HANDBOOK
RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH
ACADEMIC YEAR 2020-2021 / TABLE OF CONTENTS

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 and instructors 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 in six years 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 instructional programs. The RCTE program has a very high placement record for students seeking faculty jobs in higher education, with most of those in full-time or tenure-track positions. Our graduates have also been successful in finding a range of positions inside and outside higher education, including positions as writers, editors, instructional designers, 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, director, or director of an exam committee. You may ask either the Director and/or Program Director for past Handbooks.

PROGRAM INFORMATION

Director
Dr. Cristina D. Ramírez
ML 434, 520-621-0779
cristinaramirez@email.arizona.edu
https://english.arizona.edu/users/cristina-d-ramirez

Program Assistant
Marcia Simon
ML 445, 520-621-1358
mmarma@email.arizona.edu

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. You can ask any faculty 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. Your mentor is not necessarily your permanent mentor throughout your graduate career. You may seek out mentoring from various faculty. 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 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.

Registration for courses is done by the Program Assistant. Around mid-semester, the next semester's course descriptions are emailed. You will then select your classes and report them to the Program Assistant 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 Program Assistant.

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 Program Assistant for more information.

Financial Assistance for Travel

As part of its COVID-19 policies for Fall 2020, the University will not be approving or funding any nonessential travel until further notice.

To be approved, travel must be deemed essential under at least one of the following criteria to demonstrate whey the travel should not be cancelled or delayed:
   a. Loss of grant or contract funding, failure to meet required deadlines or deliverables, and/or loss of ability to gather time-sensitive, seasonal data
   b. Significant damage to relationship with institutional partner or community agency
   c. Significant delay in academic progress, degree completion, or graduation
   d. Significance of research for understanding and mitigating the public health, economic, and social consequences of the Coronavirus pandemic

No travel will be approved for conferences, meetings, or professional development, unless a sponsor requires it.

When these restrictions are removed, 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 on grants and awards for graduate students!) Please see the Graduate and Professional Student Council homepage for more details.

Funding

All incoming RCTE students, whether domestic or international, are fully funded. The funding package includes full tuition remission, student health insurance, and a small stipend for teaching composition courses. In some cases the program is also able to cover 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 university student fees, which must be paid by the student.

English Graduate Union

From the EGU webpage: 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. Meetings are held every other Friday at 4pm in the Department of English Instructor Offices room 3b (1st Street Annex, 1515 E First Street).

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 GAT funding will not be approved except in extraordinary circumstances. PhD 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, this will replace funding from the Writing Program for that year and will not be added to the initial commitment.

Listservs

You 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, Post-doctoral Fellows, RCTE minors, RCTE faculty, RCTE alumni, and other affiliated faculty and people. All RCTE PhD and MA students, as well as minors, are enrolled to the RCTE Student listserv: rcte_students@list.arizona.edu. This listserv is for topics specifically relevant to our students. We also have an Alumni list. If you are not sure which list to send to, please contact the Program Assistant.

You will also be subscribed to the English Graduate Student listserv (english_graduate_students@list.arizona.edu) and 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 this 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 hiring, admissions, 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 Program Assistant know if they plan to attend a meeting so they can be informed of last-minute scheduling or informational updates. For **AY 20-21**, RCTE Program meetings are usually on the second Wednesday of each month, 9 AM, in ML 453 or via ZOOM.

<p style="text-align:center">Satisfactory Academic Progress</p>

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

Graduate Mileposts and Time to Degree:

- **Milestone 1:** The Qualifying Portfolio is submitted to the Program Director and Program Assistant on the first day of classes of the Spring semester following completion of the Qualifying Portfolio Workshop. Students must receive a Pass, Pass with minor revisions, or Pass with a major revisions to remain in Satisfactory Academic Progress.

- **Milestone 2:** Comprehensive Exams are taken in the first available semester after required course are completed (typically in semester 6 for those entering the program with an MA and semester 8 or 10 for those entering the program with a BA). Students must complete required coursework before proceeding to Comprehensive Exams, including completing any incompletes from prior courses. Students must receive a Pass in order to remain in Satisfactory Academic Progress.

- **Milestone 3:** The Dissertation Proposal will be completed during the semester directly following the semester in which students took their Comprehensive Exams.

