The Master of Arts in English: Graduate Student Handbook

DEPARTMENT OF LITERATURE

reading closely / thinking critically / writing clearly
# Table of Contents

Welcome ........................................................................................................................................ 3
Graduate Program Mission Statement ................................................................. 4
Graduate Program Goals .................................................................................. 4
Graduate Program Student Learning Outcomes ................................................... 4
Georgia Southern University Mission Statement ................................................ 5
Names To Know ........................................................................................................ 6
Program of Study .................................................................................................. 7
Graduate Study In English ................................................................................... 8
The Graduate Committee ...................................................................................... 8
Student Rights and Expectations ......................................................................... 9
Sample Graduate Program Calendar .................................................................. 10
Graduate Classes ................................................................................................. 11
Special Areas of Concentration in the Department ............................................. 12
The Master of Arts Thesis .................................................................................. 13
Graduate Assistantships ...................................................................................... 16
Research/Administrative Assistantships ............................................................. 16
Teaching Assistantships ...................................................................................... 17
Teaching Assistantships (TA1) – Teaching Apprentices ....................................... 17
Teaching Apprentices: Guidelines ....................................................................... 18
Teaching Assistantships (TA2) .......................................................................... 19
Assistantship Opportunities Outside the Department ......................................... 20
Designing a Curriculum Vitae ............................................................................. 22
Helpful Links .......................................................................................................... 23
Appendix .................................................................................................................. 24
WELCOME

Welcome to graduate study in the Department of Literature at Georgia Southern University. This handbook is designed to provide you with information on our program and your field-of-study as you work toward the Master of Arts in English. You should quickly set up an appointment with the Graduate Program Director, Dr. Dustin Anderson; he will be glad to answer any questions that you may have.

This handbook contains a variety of materials to assist you in your progress toward the degree. It includes most of the forms that you will need to complete for your program of study. The handbook also details your rights and responsibilities as a graduate student. We value close interaction between faculty and students, and we very much believe in the idea of a scholarly community, in which we live and learn from one another. We welcome you to that community and look forward to working with you to make your graduate study a rich and meaningful experience. There is no doubt that with hard and diligent work, we can create a truly vibrant and supportive intellectual community at Georgia Southern University.
GRADUATE PROGRAM MISSION STATEMENT

The graduate program in English at Georgia Southern University leads students to the Master of Arts in English degree. It prepares its students for a variety of careers in publishing, public relations, teaching, and advanced doctoral work. Students who enroll in the Master of Arts program in English enjoy the engaging atmosphere of graduate study and work closely with faculty members. The program fosters a genuine sense of community while providing students with opportunities for professional development, which is unusual for our size. The faculty of the program are all published scholars with a wide variety of specialties. We are dedicated to excellence in teaching and the development of a fertile learning environment, which is exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. In keeping with the broader institutional vision:

- We create learning experiences of the highest quality, informed by our individual scholarly practice, research, and creative activities.
- We offer a student-centered environment enhanced by technology and transcultural experiences.
- We seek to instill the core values of integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.
- We prepare our students to achieve academic excellence, develop their analytic skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world.

GRADUATE PROGRAM GOALS

As a student graduating with a Master of Arts degree in English from Georgia Southern University, you should be able to demonstrate the following:

1. The ability to discuss literary periods, movements, genres, and authors that is informed by historical knowledge, literary criticism, and critical theory.
2. The ability to analyze, synthesize, and evaluate a variety of texts, utilizing various critical perspectives.
3. The ability to write cogent, perceptive, informed and well-reasoned critical prose, utilizing professional standards of grammar, mechanics, and usage accepted in the scholarly community.
4. The ability to incorporate, engage, and present well-planned and executed research.

GRADUATE PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of your course of study, you should be able to:

1. Demonstrate an ability to situate and interpret texts in their historical and cultural contexts, using appropriate literary criticism and theory in discussing texts, presenting different critical stances when necessary.
2. Analyze and explicate the underlying structures, thematic concerns, and literary devices employed in texts, through various critical lenses.
3. Produce clear and precise written work which adheres to professional scholarly standards for grammar, mechanics, and usage.
4. Plan and execute an original research agenda which results in work of a publishable level, presented to an audience of scholars.
GEORGIA SOUTHERN UNIVERSITY MISSION STATEMENT

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. The University’s hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern’s nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University’s mission is the faculty’s dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.
**Names To Know**

**Department of Literature**  
Administrative Secretary, Mrs. Cynthia DeVoe  
cdevoe@georgiasouthern.edu  
Gamble Hall, Room 103  

