

GRADUATE STUDENT HANDBOOK



Dios Tezcatlipoca
(Códice Fejerváry-Mayer)

SPANISH MASTERS
DEPARTMENT OF MODERN LANGUAGES

CATALOGUE YEAR 2008-2009

GRADUATE HANDBOOK 2008-2009

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PREFACE

The *Graduate Student Handbook* contains information on all aspects of the MA program in Spanish in the Department of Modern Languages and Ohio University, such as departmental policies, regulations, requirements, etc. Although most of this information is specifically departmental, some of it also concerns the College of Arts and Sciences and the university. For further details in these areas, you should consult the *Graduate Catalog* for your entry year (<http://www.ohio.edu/graduate/graduate-catalog.cfm>).

DEPARTMENT ADMINISTRATION

DEPARTMENT OFFICE:

Department Chair – *Dr. Fred Toner*

Departmental Administrator – *Jan Harmon*

Administrative Assistant – *Lora Riffle*

Senior Office Machine Operator – *Brett Lewis*

FACULTY OFFICERS:

Spanish Graduate Advisor and Graduate Chair – *Dr. Amado Láscar*

Teaching Associate Supervisor – *Dr. Carole Cloutier*

Language Program Director for 1st-year Spanish – *Dr. Carole Cloutier*

Language Program Director for 2nd-year Spanish – *Dr. Mary Jane Kelley*

LANGUAGE RESOURCE CENTER:

Interim Director – *Dr. Greg Kessler*

Media Resource Coordinator – *Wendy Kaaz*

SPANISH GRADUATE FACULTY PROFILES

DAVID BURTON, Ph.D. *University of Kentucky*. Medieval Spanish Literature; 16th-Century Drama; History of the Spanish Language.

CAROLE CLOUTIER, Ph.D. *Georgetown University*. Applied Linguistics: Second Language Acquisition and Foreign Language Teaching Methodology.

JOSÉ DELGADO-COSTA, Ph.D. *University of Virginia*. Contemporary Spanish-American Narrative and Theater.

TOM FRANZ, Ph.D. *University of Kansas*. 19th- and 20th-Century Spanish Literature.

AMANDA NOLACEA HARRIS, Ph.D. *University of Illinois, Urbana*. U.S. Third-World Feminist Theory, Latin American & U.S. Latina/o Literature and Cultural Studies.

ARTHUR HUGHES, Ph.D. *Arizona State University*. 20th-Century Spanish Narrative.

MARY JANE KELLEY, Ph.D. *University of Wisconsin-Madison*. Medieval Literature; Narrative Theory.

AMADO LÁSCAR, Ph.D. *University of Oregon*. 19th- and 20th-Century Latin American Literature.

EMILIA MARKS, Ph.D. *Universidad de Sevilla*. Hispanic Linguistics: Phonology; Second Language Acquisition; Psycholinguistics.

BETSY PARTYKA, Ph.D. *University of Oxford*. Contemporary Spanish-American Literature; Oral Narrative & Folklore; Spanish American Women's Literature.

DANIEL TORRES, Ph.D. *University of Cincinnati*. Colonial & Contemporary Spanish-American Poetry; Literary Theory.

MAUREEN WEISSENRIEDER, Ph.D. *The Pennsylvania State University*. Second Language Acquisition & Methodology; Syntax; Phonetics.

THE DEPARTMENT OF MODERN LANGUAGES

The Department of Modern Languages forms part of the College of Arts and Sciences and employs approximately 40 full-time faculty. Our department is a collection of five different units representing five European languages. The Department services the College's language requirement, as well as the requirements of other Colleges, and teaches approximately 2,000 students each year in the 100 and 200 course sequence. The Department offers a minor and a BA major in Spanish, French, German and Russian; an Italian Studies Certificate, an enhanced Portuguese language program and MA degrees in Spanish and French. The MA program in Spanish prepares students for doctoral work in all areas of Spanish language and literature, for the teaching of Spanish in institutes and schools, and for other careers outside of academia.

CAREER GOALS

Students are encouraged to discuss career goals with their graduate advisor, a mentor or other member of the faculty as soon as they begin their studies. It is also helpful to visit Career Services (Baker Center), where students can register and be advised of many resources available for career planning. Spanish MA students have the option of obtaining certification in Teaching English as a Foreign Language (TEFL) through course work in the Department of Linguistics during one or more summers or during a six-week summer program in Cuenca, Ecuador. Students wishing to teach are advised to acquire a good knowledge of a second foreign language. Many professions need employees who not only speak and write foreign languages, but who are also knowledgeable about the lives and cultures of the people who communicate in the language.

PROFESSIONAL ACTIVITIES

Graduate students should acquaint themselves with the major professional organizations and societies and their publications. Of special interest are the American Association of Teachers of Spanish and Portuguese (AATSP), which publishes *Hispania*; and the Modern Language Association (MLA), which is responsible for the *MLA International Bibliography*, and the *MLA Handbook*, the standard reference for graduate student papers. Also of interest are the American Council for Teachers of Foreign Languages (ACTFL), which publishes *Foreign Language Annals* and administers the official Oral Proficiency exams, and the National Federation of Modern Language Teachers Association (NFMLTA), which publishes the *Modern Language Journal*. These organizations have low student membership rates, and students should consider joining at least one of them.

