

ILLINOIS STATE UNIVERSITY

**DEPARTMENT
OF
LANGUAGES, LITERATURES,
AND CULTURES**

<http://lan.illinoisstate.edu>

Graduate Student Handbook

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Introduction

Congratulations on your admission to the Master of Arts in Languages, Literatures, and Cultures program at Illinois State University. By accepting you to the program, the faculty has expressed its confidence in your promise as a graduate student. Successful realization of that promise over the next several semesters will depend on communication, cooperation, and shared commitment.

The decision to undertake graduate study implies much more than simply adding two years to the coursework you began as an undergraduate. The mastery suggested by the term “Master of Arts” demands a level of intellectual curiosity, critical thinking, and effort above and beyond the mere completion of courses, however excellent your work in them may be. During your time with us, you can expect to explore your area of emphasis in greater depth and with increasing critical insight; refine the basic intellectual skills learned in your undergraduate studies, while discovering and acquiring new skills; and become knowledgeable about research techniques and resources. Finally, in addition to material resources, are human ones: your fellow graduate students, your advisor, and the entire graduate faculty. Getting into the habit of discussing your interests with them will help you to grow and develop intellectually, while forming relationships that may last many years.

We are delighted that you have decided to join us and we wish you the best as you begin your graduate career in the Department of Languages, Literatures, and Cultures.

Note: This handbook represents the requirements and standards in place if you begin your study in Fall 2012. If you enrolled before Fall 2012 and wish to continue your studies under the program described here, please contact your graduate advisor.

Requirements for the M.A.
in
Languages, Literatures, and Cultures (LAN)

1. Graduate School and University Requirements: as described in the *Graduate Catalog*; check online for the latest edition.

<http://www.ilstu.edu/home/catalog/graduate>

2. Department Requirements:
 - a. Minimum of 33 graduate credits with a GPA of 3.0 (see p. 16, “Course Load”).
 - b. 15 credits (generally 5 courses) at the 400 level.
 - c. 21 credits (generally 7 courses) conducted in the major language.
 - d. A minimum of 3 courses in the primary area (cultural studies, language/linguistics, literature, or foreign language instruction).
 - e. A minimum of 2 courses in the secondary area.
 - f. A minimum of 1 three-credit course in a third area.
 - g. A maximum total of 9 credits from study in another department or at another university, including study abroad may be transferred and applied to the M.A. These will normally be applied at the 300 level, with a maximum of 6 credits at the 400 level for courses taken in other ISU departments.
 - h. A comprehensive examination, usually taken in the last semester of study.
 - i. All requirements, including the comprehensive exam, must be completed within 6 years.

Thesis Option

Subject to approval by the Graduate Committee, students have the option of writing a thesis, with a maximum of 3 credit hours of 499.11 being applied to their 33-hour plan of study. Thesis hours may normally not count toward the 15 hours of 400-level courses, the 21 hours in the target language required by the program, or the minimum number of credit hours required for primary (9) or secondary (6) areas. As per Graduate School regulations, credit for 499 is deferred (DE) until completion of the thesis (deferred credit hours are not calculated into the student's overall GPA). The thesis option will not substitute for comprehensive exams.

Although the department does not require a thesis, writing one can be a rewarding experience that significantly develops research and writing skills, while expanding on a topic that is of special interest to you. The Master's thesis may be especially desirable if you intend to apply to a Ph.D. program. As you consider the thesis option, be certain to meet with your graduate advisor and review the Graduate School's *Guide for Writers of Master's Theses* as well as the relevant sections of the *Graduate Catalog*. See p. 23 below for additional information.

Study in Two Languages

Upon approval by the Graduate Committee, qualified graduate students may study in two languages. This option may be of particular interest to students who wish to teach more than one language or who are preparing for a career in international business. Students must request to pursue graduate study in two languages upon application to the program or after admission. For consideration, the applicant must demonstrate proficiency in both languages and prior completion of the work considered prerequisite to graduate study in both majors. Admission as a dual language student may be contingent upon successful performance on a proficiency test at a designated level in both languages, and the student's application must be approved by the faculty of both languages. Once admitted to study two languages, the student's progress will be reviewed by the Committee at the end of two semesters and a recommendation for continuation will be made at that time.

Coursework required is a minimum of 15 hours in each target language, *though students planning to teach at the post-secondary level should be aware that most accredited institutions require at least 18 hours in each subject taught.* With this in mind, a student's final plan of study may involve more than the usual 33 hours needed to complete the M.A. in a single language.

Students must take at least two 400-level courses in each language and at least 3 courses in the chosen area of each language. If they serve as teaching assistants, students may be asked to teach courses in either of the two languages as determined by the department.

N.B. STUDENTS INTENDING TO SELECT PEDAGOGY AS AN AREA OF EMPHASIS UNDER THE TWO-LANGUAGES COURSE OF STUDY MUST CONTACT THEIR GRADUATE ADVISOR(S) BY THE END OF THEIR FIRST SEMESTER BEFORE PROCEEDING.

Simultaneous Master's and Teacher Certification

In addition to the regular graduate program requirements, graduate students who wish to prepare for the Illinois teacher certification exam and receive teacher certification must complete or have completed the following.

- All required courses for the undergraduate Teacher Certification Sequence in the language of study (see undergraduate catalog under Languages, Literatures, and Cultures).
 - Some of these courses are on the 300 level and may count towards the 33 hours required for the master's degree.
 - Some graduate level courses may be substituted for the teacher education major courses with permission of the Graduate Committee.
- All required courses for the Professional Education Sequence;
 - EAF 228 or EAF 231 or EAF 235 (3 hours).
 - C&I 210 (3 hours).
 - C&I 212 (2 hours), C&I 214 (3 hours), and C&I 216 (3 hours).
 - STT 399 (8 hours): Student teaching.
- A global studies course in non-Western studies.
- All requirements listed in the university-wide teacher education section of the undergraduate catalog.

The M.A. with the teaching certificate requires about 3 years, depending on the undergraduate courses in the language that you have already taken.

For further details consult with your advisor and the Coordinator of Teacher Education. Check the "Teacher Education" link on the LAN website for additional information.

ORAL PROFICIENCY REQUIREMENT: In order to enroll in 319.11 (Principles in Foreign Language Learning) you must have an Oral Proficiency Interview (OPI) score of at least Intermediate High and to begin student teaching, you must have an OPI score of Advanced Low. Consult with the Coordinator of Teacher Education for more information.

Graduate Certificate in Teaching English to Students of Other Languages (TESOL)

The graduate certificate in TESOL, offered by the Department of English (ENG), is an option for students in a variety of disciplines who intend to teach English to speakers of other languages as a part of their professional focus.

Students interested in this certificate must apply through the Office of Admissions. Check with Admissions for details and procedures.

