

HANDBOOK
RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH ACADEMIC YEAR
2025-2026

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INTRODUCTION

The Rhetoric, Composition, and the Teaching of English (RCTE) program is housed in the English Department as one of four graduate programs.

The RCTE program prepares students for a range of teaching and professional positions. Our graduates conduct research, teach undergraduate and graduate courses, work and lead in industry, administer writing and learning programs, and work as writers, instructors, and leaders in varied professional settings. The program offers MA and PhD tracks.

The MA Program is designed for students intending to teach in school and college settings or who desire further study for work in industry. The program also serves as a gateway to doctoral studies. The MA is ordinarily a two-year course of study. Students must complete the MA within six years of starting the program, according to the Graduate College.

The PhD program prepares future faculty and professionals to do research and write for varied audiences and purposes both academic and non-academic, to teach online and face to face, to design curricula and instructional modules, and to develop and administer writing and other programs. The RCTE program

has a very high placement record for students seeking jobs in higher education and industry, with most of the higher education placements in full-time or tenure-track positions. Outside higher education, our graduates have been successful finding positions as writers, editors, instructional designers, UX researchers, and developers and administrators of teaching and learning centers.

If students wish to cite a previous Handbook in any exam or other situation, please inform the program director, dissertation director, or director of an exam committee. You may ask the Program Director or Program Coordinator for past Handbooks.

PROGRAM INFORMATION

Program Director

Dr. Susan Miller-Cochran
Office: Modern Languages 486
millercochran@arizona.edu

Dr. Miller-Cochran is on sabbatical for Fall 2025. Dr. Cristina Ramírez will be interim program director during that time.

Graduate Program Coordinator

Stephanie Mao
Office: Modern Languages 445
smao@arizona.edu

RCTE PROGRAM LEARNING OUTCOMES

By progressing through the curriculum, developing effective mentoring relationships, and demonstrating satisfactory levels of achievement through the program's review processes, RCTE graduate students will achieve the following program outcomes.

Theoretical (and Historical) Perspectives

Students will be able to

- **MA SLO:** Critically analyze theories in rhetoric and writing studies using several texts and perspectives as evidenced by coursework and final projects.
- **PhD:** SLO: Critically analyze theories and histories in rhetoric and writing studies using several texts and perspectives as evidenced by coursework and final projects.

Current Discourse & Public Engagement

Students will be able to:

1. **MA SLO:** Critically analyze and apply rhetorical theories and methods for researching and/or engaging diverse public audiences.
2. **PhD SLO:** Translate scholarly research into accessible, socially impactful communication across multiple platforms.

Research

Students will be able to:

- Primary Research, **PhD only:** Design, develop, and implement multifaceted primary research projects in rhetoric and/or writing studies that demonstrate application of theories and methods

aligned with the research question/s.

- Secondary Research, **MA & PhD**: Design, develop, and implement secondary research projects in rhetoric and writing studies that demonstrate critical engagement and synthesis with theory and scholarship within rhetoric, writing studies, and relevant interdisciplinary fields.

Constructing Disciplinary Identity

Students will be able to

- MA & PhD SLO: Situate disciplinary concepts (e.g. audience, kairos, techne, transfer, assessment) within historical contexts and ongoing scholarly conversations within the field of Rhetoric and Writing Studies.

Advising, Mentorship, and Shared Expectations

Students are assigned a faculty mentor and a student mentor upon entry into the program. Because research interests change over time, the mentor assigned to you does not have to be the one you stay with during your graduate career. As you develop working relationships with faculty members, you can ask any faculty member with whom you share research interests to serve as your mentor.

We recommend that students meet with their faculty mentors twice during the fall semester of their first year and at least once during the spring semester of their first year. Faculty mentors can help you consider possible classes to take and will give feedback on the components of the Qualifying Portfolio during the first spring semester (see [“Qualifying Portfolio”](#) section later in this handbook).

After these required meetings during the first year, there are no set guidelines as to how many times students and mentors meet. The program encourages you to seek out mentoring from various faculty in a range of areas as one mentor typically cannot meet all the needs of an individual student. The program leaves that decision up to you. When questions arise, the Program Director is there to advise you on issues of mentorship.

Courses

If you have a graduate assistantship, you must take **6 units per semester** in order to maintain your Graduate Assistant, Teaching (GAT), Graduate Associate, Teaching (GAT), Research Associate (RA), or Graduate Associate (GA) position. To make satisfactory academic progress and complete your requirements, you will be taking at least 6 units each semester. You are welcome to take more than the minimum. If an instructor agrees to grant you an incomplete (“I”), you must negotiate a timeline with them for completing the work (university policy allows you to negotiate up to a year to complete the agreed upon assignments). To make timely progress toward graduation, you should not carry more than two incompletes at any one time. There is also a Grade Replacement Opportunity (GRO) at the graduate level. You may GRO one course within your graduate program.

Registration for courses is done by the Graduate Program Coordinator. Around mid-semester, the next semester’s course descriptions are emailed. You will then select your classes and report them to the Graduate Program Coordinator who will register you for them. If you are not sure what courses you need to take or where you are in the curriculum, please begin by consulting the Program Director or the Graduate Program Coordinator.

Filing an Appeal or Grievance

Our program is committed to supporting and respecting each other's rights and well-being. If you believe that you have been subject to a violation of any of the rules and procedures delineated in this handbook, you have a right to file a grievance. If you want to appeal a negative grade or file a grievance, you should follow these steps:

1. Summarize the grievance (or the reasons a grade is being appealed), with specific information as to time, date, individuals involved and the nature of the offense, as well as the specific remedy sought.
2. Email the grievance to the Program Director.
3. If the grievance is denied, or if you feel the issue has not been resolved, you can present it to the Head of the Department, whose decision is generally final.

While you should first file your grievance or appeal with the Program Director, you may take your concern to the Department Head if the grievance is about the Program Director or if you feel uncomfortable speaking directly with the Program Director.

If you believe you have been subjected to discrimination, harassment, or retaliation, you should contact the Office of the Dean of Students immediately. You can find more information on the Graduate College website:

- [Summary of Grievance Types and Responsible Parties](#)
- [Nondiscrimination and Anti-Harassment Policy](#)

Please speak with the Graduate Program Coordinator for more information.

