GRADUATE HANDBOOK
2020-2021
BYU Spanish & Portuguese

DEPARTMENT OF SPANISH & PORTUGUESE DIRECTORY

ADMINISTRATION				
Interim Department Chair:	Scott M. Alvord	3162 JFSB	801-422-7546	scott_alvord@byu.edu
Graduate Coordinator:	Brian L. Price	3158 JFSB	801-422-3453	brian_price@byu.edu
Associate Grad. Coordinator:	Erik M. Larson	3160 JFSB	801-422-1726	erik_larson@byu.edu
Department Secretary:	Patricia Wilson	3190 JFSB	801-422-2838	patricia.wilson@byu.edu
Graduate Program Manager:	Linda Chaston	3190 JFSB	801-422-2196	linda_chaston@byu.edu

GRADUATE SECTIONS and GRADUATE FACULTY				
LINGUISTICS	**Section Head: Willis C. Fails**			
HISPANIC LINGUISTICS				
Scott M. Alvord	3162 JFSB	801-422-7546	scott_alvord@byu.edu	
Will Carr	3144 JFSB	801-422-5262	will_carr@byu.edu	
Willis C. Fails	3167 JFSB	801-422-3452	willis_fails@byu.edu	
Daryl R. Hague	3163 JFSB	801-422-2005	daryl_hague@byu.edu	
Samuel Lopez	3146 JFSB	801-422-4314	samuel_lopez@byu.edu	
Robert M. Smead	3153 JFSB	801-422-2636	rob_smead@byu.edu	
Jeffrey S. Turley	3190B JFSB	801-422-7019	jeffrey_turley@byu.edu	
G. Lynn Williams	3144 JFSB	801-422-3273	lynn_williams@byu.edu	

PORTUGUESE LINGUISTICS			
Willis C. Fails	3167 JFSB	801-422-3452	willis_fails@byu.edu

LITERATURE	**Section Head: Rex P. Nielson**		
PENINSULAR LITERATURE			
Valerie Hegstrom	3148 JFSB	801-422-3191	valerie_hegstrom@byu.edu
Dale J. Pratt	3146 JFSB	801-422-3188	dale_pratt@byu.edu
Alvin F. Sherman	3165 JFSB	801-422-3107	alvin_sherman@byu.edu
Gregory C. Stallings, Jr.	3166 JFSB	801-422-1273	gregory_stallings@byu.edu

SPANISH AMERICAN LITERATURE			
Mara Lucy Garcia	3150 JFSB	801-422-3106	mara_garcia@byu.edu
David P. Laraway	3155 JFSB	801-422-3807	david_laraway@byu.edu
Erik M. Larson	3160 JFSB	801-422-1726	erik_larson@byu.edu
Brian L. Price	3158 JFSB	801-422-3453	brian_price@byu.edu
Douglas J. Weatherford	3169 JFSB	801-422-4941	douglas_weatherford@byu.edu
Mac J. Wilson	3142 JFSB	801-422-9134	mac_wilson@byu.edu

LUSO-BRAZILIAN LITERATURE			
Patricia Andrade	3145 JFSB	801-422-1440	james_krause@byu.edu
Rex P. Nielson	3149 JFSB	801-422-2176	rex_nielson@byu.edu
Anna-Lisa Halling	3161 JFSB	801-422-1759	anna-lisa_halling@byu.edu

PEDAGOGY	**Section Head: Rob Martinsen**		
SPANISH PEDAGOGY			
Blair E. Bateman	3157 JFSB	801-422-1727	blair_bateman@byu.edu
Nieves Pérez Knapp	3171 JFSB	801-422-3196	nieves_knapp@byu.edu
Rob A. Martinsen	3143 JFSB	801-422-8466	rob_martinsen@byu.edu
Cherice M. Montgomery	3177 JFSB	801-422-3465	cherice_montgomery@byu.edu
Gregory L. Thompson	3173 JFSB	801-422-2282	gregory_thompson@byu.edu

PORTUGUESE PEDAGOGY			
Blair E. Bateman	3157 JFSB	801-422-1727	blair_bateman@byu.edu
Michael W. Child	3181 JFSB	801-422-2496	michael_child@byu.edu

INTRODUCTION

I. General Program Information

The Department of Spanish and Portuguese at Brigham Young University is guided by a desire to provide its students with a strong, enriching, and broad education in the classroom and with exciting opportunities outside of it. The MA programs in the Department of Spanish and Portuguese are designed so that a student can complete the degree in 24 months of intensive work. With nearly 30 graduate faculty members, the department offers one of the largest and most academically diverse MA-level language programs in the country. The department admits about 10-15 graduate students each year, some of whom, upon completion of the program, continue their studies on the doctoral level or seek jobs in secondary education. Other students have secured positions with government agencies or in the business sector.

II. Introduction to the Graduate Handbook

The present *Graduate Handbook* is revised yearly and is designed to answer many of the questions that students have about the graduate program in the Department of Spanish and Portuguese. This handbook is intended to be a supplemental guide to the *Graduate Catalog* published online by the Office of Graduate Studies (and to other policies and information found on the Graduate Studies website). <u>Students are responsible for</u> <u>familiarizing themselves with information contained in both locations</u>. It is imperative that candidates refer to these sources frequently. Questions should be directed to the student's Thesis Advisor, to the Head of his or her section, to the Graduate Program Manager, or to the Graduate Coordinator. All of these individuals are available to help students progress toward degree completion. <u>Understand, however, that it is the graduate student and</u> <u>NOT department representatives who holds the primary responsibility for the planning and completion of all</u> <u>degree requirements</u>.

The department makes every effort to ensure the accuracy of the contents of this handbook but reserves the right to make changes at any time without prior notice. Students will be notified via e-mail of any alterations to the *Graduate Handbook* and may petition for exemption if they feel that the change will affect them adversely. It is the candidate's obligation to provide the Graduate Program Manager with new contact information each time he or she changes address, phone number, or e-mail account.

<u>How to access important publications and forms:</u>

Graduate Handbook: https://spanport.byu.edu/graduate-programs/graduate-handbook/
Hard copy available in 3190 JFSB.

Graduate Catalog online search, and application requirements: https://gradstudies.byu.edu
Department Forms: Available on GradProgress: https://gradprogress.sim.byu.edu/resources, click the Forms Tab. Also available from Graduate Program Manager; select sample forms available in Appendix D.

University Forms: Available on GradProgress: https://gradprogress.sim.byu.edu/resources, click the Forms Tab. Select forms are available in Appendix E. Download the most up-to-date versions from the Office of Graduate Studies website: https://gradstudies.byu.edu/page/advisement-forms

<u>Where to locate important offices:</u>

Dept. of Spanish and Portuguese: 3190 JFSB; online: https://spanport.byu.edu
Office of Graduate Studies: 105 FPH, 801-422-5091; online: https://gradstudies.byu.edu

<u>How to apply:</u>

Check out individual programs and requirements at https://spanport.byu.edu/graduate-programs
Online application:
https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=byugrad

PROGRAM OF STUDY

I. Areas of Emphasis

Applicants to the Spanish and Portuguese MA programs must indicate an area of emphasis and, if successful, they are admitted into that particular field. Prospective students are encouraged to consult with faculty about this important decision. The areas of emphasis of the Spanish and Portuguese MA Programs are as follows:

Spanish MA Program:
Hispanic Linguistics
Hispanic Literatures
Spanish Pedagogy

Portuguese MA Program:
Luso-Brazilian Literatures
Portuguese Linguistics
Portuguese Pedagogy

Changing Areas of Emphasis:

A student who has been admitted to the department and later wishes to change his or her area of emphasis must petition through the Graduate Coordinator. The petition must include a timeline indicating how the student will advance toward degree completion. A change in the area of emphasis that will significantly delay a candidate's graduation is unlikely to be approved. The petition is attached to the student's original application packet and considered in February during the normal new student selection process. Exceptions to this timeline may be made at the Graduate Coordinator's discretion based on the strength of the request and the needs of the department. The graduate faculty of the area to which the student seeks admittance will be primarily responsible for deciding whether the student's petition is granted. At the time of the petition the candidate must have a faculty member willing to serve as his or her mentor in the new area of emphasis.

II. The Thesis Advisor and Thesis Committee

New graduate students should begin immediately to consider the graduate faculty member with whom they would like to work. This faculty member (referred to as the Advisor, the Thesis Advisor, the Graduate Advisor, or the Committee Chair) will be the student's primary mentor and the faculty representative most responsible for guiding the student through the process of writing the thesis, project, article-length essay option.

Choosing the Thesis Advisor:

Although students are asked to choose their Thesis Advisor soon after beginning the MA program (see "Documenting the Program of Study"), the decision should not be made arbitrarily. Students should consult with multiple professors about possible thesis topics

and about appropriate advisors. In particular, students should meet with the Head of the Section (area of emphasis) into which they have been accepted. <u>The Section Head</u> <u>will function as a new student's mentor until another has been identified. He or she will be able to give a student</u> <u>valuable advice about faculty available to serve as advisors and must give his or her consent before another</u> <u>professor can be listed officially as a student's Committee Chair</u>. The Graduate Coordinator is another important mentor and can answer questions and respond to concerns.

The Thesis Advisor must be a graduate faculty member of the Department of Spanish and Portuguese and normally should be selected from graduate faculty that belong to the student's area of emphasis. Exceptions must be approved by the graduate coordinator and the department chair.

Students should understand that there are a number of factors that might prevent a professor from being able or willing to accept a request to serve as a Thesis Advisor or Committee Member. By departmental policy, for example, faculty are not allowed to direct simultaneously the theses of more than four graduate candidates. Additionally, individual sections may choose to implement policies that require section approval before thesis committee assignments are finalized (Hispanic Linguistics MA candidates, for example, should see the additional requirements listed below under "Deadlines for Submitting the Program of Study List").

<u>Choosing Committee Members</u>:

After a Committee Chair has been selected, the student will work with that individual to identify faculty to serve as additional Committee Members (also referred to as Readers). The Chair and additional Members together form the Graduate Committee (also known as the Thesis Committee). A Graduate Committee— whether a student chooses the thesis, project, or article-length essay option—consists of at least three individuals. However, Graduate Committees of more than three members generally are not recommended. While the Thesis Advisor should be selected from graduate faculty in the student's area of emphasis, the remaining Committee Members may be chosen, as appropriate, from any section of the Department of Spanish and Portuguese or from the faculty of other departments. The Thesis Advisor will be invaluable in helping to select suitable Committee Members.