The graduate certificate in TESOL requires 15 hours selected from the following courses:

- ENG 341 Introduction to Descriptive Linguistics
- ENG 342 Sociolinguistics OR English 343, Cross-Cultural Aspects in TESOL
- ENG 344 TESOL: Theoretical Foundations
- ENG 394 TESOL Practicum
- ENG 441 The Linguistic Structure of English for TESOL Professionals

This sequence of courses will provide graduate students an exposure to the fundamental topics of language description, the grammatical description of English, second language acquisition, and cultural-pragmatic or sociolinguistic aspects of language contact and second language acquisition, all of which are necessary for effective ESL/EFL teaching. The TESOL practicum will take place at the English Language Institute or at a site in the U.S. or abroad, agreed on by student and mentoring faculty member.

For students in Languages, Literatures, and Cultures seeking to enhance their career opportunities and options with a graduate certificate in TESOL, the Department of English will adapt its program to accommodate students from the Department of Languages, Literatures, and Cultures (LAN) in the following way:

LAN students demonstrating acceptable coverage of ENG coursework may substitute some LAN courses for completion of the certificate. ENG anticipates accepting substitutions of 3-6 hours (i.e., LAN 319 for ENG 344, etc.), up to a maximum of 9. Each substitution case will be considered individually.

Students who wish to request substitution credit should submit the following items for each course substitution to the Graduate Director of the English Department:

- 1) a complete syllabus of the LAN course.
- 2) a written statement of a paragraph or two describing the reasons for the request. The statement must include an argument detailing the curricular suitability of the substitution and contact information for the student.

The Graduate Director of the English Department will forward the request to the TESOL faculty, who will make every effort to respond within a week. After the TESOL faculty completes their evaluation of course substitutions, the student and the Graduate Director of LAN will be notified.

Note: None of the courses taken under the aegis of TESOL may be applied towards your primary area of study, which must consist only of LAN courses (9/09).

Students who wish to complete the certificate should consult their graduate advisor as well as the TESOL certificate coordinator in the Department of English: www.english.ilstu.edu. As noted above, they must also complete an application through the Office of Admissions. See the Graduate School website for further information: http://www.grad.ilstu.edu/programs/grad_cert.shtml.

Secondary Area in TESOL

Provided that they fulfill all the requirements for the MA in Languages, Literatures, and Cultures—normally including the 21 hours in the target language—students may choose TESOL as their secondary area (10/09). For secondary-area competence (6 credit hours), students are required to take English 344 ("TESOL: Theoretical Foundations") and either ENG 345 ("TESOL Methods and Materials") or ENG 441 ("The Linguistic Structure of English for TESOL Professionals").

Consult with your graduate advisor if you are considering this option.

AREAS OF EMPHASIS

Introductory Comments

The four areas of emphasis reflect the four generally recognized areas of expertise in the field: cultural studies, foreign language instruction, language/linguistics, and literature. Although courses and faculty specialists may not be available in equal numbers in all of these areas of emphasis, it is possible to devise a program with substantial work in each. In designing the Master of Arts in Languages, Literatures, and Cultures, the department has taken into consideration the diversity of prospective graduate students. We recognize that interest in foreign languages and cultures takes many forms and has different applications. As such, we have sought to create a program which allows students a high degree of flexibility.

It is important to recognize, however, that flexibility implies an important corollary—responsibility. By offering such a flexible program, the department has expressed its confidence in the personal responsibility of its graduate students. Such a program can succeed only if students accept primary responsibility for the coordination and coherence of their program. Although you will work closely with your advisor and seek informal advisement from other faculty members, you must look at your program of study as the most important single assignment of your graduate career here.

Undergraduate study has accustomed students to the idea that completion of a prescribed set of courses will inevitably constitute a coherent whole. Graduate study assumes rather that the student is committed to the study of a particular field, and is prepared to do more than simply complete courses in order to gain a deeper understanding of his or her area. As at other institutions, this additional work is provided in the form of a reading list that students should become acquainted with during their first semester of graduate study. While courses will cover some of the texts on the list, students should expect to read many others on their own, since a significant dimension of graduate study is the ability to work independently. Reading lists are available on the M.A. page of the departmental website; a ULID and password are needed for access.

The comprehensive examination, required by many graduate programs, including this one, represents the culminating experience and synthesis of your studies. It assumes that you have a good general knowledge of your area of emphasis, regardless of the specific courses you have taken. In other words, you will not simply be re-tested on individual course content.

To complete the comprehensive examination successfully, you will not be expected to have a specialized grasp of all aspects of the field. However, you should have some specialized knowledge (depth)—probably associated with advanced coursework—and a general knowledge (breadth) of your field, achieved through your own synthesis of coursework and independent reading. The reading list, in combination with your coursework, will enable you to demonstrate the depth and breadth of your knowledge on the exam. More information on the exams appears elsewhere in this handbook.

You should attempt to define your interests and formulate a general plan of study during the first semester. Unless you elect the Study in Two Languages program (described on p. 4) or the Concentration in Hispanic Cultural Studies

(described on p. 11), you will choose your areas of specialization from among the four below. In order to progress through the program most effectively, you should plan to take at least one or two courses taught in your target language per semester (as outlined earlier, you will need 21 hours—or about 7 courses—in your target language to graduate).

Read the material in this handbook carefully, and seek all the advice you need from your graduate advisor and other faculty members. After your first two semesters of study (or 15-18 credits for those attending part-time) you will receive a brief written evaluation of your overall progress towards your degree.

Cultural Studies

In its broadest meaning, the study of culture (or civilization) is the study of all that humanity has created, from classical literature to comic books, from war to table manners, from Mozart to music videos, from languages to our methods for studying and teaching them. In fact, strictly speaking, all the areas of emphasis available for the M.A. are considered dimensions of culture, and students who choose cultural studies as a primary area of concentration will find their knowledge greatly enhanced by taking coursework in all four areas.

Courses specifically labeled “culture and civilization” will focus on one or more of a number of broadly-defined social, historical, and artistic phenomena in your target-language culture or cultures. However, you should plan to familiarize yourself with these phenomena not only through coursework but also through extensive independent reading and, whenever possible, through personal experience.

You may study social and political events, government and non-governmental institutions, economic practices, family structure, and folklore in your target culture(s). You will also gain familiarity with popular culture, painting, sculpture, film, architecture, and music. You will study these subjects in and across particular historical periods.

The content of culture-specific courses will vary from semester to semester according to scheduling needs, faculty availability and expertise, and student demand. You may take some approved coursework in other departments such as History, Anthropology, Politics and Government, or Economics. You should work closely with your advisor to ensure that you complement coursework with a well-conceived reading program. You should also do your best to take advantage of the possibility of a semester of study abroad available through the program.

The study of culture can be profitable for careers in international relations, business, and the teaching of language and literature at all levels. Perhaps even more importantly, an understanding of the cultural experience and values of other peoples will enrich your contact with them and will provide you with an increased critical awareness of your own cultural heritage.

