

student
handbook

master of arts in

english

Your guide to the Master of Arts in English program, including a guide to your first semester, student involvement, pre-professionalism, and finding the culminating activity right for you.

boise state
university

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M.A. IN ENGLISH MISSION STATEMENT

The M.A. in English at Boise State University is designed for those who desire to prepare for any career requiring advanced skills in the research, analysis, and presentation – written and spoken – of language and ideas. It is, in short, a degree in advanced literacy. Literate individuals can gather, analyze, and communicate information effectively as well as think creatively and critically, and draw independent conclusions; such skills are the cornerstone of a healthy democracy and keys to the future in an increasingly information-based economy. The M.A. in English enhances and fosters these crucial skills of critical and creative thinking and advanced training in the analysis and articulation of language through the study of texts from a variety of cultures and origins and in a wide array of media.

Students completing the M.A. in English will frequently go on to

- careers in non-profit and other business organizations as writers, editors, and project managers
- careers in editing and publishing
- careers in public or private teaching in elementary, middle, and secondary schools
- careers in teaching at two-year colleges
- Ph.D. programs in Literature, Composition & Rhetoric, or English Education or other advanced professional degrees in Law, Business, Public Policy, or other fields

Students completing the M.A. in English – depending upon their particular emphasis and course – will attain some of the following skills:

- Advanced training and study of local, national and global literatures and cultures, critical and cultural theory, pedagogy, composition and rhetoric, writing, editing and publishing, and linguistics
- Teaching experience
- Professional editing with scholarly and creative writing venues, such as the *Idaho Review*, *cold drill*, or *Melville's Marginalia On-Line* (links to all of these are at <http://english.boisestate.edu/publications.shtml>).
- Professional communication, both oral and written
- Competency in the use of classroom and communications technologies
- Awareness of diversity, educational equity, and social justice issues
- Awareness of ethical and reflective pedagogical practices.

THE FIRST SEMESTER

Among the first orders of business that you will want to attend to in – or ideally before the start of – the first semester is to become familiar with BroncoWeb and to get your Student ID (which doubles as your library card among other functions). Visit the M.A. website for helpful links to help you figure out some of those important details.

It may seem strange but as early as the first semester, it's a good idea to map out your progress toward the degree including, determining what culminating activity will best suit your post-graduation plans and goals. Detailed check-lists for planning your progress towards degree completion can also be found on the [M.A. website](#). Helpful information for choosing your culminating activity can be found in the "To Thesis or Not To Thesis" section of the Student Handbook.

PLAN AHEAD: FUTURE COURSE OFFERINGS

As a traditional full-time student, a two-year academic stint will be the duration of the program in the M.A. in English. In order to help you plan for the courses you will need, you can view the projected courses for the next two academic years on the M.A. in English website.

FINANCIAL SUPPORT AND ACADEMIC RESOURCES

GRADUATE ASSISTANTSHIPS FOR THE M.A. IN ENGLISH PROGRAM

The M.A. in English Program offers two types of assistantships.

TEACHING ASSISTANTSHIPS

The M.A. in English program offers fifteen teaching assistantships over a two-year period, with the number of new assistantships available each fall varying from six to nine. Assistantships carry stipends of at least \$9,660 per year plus a waiver of in-state or out-of-state tuition and fees. They are renewable for a second year given satisfactory performance in both teaching and graduate course work.

Graduate teaching assistants teach three courses a year, starting with one course in their first semester. In a workshop before classes begin in the fall, and in a course throughout the semester, they receive intensive training in teaching freshman composition, including mentoring in pedagogy and composition and rhetorical theory.

WRITING CENTER ASSISTANTSHIP

In addition to the teaching assistantships, the M.A. in English program also offers one assistantship in the Writing Center, which carries the same stipend and waiver of tuition/fees. Students interested in this position must still apply for a teaching assistantship, but can include an additional page that discusses their experience with and interest in writing center work (see directions below). This assistantship may be renewed for a second year, given satisfactory performance in the Center and in graduate work, but a student may choose to switch to a teaching assistantship instead.

The graduate writing center assistant is responsible for holding several consultation hours in the Center each week, for mentoring new consultants, for designing and producing resource materials for students and professors, and for helping the Director coordinate writing workshops and Writing Across the Curriculum (WAC) activities. Previous experience in a writing center is highly encouraged.

