in the discipline, and to promoting usable, ethical, and elegant communication for citizens of Alabama.

Learning Goals for the MTPC program

When they complete this program, students will be able to accomplish the following:

- Using academic prose, discuss the major theories and ethical considerations addressed by scholars and practitioners of Technical and Professional Communication.
- Using academic prose, discuss the contribution of rhetorical theory, visual rhetoric, graphic design, cognitive psychology, and reading comprehension to research about document design and apply it to the design of print and online documents.

- Discuss research on discourse processing, plain language, translation, and other relevant research and apply it to proofreading, copymarking, copyediting, and comprehensive editing of print and online documents.
- Apply the standard tools (e.g., InDesign, Adobe Acrobat Pro, Word) to designing, editing, managing, and testing for usability and accessibility both print and online documents.
- Discuss the needs, preferences, and expectations of multicultural and global audiences.

Because the program bridges technical, business, scientific, and other disciplines, an undergraduate degree in English or in Technical or Professional Communication is not required. However, students who have little or no background in Technical and Professional Communication may anticipate completing (for no graduate credit) an undergraduate Technical or Professional Communication course.

MTPC Curriculum and Degree Requirements

The Master of Technical and Professional Communication degree is designed to give you the theoretical background and practical skills necessary for success in the field of technical communication—whether in the workplace or in a PhD program after graduation. Students must complete a minimum of 30 semester hours of course work beyond the bachelor's degree. Students may take these courses in any sequence:

- Five required courses (14 hours):
  - ENGL 7000: Technical and Professional Editing (3 hours)
  - ENGL 7010: Technical and Professional Communication: Issues and Approaches (3 hours)
  - ENGL 7060: Web Development (3 hours)
  - ENGL 7080: Document Design in Technical and Professional Communication (3 hours)
  - ENGL 7940: Practicum in Teaching College English (2 hours)
- *Three elective courses in English* (9 hours) approved by the student's advisory committee.
- *Three courses in a coordinated minor or three additional courses in English* (9 hours). Students can select graduate courses for their coordinated minors from a range of departments, including Communication and Journalism; Political Science; Educational Foundations, Leadership, and Technology. Choice of courses depends on student qualifications and professional goals. Occasionally, students may prefer to take three additional graduate English courses rather than taking graduate courses from other departments. Regardless of whether they are English graduate courses or graduate courses from other departments, all courses must be approved by students' advisory committees.

Students must develop an academic portfolio of work acceptable to their advisory committees, present the portfolio, and pass an oral exam. Students' advisory committees serve as the examining committees. The program has no language requirement and no thesis requirement.

Academic Portfolio

A satisfactory academic portfolio, a presentation of the portfolio, and an oral exam are required for graduation from the MTPC program. The portfolio, the presentation of the portfolio, and the oral exam are reviewed by your advisory committee. The advisory committee consists of three faculty members—a chair and two faculty. The chair must be a member of the MTPC faculty; the other two may be from other areas of the Department. One member may be from outside the Department.

Parts of the Academic Portfolio

The academic portfolio will consist of five parts:

- ***A portfolio website.*** This site should be your original design and follow best practices. The site should be usable, accessible, well conceived, well executed, and attractive. You may adapt images and snippets of code as appropriate as long as the design remains your own and you have appropriately addressed permissions, copyright, and attribution. See the MTPC Portfolio Supplement for more information.
- ***An introductory memo of no more than 2000 words to the advisory committee.*** This memo must address these two general questions: (a) Based on your coursework, what do you see as the major issues in technical and professional communication as a discipline? (b) How do you as a professional and the work presented in this portfolio address those issues? At least 10 sources must be cited following Chicago, APA, or IEEE style. After responding to these two questions, you should provide an overview of the documents in the portfolio.
- A résumé or curriculum vitae.
- Five documents—print or online—that you have worked on during your two years in the MTPC program. These should include at least one document from ENGL 7000: Technical and Professional Editing and one document from ENGL 7080: Document Design in Technical and Professional Communication.
- For each of those five documents, a 500-word meta-analysis. The meta-analysis should include:
  - Name of the course and the professor.
  - Audience(s) and purpose(s) for the document.
  - Your role in creating the document if the document was prepared collaboratively.
  - Your goals for the document and a description of the document-development process.
  - Theories and principles that informed the development of the document.
  - In-text and reference list documentation of secondary sources that support the document-development choices. Again, you can follow Chicago, APA, or IEEE style.