Students whose language of specialization is Spanish have the opportunity to combine study of Spanish Peninsular Culture with that of Spanish-America by pursuing a Concentration in Hispanic Transatlantic Cultural Studies; see p. 11.

Foreign Language Instruction / Pedagogy

Foreign Language Instruction, as an area of emphasis, is aimed primarily at students who are interested in becoming teachers at any level, at those who plan to pursue doctoral research in Foreign Language Teaching or Applied Linguistics, and at teachers who wish to refine their skills and explore new developments in the field of foreign language teaching.

Students who choose Foreign Language Instruction as their area of emphasis, will study the basic principles of teaching and learning a foreign language, a variety of teaching methods and approaches to teaching, and will learn to identify, articulate, and apply both theoretical principles and practical techniques in the field. Although the language of instruction will generally be English, practical exercises will be in the student's major language, since all methods of language teaching involve the use of the target language. Where available, language-specific courses, such as 370.15 (Topics in Spanish Pedagogy), will also apply to this area of study, as well as most TESOL courses offered by the Department of English (see <http://www.ilstu.edu/home/catalog/graduate/> or <http://www.english.ilstu.edu/>). TESOL courses, however, cannot be applied toward the primary area of study (9/09). Advanced Topics in Foreign Language Instruction (480.11) may be repeated if the topics are different.

The specialized coursework in Foreign Language Instruction / Pedagogy should be supplemented by courses in linguistics, and would be enhanced by courses in culture and literature, or by related extra-departmental courses approved by the Graduate Committee.

Language/Linguistics

Linguistics involves the study of the structure of language and addresses such issues as:

- The organization and analysis of the various components of language, including the sound system (phonology);
- Word formation (morphology);
- The relationship between words and clauses in a sentence (syntax);
- The formal meaning of words and phrases (semantics);
- The structural differences within a given language according to geography or social factors (dialectology and sociolinguistics);
- The structural differences between chronological stages of the same language (historical linguistics);
- The cognitive processes that govern the acquisition and use of language (psycholinguistics).

It should be emphasized that linguistics involves much more than just how to speak and write correctly. Such a prescriptive approach to language study is common at the undergraduate level, and is useful for developing basic linguistic competence. Linguistics, on the other hand, goes beyond simple (and often overly simplistic) rules of usage to ask why certain things happen (or don't happen) in a given language and how different aspects of a language can best be analyzed. For example, why do languages change, how and why do dialects and speech varieties differ from each

other, why are certain word orders more common than others, how can the underlying structure of certain grammatical processes best be described, and how do speakers learn their own (or another) language? These insights from linguistics are useful not only for those who will later teach a language, but they also help us to understand the operation of the language faculty that we all possess.

Literature

Broadly conceived, the study of literature is commonly taken to constitute one of the most important areas of the humanities. While the reasons for this are complex, for centuries literary works have been valued for the light they shed on the human condition and for the degree of aesthetic accomplishment they represent. Not only in the modern western world but also in classical antiquity and in the great civilizations of Africa, the Middle East, and the Orient, literature in both written and oral forms has been considered indispensable to a comprehensive education.

The area of literary studies in graduate school involves working at a more advanced level than previously, and students will be expected to carry out several operations simultaneously. Besides filling in various gaps in the basic subject matter, you will be expected to acquire a deeper understanding of works and movements you have encountered already, and of what it means to study literature. As you become more conscious of the implications of your critical acts, you will need to acquire familiarity with some of the major problems addressed by contemporary critical thought. You will also be expected to familiarize yourself with basic literary concepts such as genre, periodization, rhetorical devices, and narrative and poetic technique.

Students who intend to continue their studies with a view to obtaining a Ph.D. degree may wish to focus primarily on literature courses, (although the department recommends that work be done in other areas as well). Teachers and future teachers may prefer a more balanced plan of study aimed at understanding the relation between literature and language, culture, or foreign language instruction—or a combination of all three.

CONCENTRATION IN HISPANIC TRANSATLANTIC CULTURAL STUDIES

Students whose language of specialization is Spanish have the opportunity to combine study of Spanish Peninsular Culture with that of Spanish-America by pursuing a Concentration in Hispanic Transatlantic Cultural Studies. This course of study consists of a comparative analysis of the cultural interactions between the regions. It will include Spanish imperialism and Spanish American colonialism, a period that serves as a starting point for the consideration of other major moments of cultural parallel, divergence, and direct contact. Such points of connection include language, religion, social organization, literature, cinema, arts, economics, politics, and many other forms of cultural life.

Course Requirements: In accordance with departmental requirements, students choosing this option must take five courses (15 hours) in their area since this option covers the primary and secondary field. Of the five total courses, a minimum of **three** must have a culture focus and two may be a literature focus.

GRADUATE COURSE OFFERINGS

	Cultural Studies	Foreign Language Instruction	Language/ Linguistics	Literature
Spanish	305, 405	370	310, 311, 360, 421, 425	(323, 324, 325) ¹ 336, 337, 385, 411, 415, 418, 431, 434, 470, 484
French	305, 314, 405		335, 340	325, 326, 327, 328, 385, 420, 440, 450, 460
German	385, 454		310, 424	302, 311, 318, 332, 385, 434, 444
Department	405	319, 320, 321, 350, 355, 475, 480, 491	485	490

For a sample of some appropriate extra-departmental courses, consult Appendix III.

Courses in literature traditionally have tended to be highly differentiated, and each course number corresponds to a specific subject or period. Courses in cultural studies, foreign language instruction, and language/linguistics include a higher percentage of variable topic classes (especially at the 400 level), which retain the same number from one semester to the next and which may be repeated as long as there is no duplication of subject matter.

Since course topics vary to accommodate student and faculty interest and changes in the discipline, consult your graduate advisor if you are unsure regarding how a specific class fits into the areas (i.e., culture or literature) of your plan of study.

¹ These literary survey courses in Spanish and Latin American Literature form part of the undergraduate program and may not be repeated if you took them as an undergraduate student in LAN at Illinois State University.

PROJECTED GRADUATE COURSES

FRENCH

Spring 2013:

- 305 Histoire de la Civilisation Française
- 327 Selected Topics in 17th and 18th-Century French Literature and Culture
- 420 Selected Topics in French Literature and Culture

Fall 2013:

GERMAN

Spring 2013

TBA

Fall 2013

TBA

SPANISH

Spring 2013

- 311 Spanish Phonetics and Phonology
- 324 Spanish Literature—18th Century to Present
- 326 Spanish American Literature—Foundations to Late 19th C
- 360 Studies in Spanish Linguistics
- 385 Topics in Hispanic Literature
- 405 Seminar on Spanish and/or Spanish American Culture
- 431 Seminar in Early Spanish American Literature

Fall 2013

FOREIGN LANGUAGE INSTRUCTION & GENERAL COURSES (taught in English)

Spring 2013

- 320 Foreign Language Teaching in the Secondary School
- 321 Integrating Technology into the Foreign Language Classroom
- 490 Literary Studies

Fall 2013

- 475 Foreign Language Teaching Methodologies at the College Level

**Changes may become necessary due to staffing or other contingencies.*

GENERAL POLICIES

1. Administrative Structure of the Graduate Program

The **Graduate Committee** oversees the program as a whole and makes recommendations on courses and policies that then must be approved by the voting faculty of the department. The Committee is composed of the Graduate Advisors (see below) for French, Spanish, and German who are elected by the members of those languages sections; it also includes a member of the pedagogy faculty and a full-time graduate student representative, nominated and elected by graduate students. The Committee chaired by the Director of Graduate Studies who is appointed by the Chair of the department.

