

DEPARTMENT OF  
**WRITING STUDIES**  

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**UNIVERSITY OF MINNESOTA**

**Graduate Student Handbook**  
**2016-2017**

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**Certificate in Technical Communication**  
**M.S. in Scientific and Technical Communication**  
**M.A. and Ph.D. in Rhetoric and Technical Communication**

Fall 2016

**The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.**

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This publication is available in alternative formats upon request. Please contact the Programs Administrator:  
Department of Writing Studies, 214 Nolte Center, 315 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-3445.

The University of Minnesota is committed to the policy that all persons shall have equal access to its program, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

**Please note:** Some of the College and Graduate Education policies and procedures are still being developed this year. Students and faculty will be notified of significant changes.

## Contents

Graduate Programs Faculty and Staff.....	5
Graduate Faculty in RSTC / Role of the Degree Committee .....	6
RSTC and S&TC Graduate Faculty.....	6
Affiliate Faculty .....	7
Technical Communication Certificate.....	8
Your Advisor .....	8
Requirements .....	8
Five Steps to a Certificate in Scientific and Technical Communication .....	9
Regular Progress, Forms, Graduation .....	10
M.S. in Scientific and Technical Communication.....	11
The Advising System.....	11
Requirements .....	11
Internships (Optional) .....	12
Satisfactory Progress toward Degree.....	12
M.A. & PhD in Rhetoric & Scientific and Technical Communication.....	13
The Advising System.....	13
The Curriculum .....	13
Research Core .....	13
Specialty Area or area of concentratin and research .....	14
Supporting Program or Formal Minor.....	15
Specific for the M.A. ....	16
Coursework Requirements.....	16
The “Plan B” Paper and Oral Examiniation.....	16
Satisfactory Progress.....	17
Registration .....	18
Change of Status: From the M.A. to the Ph.D. ....	18
Specific to the Ph.D.....	20
Coursework Requirments.....	20
Preliminary Examinations.....	22
Written Exam Reading Lists.....	22
Registration while Preparing for and taking Preliminary Examinations.....	25

Scheduling the Written Examinations.....	25
Overview: Steps for the Student.....	26
Evaluation of the Written Exams.....	27
Preliminary Oral Exam.....	27
Evaluation of the Oral Exam.....	27
Dissertation.....	28
Dissertation Committee.....	29
Prospectus and Presentation.....	30
Registration while Writing Your Dissertation.....	31
Endgame: Format and Final Oral Examination (“Defense”).....	32
Satisfactory Progress.....	32
Assistantships & Aid.....	34
Graduate Instructorships (GI) & Teaching Assistantships (TA).....	34
First-Year Writing (WRIT 1301).....	35
WRIT3562W Technical and Professional Communication.....	35
Teaching Assistantships.....	35
Fellowships.....	36
Research Assistantships and Administrative Fellowships.....	36
Center for Writing Job Opportunities.....	37
Dossier Service/Job Search.....	38
Graduate Student Travel Policy 2016-17.....	39
Dissertation Prospectus Form.....	42
Appendix: <i>Forms and Resources</i> .....	43
MA Program Coursework.....	43
Degree Completion Steps: Master’s Plan B (MA).....	44
PhD Program Coursework.....	45
Degree Completion Steps: Doctoral.....	46
Degree Completion Steps: Post Baccalaureate Certificate (PBC).....	48
Degree Completion Steps: Master’s Plan C (MS).....	49
Additional Information for Graduating Graduate Students.....	50
Resources and Links.....	51

## Welcome!

This handbook is intended for students currently enrolled in our department's Certificate, M.S., M.A., and Ph.D. programs. It does not contain information on admissions. (See [admissions information](#), see and select the degree you're interested in.)

Considerable effort has been taken to assure that the information in this handbook is accurate. But nothing in this handbook can supersede the rules and regulations of the Graduate School or other University of Minnesota bodies. Rules and regulations governing all graduate programs at the University of Minnesota are set forth in the [Graduate Education Catalog](#) and at the [Graduate School](#) website.

The Writing Studies faculty is relatively large compared with that at many research university departments. Our research and teaching interests range widely, from the core fields of rhetorical theory and history, and scientific and technical communication, to pedagogy, textual analysis and understanding, digital and multimedia communication, and the interaction of writing and its readers and its broader social and cultural contexts. The number of our graduate students is small, so you can receive close, individual attention from your advisor and others on the faculty.

### Graduate Programs Faculty and Staff

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## Graduate Faculty in RSTC / Role of the Degree Committee

### RSTC and S&TC Graduate Faculty

The following table lists all Writing Studies faculty eligible to chair and serve on M.A. or Ph.D. degree committees. They are all senior members in RSTC unless indicated.

Senior Members, Affiliate Senior Members and Members may chair M.A. and Ph.D. degree committees, co-advise dissertations and serve as reviewers and committee members. Affiliate Members can serve as reviewers and committee members.

Please use the Graduate Education [Faculty Role List database](#) to view members and roles when planning your committee.

#### Writing Studies Department Faculty

[Lee-Ann Kastman Breuch](#)

[Patrick Bruch](#)

[Ann Hill Duin](#)

[Richard Graff](#)

[Laura Gurak](#)

[Christina Haas](#)

[Kirsten Jansen](#)

[Anne Lazaraton](#)

[John Logie](#)

[Tom Reynolds](#)

[Donald Ross, Jr.](#)

[Mary Schuster](#)

#### Also holds appointment in

Human Factors/Ergonomics (ASM)

Literacy & Rhetorical Studies (M)

Literacy & Rhetorical Studies (M)

No others

Classical and Near Eastern Studies (ASM)

Communication Studies (ASM)

Literacy & Rhetorical Studies (M)

Communication Studies (ASM)

English (ASM)

Literacy & Rhetorical Studies (M)

Mass Communication (ASM)

Studies of Science and Technology (ASM)

Literacy & Rhetorical Studies (M)

Literacy & Rhetorical Studies (AM)

English (ASM)

Literacy & Rhetorical Studies (M)

Communication Studies (ASM)

Liberal Studies (ASM)

Literacy & Rhetorical Studies (M)

Literacy & Rhetorical Studies (M)

English (ASM)

Literacy & Rhetorical Studies (M)

Communication Studies (ASM)

Feminist Studies (AMA)

SM (Senior Member), ASM (Affiliate Senior Member), M (Member), AM (Affiliate Member)

## Affiliate Faculty

Below are the Affiliate graduate faculty who hold appointments in our RSTC programs. They are ASM unless indicated. Their home department is listed, as well as additional appointments they hold.

	<b>Home department</b>	<b>Also holds appointment in</b>
<a href="#">Lisa Albrecht</a> (AM)	School of Social Work CEHD	Education, Curric. & Instr. Feminist Studies
<a href="#">Karlyn Kohrs Campbell</a>	Communication Studies	Literacy & Rhetorical Studies Feminist Studies Political Psychology
<a href="#">Shirley N. Garner</a>	English	Early Modern Studies Feminist Studies
<a href="#">Ronald W. Greene</a>	Communication Studies	American Studies Compar. Study Discrse/Soc. Literacy & Rhetorical Studies
<a href="#">Alan G. Gross</a> (SM, S&TC)	Communication Studies	Literacy & Rhetorical Studies Studies of Science/ Tech
<a href="#">Joseph A. Konstan</a> <a href="#">Cynthia Lewis</a>	Computer Science Curriculum & Instruction	Education Education, Curric. & Instr. Teaching Sociocultural Stu in Ed. Literacy & Rhetorical Studies
<a href="#">Daniel J. Philippon</a> (SM, S&TC)	English (M)	American Studies Communication Studies Conservation Biology Development Studies and Social Change Risk Analysis for Introduced Species and Studies of Science/Tech
<a href="#">Geoffrey Sirc</a>	English	Literacy & Rhetorical Studies

For help identifying faculty eligibility for committee membership and adviser assignments, please see the Graduate Education Faculty Role list for [M.S. in STC](#), [M.A. in RSTC](#), [Ph.D. in RSTC](#).

# Technical Communication Certificate

## Your Advisor

Upon admission to the Certificate in STC Program, your advisor will be Ann Hill Duin. Feel free to contact her directly.

Ann Hill Duin

Professor

Director of Graduate Studies and Advisor to Master of Science and Certificate Programs in Scientific and Technical Communication

612-625-9259

[ahduin@umn.edu](mailto:ahduin@umn.edu)

208 Nolte Center

You are free to change advisors at any time and without any ill feeling. All you have to do is to get the approval of the new advisor, inform Laura Pigozzi, and let the Programs Administrator know so our records can be updated.

## Requirements

This program is designed with the working professional in mind. Academic advisors will work with you to help you complete the certificate. You may transfer all 15 credits of your certificate course work into the Master of Science in scientific and technical communication after being admitted to the M.S. program.

The certificate consists of 15 graduate credits taken from the Department of Writing Studies. They are:

- 3 cr WRIT 4501 Usability and Human Factors in Technical Communication
  
- Choose 1 WRIT 4431 Intersections of STC & Law  
WRIT 4562 International Professional Communication  
WRIT 4573W Writing Proposals and Grant Management  
WRIT 4664W Science Writing for Popular Audiences
  
- 3 cr WRIT 5001 Introduction to Graduate Studies in Scientific & Technical Communication
- 3 cr WRIT 5112 Information Design
- 3 cr WRIT 5561 Editing and Style for Technical Communicators
- 3 cr WRIT 5671 Visual Rhetoric

Note that none of the courses require prerequisite courses. Courses are typically offered once per year.



## Five Steps to a Certificate in Scientific and Technical Communication

### Step 1

Register for at least one course in fall and spring semesters, including the semester in which you plan to graduate, until you complete your certificate coursework requirements.

### Step 2

Complete the Graduate School Post-Baccalaureate Certificate [Graduate Degree Plan \(GDP\) Form](#), available online in Degree Completion Steps. Discuss it with your advisor by the end of your second semester of study.

Submit the approved form to the CLA Graduate Programs office in 113 Johnston Hall at least one term prior to your anticipated term of certificate completion.

### Step 3

Obtain your Graduation Packet from the Graduate School. [Request it online](#) in Degree Completion Steps one semester before you plan to graduate.

### Step 4

From the packet, complete and submit The Graduate Application for Degree form to the Office of the Registrar by the first business day of the month you intend to graduate.

Also from the packet, complete and submit the signed Final Report Form to the Graduate Student Services and Progress Office in One Stop (333 Robert H. Bruininks Hall) by the last business day of the month you intend to graduate.