The portfolio should be submitted to your advisory committee as a usable website and PDF on USB flash drive.

Review Process for Academic Portfolio

When you are ready to start work on the portfolio, you should talk with the advisory committee chair to clarify any questions and to decide which documents to include. Before you submit the portfolio to the rest of the advisory committee members, give the chair at least **two weeks** to review the portfolio. You are required to make any revisions that your committee chair suggests.

When the chair gives permission, you can submit the portfolio to the other two members of the advisory committee. This submission of the portfolio to the other committee members should occur at least **three weeks** before the scheduled date of your portfolio presentation and oral exam. You should set up a meeting with the advisory committee for about **10 days before** the presentation of the portfolio/oral exam. You must incorporate any suggestions that you receive during that meeting. The advisory committee may also review a draft of your oral presentation.

Presentation of Portfolio and Oral Exam

Besides the portfolio, you are required to pass an oral presentation of the portfolio and an oral exam. The oral exam follows the presentation of the portfolio.

The time and day for the presentation of the portfolio and oral exam should be set early during the semester you plan to graduate, and it should afford enough time for you to make multiple revisions to the portfolio.

According to a Graduate School requirement, you must satisfactorily complete your portfolio presentation and oral exams before mid-April to graduate in May.

The presentation of the portfolio is usually a PowerPoint presentation showing three or four documents from the portfolio. Other MTPC students, faculty, and friends are invited to attend. Besides showing the documents, you should discuss them, according to what you did and how the theory you learned in the MTPC program informed your choices. The talk should not last more than 30 minutes, and questions will follow.

After the presentation of the portfolio ends, the invited guests leave the room, and the advisory committee conducts the oral exam. Because graduates of the MTPC program will be expected to have well-rounded knowledge of technical and professional communication as a discipline, questions in the oral exam may involve theory and practice beyond what is demonstrated in the portfolio. Some committee members may be willing to talk with you about the questions they plan to ask before the exam, but some may not.

Final Submission of the Portfolio

So that we can navigate the electronic versions of the portfolios easily in future years, the MTPC faculty would like for students to do the following when transferring their web portfolio site and materials on a USB flash drive:

- If this has not been done so already, name the home page of the portfolio "index.html."
- Ensure that this file sits at the root of the site file structure. In other words, we should be able to see the index.html file immediately and without drilling down when we put the disc in our drives and look in File Manager.
- Revise any hyperlinks on sub-pages of the site to reflect these changes so that there will not be any broken links.
- Finally, ensure that all examples, reflections, and other materials are accessible via hyperlink from within the site.

When you have successfully defended the portfolio, you will need to fill out a Request for Report of Master's Thesis Final Exam form, available here: https://gradforms.auburn.edu/forms/MSTExamRpt.aspx.

MTPC To-Do List

These recommendations are intended to keep you on track for graduation. The sequenced list assumes that you began the MTPC program in fall semester and that you are taking or have taken 9 hours for each semester during your first year.

First Year, Fall and Spring Semesters
- Try to complete required courses (ENGL 7000, 7010, 7060, and 7080).
- If you are a graduate teaching assistant within the English department, you must complete 18 hours of coursework in English before fall semester of your second year. If not, you will lose your GTA.
- Begin thinking about elective courses in technical and professional communication, rhetoric and composition, linguistics, or other subjects in English (9 hours) and a coordinated minor (9 hours in English or in another department).
- Begin thinking about an MTPC faculty member to act as chair of your advisory committee and two other English department faculty (at least one other MTPC) to serve as committee members. Be aware that your first choice may not be available, as professors sometimes take research leaves or may already have committed to chair or serve on their maximum number of advisory committees.

Second Year, Fall Semester
- *Early in the fall semester*: Confirm faculty members to act as chair and members of your advisory committee.
- Gather documents for your portfolio.
- Complete your DegreeWorks Plan of Study and submit it for approval through the Graduate School. The form is listed under Forms on the Graduate School website as "Graduate Student Plan of Study in DegreeWorks." The Plan of Study must be approved by the day of graduation the semester before the student intends to graduate.
- Have your Graduation Check performed before the end of the semester and register for graduation. The form is listed under Forms on the Graduate School website as "Graduation Application on My Academics tab in AU Access." This form must be completed by the day of graduation the semester before you intend to graduate.
- *Before the end of the semester:* Meet with the chair of your advisory committee to discuss your portfolio and decide on the documents to be included, as well as your overall approach to the portfolio and presentation.