Statesboro Administrative Support, Ms. Ashley Hart  
avhart@georgiasouthern.edu  
Newton Building, Room 3307  

Graduate Program Director, Dr. Dustin Anderson  
danderson@georgiasouthern.edu  

Department Chair, Dr. Beth Howells  
bhowells@georgiasouthern.edu  

**College of Graduate Studies**  
Veazey Hall  

Director of Graduate Studies, COGS, Dr. Ashley Walker  
912.478.5457  
Student Services Assistant  
912.478.7579  
Electronic Thesis & Dissertation Editor  
912.478.1756  
Graduate Student Organization  
912.478.6457  
Assistant to the Interim Director  
912.478.0851  

**College of Arts and Humanities**  
Foy Building  

Senior Administrative Assistant  
912.478.0572  
Dean, Dr. Curtis Ricker  
912.478.5076  

**Additional Numbers**  
Financial Aid Office, Rosenwald Building  
912.478.5413  
Bursar's Office, Deal Hall  
912.478.0999  
Registrar's Office, Rosenwald Building  
912.478.5152  
Henderson Library  
912.478.5115  
Center for Teaching and Technology  
912.478.0049  
Student Accessibility Resource Center, Cone Hall  
912.478.1566  
International Student Center, Forest Drive Building  
912.478.0332  
Parking & Transportation Services Office  
912.478.7275
**PROGRAM OF STUDY**

The Master of Arts in English at Georgia Southern requires 36 semester hours of coursework and serves both the full-time and part-time student. Students must file their Program of Study Form with the College of Graduate Studies no later than the end of the semester prior to the expected graduation term. Candidates for the Master of Arts in English must complete 31 hours of graduate courses, including ENGL 7111, 7121, & 7618. Candidates will complete 5 hours of Thesis Writing in ENGL 7998. At least 18 of the remaining 27 hours (six three-hour courses) must be at the seminar (6000-7000) level.

Students may also take up to 9 hours of the remaining 27 hours (three three-hour courses) at the 5000 level in courses from our department or discipline. Students wishing to take 5000 level Writing (WRIT), Linguistics (LING), Philosophy (PHIL), or Religious Studies (RELS) courses are welcome to do so once they receive permission from that course’s instructor and notified the Graduate Program Director. Upon approval of the Graduate Program Director, students may take up to six hours in other departments related to our discipline.

Participants in any graduate program are expected to be self-motivated and responsible students. While there is no formal requirement for semester-to-semester advising for graduate students, participants should actively seek out advice on their program of study from the Graduate Program Director. Students completing their second semester will be required submit a Program of Study form to the Graduate Program Director. Students who do not submit this form will be unable to register for Thesis hours.

*The Program of Study form is available online at the College of Graduate Studies site:*

COGS > Student Forms > Masters Tab > Master Degree Forms > Program of Study
**GRADUATE STUDY IN ENGLISH**

The graduate program in English at Georgia Southern University prepares its students for a variety of careers in fields such as secondary and higher education, editing, marketing, research, public service and public relations, and also for advanced doctoral work.

Students who are accepted into the Master of Arts program in English enjoy the engaging atmosphere of graduate study and work closely with faculty members. Graduate English faculty at Georgia Southern are published scholars with various specialties. Faculty members create a stimulating and innovative learning environment for graduate students. Interdisciplinary centers, like The Center for Irish Research and Teaching, also provide unique dimensions to the graduate English program.

The program fosters a genuine sense of community while providing students with opportunities for professional development unusual for our size. The department also houses an international journal—*The Journal of Commonwealth and Postcolonial Studies*—and faculty from the department coordinate, organize, and direct a number of regional, national, and international conferences including the British Commonwealth and Postcolonial Studies Conference, the American Literature Association Symposium, and the national American Literature Association Conference. These programs enable students to become actively involved in editorial work, organizing and participating in conferences, and advanced literary research.

**THE GRADUATE COMMITTEE**

Policy for the graduate program is formulated by the Graduate Committee, consisting of the Graduate Program Director (who serves as the committee chair), several appointed graduate faculty members, and a graduate student representative. This committee makes recommendations to the Department, which determines whether or not to approve and implement the recommendations. Graduate students are invited to suggest agenda items for the committee to consider, either through the student representative or by sending the agenda items directly to the chair of the committee. Students are also encouraged to volunteer to serve on the Graduate Committee.
STUDENT RIGHTS AND EXPECTATIONS

From the Modern Language Association: “Advice to Graduate Students”

Once you have entered a program, you should meet with an adviser or faculty member as soon as possible to receive a comprehensive description of your program, including course requirements, exams, deadlines, and expectations for the thesis or dissertation. You should receive a calendar outlining a typical graduate program.