The **Director of Graduate Studies** coordinates the program in concert with the Graduate Committee and deals with administrative and programmatic issues that affect all three language areas. S/he works to ensure that the department's policies and procedures conform to those mandated by the Graduate School at Illinois State University.

The **Graduate Advisors** in French, German, and Spanish work with students in the individual languages. You should talk with your advisor regularly. S/he will suggest courses that both meet your interests and contribute to a coherent program of study. Your graduate advisor will also approve and sign your final Plan of Study—the official list of courses that count toward the degree—which will be submitted to the Graduate School early in the semester in which you intend to graduate (see below). Although your main contact will be your graduate advisor, you should not hesitate to share your plans with other faculty members as well, particularly those in your area of emphasis.

The **Graduate Secretary** is the administrative contact who will help you with the practical day-to-day aspects of the program—payroll matters, deadlines, registration procedures, etc.; s/he also runs the graduate student elections each spring to select a representative to the Graduate Committee.

2. Degree Audit

The degree audit is the official procedure through which the Graduate School approves all aspects of your pending degree. It must be completed and filed with the Graduate School at the very beginning of your last semester of study. See Appendix II for more details.

Although the Graduate Secretary will remind you of important dates (submitting Degree Audits, applying for graduation, etc.), it is your responsibility to be aware of all deadlines. Check the list of “Important Dates and Deadlines” distributed every semester and posted in the departmental office, as well as “Dates and Deadlines” on the Graduate School website: <http://www.grad.ilstu.edu/dates/index.shtml>. Note the following: *You must arrange for a final Degree Audit at least two weeks before Graduate School deadlines (see Appendix II).*

3. Registration/Add-Drop

You should register as soon as possible. A fee for late registration is charged if you wait until mid-August. Some classes fill quickly and may be closed if you delay. In addition, if not enough students are registered for a class, it is possible

that a class you wish to take may be cancelled due to insufficient enrollment. If you wish to add or drop a course you should see your advisor first. In order to withdraw from a course without receiving a withdrawal grade, you must do so by the end of the second week of classes. Check the academic calendar on the Illinois State University website for specific withdrawal deadlines and other important dates.

You may add classes without written permission through the third day of classes if the class is not filled. After that date you may do so only with the written permission of the instructor.

Should you wish to register for four classes and then choose the three you prefer and drop the fourth, you may do so during the first fifteen days and still receive a full refund of your registration fee. You are encouraged to make this decision as soon as possible.

FOLLOW THE INSTRUCTIONS BELOW TO REGISTER VIA I-CAMPUS

1) Make sure you have activated your ULID and created a password to get into iCampus. If you have done that and created a PIN number (not the same as your password), then logging in shouldn't be a problem. If you haven't completed this process, follow the instructions to activate your ULID on the ULID maintenance page (there is a link on the iCampus first page). If you have activated your ULID and created your password and PIN and are still having problems signing in, contact the registrar's office (309) 438-2188 for help.

2) If you are trying to register for a 300-level class and are blocked because the computer doesn't recognize that you have the prerequisites to take a class, contact Graduate Secretary Stacy Albright (309) 438-2962 or slalbri@ilstu.edu. Tell her the course number and she will give you an override if there is an available seat in the class. If a seat isn't available, she will let you know and you may wish to contact the instructor.

3) If you are still having problems registering, it could be due to high volume of use on the registration site. All students are now able to log in and change their registration. During times of high demand (usually when pre-registration and registration periods first open), the system can become overloaded; just keep trying.

4) If you continue to have trouble registering, contact Stacy Albright.

4. **Course Load**

You must maintain a minimum of nine semester credits to be a full-time student or graduate assistant.² If you are a graduate assistant we strongly recommend that you take no more than nine semester credits, although you are permitted to take up to twelve. The department encourages graduate assistants—

² Exceptions are made in a student's final semester when s/he is preparing for comprehensive examinations and has only six credits remaining to complete her/his plan of study.

especially those with teaching responsibilities—to give themselves at least four semesters to complete their coursework.

Only 300-level courses approved for graduate credit and 400-level courses count toward the M.A. degree.

5. **First-Year Evaluations**

After your first year of full-time graduate study (or after 15-18 credits if you are attending part time), you will receive a first-year evaluation consisting of a summary of remarks by faculty members whose courses you have taken. These comments will give an idea of how you are progressing through the program. You are encouraged to read your evaluation carefully and contact your professors and graduate advisor if you have questions or concerns. They are here to help you and see to your success in completing the M.A.

6. **Independent Study**

Independent-study courses are meant to allow students and faculty to explore a topic of mutual interest with greater focus than is normally permitted during a regular class; they are not meant to replace regularly scheduled graduate courses. A student may not take more than 6 hours of independent study and not more than 3 hours with the same professor.

7. **Study Abroad**

The department encourages graduate students to study abroad in a country where their major language is spoken. Courses intended for ISU credit must be approved in advance by the department. Except in unusual circumstances, students will not study abroad during their first semester of graduate study. Special cases require a petition to the Chair of the department.

A maximum of 9 transfer credits taken outside of the department, including those taken abroad, may be counted toward 300-level courses required for the M.A.; transfer credit cannot be applied to 400-level courses. Students studying two languages may petition to the Chair to spend a year abroad for up to fifteen credits. They will spend a semester in the country of each of the two languages studied.

Students studying one language are permitted to spend a full year abroad, but cannot apply more than 9 hours taken outside of the department toward the M.A. Due to financial aid considerations, they must register for nine hours for both semesters. All the courses will show on the transcript, but no more than 9 external credits will count toward the M.A.

In some circumstances, if students enroll for a study-abroad program through Illinois State University with teaching IS U faculty on site, students may petition that one course taken abroad with an ISU professor be considered an on-campus course. In this case, the course would not count toward the maximum of 9 hours taken outside the department that can be applied to the M.A.

If you study abroad through an ISU program, and if you were a graduate assistant during the year prior to going, your tuition is partially waived for a summer abroad and it is reduced to an amount equivalent to the cost of two credit hours for a full semester.