<u>Working with the Thesis Advisor</u>:

The "Graduate Student Advisement Checklist" included in Appendix B outlines the steps that might be included in a successful mentoring relationship between a graduate student and his or her Advisor. Although intended as a guide only, this checklist can help students and faculty mentors better understand the MA program and the timeframe in which certain requirements should be completed.

III. Documenting the Program of Study

The "Program of Study for Graduate Students" (formerly managed with ADV Form 3, and now designed and managed on GradProgress – https://gradprogress.sim.byu.edu and in the MyBYU AIM search bar as "gradprog"), also referred to as the study list, is a carefully considered plan that documents the credits a student will take to complete the graduate degree. The study list may include the following components:

- **Prerequisite Courses**
- **Transfer, Non-Degree, and Senior Courses**
- **Major Courses**
- **Minor Courses**
- **Graduate Committee Members**
- **Other requirements**

<u>Explanations of Course Types</u>:

<u>Prerequisite Courses</u> include credits taken for the second-language requirement and any courses required of students admitted provisionally. These credits do not count toward the graduate GPA, and they may not be covered by scholarship funds when taken in semesters or terms when students are registered for less than a full-time course load.

<u>Transfer, Non-Degree, and Senior Courses</u> require approval to be counted toward degree completion. With the consent of all members of the Thesis Committee and of the Graduate Coordinator, students may apply up to 10 hours of graduate-level transfer credit from another institution. Nine credit hours of graduate courses taken during a student's senior year may be applied to the MA program as long as these do <u>not</u> count toward any requirements for other degrees. Non-degree and senior credit combined cannot exceed 10 semester hours. The University requires that at least 20 credit hours, including thesis hours, must be completed through BYU. For the Department of Spanish and Portuguese at least 23 credit hours must be completed through BYU. <u>Independent Study courses</u> will not count toward the MA degree.

<u>A Note of Consideration for M.A. Students of Hispanic Literatures:</u> While many of the graduate level courses are cross-listed with undergraduate sections, we also offer graduate-only seminars on a specific topic each semester. We strongly encourage MA students to enroll in these graduate-only courses as they will prove intellectually enriching and rigorous. These courses follow the model of a doctoral seminar with a smaller group of students and more opportunities for in-depth discussion with the professor. This style of course also breaks away from the traditional lecture format and demands more student participation. We recommend that all of our MA students give special consideration to these graduate-only courses as they will help prepare them for doctoral study.

Completing the Program of Study List:

In the Winter 2020 semester, the Office of Graduate Studies implemented a new online graduate tracking website called GradProgress. This new platform will allow you to request committee members, create programs of study (study lists), and manage additional graduation requirements without having to get physical signatures. All approvals and notifications are done online and by email. Additionally, you will have access to Resources you will need as you complete your program.

Besides GradProgress (gradprog in AIM), BYU's AIM system has another platform called MyMap (https://y.byu.edu/ry/ae/prod/mymap/cgi/summary.cgi) for all students. MyMap is primarily for the use of undergraduates, but graduate students will also use the site to register for classes, under the Register tab. However, MyMap does not fully capture graduate student progress, particularly in the area of student evaluations, and so graduate students are asked to use GradProgress for everything except registering for classes.

The program of study should be completed under the direction of the Thesis Advisor and must be signed by all members of the Thesis Committee as well as by the Graduate Coordinator. Although students may choose to take more than the 33 credits required for graduation, only those classes specific to the student's course of study (including required prerequisite courses) should be included on the study list. Once completed, the program of study will be approved on GradProgress by the Thesis Committee with a final review and approval by the Graduate Program Manager. The student then will have access to his or her study list online through AIM (BYU'S online student information and registration system) on GradProgress. Sample study lists for each graduate area of emphasis are included in Appendix C.

Deadlines for Submitting the Program of Study List:

The completed study list should be submitted to the Graduate Program Manager and entered into GradProgress no later than the Monday before Thanksgiving break in November of a student's first semester. Candidates who are unable to choose a Thesis Advisor by this deadline should complete the study list under the direction of their Section Head who will sign as the Committee Chair. In this situation, the Section Head will suggest two faculty members who can examine and sign the study list as temporary Committee Members. Students who follow this path should later choose an appropriate Thesis Chair and Committee Members and submit their names in the "Committee" block of GradProgress as soon as possible. Requested faculty will receive an email alerting them to the student's request, and may sign on GradProgress to indicate their acceptance on that site.

Special guidelines for MA Candidates in Hispanic Linguistics: Students specializing in Hispanic Linguistics are required to submit to the Graduate Program Manager, by 31 October of their first semester, the names of their preferred thesis advisor and thesis committee members. They should also identify at this time their proposed general area

(or areas, if they prefer the two-paper, or one-page paper option) of research. This information will be discussed at the November meeting of the section and decided upon before the end of the month. Any subsequent changes to the composition of the thesis committee or nature of the research project will be processed and decided upon in the same manner.

Making Changes to the Program of Study List:

Classes and Committee Members may be added to or deleted from the study list on GradProgress. Changes to core required courses must be done by the Graduate Program Manager. Students may make changes to their required elective courses themselves on the website. Any such changes will require review and approval by Thesis Committee members and the Graduate Coordinator, and signatures will be recorded on GradProgress.

Students may find it necessary or desirable to modify the membership of the Thesis Committee. Changes should not be made arbitrarily, however. While Thesis Advisors must approve substitutions of Committee Members, a student's Section Head must support a change of Committee Chair. The Graduate Coordinator may assist in this process if a student or faculty member has any concerns. Only new and continuing members of the Thesis Committee need sign a study list change request on GradProgress when a membership adjustment has been made. It is the student's responsibility to notify a Thesis Advisor or Committee Member who is being removed from a committee assignment before making any changes on GradProgress, as changes made there will automatically generate an email requesting approving signatures from Thesis Committee members.

IV. Degree Requirements

The Spanish MA program consists of 27 hours of graduate course work and 6 hours of thesis credits (Spanish/Portuguese 699R), for a total of 33 hours. Degree requirements for each of the various areas of emphasis are listed in the charts on the following pages.

Please note that in the following charts, the 1-credit mini courses which have, to date, been identified as SPAN or PORT 680R have new course numbers which will not go into effect until Fall 2021. For the sake of consistency, the new numbering is included here, but these courses will be identified as SPAN/PORT 680R courses for Fall 2020 and Winter 2020. The new course numbers follow:

> *Linguistics mini-courses – SPAN/PORT 582R*
> *Literature mini-courses – SPAN/PORT 581R*
> *Pedagogy mini-courses – SPAN/PORT 583R*

SPANISH MA: Hispanic Literatures	CR
CORE REQUIREMENTS: SPAN 601B: Literary Theory and Research Methodology (must be taken during first semester) Three (3) 1-credit Mini-Courses (2 in Literature 581R, and 1 in Linguistics 582R or Pedagogy 583R).	6
ELECTIVE COURSES: - MAJOR ELECTIVES – FIVE (5) COURSES IN HISPANIC LITERATURE. Choose: - At least two (2) courses from each of the two regional emphases **Peninsular Literature Emphasis** - SPAN 640: Medieval Spanish Literature - SPAN 643R: Golden Age Literature - SPAN 644R: Don Quijote - SPAN 646R: 19th Century Spanish Literature - SPAN 648R: 20th Centure Spanish Literature - SPAN 649R: Seminar in Spanish Literature **Spanish American Literature Emphasis** - SPAN 650R: Early Spanish American Literature - SPAN 654R: The Spanish American Novel - SPAN 655R: Spanish American Poetry - SPAN 656R: Spanish American Drama - SPAN 658R: Spanish American Short Story - SPAN 659R: Seminar in Spanish American Literature **Additional courses that may count as a fifth course:** - SPAN 502R: Special Topics in Contemporary Literature Theory - SPAN 638: Hispanic Cinema - SPAN 639R: Hispanic Theater Production - All courses require the approval of the student's Thesis Advisor. - NON-MAJOR ELECTIVES – TWO (2) GRADUATE-LEVEL COURSES. Choose: - One (1) Hispanic Linguistics course: *(Note: Spanish 529R, 622, 625, 626, and 629R may not be appropriate selections for candidates without significant experience in linguistics)* SPAN 520: Problems in Spanish Grammar SPAN 521: Romance Philology SPAN 522: History of the Spanish Language SPAN 529R: Special Topics in Hispanic Linguistics SPAN 622: Hispanic Dialectology SPAN 625: Spanish Morphosyntax SPAN 626: Spanish Phonetics and Phonology SPAN 629R: Seminar in Spanish Linguistics - One (1) Spanish Pedagogy course: SPAN 671: Principles of Foreign Language Learning and Teaching SPAN 672: Media and Technology in Foreign Language Instruction SPAN 674: Teaching Hispanic Culture SPAN 676: Assessing Language and Culture Learning SPAN 677: Teaching Second Language Speaking and Listening SPAN 678: Teaching Second Language Reading and Writing SPAN 679: Seminar in Teaching Spanish - All courses require the approval of the student's Advisor.	21
THESIS OR ONE-PAPER OPTION and ORAL DEFENSE: Spanish 699R: Master's Thesis	6
SPECIALTY EXAM: - Comprehensive, culminating, written exam in specialty - Traditional track students are required to take the specialty exam on the fourth Thursday of September during the third semester of study.	
TEACHING REQUIREMENT: Students must teach at least one Spanish or Portuguese language class (100/200 level)	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): Students must complete or already have completed study through the third-semester (college level) of a second language or its equivalent, earning a B or better. Challenge exams are available in some languages. Courses should usually be in one of the commonly taught languages (e.g., French, German, Portuguese). Consult with your Thesis Advisor.	
TOTAL PROGRAM CREDITS:	**33**

SPANISH MA: Spanish Pedagogy	CR
CORE REQUIREMENTS: SPAN 601C: Research Designs in Hispanic Lang. Teaching *(must take during 2nd semester)* SPAN 671: Principles of Foreign Language Learning and Teaching SPAN 676: Assessing Language and Culture Learning • Three (3) 1-credit mini-courses (2 in Pedagogy 583R, and 1 in Literature 581R or Linguistics 582R)	**12**