Funding

Most incoming in-person RCTE students, whether domestic or international, are fully funded other than university student fees. Distance RCTE students are generally not funded. The funding package includes full tuition, student health insurance, and a stipend for teaching composition courses. In some cases, the program is also able to cover part or all of a non-teaching student's tuition; however this is budget-dependent and covers tuition only, not health insurance or the stipend. The funding package does not cover mandatory student fees, which must be paid by the student. For further information about mandatory student fees, please see the [Bursar's Office website](#).

Distance RCTE students are generally not funded.

Financial Assistance for Travel

The University approves funding for university-related travel. University travel means that you will be presenting at a conference, attending a workshop, or participating in other graduate student activities. Approval will come through the Program Director.

The English Graduate Union (EGU) has limited funds available for travel. Please see [EGU Travel Fund](#) for more details.

The **Graduate and Professional Student Council (GPSC)** also has limited funds available for travel (as well as other great opportunities for grants and awards for graduate students). Please see the [Graduate and Professional Student Council homepage](#) for more details.

English Graduate Union

The English Graduate Union (EGU) is an organization that represents all English graduate students at the University of Arizona. Founded in 1991, EGU monitors graduate student workload, advocates for

graduate student concerns and issues on many departmental and administrative levels, and mobilizes graduate students across the campus around important issues like health care, tuition remission, workload reduction, and childcare.

Membership in EGU is open to all students enrolled in English department graduate programs. For more information, or if you have questions, please contact the EGU co-chairs at egucochairs@gmail.com.

GAT Extensions

Due to budgetary constraints, extension requests for Graduate Assistant/Associate, Teaching (GAT) funding will not be approved except in extraordinary circumstances. Graduate students should be aware that funding from the Writing Program is not guaranteed beyond the number of years initially awarded. **If a student receives funding outside of the Writing Program during which they are funded through the English Department, this will replace funding from the Writing Program for that year and will not be added to the initial commitment. Similarly, if a student takes a leave of absence during which they are funded through the English Department, they cannot recover the funding at a later time.**

Listservs

Your University of Arizona email account will automatically be subscribed to:

- The RCTE Program listserv (rcte@list.arizona.edu) for general announcements, award announcements, and various other general RCTE business. The subscribers are all the RCTE PhD students, MA students, RCTE minors, RCTE faculty, RCTE alumni, and other affiliated faculty and people.
- The RCTE Student listserv (rcte_students@list.arizona.edu) includes all RCTE PhD and MA students, as well as minors. This listserv is for topics specifically relevant to our students.

If you are not sure which RCTE list to send an item to, please contact the Graduate Program Coordinator. You will also be subscribed to the English Graduate Student listserv (english_graduate_students@list.arizona.edu) and, if you are funded as a GAT, the Writing Program listserv (wp_admin@list.arizona.edu).

You may also be subscribed to institutional-wide lists.

Shared Expectations

The [University's Statement of Professional Conduct](#) sets out the expectations for faculty, students, and staff at the University of Arizona.

Please see the [Code of Academic Integrity](#). All graduate students must sign a responsible conduct of research statement in [GradPath](#), the Graduate College's academic progress and degree audit site. This form is an acknowledgement and acceptance of the University's Academic Code of Integrity.

For more step-by-step information on this form, see the video: [GradPath – Introduction to Grad Path](#). Other resources on Shared Expectations include:

- the [Chicago Statement on Free Expression](#) (adopted by the UA Faculty Senate 12/2018)
- American Association of University Professors (AAUP) [Statement on Collegiality](#)

Role in Program Governance

Graduate students are invited to attend the open part of any program meeting except when personnel issues, admissions, exam results/assessment, or other confidential topics are discussed. Meetings on those topics will be closed, and graduate students will be asked to leave meetings for such discussions. Students should let the Graduate Program Coordinator know if they plan to attend a meeting so they can be informed of last-minute scheduling or informational updates.

The EGU-designated RCTE student representative participates in all faculty meetings which students can attend and provides a regular report to the faculty on issues of student concern. If you have an issue that you would like to have brought to the RCTE faculty in a meeting, please contact the EGU RCTE student representative.

Satisfactory Academic Progress

Academic Progress is measured by three criteria: Grade Point Average (GPA), Graduate Mileposts, and time-to-degree. Students must maintain a minimum 3.0 GPA.

Graduate Mileposts and Time to Degree:

- **Milestone 1 (MA and PhD): Qualifying Portfolio.** The Qualifying Portfolio is submitted to the Program Director and Graduate Program Coordinator on the first day of classes of the Spring semester year 2. Students are enrolled in the Qualifying Portfolio Workshop in Spring year 1. Students must receive a Pass, Pass with minor revisions, or Pass with major revisions on the Qualifying Portfolio to maintain Satisfactory Academic Progress.
- **Milestone 2 (MA and PhD): Course Completion.** MA students who are attending full-time (6 units per semester) typically complete coursework their fourth semester in the program while they are completing their Capstone Project. PhD students typically complete coursework their fifth semester in the program before taking Comprehensive Exams. Students should have no more than two incompletes and a 3.0 GPA or higher to maintain Satisfactory Academic Progress.
- **Milestone 3 (MA only): Capstone Project.** MA students who are attending full-time (6 units per semester) typically complete the Capstone Project (usually a Thesis Project or a Portfolio) their fourth semester in the program. Students work with the Graduate Program Director to select a chair for their Capstone Project. Students must receive a Pass, Pass with minor revisions, or Pass with major revisions on the Capstone or Thesis Project/Portfolio to graduate.
- **Milestone 4 (PhD only): Doctoral Comprehensive Exams.** Doctoral Comprehensive Exams are taken in the first available semester after required courses are completed. Students must complete required coursework before proceeding to Comprehensive Exams, including completing any incompletes from prior courses. Students entering the graduate program with only a Bachelor's degree must complete the MA before taking Comprehensive Exams for the PhD. Students must receive a Pass/Pass with Minor or Major Revisions on the Written Exam **and** a Pass on the Oral Exam in order to maintain Satisfactory Academic Progress.
- **Milestone 5 (PhD only): Dissertation Proposal.** The Dissertation Proposal will be completed during the semester directly following the semester in which students took their Comprehensive Exams. The dissertation committee should meet with the student during that semester to provide feedback on the student's doctoral project for the student to maintain Satisfactory Academic Progress.
- **Milestone 6 (PhD only): Dissertation Defense.** The Dissertation Defense is usually held during the third semester after the Dissertation Proposal. A student must receive a Pass, Pass with minor revisions, or Pass with major revisions on the Dissertation to graduate.