- **Milestone 4:** The Dissertation Defense is usually held during the third semester after the Dissertation Proposal (typically at the end of semester 10 for those entering with an MA and at the end of semester 14 for those entering the program with a BA).

Students not making satisfactory progress will be notified of the steps they must take to regain good standing in the program. They 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 taking Comprehensive Exams.**

Transfer Credits

Students are **allowed a maximum of 15 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 has the ultimate say whether a course is transferable. Transfer courses are entered in GradPath, but **students should first discuss such courses with the Program Assistant**. 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 this process in the first year.**

The following table includes quick access links to important websites:

Resource	Accessible Link
Department website	Link
RCTE website	Link
Forms for RCTE students	Link
Graduate College (from here students may access Graduate College policies, contacts, information about resources, deadlines, and other useful information)	Link
GRADPATH	Link
General catalog	Link
Academic integrity	Link
Responsible Conduct of Research	Link
Family Educational Rights & Privacy Act	Link
Statement on Professional Conduct	Link

Academic Policies

Graduate Students are expected to follow the policies and procedures for the UA Graduate College, the Department 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.

The following table includes quick access links to CAMPUS RESOURCES for students:

Resource	Accessible Link
Campus Health	Link
Counseling and Psych Services	Link
Disability Resource Center	Link
Life Management Counseling	Link
Resources for parents, for professional development, for health and wellness	Link
International Student Services	Link

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: Composition and Literacy Studies; Writing Across the Curriculum; Qualitative Methodology.

Tom Miller (he/him)
Areas of specialization: Literacy and literacy studies; Social movements; Academic Leadership and Administration; Histories of rhetoric and English graduate and undergraduate studies; The future of the profession

Susan Miller-Cochran (she/her)
Areas of specialization: Writing Program Administration; Second Language Writing; Instructional Technology and Distance Learning.

Cristina D. Ramírez, Program Director (she/her/ella)
Areas of specialization: Rhetorical Theory; Feminist Rhetoric; Archival Research; Feminist Historiography; Border Rhetorics; Mexican 19th-20th century feminist rhetorical history; Translation Theory.

Shelley Rodrigo (she/her)
Areas of specialization: Online Learning and Instructional Design; Digital Rhetoric; Writing Program Administration.

Ann Shivers-McNair (she/her)
Areas of specialization: Communication; Digital Humanities; Discourse Analysis; Genre Theory; Research Methods; Rhetoric and Composition; Rhetorical Theory; Writing Pedagogy; Cultural Rhetorics; Material Rhetorics; Computers and Composition; Professional and Technical Communication.

Stephanie Troutman (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.

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.

Dev Bose (he/him)
Areas of specialization: researches disability and digital composition, especially privilege and access pertaining to technology and rhetorical conceptions of (in)visible disabilities

Maritza Cárdenas (she/her)
Areas of specialization: Central American studies, Latinx Studies, Ethnic Studies, Disability studies, Gender studies, Cultural Studies.

Adela Licona (she/her/ella)
Areas of specialization: cultural, visual, gender, and sexuality studies, critical theory, social justice media, community literacies, action-oriented research, borderlands studies, environmental justice, and place-based and feminist pedagogy

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

Catrina Mitchum (she/her)
Areas of specialization: online teaching and learning**,** instructional technology and design**,** student retention**,** digital literacy**,** professional and technical writing

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

Ragini Tharoor Srinivasan (she/her)
Areas of specialization: contemporary literature, critical ethnic studies, postcolonial theory, feminist theory, South Asian Studies

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.

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If you enter the program with an 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 a PhD in RCTE	48
Minimum dissertation credits	18
Total number of required credits to graduate with a PhD in RCTE	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 591: 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.

  - Colloquium (0) *Note: meets one hour per week. Students will receive credit for this course through the Qualifying Portfolio Workshop (ENGL 595A).*

- **Spring Semester | Year 1**
  - ENGL 595A: Qualifying Portfolio Workshop (3) *Note: meets only one hour per week, but carries three hours of credit to cover both fall Colloquium and this class*

  - 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 591: 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.

- Credits may be applied to the Immersive Cultural Requirement as required, such as language classes (see the ICR Proposal for details).