If you study independently through a program not affiliated with IS U, you will pay only the tuition required by the foreign university. However, prior to enrolling in such a program, we urge you to research the program's course offerings

thoroughly and discuss your plans with your advisor to make sure that the classes you take abroad will contribute to your plan of study and count towards your degree. Check also with the Office of Financial Aid since you may not be eligible for financial assistance if you are not registered at ISU

Many students find that the costs of study abroad do not exceed the costs of study on the home campus and may actually be less in some cases. If part-time employment is a consideration for you, however, you should be aware that those opportunities may not exist abroad.

Study abroad is a valuable experience and we encourage you to talk to your advisor if you are considering taking advantage of this opportunity.

8. Graduation Requirements

Besides completing coursework, during your last semester you must:

- a. *arrange for a Degree Audit by the Graduate School deadline (<http://www.grad.ilstu.edu/dates/index.shtml>);*
- b. *inform the Graduate Secretary that you plan to take the comprehensive examination;*
- c. *apply for graduation by the Graduate School deadline (usually the end of the third week of classes);*
- d. *take and pass a comprehensive examination.*

***NOTE:** Students choosing the thesis option should consult the Graduate Catalog and their advisors regarding procedures and deadlines.

9. Timeline Towards Graduation (See also *Appendix I-II*)

Semester	Degree completion	Completed degree audit due*	Exam	Deadline to inform graduate secretary and advisor
Fall	December	August	November	September 15
Spring	May	January	April	February 15
Summer	December	May	August	February 15**

* Check “Dates and Deadlines” on the Graduate School website for the exact dates for your graduation year. Participation in graduate ceremonies comes with its own set of deadlines, also available on the website.

** This is a firm deadline—no names may be added to the August exams after this date; exceptions will be made only for students wishing to retake the exam after receiving their April results.

10. **The Comprehensive Examination**

A comprehensive examination is a requirement for your degree, even if you choose to write a thesis. The examinations are given three times a year—in November, March/April, and August—over two days (see below). ***Please consult the departmental website for specific information regarding your target language.***

Procedures

- a. Students will be informed of the specific time and place of the examination, usually held in November, March/April and August. (Since the August examination is graded during the fall semester, students who pass their exam in August will be December graduates.)
- b. See the “Timeline Towards Graduation” above for procedural deadlines (when to sign up for comprehensive examinations, to apply for graduation, to pay fees, etc.). Don’t forget that you must inform your advisor and the Graduate Secretary of your plans. If you have signed up to take the exam, but change your mind and wish to postpone it, kindly inform the Graduate Secretary at least 24 hours prior to the exam date.
- c. The Graduate Committee will supervise preparation of the examination.
- d. Students will work with their advisors in preparing for the examination. Other faculty members will also welcome students to discuss the exam in general terms, though they cannot be expected to provide specific information. A Comprehensive Examination Workshop is generally held every fall semester.

Format

The comprehensive examination consists of four written questions. Three will cover the primary area (in which the student has had at least three courses). The fourth is on a secondary area in which the candidate has had at least two courses. In preparing for the questions on the primary area, course notes and materials, as well as reading lists and lists of concepts provided for each area, are essential. The format of the fourth question, corresponding to the secondary area, varies: in some language sections, it is based on a student’s coursework; in others, it derives from a short reading list; in still others, students are responsible for only the “Breadth” knowledge of the area. Each section makes its own rules about comps. Please consult with your graduate advisor for specific details regarding your secondary-area question. Area-specific question formats for literature, cultural studies, language/linguistics, pedagogy, Transatlantic Cultural Studies, and Study in Two Languages appear at the end of this section.

In addition to the written component of the examination, students may be invited to participate in an oral defense of their responses, at which

time they will be asked for further development or clarification of one or more of their written answers.

Exam-day policies

- a. The comprehensive examination is normally given in two parts on two consecutive Saturdays in November and March/April; in August, it is given on Friday and Saturday of a single week. Questions 1 and 2 will normally be written during a four-hour period on Day 1 of the exam and questions 3 and 4 will normally be written during a four-hour period on Day 2. Times will vary.
- b. A member of the graduate faculty will proctor the examination.
- c. No dictionary, personal notes or reference materials of any kind may be used during the examination.
- d. You will have the option to handwrite your answers or to use a computer (pc only). Bluebooks and USB flash drives will be provided, but you must inform the Graduate Secretary of your choice in advance of the exam date.
- e. At least two answers are normally to be written in the major language (one in each major language for students taking the dual language option; and one only by students in pedagogy); the remaining answers may be written in English if the student chooses.
- f. Take time to organize and outline your response before writing; be sure that you provide supporting evidence and concrete examples for all your answers and check that details are accompanied by an interpretation of their significance. Set aside a few minutes to review grammar and spelling.

Repeat Policy

Re-takes for failed examinations may be scheduled for the following August, November, or March/April exam periods; students should expect new questions. In the event of a second non-pass, students will be required to complete additional coursework or readings prior to their third and final re-take.

NOTE: Although the comprehensive exam consists of multiple questions, it is graded as a single effort. That is, ***students pass or fail the entire exam***, not individual questions or areas.

Area-Specific Question Formats

I. Questions for Literature

1. One question will test the candidate's breadth of knowledge. A question in this category might for example cover more than one period of the history of literature. In responding the candidate is expected to supply examples from the reading list or other preparations.
2. One question will test the candidate's depth of knowledge. This question will invariably refer to literary works or critical or methodological concepts from the lists supplied to students preparing for the comprehensive exams.
3. One question will require a close reading of a literary passage included with the question. This passage might be an excerpt from a poem, play, or prose work. It might be, but need not be, from course work or the reading list. The purpose of the question is to allow the candidate to apply what has been learned in his or her studies to a relatively unfamiliar passage.
4. A general or specific question from the secondary area in which the student has had two or more courses.

II. Questions for Culture

1. One question will test the candidate's breadth of knowledge. This question will usually cover more than one aspect of culture or more than one period of cultural history. This question will be relatively general and may employ a historical reference.
2. One question will test the candidate's depth of knowledge. This question will involve works, issues, objects, or concepts drawn from the comprehensive exam list for culture. The response must discuss the given items in depth and detail. This question will require the candidate to demonstrate an understanding of the multifaceted or integrated aspects of culture.
3. Corresponding to the close reading on the literature exam, there will be a question directed to something particular such as a document, artifact, work, or idea, to be discussed in depth.
4. A general or specific question from the secondary area in which the student has had two or more courses.

III. Questions for Language/Linguistics

1. There will be a question directed to Syntax and Semantics.
2. There will be a question directed to Phonetics and Phonology.
3. There will be a question directed either to the History of the Language, Sociolinguistics, or Discourse/Pragmatics.

4. A general or specific question from the secondary area in which the student has had two or more courses.

IV. Questions for Pedagogy

1. There will be a question directed to Second Language Acquisition (Theory and/or Research).

2. There will be a question directed to Teaching Methodology and Practice. This question might focus on any of the following: FLES, middle school, high school, or college language teaching.