There are also regional MLA organizations and regional AATSP and ACTFL organizations. These groups meet on a regular basis, have special programs, and will be of interest and value to graduate students. They provide students with professional contacts and a good look at the profession as it operates in other institutions and other areas of the country. Our local Ohio Valley Foreign Language Alliance (OVFLA) meets twice a year at Ohio University and provides a forum for high school and university language instructors to share ideas. You may attend and/or present free of charge.

Special areas within Hispanic studies also have their own organizations. Examples are the Instituto Internacional de Literatura Iberoamericana (*Revista Iberoamericana*), Linguistic Society of America (LSA, *Language*), the American Association for Applied Linguistics (AAAL, *Applied Linguistics*) and the Latin American Studies Association (LASA). For additional information on these groups, consult any faculty member whose focus is the area in question.

DEPARTMENTAL ACTIVITIES

The Department of Modern Languages, in addition to its academic mission, regularly conducts activities of a professional, cultural, and social nature. It sponsors lectures on Hispanic language, literature, and culture, and frequently invites guests who give presentations in these areas. These activities are sponsored sometimes individually and sometimes in conjunction with other departments and programs. The department recognizes that language-related activities and cultural events contribute significantly to the learning experience of the student. Graduate students are expected to participate in these activities as part of their professional preparation. These activities provide an excellent opportunity for graduate students to practice Spanish, to get better acquainted with other students, professors, and colleagues, and to become a more integral part of the Department overall. There are a number of informal activities that regularly take place in association with the Department:

- 1) SPANISH / PORTUGUESE CONVERSATION HOUR: Graduate students are strongly encouraged to attend the Spanish and/or the Portuguese Conversation Hours. Times and locations will be announced at the beginning of each quarter.
- 2) INTERNATIONAL STREET FAIR: The International Street Fair takes place on Saturday during International Week in May. This is an informative cultural exchange where numerous international groups set up tables on Court Street to provide informational brochures, food, music, and demonstrations for the community.
- 3) COLOQUIO / CONFERENCE: Each year the department invites scholars to campus for a multi-day event including public lectures and presentations, class visits, as well as formal and informal interaction with students and faculty. Graduate students are expected to attend as many events as possible.
- 4) NATIONAL SPANISH HONOR SOCIETY: The Department sponsors a chapter of Sigma Delta Pi, founded in 1917. Membership is open to both undergraduate and graduate students. Some of our faculty are also members. Those interested in membership in the society should see Dr. David Burton for information.
- 5) SPANISH HONORS BANQUET: At the end of spring quarter, the Spanish faculty sponsors a dinner to recognize students' outstanding academic work and to celebrate the end of the academic year. Graduate students often participate in the program and are expected to attend.

- 6) OLA (Organización de Latino América): This graduate-student club sponsors monthly events of both an academic and social nature. See Dr. Partyka for information.
- 7) TEACHING AT AREA SCHOOLS: Graduate and undergraduate students offer community service by teaching Spanish at area elementary schools. See Dr. Partyka or Barbara Reichenbach for information.

MENTORING PROGRAM

The Graduate Advisor advises all Spanish graduate students regarding registration and degree requirements. In addition, the Graduate Advisor assigns each graduate student a full-time faculty mentor for the two-year program. This relationship provides opportunities for the student to dialogue with an experienced professional in the field. Early in the program, students should contact their mentors, who can provide assistance with curriculum questions, career development, travel opportunities, and other personal and professional concerns. Students should meet frequently with their mentor to discuss their progress in the program.

ASSOCIATESHIP RENEWAL

Ohio University awards all teaching associateships for one year, with renewal for a subsequent year contingent upon satisfactory performance in both teaching and academic standing. You can find the policy regarding academic performance under “Degree Requirements” (below) in this booklet. The department determines and treats unsatisfactory performance in teaching in the following way.

- 1) FALL QUARTER: The Language Program Director (LPD) observes all first-year TAs and completes the evaluation form for classroom performance. The evaluation form reflects the goals of the language program, which the TA should clearly understand from TA orientation and the fall-quarter methodology course (Spanish 540). If the results of the observation indicate that a TA is having trouble achieving the goals of the language program, the LPD meets with the TA to identify specific areas and strategies for improvement. The LPD will assign the TA visits to other instructors’ classes that can serve as positive models. The TA must show significant improvement winter quarter.
- 2) WINTER QUARTER: The TA is on probation. After mid quarter, the LPD and the Graduate Advisor together make at least one visit to the TA’s class, on mutually agreed upon dates, and write up their observations using the evaluation form. (They meet with the TA prior to and after the visit.) The LPD and the Graduate Advisor read the TA’s fall quarter student evaluations to acquire further input on his or her classroom performance. The LPD and the Graduate Advisor meet to arrive at a recommendation on the TA’s status for spring. The Spanish section considers the recommendation and decides to either continue the Taship or withdraw it.