APPLICATION PROCEDURE FOR ASSISTANTSHIPS

To be considered for an assistantship, applicants must ensure that all application materials for admission to the M.A. program and all application materials for Teaching and Writing Center Assistantships are received by the Director of the M.A. in English no later than **January 15** (each year). Materials must be submitted in hard copy.

To apply, follow the steps below:

1. **Apply to the Graduate College** by filling out the application and having official transcripts from all institutions previously attended sent to the Graduate Admissions Office. Other materials, including the goals essay, the writing sample, and the letters of recommendation, as well as the GRE score, must also be submitted by **January 15** (each year), to the Director of the M.A. in English. See [Program requirements](#).
2. Complete the following:
 - The four-page [BSU Graduate Assistant Application](#) form.
 - A **one-page, single-spaced statement** indicating why you would like this assistantship, what special qualifications you bring to it, and how the experience will affect your later professional plans.
 - If you are interested in the Writing Center Assistantship, a second **one-page, single-spaced statement** that discusses any previous writing center experience you have had and tells why you would like to be considered for this position.
 - The [Teaching Assistantship for English Composition Application Form](#). Your responses to the questions and the student essay offer us more information about your background. We believe that as writers and students you have had enough experience to assess how a piece of writing can be improved.
 - A **vita**, and the names, addresses, and telephone numbers of three persons who can be contacted for recommendations. At least two of them should be persons who know your academic work; if this is impossible because of your particular career path, please

list people who know your abilities in other areas of endeavor and include an explanation.

3. Send all of the above items to the following address:

Dr. Matthew Hansen
Director, M.A. in English
English Department
1910 University Drive
Boise State University
Boise, ID 83725-1525

You are responsible for making sure that all information has been received.

Continuing Students If you are a continuing student in the M.A. in English program, we will already have your application materials on file, but we do ask that you send us the following additional information:

- A transcript of the graduate work you've done since you were admitted to the program
- Two letters of recommendation from faculty in whose graduate courses you have been enrolled
- A cover letter describing your plans for completing the degree and your expected date of completion

Decisions about teaching assistantships are made by a selection committee of faculty from the M.A. in English program, as well as the Director and Assistant Director of Writing. Selection is based on materials specific to the TA application and on the materials submitted for admission to the M.A. in English program.

TRAVEL AWARDS FOR STUDENTS IN THE MASTER OF ARTS IN ENGLISH PROGRAM

The English Department has allocated funds for M.A., M.F.A., and M.A.T.C. graduate student travel to academic conferences. These funds are intended to help students gain professional experience through participation in regional or national professional organizations, as well as attend appropriate student conferences relevant to the student's area of study.

To be considered for certain categories of the Graduate Travel Award, students must:

- Be presenting a paper, conducting a workshop, or be a panel member at a conference.*
- Have received an official acceptance letter from the conference organizer(s).*
- Have a graduate GPA of 3.0 or higher.
- Be accepted, or enrolled, in the M.A. program.
- Be graduating after the conference is held.
- Complete the Graduate Travel Award Application (both pages).
- Give or e-mail the Director of the M.A. in English the completed application, a copy of the acceptance letter, and a single spaced, 200-500 word abstract of the accepted paper, workshop, or panel.

There are four types of Graduate Travel Awards:

- Up to \$200, per student, can be awarded to attend a conference without presenting a paper.
- Up to \$300, per student, can be awarded for any conference in the region: Idaho, Oregon, Washington, Montana, Wyoming, and Utah.

- Up to \$300, per student, can be awarded for any graduate conference outside the region.
- Up to \$500, per student, can be awarded for any national or international conference outside the region.

Important points to keep in mind:

- Preference may be given to students with 18, or more, graduate credits.
- Graduate Travel Awards are disbursed as reimbursement after the student has attended the conference.

The deadline for application is four (4) weeks before the conference date/date of departure. To apply for a graduate student travel award, fill out the [Application for Travel Awards form](#), and submit it and the required attachments to the Director of the M.A. in English. If the Director is not available, take a form from the folders on the bulletin board outside the Director's office.

INVOLVEMENT IN THE GRADUATE COMMUNITY

ON CAMPUS

One of the best outlets through which you can get involved on campus and in the Department of English is the English Graduate Organization. Contact information for the EGO officers, the schedule of events – including a series of professional development workshops – is available on the EGO website.