Second Year, Spring Semester
- *Mid-January*: Meet with the chair of your advisory committee to select possible date(s) for your portfolio presentation and oral exam. The date must be confirmed by all members of the advisory committee. Once that date is set, you and your committee chair must agree on deadlines for submitting the completed portfolio. When setting deadlines, keep in mind that (a) the chair will need **two weeks** to review the portfolio before asking for suggestions from the rest of the committee, and (b) the committee will need to receive the portfolio at least three weeks before the portfolio presentation and oral exam.
- *Early February*: Be sure that all incomplete grades are cleared.
- *Early February (or before)*: Submit a complete draft of the portfolio to your advisory committee chair for review. Based on the chair's suggestions, revise the portfolio.
- *At least 3 weeks before the scheduled oral presentation and exam*: Submit the revised portfolio to the chair and the other members of the advisory committee. Establish a time to meet with the entire committee to discuss the portfolio and portfolio presentation and exam.
- *At least 1 week before the scheduled oral presentation and exam*: Meet with committee to receive further suggestions for revision and ask the committee to review the PowerPoint presentation. You must revise your portfolio according to the recommendations made by the chair and other members of the committee. You may also ask for guidance on how to prepare for oral exam questions.
- *No later than early April*: Present your portfolio and pass the oral exam.
- *Immediately after your portfolio presentation and after passing your oral exam*: Submit the website and PDF of your revised portfolio on USB flash drive to the chair of your advisory committee so that it can be archived.
- *Immediately following the successful defense*, you will need to file a Request for Report of Master's Thesis Final Exam form, available here: https://gradforms.auburn.edu/forms/MSTExamRpt.aspx

Graduate Certificate in Technical Communication

The Graduate Certificate in Technical Communication consists of the most practical courses offered in our Master in Technical and Professional Communication (MTPC).

Current graduate students at Auburn University may be able to pursue the Graduate Certificate in Technical Communication along with their other coursework. Further, for students who find that they want to continue coursework in technical and professional communication after completing the Certificate, the 12 hours can be transferred into the MTPC program.

The Graduate Certificate in Technical Communication requires completion of 12 hours of courses as follows:

- ENGL 7000: Technical and Professional Editing (3 hours)
- ENGL 7010: Technical and Professional Communication: Issues and Approaches (3 hours)
- ENGL 7080: Document Design in Technical and Professional Communication (3 hours)

One elective from the list below.

- ENGL 7020: Pedagogy of Technical and Professional Communication (3 hours)
- ENGL 7030: Studies in Technical and Professional Communication (3 hours) (e.g., Environmental Rhetoric, Ethics, and Policy)
- ENGL 7060: Web Development (3 hours)
- ENGL 7070 Grant and Proposal Writing (3 hours)
- ENGL 7090: Topics in Technical and Professional Communication (3 hours)
- ENGL 7910: Practicum in Technical and Professional Communication (3 hours)

To register for the certificate, you must inform the Graduate School before completing the required coursework. To do so, you will need to fill out a Request for Curriculum Change (Domestic Students) or Request for Curriculum Change (International Students), as appropriate. Those forms are available here: http://graduate.auburn.edu/current-students/forms-directory/.

The Doctor of Philosophy in English

General Aims

Since its inception in 1963, the PhD program has sought to provide intensive preparation for students who want to become teachers and scholars in a college or university setting. The department has established the following goals for students earning the PhD through this program:

- PhD graduates will have a broad and deep understanding of English studies.
- PhD graduates will be able to formulate, conduct, justify, and explain a program of research in one or more of the sub-disciplines of English studies.
- PhD graduates who seek employment in college-level teaching will compete favorably with students from comparable PhD programs.
- PhD graduates will be prepared for careers in business, industry, and other fields requiring advanced skills in writing, communication, independent research, and the analysis and interpretation of complex information.

The principal goal is to train scholars and teachers. Thus students entering the program are expected to form a coherent program of research and a philosophy of teaching that will allow them to make a contribution to the discipline and to the institutions in which they may be employed after earning the degree.