3) **SPRING QUARTER:** If the LPD and the Graduate Advisor determine that the TA has made sufficient improvement, the department assigns the TA a spring quarter class. If there is insufficient improvement, the department will instead assign the TA to a position in the Language Resource Center and will continue to pay the TA stipend for the remainder of the academic year. However, the department will not award a second year associateship. The individual may pursue a second year of academic work in the program without an associateship. Failure to comply with administrative responsibilities also constitutes unsatisfactory teaching. Administrative responsibilities include, but are not limited to, returning schedule cards to the main office, turning in grade distributions for tests and compositions promptly to the LPD, turning in final grades before the deadline, and arranging for a substitute in the case of illness.

STUDYING AND TEACHING ABROAD

Two options for teaching abroad are available to our MA students: 1) After completing the MA, a student can serve as the English “tutor” position at the University of Castilla-La Mancha in Spain. Interested students apply during their second year. This academic year appointment does not carry credit and is independent of our MA program. See the department website for details. 2) During the second year of the MA program, Teaching Associates teach 200-level Spanish and assist the program director on our undergraduate study abroad program in Mérida, Mexico. TAs interested in the Mérida program should contact Dr. David Burton.

Students can study abroad during summers: in Cuenca, Ecuador they can complete a TEFL certificate and in Brasil they can receive credit for Portuguese, both through Ohio University, which means their tuition waivers apply.

SUMMER TEACHING

The department offers several first- and second-year Spanish language classes during summer and staffs some classes with TAs. Compensation for summer teaching is in addition to the normal stipend. Because there are always fewer classes available than instructors interested in teaching, TAs should not expect a summer teaching assignment. During winter quarter, the Departmental Administrator solicits requests for summer teaching. A committee consisting of the TA supervisors in the first- and second-year language programs and two additional Spanish faculty members, who serve for one year, then assigns summer teaching at the end of winter quarter by taking the following criteria into account:

- 1) previous teaching performance (based on classroom observations, course evaluations, and input from TA supervisors). TA supervisors do not oversee summer teaching. Therefore, summer instructors must be qualified to work effectively independent of direct supervision.
- 2) experience (especially as concerns preparation to teach 200-level classes)
- 3) financial/professional/academic need (TAs who need compensation in order to remain in Athens and register

for summer classes may receive preference, for example)

- 4) academic performance (TAs who have not performed well in their academic program will be considered less qualified for summer assignments)
- 5) previous summer or prior additional assignments (a TA who has taught two sections during one quarter in the previous year might not be considered for summer teaching, for example)
- 6) year in the program (first-year TAs receive assignments before second-year TAs for 100-level classes, provided the first-year TAs meet several of the above criteria)

The committee will assign most 100-level classes to first-year TAs and most 200-level classes to faculty and second-year TAs. However, it may assign a second-year class to a qualified first-year TA who meets several of the above criteria. Second-year TAs receive lower priority because they will have completed our program by their second summer.

As the above policy makes clear, the process of distribution of summer teaching assignments is complex. The committee is determined to make its decisions based on fair and reasonable application of the criteria and they request your understanding that they cannot accommodate everyone.

GREVIANCE PROCEDURES

If a graduate student has a grievance concerning course work or teaching duties, he or she should first discuss the complaint directly with the instructor or supervisor involved. If this action does not resolve the problem, the student should then consult the Graduate Chair, then the chair of the Department, the departmental grievance committee, the Contract Student Grievance Board (regarding appointment) or the Student Grievance Committee (regarding academic matters).

OUTSTANDING TEACHING ASSOCIATE AWARD

The Department of Modern Languages faculty recognizes one outstanding graduate teaching associate each spring at the year-end banquet. The College of Arts and Sciences established this prestigious award in 1972 to recognize the contributions of outstanding Graduate Teaching Associates at Ohio University. The Spanish faculty hope that this award will encourage graduate students to strive for excellence in teaching. The recipient receives a monetary award and a certificate of recognition from the College of Arts and Sciences. A committee consisting of the TA supervisors and two additional faculty selects the recipient, taking into consideration classroom observations, student evaluations, and the testimony of peers and faculty. Excellence in teaching is the key criterion.

OUTSTANDING GRADUATING MA STUDENT AWARD

The Spanish faculty recognize one outstanding second-year graduate student each spring at the year-end banquet. This is a departmental award to recognize the academic accomplishments of our graduate students. A committee of Spanish faculty selects the recipient, taking into consideration academic performance, contributions to the department, and the testimony of faculty within the department. Excellence in academics is the key criterion.

TEACHING ASSOCIATES – DUTIES AND RESPONSIBILITIES

The Modern Language Department trains Graduate Teaching Associates both to help them become better teachers and to insure that high quality instruction is offered in our basic courses in Spanish. Teaching Associates are under the direct supervision of the Teaching Associate Supervisor and LPD.