ELECTIVE COURSES:
• MAJOR ELECTIVES: THREE (3) COURSES IN SPANISH PEDAGOGY, AS FOLLOW:
  SPAN 577: Spanish Language Teaching Procedures
  SPAN 672: Media and Technology in Foreign Language Instruction
  SPAN 674: Teaching Hispanic Culture
  SPAN 677: Teaching Second Language Speaking and Listening
  SPAN 678: Teaching Second Language Reading and Writing
  SPAN 679R: Seminar in Teaching Spanish
  SPAN 673R does not count for this requirement.
  • All courses require the approval of the student's Thesis Advisor
• NON-MAJOR ELECTIVES: TWO (2) GRADUATE-LEVEL COURSES, Choose:
  • One (1) Hispanic Literature course:
  • SPAN 638: Hispanic Cinema
  SPAN 639R: Hispanic Theatre Production
  SPAN 640: Medieval Spanish Literature
  SPAN 643R: Golden Age Literature
  SPAN 644: *Don Quijote*
  SPAN 646R: Nineteenth-Century Spanish Literature
  SPAN 648R: Twentieth-Century Spanish Literature
  SPAN 649R: Seminar in Spanish Literature
  SPAN 650R: Early Spanish American Literature
  SPAN 652: U.S. Latinx Literature
  SPAN 654R: The Spanish American Novel
  SPAN 655R: Spanish American Poetry
  SPAN 656R: Spanish American Drama
  SPAN 658R: The Spanish American Short Story
  SPAN 659R: Seminar Spanish American Literature
  • One (1) Hispanic Linguistics course (Note: Spanish 529R, 622, 625, 626, and 629R may not be appropriate selections for candidates without significant experience in linguistics):
  SPAN 520: Problems in Spanish Grammar
  SPAN 521: Romance Philology
  SPAN 522: History of the Spanish Language
  SPAN 529R: Seminar in Hispanic Linguistics
  SPAN 622: Hispanic Dialectology
  SPAN 625: Spanish Morphosyntax
  SPAN 626: Spanish Phonetics and Phonology
  SPAN 629R: Seminar in Hispanic Linguistics
  • All courses require the approval of the student's Thesis Advisor
	15

THESIS OR PROJECT OPTION and ORAL DEFENSE: Spanish 699R: Masters' Thesis	**6**
SPECIALTY EXAM: • Comprehensive, culminating, written exam in specialty • Traditional track students are required to take the specialty exam on the fourth Thursday of September during the third semester of study • Professional Track students usually take the exam in August after the first year of study	
TEACHING REQUIREMENT: • Students must teach at least one Spanish or Portuguese language class (100/200 level) • Professional Track Pedagogy students are exempt from this requirement	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): Students must complete or already have completed study through the third semester (college level) of a second language or its equivalent, earning a B or better. Challenge exams are available in some languages. Courses should usually be in one of the commonly taught languages (e.g., French, German, Portuguese). Consult with your Thesis Advisor.	
TOTAL PROGRAM CREDITS	**33**

SPANISH MA: Hispanic Linguistics	CR
CORE REQUIREMENTS: SPAN 601A: Hispanic Ling. and Research Methodology (must be taken during first semester) SPAN 625: Spanish Syntax SPAN 626: Spanish Phonology • Three (3) 1-credit Mini-Courses (2 in Linguistics 582R, and 1 in Literature 581R or Pedagogy 583R) • MA candidates generally should complete all coursework by the end of their third semester in the program (taking the Specialty Exam and writing the Thesis in the final semester). In order to complete the degree in two years, Linguistics candidates must plan their study lists carefully to ensure that required courses are taken when available. Failure to register for and complete required courses in a timely manner may result in poor progress evaluations and a withdrawal of tuition assistance.	**12**
ELECTIVE COURSES: • MAJOR ELECTIVES: THREE (3) COURSES IN HISPANIC LINGUISTICS. Choose: 　History of the Spanish Language (one course): SPAN 521 or 522 　Spanish Language Variation (one course): SPAN 529R, 622, or 629R 　One (1) additional course in Linguistics from the following: 　SPAN 520: Problems in Spanish Grammar 　SPAN 529R: Special Topics in Hispanic Linguistics 　SPAN 622: Dialectology 　SPAN 629R: Seminar on Hispanic Linguistics 　• All courses require the approval of the student's Thesis Advisor. • NON-MAJOR ELECTIVES: TWO (2) GRADUATE-LEVEL COURSES. Choose: 　• One (1) Spanish Pedagogy course: *(SPAN 673R does not count for this requirement)* 　　SPAN 671: Principles of Foreign Language Learning and Teaching 　　SPAN 672: Media and Technology in Foreign Language Instruction 　　SPAN 674: Teaching Hispanic Culture 　　SPAN 676: Assessing Language and Culture Learning 　　SPAN 677: Teaching Second Language Speaking and Listening 　　SPAN 678: Teaching Second Language Reading and Writing 　　SPAN 679: Seminar in Teaching Spanish 　• One (1) Hispanic Literature course: 　　SPAN 639R: Hispanic Theatre Production 　　SPAN 640: Medieval Spanish Literature 　　SPAN 650R: Early Spanish American Literature 　　SPAN 652: U.S. Latinx Literature 　　SPAN 643R: Golden Age Literature 　　SPAN 654R: The Spanish American Noel 　　SPAN 644: *Don Quijote* 　　SPAN 655R: Spanish American Poetry 　　SPAN 646R: Nineteenth Century Spanish Literature 　　SPAN 656R Spanish American Drama 　　SPAN 648R: Twentieth-Century Spanish Literature 　　SPAN 658R: Spanish American Short Story 　　SPAN 649R: Seminar in Spanish Literature 　　SPAN 659R: Seminar in Spanish American Literature 　• All courses require the approval of the student's Thesis Advisor	**15**
THESIS OR ONE-PAPER OPTION and ORAL DEFENSE: Spanish 699R: Master's Thesis	**6**
SPECIALTY EXAM: • Comprehensive, culminating, written exam in specialty • Traditional track students are required to take the specialty exam on the fourth Thursday of January during the fourth semester of study.	
TEACHING REQUIREMENT: 　Students must teach at least one Spanish or Portuguese language class (100/200 level)	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): 　Students must complete or already have completed study through the third-semester (college level) of a second language or its equivalent, earning a B or better. Challenge exams are available in some languages. Courses should usually be in one of the commonly taught languages (e.g., French, German, Portuguese). Consult with your Thesis Advisor.	
TOTAL PROGRAM CREDITS	**33**

PORTUGUESE MA – Luso-Brazilian Literatures	CR
CORE REQUIREMENTS: PORT 601B: Literary Theory and Research Methodology (must take in 1st semester) • Three (3) 1-credit Mini-Courses (2 in Literature 581R, and 1 in Linguistics 582R or Pedagogy 583R) • All courses require the approval of the student's advisor	6
ELECTIVE COURSES: ● MAJOR ELECTIVES: FIVE (5) COURSES IN LUSO-BRAZILIAN LITERATURE. Choose: PORT 638: Luso-Brazilian Cinema PORT 639R: Luso-Brazilian Theatre Production PORT 642: Camões PORT 647: Fernando Pessoa and Portuguese Literature PORT 649R: Seminar in Portuguese Literature PORT 652: Machado de Assis PORT 653: 20th Century Brazilian Literature PORT 659R: Seminar in Brazilian Literature PORT 631: African Literature in Portuguese PORT 662R: Literature of the Lusophone World • All courses require the approval of the student's Thesis Advisor. ● NON-MAJOR ELECTIVES: TWO (2) GRADUATE-LEVEL COURSES. Choose: • One (1) Portuguese Linguistics course: PORT 520: Advanced Portuguese Grammar PORT 521: Romance Philology PORT 522: History of the Portuguese Language PORT 529R: Special Topics in Portuguese Linguistics PORT 625: Portuguese Morphosyntax PORT 626: Portuguese Phonetics & Phonology • One (1) Pedagogy course: SPAN 671: Principles of Foreign Language Learning and Teaching SPAN 672: Media and Technology in Foreign Language Instruction PORT 674: Teaching Lusophone Cultures SPAN 676: Assessing Language and Culture Learning SPAN 677: Teaching Second Language Speaking and Listening SPAN 678: Teaching Second Language Reading and Writing PORT 679R: Seminar in Teaching Portuguese • All courses require the approval of the student's Advisor	21
THESIS OR ONE-PAPER OPTION and ORAL DEFENSE: Portuguese 699R: Master's Thesis	6
SPECIALTY EXAM: • Comprehensive, culminating, written exam in specialty • Traditional track students are required to take the specialty exam on the fourth Thursday of September during the third semester of study.	
TEACHING REQUIREMENT: Students must teach at least one Spanish or Portuguese language class (100/200 level)	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Spanish). Consult with your advisor.	
TOTAL PROGRAM CREDITS	**33**

PORTUGUESE MA – Portuguese Linguistics	CR
CORE REQUIREMENTS: PORT 601A: Portuguese Linguistics & Research Methodology (must take 1st semester) PORT 520: Advanced Portuguese Grammar PORT 625: Portuguese Morphosyntax PORT 626: Portuguese Phonetics and Phonology All courses require the approval of the student's advisor	12

ELECTIVE COURSES:
   - MAJOR ELECTIVES: TWO (2) COURSES IN LANGUAGE AND LINGUISTICS: One course in History of the Portuguese Language. Choose:
    PORT 521: Romance Philology
    PORT 522: History of the Portuguese Language
  One course in Language Variation. Choose:
    PORT 529R: Special Topics in Portuguese Linguistics
    SPAN 622: Hispanic Dialectology
    SPAN 629R: Seminar in Spanish Linguistics
   - NON-MAJOR ELECTIVES: THREE (3) GRADUATE-LEVEL COURSES. Choose: - Two (2) Luso-Brazilian Literature courses: PORT 638: Luso-Brazilian Cinema
    PORT 639R: Luso-Brazilian Theatre Production
    PORT 642: Camões
    PORT 647: Fernando Pessoa and Portuguese Literature
    PORT 649R: Seminar in Portuguese Literature
    PORT 652: Machado de Assis
    PORT 653: 20th Century Brazilian Literature
    PORT 659R: Seminar in Brazilian Literature
    PORT 631: African Literature in Portuguese
    PORT 662R: Literature of the Lusophone World
     - One Pedagogy course: SPAN 671: Principles of Foreign Language Learning and Teaching
    SPAN 672: Media and Technology in Foreign Language Instruction
    PORT 674: Teaching Lusophone Culture
    SPAN 676: Assessing Language and Culture Learning
    SPAN 677: Teaching Second Language Speaking and Listening
    SPAN 678: Teaching Second Language Reading and Writing
    SPAN 679R: Seminar in Teaching Portuguese
     - All courses require the approval of the student's advisor
	15