PhD Admission

Since the department currently accepts only four to five new PhD students annually, admission is very competitive. When ranking qualified applicants, the Graduate Studies Committee pays careful attention to the variety and quality of their previous course work and to the intellectual promise of their writing samples and statements of purpose. Successful applicants typically have an MA in English or its equivalent, a very good grade-point average, especially in upper-division and graduate English courses, strong scores on the GRE General Test, and enthusiastic letters of recommendation. Students without prior graduate work in English are encouraged to apply for admission to the MA program. Prospective students should apply online through the Graduate School website.

Internal Applicants

Internal applicants (students who are already enrolled in an Auburn master's program) are eligible for a waiver of the Graduate School application fee when applying to the PhD program, but they should still first complete the online portion of the application on the Graduate School website. Applicants should then contact the Graduate School's domestic admissions processor and request a waiver of the fee. Internal applicants are not required to submit new GRE scores as long as the scores submitted with the MA application are no more than five years old (calculated back from the anticipated term of admission to the PhD program). If you do retake the GRE, you MUST contact the Graduate School and ask that they update your file to include your new scores: they do not include them automatically. Although internal applicants to the PhD program are welcome and are judged by the same criteria that are applied to external applications, we encourage Auburn master's students to apply to the best doctoral programs for which they are eligible.

PhD Advising

The initial advisor for all PhD students is the Director of Graduate Studies, who handles most administrative matters for all graduate programs in English, and with whom students may discuss any questions or problems they may have. Students should plan to meet at least annually with the DGS, who can help with course selection, answer questions about policies and requirements, keep them abreast of important deadlines, and discuss courses of study and future plans. PhD students are urged to meet with their Major Professor regularly with regards to scholarly and professional planning.

Developed during the second or third year of study, the student's Advisory Committee consists of four members: the student's **major area advisor**, who also serves as committee chair and writes the student's major area exam for the General Doctoral Exam (GDE), as described below; **two minor area advisors** with expertise in the minor areas the student has proposed for the GDE; and a fourth **at-large advisor** appointed by the DGS in consultation with the student and major area advisor and intended to provide an additional level of breadth and/or expertise as best suits the student's long-term professional goals; the at-large advisor does not administer a written exam to the student but does participate in the oral exam, as described below. Graduate faculty from other departments at Auburn University may serve on the committee, and a majority of the committee (including the committee chair) must be level 2 (or full) members of the Auburn University Graduate Faculty. The committee may also include up to one non-Auburn University affiliated member after receiving approval from the English Department Graduate Faculty. The committee is officially appointed when the Dean of the Graduate School approves the student's Plan of Study, usually during the student's third semester. The membership of the committee may be altered as needed, if both old and new members consent to the change by signing a revised Plan of Study. The Advisory Committee may also be expanded up to a maximum of six members to enhance coverage of one or more areas. Once appointed, the Advisory Committee is responsible for advising the student in most academic and professional matters. The committee also is responsible for scheduling and administering the oral portion of the student's general doctoral examination and the final examination or dissertation defense.

The student should continue to consult with the DGS for assistance with questions regarding policies and procedures.

PhD Coursework

For the PhD, the Graduate School requires a minimum of 60 semester hours beyond the BA, including 10 hours of Research and Dissertation (ENGL 8990). Students may transfer up to 30 hours from a previously awarded master's degree with the approval of the advisory committee and the dean of the Graduate School; such transfer credit must fall within the time limits of the degree. At least 21 semester hours must be completed as a graduate student at Auburn University. A maximum of four hours of 7990 (Research and Thesis) from a completed master's program may be counted. Transfer credit will not be allowed if the combined GPA on graduate work taken at other schools is less than 3.0, and no course in which a grade lower than B was earned may be transferred. All transfer credit is subject to the approval of the student's Advisory Committee.

The student's Advisory Committee, in approving the specific courses listed on the Plan of Study, recommends what will be required beyond the Graduate School minimums. Given the nature of the requirements, it is strongly recommended that a student discuss the completed Plan of Study with the DGS and his or her major professor **before** securing the committee signatures. After the student secures committee approval, the DGS will sign the partially-approved Plan for the Department Chair and forward it to the Dean of the Graduate School.