3. There will be a question directed to a specific case study involving the application of theory to practice.

4. A general or specific question from the secondary area in which the student has had two or more courses.

V. Questions for Transatlantic Cultural Studies

1. One question will test the candidate's breadth of knowledge. Breadth questions require a deep knowledge of cultural history and test broad concepts comparatively between Spain and Latin America, the development of historical issues that have had an impact on culture in both regions, or the role of cultural/literary movements in both regions. The response must demonstrate knowledge of cultural history through the use of detail and specific examples. This question will require the candidate to demonstrate an understanding of historical interaction between the regions.

2. One question will test the candidate's depth of knowledge. Depth questions require knowledge of cultural theory and involve the comparison of two texts—one from Spain and one from Spanish America, the application of a theoretical concept to exemplary works from each region, or an explanation of the development of a particular aspect of culture. Students should include specific works, issues, objects, or concepts drawn from the comprehensive exam list in their answers. The response must refer to cultural works in context, depth and detail. This question will require the candidate to demonstrate an understanding of the multifaceted or integrated aspects of culture.

3. Corresponding to the close reading on the literature exam, there will be a question directed to a particular item from Spanish America such as a document, artifact, literary work, or idea, to be discussed in depth. Each close reading will test a different historical period—either early (up until 1699) or modern (after 1700). The close reading selection will come from a text on the essential reading list.

4. A second close reading question directed to a particular work from Spain. To ensure comprehensive analytical skills, this text will represent a different period from that tested for question three. If the close reading in Spanish America is from the early period, then this text will be from the modern and vice versa. The close reading selection will come from a text on the essential reading list.

VI. Questions for Study in Two Languages

The Graduate Committee will supervise the selection of the four (4) comprehensive examination questions as follows.

1) Students choosing literature or culture as an area of study in either of the two or both languages will receive two questions from among the following three areas: breadth of knowledge, depth of knowledge, or a close reading (textual analysis). Answers will be written in the target language.

2) Students choosing linguistics as an area of study in either of the two or both languages, will receive two questions from among the following three areas: phonology / morphology, syntax / semantics / pragmatics, or language variation (diachronic or synchronic). Answers will be written in the target language.

3) Students choosing pedagogy as an area of study will receive two questions from among the following three areas: theory of second language acquisition, teaching methodology and practice, or a case study involving the application of theory to practice. Pedagogy questions will be answered in English. The remaining two questions of the exam will be written in the language determined by the student in consultation with the Graduate Committee and Coordinators.

11. **Thesis Option**

Because a formal thesis proposal must be approved by members of the student's thesis committee and submitted to the Director of Graduate studies by the end of the semester preceding the one in which the thesis will be written, if you intend to exercise this option you should begin well in advance by consulting with faculty members whose area of specialization coincides with your interests. Once a professor from your language section has agreed to serve as your thesis advisor, with his or her help you will draft a proposal and compose a thesis committee. The proposal should be about two pages, double-spaced, and should describe the topic, the reasons why it needs further study, and your own approach; it should present a clear description of the procedures and methods that will guide the research; and in most cases it should include a bibliography. Indicate whether the thesis will be prepared in English or in your major language. Approval for theses in a language other than English will be based on the Graduate Committee's and Graduate School's estimation of the student's ability to write in an accurate and appropriate

academic style for the discipline, and upon the availability of committee members prepared to read the text. Theses written in languages other than English require two copies of the abstract and title pages, one of them in English; and all defenses must be conducted in English so that any interested member of the university community can participate. Add signature spaces to the proposal so that the advisor and each of the committee members can indicate their approval. The signed proposal is then submitted to the Director of Graduate Studies and the Graduate Committee; upon their approval, the necessary forms for the Graduate School should be completed.

The length of the thesis—usually 50 to 80 pages—will be decided by student and advisor together.

It is important that you remain in close touch with your thesis advisor and committee members throughout the process of research and writing, showing them outlines and drafts for discussion at each stage. When you and your committee members agree that the thesis is ready for defense, contact the Graduate Director for scheduling. Again, check the catalog or call the Graduate School for relevant deadlines, since there are university rules requiring a certain amount of days to elapse between the format check, when a draft is reviewed by the Graduate School staff to see that it meets technical requirements; the announcement, at which time a copy of the thesis goes on display for public perusal; the defense itself, which is a public university event; the deposit of the corrected copy; and the end of the semester in which the student plans to graduate. Delay in meeting any of these deadlines will result in postponement of graduation. Students who have finished the requisite number of hours of thesis credit and who need to register only in order to defend may apply to the Graduate School for registration under a special reduced-cost category.

AWARDS , RECOGNITIONS, SCHOLARSHIPS

Note: To be eligible for an award granted in the spring semester, students must be enrolled in the spring.

DEPARTMENT

The Charter Department Award for Excellence

This award is granted annually to the graduate student who has demonstrated academic achievement. Service may also be considered. Candidates are nominated by the graduate faculty and the winner is selected by the Graduate Committee. The winner is announced at the department's Spring Banquet and is awarded a monetary prize.

The Montserrat Vilarrubla Award for Excellence in Teaching

Presented in honor of a past language coordinator of the department, the Vilarrubla Award is given to the graduate teaching assistant who most exemplifies the combination of knowledge, skill, creativity, and passion of a great language instructor. The award is open to second-year teaching assistants with at least two full semesters of classroom experience. Candidates are nominated by Graduate Assistant Section Supervisors and the winner is selected by the Graduate Committee. The winner is selected by the Graduate Committee and is awarded a monetary prize.

UNIVERSITY

The James L. Fisher Outstanding Thesis Award

A multi-tiered distinction (College, University, region), with monetary awards at each level, nominations for this prize are submitted by the department in early fall for theses completed the previous spring.

Ada Belle Clark Welsh Scholarship Fund

The Ada Belle Clark Welsh Scholarship Fund provides a one-time award of approximately \$2,500, depending on available funds, to "mature women of good community standing with undergraduate degrees who show promise and are deserving of graduate educational opportunity" in the field of "liberal arts and humanities, including study for teacher preparation or improvement." Specific criteria shall include, in order of importance: a) a record of academic excellence, b) evidence of career orientation, and c) financial need.

All applicants must be admitted to a degree program in the Graduate School before their applications will be approved. The award decisions shall be made by a Selection Committee appointed by the Graduate School and approved by the Graduate Council. Receipt of this award may impact other financial aid that you receive. Award announcements will be made by April 15.

Donald F. McHenry Fellowship

Donald F. McHenry, a former U.S. Ambassador to the United Nations and a 1957 graduate of Illinois State University, attributed much of the success in his diplomatic career to the experiences he had at Illinois State. While a student, McHenry strengthened his communication skills and deepened his understanding of

the great issues that helped him so ably serve the United States as Ambassador to the United Nations. Dr. McHenry participated in many student activities including: the student chapter of the NAACP, theatre productions, the student radio station, and the debate team which he captained in 1956, the same year he was named Outstanding Debater at Illinois State and in the United States. Dr. McHenry also cites Illinois State as a place where he made lifelong friends. Illinois State provides many of its graduates with experiences that influence the rest of their lives.