- 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 591: Preceptorship Colloquium	Same
Spring, First Year	ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition ENGL 591: Preceptorship 1-2 electives	ENGL 595A: Qualifying Portfolio Workshop ENGL 696T: Rhetorical Theories OR ENGL 510: Theory and Practice of Composition ENGL 591: 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	Electives
Spring, Third Year	Electives	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, reflect on their progress and trajectory, and plan their Immersive Cultural Requirement (ICR).

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

- Curriculum Vitae

- 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.

- 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.

- Immersive Cultural Requirement (ICR) Proposal (**see page 19-21**)

- 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, Reflection, and the ICR proposal. 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):
   a. feasibility of pursuing the specialization within the Program (i.e., with whom will the student work?);
   b. importance and impact of the specialization for the discipline;
   c. marketability of the specialization when conducting a job search;
   d. clarity and coherence of the Reflection;
   e. appropriateness of the ICR for the requirement and feasibility of completion.

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
   - Immersive Cultural Requirement (ICR) Proposal
   - Academic Writing Sample

9. Possible result of the faculty evaluation of Qualifying Portfolio are:
   a. Pass
   b. Pass with Minor Revisions;
   c. Pass with Major Revisions.
   d. Fail, which results in academic probation and a remediation plan

<h1 align="center">Immersive Cultural Requirement</h1>

*Due to COVID-19 social distancing restrictions, your ICR may be revised with either your mentor or the director. If you are considering making changes, please contact your mentor or the director Fall 2020 semester.

The Immersive Cultural Requirement (ICR) has been established as an alternative to a traditional foreign language requirement to provide students with a chance to engage a nondominant cultural community. The ICR is proposed in the first-year Qualifying Portfolio workshop and then reported on in the comprehensive Exam Portfolio.

The ICR is informed by studies such as "The Lived Experience of Cultural Immersion" by Carlos Hipolito-Delgado et al., 2013 that cultural immersion experiences help to increase "cross-cultural understanding and self-awareness." Students have completed the ICR in varied ways, including collaborating with a non-profit organization or in a community with which the student has limited experience. These collaborations are intended to help you expand your civic engagements and build connections between them and your teaching, research, and service commitments.

To work toward these goals, students should design action-learning projects that help them achieve these learning outcomes:

- Students will engage in a collaboration or individual work (either with a group that they are not part of or with an individual person) that benefits a group or domain with which the student does not have prior significant experience.

- Students may use the ICR experience to explore issues and groups related to their research and teaching, but they may not use the ICR to conduct a research study or achieve another such purpose that directly benefits them.

- By resisting such utilitarian purposes, students will move beyond simple descriptions or explanations of the complex histories and values of their collaborators to develop increased awareness and understanding through engagement with cultures.

- Students will reflect throughout the ICR to assess how the experience has impacted their perspectives on factors such as their commitments, positionality, research, and their future goals and work. This is not an exhaustive list, but it is intended to help the student imagine appropriate areas for reflection.

Students will fulfill the Immersive Cultural Requirement by engaging in a goal setting, immersion, and reflection process that begins in their first year and concludes with the preliminary exam.

1. In the **Fall semester** of their first year in RCTE, students in Colloquium will be apprised of the requirement and instructed to begin considering how they will fulfill it.

2.   In the Qualifying Portfolio workshop students will draft a proposal for how they will fulfill the ICR for their Qualifying Portfolio. This brief proposal (**750 words max.)** will include the following elements:

- The name of the faculty mentor for the project and the role that mentor will play;
- a list of UA courses, outside classes, or immersion experiences that the student will build on to fulfill the ICR (e.g. a video-editing course or other craft course or class);

- a justification of the focal area as a non-dominant knowledge domain that will expand or enhance the areas of experience that the student already knows;
- an outline of how the experience will involve regular interactions with a variety of media (e.g., one-on-one conversations, writing, photography, video, sound recordings, etc.);
- an explanation of how the fulfillment of the ICR will meet 3 of the general Learning Outcomes identified by the Program;
- where appropriate, a plan for reciprocity (i.e., an explanation of how the people and/or organization facilitating the student's ICR will get something from the student in return);
- a timeline to completion; and
- letters of permission, if needed, from any host organization, agency, or instructor.

3. Once all the revisions have been made in collaboration with the student's mentor, the ICR Proposal will be reviewed and approved by the Qualifying Portfolio Workshop instructor and mentor. Students' progress with the ICR will be reviewed by the Qualifying Portfolio committee. Significant variances from the ICR must be approved by the Program Director.