In each course, you can reasonably expect a clear, written description of course objectives, requirements, and criteria for evaluation. You should also be able to expect a knowledgeable, well-prepared, and conscientious professor, committed to teaching, who meets classes as scheduled, devotes adequate time to reading and responding to student papers and exams, returns them within a reasonable time period, and maintains an atmosphere of mutual respect that transcends any consideration of gender, ethnicity, national origin, disability, or sexuality. In return, professors expect students to attend regularly, be prepared, submit all work according to previously established expectations and deadlines, and respect the professor's authority in course design and evaluation.

You should be given the opportunity to evaluate anonymously each course you take, ideally during the term and not just at the end of the course.

You will need support from your professors throughout your academic career, first as mentors and teachers, later as recommenders and colleagues. Expect the institution to have created ways in which your opinion can be expressed and acted on freely, without threats or intimidation. If you feel you have received unfair treatment of any kind, seek appropriate grievance procedures. Information about these procedures should be readily available.

[Note on the grievance procedure at Georgia Southern: students should contact the Graduate Program Director to present and discuss any grievances; they can be assured that the content of their meeting will be held in confidence. If the grievance is with the Program Director, students should contact the Department Chair.]

We invite graduate students to play an active role in the governance of the program. Send recommendations to the graduate committee or relay ideas through the graduate student representative on that committee.
SAMPLE GRADUATE PROGRAM CALENDAR

Note: as the program requires you to take 7 of your 10 courses at the seminar (6000 or 7000) level, you should not load up on 5000G level courses early in your course of study. Exceptions to the 9-out-of-9 rule can rarely be made in extraordinary circumstances, but will require a detailed justification submitted to the Graduate Program Director before permission will be considered.

<table>
<thead>
<tr>
<th>Semester #1</th>
<th>3 courses (if Fall, must include ENGL 7111/7121)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester #2</td>
<td>3 courses, plus ENGL 7618</td>
</tr>
<tr>
<td>Summer</td>
<td>Roughly half of our students take a seminar during the summer and usually pay tuition for it (there are some summer Graduate Assistantships available, but nowhere near as many as during the academic year). Taking the summer seminar gives students more flexibility in the scheduling of courses and work on the thesis in their final semester. Students by this time should have chosen a thesis topic, completed the Thesis Prospectus, and selected a Thesis Director. Students spend a good portion of the summer doing research on the thesis. Students must submit their Program of Study Forms to the Graduate Program Director before the beginning of their third semester.</td>
</tr>
<tr>
<td>Semester #3</td>
<td>2 courses</td>
</tr>
<tr>
<td></td>
<td>3 hours of thesis credit (have your Thesis Director contact the Graduate Program Director to create a special thesis section and CRN number for you)</td>
</tr>
<tr>
<td>Semester #4</td>
<td>2 courses (or 1 if student has taken a summer seminar)</td>
</tr>
<tr>
<td></td>
<td>2 hours of thesis credit (completion of thesis*)</td>
</tr>
</tbody>
</table>

Note #1: Graduate Assistants may enroll in fewer than 9 hours of coursework only in their last semester of taking courses. A general calendar of deadlines for completing the thesis is available in the “Timelines” section below, and a specific calendar is on the Registrar’s website.

* Students who miss term deadlines must enroll and pay for one hour of thesis credit for the following term in which they will defend their thesis.
Graduate Classes

For 5000G classes, graduate students are expected to do additional work. Such work should include one or more of the following:

- a longer, more extensively researched paper;
- an additional paper;
- an oral presentation;
- service as a discussion leader.

Seminars have two key components:

1. the student’s production of a substantial, researched critical paper;
2. some significant oral presentation by each student, either on an assigned topic or as a discussion leader.