THESIS OR ONE-PAPER OPTION and ORAL DEFENSE: Portuguese 699R: Master's Thesis	6
SPECIALTY EXAM: - Comprehensive, culminating, written exam in specialty - Traditional track students are required to take the specialty exam on the fourth Thursday of January during the fourth semester of study.	
TEACHING REQUIREMENT Students must teach at least one Spanish or Portuguese language class (100/200 level)	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be one of the commonly taught languages (Spanish is highly recommended). Consult with your advisor.	
TOTAL PROGRAM CREDITS	**33**

PORTUGUESE MA – Portuguese Pedagogy	CR
CORE REQUIREMENTS: PORT 601C: Research Design in Portuguese Language Teaching (must take 2nd semester) SPAN 671: Principles of Foreign Language Learning and Teaching SPAN 676: Assessing Language and Culture Learning ▪ Three (3) 1-credit mini-courses (2 in Pedagogy 583R, and 1 in Literature 581R or Linguistics 582R)	12

ELECTIVE COURSES:
• MAJOR ELECTIVES: TWO (2) *ADDITIONAL* COURSES IN SPANISH or PORTUGUESE PEDAGOGY
   SPAN 672: Media and Technology in Foreign Language Instruction
   PORT 674: Teaching Lusophone Cultures
   SPAN 677: Teaching Second Language Speaking and Listening
   SPAN 678: Teaching Second Language Reading and Writing
   PORT 679R: Seminar in Teaching Portuguese
• NON-MAJOR ELECTIVES: THREE (3) GRADUATE-LEVEL COURSES. Choose:
  ▪ Two (2) Luso-Brazilian Literature courses:
   PORT 638: Luso-Brazilian Cinema
   PORT 639R: Luso-Brazilian Theatre Production
   PORT 642: Camões
   PORT 647: Fernando Pessoa and Portuguese Literature
   PORT 649R: Seminar in Portuguese Literature
   PORT 652: Machado de Assis
   PORT 653: 20th Century Brazilian Literature
   PORT 659R: Seminar in Brazilian Literature
   PORT 661R: African Literature in Portuguese
   PORT 662R: Literature of the Lusophone World
  ▪ One (1) Portuguese Linguistics Course:
   PORT 520: Advanced Portuguese Grammar
   PORT 521: Romance Philology
   PORT 522: History of the Portuguese Language
   PORT 529R: Special Topics in Portuguese Linguistics
   PORT 625: Portuguese Morphosyntax
   PORT 626: Portuguese Phonetics & Phonology
  ▪ All courses require the approval of the student's advisor
	15

THESIS OR ONE-PAPER OPTION and ORAL DEFENSE: Portuguese 699R: Master's Thesis	6
SPECIALTY EXAM: • Comprehensive, culminating, written exam in specialty • Traditional track students are required to take the specialty exam on the fourth Thursday of January during the fourth semester of study. • The dates of the Specialty Exam for Professional Track Students are usually in August after the first year of study.	
TEACHING REQUIREMENT: • Students must teach at least one Spanish or Portuguese language class (100/200 level) • Professional Track Pedagogy students are exempt from this requirement	
SECOND-LANGUAGE REQUIREMENT (Prerequisite): Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be one of the commonly taught languages (Spanish is highly recommended). Consult with your advisor.	
TOTAL PROGRAM CREDITS	**33**

V. Miscellaneous Course Work Information

Completing Prerequisite Courses: MA candidates who have not fulfilled the required courses for program eligibility (e.g. the second-language requirement) or for teaching eligibility (e.g. Spanish 376 or Portuguese 377) by the beginning of their program will need to make plans to complete these courses in a timely manner (see "Financial Aid and Employment" for more information about teaching prerequisites). Some students may be asked to complete additional prerequisites. Prerequisite courses are not arbitrary requirements or "hurdles." They represent knowledge and skills, useful (and often necessary) for completing the MA degree and for future work in the discipline.

Students should consult with the Graduate Program Manager and/or the Graduate Coordinator if they have any questions about when and how these prerequisites might appropriately be satisfied. Where possible, aspiring or recently admitted MA candidates are encouraged to take these courses before completing their undergraduate degree (speak with the Graduate Coordinator beforehand if there is a question about whether a class will fulfill prerequisite requirements). Students who have completed their undergraduate degree and would like to take prerequisite courses prior to the start of the MA program may seek permission to register through BYU's Post-Baccalaureate Studies (PBS) program (see https://admissions.byu.edu/post-baccalaureate- program) or contact an admissions counselor at 801-422-4104 for more information). Please note that PBS tuition is equivalent to graduate tuition. Although PBS courses are not eligible for departmental scholarship funding, some students may be eligible for other BYU financial aid (see your financial aid counselor for more information).

Second Foreign Language Requirement for M.A. Students: As a program requirement, all M.A. students in the Department of Spanish and Portuguese are required to demonstrate proficiency in a second foreign language. Spanish-speaking students are strongly encouraged to learn Portuguese, and vice-versa; however, any modern language may fulfill the requirement. Students are expected to demonstrate proficiency in speaking, listening, reading and writing at the Intermediate High level (for Spanish-speaking students learning Portuguese and vice-versa) or the Intermediate Mid level (for students learning all other languages).

This requirement has several purposes: (1) to strengthen students' candidacy for Ph.D. programs and employment in university foreign language departments; (2) to enhance students' research skills by enabling them to consult source documents in an additional language; and (3) to enhance students' awareness of the language learning process through experience as a student of an additional language, thus strengthening both their language learning skills and their skills as language instructors. These purposes contribute to the M.A. program-level learning outcomes of Conducting Research and Professional Preparation.

The second foreign language requirement may be fulfilled in one of two ways:

1. Complete course work through the third-semester level in the language. For Spanish and Portuguese, the requirement is fulfilled by Span 205 or Port 205; for

most other languages, by the 201 course. Students must earn a grade of "B" or better in this course.

2. Pass a challenge exam for one of the above courses. Students who want to challenge the second foreign language requirement should approach Dr. Blair Bateman for Portuguese, or Dr. Nieves Knapp for Spanish. For Span 205 and Port 205, the challenge exam consists of a written exam administered in the Humanities Testing Lab or on Learning Suite, as well as an Oral Proficiency Interview conducted by our faculty. In the rare case that students want to take a challenge exam in a language other than Spanish or Portuguese, they should contact the respective language department.

a. The *written exam* tests listening comprehension, grammar, vocabulary, cultural knowledge, and writing. The writing section is scored by the supervisor for Span 205 or Port 205 according to a rubric specifying the assessment criteria. Students must score 83% or better on the written exam.

b. The *Oral Proficiency Interview* is administered by a trained faculty member. Students must score Intermediate High or better.

c. Both the written and the oral component of the exam may be taken only once. Students who fail to pass either component must take Span 205 or Port 205 to fulfill the language requirement.

d. Students desiring information about the content of the challenge exam should consult the syllabus and course materials for Span 205 or Port 205, on which the challenge exam is based.

e. For information on challenge exams in other languages, please consult the respective BYU language department.

Students who plan to fulfill the requirement by taking a challenge exam must do so *prior to beginning their third semester* in the M.A. program. Traditional track students are expected to complete the second foreign language requirement *prior to beginning their fourth semester* in the M.A. program. Professional track students are expected to complete the second foreign language requirement by August of their second year in the program.

The Graduate Course Rotation Schedule, available from the Graduate Program Manager, projects which graduate courses will be taught during the next few semesters. The schedule is intended only as a guide to assist students as they plan which classes they hope to take during their MA program and does not represent a contract between students and the department. Course offerings are subject to change without notification.

500-level Courses in Spanish and Portuguese can be counted for graduate credit unless completed previously as part of another degree. Both graduate and undergraduate students usually take these classes. Graduate students will be required to complete additional work as decided by the instructor.

Spanish/Portuguese 601 is divided into three distinct sections according to area of emphasis. Each course is designed as an introduction to many of the foundational concepts (theories, practices, etc.) that a student should understand as he or she begins graduate-level work in that field of study. This course is reserved for graduate candidates only. Also, each course will review important bibliographic techniques and research methodologies. Students who change their area of emphasis must take the course that corresponds to the new specialty even if they have completed previously a different version of Spanish/Portuguese 601. Students should complete, in the appropriate timeframe, the 601 course that corresponds with their area of emphasis as follows:

> Linguistics (Portuguese or Hispanic): Spanish/Portuguese 601A (Hispanic Linguistics and Research Methods) is offered each Fall and must be taken in a student's first semester of study.

> Literature (Luso-Brazilian or Hispanic): Spanish/Portuguese 601B (Literary Theory and Research Methodology) is offered each Fall and must be taken in a student's first semester of study.

> Pedagogy (Portuguese or Spanish): Spanish 601C (Research Designs in Hispanic Language Teaching) is offered each Winter and must be taken in a student's second semester of study.

Spanish/Portuguese 673R (Directed Teaching of Spanish) is a required course for all student instructors and must be taken each semester that a student teaches for the department. It is a one-credit class designed to help student instructors manage the daily tasks of teaching. It provides instruction in teaching specific grammar concepts, disseminates crucial departmental information, and functions as a support group for students during the teaching experience. This course should not be included on the study list, and tuition for this course is covered only when the student is registered full time. In APPENDIX D is a form for taking the course contractually **during the final semester**, in which most students are not registered full time.

Spanish/Portuguese 680R (Directed Research in Spanish or Portuguese) allows a student, under the direction of a faculty member, to design a unique, individualized course that covers material not included in the department's normal graduate offerings. Courses designed as 680R are the exception, rather than the rule, and should be adequately justified. The contract that must be completed to register for 680R includes additional information (see Appendix D). Students should understand that faculty receive no compensation for their work with students on 680R and are under no obligation to accept a request to direct such a course. (Policy and contract approved August 2005).

Spanish 699R/Portuguese 699R (Master's Thesis) is designed to be taken as a student works on the thesis, project, two-paper, or one-paper option. A student should register for 699R credits only after consulting with his or her Advisor. These credits may be added by using a "Registration Permission-to-add Code" that a student can receive from the Graduate Coordinator or Graduate Program Manager, generally after a short interview to

discuss the student's progress in the program.

Students must complete a total of 6 hours of thesis credit. No more than that amount will be considered for funding through department scholarship funds nor count toward graduation. Students normally are discouraged from taking thesis credits until the prospectus has been presented successfully (the Committee Chair may advise differently). Upon approval, students may register for 0.5 to 6 thesis hours per semester. However, it is seldom advisable to take all 6 credits at once. Students should remember that the university requires students to register for at least 2 credit hours the semester in which they defend the thesis and - if the defense and graduation occur in different semesters - an additional 2 credit hours the semester in which they graduate. Most students will use thesis hours to fulfill this requirement.