4.   When the ICR is completed, the student will write a report (1250 words max.) designed for inclusion in the Comprehensive Exam Portfolio that will document the number of hours worked on the ICR, and provide a rigorous self-reflective essay that includes:

- a literature review related to the ICR experience;
- a statement of outcomes (i.e., what did you learn);
- a thick description of the experience, including the process that governed its pursuit;
- documentation or the students' interactions with a variety of media (e.g., one-on-one conversation, writing, photography, video, aural elements);
- an acknowledgement of the privileges and presuppositions that shaped the students' perspective;
- an account of how the student fulfilled her/his/their plan for reciprocity; and
- a statement on how the ICR met at least three of the Program Learning Outcomes.

Throughout this process, students can expect to receive guidance from their faculty mentor on the various steps in the process. If students find that their interests have evolve in ways that are aligned with the expertise of a faculty member who is not their mentor, they should feel free to consult with the RCTE Director and their mentor on transitioning to that faculty member.

COMPREHENSIVE EXAM

The Comprehensive Exam Portfolio (CEP) is the centerpiece of the Comprehensive Exam. In the CEP students build on their coursework, the qualifying portfolio, their specialization statement, and evolving plans for their dissertation. The Comprehensive Exam process also involves other developmental considerations such as time-to-degree considerations, mentoring, cohort building, and professional development. As part of the CEP process, students are required to

- assemble a portfolio of materials collected over the course of their first two to three years as a doctoral student,
- take a common readings exam that is included in the Portfolio, and then,

- take an oral exam on the contents of the Portfolio.

In the year that students plan to submit their CEP, the following meetings or discussions will take place:

- They will discuss their plans in their annual review and then follow up to share drafts of their materials in at least one meeting with their mentor in the fall. The mentor is chosen by the graduate student in consultation with the Director of the RCTE program.

- The instructor of the Comprehensive Exam Portfolio Workshop and/or the RCTE Director will hold an orientation meeting in the spring and fall semesters prior to submitting the CEP to share the reading list, help students understand the requirements for submitting their CEP, and discuss strategies for preparation.

- In the spring semester that students complete the Comprehensive Exam Portfolio, they will enroll in the CEP Workshop (ENGL 696E). Students will generally meet at least six times with the whole comprehensive exam group before the written exam is taken in the tenth week of the semester. An additional meeting time may be added for oral exam preparation.

Students should prepare to submit their CEP by working informally in peer mentoring groups and with their mentors in the months leading up to the exam. The CEP director will review and provide feedback on the Reflective Essay, Specialization Statement, ICR, and revised seminar paper before the final versions are submitted to the committee.

The CEP will include the following (all in the format appropriate for the topic):

1. **A Reflective Essay (1250 words)**

   Your Reflective Essay offers an overview of your intellectual and professional growth thus far in the RCTE Program, and comments specifically on your development within the areas of research, teaching, and service;

2. **A Revised Specialization Statement (750 words)**

   The Revised Specialization Statement is based on the Preliminary Specialization Statement developed during the Year 1 Qualifying Portfolio workshop. This brief document describes your primary research and scholarly focus, explains differences between the initially proposed specialization and its current instantiation, and comments on how this specialization will contribute to the development of your dissertation. **Also included** in the Specialization Statement is a **bibliography of 10 - 15 sources** meant to help you prepare to write your dissertation proposal and position yourself within a particular sub-field for the next decade.

3. **The Immersive Cultural Requirement Report (1250 words)**

   Your report should be a rigorous narrative that reflects on your experiences during your field work. While the ICR is not a research project, you should reflect upon related writings and research to consider the significance of your fieldwork, plan how to provide reciprocity to your collaborators, and assess how your role as a graduate student may bestow institutional privileges that need to be questioned in your collaboration. Lastly,

your report should connect your fieldwork to the Program's General Learning Outcomes.

(see Program General Learning Outcomes at the end of this Handbook).

4. **One seminar paper or submitted journal articles/book chapter**

   Include a paper that is a representation of your best thinking and writing to date. The included paper must be within your declared specialization and be revised based on feedback from at least one faculty member. This feedback does not need to be included with your ICR report. You must also identify a venue for sharing your work (e.g., a conference, a journal, a CFP).