### Step 5

Follow instructions provided to you by the Graduate School. During the 2nd or 3rd week of the month you apply to graduate, you will receive an email communication from the Graduate School to your U of M email address. The email will either

- alert you to remaining requirements that must be completed in order for your certificate to be awarded; or
- confirm that you have completed all certificate requirements, and inform you of the date upon which your certificate will be awarded.

## **Regular Progress, Forms, Graduation**

Each student will need to file an approved Graduate Degree Plan (GDP) indicating the courses that will be taken. This and all the forms you need are found [here](#). Completion of the certificate program requires completion of the indicated courses, with a grade of B or better and with an overall GPA in certificate course work of 2.80 or better. No capstone course or final exam will be necessary for students to complete this certificate program.

You are expected to take a minimum of two courses (one each fall and spring semester) every year to maintain active status, including the term in which you will officially complete your certificate. If you are not able to take courses, you should consult with your advisor because it will affect your status with the program and the Graduate School.

To maintain active status in the program without taking a course, you must register for GRAD 999 with your advisor's approval. Grad 999 is a zero-tuition, zero-credit registration that satisfies the Graduate School registration requirement. It does not satisfy registration requirements for graduate student employment at the University, international student agencies, and does not satisfy most loan deferment requirements. Be sure to read all of the information about this [registration option](#) on the Graduate School's web site before registering.

The Department of Writing Studies limits registration in GRAD 999 to one semester only.

The Graduate School has this very helpful web [site](#) with a certificate completion checklist and electronic access to the various forms you need to file for the Certificate Program. You are expected to follow those deadlines and rules; if you have questions ask your advisor, the Director of Graduate Studies (DGS), or the Programs Administrator.

## **Change of Status: From the Certificate to the M.S. Program**

This certificate provides a gateway for you to participate in the outstanding education that the University of Minnesota offers. While you are participating in this certificate program, you will receive academic advising from graduate faculty in the Department of Writing Studies. Through this advising, faculty work to identify and prepare students who show an interest in and promise for the full M.S. in Scientific and Technical Communication (S&TC) program. These students will be able to transfer up to 15 credits from the certificate program in to the M.S. in S&TC program, if accepted into that program.

## M.S. in Scientific and Technical Communication

### The Advising System

Upon admission to the M.S. in STC program, the Director of Graduate Studies (DGS) and admission committee will assign you an advisor.

You are free to change advisors at any time and without any ill feeling. Just get the approval of the new advisor, inform the old advisor, and let the Programs Administrator know of the change so that our records can be updated.

### Requirements

A minimum of 30 credits is required as follows:

3 cr	WRIT 4501 Usability and Human Factors in Technical Communication
3 cr	WRIT 5001 Introduction to Graduate Studies in Scientific & Technical Communication.
3 cr	WRIT 5112 Information Design
3 cr Choose 1	WRIT 4431 Intersections of STC & Law WRIT 4562 International Professional Communication WRIT 4573W Writing Proposals and Grant Management WRIT 4664W Science Writing for Popular Audiences
3 cr	WRIT 5561 Editing and Style for Technical Communicators
3 cr	WRIT 5671 Visual Rhetoric
3 cr	WRIT 8505 Design Project
9 cr	Related Field Competency Area– See possible areas of study below.

#### Related Field Competency Area (9 credits)

Possible areas of study include, but are not limited to:

- Health Sciences
- International Technical Communication
- Food Science and Nutrition
- Technical Communication and Software Engineering
- Technical Communication and Environmental Science
- Technical Communication and Law

#### Graduate-level Minors

Students can seek a graduate-level minor from the list below to fulfill the competency area requirement, upon Advisor and DGS for M.S. in S&TC approval. See the graduate catalog for more information on these graduate-level minors.

- Bioethics
- Bioinformatics
- Cognitive Science
- Conflict Management
- Human Factors / Ergonomics
- Human Genetics
- Human Rights
- International Education

## **Internships (Optional)**

M.S. students who plan to specialize in industry or government but have no technical communication experience may want to consider finding an internship. Internships provide experience in a professional environment and give direct exposure to the ethics and responsibilities of practice. The experience also builds confidence in your ability to synthesize and apply course work. To earn 3 credits, you must complete a minimum of 120 hours of internship work, work with your advisor or DGS to outline the work and reports involved, and register for 3 credits of WRIT 5196: Internship in Scientific and Technical Communication. The three credits may be applied toward the 9 credits required in a related field competency area.

## **Satisfactory Progress toward Degree**

The MS in S&TC student should meet once a year with his or her advisor to complete and discuss an annual report of progress. Students must make satisfactory progress by meeting grade and progress standards. Students having exceptional difficulties maintaining progress should meet with their advisors to discuss whether or not a letter to the Director of Graduate Studies, explaining the need for an exception to the progress rules, is in order. A faculty committee will then determine whether or not to grant an exception.

The Graduate School has a very helpful web site with a degree completion steps and electronic access to the various forms you need to file [here](#).

You are expected to follow Graduate School deadlines and rules; if you have questions, ask your advisor, the DGS, or the Programs Administrator.

In March of your first year (and each subsequent year), complete the department's form F-1, Graduate Student Progress Report.

In fall semester of your second year, complete the Graduate School's Degree Plan (found in [Degree Completion Steps](#)). Once the Program form is approved by the Graduate School, download their Graduation Packet which has the Application for Degree form and final report form.

## **M. A. and Ph.D. in Rhetoric & Scientific and Technical Communication**

### **The Advising System**

Upon admission to the M.A. and Ph.D. in R&STC, the director of graduate studies and admission committee will assign you an advisor. This decision involves a match between your interests and the faculty member's interests, expertise, and availability. Most students have the same advisor through their degree, but our system is flexible, so that some students change advisors as their interests develop and change. To change your advisor, get the approval of the new advisor, inform the old one, and let the Programs Administrator know of the change so our records can be updated.

### **The Curriculum**

Note that, at or near the end of their studies, M.A. students write a “Plan B” paper. After coursework, doctoral students take “preliminary” examinations and then write a dissertation. The details are in the separate sections for each degree.

We make a distinction between core areas and the individual student's area of concentration.

### **Research Core**

The courses in the research core—which should normally be taken in students' first and second years—hone students' skills in close reading, annotation, and systematic analysis through a shared corpus of recent, cutting-edge, and award-winning research in rhetoric, writing, and scientific and technical communication. Students also learn and practice principles of problem formulation; research design; ethical inquiry; data collection; modes of analysis; and rhetorically savvy reporting. Together, these skills and principles allow students to take what they have learned in the research core to their seminars and dissertation projects.

This requirement is met by taking Research Methods in Writing Studies and Technical Communication (WRIT 8011) and Applied Research Methods in Writing Studies and Technical Communication (WRIT 8012). Taught in fall semester in alternate years.

### **Core Areas**

Rhetoric Theory and History  
Writing Studies and Pedagogy  
Technical Communication, Technology, and Culture

Goals of the Core Area requirement-

Students who are competent in their Core Areas should be able to:

- master (some) seminal works in at least two scholarly fields to the extent that they can justifiably

represent the ideas of other scholars (for example, to advise undergraduate independent-study projects) synthesize and analyze concepts across works

- know how to critically read current and future research articles and monographs in a range of topics that are involved in writing studies (for example, to read *Written Communication*, *Journal of Business and Technical Communication Quarterly*, *Rhetoric Society Quarterly*, *Quarterly Journal of Speech*, or *College Composition and Communication* on a regular basis)
- be familiar with the important theoretical and applied limbs of our discipline(s) as they have developed over time and to recognize important changes in the future

Knowledge of the Core Areas is demonstrated by course grades and (for Ph.D. students) preliminary exams in two of the three areas.

## Specialty Area or Area of Concentration and Research

Goals of the Specialty Area—

In order to be recognized as an expert in a specialty area a student should be able to:

- know how to conduct excellent research, where that knowledge includes
  - understanding the theoretical and empirical foundations of the area
  - selecting a topic for sustained (Plan B or dissertation) research that fills a gap in the area's knowledge or understanding
  - demonstrate an ability to conduct independent, original, ethical research, including:
    - formulating researchable (and research worthy) questions
    - expertly executing and justifying methods appropriate to those questions,
    - conducting systematic analyses
    - articulating both conclusions specific to the analyses and/or implications for the advancement of theory

The student's area of concentration will be developed chiefly through seminars in Writing Studies. The advisor and other members of the student's committee will help to shape and focus the area.

This list below represents some of the areas of interest and expertise of the faculty in the R&STC program. Note that the required courses are likely to be part of your Specialty Area. You may create another specialty area in consultation with your advisor.

- Digital literacies
- Internet studies
- Professional and technical communication
- Theories of writing
- Writing pedagogies
- Rhetorics of science, medicine, or law
- Rhetorical theory

## Supporting Program or Formal Minor

Goals—

- to take courses from other departments to provide additional perspectives on courses in Writing Studies
- especially to do that to complement understanding of the Specialty Area

A **supporting program** does not have to meet the formal requirements of another department. It entails courses from one or more departments that are a coherent program of study.

A **departmental or interdisciplinary Masters or Doctoral Minor** is a formal suite of courses or seminars.

### *Interdisciplinary minors*

Feminist Studies

Literacy and Rhetorical Studies (e.g., taking English and Curriculum and Instruction courses)

Human Factors/Ergonomics

History of Science, Technology, and Medicine

Second Language Studies—English as a Second Language

Comparative Studies in Discourse and Society (focus on theory)

### *Minors in other departments*

American Studies

Anthropology (for ethnography)

Classical and Near Eastern Studies

Education, Curriculum, and Instruction

Educational Psychology

English

History

Linguistics

Philosophy

Sociology

Speech-Language-Hearing Science

### *Other free-standing minors*

International Education

Museum Studies

Public Health

Studies of Science and Technology

Transportation Studies (certificate)

## Second Language

There is no formal second language requirement. However, if you plan to study Classical rhetoric, you should be proficient in Latin or Greek (or both). If you plan to study rhetoric or technical communication in an international setting, you should be proficient in the relevant language or languages.

## Specific for the M.A.

**Number of credits.** You must earn 33 credits (usually 11 courses and seminars); 24 credits should be in Writing Studies. This includes WRIT 8794, Directed Research, conducted in conjunction with the Plan B paper.

**Your committee.** You need to have a committee to review and approve your Plan B paper, and conduct the oral examination. The committee includes your advisor, one other faculty from Writing Studies, and one from outside the department. If you have a formal Minor, a person from that program must be the outside member. Some professors hold graduate faculty positions in Writing Studies and another department, and can serve in either capacity: see the [Graduate Education Faculty Role List](#).