Representative Seminars

ENGL 6232 - Seminar in African-American Literature
ENGL 6630 - Seminar in Medieval Literature
ENGL 6631 - Seminar in Shakespeare
ENGL 6632 - Seminar in Literature of the English Renaissance
ENGL 6633 - Seminar in Restoration and Eighteenth-Century Literature
ENGL 6634 - Seminar in Major Authors
ENGL 6635 - Seminar in Women’s and Gender Studies
ENGL 6637 - Seminar in Criticism and Theory
ENGL 7630 - Seminar in World and Comparative Literature
ENGL 7631 - Seminar in the British Novel
ENGL 7632 - Seminar in American Novel
ENGL 7633 - Seminar in Nineteenth-Century British Literature
ENGL 7634 - Seminar in Twentieth-Century British Literature
ENGL 7635 - Seminar in Nineteenth-Century American Literature
ENGL 7637 - Seminar in Twentieth-Century American Literature
ENGL 7638 - Seminar in Twentieth-Century Poetry
ENGL 7639 - Seminar in Selected Topics

A student may repeat a seminar once if it is taught with a different subtitle.
## Special Areas of Concentration in the Department

### British Commonwealth and Postcolonial Studies
- Dr. Dustin Anderson
- Dr. Lindsey Chappell
- Dr. Marc Cyr
- Dr. Howard Keeley
- Dr. Gautam Kundu
- Dr. Joe Pellegrino

### Irish Studies
- **The Center for Irish Research and Teaching**
  - Dr. Dustin Anderson, Director
  - Dr. Howard Keeley, Director
  - Dr. Finbarr Curtis (Religious Studies)
  - Dr. William Eaton (Philosophy)
  - Dr. Steven Engel (Political Science)
  - Dr. Barbara Hendry (Cultural Anthropology)
  - Dr. Peggy Lindsey (Writing and Linguistics)
  - Ms. Sarah McCarroll (Theater)
  - Dr. William Smith (Sociology)
  - Dr. James Woods (History)
- Affiliated Faculty:
  - Dr. Robert Batchelor (History)
  - Ms. Jessica Burke (Art)

### Children's and Young Adult Literature
- Dr. Richard Flynn
- Dr. Caren Town

### Journals
- **Journal of Commonwealth and Postcolonial Studies**
  - Dr. Gautam Kundu, Editor
- **Exemplar: The Journal of South Asian Studies**
  - Dr. Joe Pellegrino, Managing Editor
- **The Cormac McCarthy Journal**
  - Dr. Dustin Anderson, Associate Editor

### Conferences
- **American Literature Association Conference/Symposium**
  - Dr. Olivia Edenfield, Executive Director
- **British Commonwealth and Postcolonial Studies Conference**
  - Dr. Marc Cyr, Chair
  - Dr. Gautam Kundu, Director
THE MASTER OF ARTS THESIS

In cooperation with a thesis advisor and committee, the student will write a Master of Arts thesis (minimum length of 10,000 words, not counting “Notes” and “Works Cited”). The student must pass an oral examination consisting of a discussion of the thesis and of questions related to it. In depth and scope, the thesis must demonstrate originality in research as well as independent and critical judgment in interpreting materials. The major professor shall supervise the research, direct the writing of the thesis, and approve the thesis in its final form. Prior to final approval, the members of the thesis committee will have read the thesis. Both second and third readers shall report all comments to the major professor. The thesis manuscript must score at least a 24 on the MA in English Graduate Thesis Rubric before the student will be allowed to conduct the Thesis Defense. See the College of Graduate Studies ETD web site for additional thesis information. Prior to beginning the thesis, students will complete the Application for Approval of Thesis Topic and Committee Membership (see Appendix).

For crucial information on the thesis and its electronic formatting, students should consult the College of Graduate Studies ETD web site.

Guidelines

Students are encouraged to begin thinking about and researching possible thesis topics during their first year of study. After completing the Thesis Prep course (ENGL7618), the student must ask a professor to direct the thesis. The subject matter of the thesis should be within the professor’s field(s) of expertise. The professor and the student should discuss the significance and viability of the thesis topic based on the Thesis Prospectus draft created in the Prep course.

Creation of a Committee

After consulting the Director, the student should submit to the Director a final Thesis Prospectus of a 500-1000 words, detailing the scope of his or her thesis project, along with an intended research agenda; this Prospectus should also include a working bibliography of primary and secondary sources to be used for the thesis. After approval by and in close consultation with the Director, the student will submit the Prospectus to potential members of his or her Thesis Committee, in order to solicit their participation. Upon completing construction of a Thesis Committee, the student will forward the prospectus to the Graduate Program Director or Department Chair for approval. The Graduate Program Director will ultimately forward a copy of the Thesis Prospectus to the College of Graduate Studies (for information and not screening).

Thesis Committee members who are not from the department must be approved by the Thesis Director and the Graduate Program Director.