Mini-Courses are one-credit seminars taught by visiting professors. Each semester the department invites one to three internationally recognized scholars to teach week-long seminars. These mini-courses are an opportunity for students to meet these individuals, learn from their expertise, and begin the process of "networking" that can be so valuable in the academic profession. Mini-course credits may be added by using a "Registration Permission-to-add Code" that a student can receive from the department office. Professional Track students have the option of substituting another 3-hour course for the three mini-courses if they're unable to attend the mini-courses.

Courses taken outside the department. Students may feel that a class taught outside the Department of Spanish and Portuguese would be a valuable addition to their studies. To count such an offering toward graduation, a student should submit a petition that describes the course, justifies its inclusion on the student's study list, and explains which degree requirement it will replace. The petition must be approved by the student's Committee Chair and Members and submitted for consideration to the Graduate Coordinator. (Policy approved October 2005).

VI. Reading Lists

The various MA Reading Lists are designed to give students a broad, basic exposure to some of the most influential texts in their chosen area of specialization. All students are expected to read and carefully consider all of the works included on their corresponding list (see individual lists for specific instructions). The specialty exam will, and the final oral exam may, include questions related to the reading list. Copies of these lists are available in APPENDIX K of the *Graduate Handbook,* on the department website, and from the Graduate Program Manager. If you need to borrow a hard copy of the readings (that are not a website link on the reading list) or if you are needing to get access to the Learning Suite electronic version of the hard copies, ask the Graduate Program Manager.

VII. MA Minor (Policy approved February 2005)

Students may choose to minor in a related graduate program (English, Linguistics, Portuguese, Spanish Pedagogy, etc.). Students should use the "Program of Study" and/or the "Request for Program of Study Change" forms to declare a minor and to identify the

minor classes to be taken. Students who wish to minor should be reasonably prepared to enter an advanced program in their chosen minor field. For example, a Hispanic literature major should not expect to minor in Portuguese literature without significant previous experience (academic and/or other) in that area. Students may be asked to provide evidence of such preparation. A decision to declare a minor must be approved by the student's Thesis Committee and the Graduate Coordinator (upon reviewing the above-mentioned forms). Additionally, a student must obtain in writing the approval of the Chairs of the major and minor departments.

A minor should include at least nine credit hours that are logically related to the declared minor area. These courses must be at the 500 or 600 level and may not count or have counted toward any other undergraduate or graduate degree requirements. Students who declare a minor must include a graduate faculty member from the minor department (with approval of the Chair of that department) as a member of the Thesis Committee. Additionally, students must pass an oral or a written comprehensive examination in the minor field (prepared by the minor Committee Member). This exam will be taken either separately or as part of the student's major specialty exam (with an appropriate amount of time added to the normal time limit).

MA candidates who graduate with a minor are the exception since declaring a minor often is not in their best interest. The MA program is already demanding and a minor should not be undertaken if it would require a student to take longer than two years to graduate. Most students will find that their time is better spent preparing for their specialty exam and thesis. Classes taken for minor requirements are <u>not</u> eligible for scholarship funding.

VIII. Registration

Once accepted into the graduate program, a student may register for classes. For further information, students should consult the "Registration" section of the *Graduate Catalog*. New students should confer with their Section Head or with the Graduate Coordinator about registration questions (appropriate classes to take, etc.). Returning students should consult with their Thesis Advisor.

During each of their first two semesters, first-year students should normally take 9 credit hours of courses that count toward the 33 hours required for graduation. Some students will need to take unfulfilled prerequisite courses at the same time (Spanish 376 or Portuguese 377 to fulfill the teaching methods requirement; other courses to fulfill the second language requirement). New students should realize that graduate courses require significantly more work than undergraduate courses and they should plan accordingly. First-year students who wish to register for less than 9 or more than 13 total credit hours (including prerequisites) should consult first with their Thesis Chair, Section Head, and/or the Graduate Coordinator.

<u>Full-time Graduate Status</u>:

In order to be considered full-time, graduate students must register for at least 8.5 (for US students) and 9 credit hours (for international students) during Fall and Winter semesters

or at least 4.5 credit hours during Spring and Summer terms. Students are expected to develop and follow a plan that will allow them to graduate within two years (see "Time Limit" below).

Registration Requirements:

Graduate students who do not meet the minimum registration requirements cannot retain their graduate status. Students must register for, and complete, at least 2 credit hours during the semester for which they have been accepted (or readmitted) to the program, during the semester in which they defend their thesis, and also during the semester in which they graduate (if they defend and graduate in the same semester or term, 2 total credits in that term are sufficient).

For students who will graduate in June, Graduate Studies has dropped the minimum required credit hour to one (1) credit hour for the Spring Term one, with the reasoning that such students are not drawing on university resources for both Spring and Summer terms. This only applies to the students who have met the credit requirements for their program of study. Students who graduate in August must register for two credits of thesis hours during the Summer Term. See "Scheduling the Defense" regarding the department policy that theses be defended during the Fall or Winter semesters, and not during the Spring or Summer terms.

Graduate students must also maintain continuous registration by completing at least 6 credit hours **during each academic year** (September to August). See "Financial Aid and Employment" for registration requirements for teaching eligibility.

Leave of Absence:

A student may request a Leave of Absence for the following reasons: 1) Medical (for a period of up to one year at a time, a doctor's letter is required), 2) Military (for a period of up to one year at a time, military orders are required), and 3) Mission (for a period of up to three years, mission call is required). Students seeking a Leave of Absence should speak with the Graduate Coordinator.

IX. GPA and Review of Performance (Policy approved October 2006)

An overall program GPA of 3.0 is required to receive a graduate degree. No "D" credit will apply.

The Office of Graduate Studies requires departments to evaluate the performance of graduate students twice each year and to report each student as "satisfactory," "marginal," or "unsatisfactory". These evaluations may consider, among other things, a candidate's timely progress toward graduation, academic achievement, and citizenship within the department. The Graduate Coordinator will suggest a rating for each MA candidate but final evaluations require the approval of the graduate faculty in meetings held at the beginning of each Fall semester (normally November) and at the end of each Winter Semester (March or April).

Students receive written notice of their status. Those who receive a low rating ("marginal" or "unsatisfactory") will have the opportunity to respond to the assessment or to comply with any stated conditions for remaining in the program. A student's inability or unwillingness to meet these conditions may result in a change in his/her rating and/or in termination of their graduate status. Additionally, according to Office of Graduate Studies policy, a student who receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession is subject to degree termination. In such a case, however, the department might choose to support a student in a petition to the Office of Graduate Studies (OGS Form 2) that would include a contract listing student and faculty responsibilities and an appropriate timeline for degree completion. Review carefully the additional information contained in the *Graduate Catalog* under the heading "Academic Standards."

Description of Evaluations

Satisfactory: A "satisfactory" evaluation indicates that a student is making clear, consistent, and acceptable progress toward degree completion.

Marginal: A "marginal" evaluation indicates that a student is performing below standard. A student who receives this evaluation will be asked in writing to meet specific obligations.

A "marginal" evaluation may be given for reasons that include, but are not limited to: failure to complete program requirements in a timely manner, failure to submit/update required documents, failure to meet with thesis chair and/or committee members, failure to present the prospectus by the Monday before Thanksgiving in the second year (3rd semester), poor performance in coursework and/or research.

Unsatisfactory: An "unsatisfactory" evaluation indicates that the department has serious concerns about a student's performance. A student who receives this evaluation will be asked in writing to meet specific obligations.

An "unsatisfactory" evaluation may be given for reasons that include, but are not limited to: failure to correct problems indicated in a previous evaluation, failure to complete program requirements in a timely manner, failure to submit/update required documents, failure to meet with the thesis chair and/or committee members, poor performance in coursework and/or research, concerns about ethical or professional behavior.

X. Time Limit (Policy amended/approved September 2007)

The MA programs in the department of Spanish and Portuguese are designed so that a student can complete the degree in 24 months of intensive work. Students should consult carefully with their Advisor to create a study plan that will allow them to graduate in that time frame (see the "Graduate Student Advisement Checklist" in Appendix B). Students who exceed the two-year limit must justify their extension. These candidates must

complete the "Petition/Contract to Exceed the Two-year Graduation Requirement" (see Appendix D) before the Department meets in early September to evaluate graduate student progress and performance and may be asked to meet with the Section Head of their area of emphasis and/or with the Graduate Coordinator to explain their plan for completing the program. Students who go beyond the two-year limit and who fail to make adequate progress may receive a low evaluation ("Marginal" or "Unsatisfactory") and may be subject to termination from graduate study as described in the above section ("GPA and Review of Performance")."

The Office of Graduate Studies requires that graduate candidates complete their program within five years of the first semester of enrollment. Only credit taken within this time limit counts toward the degree.

Students who exceed the five-year limit will be dropped automatically from the program. The following section ("Program Termination and Readmission Procedures") explains how students may petition for readmission.

XI. Program Termination and Readmission Procedures

A student's graduate candidacy may be terminated based upon marginal or unsatisfactory evaluations (see "GPA and Review of Performance" above). The *Graduate Catalog* lists other factors that may contribute to termination of graduate status and outlines a process by which a student may request a review of termination or submit a grievance (see "Academic Standards").

Additionally, the Office of Graduate Studies will deny graduate status to any student who fails to maintain satisfactory progress through active registration or who exceeds the five-year limit for successful completion of the MA degree. A student who hopes to complete his or her degree after having been denied candidacy for violations of the registration requirements or the five-year limit may reapply for admission to the program through the process described below (see the "Outdated Credit and Time Limits" section of the *Graduate Catalog* for further information and limitations):

Step 1: Letter of Intent and Graduation Timeline. The student must prepare a letter declaring an intent to graduate. This letter should include a detailed timeline that indicates how the student will complete all requirements. The petition must conform to department guidelines and to university graduation requirements. The letter and timeline will act as a contract and must be signed by the student and the Graduate Committee. Copies of the signed letter and timeline will then be turned in to the Advisor, to the Section Head of the student's area of emphasis, and to the Graduate Coordinator.

Copies of the signed letter and timeline will then be turned in to the Advisor, to the Section Head of the student's area of emphasis, and to the Graduate Coordinator.

Step 2: Section Meeting. The student's petition must be approved by the section to which the student belongs, with possible input from the Graduate Coordinator. The student's Thesis Advisor will coordinate the section vote and notify the Graduate

Coordinator and the Graduate Program Manager of the result. If the request is denied at the section level, the student will not be readmitted to the program. If the section accepts the petition, the student will be asked to complete Step 3 (if applicable) and Step 4 below.