To request an update to your examination committee of record, please use this link: [Master's Final Examination Committee](#) to initiate your request. You will be sent a confirmation email upon approval.

**Degree Plan.** During your second or third semester, you should file a formal Degree Plan to be approved by the DGS and filed with the Graduate School. This form includes the names of the examining committee members.

## Coursework Requirements

Research core 6 credits	<ul style="list-style-type: none"><li>• Research Methods in Writing Studies and Technical Communication (WRIT 8011)</li><li>• Applied Research Methods in Writing Studies and Technical Communication (WRIT 8012)</li></ul>
<i>Rhetoric core area</i> 6 credits	<ul style="list-style-type: none"><li>• WRIT 5775, Rhetorical Tradition: Classical Era)</li><li>• WRIT 5776, Rhetorical Tradition: Modern Era)</li></ul>
<i>Other core areas</i> 6 credits	<ul style="list-style-type: none"><li>• One course or seminar in each area, Writing Studies and Pedagogy and Technical Communication, Technology, and Culture</li></ul>
<i>Specialty area</i> 6 credits	<ul style="list-style-type: none"><li>• At least two courses</li></ul>
<i>Supporting field or Minor</i> 6 credits	<ul style="list-style-type: none"><li>• At least two courses outside the department</li></ul>
<i>Directed research</i> 3 credits	<ul style="list-style-type: none"><li>• Directed Research (WRIT 8794)</li></ul>



## The “Plan B” Paper and Oral Examination

At the end of your degree, you will write a “Plan B” paper. “Plan B” is the term used by the Graduate School for a capstone project involving a single example of scholarly writing. Our program does not offer the “Plan A” option which involves a formal thesis.

The topic for the paper typically evolves from work in one of your seminars. The paper should be in the form of a published article for a specific, scholarly journal. It should demonstrate your ability to identify a scholarly topic of interest to the readership of the journal, justify the importance of the topic, and prove or argue for a thesis. It should make a contribution to scholarly knowledge or understanding of your topic, so you should place your work in the scholarly “conversation.” A review of the literature, for example, would generally not be approved.

The paper should conform to guidelines and practices of the journal, including formatting and the use of citations and notes. You should read carefully a dozen or so recent articles on a topic similar to yours from that journal and notice how articles are laid out and paced from the Abstract and Introduction to the Conclusion. Journal articles are typically 25-30 typescript pages long, including notes and bibliography or works cited.

In addition to the paper, you should write a “prolegomenon” or preface of 3 to 5 pages. This should explain how you became interested in the topic, why you think it is important, and briefly summarize your argument. You should also review two or three other journals as you did with your target journal, and explain why you chose the one you did. Include the URL or printout of an article of a typical paper from the target journal.

If you have published an article (12 printed pages or longer) or have one accepted, you can use this as your Plan B paper. You should then write up the preface to accompany your article.

You should discuss your topic and possible journals with your advisor before you begin the process and you should register for WRIT 8794 Directed Research during the semester when you are writing the paper. After your advisor approves the paper and preface, you should distribute both to the other two people on your examining committee. You should then schedule the one-hour oral examination with the assumption that your committee will approve your paper. You need to give your committee at least two weeks to read your paper.

You cannot take the oral examination until your [Graduate Degree Plan](#) has been approved. You may not take the oral examination if you have any incompletes on your transcript, although you are likely to be completing your final courses.

The examination lasts for about one hour. In the first part you present your topic formally to the committee, then they discuss your paper with you. Your advisor then asks you to leave the room and the committee members vote “pass” or “fail.” The decision is based on a majority vote. If that vote is “fail,” then you can retake the examination with unanimous consent of the committee. You need to bring the [Final Examination Report](#) from the Graduate School to the examination, since it needs to be signed. After the examination, PDF a copy of your paper and give it to the Programs Administrator for your file.

## Satisfactory Progress

The department thinks it is better for students, for our program, and for the profession if it takes two years to complete a Master's. Students must begin to think about the Plan B paper topic during the first year, and structure their course work toward learning what they need to know to complete the paper.

We assume you will take three courses each semester for the two years, including Directed Research in your fourth semester. Under special circumstances, with the approval of your advisor, for one semester you may only take two. You must earn at least a B grade in all courses.

In March of your first year (and each subsequent year), complete the department's Graduate Student Progress Report. You and your advisor must sign this before you turn it in to the DGS.

By fall of your second year, assemble your examination committee and complete the Degree Plan. Write the Plan B paper and take the oral examination in the spring.

The Graduate School has a very helpful web site with a [degree completion checklist](#) and electronic access to the various forms you need to file. You are expected to follow those deadlines and rules. If you have questions ask your advisor, the DGS, or the Programs Administrator. Once the Graduate Degree Plan is approved by the Graduate School, download their Graduation Packet which has the Application for Degree form, Final Examination Report, and spells out other important steps you must follow. You are expected to follow those deadlines and rules.

## Registration

You must be registered for at least six credits a semester in order to be eligible to teach or work as a Research or Administrative Assistant at the University.

Master's students who have completed all course requirements and are working as a graduate instructor, may qualify for WRIT 8333 Master Advanced Standing (which reduces the benefits that the hiring department must pay). For more information, please [review the requirements](#) and contact the Programs Administrator before you file the form.

To maintain active status in the program without taking a course, you must register for Grad 999 with your advisor's approval. Grad 999 is a zero-tuition, zero-credit registration that satisfies the Graduate School's registration requirement. It does not satisfy registration requirements for graduate student employment at the University, international student agencies, and does not satisfy most loan deferment requirements. Be sure to read all of the information about this registration option on the Graduate School's web site before registering.

The Department of Writing Studies limits registration in GRAD 999 to two semesters only.

## **Change of Status: From the M.A. to the Ph.D.**

If you are making satisfactory progress, in October of your second year, the DGS will ask if you wish to continue on to the Ph.D. If so, you need to complete a new application for [Change of Status](#). You can re-use much of the old information like GRE scores, earlier transcripts, and letters of recommendation. You also need to write a one- or two-page memo to the DGS. This should reflect on what you have done so far in the program, and explain why you wish to continue your studies. The graduate faculty will decide if you can proceed; you will have our decision by the end of November. A positive decision depends on your completing all of the M.A. requirements including the Plan B paper and formally applying to have the degree awarded by the beginning of fall classes of your third year.

You will be able to transfer most or all of your M.A. courses into the Ph.D. program and will be eligible for four more years of support, as long as you are making good progress and are teaching in an acceptable manner.

## Specific for the Ph.D.

**Number of credits.** You must earn 42 credits (usually 14 courses and seminars); 27 credits should be in Writing Studies. You can transfer 6 credits related to rhetoric, scientific and technical communication from your master's program; your adviser and the DGS will determine the number of credits and which requirement they fulfill. In addition, you must take 24 credits of WRIT 8888, Thesis Credits: Doctoral, after you have completed the regular coursework. The total is at least 66 credits.

Under exceptional circumstances, you may include one or two Independent Study courses as part of your Graduate Degree Plan (the department has a form for documenting these courses).

**Your committee.** In your second year you need to select a committee to set and review the preliminary written examinations and conduct the oral examination. The committee includes your advisor, two other faculty from Writing Studies, and one from outside the department. If you have a formal Minor, a person from that program must be the outside member. Some professors hold graduate faculty positions in Writing Studies and another department, and can serve in either capacity. See the [Graduate Education Faculty Role List](#). Ideally, you should have established a working relationship with the members on your committee; typically, students ask faculty with whom they have had at least one course. (In unusual cases, your committee can have five members.)

To request an update to your examination committee of record, please use the **Doctoral Final Examination Committee** link to initiate your request. You will be sent a confirmation email upon approval.

**Graduate Degree Plan.** By the end your second year, you should file a formal [Graduate Degree Plan](#) to be approved by the DGS and filed with the Graduate School.

## Coursework Requirements

Research Core 6 credits	<ul style="list-style-type: none"><li>• Research Methods in Writing Studies and Technical Communication (Writing Studies 8011)</li><li>• Applied Research Methods in Writing Studies and Technical Communication (Writing Studies 8012)</li></ul>
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*Three Core Areas.* You must take one Writing Studies (WRIT) seminar or course in each area, and two others from any of the three. The course numbers are examples. The total is 5 seminars or courses, 15 credits. 8-level seminars are on different topics and may be repeated. You must take preliminary written examinations in rhetoric and one other area.

Rhetoric Theory and History	<ul style="list-style-type: none"><li>• WRIT 8510, Seminar in Rhetoric</li><li>• WRIT 5775, Rhetorical Tradition: Classical Era</li><li>• WRIT 5776, Rhetorical Tradition: Modern Era</li></ul>
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Writing Studies and Pedagogy	<ul style="list-style-type: none"> <li>• WRIT 8540, Seminar in Technical Communication and Composition Pedagogies</li> <li>• WRIT 8560, Seminar in Writing Studies</li> <li>• 5-level course: WRIT 5531, Introduction to Writing Theory and Pedagogy</li> </ul>
Technical Communication, Technology, and Culture	<ul style="list-style-type: none"> <li>• WRIT 8520, Seminar in Scientific and Technical Communication</li> <li>• WRIT 8550, Seminar in Technology, Culture, and Communication</li> </ul>

**Specialty Area or concentration:** Three courses (9 credits). You are encouraged to take one of these in another department, and should take two in Writing Studies. The third preliminary examination is in this area.

**Supporting program or Minor:** Four courses (12 credits.) The coherent supporting program should complement your studies, particularly your Specialty Area. While you can use one Writing Studies course as part of that program, you must have a total of twelve credits outside the department as part of your formal Degree Plan.

## Preliminary Examinations

You take three written examinations, one in Rhetoric Theory and History, one in either Writing Studies and Pedagogy, or Technical Communication, Technology, and Culture, and one in your Specialty Area.

The reading lists for the three Core Area exams are anchored by 15 or so selections determined by the faculty and reviewed periodically. They are complemented by ten additional texts that are negotiated by you in consultation with your advisor and appropriate committee members. To some extent, these test your familiarity with bodies of knowledge.

All 25 texts for the Specialty Area are negotiated by you in consultation with your advisor and appropriate committee members. The open-field exam is intended to prepare you in the research area and methodology of your dissertation. Sometimes, but by no means always, the “outside” member of the committee sets the specialty exam topic.