Eligibility: Applicants must be U.S. citizens of African, Asian, Hispanic, or Native American ethnicity, admitted into an Illinois State University graduate degree program, attend on a full-time basis, demonstrate financial need, and academic potential.

Terms: The stipend for the Fellowship is \$6,000. A tuition waiver for the academic year (two semesters) will also be provided. Priority in selection will be given to first year students. The McHenry Fellowship recipient may also accept a graduate assistantship, awarded by the academic department, if the fellow meets the qualifications for that award. Receipt of this award may impact other financial aid that you receive.

Submission: Complete an application. Have two letter of reference sent directly to the Graduate School. Deadline for application is March 15. Awards are announced April 15.

Illinois State Foundation Fellowship for Graduate Students

The Illinois State University Foundation Fellowship is an award of three thousand dollars (\$2,500) to students who have demonstrated a potential for academic excellence at the graduate level.

Applications will be accepted from those applying for, or already admitted to, a degree program. However, successful applicants must be admitted to the degree program by the application due date of March 15, but not have begun work as a graduate student in a degree program at Illinois State. Applicants must have attained a cumulative grade point average of 3.6 on a 4.0 scale on previous undergraduate and graduate course work. Receipt of this award may impact other financial aid that you receive.

Lela Winegarner Scholarship

Lela Winegarner Fellowships will be awarded to promising international students who are pursuing careers of service to their country. The Selection Committee will evaluate the applicants' demonstrated scholarship and potential for using their education in a service capacity in their native country. All international students admitted to Illinois State University Graduate School programs whose career objective meet the above criteria are eligible.

The amount of each fellowship shall be determined by the Selection Committee in accordance with available funds. Recipients will be known as "Lela Winegarner Fellows." The award decision shall be made by a Selection Committee appointed by the Graduate School. Applications and supporting material must be received by September 15. Awards will be announced by October 15.

Ora Bretall Scholarship

Ora Bretall Scholarships will be awarded on a one-time basis to persons enrolled in graduate programs at Illinois State University whose proposal for master's thesis or doctoral dissertation deals significantly with issues in educational theory or philosophy of religion, and who give promise of continued contribution to the development of educational theory and practice. Educational theory refers to study in pedagogy, education foundations, curriculum and educational administration. Eligible students from all colleges in the University may compete for an Ora Bretall Scholarship.

The Selection Committee evaluates the applicant's demonstrated scholarship and potential as illustrated by a) the applicant's academic record, b) the proposed thesis/dissertation project, and c) letters of recommendation.

As a general guideline, an award of \$1,000 for master's thesis and \$2,000 for doctoral dissertation will be made, although variation to this standard may be made by the Selection Committee in relation to special aspects of the proposed thesis/dissertation project and fund available from the endowment. Receipt of this award may impact other financial aid that you receive.

The Criteria for this Scholarship were arrived at by the Graduate Council, under the terms and provisions of the bequest establishing the Fund, and the approval of the trust officer of the fund.

More information and applications for grant and scholarship opportunities can be found on the Graduate School website (www.grad.ilstu.edu).

OTHER INFORMATION

All students are expected to adhere to the *Code of Student Conduct*, available on the Community Rights and Responsibilities (Dean of Students Office) website: http://www.deanofstudents.ilstu.edu/about_us/crr.shtml. Check with your professors individually about their expectations regarding outside editing, proof-reading, or grammar help on your written assignments.

Emergency loans: Interest-free emergency loans are available from the Graduate School.

TechZone: On the second floor of the Bone Student Center, TechZone offers discounts and buying assistance to members of the University community on personal computers, software, peripherals, and supplies.

Parking and Transportation: Student parking permits may be purchased at the Office of Parking and Transportation located at 709 North Main Street, 438-8391. Public bus service is free for ISU students with a valid Redbird / Student I.D. card.

RESOURCES ON GRADUATE STUDY AND THE ACADEMIC LIFE

Colón Semenza, Gregory M. *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities*. NY: Palgrave Macmillan, 2005.

Target audience: graduate students who wish to become tenure-track professors; the author was an assistant professor of English at the University of CT at the time of writing.

DeNeef, A. Leigh and Craufurd D. Goodwin, eds. *The Academic's Handbook*. 3rd ed. Durham and London: Duke UP, 2007.

For those planning or beginning an academic career; covers the tenure system, teaching and advising, funding research, publishing, and university governance. Authors are professors of English and Economics. DeNeef was associate dean of the Graduate School at Duke at the time of writing.

Macaulay, Monica. *Surviving Linguistics: A Guide for Graduate Students*. 2nd edition. Somerville, MA: Cascadilla Press, 2011.

This is a 'must-read' for students of linguistics. This is an excellent resource that walks the student through the very beginning to the final stages of graduate school. It is written in a conversational tone and is a high-recommend for all graduate students in the field.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or Ph.D.* NY: The Noonday Press, 1997 (revised ed.).

Comprehensive; includes sections on financial aid, examinations, the thesis, and oral presentations; also ones on dealing with stress, the social milieu, and being an underrepresented student, a woman, a returning student, etc.. The author received his Ph.D. in biology from Stanford.

Toth, Emily. *Ms Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*. Philadelphia: U of PA P, 2008.

A follow-up to her previous book, *Ms. Mentor's Impeccable Advice for Women in Academia*. Author is a professor of English and Women's Studies at Louisiana State University and a Q & A columnist for *The Chronicle of Higher Education*. Witty and readable.

APPENDIX I

**MASTER OF ARTS IN LANGUAGES, LITERATURES AND CULTURES
CHECKLIST**

Name: _____

Student ID number: _____

Catalog year: _____

Advisor: _____ Major Language: _____

Area of Emphasis: _____

(Indicate one or more: Culture, FL Instruction/Pedagogy, Language/Linguistics, Literature)

Requirements (all courses must be for graduate credit):

_____ 33 semester credits, including the following:

_____ 15 semester credits at the 400-level

_____ 21 semester credits in the major language

_____ 3 courses in area of primary emphasis

_____ 2 courses in area of secondary emphasis

_____ One 3-credit course in three of the following: culture, language/linguistics, literature, and foreign language instruction/pedagogy

_____ 3.0 GPA

Degree Audit

_____ Degree Audit (last semester)

Graduation (This portion to be filled out at the beginning of the last semester of study.)

_____ Degree Audit submitted by deadline?

_____ Signed up for Comprehensive Examination by deadline?

_____ Application made and fee paid for graduation by deadline?

APPENDIX II
DEGREE AUDIT
General information

Your degree audit, completed in consultation with your graduate advisor, details the courses that will be used to satisfy your degree requirements. The electronic audit must be submitted to the Graduate School from the ISU email account of the Graduate Coordinator/Director of your department/school and approved by the Graduate School before you can be cleared for graduation. Forms for the Degree Audit are available on the Graduate School website: <http://www.grad.ilstu.edu/plans>. They should not be submitted prior to the applicant's final semester of study.