Students not making satisfactory progress will be notified of the steps they must take to regain good

standing in the program. Students not making satisfactory progress are not eligible for the financial aid that the program is able to award. Students who do not maintain a 3.0 GPA or successfully pass the first milestone may be placed under [academic probation](#).

Students must make sure to fill out all corresponding [GradPath](#) forms in a timely manner. Students can find their GradPath forms in their student UAccess page. In the top left-hand corner, there is a drop-down menu. Choose GradPath and click the double arrows. Students will also use GradPath if they need to file a petition with the Graduate College or transfer credits.

GradPath forms must be filled out and approved before beginning the Capstone or Thesis Project (MA) or taking Comprehensive Exams (PhD).

Transfer Credits

PhD students are allowed a maximum of 15 transfer credits and MA students a max of 6 transfer credits toward their elective requirement. Transfer credits will not count toward a required course. As per Graduate College policies, graduate credit earned at other approved institutions may be counted toward the requirements of a doctoral degree but will not be included in the calculation of the University of Arizona GPA. Transfer credits cannot be substituted for RCTE Core courses.

The Graduate College makes the final decision about whether a course is transferable. Transfer courses are entered in GradPath, but **students should first discuss such courses with the Graduate Program Coordinator**. Once transfer courses are approved by the Program Director, students can enter them in GradPath to be approved by the Graduate College.

Students should complete the course transfer process in the first year.

Policies and Resources

Academic Policies

Graduate Students are expected to follow the policies and procedures for the UA Graduate College, the Department of English RCTE Program, and the University of Arizona as a whole.

Support Resources for Students

Policies are updated frequently, and it is the student's responsibility to comply with current policies. Graduate College policies can be viewed on-line at the [Policies and Procedures page](#). University policies can be found on the [Catalog](#) page.

Campus Resources for Students

- [English Department website](#)
- [RCTE website](#)
- [Forms for RCTE students](#)
- [Graduate College](#) (from here students may access Graduate College policies, contacts, information about resources, deadlines, and other useful information)
- [GRADPATH](#)
- [General catalog](#)
- [Code of Academic Integrity](#)
- [Responsible Conduct of Research](#)
- [Family Educational Rights & Privacy Act \(FERPA\)](#)

- [Statement on Professional Conduct](#)
- [Campus Health](#)
- [Counseling and Psychological Services](#)
- [Disability Resource Center](#)
- [Student Engagement and Career Development](#)
- [International Student Services](#)
- [Graduate College Emergency Financial Hardship Funds](#)

RCTE FACULTY

Matthew Abraham (he/him)

Areas of specialization: Rhetorical Theory; Postcolonial Theory; Activist Rhetorics; the Political Economy of Writing Studies.

Amy Kimme Hea (she/her)

Areas of specialization: Computers and Composition; Professional and Technical Writing; Writing Program Administration.

Aimee C. Mapes (she/her)

Areas of specialization: Writing Studies; Sociocultural Literacy Theory; Writing Across the Curriculum; Research Ethics; Qualitative Methodology.

Susan Miller-Cochran (she/her)

Areas of specialization: Composition Studies and Writing Pedagogy; Writing in academic disciplines; Writing Program Administration; Labor Issues in Higher Education; General Education; Second Language Writing; Instructional Technology and Distance Learning.

Cristina D. Ramírez (she/her/ella)

Areas of specialization: Rhetorical Theory; Feminist Rhetorics; Archival Research; Feminist Historiography; Archival Recovery; Border Rhetorics; Mexican 19th-20th century feminist rhetorical history; Translation Theory.

Rochelle (Shelley) Rodrigo (she/her)

Areas of specialization: Online Learning and Instructional Design; Digital Rhetoric; Writing Program Administration.

Affiliate Faculty

The RCTE program encourages graduate students to work with affiliate faculty. Affiliate faculty can serve on RCTE graduate student committees and standing committees. They are also able to co-chair and serve on exam and dissertation committees. We also encourage graduate students to take courses that are taught by our affiliate faculty members in order to develop minors, areas of concentration, and interdisciplinary breadth.

Maritza Cárdenas (she/her)

Areas of specialization: Central American studies, Latinx Studies, Ethnic Studies, Disability studies, Gender studies, Cultural Studies.

Kevin Cassell (he/him)

Areas of specialization: WAC/WID in multi-major curricula; situated cognition and mimetic rhetorical pedagogy; case-based classroom simulations; teaching English as a foreign language (TEFL); professional and technical editing.

Nick Cenegy (he/him)

Areas of specialization: Writing Center theory and practice; Writing Center administration.

Stacey Cochran (he/him)

Areas of specialization: Writing pedagogy; Writing and well-being; Identity development in writing instruction; Screenwriting and Film/Multimedia Production; Fiction Writing; Writing in academic disciplines.

Ken McAllister (he/him)

Areas of specialization: Game and Play Studies; Archive Studies; Software Preservation; Pop Culture Studies; Critical Cultural Studies; Magic Studies; Maker/Craft Studies; Classical and Medieval Rhetoric.

Stephanie Troutman Robinson (she/her)

Areas of specialization: Social Justice Literacies; Feminist Pedagogy; Film Studies; Cultural Theory; Education and Schooling; Community Engagement & Outreach; Activism & Leadership; Popular Culture; Gender & Sexuality.

Judd Ruggill (he/him)

Areas of specialization: Mass media studies (film, television, digital/analog games); Archives and archiving; Play and the technologies, industries, and sociocultural phenomena that enable it.

Mariya Tseptsura (she/her)

Areas of specialization: Online writing instruction; writing program administration; second language writing

Ann Shivers-McNair (she/her)

Areas of specialization: Professional and Technical Communication; Social Justice in Design Research; User Experience; Rhetoric and Composition; Cultural Rhetorics; Computers and Composition

PHD IN RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH

Doctoral Coursework

The coursework in the doctoral degree serves several functions:

- orients students to major issues, concepts, theories, and practices in areas of inquiry important in Rhetoric, Composition, and the Teaching of English;
- helps to solidify both graduate school and intellectual cohorts, which contribute to the short-term and long-term success of our students;
- familiarizes students with the accepted and emerging professional practices related to academia and the field;
- facilitates student exploration of a variety of research areas, which thus helps students discern an area of focus for their own research;
- assesses students on their developing abilities to perform advanced research, assessment, and

- other scholarly methods;
- helps students develop professional skills in high levels of critical thinking, information management and organization communication suitable also for professional positions outside the academy.