Distribution of “Thesis Hours”

In consideration of the tight schedule outlined below, students are urged to complete at least 3 thesis hours before the semester in which they plan to finish and defend the thesis. During the first term of taking 3 thesis hours the student will make substantial progress on the thesis in order to be able to complete the thesis in time to submit it by the deadline of the term when the student plans to graduate.
Timelines

Two semesters before the thesis defense
At the beginning of the second year of full-time study (or after the completion of 18 credit hours) the student submits an Application for Approval of Thesis Topic and Committee Membership form (see Appendix) to the members of the Thesis Committee for approval.

This form is available online at the College of Graduate Studies site:

COGS > Student Forms > Masters Tab > Master Degree Forms > Thesis Title and Committee Member Approval

With an eye on the University and Department deadlines, the student and Director devise a timetable for completion of the thesis. Please keep in mind that students must apply for graduation; the deadline to apply is the first day of the semester in which the student intends to graduate.

The student should seek feedback and criticism from the Director as the thesis progresses. One method of progressing is that the student submits each chapter to the Director as it is completed, and then meets with the Director within a week to discuss the marked draft. The Director and student will work around occasional delays necessitated by the Director's other commitments.

The student should consult and follow the timetable below for the thesis process. The dates are geared to the date for the “Final Deadline to hold terminal thesis defenses” as specified by the University's Academic Calendar. The specific dates for each semester will be posted on the College of Graduate Studies’ web page.

Creating Your Individual Deadlines
Working from the University’s Academic Calendar, note the final day for submission of a thesis, and create your personal deadlines using this timeline. Individual deadlines must be scheduled with the Director, and cannot exceed the university deadlines. By the end of the first Thesis Hour Block (3hrs), students should have a full bibliography, literature review (generally taking the form of an Introduction draft of roughly 10-12 pages), and a sample chapter (of roughly 15 pages).

Eight weeks before the thesis defense
This is the last possible date to submit a completed draft of the thesis to the Director. When the draft thesis has been completed and the Director has found it generally satisfactory (the student and Director should meet several times before this happens), then and only then is it ready to be sent on to the other members of the Thesis Committee. By this point the draft must be free of all surface and grammatical errors. Students not meeting this deadline should not expect to graduate in this term.

Six weeks before the thesis defense
This is the last possible date for the Director to distribute the Thesis manuscript to the other members of the Thesis Committee. The Committee Members must be allowed at least two weeks to critique and return the thesis to the major professor, who will then meet with the student to discuss the called-for changes, or suggestions for revision. These may be substantive
or minor. The student will make the revisions. When these are completed, the Director and student will meet again to discuss whether they have been satisfactorily implemented. At this point, the student and Director should schedule the defense date.

**Two weeks before the thesis defense**

The Director should submit the revised copy of the Thesis manuscript to the other members of the Thesis Committee.

**One week prior to the deadline to submit electronic theses to the College of Graduate Studies for final format review**

This is the final date for the defense of the thesis. The Thesis Committee may find it necessary for the student to make further—but probably non-substantive—changes.

**At the deadline to submit electronic theses to the College of Graduate Studies for final format review**

Having carefully followed the guidelines on the College of Graduate Studies ETD Submission site, the student submits the approved and defended thesis in PDF format to the College of Graduate Studies.

Once the student makes any revisions in formatting required by the College of Graduate Studies, he or she submits the final document in PDF format to the College of Graduate Studies ETD site, using the Upload Thesis/Dissertation for Final Submission function at the site. Follow the upload procedures listed.

**Finishing the thesis during the summer: a note for summer terms A and B**

Students completing the thesis during the summer should work closely with their Director in order to comply with the University’s deadlines. Students should also keep in mind the limited availability of their committee members during the summer terms. As with any semester, scheduling a defense should be done in close consultation with the Director. However, in certain cases, it may be impossible to schedule a thesis defense during the summer.

**The Thesis Committee and Defense**

The committee for the Master of Arts Thesis Defense consists of the Thesis Director (also referred to as the “Major Professor” or the “Chairperson of Committee” on the defense forms) and the other members of the Thesis Committee.

The student may choose to invite other faculty, including the Chair of the Department, along with other graduate students, to the defense. The defense usually lasts no more than one hour, with the student using the first 20 minutes to present a synopsis of the thesis project, with the remaining time spent answering questions from the members of the Thesis Committee.

During the 20 minutes beginning the defense, the student may read key portions of the thesis, but should be sure to offer a general oral summary of the main tenets of the thesis. The defense serves as the capstone of the student’s graduate experience.
GRADUATE ASSISTANTSHIPS

The MA program is committed to preparing graduate students to enter a variety of professions, and to continue their academic careers in a PhD program. The program offers opportunities for students to professionalize themselves in the areas of teaching, conducting research, planning and managing conferences, and editing academic journals.