Below are some other links that might prove helpful in getting you involved on and around campus:

- [Student Government](#) (Note: student government often has a shortage of graduate representatives/senators; this can be a great opportunity to learn more about the university and its inner workings)
- [Student Housing](#)
- [Student Organizations](#)
- [Student Newspaper](#)
- [Student Union/Student Involvement Center](#)
- [Women's Center](#)

OFF CAMPUS

There are many opportunities to be involved in the Boise community. Please visit their websites and explore these options:

- The Log Cabin Literacy Center
- Idaho Shakespeare Festival
- Boise Public Library

TO THESIS OR NOT TO THESIS: CHOOSING YOUR CULMINATING ACTIVITY

Students who are pursuing an M.A. in English as a stepping stone to further graduate work in English should give serious consideration to undertaking a thesis or project as their culminating activity for the M.A. degree. Other options include additional coursework (two additional elective courses) for students pursuing the M.A. in English, Literature or, for students pursuing the M.A. in English, Education, ENGL 600, a Comprehensive Exam. The thesis or project is, ultimately, a massive independent study and to succeed in producing a thesis or project a good deal of self-motivation and self-discipline is a prerequisite. If you are not already good at setting deadlines for yourself and forcing yourself to stick to those self-imposed deadlines you will need to develop mechanisms for doing so in order to complete a successful thesis or project.

CULMINATING ACTIVITY OPTIONS

ENGL 591 PROJECT

A project focuses on applied research, usually in the areas of English Education, Rhetoric and Composition, and/or Linguistics. The research is published in a document of 60-80 pages of text, including bibliography. In the semester *before* you plan to register for Project, work with the proposed director of your project to prepare a prospectus and set up a Project committee. Directions for preparing a prospectus are available from the M.A. Director (see hanging folders outside the [M.A. Director's office](#)). See also, ENGL 595 Readings and Conference, above.

To register, do the following:

1. Email the English Department office (english@boisestate.edu) the number of credits and the name of the faculty member directing your project, and you will be emailed a class number and permission number (if needed).
2. Log in to BroncoWeb and use the class number to search for and then add the class. The usual deadline for this is the 10th class day of the semester, but it is wise to consult the *Schedule of Classes* to be certain of that semester's timeline.

Note on grading: If project is not completed during the semester for which a student has enrolled in ENGL 591, the instructor must submit a grade of IP (In Progress). When the project is completed and the student has passed the project defense, the instructor then submits a letter grade on a Change of Grade card (available from the department office).

ENGL 592 PORTFOLIO OR PORTFOLIO IN RHETORIC & COMPOSITION

Like a thesis or project, a portfolio is normally completed during the student's last semester. The objectives for the portfolio are to demonstrate the breadth of a student's study in rhetoric and composition, student's ability to study a subject in depth and to convey the results of that study in writing, the student's ability to contribute to the ongoing conversation among scholars in rhetoric and composition, and to demonstrate the student's ability to connect his or her study of rhetoric and composition to writing/reading/teaching beyond his or her experience as an M.A. student.

ENGL 593 THESIS

A thesis presents the results of original research in a series of chapters totaling 60 to 80 pages, including a bibliography of relevant work. In the semester *before* you plan to register for Thesis, work with your

proposed director of the project to prepare a prospectus and set up a Thesis committee. Directions for preparing a prospectus are available from the M.A. Director (see hanging folders outside the [M.A. Director's office](#)). See also, ENGL 595 Readings and Conference, below.

To register, do the following:

1. Email the English Office (english@boisestate.edu) the number of credits and the name of the faculty member directing your thesis committee, and you will be emailed a class number and permission number (if needed).
2. Log in to BroncoWeb and use the class number to find and add your section. The usual deadline for this is the 10th class day of the semester, but it is wise to consult the *Schedule of Classes* to be certain of that semester's timeline.

Note on grading: If thesis is not completed during the semester for which a student has enrolled in ENGL 593, the instructor must submit a grade of IP (In Progress). When the thesis is completed and the student has passed the thesis defense, the instructor then submits a letter grade on a Change of Grade card (available from the department office).