5. **Answers to a Common Readings Exam (see below for more detail)**

   The Common Readings Exam consists of **3 questions** total with **2500 words max**. allowed per essay. See section on "The Common Readings Exam" for more information.

The five components of the CEP have been selected for particular reasons related to doctoral degree preparation, and together they enable the faculty to assess students' readiness to begin the dissertation process, begin an academic job search, and perform effectively as a skilled researcher, teacher, and community contributor.

The CEP will be developed gradually throughout the first two or three years in the Program, and finally assembled and discussed as a work in progress during the Comprehensive Exam Portfolio Workshop. This workshop, taught by one faculty member (who serves as Director of the CEP) every spring semester, will be designed to help students assemble high quality CEPs, establish good study practices for the Common Readings Exam, and prepare for the Oral Exam.

The Comprehensive Exam Portfolio Workshop

All students who are preparing for their Comprehensive Exam are required to take this course (ENGL 696E) during the semester of their Comprehensive Exam.

<u>**Summary of Important Due Dates for the CEP**</u>

Week 1 – 6 – If you are taking the exam, you will participate in the CEP Workshop and make the arrangements for your exam.

- The Program Assistant will contact you to schedule your oral exam.
- Within the first three weeks of the semester, you should identify the fourth member you choose to serve on the review committee. You should submit the name to the CEP Director for approval.
- Once your committee is formed, you must fill out the GradPath forms (Comp Exam Committee Appointment Form and Announcement of Doctoral Comprehensive Exam Form). These forms *must be filled out* before the CRE is taken.

Week 5 – You will submit your specialized list to the CEP Director. The list should include 10-20 books/articles to add to the common reading list for your exam. This list will be submitted as a one-page document during the CEP workshop, consisting of 1) a one-paragraph explanation of the specialization; 2) 10-20 books/articles; 3) a list of three specialization questions.

Week 7 – You will begin the written portion of the CRE. You will have one full week to complete

the exam.

Week 10 – You will receive the results of the CRE (Pass, Pass with minor or major revisions, or Fail)**.**

Week 10 – Your full CEP will be submitted to the CEP committee by the Program Assistant.

April – Oral Exams to be held (Feedback and notification of Pass/Fail to be given immediately after the exam; exam results will be posted in GradPath and student then advances to candidacy).

The CEP Workshop will meet as needed during the spring semester to

- Provide you with feedback on the materials for your CEP;
- Help you develop your specialization reading list and questions;
- Review your additions to the Common Reading Exam list;
- Discuss study strategies for the Common Reading Exam;
- Provide you with the opportunity to practice for the oral exam;
- Answer questions about the exam process to clarify requirements and help you prepare.

At other times, the CEP Director will help you prepare for the CRE by leading discussions, offering practice questions, and providing other forms of feedback, support, and guidance to help you develop a successful Comprehensive Exam Portfolio.

Common Readings Exam

The Common Readings Exam (CRE) is designed to ensure that students who are taking the exam are familiar with topics and methods that the Program's faculty have determined are important to scholars in the varied disciplines represented in RCTE. The CRE will be offered once a year in approximately the tenth week of the spring semester.

The Common Readings Exam list is generated each May from the syllabi of the core courses that students took when they entered the program. Readings will be taken from the following courses:

- ○ **ENGL 597R:** Research Methods in Rhetoric and Composition
- ○ **ENGL 696T:** Rhetorical Theories
- ○ **ENGL 510:** Theory and Practice of Composition

- The Common Readings Exam List will be divided into **three areas** based on the three core courses included, and questions will be written for each of the three areas. Students will select one question from two of the three common areas to respond to for the CRE.

- The Specialization List will be developed by the student. It will include 10-20 texts of the student's choosing. Students will draft (3) possible questions for their Specialization List. The faculty may select or revise these questions for the CRE. Students will select one question from the Specialization List to respond to during the CRE.

- If students in the CEP Workshop come from different cohorts, their Common Readings Exam lists will be different, based on the syllabi from the core classes they took.

Review Panel Instructions and Policy

A four-person faculty review panel will read and score the exams. The four-person review panel will be comprised of:

1) A core committee of three RCTE faculty appointed to review all portfolios in a given year.

