

ILLINOIS STATE UNIVERSITY

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

<http://www.llc.ilstu.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 2008. If you enrolled before Fall 2008 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

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 (11/05).¹
 - 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.

¹ Dates in parenthesis here and elsewhere in this handbook refer to recent Graduate Committee policy approvals.

Thesis Option

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. 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*. Thesis hours do not count towards the 33 hour requirement. No more than six thesis hours may be taken.

You should note, however, that if you decide to exercise this option, you must still meet the same requirements as those who do not write a thesis. The thesis does not replace the comprehensive examination, which represents an academic standard for M.A. programs in languages throughout the country, since it involves review, synthesis, interpretation, extension, and application of knowledge. The Master's thesis may be especially desirable if you intend to apply to a Ph.D. program, but the comprehensive examination remains the typical benchmark for completion of the M.A. degree (see p. 20 for further details).

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.

STUDENTS INTENDING TO SELECT PEDAGOGY AS AN AREA OF
EMPHASIS UNDER THE TWO-LANGUAGES COURSE OF STUDY MUST
CONTACT THEIR GRADUATE COORDINATOR(S) BY THE END OF
THEIR FIRST SEMESTER BEFORE PROCEEDING (4/08).

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 masters 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. (Some Languages, Literatures, and Cultures graduate courses may fulfill this requirement)
- 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 LLC 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.

The graduate certificate in TESOL requires 16 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
- ENG 490 Pro-Seminar in TESOL Pedagogy (1 hr)

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. Pedagogical applications of this knowledge will be the focus of the one hour "Pro-Seminar in TESOL Pedagogy." 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 (LLC) in the following way:

LLC students demonstrating acceptable coverage of ENG coursework may substitute some LLC courses for completion of the certificate. ENG anticipates accepting substitutions of 3-6 hours (i.e., LLC 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 LLC 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 LLC will be notified.

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.

Basic Competency Statement in Instructional Technology

In recent years instructional technology has become a necessity for secondary and post-secondary instructors in foreign languages. Many listings in employment resources such as the *Modern Language Association Job List* or *The Chronicle of Higher Education*, among others, include knowledge of instructional technology as either strongly desirable or a requirement for positions. The Department of Languages, Literatures, and Cultures offers interested students the opportunity to acquire practical skills for use in the classroom and provides them with a “Basic Competency Statement in Instructional Technology.”

While the statement does not appear on the student’s transcript Upon satisfactory completion of the requirements described below and submission of an application, students will receive a certificate from the College of Arts and Sciences endorsed by the departmental chairperson, together with a description of the work completed (workshops, projects, etc.), to include with their job application materials.

Requirements

Students must be in good academic standing (with a cumulative GPA of 3.0) to apply for and receive the “Basic Competency Statement in Instructional Technology”; all projects and workshops must be approved by the Chairperson of the Department of Languages, Literatures, and Cultures; and no work undertaken for the “Competency Statement” may substitute for required M.A. coursework.

To apply for the “Basic Competency Statement” students must complete all of the below:

- ◆ Attend at least 3 university-sponsored workshops on instructional technology—consult the webpages of the Center for Teaching, Learning & Technology (CTLT) or the Laboratory for Integrated Learning and Technology (LILT) for scheduled events.
- ◆ Demonstrate integration of instructional technology in at least 3 projects supervised by a faculty member that relate to the student’s own teaching, to class work, or to assistance provided to the research or teaching of a faculty member.
- ◆ Complete relevant paperwork prior to graduation and apply for departmental approval. Materials should include:
 - ◆ a report of the workshops attended with supporting documentation.
 - ◆ a description of instructional technology projects endorsed by the supervising faculty indicating satisfactory completion.

For further information, contact the Chair or the Director of Graduate Studies.

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 below), 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, Political Science 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 most TESOL courses offered by the Department of English (see <http://www.ilstu.edu/home/catalog/graduate/> or <http://www.english.ilstu.edu/>). 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 unparalleled 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) ² 336, 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 2.

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. For more information, students should consult the graduate catalog and their graduate advisor.

² 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 LLC at Illinois State University.