- 1) **HOURS/WK:** The position of Teaching Associate includes many responsibilities – it is expected that students on graduate stipends provide a minimum of 15 hours of service to the department per week.
- 2) **COURSE ASSIGNMENTS:** TAs teach three classes during the academic year (one course quarterly), usually in the beginning-level three-course progression: SPAN 111, SPAN 112 & SPAN 113. The Departmental Administrator is responsible for course assignments.
- 3) **ORIENTATION:** Graduate Teaching Associates have the responsibility to be on campus participating in orientation activities during the week prior to the Fall quarter. Fall orientation normally takes place during the last week of August. Winter and Spring orientations consist of short meetings held during the week of finals at the end of the previous quarter. Orientation is mandatory – anyone who is absent or late for any reason other than a legitimate emergency (travel plans cannot be used as an excuse) will be subject to penalty.
- 4) **OFFICE:** All Teaching Associates have assigned offices, which they share with other TAs. Teaching Associates receive a key that will open the building, some classrooms, and their office in Gordy Hall. This key must be returned before the teaching associate leaves the Department permanently.
- 5) **MAILBOX:** All Teaching Associates are assigned a mailbox, located in Gordy 280. The LPD relays important information and testing materials here and TAs must stay informed by checking their mailbox several times a day.
- 6) **E-MAIL:** The LPD will send information to your OAK account, not your yahoo or hotmail accounts.
- 7) **TEACHING SUPPLIES:** Please see the Administrative Assistant for grade books, paper, pens, etc., which are available in Gordy 283-A.

- 8) **METHODOLOGY:** Whether this is your first teaching position or you've been teaching for years, theory changes and with it so does the methodology, and you have an obligation to keep up with that theory. Our first-year program uses an interactive approach that engages students in working cooperatively as they complete a wide range of activities that are interactive in nature. One of the benefits of interactive instruction is that students are required to make active use of Spanish in the classroom as they negotiate meaning in contexts that resemble those they will encounter in the target culture. While culture infuses all aspects of the program, it is the main focus of the reading sections that provide students an opportunity for in-depth exploration of a particular cultural topic related to the chapter theme. Our approach to grammar instruction allows students to master essential structures while ensuring that valuable class time is devoted to meaningful, interactive use of the target language.
- 9) **MULTISECTIONAL COURSES:** Carefully read, and re-read, the course objectives so that you are fully aware of the language learning principles that drive the curriculum. As part of the instructional staff you contribute to the overall quality of the multisectional course you teach, which lays the foundation for the next course in the sequence. The success of the language program depends on your students' having achieved the specified goals of your course.
- 10) **OFFICE HOURS:** TAs are required to hold weekly office hours. Post your office hours – one hour on two separate days (for example, my office hours are Tuesday & Friday 2:10-3:00 pm or by appointment).
- 11) **PINK-SLIPS:** Don't sign anything. Consult with the LPD first, even if the pink slip says it needs to be signed by the instructor. Sections are already overflowing and we require students to wait for an opening and enroll on line.
- 12) **AUDITS:** The general policy is no audits – there is a long list of students who need the credits and are waiting for the chance to get into a section.
- 13) **LANGUAGE PLACEMENT:** You must screen students in your Spanish 111 classes on the first day of class to make sure they are beginners. Any student with three or four years of high school Spanish probably does not belong in 111. Send such students to the Language Resource Center, where they can take a computerized placement test to identify correct placement. Students who place into 211 on the test can drop add in the first few days of the quarter.
- 14) **LANGUAGE RESOURCE CENTER:** The Department of Modern Languages makes a conscious effort to further the use of instructional technology and you are expected to attend the workshops offered by the director of the Language Resource Center.
- 15) **SUBSTITUTE:** For any necessary absence during the quarter you are to arrange for a substitute, and inform

the LPD, as well as the Administrative Assistant, that you will not be in class. Don't cancel a class if you are ill or because you have a paper to write. Make arrangements with another TA to substitute for your class – preferably one who teaches the same level. You should identify potential substitutes early in the quarter.

- 16) **PHOTOCOPYING:** Except for departmental quizzes and exams, TAs will run their own photocopies of materials for students in the mailroom (Gordy 280) – the copier in the department supply room (283) is for administrative use only. Each instructor is given a limited number of copies for each course per quarter. Any copies that you make over and above your given limit will be at your expense. These copies are to be used to meet your teaching obligations only. **NO PERSONAL COPIES FOR YOUR OWN COURSES OR RESEARCH ARE PERMISSABLE.** Make double-sided copies whenever possible or project images from the computer in your classroom. The classroom computers have rendered the overhead projector obsolete.
- 17) **TESTING:** The LPD will draft exams and solicit input from all instructors. Never use testing materials which have been administered during previous quarters as practice quizzes because we recycle test items. Follow common grading criteria articulated on the answer key to insure consistency across sections. You should return tests and other graded assignments in a timely fashion – if possible, the very next day.
- 18) **FINAL EXAMS:** You must keep final exams for a period of six calendar months from the conclusion of the quarter. The department re-uses final exams, so don't let them get out.
- 19) **GRADE BOOK:** TAs are required to maintain an organized and easily interpretable record of student performance (i.e., Blackboard Grade Book), and to submit final grades in accordance with university and departmental policies. Besides the grade distributions which must be submitted for each exam, TAs must print out the Blackboard Grade Book spreadsheet for their section and submit to the LPD at the end of each quarter.
- 20) **INCOMPLETE GRADE:** A student must complete 80% of course work in order to receive an incomplete. In the case of a missed final exam, the student has 24 hours to provide a compelling excuse in order to receive an incomplete. The TA must see the LPD about the possibilities of assigning the student an incomplete ('I').
- 21) **CHANGE OF GRADE:** In order to record the final grade for a student who received an incomplete, the TA requests a Change of Grade form from the department office. The work must be completed within the first six weeks of the next quarter of enrollment or the 'I' converts automatically to an F. The student may petition for an extension of time by requesting an Extension of an Incomplete form from his/her Dean's office.
- 22) **CONFIDENTIALITY:** Do not post grades. Instructors are obligated to maintain the confidentiality of educationally-related information concerning students (Buckley Amendment).