In addition to the requirements listed in the catalog for Languages, Literatures, and Cultures, all audits are subject to the general rules listed in the front of the *Graduate Catalog* under "Colleges, Departments, Schools, and Course Offerings."

- Not every 300 level class counts for graduate credit; some are undergraduate credit only. Only 300-level courses listed in the *Graduate Catalog* are available for graduate credit.
- Courses 400-499 are graduate courses. Courses 500-599 generally are limited to terminal degree students in programs such as the Ed.D., M.F.A., and Ph.D.
- Candidates for a master's degree may present no more than 9 hours of credit from the "asterisk" courses toward their degrees (393, 397, 400, 493, and 498).
- No more than 6 hours of 400 Independent Study may count toward a master's degree.
- Professional Practice 498 hours are limited to no more than 20% of the hours toward the master's degree.
- No more than 6 499 thesis hours may count toward the master's degree.
- To count towards a degree program, Credit/No Credit (CR/NC) courses must be approved through the curricular process.
- Courses numbered 429 do not count toward graduate degree requirements.
- 399 student teaching does not count toward graduate degree requirements, even if it is taken for graduate credit.

TRANSFER OF COURSES: Upon recommendation of the department/school where the student is enrolled and with the approval of the Graduate School, a student may present a maximum of nine semester hours of graduate credit from another college or university that is accredited by the appropriate regional accrediting association for use in meeting the requirements of the master's degree. Credits more than six years old at the time of first registration into a degree program are not transferable from other institutions. Transfer credit may not be used in meeting the minimum number of 400-level credit hours required for the master's degree. The work must not form part of a degree program elsewhere. Under special circumstances, the Graduate School may allow a student to present a larger number of credits if recommended by the department. A student who plans to take work elsewhere should obtain prior approval indicating that the course or courses are appropriate to the student's curriculum at Illinois State University. Correspondence courses are

not accepted toward a master's degree. To be considered for transfer of credit, a course must be taught at the graduate level and the student must have received at least a B grade in the course. In addition, a departmental/school evaluation of all courses presented is necessary prior to consideration by the Graduate School. Forms for Transfer of Credit are available on the Graduate School website: <http://www.grad.ilstu.edu/plans>.

TIME LIMITS: All graduate credit used in meeting requirements for the degree must be earned within a period of six years.

ADMISSION TO CANDIDACY: In order to be admitted to candidacy students must have:

1. Completed all deficiencies.
2. Filed a degree audit with the Graduate School.
3. A minimum G.P.A. of 3.0 in graduate course work at ISU.
4. A research proposal on file in the Graduate Office if choosing a thesis option.

Procedures and instructions

FIRST SEMESTER OF GRADUATE STUDY: During your first semester of graduate study download the Word version of the Degree Audit Form from the Graduate School website: <http://www.grad.ilstu.edu/plans>.

As you progress through the program, begin filling in the form with the courses you take, credit hours, etc.

THIRD SEMESTER: Check the Graduate School website <http://www.grad.ilstu.edu/dates/index.shtml> for "Dates and Deadlines" for filing your degree audit, completing your thesis, applying for graduation, completing incomplete coursework, etc.

Sample:

Degree Completion	Degree Audit due to Graduate School	Application for Completion of Degree or Certificate and \$30.00 fee due
December 2012	August 29, 2012	August 29, 2012
May 2013	January 23, 2013	January 23, 2013 ³

³ For students intending to participate in graduation ceremonies in May. If you do not intend to march, the deadline for application and payment of fees is May 22, 2013.

END OF THIRD SEMESTER / BEGINNING OF FINAL SEMESTER: At least two weeks before degree audit due dates:

1. Request a copy of your unofficial transcript from the Graduate Secretary.
2. Print all pages of your completed Degree Audit Form.
3. Meet with the Graduate Advisor of your language section to prepare your Degree Audit; bring your unofficial transcript and your Degree Audit Form to this meeting. Your Graduate Advisor should also provide you with a (paper or electronic) copy of a Plan of Study Worksheet or Advisement Sheet that s/he has on file for you.
4. At the meeting you and your advisor will make sure that you have the courses, credits, and grades required for completion of your degree. Your Degree Audit Form and your Plan of Study Worksheet or Advisement Sheet **SHOULD MATCH**.
5. Email the completed Degree Audit Form to the LAN Director of Graduate Studies (DGS) **no later than two weeks before the Graduate School's due date**.
6. The DGS will review the Degree Audit Form and inform the student that a) all information is correct and complete, or b) requests clarification or corrections.
7. If corrections are needed, you should amend the Degree Audit Form as necessary and **email** a copy of this final document to the DGS along with copies of the Advisement Sheet and any necessary attachments, including syllabi for repeated topics courses.
8. The DGS will submit the final Degree Audit Form and other documents to the Graduate School via email attachment.

APPENDIX III

Sample of Extra-Departmental Courses of Possible Interest

****Consult with your advisor before enrolling.****

<u>Anthropology:</u>	383	Studies in Selected Cultures
<u>Art:</u>	369	History of Medieval Art and Architecture
	375	Italian Renaissance Art
	376	North Renaissance Art
	377	History of Baroque and Rococo Art
	378	Art in Europe: Romanticism—Impressionism
<u>Communication:</u>	370	Psychology of Language
	372	Intercultural Communication
<u>Curriculum & Instruction:</u>	319	Study of Bilingual/Bicultural Education
	320	Bilingual/Bicultural Program Design and Implementation
	321	Bilingual/Bicultural Methods and Materials
	409	Student Diversity and Educational Practices
<u>English:</u>	341	Introduction to Descriptive Linguistics
	342	Sociolinguistics
	343	Cross-Cultural Aspects of TESOL
	344	TESOL: Theoretical Foundations
	345	TESOL Methods and Materials
	346	Assessment and Testing in ESL
	382	Literary Criticism
	384	Introduction to Cultural Theory
	460	Feminist Literary Theories
	482	Studies in Literary Criticism
<u>Finance:</u>	312	International Business Law
<u>History:</u>	342	European Intellectual History Since 1600
	345	French Revolution and Napoleon
	356	The Enlightenment
	441	Seminar: European Intellectual History
<u>Management:</u>	349	Business in a Multicultural Environment
<u>Marketing:</u>	438	International Marketing
<u>Politics and Government:</u>	340	Topics in Latin American Politics
	341	Topics in European Politics
	344	Topics in Global Studies
	358	International Political Economy
<u>Social Work:</u>	484	International Social Work
<u>Theater:</u>	370	History of the Cinema
	371	Film Theory and Criticism
	376-77	Theater History I-II
<u>Women's Studies:</u>	391	Women's and Gender Studies Seminar