Step 3 (if applicable): Written Petition for 5-year Limit Violation. The department, using OGS Form 2 (https://gradstudies.byu.edu/file/ogs-form-2), may petition the Office of Graduate Studies on the student's behalf to extend time limits and outdated credit (see "Time Limit" above). The rules governing these petitions can be found in the "Outdated Credit and Time Limits" section of the *Graduate Catalog*.

The Thesis Advisor is responsible for writing this petition (included as part of Form 2) and the student should work closely with him or her to ensure that all petition requirements are met and that adequate documentation is provided. Once completed, Form 2 should be turned in to the Graduate Coordinator for approval. Form 2 also requires the support of the Chair of the Department of Spanish and Portuguese and of the Dean of the College of Humanities.

Step 4: Application to Resume Graduate Studies. After the section approves the readmission petition, the Thesis Advisor and the Graduate Coordinator complete Form 2 (if applicable) while the student completes and submits GS Forms 6 and 6a (available at https://gradstudies.byu.edu/page/form-list) and pays a $600, nonrefundable processing fee. International students will also need to submit new Financial Certification forms. See the "Readmission" section of the Graduate Catalog for additional information.

Step 5: Office of Graduate Studies Consideration. The Office of Graduate Studies will consider and accept or reject a student's application to resume graduate studies and, if applicable, any petition to extend time limits and outdated credit.

Step 6: Student Completes all Degree Requirements. A candidate whose petition is approved must register for at least 2 credit hours the semester or term in which he or she is readmitted to graduate study and must complete all degree requirements according to the proposed timeline. Failure to comply with the provisions of this contract after being readmitted to the program normally will result in a second termination from graduate study.

THE SPECIALTY EXAM

Policy approved April 2004/Revised July 2019

The specialty exam is designed to test mastery of a student's chosen area of specialization. It is composed by members of the graduate faculty and based on the reading list that corresponds to the student's area of specialty (Literature, Linguistics or Pedagogy). In the case of Linguistics, the exam is based on a question bank, a copy of which can be obtained from the Graduate Program Manager. Students should consult the appropriate reading list (available online or from the Graduate Program Manager) during the first semester and begin immediately to read and study the works included on that list. It is recommended that students form study groups to review the works on the reading list beginning in the summer after the second semester.

I. Preparing for the Specialty Exam

1. All students are expected to read carefully the MA Reading Lists. The specialty exam will, and the final oral exam may, include questions related to the reading list. Copies of these lists are available from the Graduate Program Manager or the department website. If you are needing to borrow a hard copy of the readings (that are not a website link on the reading list) or if you are needing to get access to the Learning Suite electronic version of the hard copies, ask the Graduate Program Manager.
2. The graduate faculty coordinates the writing of the specialty exam, creating questions that reflect primarily the student's reading list, graduate coursework, and in the case of Linguistics, the question bank (students should speak with their Committee Chairs and/or Section Heads for more specific instructions on the content and format of their exams.
3. Although the specialty exam is designed to last three hours, a student is allowed to take up to, but no more than, four hours.
4. In each section, students generally are given a number of essay topics from which they can choose (e.g., "Choose 1 of 3"). Nonetheless, students of Spanish literature should be prepared to answer questions on both Peninsular and Spanish American literature; those of Portuguese should be prepared to answer questions on the literatures of Portugal and Brazil.
5. Graduate students in Linguistics take a Mock Specialty Examination on the second Thursday of January in their second semester of study. For more details, consult the Graduate Program Manager or the head of the Linguistics Section (See page 4).

II. Taking the Specialty Exam

1. **Traditional track students in Literature and Pedagogy** will take the Specialty Exam on
the fourth Thursday in September during their third semester of graduate work.

Linguistics students will take the exam on the fourth Thursday of January during their fourth semester.

Professional track pedagogy students will be required to take the exam during August after their first year of study. In extenuating circumstances only, a student may submit a written petition for an exception no later than two weeks prior to the designated exam period. Such a petition must include the reasons for the desired exception and a suggested deadline for taking the exam. Approval (which is not automatic) must be granted by the Graduate Coordinator in collaboration with the student's Section Head and Committee Chair. A student who does not take the exam during the designated exam period (or an alternate date granted upon petition) will be assigned a failing grade for the exam and will be subject to the rules for retaking the specialty exam listed below.

2. A graduate faculty member assigned by the Graduate Coordinator, or the Graduate Program Manager will administer the exam. Exams not given during the designated exam period (including petitioned exams, retake exams, and exams taken in August by Professional Track Pedagogy graduate students) will be coordinated and administered by the student's Committee Chair with the assistance of the Graduate Program Manager as needed.

3. During the exam, students may not consult any form of notes, books, internet sites, or individuals. A student caught cheating will receive a failing grade and will be subject to termination as an MA candidate.

III. Grading the Specialty Exam

Procedure for Grading the Examination and Reporting Results

- Exams will be graded independently by at least three examiners selected by the relevant section (normally consisting of the student's thesis committee members).
- Each examiner will independently grade the exam, assigning a rating from 0 to 10 to each question based on the department's Rubric for M.A. Specialty Examination Questions.
- Examiners will return the graded exams to the graduate secretary within a week of receiving them.
- The Graduate Coordinator will inform the students of their scores within two weeks of the exam.

Criteria for Passing the Examination

- In order to pass the specialty examination, candidates must meet both of the following criteria:
  - A mean score of 7.0 overall or better, averaged across all examiners' ratings for all questions
  - A mean score of 5.0 or better on each individual question, averaged across all examiners' ratings for that question.

Procedure for Retaking the Examination

- Candidates are automatically required to retake any question on which they received a mean score of less than 5.0 (meaning that they scored in the Unsatisfactory range on that question.) The chair of the candidate's examination committee will retain the prerogative to revise exam questions slightly as deemed appropriate.
- In the case that candidates' overall mean score on the exam is less than 7.0, their examining committee will decide whether to require them to retake the entire   exam or specific questions only.
  - o It is recommended that in addition to retaking the questions on which they received a mean score of less than 5.0, as required by the department, candidates also be asked to retake at least those questions on which they received a mean score between 5.0 and 7.0 (meaning that they scored in the Marginal range on those questions.)
- A second failure to meet *either* of the above mentioned criteria for passing the exam will result in the candidate's removal from the program.
- No candidate will be allowed to take the specialty examination more than twice.

Criteria for Passing Individual Examination Questions

- Candidates must address the question as written.
- Where relevant, candidates must provide illustrative material in the form of appropriate examples.
- The amount of accurate, relevant material must be sufficient to satisfy the examiners.
- Answers should be coherent and couched in language that is clear and grammatical.

THE WRITING COMPONENT

I. Thesis, Project, or Article Length-Essay Option

All MA students in the Department of Spanish and Portuguese are required to complete a culminating writing component that offers a substantial, original contribution to scholarship. Students may fulfill the writing component requirement by completing a thesis, a project, or an article-length essay option (the term "thesis" is used often throughout this handbook and elsewhere to refer to the writing component in general). Students should consult with their Thesis Advisor on the availability and appropriateness of each option. Copies of previous theses, projects, and article length-essay options can be found in the Harold B. Lee Library and the department office. Students must complete and present a prospectus (see below) before beginning in-depth work on the writing component proper.

Thesis. Traditionally, the thesis has been the primary way in which candidates have fulfilled the writing requirement. The thesis is a significant research project that develops one primary topic. It is normally divided into two to four chapters plus an introduction and a conclusion.

Project. The project is the least common means of fulfilling the writing component requirement and is normally restricted to students of Pedagogy and Linguistics. In the case of Pedagogy, the project is developmental in nature and requires the preparation and evaluation of a significant body of course work, teaching materials, or other suitable resources which is tested and evaluated. Examples of successful projects in the past include CAI programs, course materials for specialized language programs, and integrated curriculum designs. M.A. students in Pedagogy who are teaching foreign languages at the K-12 level and who do not intend to pursue a Ph.D. might consider completing (in consultation with the Thesis Advisor) a Teacher Work Sample (TWS) project. In the case of Linguistics, students occasionally undertake a transcription of original manuscript material in Spanish and/or in Portuguese, or a translation and/or commentary of older texts in these languages.

However, it should be noted that even in Pedagogy and Linguistics, the project is not how most students complete the writing component requirement. For more information, students should confer with their section head or thesis adviser. Projects are subject to the same rigorous assessment procedures are as theses, including the formal defense.

Article Length-Essay Option. All MA students in the Hispanic Literatures and Luso-Brazilian Literatures programs of the Department of Spanish and Portuguese are required to complete a culminating writing exercise that offers a substantive, original contribution to the discipline. The final form that will be taken by the thesis will be an article-length essay. Students should begin to identify possible research topics as early as possible in their studies and students may wish to prepare their final papers for their courses with an eye toward projects that might satisfy the thesis requirement. *Article Length-Essay Option Continued.*

Requirements
A number of scaffolded writing and research exercises must be completed prior to the final defense of the thesis. These include the following:

1. Prospectus
2. Abstract
3. Identification of three potential scholarly venues for publication.
4. Conference-length version of the paper
5. Completed thesis paper
6. Sample submission letter to be sent to prospective scholarly journals
7. Oral defense

NB: The abstract, identification of potential scholarly venues, conference-length version of the paper, completed thesis paper, and sample submission letter must all be submitted for the thesis defense. The final thesis documents include the abstract and completed thesis paper.

II. Prospectus

The prospectus is an overview and justification of the thesis and is the first step in completing the thesis. Students should start thinking about the writing component early, perhaps in conjunction with the 601 A,B, or C class taken during the first semester.

The Prospectus Format: The prospectus is normally 5+ pages in length, plus the bibliography, and can be written in English, Spanish, or Portuguese. Please consult with your thesis advisor for an adequate length and specific instructions. The prospectus is an expository essay that introduces the thesis, project, or paper topic(s). Although the format is somewhat flexible, each prospectus should include the following components:

- **Proposed Title of the Writing Component**
- **Proposal Essay.** The proposal essay is the most important part of the prospectus. Here the student will introduce the topic and argument of the thesis, justify the problem (in other words, explain what contribution the final product will make to its particular field of study), and define important theoretical or methodological considerations. It is imperative that a student's plan of investigation be professional and, above all, manageable. The proposal essay should be at least 4-5 pages but may be longer if the student is building off of an already written seminar paper.
- **Proposed Organization.** This section outlines a student's plan of development. A prospectus for a thesis, for example, will include a detailed outline of the article organization.
- **Preliminary Bibliography.** This early bibliography, although not exhaustive, should indicate that the student has through seriously about the research topic and that he or she is becoming acquainted with research in the field.