There are two graduate assistantship experiences available within the Department of Literature: Research/Administrative Assistantships (usually referred to as GAs or RAs) and Teaching Assistantships (referred to as TAs). In order to be eligible for consideration for an assistantship, a student must be enrolled in 9 hours of coursework (except for the last semester in which he or she is completing a thesis) and no more than 12 hours of coursework. Enrolling for more than three concurrent courses requires the approval of the Graduate Program Director.

Both Research/Administrative Assistants and Teaching Assistants (TA1) work 20 hours per week. Since these assistantships are usually rewarded in tandem with one another, a particular student may be both a research/administrative assistant for one faculty member and a teaching assistant for another faculty member during the same semester.

Before the beginning of each semester, the Graduate Program Director contacts faculty about their teaching and research/administrative needs. When possible, he/she will also ask the Graduate Assistants about their desired assignments for the upcoming term. The Director will try to accommodate these requests, but may not always be able to do so because of the exigencies of scheduling. Preference is typically given to faculty teaching large sections of world literature. Often, Teaching Assistants assist in those classes.

RESEARCH/ADMINISTRATIVE ASSISTANTSHIPS

Research/Administrative Assistants may be assigned to participate in the research, editing, or proofreading of faculty scholarship. They may also be assigned to perform functions for one of the journals housed within the department. These activities should encourage the professional growth and development of the Graduate Assistant and not be restricted to clerical work.

Research/Administrative Assistants may also be assigned to other duties as needs present themselves, such as assisting with conferences sponsored by the Department, College, or University. Assignments for graduate students are never merely or mainly work that work-study students might perform. These assignments must be activities that promote the professional growth and development of the Graduate Assistant.

Students should keep track of hours spent each week on these research or administrative duties and make sure they are, on average, spending no more than ten hours per week on them. Faculty should be cognizant of students’ academic responsibilities and not ask for more than the allotted hours each week.
TEACHING ASSISTANTSHIPS

The College of Graduate Studies recognizes two levels for graduate teaching assistants:

Teaching Assistants, Level 1 (TA1)
Graduate students appointed to the position of TA1 may not have primary responsibility for a course or serve as the instructor of record, but may assist in the instructional process by serving as discussion leaders in breakout sections, grading papers, proctoring exams, or assisting the primary instructor of record in other ways. The Department Chair and Graduate Program Director shall determine that the credentials of a student assigned as TA1 qualify the individual to assist in instructional activities.

Teaching Assistants, Level 2 (TA2)
Teaching Assistants (TA2) are responsible for the primary instruction of World Literature I or World Literature II courses. Graduate students appointed to the position of TA2 will have completed more than 18 hours of graduate course credit in the appropriate discipline and will have completed centralized training facilitated by the College of Graduate Studies and the Centers for Teaching and Technology. TA2s may have primary instructional responsibility for a course and may have autonomy in teaching, assigning grades, and providing laboratory instruction/setup as part of a regularly-scheduled course. TA2s are under the supervision of the Department Chair and the Graduate Program Director, who shall determine that the credentials of a student assigned as a TA2 qualify the individual to undertake the assignment of instruction.

TEACHING ASSISTANTSHIPS (TA1) – TEACHING APPRENTICES

TA1 positions within the department allow graduate students to work as apprentices with a number of faculty members. Teaching Apprentices assume some classroom responsibilities, but are not considered Instructors of Record. The amount of responsibility each Teaching Apprentice has for each class is usually negotiated individually with the Apprentice’s assigned faculty member.

The program seeks to send well-prepared Teaching Assistants into the classroom, and, through the development of dossiers that show a range of teaching assignments, ready them for research/teaching presentations at conferences and publications in scholarly journals. We currently qualify students to teach English courses through the ENGL 7111/7121 course, offered and taught during the first semester of the first year of the MA program.

The department graduate committee has approved these Assistantships as one method for students to qualify for TA2 positions within the department, and, on a case-by-case basis, within other University departments. All students wishing to teach as TA2s must complete the spring departmental Pedagogy Workshop, and university requirements for workshops with CT2.

Before the beginning of each semester, the Graduate Program Director contacts potential Graduate Assistants about their schedules and desired assignments for the upcoming term. The Director will try to accommodate those requests, but may not always be able to do so because of the exigencies of scheduling.
TEACHING APPRENTICES: GUIDELINES

The apprentice should meet with the instructor before each semester begins to discuss the particulars of the apprenticeship, including contents of the course syllabus and the instructor's philosophy and goals, etc. It is the instructor's responsibility to provide the course texts for the apprentice.