PROJECTED GRADUATE COURSES

FRENCH³

Fall 2008:

- 325 Selected Topics in Francophone Literature and Culture
- 335 Comparative French/English Grammar
- 405 Seminar on Contemporary French Civilization

Spring 2009:

- 305 Histoire de la Civilisation Francaise
- 327 Selected Topics in 17th and 18th Century French Literature
- 440 Seminar on French Poetry

Fall 2009:

- 314 Studies in Contemporary French and Francophone Culture
- 340 Introduction to Applied French Linguistics
- 450 Seminar on French Prose

Spring 2010:

- 305 Histoire de la Civilisation Francaise
- 328 Selected Topics in 19th and 20th Century French Literature and Culture
- 460 Seminar on French Theater

**Some changes may become necessary due to staffing or other contingencies.*

SPANISH⁴

Fall 2008:

- 310 Spanish Syntax
- 324 Spanish Literature, Eighteenth Century to Present Day
- 336 Selected Topics in Spanish American Literature
- 385 Topics in Spanish Literature
- 418 Seminar in Eighteenth and Nineteenth Century Spanish Literature
- 421 History of the Spanish Language

Spring 2009:

- 305 Current Topics in Hispanic Civilization and Culture
- 311 Spanish Phonetics and Phonology
- 325 Spanish American Literature
- 360 Studies in Spanish Linguistics
- 411 Spanish American Novel
- 415 Seminar in Seventeenth-Century Spanish Literature

³ All courses in French are followed by .12; i.e., 325.12.

⁴ All courses in Spanish are followed by .15; i.e., 310.15.

Fall 2009:

- 310 Spanish Syntax
- 323 Spanish Literature, Medieval and Renaissance
- 337 Selected Topics in Peninsular Spanish Literature
- 360 Studies in Spanish Linguistics
- 370 Topics in Spanish Pedagogy
- 405 Seminar on Spanish and/or Spanish-American Culture
- 431 Seminar in Early Spanish-America Literature

Spring 2010:

- 305 Current Topics in Hispanic Civilization and Culture
- 311 Spanish Phonetics and Phonology
- 325 Spanish American Literature
- 385 Topics in Spanish Literature
- 425 Seminar in Spanish Linguistics
- 484 Seminar in Twentieth and Twenty-First Century Spanish Literature

**Some changes may become necessary due to staffing or other contingencies.*

FOREIGN LANGUAGE INSTRUCTION & GENERAL COURSES (taught in English)⁵

Fall 2008:

- 319 Principles of Foreign Language Learning
- 475 Foreign Language Teaching Methodologies at the College Level
- 490 Literary Research in Foreign Languages: CANCELLED

Spring 2009:

- 320 Foreign Language Teaching in the Secondary School
- 321 Integrating Technology into the Foreign Language Classroom
- 355 Elementary School Foreign Language Methods
- 485 Selected Studies in Linguistics

Fall 2009:

- 319 Principles of Foreign Language Learning
- 405 Introduction to Cultural Studies
- 475 Foreign Language Teaching Methodologies at the College Level

Spring 2010:

- 320 Foreign Language Teaching in the Secondary School
- 321 Integrating Technology into the Foreign Language Classroom
- 480 Advanced Topics in Foreign Language Instruction
- 490 Literary Research in Foreign Languages

**Some changes may become necessary due to staffing or other contingencies.*

⁵ All courses taught in English are followed by .11; i.e., 319.11.

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. Plan of Study

Although the Graduate Secretary will remind you of important dates (submitting Plans of Study, applying for graduation, etc.), you alone are responsible for meeting all deadlines. Check the list of “Important Dates and Deadlines” distributed every semester and posted in the departmental office. Note the following:

**You must submit one copy of a tentative Plan of Study to your advisor before the end of the first semester of study.*

**You must notify your advisor if your Plan of Study changes.*

**A final Plan of Study, signed by your advisor and the Director of Graduate Studies, must be submitted to the Graduate Secretary by the announced deadline during your last semester of study. The Graduate Secretary will make copies and submit it to the Graduate School. Failure to submit the final Plan of Study will delay your graduation.*

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.

4. **Course Load**

You must maintain a minimum of nine semester credits to be a full-time student or graduate assistant.⁶ 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—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. **Independent Studies**

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.

6. **Study Abroad**

The department encourages graduate students to study abroad in a country where their major language is spoken. Courses intended for I.S.U. 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.

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

⁶ Exceptions may be 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.

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 I.S. U. faculty on site, students may petition that one course taken abroad with an I.S.U. 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 I.S.U. program, and if you were a graduate assistant during the year prior to going, your tuition is 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 I.S. 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 I.S.U.

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.

7. **Graduation Requirements**

Besides completing coursework, during your last semester you must:

- a. *submit a final Plan of Study by the Graduate School deadline (usually the end of the second week of classes);*
- 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.