NOTE: The prospectus should be defended during the third semester of the program.

<u>Scheduling and Presenting the Prospectus</u>:

The prospectus is planned and written in close consultation with the Thesis Advisor. When the prospectus is complete, the student will upload a copy of the document in the "Prospectus" block of GradProgress, including the Thesis Title, so that all members of the Thesis Committee can access it. The student, after consulting with his or her Committee Chair and members, schedules, through the Graduate Program Manager, a time and place for the prospectus presentation (also known as the prospectus defense). This presentation is a conversation between the student and his or her Committee Chair and members about the value and appropriateness of the student's research plan. It requires the student to explain in detail his or her proposal and allows Committee Members to comment on the strengths and weaknesses of the prospectus.

<u>The prospectus should be completed and presented by the Monday before Thanksgiving of the third semester of</u> study. Although this process is often labeled a "Prospectus Defense," students should view it as a valuable opportunity to plan the thesis or project with his or her entire committee. The Prospectus represents an essential step in receiving guidance and feedback on research plans; students should not view it as a hurdle to be feared. The Graduate Coordinator will review the prospectus and sign approval in GradProgress after the Thesis Committee has submitted their approval signatures. The Graduate Coordinator may offer comments and suggestions.

If a student fails to present his/her prospectus successfully by the Monday before Thanksgiving of their third semester, they will receive a "Marginal" or "Unsatisfactory" evaluation. Please refer to the Graduate Studies evaluation policies.

After the prospectus has been presented and approved, the candidate may begin in-depth work on the thesis, project, or article length essay option.

Article Length-Essay Option

Abstract

A very brief (250-word limit) abstract of the paper must be submitted. It should be general enough to be readily understood by a non-specialist but also give a clear idea of the original thesis the student will be defending.

Identification of scholarly venues

The student should identify three potential scholarly venues that might take an interest in publishing the work and provide a written justification for why these venues have been selected. The student should conduct research regarding the submission procedures of the journal, the journal's acceptance rates, and the particular style guidelines each journal may employ. Additionally, the student must identify specific articles of a similar nature that the journal has published in the past that would suggest that the journal may take an interest in the student's work. All this information should be summarized in a two- to three-page document.

Conference-length version of the paper

The student should prepare a brief version of the article that would be suitable for oral delivery in a conference setting. The student should evince awareness of the different stylistic protocols that apply to the genre of the conference paper. This version of the paper should be a work that he or she could comfortably deliver orally in approximately twenty minutes.

Completed thesis paper

The final version of the thesis should be between 7,000 and 10,000 words long (approximately 25-30 double-spaced pages) and should display the student's finest original thought, a detailed familiarity with the relevant secondary sources, and a command of the stylistic protocols and conventions that characterize the best academic prose. It should also adhere to MLA style guidelines. It should be, unquestionably, the very best work of which the student is capable at this stage of their career.

Sample submission letter

The final version of the paper must be accompanied by a draft of a brief letter that would accompany it, were it to be submitted for publication to a professional journal.

Oral defense

The student may be asked to deliver the conference version of the paper at their oral defense, although it is expected that in the segment devoted to questioning, they will be responsible for defending both the conference-length version and the final formal version of the paper.

III. Writing Component: Policies, Procedures, and Timelines

The policies and procedures governing the writing component are very specific. Failure to meet the requirements and deadlines set by the Office of Graduate Studies, the College of Humanities, and the Department of Spanish and Portuguese may delay the thesis defense and/or graduation. Although the Thesis Advisor is a valuable resource it is the student not the advisor, who is primarily responsible for meeting all thesis and graduation obligations. <u>Individual faculty are not authorized to and may not contradict</u> <u>university college, or departmental policies and procedures. Students must review all relevant requirements</u> <u>and refer to them as they work with faculty mentors to complete the writing project and apply for graduation</u>. Students should see the Graduate Program Manager for a list of thesis and graduation deadlines at the very beginning of the semester (or earlier) in which they hope to defend and graduate. They are also found in Appendix H of this handbook.

Prerequisites to the Thesis Defense. Students who have not successfully presented their prospectus and passed their specialty exam may not schedule a thesis defense.

Additionally, students must apply for graduation before a thesis defense can be scheduled.

Minimum Standards for Submitting the Writing Component. At the beginning of the writing process students should familiarize themselves with, and follow carefully, the instructions and formatting rules for theses outlined in the following documents:

- "Checklist for Preparing ETD (PDF) for Submission" (ADV Form 11, Appendix F in the *Graduate Handbook*)
- See also the Graduate Studies Website for ETD instructions: (https://gradstudies.byu.edu/page/etd-instruction-packet)
- Sample Preliminary Pages (ADV Form 11c)
- Preliminary Pages Template – Thesis (ADV Form 11d)

Although sample copies of some of these forms are available in Appendix F, students should download the most recent versions from https://gradstudies.byu.edu/page/form-list, or consult with the Graduate Program Manager. Students whose written projects do not conform to these standards will not be allowed to schedule a defense.

Note: The directory at the beginning of this handbook may be used to identify and use faculty members' professional names on the thesis.

When is the Writing Component Ready to Be Defended? It is the Thesis Advisor's responsibility, in consultation with other Committee Members, to determine when the thesis, project, or article-length essay option is complete and ready to be defended. Students need to rely on the Thesis Advisor's counsel as to when the thesis, project, or article-length essay option is ready. An external deadline imposed by work schedule, Graduate School requirements, PhD program, or change of residence cannot determine whether the student's writing component is finished and ready to be defended.

A complete thesis includes all introductory pages, tables, bibliographies, etc. and meets all of the required standards listed in the "Minimum Standards" document described above. When the thesis is ready, the student should give upload the document in the "Ready for Defense" area of GradProgress, then determine together with their committee members an acceptable defense date, and ask each to sign their approval in that area, if they agree that the thesis is complete and ready to be defended. The thesis uploaded to GradProgress should be the final, defensible version. Students should not revise the thesis further prior to the oral examination.

After receiving approval from the Committee Chair and Members (indicated by the signatures in the "Ready for Defense" block of GradProgress), the student must present an additional (electronic or hard) copy of the thesis to the Graduate Coordinator for review no more than two weeks before the tentative defense date (see below).

At Least Two Weeks before the Tentative Oral Examination (Thesis Defense) Date. The Office of Graduate Studies requires that final oral examinations be scheduled at least one day in advance of that examination. However, the Department of Spanish and Portuguese feels strongly that a two-week window is needed in order to avoid rushed or forced examinations, and to allow committee members sufficient time to review materials and students sufficient time for appropriate revisions as needed. Thus, the department requires that the scheduling of the examination take place at least two weeks prior to the examination. (Students who feel that they may need an exception to this two-week rule should speak early with the Graduate Coordinator.)

Before a defense can be programmed, the Graduate Coordinator must examine the thesis and confirm that it meets all departmental and university standards. It is the student's responsibility to ensure that the Graduate Coordinator receives, before the two-week deadline, a final, defensible copy of the complete thesis (i.e. the same final version uploaded to GradProgress for the Committee's review). It is recommended that the student schedule an appointment with the Graduate Coordinator at least two or three days before the two-week deadline so as to avoid a delay in the thesis defense.

After the Graduate Coordinator has approved the thesis, the student may schedule through the Graduate Program Manager a time and place for the thesis defense. Note that university policy does not permit oral examinations between semesters. Additionally, while the university normally requires that the candidate and all members of the Thesis Committee be physically present during the Thesis Defense (i.e. no conference calls or other such arrangements are allowed), we are allowed this year to schedule remote defenses (Zoom, etc.) while the campus is utilizing remote learning protocols.

Scheduling the Defense. Students must defend writing projects during the Fall or Winter semesters. No defenses will be scheduled during the Spring and Summer terms except 1) for professional track students and 2) by petition. Any petition to defend during the Spring or Summer terms must be approved by the department graduate coordinator.

The rationale for this change is the following. The MA program is designed so that students can complete all requirements in 4 semesters. This is mirrored by our funding model, which provides funding for full- time enrollment during the first four semesters. Over the last two years, we have worked to make this goal more feasible by two major changes.

- First, the literature and pedagogy sections have moved their specialty exams up to the third semester, followed by a prospectus defense later that semester. This allows students to spend the fourth semester focusing on their writing project.
- Second, the final writing project (formerly known as the thesis) has been significantly reduced in length in order to allow students to complete their projects more quickly.

Furthermore, it is in the students' best interest to complete their defenses during the Winter semester. This allows them to graduate in April without any complications. This means that those students who are moving on to advanced programs can do so with

degree in hand. There is also a financial consideration. Students who defend during the spring and summer months must pay at least 2.0 credit hours out of pocket.

Students should consult with their Thesis chairs and committee members to select a time that works for everyone to schedule the defense. The defense may not be scheduled until all committee members have indicated that the thesis is ready for defense in the "Ready for Defense" area of GradProgress. At that point, a field for scheduling will become accessible. Students should contact the Graduate Program Manager with the desired date and time, and she will schedule the defense. If a face-to-face defense is possible, the Graduate Program Manager will also schedule a room for the event. Otherwise, a Zoom meeting will be set up by the Thesis Chair for the appointed time.

IV. Oral Examination (Thesis Defense)

The oral examination, also known as the thesis defense, is designed to determine a student's understanding of the content of his or her thesis, project, or papers. Although the writing component is the primary focus of the defense, a candidate may be asked to address failed portions of the specialty exam or to comment on works included on the reading list. The Thesis Advisor is responsible for determining the format of the defense itself and should be consulted as the student prepares for it. The student, his or her Advisor, and other Committee Members must all be present in the oral examination. The defense is open to the public, and candidates should therefore expect that other faculty and students may attend. Candidates may invite friends or family. While the Thesis Chair may open the floor to questions from the audience, only members of the Committee may evaluate the student's performance.

Results of the Final Oral Examination (Thesis Defense). At the conclusion of the thesis defense, the Committee issues one of the following decisions, indicating their choice on GradProgress:

- Pass indicates that a student performed satisfactorily and that no major revisions of the writing project are required.
- Pass with qualifications indicates that the Committee may require revisions of the thesis, strengthening of the candidate's preparation in subject matter areas, or both. When these qualifications are cleared and the Committee Chair has recorded the clearance with Graduate Studies (through the Graduate Program Manager), the student is judged to have passed the examination.
- Recess means that at least two of the examiners want the candidate to prepare more. The defense is recessed for at least one month, after which the student may reschedule a final oral examination.
- Fail indicates that two or more examiners felt that a student's performance on the exam and/or thesis fell significantly below standard. A student who fails is immediately dropped from the graduate program and may not retake the final oral exam.