The apprentice should be present for all class meetings and should read all the material on the syllabus, unless otherwise approved by the instructor. This is very important. Should the instructor suddenly become ill or be called away, the apprentice would be expected to fill in on very short notice.

The apprentice should teach the equivalent of two classes per semester (but no more than four). The instructor should be present when the apprentice teaches and should confer with the apprentice about his or her teaching after each teaching performance.

Instructors will probably wish to talk informally with apprentices once or twice a week before or after class about course procedures, such as the instructor's teaching strategies or classroom management.

Apprentices may be asked to grade quizzes and parts of tests, e.g. objective parts of tests and/or, with at least initial supervision, some essay questions. At least one half of each test should be graded by the instructor. Apprentices may be asked to administer tests.

Teaching Apprentices should not be asked to perform research for instructors. Smaller chores, such as helping with library reserves for the apprenticing course, would seem a useful task for apprentices. In no instance should an apprentice be asked to help with or attend a class other than the assigned course.

During the last regular class week of the semester, apprentices need attend only one class, so that they may have more time to work on assignments for the classes they are taking. This should be worked out between the instructor and apprentice. As time permits based on their own course-based responsibilities, apprentices might be available on a limited basis during exams to help grade finals or help with other aspects of the course, such as computing grades.

At the end of each semester, ideally before leaving for the break, apprentices and instructors will complete an evaluation of their experiences. These will be used to determine future assignments and for program assessment.
**TEACHING ASSISTANTSHIPS (TA2)**

TA2 positions, both within the department and in other departments, are the Instructors of Record for their sections. They are thus the individual designated by the department as responsible for a course, including developing its design, delivery, assignments, and assessments.

Our external accreditor requires that all graduate students assigned as instructors of record should have either a Master’s degree within the same discipline or have satisfactorily completed at least 18 semester-based graduate credit hours in the same discipline as that of instruction. Credits for which an “incomplete” has been assigned are not included in determining the number of graduate hours completed.

Criteria for consideration for a TA2 position:

- The student has completed 18 semester-based credit hours in the discipline.
- The student has participated fully and satisfactorily in the Pedagogy Workshop.
- Faculty or supervisor evaluations of the student for the GA/RA or TA positions are positive.

TA 2 positions are subject to the vagaries of University budgeting, and thus the number available may vary from semester to semester.

Graduate student instructors of record must receive appropriate training prior to instruction and regular in-service training. *All MA in English students are eligible to interview for the available TA2 positions.*

**TA2 Positions Outside the Department**

Occasionally, TA2 positions within the Department of Writing may be available for graduate students within the Department of Literature. The awarding of these assistantships is made in consultation with the Chair of the Department of Writing.
ASSISTANTSHIP OPPORTUNITIES OUTSIDE THE DEPARTMENT

Eligibility
Assistantships may only be awarded to new graduate students who have unqualified admission to the College of Graduate Studies under the Regular (not Provisional) classification, and to any current graduate students who are not Provisional. Graduate Assistants must maintain a cumulative 3.0 grade point average and register for and earn 9 credit hours of course work or the equivalent each semester within the program of study throughout the period of the assistantship appointment.

If an Incomplete (I) grade is received, the Graduate Assistant must remove the “I” during the semester following the semester in which the “I” was recorded.

The Application Process
Many graduate students would like to be on a graduate assistantship. The University currently funds a large number of assistantships, but many more graduate students attend Georgia Southern than the number of available assistantships, so the application process is quite competitive.

If you are looking outside the Department of Literature for an assistantship, here is the process:

1. Check the College of Graduate Studies website often for listed VACANT ASSISTANTSHIPS. (https://secure.georgiasouthern.edu/cogs/student/ga)

2. March 1 is the deadline for the receipt of applications by the College of Graduate Studies to have priority consideration for employment during the upcoming Fall semester. Applicants are encouraged to submit applications early.

3. Go to Human Resources the week before classes begin to fill out required paperwork.

Renewal of a previous year's contract is not automatic. Each year the student must compete with other applicants for a position. A student's acceptance of an assistantship constitutes an agreement which the College of Graduate Studies expects the student to honor. If the student accepts the offer and subsequently desires to withdraw, the student may submit, in writing, a resignation of the appointment within two weeks after accepting the offer. However, an acceptance left in force after this date prevents the student from accepting another offer without first obtaining a written release from the College of Graduate Studies.