Given these objectives, coursework focuses on both orienting students to major trends, concepts, and traditions in Rhetoric, Composition, and the Teaching of English and enabling students to pursue their avenues of specialization.

Given these objectives, coursework focuses on both orienting students to major trends, concepts, and traditions in Rhetoric, Composition, and the Teaching of English and enabling students to pursue their avenues of specialization.

If you enter the program with a Master's degree, here are the course requirement criteria:

Course Credit Criteria	Required number of credits
Total Number of Required Coursework credits to graduate with RCTE PhD	48
Minimum Dissertation credits	18
Total Number of Required Credits to graduate with PhD	66

If you enter the PhD program **with a BA**, after **30** completed RCTE course credits and passing the Qualifying Portfolio, you will be conferred the equivalent of Master's (MA) degree in RCTE. Moving forward, the criteria in the above table remains the same.

Common Curriculum: 15 credits

The courses listed in Year 1 are required courses and constitute a full-time load. The student may choose, however, to take additional graduate seminar courses in Year 1 beyond the required courses. If students select this option, they should realize that taking additional courses may hold additional course fees (as determined by the course and Bursar).

Beyond Year 1, students have more flexibility in designing their course schedule.

Fall Semester | Year 1

- ENGL 597R: Research Methods in Rhetoric and Composition (3)
- ENGL 598: Preceptorship (3) Preceptorship supports GATs who are teaching in the Writing Program for the first time. If a student does not have a GAT position in the Writing Program and does not take Preceptorship, the student can consult with the RCTE Program Director to select an alternative course to fulfill this requirement that aligns with the student's professional goals.
- ENGL 595A: Colloquium (1)
 - Note: meets one hour per week.

Spring Semester | Year 1

- ENGL 595A: Qualifying Portfolio Workshop (2)

- Note: meets only one hour per week.
- Students will take either ENGL 696T: Rhetorical Theories (3) or ENGL 510: Theory and Practice of Composition (3). Both courses are required courses. They are offered in alternating years, so students will take one course in Year 1 and the other in Year 2.
- ENGL 598: Preceptorship (1)

Additional Course Requirements: 9 credits

- Specialized Methods: student's choice of one additional methods course, offered either in RCTE or in another program (3)
- Histories: student's choice of one class focused on histories, offered by RCTE faculty (3) or in other programs with prior approval from the Director.
- Note: Some courses are cross listed as being a Methods, Histories, etc. course. It is up to the student to make sure they choose the correct cross-listing. If a course is cross listed as being both a Methods and a Histories, for example, it can only count as one requirement (either Methods or Histories).
- ENGL 696E: Comprehensive Exam Workshop (taken in the spring semester of comprehensive exam. (3)
- Other electives (24):
 - 9 credits must be taken in RCTE
 - The remaining 15 credits may be taken in any subject area offered at the graduate level anywhere on campus or transferred in.
 - These credits may be applied to a minor. All PhD students must declare a minor and indicate the courses used to fulfill that minor in GradPath. You can minor in RCTE, a different program within the English Department, or a different program in a different department. If you minor outside of RCTE, make sure you speak with that department's Program Director/Coordinator/Assistant to make sure you understand and complete all requirements.

Dissertation: 18 credits

Doctoral coursework timeline chart

Timeline	PhD without prior MA	PhD with prior MA
Fall, First Year	ENGL 597R: Research Methods ENGL 598: Preceptorship Colloquium	Same
Spring, First Year	ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition ENGL 598: Preceptorship 1-2 electives	ENGL 595A: Qualifying Portfolio Workshop ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition

		ENGL 598: Preceptorship
Fall, Second Year	Electives History and/or Specialized Methods requirement	Electives History and/or Specialized Methods requirement
Spring, Second Year	ENGL595A: Qualifying Portfolio Workshop ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition	Electives ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition
Fall, Third Year	Electives And if ready, ENGL 696E: Comprehensive Exam workshop	Electives And if ready, ENGL 696E: Comprehensive Exam workshop
Spring, Third Year	Electives And if ready, ENGL 696E: Comprehensive Exam workshop	Electives And if ready, ENGL 696E: Comprehensive Exam workshop

QUALIFYING PORTFOLIO

The qualifying portfolio provides a generative opportunity for doctoral students to receive mentoring on their program of study to prepare for the [Common Exam Portfolio](#). The Qualifying Portfolio will help PhD students determine their area of specialization, and reflect on their progress and trajectory.

Students who are admitted with an MA will compose their Qualifying Portfolio in their first year, while students who are admitted with a BA will generally complete it in their second year. Students design the Qualifying Portfolio with the assistance of the Program Director and their assigned faculty mentor. It is due on the first day of classes of the Spring semester following completion of the Qualifying Portfolio Workshop.

The Qualifying Portfolio will help students in three ways:

1. Students will develop an initial draft of their plan of study.
2. This plan of study will provide a bridge from the required coursework in the first year through subsequent coursework to the Comprehensive Exam and dissertation.
3. Students will expand their collaborations with faculty to identify those they wish to work with on their exams and dissertation.

Qualifying Portfolio Components

1. **Curriculum Vitae**
2. **Preliminary Specialization Statement** of no more than 750 words that includes:
 - a description of the student's possible area(s) of specialization;
 - an explanation of why it's an important avenue of inquiry;

- a list of 5-10 representative questions that indicate the sorts of research directions the student hopes to pursue;
 - a reflection on personal location in which the student considers their own subjectivity in the world and comments briefly on how this might impact the ways in which she or he approaches research and teaching; and
 - a projected list of courses the student plans to take to fulfill the requirements of the program and to develop their area of specialization.
3. **Reflective Essay** of no more than 1250 words that includes:
 - assessment of your perceived strengths and weaknesses as an academic writer and researcher and
 - description of your plans for further development.
 4. **Academic Writing Sample** that
 - demonstrates strong research, writing, and critical thinking skills;
 - has been graded and includes comments from a faculty member; and
 - includes a description of a possible venue for the work (e.g. a conference, a journal, etc.)