2) A fourth faculty member (either within or outside of RCTE) selected by the student to represent their area of focus or minor. Students must let the CEP Workshop Director know whom they would like to invite as a fourth member of the review committee **within the first three weeks of the exam semester**. Upon approval, students are then able to reach out to the fourth committee member.

3) The CEP director communicates with Program Assistant and committee members in weeks 1 – 5 to schedule oral defense exam. The CEP director sends emails to fourth faculty members to explain expectations and deadlines.

Scoring of the CRE

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 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.

To prepare for the CRE, students will:

- Receive the Common Readings Exam List in May of the year prior to the CRE;
- Schedule a day and time for an oral exam with the CEP Review Committee the fall semester before the exam (see below).
- Submit **(in week 4)** a combination of **10-20 books/articles to add to the common reading list** for their exam. This list would be submitted as a one-page document in MLA formatting or the citation format appropriate to the topic during the CEP workshop, consisting of **1)** a one paragraph explanation of the specialization; **2)** 10-20 books/articles**; 3)** a list of three (3) specialization questions;
- Fill out **UA Gradpath forms (Responsible Conduct of Research, Plan of Study, Committee Appointment and Date of Oral Exam) before the CRE is taken**;
- Meet at least once with their mentor to discuss their reading list and specialization questions;
- Attend the spring and fall meetings about the CEP in the two semesters before they take the exam;
- Attend the CEP workshop in the semester they take the exam.

Written Portion of the CRE

The written part of the CRE will take place in **approximately week 7** of the Spring semester. **Results** will be given in **approximately week 10** and **oral exams** will generally be held in **week 12-14** of the Spring semester. The CRE will be the same for all students in the cohort, with the exception of the readings and questions designed for the student's area of specialization.

On the day the written exam begins, the students will be given the questions that have been selected by committee:
- 3 questions for List 1,
- 3 questions for List 2,
- 3 questions for List 3, and
- 3 questions for their specialization list.

For their first two responses, students will choose one question from two of the three common reading lists, and they will write a third response to one question from their specialization list.

Students will have one week to compose their answers (from 9 a.m. of the day submitted to students to 4:00 pm the day of submission). Answers will be limited to **2500 words each**. Special needs can be accommodated with advanced coordination with the Diversity Resource Center.

In Week 10 of the semester, the CEP Review Committee receives the full portfolio of student materials.

The Comprehensive Exam Portfolio helps students draw connections among what they learned in their courses and what they plan to do in their dissertations. As they move through the stages in the process, students will synthesize and reflect upon their studies in collaboration with faculty and their peers. As a capstone experience for the formal curriculum, the CEP is guided by the Program's Learning Outcomes and the Program's guiding commitment to writing as a mode of collaborative inquiry.

Oral Comprehensive Exam

The RCTE faculty will make every effort to schedule all Oral Exams **during the month of April**. There will be two possible outcomes for the CEP and Oral exam: Pass or Fail, with students allowed to retake the Oral Exam once.

What does the Oral Exam require from the students?

This process of the oral exam *isn't* about complete mastery. It is an allotted time for deep critical engagement with the texts students have surrounded themselves with from the Specialization List as well as the Common Readings List. In the oral exam, students will engage in dialogue with faculty on the student's past, current, and projected research. The oral exam also provides an opportunity for faculty to ask students to clarify answers on the exam and provide additional verbal feedback on the CEP.

Timeline for the Oral Exam:
- Student statement to the committee (separate from the specialization statement): 10 minutes

- Discussion of the reflection, specialization statement, and ICR report: 45 minutes
- Discussion of essay in the portfolio: 15 minutes
- Questioning on the Common Reading Exam responses: 1 hour

Additional time for break and committee deliberation: 20 minutes

Total time: 2 ½ hours

DISSERTATION

Timeline and Process

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:

- A traditional monograph dissertation with multiple research-based chapters,
- A portfolio dissertation comprised of three or more published and unpublished articles (details on this option are in part 4 of the Graduate College's Dissertation Formatting Guide), and
- 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 prepare for your dissertation proposal. Multimodal dissertations will require more advanced consultation. You may wish to consider related projects in your Qualifying Portfolio and in your ICR. 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 director, 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. Once you have discussed a multimodal dissertation with the RCTE Director and your faculty advisors, please contact your GSAS Degree Counselor 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 skills 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 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 directors must be a core RCTE faculty member. You may have an additional co-director who is affiliate faculty or other faculty from outside the program. If your collaborators are not members of the graduate faculty, you will need special permission for them to serve on your committee.