General Requirements for the PhD in English

60 credit hours beyond the BA:
- 10 Dissertation hours
- 30 graded course hours
- 20 other credit hours (can include graded course hours)
- Foreign language requirement (reading proficiency in 2 languages or advanced proficiency in 1 language)

PhD with a Concentration in Literature

PhD student transcripts will be checked to ensure that students have engaged with the following areas, issues, and approaches by the end of their coursework:
- A minimum of three courses in major area
- Genre Study, Author Study or Comparative Literature course
- Pre-1800 Literature
- Post-1800 Literature
- American Literature
- British Literature
- Literary Theory
- Rhetoric, Composition Theory
- Coursework in special areas (Technology and Culture, Globalism, Sustainability, Diversity) or other interdisciplinary work.

PhD with a Concentration in Composition and Rhetoric

PhD student transcripts will be checked to ensure that students have engaged with the following areas, issues, and approaches by the end of their coursework:
- A minimum of three courses in rhetoric and composition
- Two courses in linguistics
- Two courses in technical and professional communication
- Two courses in critical and/or literary theory

- One course in special areas (Diversity, Technology and Culture, Globalism, Sustainability) or other interdisciplinary work.

Academic Engagement

Any graduate student enrolled in a degree program culminating in a thesis or dissertation will directly engage in research and/or creative scholarship with the major professor, will have access to the tools needed for the research/scholarly activity, will be immersed in the culture of graduate education, will engage in the professional activities of the discipline, and will complete the research/scholarly activity in a reasonable period of time.

Distance Offerings of Dissertation Course Work

Recognizing the importance of global research and professional opportunities, international travel, and the wide-spread availability of technologies that bring remote research and scholarly partners together, the Graduate School allows dissertation course work to be completed by means of distance education in the approved course: Research and Dissertation (8996). At the time of enrollment, the major professor certifies compliance with this requirement.

PhD Foreign Language Requirement

The PhD student must demonstrate reading proficiency in two foreign languages or advanced proficiency in one. Students may satisfy this requirement in French, German, Italian, Latin, Russian, Spanish, or any other language approved by the Director of Graduate Studies. A student whose first language is not English may ask to have the DGS waive this requirement if his or her native language is one in which there are materials – such as source or pedagogical materials or criticism – related to the broad range of English studies. Students should try to meet the language requirement as early as possible in their graduate careers, and must meet it before taking the General Doctoral Examination.

The English Department will, in most cases, accept foreign language proficiency earned at another university within five years of admission to the Auburn graduate program, if such proficiency is verified by the student's transcript or other official documentation. Validation of language competency earned elsewhere will be at the discretion of the Director of Graduate Studies.

The student may demonstrate reading proficiency of a foreign language in one of three ways:
- By earning, within the last five years, at least a B in two undergraduate literature courses taught in a foreign language.
- By taking the foreign language proficiency exam given about the middle of each term. The student must sign up for this exam through the Graduate School website during the first week of the term in which he or she plans to take the examination. An unannounced passage of scholarly or critical prose will be selected by the examining instructor in the Department of Foreign Languages and Literatures for examinees to translate. For any language, all students taking the exam in any term will be tested on the same text and passage. Students tested for reading proficiency are permitted to consult a bilingual dictionary.
- By taking a 3-hour pass/fail reading proficiency course as available in a foreign language taught by the Department of Foreign Languages and Literatures and earning a final grade of "S." This course will conclude with a proficiency exam that follows the format outlined in (2) above. This exam must be passed in order to pass the course. This course does not carry graduate credit and will not count toward the credit hours required for the degree. **For financial reasons, these courses may not be offered. When that is the case, the student will have to fulfill the requirement by examination.**

The student may demonstrate advanced proficiency in one of two ways:

- By earning a B in a graduate level literature course taught in a foreign language. The graduate course may be counted toward the degree requirements.
- By passing the foreign language reading proficiency exam without a dictionary.

General Doctoral Examination

A general examination, often called the "preliminary examination," is required of all applicants for the degrees of doctor of philosophy. Taken at the completion of coursework and after the student has met the foreign language requirement, it consists of written and oral testing by the student's advisory committee or by an examination committee designated by the student's academic program in the student's major and minor. The written portion of the examination does not require approval in advance by the Graduate School. The oral portion, however, does require such approval. Arrangements for the oral examination must be made by application to the Graduate School at least one week in advance of the examination. The primary purpose of the general examination is to assess the student's understanding of the broad body of knowledge in a field of study. The examination also affords the advisory committee an opportunity to review the student's proposed research and understanding of research methods and literature in the chosen field. If the general examination reveals deficiencies in any of these areas, the advisory committee may recommend remedial work, re-examination, or discontinuation of doctoral study.