Process

1. In the spring semester of their first year, all students with MAs take ENGL 595A, the Qualifying Portfolio workshop, an advanced form of the Colloquium. Students admitted with BAs will generally register for ENGL 595A in the spring of their second year after they have become oriented to graduate studies in rhetoric and composition.
2. One objective of this course will be for students to explore the disciplines in which they are interested professionally, and to craft a preliminary statement of specialization that will inform their selection of courses in subsequent years.
3. By an agreed upon date determined by the faculty (approximately Week 10), all Qualifying Portfolio workshop students will have a complete draft of their Preliminary Specialization Statement, which will have been reviewed by the course instructor.
4. Each student will consult with their Faculty Mentor (assigned by the Graduate Director at the beginning of the first year) to receive feedback on the Preliminary Specialization Statement, and Reflection. When appropriate, students are encouraged (but not required) to reach out to a scholar outside the Program to make an inquiry about some aspect of the specialization.
5. The Faculty Mentor's feedback should include both modest written comments and at least a 30-minute meeting with the student to discuss draft documents for the Qualifying Portfolio. This discussion should address issues such as (but not limited to):
 - feasibility of pursuing the specialization within the Program (i.e., with whom will the student work?);
 - importance and impact of the specialization for the discipline;
 - marketability of the specialization when conducting a job search;
 - clarity and coherence of the Reflection.
6. Once Faculty Mentors have offered feedback on the draft documents for the Qualifying Portfolio (comments and meeting), students may be asked to revise the documents to reflect important elements of their discussion.
7. When Faculty Mentors feel the draft documents are ready to be included in the Qualifying Portfolio, they will sign off on them.
8. On the first day of the spring semester following completion of the Qualifying Portfolio workshop, students will submit a complete Qualifying Portfolio, which will contain the following materials:
 - Curriculum Vitae

- Preliminary Specialization Statement
 - Reflective Essay
 - Academic Writing Sample
9. Possible result of the faculty evaluation of Qualifying Portfolio are:
- Pass
 - Pass with Minor Revisions;
 - Pass with Major Revisions.
 - Fail, which results in academic probation and a remediation plan

COMPREHENSIVE EXAM

The Comprehensive Exam is the second most critical milestone in the RCTE doctoral process. It is made up of three major components:

- Comprehensive Portfolio,
- Written Exam, and
- Oral Exam.

The Comprehensive Portfolio and the Written Exam are then combined into a Comprehensive Exam Portfolio, of which will guide the Oral Exam.

The Written Exam assessment options include: Pass / Pass with Minor or Major Revision / Fail. Each member of the panel will cast a vote either to Pass, Pass with minor or major revisions, or Fail for each CRE under review; a simple majority rules. Once a decision has been reached, the results will be given to students.

- If passed, the chair confirms the scheduled oral exam with both the student and the committee.
- If a Pass with minor or major revisions is assigned, the student will have one full week to complete the revisions and resubmit the exam. The committee will then review the revisions and rescore the exam. The committee has one week to reassess the revised exam.
- If the committee concludes on the decision to Fail, either on the first round of scoring or after the first round of revisions, the student will not be eligible to continue in the program.

The Comprehensive Exam Committee confers immediately after the exam to evaluate. [The Oral Exam assessment options include: Pass/Fail](#). Feedback and notification of Pass/Fail to be given immediately after the exam. Students are allowed to retake the Oral Exam once. If the committee concludes on the decision to Fail upon the Oral Exam retake, the student will not be eligible to continue in the program.

Please refer to the [Comprehensive Exam Handbook](#) for more information and support.

DISSERTATION

Timeline and Process - also consult Dissertation Writing Handbook

After students have passed the written and oral parts of the comprehensive exam, the Graduate College will advance them to doctoral candidacy, assuming they have completed the required coursework listed on their approved Plan of Study and have no other obstacles to graduation aside from completion of the dissertation. Students' bursar's account will be charged \$35 in candidacy fees, though fees are subject to change. The Graduate College will notify students by email when they have been advanced to candidacy and charged the fees.

Please see the dissertation timeline posted on the [Graduate College page](#).

Planning, researching, and writing your doctoral dissertation is the culmination of your graduate studies and your launching pad for moving into the next phase of your career. In the recognition that your career may head in different academic and nonacademic directions, the RCTE faculty have are expanding your options beyond the traditional monograph-style dissertation.

The RCTE Program offers three alternative formats for the dissertation:

1. **A traditional monograph dissertation** with multiple research-based chapters,
2. **A manuscript/article-based dissertation** comprised of three or more published and/or unpublished articles (details on this option are in part 4 of the [Graduate College's Dissertation Formatting Guide](#)), and
3. **A multimodal dissertation** that may take various print and nonprint forms, for example
 - a creative or journalistic monograph with or without photographs and illustrations,
 - a documentary film project, or
 - a digital application or platform with supporting documentation that is developed from the dissertation proposal.

You should discuss the format of your dissertation with the RCTE Director in your annual reviews as you advance through the program and your Dissertation Committee Chair while you prepare for your dissertation proposal. Multimodal dissertations will require more advanced consultation. You may wish to consider related projects in your Qualifying Portfolio. You may also need to discuss the technologies, format, and feasibility of the project with faculty inside and outside the program before you begin drafting the dissertation proposal. RCTE faculty will also need advanced notice to help you plan because we will all be working together to develop the specifications and expectations for this new option for the dissertation.

As you brainstorm on how these alternative approaches may fit into your career plans, you should consider not only how you will get the support you need to complete your project but also how the project may be received by hiring and promotion committees, especially if you intend to search for a tenure-track job with research expectations. These concerns are addressed in Vimal Patel's *Chronicle of Higher Education* article: "[Ph.D.s Embrace Alternative Dissertations. The Job Market May Not](#)" (2016).

Whatever format you choose, the RCTE faculty are committed to supporting you and helping you get the support you need from those with the necessary expertise, but you are responsible for planning ahead to ensure that you will have the technological resources and expertise needed to complete the project.

- You should speak with a faculty member with whom you would like to work as your dissertation director no later than the beginning of the fall semester after having passed your Comprehensive Exam Portfolio.
- After identifying a dissertation chair, you should work with that faculty member to invite other committee members and project collaborators and begin assessing what you will need to complete the proposed project.
- Once you have identified a committee, **you have until the eleventh week of the semester after you've passed your Comprehensive Exam Portfolio to schedule a meeting with your committee to approve your dissertation proposal.**

This timeline should give you plenty of time in which to craft your ideas into a well-developed and feasible project proposal, especially if you plan ahead and work closely with your dissertation director to inventory the skills and resources you will need. You should also consult the *Dissertation Writer's Handbook*, which can be downloaded from the Program website.

Once your proposal is approved by your committee, you will be considered a doctoral candidate and “ABD” (All But Dissertation). While not an academic credential in the same way as an awarded degree is, many people opt to put the initials ABD after their names on business cards and email signature lines to indicate their progress toward the Ph.D.