The preliminary writtens consist of three essays, each of which is an open-book, take-home format and is written in a 48-hour period. You may consult books or notes for these exams, although your preparation should be such that you require only occasional recourse to these materials. Each exam will consist either of one or two questions. They will allow you some choice with respect to questions. Where you are asked to pursue a single question, you will have two or three options; for two-question exams you will choose from three or four. The examiner may limit the length of the examination, for example, to “around 15 pages.”

Sample preliminary examination questions are on the department [intranet](#) in the Graduate Student Resources tab.

## Preliminary Exam Reading Lists

*(For the Fall 2015 entering class; optional for students who began before then)*

### Rhetoric Theory and History Reading List

1. Gorgias, “Encomium of Helen” (Kennedy translation recommended)
2. Isocrates, *Against the Sophists* and *Antidosis* (Norlin or Mirhady/Too translation)
3. Plato, *Gorgias*
4. Plato, *Phaedrus*
5. Aristotle, *On Rhetoric* (Kennedy translation)
6. Cicero, *De Oratore* (May/Wisse, trans., *Cicero: On the Ideal Orator*)
7. Quintilian, *Institutio Oratoria*. Selections from books 1, 2, 6, 10, 11, and 12.

8. Burke, Kenneth. Selections from among: *Counter-Statement*. Berkeley: U of California P, 1968 [1931]. *A Rhetoric of Motives*. Berkeley: U of California P, 1969 [1950]. *On Symbols and Society*, ed. Joseph R. Gusfield. Chicago: U of Chicago P, 1989.
9. Foucault, Michel. Selections from: *The Archaeology of Knowledge* and *The Order of Discourse* as included in *The Rhetorical Tradition*, ed. P. Bizzell and B. Herzberg. Bedford/St. Martin's, 2000.
10. Graff, Richard, and Michael Leff. "Revisionist Historiography and Rhetorical Tradition(s)." In *The Viability of the Rhetorical Tradition*, ed. R. Graff, A. Walzer, and J. Atwill. Albany: SUNY Press, 2005. 11-30.
11. Jarratt, Susan. *Rereading the Sophists: Classical Rhetoric Refigured*. Carbondale: Southern Illinois UP, 1991.
12. Lunsford, Andrea, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*. Pittsburgh: U of Pittsburgh P, 1995. 3 or more essays from this collection, selected in consultation with faculty examiner and/or advisor.
13. Miller, Carolyn. "Genre as Social Action." *Quarterly Journal of Speech* 70 (1984): 151-176.
14. Perelman, Chaim, and Lucie Olbrechts-Tyteca. Selections from: *The New Rhetoric: A Treatise on Argumentation*. Trans. John Wilkinson and Purcell Weaver. Notre Dame: U of Notre Dame P, 1969. Perelman, "The New Rhetoric: A Theory of Practical Reasoning." In *The Rhetorical Tradition*, ed. P. Bizzell and B. Herzberg. Bedford/St. Martin's, 2000.
15. The "Rhetorical Situation" Debates:
  - Bitzer, Lloyd. "The Rhetorical Situation." *Philosophy & Rhetoric* 1 (1968): 1-14.
  - Vatz, Richard E. "The Myth of the Rhetorical Situation." *Philosophy & Rhetoric* 6 (1973): 154-161.
  - Consigny, Scott. "Rhetoric and Its Situations". *Philosophy & Rhetoric* 7 (1974): 175-186.

16 through 25 to be determined through negotiation by the advisor, committee, and the student

**Here is a representative example of specific selections for Items 7, 8, 12, and 14 that might appear on a finalized Reading List for the Rhetoric Theory and History Area exam:**

7. Quintilian, *Institutio Oratoria*. Selections from books 1, 2, 6, 10, 11, and 12.
  - Book 1: Whole book
  - Book 2: Whole book
  - Book 6: 6. Preface-6.2
  - Book 10: Whole book
  - Book 11: 11.1 & 11.3
  - Book 12: 12. Preface-12.1

8. Burke, Kenneth.
  - From *Counter-Statement*: "Psychology & Form" (pp. 29-44) & "Lexicon Rhetoricae" (pp. 123-212)

From *A Rhetoric of Motives*: Introduction, Part I, and Part II (pp. 1-84)

From *On Symbols and Society* (ed. Gusfield):

- “Definition of Man” pp. 56-74
- “Symbolic Action” pp. 77-85
- “Language as Action: Terministic Screens” & “Motives as Action” pp. 114-131
- “Dramatistic Method” & “Five Key Terms of Dramatism” pp. 135-157
- “The Paradox of Substance” pp. 235-246
- “Four Master Tropes”, pp. 247-260 (?)

12. From Lunsford, Andrea, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*:

Lunsford, Andrea. “On Reclaiming Rhetorica” pp. 3-8

Royster, Jacqueline Jones, “To Call a Thing by Its True Name: The Rhetoric of Ida B. Wells” pp. 167-184.

Wagner, Joanne, “‘Intelligent Members or Restless Disturbers’: Women’s Rhetorical Styles, 1880-1920.” pp. 185-202.

13. Perelman, Chaim, and Lucie Olbrechts-Tyteca. *The New Rhetoric: A Treatise on Argumentation*:

- pp. 1-214
- pp. 293-310
- pp. 371-514

## Technical Communication and Culture Reading List

### Books

1. Bateman, J. A. (2008). *Multimodality and Genre: A Foundation for the Systematic Analysis of Multimodal Documents*, Palgrave Macmillan.
2. Kress, G. (2010). *Multimodality: A Social Semiotic Approach*. Taylor and Francis.
3. Ridolfo, J. & Hart--Davidson, W. (Eds.) (2015). *Rhetoric and the digital humanities*. Chicago, IL: University of Chicago Press.
4. Selber, S. & Johnson--Eilola, J. (Eds.) (2013). *Solving problems in technical communication*. Chicago, IL: University of Chicago Press.
5. Spilka, R. (Ed.) (2009). *Digital Literacy for Technical Communication: 21<sup>st</sup> Century Theory and Practice*. Routledge. At least three selections to be negotiated with advisor.
6. St. Amant, K. & Sapeinza, F. (Eds.) (2011). *Culture, communication, and cyberspace: Rethinking technical communication for international online environments*. Amityville, N.Y. : Baywood Pub. Co.

### Articles

1. Andersen, R. (2014). Rhetorical work in the age of content management. *Journal of Business and Technical Communication*, 28(2): 115--157



2. Bernhardt, S. (2013). Rhetorical Technologies, Technological Rhetorics. Invited review essay of five recent titles. *College Composition and Communication*, 64(4): 704--720.
  3. Blythe, S., Lauer, C., & Curran, P.G. (2014). Professional and technical communication in a web 2.0 world. *Technical Communication Quarterly* 23(4).
  4. Carolyn R. Miller, C. R. & Dawn Shepherd, D. (2010). Questions for genre theory from the blogosphere. In J. Giltrow & D. Stein (Eds.), *Genres in the Internet*. John Benjamins Publishing Company, pp. 263--290.
  5. Hunsinger., R. P. (2006). Culture and cultural identity in intercultural technical communication. *Technical Communication Quarterly* 15(1): 31--48.
  6. Pigg, S. (2014). Coordinating constant invention: Social media's role in distributed work. *Technical Communication Quarterly* 23(2): 69--87.
  7. Rude, C. (2009). Mapping the Research Questions in Technical Communication, *Journal of Business and Technical Communication*, 23(2): 174-201.
  8. Sun, H. (2006). The triumph of users: Achieving cultural usability goals with userlocalization. *Technical Communication Quarterly*, 15(4): 457--481.
  9. Wolff, W.I. (2013). Interactivity and the invisible: What counts as writing in the age of Web 2.0. *Computers and Composition*, 30: 211--225.
- (16 through 25 to be determined through negotiation by the advisor, committee, and the student)

### **Writing Studies and Pedagogy Reading List**

1. Bawarshi, A.S. and Reiff, M.J. (2010) *Genre: An Introduction to History, Theory, Research, and Pedagogy*, Parlor Press.—Part 1, chapters 1-6, up to p. 104
2. Berlin, J.A. (1988). "Rhetoric and ideology in the writing class." *College English*, 50, 477-494.
3. Bolter, J. D. (1991). *Writing space: The computer, hypertext, and the history of writing*. Hillsdale, NJ: Lawrence Erlbaum Associates.—Chapters 1, 2, 3, 6 & 7
4. Cope, B. & Kalantzis, M. (2000). *Multi-literacies: Literacy learning and the design of social futures*. London: Routledge.—Introduction and Chapter 1, up to page 38
5. Fox, T, (1999). *Defending access: A critique of standards in higher education*. Portsmouth, NH: Boynton/Cook Heinemann.—Chapters 1-3, up to p. 71.
6. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 365-387 and Hayes, J. R. (2006). New directions in writing theory. In C. MacArthur, S, Graham, & J. Fitzgerald (eds.) *Handbook of writing research* (pp. 28-40). Guilford.

7. Giroux, H. A. (2001) *Theory and resistance in education: Toward a pedagogy for the opposition*. Revised and expanded edition. Westport, CT: Bergin and Garvey.—Chapters 1 & 6.
  8. Gore, J. M. (1993). *The struggle for pedagogies: Critical and feminist discourses as regimes of truth*. New York, Routledge.—Chapters 2, 3, & 6
  9. Graff, H. (1991). *The literacy myth: Cultural integration and social structure in the Nineteenth Century*. New Brunswick, NJ: Transaction Publishers.—Introduction, Chapters 1, 2, 4 & 7
  10. Haas, C. (1996). *Writing technology: Studies on the materiality of literacy*. Hillsdale, NJ: Lawrence Erlbaum Associates/Routledge.—Chapters 1, 2, 4, 8 & 9.
  11. Heath, S. B. (1983) *Ways with Words: Language, life, and work in communities and classrooms*. Oxford. —Prologue, Chapter 2, Chapter 5, Chapter 6, Chapter 9.
  12. Hillocks, G. (1986). *Research on written composition: New directions for teaching*. Urbana, IL: National Conference on Research in English and Educational Resources Information Center.— Author’s Introduction, Chapters 1 and 5.
  13. Neel, J. (1988). *Plato, Derrida, and writing*. Carbondale: SIU Press.—Chapters 1, 4, 5, & 6
  14. Richardson, E. (2003). *African American literacies*. London: Routledge.—Introduction and Chapters 1, 2 & 5
  15. Scribner, S. & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press. —Chapters 1, 8, 11, and 14.
  16. Witte, S. (1992). Context, text, intertext: Toward a constructivist semiotic of writing. *Written Communication* 9, 237-261 [selection].
- 17 through 25 to be determined through negotiation by the advisor, committee, and the student

## **Registration While Preparing for and Taking Preliminary Examinations**

### **WRIT 8888 – Doctoral Thesis Credits**

Writing Studies graduate students may begin registering for WRIT 8888/Thesis Credits at any time. If you are taking courses, take the number of Thesis Credits so the credit total is 12. After you pass preliminary examinations, you should take up to 12 credits a semester in WRIT 8888; however, if you wish to take a course or seminar, you may do so, and reduce the number of WRIT 8888 credits accordingly. The semester after the 24 credits are completed, register for WRIT 8444/FTE Doctoral (see “Registration While Writing your Dissertation” below). In all cases you need to take at least 6 credits in order to be registered as a full-time student and be eligible to hold a teaching or research assistantship.