- 23) **CLASSROOM OBSERVATIONS:** Instructors are observed every quarter by the LPD. Students taking the Methodology class (SPAN 540) will also be observing your classes as part of the grading component for that course. Observations benefit everyone – TAs get feedback on their teaching, and the department obtains a record of the TAs’ performance, which can be used for future reference (recommendations, defending a TA's academic and professional integrity).
- 24) **ATTENDANCE:** You must apply the attendance policy articulated on the course syllabus and therefore you must keep track of your students’ absences. Instructors should notify the LPD to report excessive absences.
- 25) **PROFESSIONALISM:** As a Teaching Associate, you are an employee of the Department of Modern Languages at Ohio University. Your behavior should reflect in a positive way all the policies, goals and objectives of the department. A TA shows professionalism by doing simple things like turning on the lights when entering the class (and office), making sure that seating is arranged in a semi-circle or 2 semi-circles for larger classes, arriving on time and preparing for class. Your decisions about appropriate behavior should be based on university policies. A TA is both a student and a teacher - you can empathize with your students because you, too, have papers to write, and exams to study for. Given the communicative orientation in our methodology, your natural tendency may be to treat your students as friends. Yet, do not lose sight of the fact that you are responsible for objectively evaluating your students and assigning them a grade at the end of the quarter. Dating students is unacceptable behavior under university policies. Sexual harassment is subject to disciplinary action – even in sexual relationships of mutual consent, the danger of conflict of interest must be recognized. It is particularly important that the bond of trust and dependence between student and teacher not be violated by the abuse of power. Teachers who initiate such relationships or who take part in relationships initiated by the student should be aware of the possibility of perceived coercion and perceived partiality in evaluation by the teacher.
- 26) **TUTORING:** If a Spanish Teaching Associate wishes to tutor Spanish for extra income, a few rules apply:
- a) You may not tutor a student taking a course you are teaching. For example, if you are teaching SPAN 111, you cannot tutor a student currently in 111. You may, however, tutor SPAN 112 or 113.
 - b) You may not tutor students currently enrolled in your classes for money.
 - c) Please ask the Administrative Assistant to put your name and contact information on her list. Indicate classes and levels you would be able to tutor.
 - d) You can sign up with the Academic Advancement Center (Michael Broderick, Assistant Director for Tutoring Services) and they will refer students to you.

DEGREE REQUIREMENTS

1) **COURSE REQUIREMENTS:** The Spanish MA requires the successful completion of six fifteen-hour quarters of course work. Note that several specific courses are required of first-year students and a fall-quarter seminar is required for those enrolled in their second year. Students must take five literature and two Hispanic linguistics classes during the two-year program for a total of twelve required core courses. Students then complement the core courses with six elective classes in literature, Hispanic linguistics, and Modern Languages (ML). When choosing classes in consultation with the graduate advisor, the student should aim for broad coverage of periods and fields represented on the MA reading list. All 500- and 600-level courses carry a 5-credit hour weight. The Enhanced Language Option brings the total credit hours to 18 per quarter for a student's second year (see details in #2 below). The following chart shows two years of courses for students entering the program in the fall of 2008. Students should check the schedule of classes each quarter for specific course numbers, times, and professors.

<p>FALL 2008 SPAN 540: Teach Spanish – Theory (req) SPAN 699: Teaching College Span (req) ELECT TWO FROM: SPAN 527: Pen. lit. SPAN 547: LA lit. SPAN 557: Hist. of Spanish Lang. ML 545: Teaching Mod. Foreign Lgs.</p>	<p>WINTER 2009 SPAN 536: Intro. Hisp. Ling. (req) SPAN 699: Teaching College Span (req) ELECT TWO FROM: SPAN 554: Pen. lit. SPAN 544: LA lit ML 545: Teaching Mod. Foreign Lgs.</p>	<p>SPRING 2009 SPAN 560: LA Civ (req.) SPAN 699: Teaching College Span (req) ELECT TWO: SPAN 553: Pen. lit. SPAN 539: Mod. Span. Usage SPAN 603: LA lit (seminar) ML 535: Teach FL in Elem. School</p>
<p>FALL 2009 SPAN 602 – Seminar (req.) SPAN 559: Span. Civ. (req.) ELECT ONE: SPAN 5XX: Pen. lit. SPAN 5XX: LA lit. SPAN 5XX: Hispanic Ling. ML 545: Teaching Mod. Foreign Lgs. ENHANCED LANGUAGE OPTION: LANG 511 or 501 (3 credits)</p>	<p>WINTER 2010 ELECT THREE: SPAN 5XX: Pen. lit. SPAN 5XX: LA lit. SPAN 5XX: Hispanic ling. ML 510: Technology in Lg. Teaching ML 545: Teaching Mod. Foreign Lg. ENHANCED LANGUAGE OPTION: LANG 512 or 502 (3 credits)</p>	<p>SPRING 2010 ELECT THREE: SPAN 5XX: Pen. lit. SPAN 5XX: LA lit. SPAN 5XX: Hispanic Ling. ML 530: Video in Foreign Lgs. ML 535: Teach. FL in Elem. School SPAN 696: Directed Readings ENHANCED LANGUAGE OPTION: LANG 513 or 503 (3 credits)</p>