The general oral examination should be conducted immediately after the successful completion of the written examination. At least one complete semester (preferably more than one) must intervene between the general oral and dissertation defense. The two examinations thus cannot be taken either in the same semester or in consecutive semesters. Successful completion of the oral examination requires unanimous support of the student's advisory committee. If the general oral examination is failed, a re-examination may be given on recommendation of the committee and approval by the dean of the Graduate School.

Further examinations require exceptional circumstances and approval by the Graduate Council.

Approval of General Doctoral Examination Areas

For the examination, the student will select a major area and two minor areas within English Studies. These areas may be historical periods; language and linguistics; critical theory; a genre; a major author; or a problem or mode of approach to the study of language and literature. The three areas selected should reflect a pattern, or patterns, of coherence and should allow the student to demonstrate the broad and deep knowledge of the discipline, including knowledge of pertinent theoretical, methodological, and critical or interpretative scholarship that underlies scholarship and professional achievement.

For each area, the student and professor must produce a reading list. Reading lists (and any other understandings regarding boundaries of knowledge that may be used in addition to reading lists) will be agreed upon in writing. Any later modifications to the reading lists or other prior understandings must be agreed upon by the examiner and the student in writing and distributed to the other examining members of the Advisory Committee in a clear and timely fashion. For the examination, students should be able not only to discuss the works on their reading lists but also to place them in appropriate literary, historical, and theoretical contexts. Merely reading the works on the list will not prepare students for the examination.

Although refinements or alterations may later be necessary, the student must submit for approval by the DGS a written statement describing these areas at the time the Advisory Committee is formed, usually no later than the end of the fourth semester. The statement describing the proposed examination areas should take the form of a memorandum addressed to the student's Advisory Committee and include as a cover sheet the departmental form for Approval of GDE Areas, available from the department website under Departmental

Forms on the PhD Program page. Upon approval by the student's Advisory Committee, the statement and covering form should be submitted to the DGS, who will place it in the student's departmental file.

The Written Examination

The written phase of the General Doctoral Examination is devised by the student's major and minor area Advisory Committee and administered by the DGS. GTAs should be prepared to take it in their second semester of exclusive registration in ENGL 8990, though the specific timing of these examinations may vary somewhat from this norm with the consent of the student's Advisory Committee. The department encourages students to take the written phase early in a semester. After first consulting with the examining members of the Advisory Committee about each member's availability to write exams, the student should then get in touch with the DGS and Graduate Program Administrative Assistant to schedule exams. The examination in the major area is four hours long; that in each of the minor areas three hours long. Study aids, such as a copy of the reading list for the exam, are permitted only with the approval of the examiner. Each written exam is evaluated according to the following categories: "pass with distinction," "pass," "low pass," and "fail." All the committee responses to the written exams are sent to the DGS, who then collates the grades and comments and reports them to the student. The student must pass all three areas of the exam before proceeding to the oral exam. If a student fails an exam in one area, the area exam must be retaken and passed before the student can take the oral exam. If a student fails the written exam in two areas, the entire exam must be retaken.

The Oral Examination

The oral phase of the General Doctoral Examination covers the same three areas, is administered by the student's Advisory Committee, and is limited to two hours. The greater flexibility of this format allows the committee to pursue issues raised by the written examinations and allows the student to draw course work and independent preparation into larger and more detailed patterns of coherence. The fourth, at-large member of the Advisory Committee also participates in the oral exam after reviewing the student's written exams. At least one week in advance of the proposed date for the oral exam, the Advisory Committee must secure approval by the Dean of the Graduate School. Forms requesting the dean's approval are available from the departmental Graduate Program Administrative Assistant and from the Graduate School.

Dissertation Prospectus

Within three calendar months after passing the oral phase of their General Doctoral Examination, all doctoral students receiving financial aid through the department must submit an approved 4-7-page dissertation prospectus to the DGS. (Because of the uncertainties of summer staffing and funding, the months of May, June, and July are not counted; thus, for example, students who pass the general exams in April must submit their prospectus not later than in the following October.) Students who fail to meet this deadline may lose their financial aid at the end of that semester. All members of the student's advisory committee must approve the prospectus prior to its submission to the DGS. So that the advisory committee can evaluate and help to define the proposal, each prospectus should (1) describe the proposed topic, (2) specify the methods for developing the topic, and (3) succinctly survey the main primary and secondary materials to be used. The prospectus form can be found at the Department website under Departmental Forms on the Graduate Studies in English page.