## **Scheduling the Written Examinations**

Plan for the exams as you complete your coursework. You are expected to take your exams within the year following completion of your coursework. Barring unusual circumstances (e.g., illness, extended

family emergency, adoption or birth of a child) students who do not complete the written examinations in the three terms immediately following the completion of their last course may not be able to continue in the program.

### **Preliminary written exam windows, 2016-17**

#### Summer 2016

- Writtens: Friday July 22 through Sunday July 31
- Oral: During the first two weeks of Fall semester classes

#### Fall 2016

- Writtens: Friday September 30 through Monday October 17
- Oral: Within one month after the advisor receives the last report on the last exam

#### Spring 2017

- Writtens: Friday February 10 through Monday February 27
- Oral: Within one month after the advisor receives the last report on the last exam

#### Summer 2017

- Writtens: Friday July 21 through Sunday July 30
- Oral: During the first two weeks of Fall semester classes

### **Overview: Steps for the Student**

1. Before the written exam
  - Your Graduate Degree Plan MUST be completed and signed, ideally the semester before you plan to take the exam
  - You cannot have incompletes in the courses on your Graduate Degree Plan
  - At least two weeks before the exam window, notify your advisor, the other examiners and the Graduate Programs Administrator of your intention to take the exams
2. Negotiate the three reading lists with each examiner
  - All three approved reading lists sent to the advisor by the student.
  - The advisor sends the lists to the DGS for the student's file.
  - DGS asks advisors to anticipate any possible exam takers for the current round.
  - The advisor sends the names of all three examiners to the Graduate Program Administrator, with e-addresses of those who are not in the department.
3. Work with Graduate Programs Administrator to schedule the three exam dates
  - The Graduate Programs Administrator conveys those dates to the advisor.
  - The Graduate Programs Administrator contacts the examiners to send the exam questions for her so she can e-mail them to the student on schedule.
  - The Graduate Programs Administrator indicates the latest day she needs them; if needed, she reminds the examiner(s) of those dates.
  - The Graduate Programs Administrator sends all three area exam questions to the advisor.

4. Take the exams
5. A bit after the last exam, you may work with your full committee to set a tentative date for the oral exam. Identify a two or three week time frame that begins two weeks after you turn in the final answer. (Remind the committee members that this will be contingent on your passing the written exam)
6. E-mail the answer to the each examiner with a copy to the Graduate Programs Administrator. This must be done within 48 hours of your receiving the question; your failure to deliver the responses on time will be factored into the assessment of the exam.
  - Examiners have two weeks to read.
  - Each examiner sends a report to the advisor on whether the student has passed or failed the exam, with comments. NOTE: All results are communicated to the student by the advisor, not by the individual examiners.
  - Results
    - If the student fails all or part of one or two area exams, an examiner, in loose consultation with the advisor, sets any re-take exam(s), and they determine when those re-takes will happen.
    - The examiner may decide that problems with a failed exam can be resolved at the oral exam.
    - If needed, the advisor might consult with all of the examiners.
  - The advisor decides if the oral exam can take place (see below). This cannot happen until the student has passed all of the area exams.
    - Note: The advisor chairs the oral exam.
7. Once taking the oral is approved, the Graduate Programs Administrator sends the reading lists, the questions, and the student's essays to all members of the committee – including members who were not examiners.
  - The advisor might send the examiners' reports to all members of the committee.

## Evaluation of the Written Exams

Two grades are possible: pass or fail. You must pass all three exams in order to take the preliminary oral. If you fail one or two exams, you will be given the opportunity to try again to pass them. Your examiner (usually with your advisor) will give you specific instructions about how to prepare for the re-take. If you fail one or both of the exams on the second try, you cannot continue in the program. If your advisor and the examiners agree that you have failed all three exams on the first try, you cannot continue in the program. The scheduling of any re-takes will impact the scheduling of the preliminary oral.

Your advisor notifies you as soon as possible about the evaluation of the exams. The Program Administrator will report the results to the GSSP Office. You can now [schedule the Preliminary Oral Exam](#) online.

See the [Ph.D. Degree Completion Checklist](#) for benchmarks and forms.

## Preliminary Oral Exam

The oral exam is based on the written exams, and it may include some discussion of your possible dissertation project. Faculty are generally willing to discuss the results of your exams with you prior to the oral; talking with them is a good way to prepare for the oral.

## Evaluation of the Oral Exam

Three grades are possible: pass, pass with reservations, or fail. If two of four members of the committee vote to fail the exam, the vote is recorded as a failure. If members vote to pass with reservations, it is taken as a passing vote; however, the reservations must be satisfied before you can continue in the program.

If you pass with reservations, you will be told so immediately by your advisor. Within one week, your advisor must send a letter to you that clearly stipulate the reservations and the steps required to remove them. A copy of that letter is sent to the Graduate School and will accompany the signed Preliminary Oral Examination Report form. When you have satisfied the committee's reservations, a second letter is also required informing you and the Graduate School that the reservations have been removed and that you may proceed toward the degree.

Students who fail the examination may be excluded from candidacy or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, providing the reexamination is conducted by the original committee. In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed.

## Dissertation

A dissertation demonstrates your ability to conduct an independent, original study on researchable questions, using methods and systematic analysis appropriate to those questions, and articulating conclusions that may have implications for the advancement of theory.

Writing a dissertation is the goal and culmination of the degree. Think of it as a book-length answer to an important question (or small group of related questions) that can be answered through research and original analysis. The courses you take, the faculty you decide to work most closely with, and the advisor you ultimately select should be chosen with the dissertation in mind. Dissertations often make a contribution to the research methods used in analyzing discourse, as well as contributing to our understanding of a specific problem, communication medium, theorist, or body of writings.

Some of the theoretical approaches and methods used by faculty and students in Writing Studies are rhetorical theory and criticism, technical communication theory and research, ethnography, pedagogy, human factors, information design and display, literary theory, philosophy, and feminism. These methods or perspectives make it possible for us better to understand the way knowledge is made, debated, and communicated, and effectively engage in these activities. Because a dissertation makes a

contribution to scholars' understanding of scholarly methods, the curriculum emphasizes methods, so you will be prepared to deal with both the substantive and methodological demands of a dissertation.

As described by the Graduate School, a doctoral dissertation is based on original research that makes a significant contribution to knowledge. A dissertation in our program needs to be on a topic significant enough to justify a book-length study but defined narrowly enough to allow for command of the relevant literature and for an original contribution. Dissertations are usually about 150-200 pages in length, though good dissertations have been written by students in the program that are shorter and longer. For a list of titles of dissertations written by students in the R&STC program, see the Alumni tab in our web site.

Before you proceed with your research and writing, you need to form a dissertation committee, then write a prospectus which you present to that committee.

It is important that you and your advisor work closely together throughout the complicated processes of framing, writing, and revising your dissertation. For example, your prospectus can be a starting roadmap for deciding how to conduct your research, the order in which you will draft the chapters, and when those chapters might be ready for review by your advisor and other members of your committee. Perhaps more important is for you to get help, coaching, and encouragement when you run into snags, get stuck, or need to change the direction of your work—that can come from your advisor, others on your committee, your fellow students, and your family.

The Graduate School's web site has many useful links in support of [dissertation writing](#) and [Thesis Formatting and Submission](#). The Center for Writing page, [Especially for Graduate Writers](#), has a section on dissertation writing.

## Dissertation Committee

Your dissertation is written with the help and guidance of your advisor.\* Usually the faculty member who advised you through the preliminary examinations serves as the dissertation advisor. But this is not necessarily the case. As with the preliminary examination committee, this must have four members, at least one of whom must be from outside the department. If you have a formal Minor, its faculty must be represented. Usually, but not always, examination committee members continue to serve on the dissertation committee. At least two members of the committee, including the outside member, are formal "readers" or "reviewers." They read chapter-by-chapter as your advisor approves them. The fourth person is a "member," who reads the defense draft and participates in the final oral examination. Only your advisor and the reviewers are required to sign the "Final Reviewers Form." Discuss this process with your committee. You need to designate one member, not your advisor, to chair the defense.

\* Your advisor must be a Senior Member of the R&STC faculty. Some dissertations have co-advisors, one of whom must be a Senior Member.

Assign members to the doctoral [final exam committee](#) on [Degree Completion Steps](#), step 6: <http://www.grad.umn.edu/current-students-graduate-student-services-progress/doctoral>.

## Prospectus and Presentation

The R&STC program requires that you write a formal prospectus outlining the plan for your dissertation. This is a most important step in the process because it forces you to think through your whole project, offers you the opportunity to receive suggestions and help from your committee, and ensures that your committee members agree with you and each other on the scope of the project and the methods you use or approaches you take. You should work out the format of your prospectus with your advisor, since faculty may have different expectations. Generally, a prospectus should be about 5,000-6,000 words long. It should include a detailed statement of the problem or exigency your dissertation will address, provide the research question or questions the dissertation will address, and include brief chapter outlines. The prospectus often includes a formal review of the literature (although this might mean in some cases that the prospectus would exceed the 6,000 word limit), and a bibliography. Often you will be asked to provide a sample analysis of the type you expect to use throughout your dissertation in an appendix.

You should present your prospectus to your committee within a year after you have passed your preliminary oral exam. No fewer than two weeks before the presentation, you must give your advisor and other committee members a copy of your prospectus.

## Registration While Writing Your Dissertation

WRIT 8888 – Doctoral Thesis Credits.

**See “Registration While Preparing for and Taking Preliminary Examinations,” above. Complete the required 24 credits.**

WRIT 8444 – Doctoral Full Time Equivalent Status (FTE) with One Credit Registration.

Register for this every semester after completing the 24 thesis credits and while you hold a teaching assistantship or fellowship. This significantly reduces the fringe benefits the department must pay. There is an [application form](#).