2) **ENHANCED LANGUAGE OPTION:** Many PhD programs require proficiency in a third language. Students who enter our program without such proficiency may enroll in 3 credit hours of course numbers 511, 512, and 513 of the corresponding language during summers and/or during the second year of the program. (Portuguese course numbers are 501/02/03.) After enrolling in 511/12/13, the student attends a regularly scheduled undergraduate language class at the level appropriate for the student's proficiency (100 through 400). Students must identify and contact the instructor of that class prior to the first day of the quarter to obtain permission to attend. Teaching Associates may take advantage of their tuition waiver to pursue this option during one or both summers before completing their degree: before entering the program and between their first and second year. TAs with summer

teaching assignments must enroll for 9 summer session credits, which offers a perfect opportunity for pursuit of this option. Tuition waivers cover up to 18 credit hours during the academic year; thus enrolling in an additional 3 hours does not result in additional tuition charges. Students receive a grade of CR for earning a grade of B or higher. The letter grade will appear for B- or below. Students who enroll in Portuguese 501/02/03 receive a letter grade.

- 3) INDEPENDENT STUDY: SPAN 698 may be used as an elective during one quarter of a student's MA program, but cannot replace any required classes. Students are encouraged NOT to take an independent study when other pertinent graduate courses are offered. Requests for 698 hours must be approved by both the graduate faculty member directing and grading the study and by the Graduate Advisor.
- 4) SPANISH 696: Students must complete the MA Reading List during the five quarters preceding their comprehensive exams. However, during the quarter in which they take their exams, they may register for SPAN 696 (up to 5 hours) as one of their free electives in order to review and synthesize material. Students receive a grade of CR for 696. Spanish 696 is also available during summers for students with teaching assignments who need to register for 9 quarter hours.
- 5) COMPREHENSIVE EXAMS: Students are required to take comprehensive written and oral examinations towards the end of their sixth quarter of course work. These examinations are based on a student's course work and the MA reading list included in this handbook. Specific instructions appear below.
- 6) ACADEMIC STANDING: The Graduate Chair reviews the academic standing of all graduate students at the end of each quarter. The College of Arts and Sciences requires a minimum overall grade point average of 3.0 (B) to maintain a teaching associateship or any other financial aid. No grade below a C can be used to satisfy any degree requirement. Students who fall below 3.0 will spend the next quarter on academic probation during which time they must raise their average or lose their stipend and scholarship. If a student receives a C- or below in any of the twelve required core classes in Spanish, he or she must take an additional graduate class in the same area and receive a C or above.
- 7) THESIS OPTION: Writing a thesis is optional and counts for a maximum of 10 credit hours (two elective courses). It is imperative to consult the following web page as soon as possible, and frequently, for submission dates and specific requirements (www.cas.ohiou.edu/gradstudent/format.pdf). If you plan to write a thesis, you must plan to work very closely with your supervisor and follow these steps:
 - a) Beginning of spring quarter of your first year – choose a tenured or tenure-track faculty member to serve as supervisor and begin discussing your topic. In consultation with your supervisor, choose two more members for your committee and officially record the agreement.

- b) Mid Spring quarter of your first year – present to your committee a well-structured scholarly proposal with clear and attainable goals, a rigorous bibliography and a time line for completion of the project. (4 copies required – one to the faculty supervisor and each member of your committee and the forth to the Graduate Advisor). Consult the web page listed above frequently. All submissions will be electronic (www.ohiou.edu/graduate/etd.cfm)
- c) Fall of your second year – Defend thesis proposal with full committee.
- d) Throughout the second year – work closely with supervisor, submit all drafts of chapters to all readers in a timely fashion and heed advice or directives of supervisor. Go to McKee House for thesis packet.
- e) Fall or winter of the second year – attend workshops on electronic submission of theses.
- f) Early spring quarter of your second year – submit completed thesis (following guidelines listed on web) to both your advisor and your other readers. They must receive this at least two weeks before your oral defense of the thesis (submit around 5th week). Publicly announce date, time and place of thesis defense.
- g) End of spring quarter (late May; consult the web for exact dates) – defend thesis publicly and complete any required revisions before electronic submission to the Dean’s Office, College of Arts & Sciences (Wilson Hall). The Graduate Chair and advisor must approve the final copies with original signatures on the approval pages (see web page for details on hard copies). All submissions are electronic except for approval pages.