The Graduate College accepts dissertations that go beyond print to include film, video, audio, software, archives, and other media forms, but advanced clearance may be required on some projects. Similarly, if you choose a manuscript/article-based dissertation, you might need to consider whether or not some of your pieces are collaboratively authored. If one or more of your pieces are co-authored, it is critical that you clearly identify at the proposal stage which pieces and with whom.

The Graduate College requires that the dissertation include a detailed description of your contributions to the collaborative pieces. Once you have discussed a multimodal or manuscript/article-based dissertation with your Dissertation Chair, the RCTE Director, and your other faculty advisors, please contact your [GrADS Student Support Specialist](#) to make sure everything is in compliance with related requirements.

In your dissertation proposal, you will set out why and how you will research, organize, and create your dissertation. The proposal is more of a project proposal than a blueprint. You will sketch out the project and your plan of work for completing it. A detailed proposal with specifics on required resources and support staff will be vital to assess the feasibility of projects that require technical expertise, resources, and collaborations with outside groups. As you draft your dissertation proposal, you will become keenly aware of where you have gaps in your conceptual frameworks and skill sets, when your research questions and project plans are too vague, and when you are being overly ambitious in the scope of the project.

The dissertation proposal will help you work out your future plans to learn the skills you need to write a convincing book proposal and a doable project plan. While dissertation proposals are a bit different than proposals for trade or academic books, they all require that you make a pitch that demonstrates the project is worth doing, it addresses the needs of selected constituencies, you will be able to complete it within the designated time.

As you develop your proposal, be mindful of the various strengths and weaknesses of your committee members and assemble a document that will give each of them the most useful picture of your project as you envision it. For example, if you are planning to create a documentary film, you may need to clearly specify the format and goals you hope to achieve for committee members who may not know how to offer feedback on such a project. You may want to cite criteria or best practices for the project, and you may need to enlist additional committee members to support you through the process.

Dissertation Committee

Dissertation committees must be made up of at least 3 UA [graduate faculty](#) members. Dissertation committees should consist of the following faculty members:

1. dissertation chair must be CORE RCTE faculty, or if you select a co-chair, they may be affiliate faculty (must be a member of the graduate faculty),
2. second reader can be faculty from RCTE core or affiliate faculty list (must be a member of the graduate faculty),
3. third reader can be any graduate faculty on campus.

Special members, such as University members from outside the University of Arizona or community members, must be approved by the Graduate College. Special members count as a fourth member on the committee.

[From the UA Graduate College requirements:](#) “If a committee has only three members, all must approve the dissertation. In departments that require four or five members, there may be one dissenting vote. The fourth member may be tenured or tenure-track, or an approved special member. Special members must be pre-approved by the Dean of the Graduate College. Any members beyond the fourth can also be tenured or tenure-track or approved special members. All dissertation committee members are expected to attend the entire final defense.”

Dissertation Proposals

Dissertation Proposals tend to be 10-25 pages long (double-spaced, 1” margins, 12-point typeface, in MLA format or a citation format that is appropriate to the topic) depending on the number of chapters anticipated for the completed manuscript and the details that need to be included to demonstrate the feasibility of the project. If you are proposing a digital project, you should consider presenting a prototype or other proof-of-concept illustrations, for example, a storyboard for a section of a documentary film.

Once the dissertation proposal has been defended and approved by the committee, students should complete the internal “[Dissertation Proposal Approval Form](#)” and circulate for signatures. The completed form along with a copy of the approved dissertation proposal should be sent to the Graduate Program Coordinator and they will sign off and indicate in GradPath that it has been submitted and filed for internal records.

If your dissertation involves research with students, faculty, external communities, or other human subjects, you should complete the required training and submit your proposed research to the UA Internal Review Board, as detailed on [Human Subjects Protection Program](#) webpage in the UArizona’s Research, Innovation, & Impact website.

Traditional monograph dissertations tend to be about 150 pages and are broken into four to six chapters. Early chapters tend to:

- outline the general issue under investigation,
- review the relevant literature that impinges upon your topic,
- clarifies the theory and methodology that govern your project, and
- offers one or more case studies, close readings, or other analysis and argument that advances disciplinary knowledge.

Alternative or multimodal dissertations should include content of the same intellectual engagement of a traditional monograph dissertation. Therefore, manuscript/article-based dissertations usually include an overarching introduction and/or concluding chapter/s that describe how the pieces fit together and contribute to the field. Similarly, a multimodal submission might also include a more traditional, essay-style introduction and bibliography.

Dissertations should take from one to two years to write depending on the complexity of the project and the amount of writing and research you incorporate from your coursework.

For more details on your dissertation proposal, the dissertation writing process, and other information related to planning, writing, and defending your dissertation, see the [RCTE Dissertation Writer's Handbook](#). The Graduate Program Coordinator has sample dissertation proposals on file, and students are welcome to request example dissertation portfolios from RCTE students who have successfully completed the dissertation proposal.

The Graduate College has resources for dissertating students on [their website](#). It contains details that could be helpful now, as well as links to forms you'll need later on in the process.

The manuscript/article-based dissertation proposal will generally take the form of a proposal for a traditional monograph dissertation except there may not be a single unifying frame of reference for the three or more articles included in the portfolio. Your dissertation proposal will develop into an introductory text that summarizes the research represented by the manuscripts/articles that you will submit in your portfolio.

According to Graduate College guidelines, your committee will decide on the articles to be included in the **"Article-Based Dissertation Option."** Your portfolio should include:

- one more chapter that "present a summary of the research, an explanation of the student's contribution if it was not individual research, and an explanation of how this research contributes to the student's field."
- References in articles included in the portfolio should also be included in a references section.
- If your portfolio includes work that has been or will be published, you will need to will need to use an alternative format specified in the [Dissertation Formatting Guide](#), which provides additional details on the required format.

The multimodal dissertation proposal may be a good option for you if you have multimedia skills that a traditional dissertation format will not enable you to develop in ways that will advance your career goals. If you select this option, you should recognize that the RCTE program does not have shared experience and models for this approach to a dissertation, though some of our faculty have strong skills in related areas, and the university has many resources that you may be able to enlist.

The project proposal is especially crucial to a multimodal dissertation in a digital or film format. Before submitting your proposal, you will need to complete preliminary work such as completing your [Human Subjects Protection training and approval process](#).

You will also need to plan ahead to consider where you will archive your digital materials, especially if you wish to limit the distribution of a film or application. Details on archiving video and other files are included on the [ProQuest Support Center](#).