GRAD 999 - To maintain active status in the program without taking a course, you must register for Grad 999 with the approval of your advisor and the DGS. Grad 999 is a zero-tuition, zero-credit registration that satisfies the Graduate School’s registration requirement. It does not satisfy requirements for graduate student employment at the University, international student agencies, and does not satisfy most loan deferment requirements. Be sure to read all of the information about this registration option on the Graduate School’s web site before registering.

The Department of Writing Studies limits registration in GRAD 999 to two semesters.

## Endgame: Format and Final Oral Examination (“Defense”)

**Format:** The Graduate School will only accept dissertations that are formatted according to the specifications outlined their web site [Thesis Formatting and Submissions](#). These guidelines are general. Check with your advisor for referencing style and editing conventions. Generally, APA or MLA are acceptable.

**The Defense.** Before the defense can be scheduled, your advisor and your readers must sign the Reviewer's Report form included in your Graduation Packet, No. 7, on the [Degree Completion Steps](#).

With your advisor's approval you should work with your all members of your committee to set a tentative date for the oral exam. Identify a two or three week time frame that begins two weeks after the other members of your committee have received the full draft of your dissertation. Remind the committee members that this will be contingent on having the Reviewer's Report signed. Once the time and date are set, you must complete the online [Final Oral Examination Scheduling](#) form at least one week before the exam. The Final Exam Report form will be delivered by Campus Mail to the chair of your defense; at the meeting that person ensures that the discussion between you and the committee flows smoothly.

In the final oral you will "defend" your dissertation; that is, outline your approach and major findings. Since the defense is public, your committee may be joined by other members of the department and other interested parties, including, if you wish, your family and friends. For this reason your advisor may ask you to prepare a formal presentation (lasting about 30 minutes) that summarizes your dissertation. Audience members are invited to ask questions for about 15-30 minutes and then they are asked to leave. Members of the committee will ask additional questions about your work. Then you will be asked to leave the room. The chair of the defense asks all members to vote "Pass" or "Fail." If a majority votes pass, they will then sign the Final Oral Examination Report that you bring to the Graduate School within 24 hours of the exam (or the following Monday if the exam is late on a Friday). A retake of the examination can only be approved with the unanimous consent of the committee; the reexamination must be conducted by the original committee.

Soon after the oral, your advisor will outline any revisions that you must make. These range from tidying up typographical errors to revising or clarifying part of your dissertation, for example your introduction. Once those changes have been made to your advisor's satisfaction, you write a formal cover sheet with an abstract that your advisor must sign. Then you formally deliver your dissertation to the Graduate School and your degree is awarded.

## Satisfactory Progress

The department thinks it is better for students, for our program, and for the profession if it takes four or five years to complete a Ph.D. Students taking longer run the risk of running out of funding as a graduate instructor while they're trying to write their dissertation—adding to the stress of the process. We are committed to supporting your efforts at maintaining satisfactory progress during your time in the program.

Students must begin to think about the dissertation soon after they arrive, not at the end of their course work, and structure their course work toward learning what they need to know to complete the dissertation. For Ph.D. students it means that they must summon the courage to take their exams, not when they feel they know everything, but when they feel they know what they were taught in their seminars and courses.



The Graduate School has a very helpful web site with a [degree completion checklist](#) and electronic access to the various forms you need to file. You are expected to follow those deadlines and rules; if you have questions ask your advisor, the Director of Graduate Studies (DGS,) or the Programs Administrator.

We assume you will take three courses each semester. Under special circumstances with the approval of your advisor, for one semester you may only take two. You must earn at least a B grade in all courses.

In March of your **first year** (and each subsequent year), complete the department's Graduate Student Progress Report. You and your advisor must sign this before you turn it in to the DGS.

During your **second year**, assemble your preliminary examination committee and complete the Degree Plan. Take your preliminary examinations, usually during your **third year**; this is expected within one year but no later than three semesters of your last course. Within a year of passing preliminary examinations write your prospectus and meet with your committee. Given the time it takes to do the research and write a dissertation, it is best if that meeting takes place early in **Fall semester of your fourth year**.

About one semester before your final oral, download the Graduation Packet which has the preliminary exam and dissertation proposal forms, degree application, and spells out other important steps you must follow.

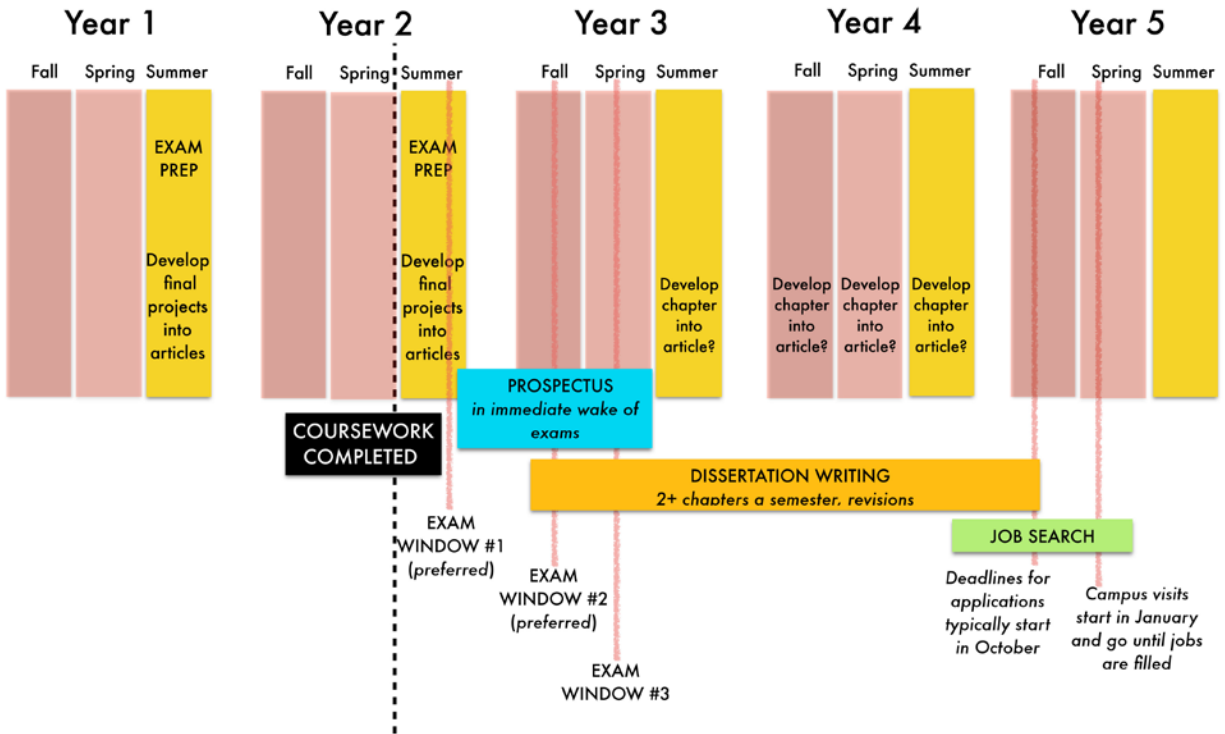
The DGS will give written notice to students who are not making satisfactory progress and who may lose their Graduate Instructor support. In some cases the department may put a hold on a student's registration until progress has resumed. The deadlines will be November 15 for spring and July 1 for the fall (so there is time to find a replacement teacher). Notices will be sent out around October 1 and May 15, respectively.

- Students with two or more incompletes, must get down to one
- Students who have not taken (and passed) prelims and are one year (2 semesters) after completing their program's coursework
- Students who did not complete their dissertation prospectus one year (2 semesters) after passing prelims
- Students who have not made significant progress on their dissertation during the year

A copy will go to the advisor, the Department Administrator, and the Director of First Year Writing). The advisor could write a letter to the DGS that explains the situation and how the problem would be resolved by or soon after the deadline.

The graphic on the next page is an overview of the five years. In addition to indicating when the benchmarks should be met, we also suggest that you publish an article or two, since that will help you professionally and can help in your getting the kind of job you hope for. As with everything in our program, you should work with your advisor and other faculty in shaping and placing your research in relevant academic journals.

# The RSTC PhD — A Five Year Plan



## Assistantships & Aid

### Graduate Instructorships (GI) & Teaching Assistantships (TA)

Students are supported by being “Graduate Instructors,” who teach their own sections of undergraduate courses. Using guidelines that the department provides, they design their syllabus, including the type and pace of reading and writing assignments. Students teach one course a semester, two for the year. Along with a stipend, they get full tuition benefit and health insurances. Teaching in the summer is also possible. Over the years of support, students teach both First-Year Writing, and Technical and Professional Communication. Both courses are taught as face-to-face (traditional) settings, as well as on-line and hybrid formats. Many students also teach sections of other courses for the department’s major in Technical Writing and Communication. These can include Business and Professional Writing, Writing Arguments, Public Writing, and Rhetoric, Technology, and the Internet. Occasionally students serve as teaching assistants, assisting a faculty member by evaluating student papers, meeting with students, and other duties.

### First-Year Writing (WRIT 1301)

Graduate Instructors from Writing Studies have opportunities to teach [First-Year Writing \(FYW\)](#) courses as part of a large and diverse teaching community including fellow graduate instructors from English and American Studies. Each instructor of FYW is supported by the Program to independently design and teach a class that fulfills course outcomes while reflecting the instructor’s unique strengths and interests. New graduate instructors are assigned to small teaching groups led by an experienced teacher; the groups begin meeting in August before the fall semester.

### Technical and Professional Communication (WRIT 3562W)

Writ 3562W (Writing Intensive) is a required course for several majors at the University; thus, the student body is academically diverse. Writing Studies offers about 15 sections of the course each semester. The class has a web-based class platform for instructors. It is a media rich platform—using Twitter, videos, podcasts, collaborative Google options—that also includes resources that previous instructors have found useful. Some instructors have found the class to be a site for their own pedagogical research.

### Teaching Assistantships

The department has a limited number of Teaching Assistantships which involve assisting a faculty member by evaluating student papers, meeting with students, and other duties.

### Fellowships

Graduate fellowships are available to support PhD student research and progress toward degree. These fellowships are available on a competitive basis; most students will receive semester and/or summer fellowships at some point during their course of their study. Endowed fellowships include the James I. Brown and the Affiliates 21<sup>st</sup> Century Program. Both fellowships provide support for research and

writing. The Brown fellowship is for research in all areas of RSTC, whereas the Affiliates 21<sup>st</sup> Century fellowship is more specific to professional, technical, and workplace writing and communication.