Work Requirements
A normal load for a full time Graduate Assistant is 20 hours/week in both the Fall and Spring semesters. Graduate assistants are limited to a maximum of 20 hours/week in each of the Fall and Spring semesters in any combination of on-campus appointments. Federal law generally limits the number of hours that international students can work on campus to 20 hours/week in the Fall and Spring semesters.

The standard starting date for a Graduate Assistant may be one week before the first day of classes and the standard ending date shall be the last day of final exams.
**Benefits**
The stipend for a full time Graduate Assistantship is determined by the department/unit awarding the assistantship, with the minimum amount being $7,200.00 for the academic year. Payment is made on a regular schedule.

Graduate assistants receive a tuition waiver of the standard in-state and out-of-state tuition but must pay a reduced matriculation fee of $25 per semester along with all assessed university fees. Some programs are approved to charge a premium tuition rate that is not covered by the standard tuition waiver. Graduate assistants are responsible for paying all University Fees and the Technology Fee each semester.

**Mandatory Health Insurance**
All graduate assistants are required to have health insurance. Health Insurance is provided by United Healthcare through the University System of Georgia Student Health Insurance Program. All Graduate Assistants must apply for health insurance through the United Healthcare website.

Graduate Assistants who already have their own personal health insurance may apply for a waiver of the mandatory student health insurance through the United Healthcare website. Select “Waive Online”. Proof of insurance must be provided each semester.
DESIGNING A CURRICULUM VITAE

A curriculum vitae, commonly referred to as a CV, is a longer (two or more pages), more detailed synopsis of your career than a resume. It includes a summary of your educational and academic background, as well as teaching and research experience, publications, presentations, awards, honors, affiliations, and other details.

The following curriculum vitae template will give you an idea of what to include in your CV and shows the appropriate format for a curriculum vitae; then take a look at curriculum vitae samples to get some ideas for writing your own CV.

Sample Curriculum Vitae Template

CONTACT INFORMATION
Name
Address
Telephone
Cell Phone
Email

OBJECTIVE (position or degree sought)

EDUCATION
Include dates, majors, and details of degrees, training and certification
Post-Doctoral Training
Graduate School
University
High School

EMPLOYMENT HISTORY (list only items relevant to the OBJECTIVE)
List in reverse chronological order, include position details and dates
Work History
Academic Positions
Research and Training

PROFESSIONAL QUALIFICATIONS
Certifications and Accreditations
Specialized Research and Computer Skills

AWARDS

PUBLICATIONS

PROFESSIONAL MEMBERSHIPS
HELPFUL LINKS

Here you’ll find answers that will make life outside the classroom as smooth as possible.

Registration & Graduation
Office of the Registrar: http://em.georgiasouthern.edu/registrar/

Academic Calendars
http://em.georgiasouthern.edu/registrar/resources/calendars/

Student Fees
http://businesssrvs.georgiasouthern.edu/bursar/office-of-student-accounts/

Payroll
http://businesssrvs.georgiasouthern.edu/finacct/payroll-department/
Graduate Assistants are NOT on the same pay schedule as Faculty and Staff. Please contact the Payroll department above to confirm your pay dates.

Parking & Transportation Services
http://auxiliary.georgiasouthern.edu/parking/

Eagle Dining
Meal plan options and campus dining locations.
http://auxiliary.georgiasouthern.edu/eagledining/

Eagle Card
http://auxiliary.georgiasouthern.edu/eaglecard/

Campus Stores and Shops
http://auxiliary.georgiasouthern.edu/storesandshops/

Health Services
Call the appointment office (478.5484) or visit Health Services on Forest Drive. Online at:
http://auxiliary.georgiasouthern.edu/healthservices/

Zach S. Henderson Library
Visit the newly renovated, state of the art library for all your research and reading
http://library.georgiasouthern.edu/

Recreation Activities Center (RAC)
Check out campus recreation and intramurals online: http://recreation.georgiasouthern.edu/

Performing Arts Center (PAC)
Online at: http://academics.georgiasouthern.edu/pac/
APPENDIX

Program Forms from the College of Graduate Studies

Students are responsible for printing and filing these forms with the College of Graduate Studies. Please consult the COGS website for semester deadlines to file each of the following forms.

Program of Study

Application for Approval of Thesis Topic and Committee Membership (Thesis Prospectus)
http://cogs.georgiasouthern.edu/wp-content/uploads/ApplicationForApprovalOfThesisTitleAndCommittee.pdf

Thesis Defense Announcement and Scheduling Form

Report on Thesis Defense