8. 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, April, and August. ***Please consult the departmental website for specific information regarding your target language.***

Procedures

- a. Before the end of the fourth week of the semester in which the examination will be taken, the student must meet with the graduate advisor and complete the “Master of Arts in Languages, Literatures, and Cultures Comprehensive Examination Report” (see *Appendix D*), which must be submitted to the Director of Graduate Studies no later than the fifth week of the semester. **NOTE:** Students planning on taking the exam in August **MUST** submit their Plan of Study, Comprehensive Examination Report and sign up for comps by April 15. This is a firm deadline—no names may be added to the August exams after this date (exceptions will be made only for students needing to retake the exam after receiving their April results); see below for additional information for August examinees.
- b. The Graduate Committee will supervise preparation of the examination.
- c. 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 once a year in the fall.
- d. Students will be informed of the time and place of the examination, usually held in November, April and August. (Since the August examination is graded during the fall semester, students who pass their exam in August will be December graduates.) 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.
- e. Students should remember that the comprehensive examination is just that—comprehensive; it is not intended to be a re-test of individual courses.

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, and pedagogy appear at the end of this section. There is a secondary area reading list in pedagogy. (For formats for the Dual Language option and for the Transatlantic concentration, see pages 4-5 and 12, respectively.)

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 (4/08).

Exam-day policies

- a. The comprehensive examination is normally given in two parts on two consecutive Saturdays in November and 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. Bluebooks and computer disks 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 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: *Students pass or fail the entire exam*, not a single question or area (4/08).

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.

9. 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

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. Application materials include a teaching portfolio and a video sample. Announcements inviting applications and specifying other details of the award are made early in the spring semester. Deadline for submission of all materials is **February 15** (or the Monday following). 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 (\$3,000) 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, a department of Illinois State University, offers discounts and buying assistance to members of the University community on personal computers, software, peripherals, and supplies.

APPENDIX I: Sample Documents

**MASTER OF ARTS IN LANGUAGES, LITERATURES AND CULTURES
ADVISEMENT SHEET**

Name: _____

Social Security Number: _____

Advisor: _____ Major Language: _____

Area of Emphasis: _____

(Indicate one or more: Culture, FL Instruction, 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

_____ 3.0 GPA

Plan of Study

_____ Tentative Plan of Study (first semester)

_____ Revised Plan of Study (second semester)

_____ Final Plan of Study (last semester)

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

_____ Final Plan of Study submitted by deadline?

_____ Signed up for Comprehensive Examination by deadline?

_____ Application made and fee paid for graduation by deadline?

COMPREHENSIVE EXAMINATION REPORT

(To be completed before the end of the fourth week of the last semester of study.)

MASTER OF ARTS IN LANGUAGES, LITERATURES, AND CULTURES

Student Name: _____

Advisor Name: _____

Major Language: _____

Area of Emphasis: _____ Secondary Area: _____

Courses in the Area of Emphasis: (number, title, and instructor) [Describe variable topic courses, Independent Study projects and courses taken at other universities.]

Other courses: (dept., prefix & course number, title, instructor) [Describe, if necessary]

Student's Signature: _____

Advisor's Signature: _____

PLAN OF STUDY INSTRUCTIONS TO STUDENTS

SUBMISSION OF THE PLAN OF STUDY: Four copies of the Plan of Study should be submitted early in the student's program.

REGISTRATION FOR COURSE WORK: This Plan of Study, when approved by the designated officials, indicates the course work that will be accepted toward meeting the degree requirements.

REVISION OF PLAN OF STUDY: Revision of the Plan of Study is made in writing to the Graduate Dean by the designated department and college officials.

RESIDENCE: Except in the Departments of Art, Languages, Literatures and Cultures, and Speech Pathology/Audiology, a candidate for a master's degree is not required to complete a residence requirement. For specific requirements of the above departments, refer to the Graduate Catalog.

TRANSFER OF COURSES: Students must have transcripts sent to the Graduate School by the institution where courses were taken. Forms for requesting approval of transfer work are available in the Graduate Office (Hovey Hall).

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

Explanation of degrees: (For further information see the Graduate Catalog.)

| | |
|-------------|---|
| M.A. | Master of Arts (Note: Two years of college level foreign language required) |
| M.M. | Master of Music |
| M.M. Ed. | Master of Music Education |
| M.S. | Master of Science |
| M.S. in Ed. | Master of Science in Education (For professional education programs) |
| M.B.A. | Master of Business Administration |

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

1. Completed all deficiencies.
2. An approved Plan of Study on file in the Graduate Office.
3. A minimum G.P.A. of 3.0 in graduate course work at I.S.U.
4. A research proposal on file in the Graduate Office if choosing a thesis option.

APPENDIX II: A Sample of Extra-Departmental Courses of Possible Interest
 See “Department Requirements” on p. 3 for information on transferring credits from other I.S. U. departments and check 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 Multi-Cultural 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 | Theatre History I-II |
| <u>Women’s Studies:</u> | 391 | Seminar in Women’s Studies |