The thesis may be written in either Spanish or English. Spanish is encouraged for most cases, because the thesis document, filed permanently in Alden Library, may provide useful evidence of the candidate’s mastery of the language. Given the accessibility of the final document to scholars outside of the department and the university, non-native writers of Spanish must arrange to have the grammatical and stylistic components of their manuscript read and approved by a member of the graduate Spanish faculty whose native language is Spanish. In similar fashion, non-native writers of English electing to write the thesis in English (the lingua franca of publications in linguistics) must have their thesis approved by a member of the Spanish faculty whose native language is English. It is the student’s responsibility to arrange for and officially record the agreement of such a reader prior to commencing work on the thesis. Allow plenty of time for the reader to make corrections to the final draft. The thesis ranges from 70-100 pages in length including notes and bibliography (and all other required pages as noted on the web). The student must follow all directions for the format, presentation of theses, and deadlines as posted on the web (www.cas.ohiou.edu/gradstudent/format.pdf).

- 8) **READING LIST:** Students are expected to work on completing the MA Reading List during the five quarters preceding their comprehensive exams. However, during the quarter in which they take their exams, most students register for SPAN 696 (up to 5 hours) in place of one of the regularly scheduled courses in order to review the works on the reading list. Students receive CR for a grade in SPAN 696.
- 9) **COMPREHENSIVE EXAMS:** Comprehensive written and oral examinations are required. These examinations are based on course work and the MA reading list included in this handbook. The usual time required to meet the course requirements for the MA is two academic years. Specific instructions for preparing for comprehensive exams are included later in this handbook.
- 10) **PLAGIARISM:** All professors in the Spanish program expect original work from their students. This means that plagiarism from other sources (whether published or not) is a very serious form of academic dishonesty and will be dealt with in an appropriately serious manner.

REQUIREMENTS FOR THE MA IN SPANISH – CHECK SHEET

Every student must fulfill the following degree requirements to earn an MA in Spanish: twelve core courses, six elective courses, three quarters of SPAN 699, and comprehensive exams.

REQUIRED COURSES	COURSE TITLE	QUARTER COMPLETED
SPAN 559	Span. Culture and Civ.	_____
SPAN 560	LA Culture and Civ.	_____
SPAN 540	Teach Span – Theory	_____
SPAN 536	Intro to Hispanic Ling.	_____
Seminar	_____	_____
Lit 1	_____	_____
Lit 2	_____	_____
Lit 3	_____	_____
Lit 4	_____	_____
Lit 5	_____	_____
Hispanic Ling. 1	_____	_____
Hispanic Ling. 2	_____	_____

SIX ELECTIVE COURSES (within the dept.; 2 can be thesis credits SPAN 695; 1 can be 696 SQ of 2nd year):

- SPAN / ML _____ :
- SPAN / ML _____ :
- SPAN / ML _____ :
- SPAN / ML _____ :
- SPAN / ML _____ :
- SPAN / ML _____ :

NOTE: students working on a dual MA degree in Spanish and another discipline may petition the graduate faculty for permission to enroll in courses outside the department in lieu of **three** electives.

SPAN 699: PROBLEMS IN TEACHING SPANISH (3 quarters; 1 credit each quarter):

_____ Fall _____ Winter _____ Spring

COMPREHENSIVE EXAMS: _____

COMPREHENSIVE EXAMS

Students in their final quarter of course work for the MA degree who are in good academic standing according to the above guidelines may take the comprehensive exams. If a student wishes to postpone the exams after they have completed all courses and are no longer a student, they will need to consult with the Departmental Administrator as to eligibility; i.e., whether or not they will need to register for further hours in order to take the exam.

Students should consult regularly with their mentors for advice on preparation beginning in the first quarter of the program. A good literary history is recommended to guide and direct the students in their reading and preparation for the exam; the mentor or any other professor can suggest such a reference work. It is the sole responsibility of the student to prepare the readings from the list. The MA curriculum covers all fields and genres on the list; however, no professor is obligated to cover individual works in class.

Masters exams are usually given in the spring of the second year during the 8th week of classes. Early spring quarter, the Spanish Graduate Advisor will appoint the three-member committees charged with reading and evaluating the exams and assign a chair to each committee. As soon as committees have been formed, the Graduate Advisor will solicit questions from the Spanish graduate faculty, compose a draft exam, and circulate it among the Spanish graduate faculty for comments. Once the faculty is satisfied with the exam, the Graduate Advisor will seal final copies for the students in envelopes, labeled “day one” and “day two,” and leave them with the office staff.

Of the three days of exams, the first two will be dedicated to writing, and the third will be an oral exam. Students answer all questions in Spanish.

DAY ONE – CORE EXAM (8:00am 12:00pm)

All students will take the written exam simultaneously in the computer lab. A dictionary and a clean copy of the reading list are allowed. No other notes or books are permitted in the exam room. At 8:00am on the morning of the exam, students will meet in the department office. The Graduate Advisor will distribute the exams and escort students to a computer in the Language Resource Center.