Additionally, Writing Studies graduate students may be interested in working with a faculty or academic staff member on an [Interdisciplinary Studies of Writing](#) research grant, which could provide summer RA funding. Graduate students enrolled in the Center's [Literacy and Rhetorical Studies](#) minor are eligible for travel grants and dissertation fellowships associated with that program.

The Graduate School offers "mid-career" fellowships, such as the Stout-Wallace, and Doctoral Dissertation

Doctoral Fellowships, for students in their thesis-writing year are awarded through a university-wide competition to students who are nominated by the department. In addition to these, the Graduate School offers tuition scholarships to second-year students and modest support for research. For information about scholarships and fellowships offered through the Graduate School, contact the [Graduate School Fellowship Office](#).

### **Research Assistantships and Administrative Fellowships**

Writing Studies has a few research assistantships, usually funded through grants that faculty secure. In this case, the individual faculty member hires the assistant. There are a limited number of research assistantships and administrative fellowships available for graduate students in Writing Studies. Students may apply for graduate assistantships in other University departments if they meet the qualifications. The [Graduate Assistant Employment Services](#) posts openings from all University departments.

### **Center for Writing Job Opportunities**

As an interdisciplinary center devoted to the practice, teaching, and study of writing, the Center for Writing encourages Writing Studies graduate students to apply for TA positions in its [Student Writing Support](#) program, as well as RA positions with the [Writing-Enriched Curriculum](#) project. Openings are typically announced in February for the following academic year on the [Center's website](#).

### **Note:**

Students must be admitted and in good academic standing to hold these positions, and also must be registered for at least six credits a semester to maintain their status.

### **Other Useful Sites**

- [Funding your graduate studies: assistantships, fellowships and loans](#)
- [U of M Job Center](#)
- [One Stop Student Services](#)

## Dossier Service/Job Search

### Job Search

- The Chronicle of Higher Education [Jobs Search](#).
- Inside Higher Ed [Find Jobs](#).
- Modern Languages Association [Job Information List](#) is published by the MLA the JIL is the recognized professional source for announcements of full-time faculty positions available in the fields of English and foreign languages in North American colleges and universities.
- [Interfolio](#) is an online credential, dossier and academic portfolio service to request, store, manage and deliver your confidential recommendation letters, transcripts, or any other documents online.

### Departmental Dossier Guidelines

Your dossier should contain:

- At least three letters of recommendation
- Official transcripts

Materials such as resumes, curriculum vitas, statements of teaching and research philosophy, dissertation abstract, lists of courses taught, abstracts of published and/or presented papers etc., should be retained by you and sent with their application as requested.

To start a dossier file:

Transcripts: Students should submit a copy of all transcripts to be included in the dossier file to the Director of Graduate Studies Programs Administrator. If original transcripts from previous institutions were submitted with their application to the U of MN, they can be used as long as they reflect the last degree awarded.

Letters of Recommendation: Students will be asked to sign a confidentiality waiver for their file for each person writing a letter of recommendation. (Ask for a copy of the waiver.) The signed waiver will be kept in their dossier file. Original letters of recommendation should be given directly to the Programs Administrator by the person making the recommendation.

Send the complete mailing address and/or email for each dossier request to the Programs Administrator. Allow a minimum of five working days for the documents to be copied and mailed. All dossiers will be sent by regular US mail or email (according to instructions from the hiring institution). Copies are made of the original letters and transcripts and sent with a Dossier Cover Page using department letterhead.

Dossier files will be maintained by the Department of Writing Studies until five (5) years after graduation. At that time, dossier files will be shredded and discarded per University of Minnesota regulations to maintain confidentiality.

## Graduate Student Travel Policy 2016-17

### M.A. and Ph.D. Students

#### Conference Participation

Conference participation is an important form of professional development for M.A. and Ph.D. students. The department offers financial support to students who travel to a conference to give a paper or appear on a panel, but not if they only attend. Only students who are on graduate-student support (G.I., R.A., Fellowship, etc.) are eligible. If you are not currently receiving graduate student support please contact the DGS for any travel funding requests.

The support is in the form of an award (to be submitted for reimbursement for expenses up to but not exceeding, the amount of the award). It can be used to cover transportation from the Twin Cities, hotel, and conference registration, and meals (see links included below for per diem rates). For local conferences, we only cover registration.

Use the Google form (posted on the intranet under “Financial Resources”) to submit requests for pending or confirmed presentations you will be making at conferences during the upcoming Academic Year. Include conference name, location, dates, and your role at the conference and submit your request to [Donald Ross](#) and [Nan Nelson](#) by November 1. After the conference, you must submit original receipts of all expenses (except meals that will be reimbursed by per diem rates) including the 5 W’s (who, what, when, why and where) to Nan Nelson for processing. Please use the Reimbursement form, [Employee Expense Worksheet and instructions \(UM 1612 & UM 1612i\)](#) .

For 2016-2017 the department will cover up to \*\$1,000 for one conference, or that amount can be split between two if the cost of one is less than \$1,000. Owing to the high cost of airfare, for travel to a conference outside North America, we will cover up to \*\$1,250.

*\*amounts are tentative until finalized in October 2017.*

#### International Travel Insurance

If you have a paper accepted at a conference that is being held outside the U.S., and you wish to attend, you must register your travel with the University (see <http://global.umn.edu/travel/registration/>). You must also [obtain travel insurance](#).

#### Summer Travel

Summer travel is reimbursed by Fiscal Year which ends mid-June each year; reimbursement of travel in late June may come from the next Fiscal Year allocation. To be reimbursed out of the current year’s budget you should meet certain criteria:

1. You must have travel funds still available from the current fiscal year.
2. As usual, you have to follow the regular rules for reimbursement.

3. We do not provide travel money for those who have graduated during the year.

Note that we do not know the travel budgets for the following academic year until July 1 of each year.

**REIMBURSEMENT:**

**Employee Expense Worksheet (includes Travel) and instructions:**

1. U Wide Forms: [Employee Expense Worksheet and instructions \(UM 1612 & UM 1612i\)](#)
2. Complete for reimbursement of UMN allowable expenses. (Submit within 10 days from date of receipt or completion of travel). Once this form is completed please print and sign (lower left hand corner).
3. Tape all original receipts on an 8.5 x 11 sheet of paper using single-sided printing only.
4. Complete the CLA Certification Statement for Student Reimbursement
5. Return signed form and receipts to Nan Nelson.

**[Policy on Travel Expense Reimbursement](#)**

**[List of Reimbursable / Non-reimbursable Travel-related Expenses](#)**

**[Travel Reimbursement Rates/Per Diem](#)**

**Other Opportunities for Travel Funding:**

- Council of Graduate Students [Travel Grants](#)
- Graduate and Professional Student Association [Scholarly Travel Grants](#)
- Graduate School [Thesis Research Travel Grants](#)

**Incidental Dissertation-Research Funding:**

If you think you will incur expenses related to research for your dissertation (for example, for books not available from the Library or through Interlibrary Loan; small stipends to research subjects in an IRB-approved project; travel to a research library or archive; special software or hardware), you may apply for a Dissertation Research Support grant. To apply, complete application form and email to both the [DGS](#) and [Department Administrator](#). The request must include the purpose for the funding, the amount requested, and approval from your advisor. The funding must be used during the semester for which it is approved; reimbursement requests must be submitted prior to the fiscal year-end deadline (around June 10). Funding is contingent upon a number of factors including the merit of the request, the availability of funds, and the suitability of the request according to University fiscal, accounting, IT, and other guidelines. If IRB approval is required for your study, you will not be able to receive any research funding until the IRB has approved your research. If you plan to apply for this funding, please do not make advance purchases or take on expenditures before you apply for the grant; if you do, we can't guarantee that your expenditure will be reimbursable. In general, for this funding, we are able to offer around \$500 each to between 4-5 students in any given academic year.

## Appendix: Forms and Resources

### Certificate Degree Completion Steps

#### Post Baccalaureate Certificate (PBC)

##### GRADUATE SCHOOL/ GRADUATE STUDENT SERVICES & PROGRESS (GSSP) REQUIREMENTS:

1. Complete [Graduate Degree Plan \(GDP\)](#):

2. \*Download [Graduation Packet](#):

*Packet will include the Graduate Application for Degree form and the Examination Report/Final Report form*

- Submit **Application for Degree** Application instructions:  
<https://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree>
- Submit **Examination Report/Final Report form**

**\*Additional information on the Graduation Packet:** Click on "**Graduation Packet Request**" and you will be prompted to log in with your UMN login information. Once you access the graduation packet you will see graduation checklist. Please refer to this document for a list of requirements that need to be completed before your degree is awarded. One of these items is a Final Report Form for both of your degrees. This form needs to be signed by your Director of Graduate Studies and submitted to our office by the degree conferral date.

### MS Degree Completion Steps

#### Master's Plan C

##### GRADUATE SCHOOL/ GRADUATE STUDENT SERVICES & PROGRESS (GSSP) REQUIREMENTS:

1. Complete [Graduate Degree Plan \(GDP\)](#)

2. \*Download [Graduation Packet](#):

*Packet will include the Graduate Application for Degree form and the Examination Report/Final Report form*

- Submit **Application for Degree** Application instructions:  
<https://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree>
- Submit **Examination Report/Final Report form**

**\*Additional information on the Graduation Packet:** Click on "**Graduation Packet Request**" and you will be prompted to log in with your UMN login information. Once you access the graduation packet you will see graduation checklist. Please refer to this document for a list of requirements that need to be completed before your degree is awarded. One of these items is a Final Report Form for both of your degrees. This form needs to be signed by your Director of Graduate Studies and submitted to our office by the degree conferral date.



# MA Degree Completion Steps

## Master's Plan B

### GRADUATE SCHOOL/ GRADUATE STUDENT SERVICES & PROGRESS (GSSP) REQUIREMENTS:

**1. Complete [Graduate Degree Plan \(GDP\)](#)**

During your second or third semester, you should file a formal Degree Plan to be approved by the DGS and filed with the Graduate School.

**2. Assign members to the [master's final exam committee](#)**

**3. Download [Graduation Packet](#)**

This includes the Application for degree and Final Examination Report/Final Report.

Click on "**Graduation Packet Request**" and you will be prompted to log in with your UMN login information. Once you access the graduation packet you will see graduation checklist. Please refer to this document for a list of requirements that need to be completed before your degree is awarded. One of these items is a Final Report Form for both of your degrees. This form needs to be signed by your Director of Graduate Studies and submitted to our office by the degree conferral date.