ENGL 600 ASSESSMENT (COMPREHENSIVE EXAMINATION)

Based on guidance from their faculty advisory committee, students prepare for and successfully complete their comprehensive essay-style examination. The comprehensive exam is an alternative to the thesis or project as a synthesizing and culminating experience only for Master's candidates in the Master of Arts in English, Education Emphasis.

English Education Emphasis graduate students at or near the end of their course work enroll for the exam and then meet with their faculty advisory committee (usually three members) to discuss the student's record and subject-matter preparation. Based on this meeting, faculty will recommend additional readings and study to complement or complete the student's previous work in preparation for an examination devised by the committee to assess the student's comprehensive knowledge of English teaching. When scheduled, the student takes the 4-hour essay exam, usually responding to three or four broad questions. After the exam is read by the committee members, the committee meets again with the student for a "defense" in which the student may be asked to clarify or elaborate on points related to the exam essays, after which the committee determines the outcome of the exam and informs the student.

To register, do the following:

1. Email the English Office (english@boisestate.edu) the number of credits and the name of the chair of your committee, and you will be emailed a class number and permission number (if needed).
2. Log in to BroncoWeb and use the class number to search for and add your section. The usual deadline for this is the 10th class day of the semester, but it is wise to consult the *Schedule of Classes* to be certain of that semester's timeline.

For more information on individualized courses in the M.A. in English, consult your advisor or the [Director of the M.A.](#)

WHEN TO START

You should begin thinking about what culminating activity you intend to pursue from early on in your program. If you decide to undertake a thesis or project, it is likewise a good idea to begin thinking about possible topics and beginning the process of identifying a thesis supervisor as early as your first semester of coursework. Students

pursuing the M.A. full time (nine or more credit hours per semester) will typically complete the degree in four semesters, so ultimately this is not a very long time. You will make the process of researching and writing your thesis easier if you begin thinking about the project and some of the preliminary steps as early as your first semester in the program.

HOW TO CHOOSE YOUR TOPIC

Because a thesis or project topic is something you are going to live with and be caught up thinking, reading, and writing about for a considerable length of time, you should choose carefully and wisely and involve the advice of your instructors and advisor from an early stage. The first and most obvious criteria is that the topic should interest you; as you are developing individual seminar paper topics for your coursework, think about ways in which the discreet questions and issues you are pursuing in those papers might be part of a larger study or contribute to the analysis of a larger issue. Start with authors, texts, and ideas that move you and about which you feel you may have something original to contribute. Generate a list of inter-related questions about those works that you feel need to be answered. Generate also a list of key terms that you feel are related to those questions and use those as search terms to identify secondary materials that analyze the primary texts (or related texts) that are at the core of your study. As you read the existing scholarship related to your ideas refine and revise your questions and begin to articulate a central question that you feel has been left unaddressed by other scholars and, in turn, begin to develop a speculative answer to that question. Talk to your advisor or professors teaching graduate level courses in the specialty area that most closely relates to your potential topic and ask them for feedback on your tentative ideas, suggestions for additional keywords, or even particular suggestions on further reading of either primary or secondary materials for your proposed topic. You might consider browsing past M.A. theses held in Albertsons Library to get a better feel for the general scope and nature of an M.A. thesis.

WHO TO CONTACT

Start local. If, as advised above, you have begun thinking about your thesis or project early in the course of your program you may not yet know many of the professors or what their particular areas of research interest and expertise are. Make an appointment with the Director of the M.A. in English (who serves as default advisor to all M.A. in English students) to talk about your preliminary ideas and to seek advice on who among the faculty might provide a good fit for supervising such a project or be able to give advice on next steps or further reading. If you are taking a class and have an idea for a research project that you suspect might have the potential to become a thesis project centered on materials or ideas from that class, make an appointment to meet with that instructor and discuss your preliminary ideas.

INVOLVING YOUR ADVISOR, SETTING UP YOUR SUPERVISORY COMMITTEE

Once you have identified a topic you will hopefully also have a good idea of who the most obvious member of the faculty will be to supervise your thesis or project. In consultation with that person and or the Director of the M.A. in English you will need to recruit two additional faculty members to serve on your supervisory committee. Ideally these will be faculty members from whom you have taken classes and who know your work and/or something about your topic area. Your supervisor will be the principal expert in the sub-area related to your chosen topic and you should choose additional committee members who can help you to sharpen and articulate the originality of your research within the field. You should aim to set up your supervisory committee either by the end of your second semester (for full time students) or the beginning of your third semester in the program.