Dissertation

The dissertation, to be defended within four years after the student passes the General Doctoral Examination, is to be a contribution to knowledge in one or more of the three areas presented for that examination.

The research and writing of the dissertation should be principally directed by the chair of the student's Advisory Committee, with the assistance of the other members of the committee. Other faculty members with expertise in the dissertation area may be added to the student's Advisory Committee at the dissertation phase. In addition, candidates should seek support from the ABD Colloquium, colleagues, and the DGS as appropriate. When the student has completed a full draft of the dissertation and has secured its approval by the entire Advisory Committee, the dissertation should be submitted to the Graduate School. The doctoral student, in consultation with his or her major professor, should select an external reader (a graduate faculty member outside the English department) to serve on his or her advising committee. At the major professor's request, an outside reader may be appointed earlier in the process. (For more information on this aspect of the dissertation, see the Graduate School Policies page.)

Once the outside reader and the Graduate School have approved this draft, the student and major professor may request permission to conduct the Final Examination, or dissertation defense. The form for this is sent to the major professor by the Graduate School, and must be submitted at least one week prior to the proposed date of the examination. The student should also submit a PDF copy of the dissertation to doctoral@auburn.edu for Format Check, indicating in their *email the style guide being used (EX: APA, MLA, Chicago, etc.) and original file type that was used to create the dissertation (Ex: .docx, .xlsx, .sas, .spss etc.).*

Throughout these phases of approval, the student should continue to make approved changes and improvements to the dissertation. Final copies of the dissertation must be submitted to the Graduate School before the degree will be conferred.

Note: When submitting a large portion of the dissertation, such as a chapter, for review by your major professor, please allow two weeks for it to be returned to you. Keep in mind that most graduate faculty members direct dissertations in addition to their full-time teaching, research, and service duties.

Final Examination/Dissertation Defense

In the Department of English, this degree requirement (commonly called the dissertation defense) is a two- hour oral examination administered by the student's Advisory Committee, with the participation of the outside reader, who represents the Graduate School. Any member of the University's Graduate Faculty may also attend. At the discretion of the committee, this examination may include not only the dissertation but also the student's major and minor areas of preparation. Approval of the student's final examination performance by the Advisory Committee must be unanimous. The Graduate Dean may approve a request for one re-examination if the Advisory Committee recommends it. Requests for a second re-examination must be approved by the Advisory Committee and the Graduate Council.

Duration of the PhD Program

The Department of English expects most PhD students to satisfy all degree requirements within five calendar years of their initial enrollment as doctoral students. Certainly, all PhD students should have passed their General Doctoral Examinations and submitted an approved dissertation prospectus within the first four years. By University policy, doctoral students who have been admitted to candidacy after successfully completing the General Doctoral Examination have four calendar years beyond the date of their general oral examination to complete all remaining degree requirements. Exceptions to this time limit can be granted only by the Dean of the Graduate School, at the written request of the student's major professor. An extension of more than one year is rarely granted. Students who fail to meet this deadline must retake the General Doctoral Exam to be readmitted to degree candidacy.

Progress toward the PhD

To ensure that candidates are making reasonable progress toward their degrees and that the department makes appropriate use of its funds for GTAs, students who hold the MA when they enter the PhD program may normally remain on appointment as a GTA for no more than five calendar years. Students who complete all degree requirements before the end of this period may not continue to receive an assistantship. GTAs who fail the General Doctoral Examination on their first try and who are granted permission to retest do not necessarily lose their assistantships. To retain a GTA, a doctoral student must submit an approved prospectus not later than three calendar months after passing the oral portion of that examination (excluding summer). At the beginning of each subsequent semester of enrollment in ENGL 8990 the student and his or her major professor will determine what will constitute satisfactory progress on the dissertation for that semester. Early in each fall semester, the professor will report an in-house grade of satisfactory or unsatisfactory for the previous year to the student and the DGS. Two reports of unsatisfactory progress may mean loss of the GTA.