The proposal should have these elements:

- An overview of the theoretical, historical, and/or genre framework for the project;
- A detailed account of your partnership with any group or community who will be a significant part of your project (including the concluded IRB review if required);
- A discussion of the technical expertise that you have developed and need to develop to complete the project along with an account of how you will access the applications and expertise that will be needed;
- An analysis of existing models or examples that are comparable to your project; and
- A professional justification for how this project will help you advance your career goals.

Here are some resources that can help you decide if this option is doable and appropriate for you.

First of all, you will need to be a trailblazer. As Rebecca Zak notes in one of the sources cited below, “if we waited for the pedagogical and proverbial path to be mapped out for us, we’d miss unlimited opportunities for teaching and learning.” On the other hand, multimedia writing is not exactly uncharted territory in rhetoric and composition, and the Graduate College has provisions for submitting multimedia dissertations. Finally, there are publication venues, undergraduate majors, and interdisciplinary research centers that value and support such work.

While interest and support are growing for digital dissertations, there are not the same sort of genre specifications as there are for the traditional monograph dissertations that are submitted by thousands of doctoral students each year. Here are some sources that will help you think about this alternative career pathway:

- Rebecca Zak’s [“I got my PhD by making YouTube videos – and so can you”](#) (2014) takes note of the requirements at several universities, outlines how such issues as attention span limitations factor into multimedia projects, and makes the case for working through the lack of guidelines and models to do the work you want to do.
- Justin Schell’s [“A Multimodal Dissertation as an Alt-Ac Launching Pad”](#) (2014) outlines the process Schell went through to create a hybrid dissertation that included text and documentary film work, the resources and support that were needed, and the importance of the fact that he was not planning on seeking a tenure-track job.
- [“Beyond the Dissertation as Proto-Monograph: Examples and Reflections”](#) includes related dissertation projects and analyses on the [#alt-ac media](#) commons site.
- [The Digital Dissertation Guidelines](#) from the History and Art History Department at George Mason University provide useful specifications and criteria for what has become known as “born digital” dissertation projects, though the expectations are focused on the assumption that such projects are to be judged primarily as contributions to research.
- [Tool Directories](#) from Purdue University Fort Wayne is one of many digital humanities sites that includes links to a wide range of digital resources for creating multimodal dissertations.
- Jason Palmeri’s dissertation [Multimodality and Composition Studies](#) (2007) provides an overview of the broader history of multimodality that can help you position your project within developments in our field, if you wish to use a nontraditional dissertation to launch an academic career in rhetoric and composition.
- [Shaping the Digital Dissertation: Topics in Knowledge Production](#) is a database that is being edited by Virginia Kuhn, Anke Finger, and Kathie Gossett that should provide additional resources and guidelines.

Submitting dissertation chapters for publication while still working on the dissertation

Because your dissertation topic is timely and relevant in our field, you may find that while you are writing your dissertation chapters, you may come across a call for papers (CFP) for a journal’s special edition or a special collection of chapters in methods or research. What a great opportunity. Yes, you may submit a proposal for such a CFP, but do so in consultation with your dissertation director, as well, you should advise your committee of your submission.

If your proposal or chapter is accepted for publication, you will be working closely with the editors in terms of the revisions and direction of the submitted piece. In this case, the dissertation chair can decide

to take an advisory role to support publication of this dissertation chapter. However, your dissertation chair will still have input into the overall work of the dissertation. Please see the top of page 12 for rules on Portfolio Dissertation.

Also, after the CFP has been accepted, take notes and ask questions about publication rights. Let the editors know that this piece will also be a dissertation chapter, and you will want to ask them questions about who will have rights over the piece and when the dissertation can be published through Pro-Quest.

The Job Search – Overlap with writing the dissertation

Completion of the dissertation and going on the job market go hand-in-hand. The FALL semester before you defend your dissertation is also designated as the time that you will go out on the job market. If you plan to go on the job market the same year that you are completing your dissertation, you **MUST** have a major portion of the writing done (at least 3 chapters completed and circulated) by the beginning of the fall semester (RCTE Policy.) Importantly, hiring committees will not be interested in you unless you can convince them, with concrete evidence, that you will have defended your dissertation by the time you come to work. If they have doubts, they may ask for letters from your Chair or the Department Head.

Here's what you need to know to prepare for this time:

The SUMMER right before the FALL of your final year you defend your dissertation is also a crucial writing time. Per RCTE policy, graduate students are required to have three (3) chapters completed and circulated to their dissertation committee before they can move forward with the job search process. With this policy, it is important then that you plan your writing time over that summer accordingly. This policy is set to protect you as you move forward with completion.

Please be in close contact with your dissertation chair about the timeline of your work.

- This 3-chapter completion policy is in place for several reasons. Having the dissertation mostly completed with 3 chapters will give you both breathing room for the intense effort of the job search and time to revise and make changes with any of the comments made by your chair and/or committee.
- If you are working on an **article-based portfolio** with 3 chapters, then 2 of the chapters must be completed and circulated.
- If you are working on a **multimodal dissertation project**, 2/3 of the project must be created and ready for review by the committee. Please have your dissertation chair provide a letter to the committee and the program director indicating your progress and that you will have the project ready to defend if a job is accepted in the fall or spring of that year.

The RCTE program supports and schedules **Future Employment Series**. Attendance is highly encouraged. This series includes synchronous and asynchronous events that help with:

- Letter writing skills and tips,
- Review of teaching, administrative, and personal statements that are asked for during the hiring process, CV workshops, and
- Mock interviews.

Graduate Center Career Support

We also recommend the University of Arizona Graduate College – [Graduate Center – Career Services](#). They offer workshops and advising for the job search that extend beyond the academy. They also have extended resources for support while on the job market.

MA IN RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH

The RCTE Program offers an MA degree designed to offer advanced study in the teaching of writing for practitioners in K-12 or community college settings as well as prepare students for more advanced graduate work in both rhetoric and composition (e.g., PhD), advanced graduate work in disciplines such as Higher Education Administration, Communication, Mexican American Studies, Gender & Women's Studies, and LGBTQ Studies, and/or in professional fields related to rhetoric and writing studies.

Coursework

Thirty (30) units of coursework are required to complete the RCTE MA. This coursework is concentrated in RCTE, but there are opportunities for students to explore other research areas through coursework elsewhere at the UA.