PROCEDURES & PAPERWORK

As a rough guide you should aim to follow the following timetable for pursuing a thesis or topic:

First Semester:	<ul style="list-style-type: none"> • Identify potential topic and possible supervisor
Second Semester:	<ul style="list-style-type: none"> • Solidify topic and recruit supervisor; with supervisor establish complete supervisory committee. • File paperwork with the Graduate College establishing your supervisory committee.
Summer:	<ul style="list-style-type: none"> • Conduct independent research on your thesis topic: read (and re-read) primary texts, identify and read important secondary criticism.
Third Semester:	<ul style="list-style-type: none"> • Enroll in ENGL 595: Readings & Conference with your thesis or project supervisor as instructor. • Complete a prospectus and one or more chapters of the actual thesis by the end of this semester. • Once approved by your thesis director, distribute prospectus to your supervisory committee. • Schedule a meeting of your supervisory committee to discuss and approve your prospectus. • File paperwork approving your prospectus with the Director of the M.A. in English. • Negotiate a detailed timetable for completion of the thesis/project with your thesis/project supervisor.
Fourth Semester:	<ul style="list-style-type: none"> • Complete your thesis/project and submit to your supervisor and supervisory committee for revision and comment. • As necessary, revise and re-submit. • Schedule the oral defense of your thesis (<i>note</i>, if you plan to graduate at the end of this fourth semester, be aware of the deadlines set by the Graduate College for defense of theses; in the Spring Semester this deadline typically falls at the end of the week immediately following Spring Break). • After approval by your supervisory committee, complete any additional revisions or corrections required and format and submit your thesis to the graduate college and the Library following the instructions in Boise State University Graduate College's <i>Standards for Preparation of Dissertations, Theses, and Projects</i> (available at BSU Bookstore).

INDIVIDUALIZED COURSE WORK

ENGL 590 PRACTICUM/INTERNSHIP

This course number is used to earn credit for learning through work in a professional setting. The English Department internship coordinator keeps files of available internships. Students may also locate potential internship opportunities on their own or through the suggestion of other faculty members.

To obtain more information, to plan a Practicum/Internship, and to register: Consult the English Department [internship coordinator](#). Applications forms and informational materials are available next to the coordinator's office door.

ENGL 595 READINGS AND CONFERENCE

Generally, students enroll in Readings and Conference after they have determined the topic for their thesis or project. Work for this individualized study may include reading in the subject area, researching important bibliographic sources, planning the methodology and organization of the thesis or project, and meeting regularly with the director of the thesis or project. The end goal of ENGL 595 is usually the completion and approval of the student's thesis or project prospectus (see Prospectus Guidelines, available from the hanging folders outside the [M.A. Director's office](#)). The thesis or project advisor is the instructor of record for ENGL 595.

To register, do the following:

1. Obtain a Readings and Conference form from the department office or the hanging files outside the [M.A. Director's office](#).
2. Fill it out with assistance of the faculty member who will supervise the study.
3. Get the required signatures.
4. Email the English Department office (english@boisestate.edu) the number of credits and the name of the faculty member supervising the study, and you will be emailed a class number and permission number (if needed).
5. Log in to BroncoWeb and use the class number to search for, and then to add your section (see annual calendar in the *Graduate Catalog* or semester's *Schedule of Classes* for deadline).

ENGL 596 GRADUATE INDEPENDENT STUDY

This course number (formerly that of "Directed Research") should be used by students who want to follow up in an individual way on some subject or author that they have already encountered in a graduate course. The student is responsible for identifying the appropriate faculty member for the study and, if that person's schedule permits her/him to undertake direction of the study, working out the plan for the readings, writing assignments, and individual meetings.

To register, do the following:

1. Obtain a Graduate Independent Study form from the department office or the hanging folders outside the [M.A. Director's office](#).
2. Fill it out with assistance of the faculty member who will supervise the study.
3. Get the required signatures.

4. Turn it in at the BroncoWeb Help Center (A-110) before the deadline (see annual calendar in the *Graduate Catalog* or semester's *Schedule of Classes* for deadline).