- **Submit [Application for Degree](#)**

*Included in your Graduation Packet.*

Apply by the first day of anticipated month of graduation. Instructions here:

- **Submit Final Examination Report/Final Report**

*Included in your Graduation Packet.*

Submit by the last business day of anticipated month of graduation

### ADDITIONAL INFORMATION FOR GRADUATING GRADUATE STUDENTS:

**Plan B:** Please review the [Graduate Student Handbook](#) section: *The 'Plan B' Paper and Oral Examination.*

## Writing Studies MA Program Coursework

COURSE		SEMESTER	YEAR
<b>RESEARCH CORE</b>			
WRIT 8011	Research Methods in Writing Studies and Technical Communication		
WRIT 8012	Applied Research Methods in Writing Studies and Technical Communication		
<b>Total Research Core:</b>			
<b>CORE AREAS</b> Rhetoric Core & one Writing Studies seminar or course in Writing Studies and Pedagogy and one from T Comm., Technology and Culture.			
<b>Rhetoric</b>			
WRIT 5775	Rhetorical Tradition: Classical Era		
WRIT 5776	Rhetorical Tradition: Modern Era		
<b>Total Rhetoric Core:</b>			
<b>Writing Studies and Pedagogy (One Course)</b>			
WRIT 8540	Seminar in Technical Communication and Composition Pedagogies		
WRIT 8560	Seminar in Writing Studies		
WRIT 5531	Introduction to Writing Theory and Pedagogy		
<b>Total Writing and Pedagogy:</b>			
<b>Technical Communication, Technology and Culture (One Course)</b>			
WRIT 8520	Seminar in Scientific and Technical Communication		
WRIT 8550	Seminar in Technology, Culture, and Communication		
<b>Total Technical Communication, Technology and Culture:</b>			
<b>RESEARCH AND CORE AREA TOTAL:</b>			
<b>SPECIALTY AREA OR CONCENTRATION (one Writing Studies and One outside course)</b>			
WRIT			
<b>Total Specialty Area:</b>			
<b>ELECTIVES: SUPPORTING FIELD OR MINOR</b>			
<b>Total Electives:</b>			
<b>PLAN B</b>			
WRIT 8794	Independent Study		
<b>TOTAL PROGRAM CREDITS:</b>			

## Doctoral Degree Completion Steps

### GRADUATE SCHOOL/ GRADUATE STUDENT SERVICES & PROGRESS (GSSP) REQUIREMENTS:

**1. Complete [Graduate Degree Plan](#) (GDP)**

By the end your second year, you should file a formal Graduate Degree Plan to be approved by the DGS and filed with the Graduate School.

**2. Assign members to the [preliminary oral exam committee](#)**

**3. Complete Preliminary Written Exam.**

Nan will report results to GSSP. This must be on file with the Graduate Student Services and Progress (GSSP) Office to be authorized to take preliminary oral exam.

**4. Schedule [Preliminary Oral Exam](#)**

Schedule online with GSSP at least one week in advance. GSSP will send the Preliminary Oral Exam Report to your advisor OR it can be picked up in the GSSP office. You will be notified by email that this form is ready.

**5. Submit Preliminary Oral Exam Report**

Submit for your record to reflect doctoral candidacy. Have this available at the Oral exam for committee signatures.

**6. Assign members to the [doctoral final exam committee](#)**

<http://www.grad.umn.edu/current-students-graduate-student-services-progress-doctoral/assign-doc-final-committee>

Complete at least one semester prior to exam.

**7. Download [Graduation Packet](#)** This includes the Application for degree and reviewers report form.

Click on "**Graduation Packet Request**" and you will be prompted to log in with your UMN login information.

Once you access the graduation packet you will see graduation checklist. Please refer to this document for a list of requirements that need to be completed before your degree is awarded. One of these items is a Final Report Form for both of your degrees. This form needs to be signed by your Director of Graduate Studies and submitted to our office by the degree conferral date.

**8. [Schedule Doctoral Final Exam](#)**

Notify GSSP of scheduled exam at least one week in advance.

**9. Submit Application for Degree** *Included in your Graduation Packet.*

Apply by the first day of anticipated month of graduation. Instructions here: <https://www.grad.umn.edu/current-students-graduate-student-services-progress/application-degree>

**10. Submit Reviewers' Report**

*Included in your Graduation Packet.*

Submit this prior to the defense

**11. Submit Doctoral Final Exam Report**

Submit no later than the last business day of anticipated month of graduation

**12. [Submit dissertation/project](#)**

Submit by the last business day of anticipated month of graduation. Consult Graduation Packet for formatting guidelines.

## Writing Studies PhD Program Coursework

COURSE			SEMESTER	YEAR	CREDITS
<b>RESEARCH CORE</b>					
WRIT	8011	Research Methods in Writing Studies and Technical Communication			3
WRIT	8012	Applied Research Methods in Writing Studies and Technical Communication			3
<b>Total Research Core:</b>					<b>6</b>
<b>CORE AREAS</b> One Writing Studies seminar or course in each area, and two others from any of the three					
<b>Rhetoric-</b> rhetoric theory and history					
WRIT	8510	Seminar in Rhetoric			
WRIT	5775	Rhetorical Tradition: Classical Era			
WRIT	5776	Rhetorical Tradition: Modern Era			
<b>Writing Studies and Pedagogy</b>					
WRIT	8540	Seminar in Technical Communication and Composition Pedagogies			
WRIT	8560	Seminar in Writing Studies			
WRIT	5531	Introduction to Writing Theory and Pedagogy			
<b>Technical Communication, Technology and Culture</b>					
WRIT	8520	Seminar in Scientific and Technical Communication			
WRIT	8550	Seminar in Technology, Culture, and Communication			
<b>Total Core Area credits:</b>					<b>15</b>
<b>RESEARCH AND CORE AREA TOTAL:</b>					<b>21</b>
<b>SPECIALTY AREA OR CONCENTRATION (ONE OUTSIDE COURSE)</b>					
WRIT					
WRIT					
<b>TOTAL:</b>					<b>9</b>
<b>ELECTIVES OR MINOR</b> (Courses or formal minor from Writing Studies or other dept. to fulfill the 42 credit minimum.)					
				3	
				3	
				3	
				3	
<b>TOTAL:</b>					<b>12</b>
<b>TOTAL COURSEWORK CREDITS:</b>					<b>42</b>
<b>THESIS CREDITS:</b>					<b>24</b>
<b>TOTAL PROGRAM CREDITS:</b>					<b>66</b>

*Dissertation Prospectus Form*

UNIVERSITY OF MINNESOTA

DEPARTMENT OF WRITING STUDIES

Rhetoric and Scientific and Technical Communication

*Dissertation Prospectus*

The dissertation prospectus by \_\_\_\_\_ has been completed and reviewed by the committee.

Members of the committee:

\_\_\_\_\_ (Advisor)

\_\_\_\_\_

\_\_\_\_\_ Department (Outside member)

\_\_\_\_\_

Advisor signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

*Please return this form and a copy of the first page of the prospectus to Nan Nelson.*

## RESOURCES

### Certificate Degree and Degree Progress:

[Information](#) for Certificate Students

[Forms](#) for Certificate Students

### Master's Degree and Degree Progress (both MA Plan B and MS Plan C)

[Information](#) for Master's Students

[Forms](#) for Master's Students

[Change of Status Application](#) for M.A. to Ph.D. or the Certificate to M.S.

### Doctoral Degree and Degree Progress:

[Information](#) for Doctoral Students

[Forms](#) for Doctoral Students

[Thesis Formatting and Submission](#): The Graduate School- Quick links, Thesis submission, Templates, etc.

[Gradshare](#) for publishing a dissertation

[Application](#) for WRIT 8444/Advanced Doctoral Status: Full-Time Status with One Credit Registration Application (Departmental use only)

[Preparing Future Faculty](#)

### Dossier Services/Job Search

[Interfolio](#) Dossier Service

MnSCU: Minnesota State Colleges and Universities [positions](#)

### Special Purpose:

[Forms](#) for Enrolled Students

International Student and Scholar Services ([ISSS](#))

[Readmission](#): Application for readmission to program.

Writing Studies [Handbook](#):

[Academic & Professional Development](#)

### Committees

[Assign/update](#) Preliminary Oral Committee

[Assign/update](#) Final Oral Committee

Examination [Committees](#)

Grad Exam Committees [Policy](#)

### [ODGE: Diversity in Graduate Education](#)

[Disability Resource Center](#):

### Funding

Grad School [Fellowships and Grants](#)

### Travel Grants

Council of Graduate Students ([COGS](#)) - resources

Grad and Professional Student Assembly [Travel Grants](#)

Thesis Research [Travel Grants](#)

U of M [Job site](#) (RA, TA, other positions)

### International Programs/ Funding and Information (outside U of M)

[Fulbright](#) Scholarship: The purpose of the Fulbright program is to increase mutual understanding between people of the United States and other countries through the exchange of persons, knowledge, and skills.

[Luce](#) Scholars Program: Fifteen to eighteen young Americans of outstanding promise and high leadership ability are sent each year to Asia for professional apprenticeships under the guidance of leading Asians.

**Listservs:**

[Council of Writing Program Administrators](#)

[ATTW](#): Association of Teachers of Technical Writing Listserv

[Writing Across the Curriculum](#)

[TechRhet](#)

**Organizations, Professional**

[ATTW](#): Association of Teachers of Technical Writing

[CCCC](#): Conference on College Composition and Communication

[MLA](#): Modern Language Association

[RSA](#): Rhetoric Society of America

[UMPSG](#): Professional Student Government

**Research**

[Charles Babbage Institute](#) (CBI): History of information technology

[Lynda](#) Software Training and Tutorials

[Writing Studies Librarian](#): Kate Peterson

[Kerlan Collection](#) Children's literature archives

The [Givens Collection](#): African American Literature

**Information for graduating Students**

One Stop [graduation checklist](#)

**Library Access after Graduation**

[Alumni access](#) to the library

[ELM](#) - Electronic Library for Minnesota: can help for graduates staying in Minnesota

[Friends of the Library](#): An option for borrowing items

**Email Account**: Graduated students may retain lifetime access to their Google Apps accounts, however, see the **Alumni Accounts** section below for important notes on how to retain this access.

**Alumni Accounts**: As long as the account is accessed at least once every 90 days through the Web Interface, the account will remain active.

**Alumni**

Department of Writing Studies [Alumni](#)

Alumni [Association](#)

Department of Writing Studies [Alumni & Friends](#)