Specifically, here's how students will complete the MA coursework:

Year 1: Common Curriculum--15 hours (5 courses)

Fall Semester | Year 1

- ENGL 597R: Research Methods in Rhetorical and Composition (3)
- Preceptorship (3)
- ENGL 595A: Colloquium (1)
 - Note: meets one hour per week.
- *Recommendation: Elective (3) (If students take an elective here, they will not be required to take one listed below.)*

Spring Semester | Year 1

- Either ENGL 696T: Rhetorical Theories (3) or ENGL 510: Theory and Practice of Composition (3). Both are required. Courses are offered in alternating years with one course taken in Year 1 and one course taken in Year 2. Whichever course is not taken must be taken in Year 2.
- Preceptorship (1)
- ENGL 595A: Qualifying Portfolio Workshop (2)
 - Note: meets only one hour per week.
- Elective (3)

Year 2: Common Curriculum--15 hours (5 courses)

Fall Semester | Year 2

- Specialized Methods: student's choice of one additional methods course, offered either in RCTE or in another program (3)
- Histories: student's choice of one class focused on histories, offered by RCTE faculty (3)
- Elective (3)

Spring Semester | Year 2

- Either ENGL 696T: Rhetorical Theories (3) or ENGL 510: Theory and Practice of Composition (3). Both are required. Courses are offered in alternating years with one course taken in Year 1 and one course taken in Year 2. Whichever course is not taken must be taken in Year 2.
- ENGL 909: MA Capstone/Oral Exam (3)

Of the 30 units of coursework, at least **21 units must be taken in RCTE**.

Transfer Credits

Per the Graduate College, up to **6 credit hours of graduate-level transfer credit** may be applied to the MA degree, but none of the Year 1 courses may be substituted for transferred courses (i.e., all of the Year 1 courses **must** be taken). There are restrictions on what can be transferred so please consult with your Degree Counselor/GSAS.

MA Capstone Project or Exam

In their final semester, MA students will complete their degree with a two-hour Oral Examination or an alternative capstone experience such as a creative project, a comprehensive exam, or some other culminating requirement, such as a final portfolio, a documented contribution to a group project or outcome, or a report of internship for fieldwork experiences. The Oral Exam option will be based on the following materials, submitted to the student's MA Exam Committee 3 weeks before the oral exam:

- one paper or project completed by the student in RCTE coursework that best represents the student's ability to conduct research;
- one paper or project completed by the student in (or immediately peripheral to) RCTE coursework that best represents the student's ability to apply research to contexts in and beyond the classroom;
- a reading list assembled in collaboration with an MA Advisor selected by the student and drawing heavily on materials covered in the student's coursework.

The student's performance in the MA Oral Exam (ENGL 909) will be assessed against the following criteria:

- Has the student developed a research paper or project that indicates an ability to do advanced graduate level work?
- Has the student demonstrated an advanced ability to apply research and theory to material contexts?
- Has the student demonstrated an ability to step back from their work in order to recognize strengths and weaknesses as a scholar, teacher, and public intellectual?

ANNUAL REVIEWS

Annual Review meetings take place with an assigned RCTE Faculty member in the first half of each fall semester. All students in RCTE must complete an Annual Review except those in the incoming class. The Annual Review is required through the program in order to establish academic standing. See <https://catalog.arizona.edu/policy/courses-credit/grading/academic-standing-graduate>

As part of the annual review, students are asked to submit:

- Completed up-to-date RCTE Annual Review cover sheet (emailed out by the Program Director),
- updated curriculum vitae, and
- a reflective essay on your progress in the program **and** your professional growth over the previous year.

You'll complete your annual review meeting with the faculty to whom you are assigned (a list will be shared by the program director). The 30 minute meeting is a chance for you to ask any questions and initiate any additional mentoring.

To initiate the annual review process, email the submission materials to your assigned faculty member. They will then provide you with a method for signing up for a 30-minute discussion.

During the annual review meeting you might ask questions about and/or discuss:

- questions about your work in the program and professional trajectory,
- specific support needs you have,
- qualifying portfolio exam process,
- compiling your thesis/dissertation committee,
- making progress on your thesis/dissertation, and/or
- the job search process.

Note: You will also be reviewed through the Writing Program each year that you are contracted and teaching with them. The WP review is a separate and mandatory review conducted at the end of the academic year. This review is also required through the Graduate College.

RCTE MINOR

RCTE Students

The Graduate College requires graduate students to have a minor on their doctoral plan of study. You may, however, choose to declare a minor in RCTE and use your electives for fulfillment of this minor. Rhetoric and composition studies are interdisciplinary in nature, and in RCTE you can take many courses outside of RCTE that will satisfy RCTE's course requirements.

If you declare an official minor outside RCTE, you must

- take the number of units in the minor field specified by that program,
- have someone from your minor field serve on the Comprehensive Examinations Committee.

Beyond this, different minors have different requirements. Keep in mind you will have to fulfill the requirements of the granting program.

To establish a minor, begin by paying a visit to the Program Director, departmental Graduate Adviser, or department head in the minor field. The person may recommend another member of the department as a mentor, perhaps someone from whom you have already had a class.

Some minor fields that might be of special interest:

- [Anthropology](#),
- [Higher Education](#),
- [Gender and Women's Studies](#),
- [Program in Social, Cultural and Critical Theory](#),
- [Information](#),
- [Teaching English as a Second Language](#),
- [Teaching Online by Design](#),
- [Global Education](#),
- and many others.

Two of your minor courses may be used toward your elective's requirement.

Non-RCTE Students

An RCTE minor can benefit students majoring in interdisciplinary programs like Second Language Acquisition and Teaching (SLAT), language/linguistics programs like MAESL [English Applied Linguistics (EAL)], and general language programs like literary studies.

Non-RCTE students who wish to have an official minor in RCTE must take at least fifteen (15) units.

With the approval of the RCTE Director, as many as six (6) units of courses in Rhetoric and Composition may be transferred toward the total. If a student transfers in 3 units or less, they may use one of their preceptorship courses (3 units) to fulfill the pedagogy requirement. If they choose to transfer in 6 units, they may not use the preceptorship units.

No transfer courses: A student taking 15 units for their minor will not have to complete an RCTE written comprehensive examination.

Transfer courses: If a student chooses to take only 9 units for the minor, then will have to complete a one question written exam in addition to their major's comprehensive exam.

RCTE minors will consult with their RCTE faculty regarding administering the RCTE portion of the comprehensive examinations. Typically, the RCTE faculty member will be the fourth or fifth committee member of the exam.