ENGL 696 DIRECTED RESEARCH

This new course number and description for "Directed Research" was created to differentiate between independent work that involves reading and studying primary and secondary sources as one might do in a course, but for which no graduate course is offered, and independent work that focuses on original research. The university-wide course description states that Directed Research requires a clear statement of a hypothesis or proposition, a review of the relevant literature, analysis and synthesis of data or scholarly evidence, and the inference of conclusions.

For English graduate students, enrollment under this course number would be particularly appropriate for students doing research that might lead to a publishable article and/or a paper delivered at a professional conference.

To register, do the following:

1. Go to the Graduate College home page link to "forms" and download the Directed Research form.
2. Complete the form and obtain the necessary signatures.
3. Turn it in at the BroncoWeb Help Center (A-110) before the deadline (see annual calendar in the *Graduate Catalog* or semester's *Schedule of Classes* for deadline).

Note on number of credits:* the number of credits for ENGL 595, 596, and 696 is usually 3, that is, the equivalent of the work involved in a 3-credit course. However, the number may be fewer if less work is required, as determined by the professor supervising the study in conjunction with the student undertaking it. In any case, the M.A. in English degree (thesis/project and coursework options) permits a **total of only 3 credits from among the categories ENGL 590, ENGL 595, and ENGL 596 to apply toward the degree.

PRE-PROFESSIONALISM: WHAT CAN YOU DO?

ACADEMIC CONFERENCES

For those students interested in pursuing further graduate studies in English, it's a good idea to look for opportunities to present your work at academic conferences. There will often be opportunities for you to align research you are doing for a particular course with work that you might also be able to further develop and present at a regional or national conference.

A great resource for finding "calls for papers" is the CFP website maintained by the University of Pennsylvania: <http://cfp.english.upenn.edu>. Two other possible sources are: <http://calls.eserver.org/> and <http://www.papersinvited.com/> (Note: this is a commercial site that requires a subscription; they do offer a free trial, however.)

Regional graduate student conferences are also a viable option for pre-professionalism. For example, Brigham Young University's English Society holds an annual graduate student conference and many other conferences are specifically for graduate students. These conferences are ideal for those who have not presented before.

The Department has a small fund to support graduate student travel to present their work at academic conferences. You can find the details on the policy governing this fund and an application for an award [here](#).

JOINING AN ACADEMIC LISTSERV

Academic listservs can be a simple and easy way to keep in touch with the larger academic community. Listservs will also often include calls for papers, so it is advisable to sign up for a listserv in your field if you are interested in attending and presenting at conferences.

When you sign up for a listserv, you are essentially connecting yourself with other scholars in your field via e-mail. Every e-mail that is posted to a listserv is accessible to every member of that listserv – this way you can view and read the various questions posted by members of your scholarly community and see the answers that other scholars post in response.

The easiest way to find a listserv that interests you is to do a simple Google search for a listserv using a key term from your field with the word listserv. So, a student interested in joining a listserv that discusses Hemingway would do a search for "Hemingway listserv." Another place to look for listservs is on the websites of organizations and conferences that align themselves with a specific author or field of literary studies. For example, the North American Society for the Study of Romanticism hosts a listserv that can be found on their website. Many other similar literary organizations also host a listserv through various universities. The following are links to more general websites that include information on various listservs that may be of interest to you:

<http://www.lsoft.com/lists/listref.html> or <http://www.h-net.org/lists>

BOOK REVIEWS

Many academic journals welcome graduate students as contributors of book reviews. As you find out which academic journals are most helpful to you in your research, locate the website for the journal. Many journals maintain on-line lists of the books that they receive and for which they need qualified reviewers. Contact the Book Review editor of the journal and offer to review a particular title. This is a great way to get published, begin to establish your expertise in the field, and get "free" books.

GRADUATION: WHAT TO DO AND WHEN TO DO IT

All graduate students must apply for graduation; simply completing course requirements will not result in a diploma. Students must begin the process of applying for graduation during their penultimate semester at Boise State. The first form that must be filed is the Admission to Candidacy, which must contain signatures from both your advisor and the Director of the M.A. in English. This form must be completed in early July for a December graduation and in early October for a May graduation. At the beginning of your final semester in the M.A. program, you must apply for graduation by filing the Application for Graduate Degree or Certificate form. Once you have successfully applied for graduation and submitted all other appropriate forms (such as the Report of Culminating Activity form), you will be eligible to receive your diploma.