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 protype or other proof-of-concept illustrations, for example, a storyboard for documentary film.

The Program Assistant will provide you with an internal form for you take to your meeting. Once you submit the signed form and the proposal to the Program Assistant they will sign off and indicate in GradPath that it has been submitted.

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 this page.

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.

Dissertations should take from one to two years to write depending 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 *Dissertation Writer's Handbook*. The Program Assistant has sample dissertation proposals on file.

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

The portfolio 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 the overview that you will submit with 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.

MA IN RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH

The RCTE Program offers an MA degree designed to 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)
    - Colloquium (0)

  - **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 (0)
    - An additional graduate seminar of the student's choosing (3)

- **Year 2 (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**
    - Elective (3)
    - Elective (3)

    - ENGL 595A: Qualifying Portfolio Workshop (3) *Note: meets only one hour per week, but carries three hours of credit to cover both fall Colloquium and this class*

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

Transfer Credits

Per the Graduate College, up to **6 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 Exam or Equivalent

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 the Program Director in the first half of each fall semester. All students in RCTE must complete an Annual Review **except (1)** those in the incoming class, and **(2)** those completing their Qualifying Portfolio, to be submitted the following spring.

Sign-up for a meeting with the RCTE Program Director (through the Program Assistant) to discuss your Annual Review.

In the three parts of the Review, the student is asked to:

- Write (or revise) their Curriculum Vitae.
- Reflect on their progress in the program.
- Write a reflective essay on their professional growth in the previous year.

*If the student is preparing to take the Comprehensive Exam, the *Annual Review will be completed with the Comprehensive Exam Director*. Students will submit the following:

- CV,
- the reflective essay, and
- a list of potential faculty members with whom the student would like to work on the dissertation.

If the student is in the process of writing their dissertation, they submit their CV, a short memo characterizing where they are with the dissertation and when they expect to finish, and the Annual Review cover sheet.

If the student is on the job market, they submit their CV, a short memo characterizing what type of job search/s they are conducting, where they are at in the progress, and what support they might need from the program, and the Annual Review cover sheet.

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.

Research Methodology
- identify and critically evaluate the research methods of other scholars
- critique and reflect upon research methodologies in one's own work
- write a focused research question
- address a research problem with appropriate methodologies
- develop projects through a process of highly generative and imaginative inquiry

Theoretical and Historical Perspectives
- develop an interpretive vocabulary informed by related scholarship
- synthesize established theories and histories into a coherent interpretive framework
- demonstrate an ability to iteratively develop theory from practice and practice from theory
- map broader historical and socio-ideological trajectories that inform one's own research
- conduct scholarly work (research, teaching, service, administration) that demonstrates facility with co-existing and emerging disciplines

Pedagogy
- articulate a teaching philosophy that draws on research and theories of teaching and learning
- understand assessment at classroom and program levels
- develop curriculum that incorporates scholarly and reflective teaching
- design pedagogical approaches which assume a diverse student population
- demonstrate proficiency in multiple instructional modalities

Writing & Public Presentation of Work
- draft and revise a professional quality text that is capable of contributing to scholarly, professional, and/or public conversations
- identify appropriate publication venues and submit scholarly, professional, and/or public writing and projects to them
- prepare and deliver quality academic talks at local, regional and national levels
- demonstrate practiced expertise in multiple types of presentation styles (e.g., standard talks, roundtables, poster sessions, demonstrations)

Professional Development
- engage in professional behavior (e.g., being respectfully candid, offering and receiving constructive criticism, practicing self-care)
- attend professional development workshops offered through the program, department, and university
- participate in and contribute to the programmatic, departmental, and broader academic community

Civic & Community Engagement
- conduct collaborative work in, for, or with a community (e.g., NGOs, community organizations, religious institutions, libraries)

- develop an ethics of the reciprocal nature of our work and how it relates to broader contexts

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,
- Center for the Study of Higher Education,
- Communication,
- Gender and Women's Studies,
- History,
- Program in Social, Cultural and Critical Theory,
- School of Information,
- Teaching English as a Second Language,
- Teaching, Learning, and Sociocultural Studies,
- 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.