The written exam on the first day will contain three sections: (1) one thematic question about literature (both Peninsular and Latin American); (2) one question about the culture and civilization of Spain; and (3) one question about the culture and civilization of Latin America. In each case, students will choose one of two questions to answer. The evaluation will be based on the ability of the student to master and synthesize the material as well as the ability to write clear and organized responses. Students will have four hours to complete this portion of the exam.

Section I: *Literature*: The literature core exam is designed to test the student’s ability to trace the history of the manifestation of a certain theme through literary works from different continents and different time periods. This section does not require literary analysis in any theoretical sense; it merely requires that the student have read the works and have made thematic connections between them. Examples of thematic questions have included the themes

of death, women, power, dictatorship, sex, etc. Questions are broad enough to merit two hours of thinking and writing. The student has two hours to answer one of two questions.

Section II: *Peninsular Culture & Civilization*. The first culture and civilization section tests the student's familiarity with the history and culture of Spain. Questions are broad enough to merit one hour of thinking and writing – the student has one hour to answer one of two questions.

Section III: *Latin American Culture & Civilization*. The second culture and civilization section tests the student's familiarity with the history and culture of Latin America. The student has one hour to answer one of two questions.

Once students have finished writing and printing their exams, the Graduate Advisor will collect these, label them carefully, and distribute them to other faculty for evaluation. Electronic delivery from the exam room to the Graduate Advisor is acceptable as a back up measure, but it cannot substitute the hard copy itself.

DAY TWO – SPECIFIC FIELDS (8:00am-1:00pm)

Students will follow the same procedures as for the first day of exams; that is, they will meet in the department office at 8:00am and the Graduate Advisor will escort them to the Language Resource Center. Once again a dictionary and a clean copy of the student's reading list are the only items permitted. The second-day exam covers three fields: (1) the students answer one of two questions in Peninsular literature, (2) one of two questions in Latin American literature, and (3) two of four questions in linguistics. Each question will merit more than one hour of thought and writing. Students will have five hours to complete this portion of the exam. After students have finished writing and printing, once again the Graduate Advisor will distribute the exams to the other faculty.

DAY THREE – ORAL EXAM

Once the Graduate Advisor has assigned a chair to each MA committee, the chair will consult with the student and the other two members of the committee to set up a tentative date and time for the oral exam. The oral should be a few days after the written exams in order to give faculty time to read and evaluate the written parts. The Chairs will reserve a room through the University Registrar.

If the student has not performed well enough on the written exam, the committee chair will inform the student in writing and the student will be able to repeat the exam the next time exams are offered. The student will not be permitted to attempt the exam a third time.

If the examining committee agrees that the student has passed the written section, the student will then take the oral at the scheduled time. Before the oral, the committee chair should pick up a copy of the exam evaluation sheet from the departmental office and take it to the exam.

The oral exam will last one hour and will serve a number of purposes – to test the student's ability to engage in dialogue, to test his or her familiarity with works not covered on the written exam, and to clarify any vagueness or other weakness on the written exam.

After completion of the oral part of the comprehensive exam, the committee informs the student immediately of the overall results. If the student passes, the committee Chair fills out the sheet with the exam results, the three committee members sign it, and the committee Chair submits it to the Graduate Chair for his or her signature.

CRITERIA FOR THE EVALUATION OF MA EXAMS

Content (60%)

Essays on literature and culture must be analytic in nature and must not simply reiterate plot (in the case of literature) or historical chronology (in the case of culture). Literary analysis consists of identification of techniques the author uses to express a theme and thus create a work of art within a historical and cultural context. Cultural analysis is the identification of the function within a society of certain beliefs, practices or products (music, art, food, writing, etc.) using specific examples.

The essay's content must clearly respond to the question. The student must avoid the temptation to express everything that he or she knows about a specific theme or work and must instead draft a focused response.

Essays must thoroughly develop an answer to the question and not simply touch on an answer superficially. Students must articulate each subordinate idea in detail with specific examples of the theme or phenomenon treated.

In the literary essays, ideas and conclusions must be based primarily on the student's individual reading. Literary history, author biographies, and other facts related to the works can serve to contextualize and inform the individual reading but should not constitute the essence of the essay.

Expression (20%)

Essays must reflect advanced control of grammar and vocabulary in Spanish; they must incorporate a wide range of sophisticated, accurate structures and vocabulary. Grammar must be free of English interference and errors with verbs (tense and mood), adjective/noun agreement, prepositions, idiomatic expressions, etc. Vocabulary must reflect mature familiarity and control of literary/linguistic/cultural terminology. Tone and style must be appropriate to a formal, analytic, academic essay and not to a colloquial, every-day conversation.

Organization (20%)

During the exam, students are advised to take time initially to organize their ideas in an outline. This first step will help lead to an essay of organized paragraphs, each of which expresses one idea, clearly articulated in a theme sentence. An introductory paragraph serves to orient the reader to the thesis of the essay, the body paragraphs develop each supporting point and the conclusion ties all ideas together through a statement and discussion of the significance and implications of the thesis.