Applications for graduation are handled primarily through the offices of the [Graduate College](#), and all necessary forms can be easily obtained from their Website as a PDF document. The exception to this is the Application for Graduate Degree or Certificate form – this will be your actual formal application for graduation. This form can be completed on BroncoWeb via your student account, but you may not apply for graduation on BroncoWeb until your Admission to Candidacy form has been approved.

For a detailed breakdown of graduation deadlines and exact dates, please consult [academic calendar](#).

AFTER THE M.A.: SOME POSSIBILITIES

ACADEMIC POSSIBILITIES

Graduates with an M.A. degree in English have found satisfying careers in many venues: as project managers and technical writers and editors, in various aspects of publishing and book editing and production, as teachers in private day and boarding schools, as instructors at community colleges, as adjunct faculty at BSU, among them.

The [Career Center](#) is a great resource for finding such positions on an individual basis and can also help you consider some of the many non-teaching-related and non-academic positions that value the skills someone with an M.A. in English possesses. Any career venue you may wish to pursue after your M.A. can be aided by their career planners. Another career resource, especially for teaching and other academic jobs is the job section of [The Chronicle of Higher Education](#).

Still other graduates will continue their education either in Ph.D. programs, law school, or other forms of advanced study. To find a program that suits you best, there are several search options. The Career Center has collected a few online directories and sources available [here](#) and other sources include [The Chronicle of Higher Education](#), [Peterson's graduate programs in the humanities, arts & social sciences](#), and [College Source Search](#) through the library. Consult the programs you are interested in to determine their individual requirements.

RESOURCES FOR NON-ACADEMIC CAREERS

- *So What Are You Going to Do With That?: A Guide for M.A.'s and Ph.D.'s Seeking Careers Outside the Academy*. A Book by [Susan Basalla](#) and [Maggie Debelius](#).
- [MLA Job Search for Academic and Nonacademic Careers](#).
- Chronicle of Higher Education, Chronicle Careers. [Where to find Information on Nonacademic Careers](#).
- [ADE Developing a Nonacademic Career](#)
- Other nonacademic jobs: [nonprofit jobs](#), [public relations](#), [teaching](#), [writing & editing](#), [management consulting](#), [government jobs](#), and [industry research](#).
- [Indeed.com](#)

KNOWLEDGE SHARED: THOUGHTS FROM PAST GRAD STUDENTS

In response to a survey of Boise State's M.A. in English program, past students of the program write about their personal experiences with faculty, peers, and the M.A. program in general.

- “I was impressed with the caliber of the faculty, the availability of the faculty, and with what I learned in my classes.” Susette Freeman, Rhetoric and Composition Emphasis, 7th grade English teacher
- “I felt that the program was rigorous and the faculty extremely helpful. I would definitely recommend the M.A. program to others. Plus, the university is filled with interesting people who add to the M.A. experience.” Thomas Durkin, Literature Emphasis, Ph.D. Student at Marquette University in Milwaukee
- “I found the instructors at BSU knowledgeable, approachable, available, and enthusiastic. I always felt that my instructors had a genuine interest in my pursuit of knowledge and my success.” Jennifer Robbins Smith, Education Emphasis, 7th grade English teacher
- “The Writing Department is extremely helpful with Teaching Assistantships.” Tiffany Boddie, Literature Emphasis, BSU Adjunct Faculty
- “I particularly enjoyed working with other dedicated students in the informal settings that some of the classes used.” Laura DeLaney, Literature Emphasis, Owner of the independent bookstore, Rediscovered Bookshop
- “I had a blast, the best two years of fun imaginable. Never before had I been pushed that hard to explore new horizons.” Chad Gibbs, Literature Emphasis, Professor at Bishop’s University, Quebec
- “If I had not had my experience as a teaching assistant at BSU, I *never* would have wanted to teach in a public high school...Professors provided challenging coursework that allowed me to gain a solid theoretical background in various pedagogical approaches.” Jeri Lynn Walker-Bickett, Rhetoric and Composition Emphasis, High School English teacher
- “I felt very much at home and welcome at Boise State University. Professors were open to questions and comments, and I received great attention from all professors.” Elisabeth Mecking, Literature Emphasis, Freelance German-English translator