Electronic Theses & Dissertations (ETD). Students are required to submit their theses (or project or article-length essay option) electronically (ETD) rather than in paper format. The document may be uploaded in the "Ready for Defense" block of GradProgress. More

detailed information on using GradProgress can be found in Appendix J of the *Graduate Handbook.* Information about the ETD, including tutorials and submission instructions, is available at http://etd.lib.byu.edu/

BYU has created a helpful YouTube training session about how to create the required bookmarks and table of contents in your thesis document. That video is located online at: https://www.youtube.com/watch?v=Gfk1metmqYo&t=61s. Another helpful video is how to apply heading styles in word. https://www.youtube.com/watch?v=BrjcpDA4pPM

It is the student's responsibility to ensure that the ETD format is followed exactly. All ETD submissions must be approved by the Graduate Coordinator and the Associate Dean of the College of Humanities assigned to supervise graduate issues. An ETD with errors (even very minor ones) will be rejected.

V. Submission of the Thesis

Students will work with the Thesis Advisor to complete any revisions required after the oral examination. Most theses that are successfully defended call for at least minor corrections. Some require more substantial changes. Students should keep this in mind and allow ample time for making changes before the ETD submission deadline.

Once the final revised version is ready to submit, the student will upload that version in the "Ready for Defense" block of GradProgress. When the Thesis Committee members have signed their final approval of the document, the student then will be able to access the ETD area, where they will add the required publication information and make their final submission of the revised and completed thesis.

*If the student chooses to do the article-length essay option, they should not include 1) the conference version, or 2) the submission letter in the final submission to the ETD area of GradProgress.

The Department requires that students provide a hardcopy of the thesis to be added to the departmental library for use by future students. The departmental copy will be paid for by the department.

The website for ordering bound copies is: https://gradworksonline.com/gradworks/#/

Contact the Graduate Program Manager for a budget transfer code to pay for the department's bound copy. Have the order delivered to the Graduate Program Manager in 3190 JFSB. After you have put in your order, please forward her a copy of the receipt as soon as possible. If you want to order additional copies for yourself, your thesis advisor, or family members, use the same website and enter your own shipping and credit card information. Most students do a dark blue cover with gold or silver lettering, but there are no department regulations.

Office of Graduate Studies' policy on final thesis submissions (updated 2020)

Thesis and Dissertation Formatting Policy
BYU Graduate Studies requires that a title page, abstract and table of contents be included in each thesis and dissertation. The format of the title page must comply with University style standards as communicated here. Formatting of the abstract and table of contents is at the discretion of the college style standards. If needed, default formatting guidelines for each of these pages, the thesis body, and sample documents are available here.

BYU Graduate Studies Requirements
Formatting
To ensure that each thesis and dissertation is legible and accessible in printed and digital format, BYU Graduate Studies requires:

- US Letter sized pages (BYU Print and Mail suggests margins of at least ¾" to ensure quality of printed and bound documents)
- all fonts embedded in the PDF
- bookmarks for each chapter and heading that is present in the table of contents section in the PDF

Article-based Chapters
BYU Graduate Studies is supportive of article-based formatting of chapters in theses and dissertations when consistent with disciplinary norms and College style standards. If applicable, submitted, accepted, or published articles on which the student is a primary author may be inserted as chapters in the thesis or dissertation. ***Article-based chapters must include a complete citation and the following statement. "I hereby confirm that the use of this article is compliant with all publishing agreements."***

BYU Graduate Studies will examine theses on a regular basis to ensure reasonable levels of quality and consistency.

VI. GRADUATION

Applying for Graduation

Students should apply for graduation online, using the "Apply for Graduation" link in the "Tools" menu of GradProgress, or by typing "gradapp" into the AIM quicksearch bar. Students should apply early in the semester or term in which they intend to graduate (or before). Students must be registered during that final semester or term for at least two hours of credit (normally thesis hours – SPAN or PORT 699R) and must have a current Ecclesiastical Endorsement. A thesis defense cannot be scheduled unless a student has applied for graduation.

Graduation deadlines for each semester are available through the Office of Graduate Studies website (ADV Form 8 - https://gradstudies.byu.edu/page/adv-form-8) and can be

found in Appendix H of this handbook. <u>Students should review these deadlines the semester</u> <u>before their intended graduation and note how early the date are</u>.

Caution: The graduation deadlines are firm. Students submitting materials after the deadlines will be candidates for the next graduation (see "Graduation Policies and Instructors" in the Graduate Catalog for this caution and for additional graduation information.)

Graduation Ceremonies

Students should contact the Graduate Program Manager in a timely fashion to ensure that all graduation requirements have been fulfilled and are cleared on the university records. Additionally, students must be registered for two credits (normally thesis hours) during the semester in which they graduate, and in the semester in which they defend their thesis, if those are not the same semester.

Students who successfully defend <u>after</u> the graduation deadlines but before the end of a semester or term that includes graduation ceremonies (i.e. Winter Semester) may petition to "walk" through the ceremonies although their names will not appear on the official program (see the Graduate Program Manager to complete this petition).

Missed Graduation Deadlines

Candidates who do not meet all deadlines will be removed from the graduation list and will have to apply for a later graduation date.

FINANCIAL AID AND EMPLOYMENT

Policy revised/approved July 2019

I. Scholarships

The money that the department uses for scholarship tuition waivers comes from the College of Humanities and the Office of Graduate Studies. Past experience has shown that these amounts fluctuate, and students should understand that previous assistance may not indicate future support.

Eligibility for Scholarship Funding

New and continuing students are considered automatically for scholarship funding in the form of tuition waivers. Monies received from the College of Humanities and the Office of Graduate Studies typically allow us to fund 50 to 80% of tuition costs. We hope that second-year awards (as a percentage of tuition costs of required courses) prove to be commensurate with the amounts received during a student's first year (the fourth semester assistance is lower since students normally should have only 6 required credits left to complete by that time).

However, students should understand that second-year awards are not automatic and may be reduced or denied (although this is rare) based on a poor evaluation report. Additionally, second-year awards may fluctuate up or down according to the money the department receives from the College of Humanities and the Office of Graduate Studies.

Disbursement of Scholarship Funding

Traditional students receive scholarship funding for full-time enrollment during their first two semesters (Fall/Winter) and again, subject to satisfactory progress, during their second two semesters (Fall/Winter).

Professional Track students receive scholarship for full-time enrollment during the first two summer terms. They also receive funding for one course and one mini-course during four consecutive semesters, subject to satisfactory progress. In the third year, they are eligible to receive up to 6.0 credits of funding for thesis hours.

To be able to access the funding that is placed in their accounts, students must be registered for at least 2 credit hours. Nonetheless, students are expected to make appropriate progress toward degree completion (generally 9 credits completed during each of the first three semesters) and anyone who does not adhere to this funding policy is unlikely to receive future financial support.

The Department's policy of disbursing scholarship funding only four times during a student's MA program (i.e. during the four semesters of a two-year program) requires that students carefully consider both their academic and financial plans to ensure a timely completion of the program and a wise management of financial assistance. This is

particularly true for students whose academic plan requires them to take classes during the Spring/Summer terms (indeed, students are encouraged to take courses during their first summer, as appropriate) or beyond the standard four-semester degree period. Although such variations will <u>not</u> reduce the amount of funding that a student receives from the Department, they will create a situation in which an individual will receive funding before or after the moment that courses are actually taken. Each student is responsible for the complete and timely payment of all tuition costs.

Current departmental policy stipulates that students who teach lower-division Spanish and/or Portuguese classes for the department will receive the maximum scholarship funding/tuition waiver that our budget allows each year; students who choose NOT to teach these classes for the department will receive scholarship funding at 50% of this amount. Consequently, we operate two separate financial support models, one for each category of students. Detailed information on these models for Fall semester 2019 is contained in the Financial Assistance Information Sheet already mailed to you with your acceptance letter. Additional questions about scholarship funding can be directed to the Graduate Program Manager and/or the Graduate Coordinator.

II. Student Instructor Positions

In order to graduate, all students are required to teach at least one Spanish or Portuguese class (at the 100 or 200 level) during the course of their graduate program. However, most MA candidates request one or two teaching assignments each semester as a way of supporting themselves financially. <u>Indeed, we encourage our MA candidates to teach classes each semester during their two years in the program as part of their professional development and as an important service to the Department</u>. Professional track pedagogy candidates who are practicing teachers may be exempt from the one-semester teaching requirement, although they are welcome to teach a class during their Summer term if one is available. Assignments as a student instructor require certain prerequisites (Portuguese 377, Spanish 376) and depend upon a student's availability and performance. Additionally, salary as a student instructor can vary according to a number of factors (e.g. credit hours and type of course taught). A limited number of teaching assignments are also available during the Spring and Summer terms and are assigned competitively.

Application for Teaching Assignments

Graduate students are required to apply for teaching assignments each semester or term in which they hope to teach. Questions about the application process and deadlines should be directed to the Department Secretary. To be considered for a position as a student instructor, individuals must complete the following:

- <u>Spanish 376/Portuguese 377 (or Spanish 377 and 378).</u> Students who have not taken these courses prior to entering the MA program normally take them during their first semester. Exceptions to this rule are rare and require the approval of the Pedagogy Section. Students should take these courses seriously since the

Department may choose not to accept a grade of B- or lower as adequate evidence that students have mastered the requisite knowledge and skills.

- <u>Attendance at the mandatory Student Instructor Workshop in August</u> (This workshop, held during the week prior to the formal start of Fall classes, must be completed before a student's first teaching assignment and repeated each August.)
- <u>Submission of official application materials</u> (Application is required for each semester that a teaching assignment is desired.)

Assignments and Compensation

Student instructor salaries are based on the number of courses taught and on the student's status as an MA candidate. In other words, second-year students earn more than their first-year counterparts. Students may contact the Department Secretary for information on current compensation rates. Course assignments are decided by the Department (through the Pedagogy Section) and are dependent upon departmental need and an MA candidate's teaching performance. Courses at the 200 level are typically reserved for second-year graduate students. There are fewer teaching opportunities during Spring and Summer terms and available courses are generally reserved for students in their second year of study.

As an added incentive for student instructors to increase their Spanish or Portuguese language proficiency and teaching skills, the department will pay <u>an additional stipend of $200 per course taught,</u> over and above the standard salary, to student instructors who have completed the following courses with a grade of "B" or better:

- For instructors of Spanish: Span 326 and either Span 421 or 520
- For instructors of Portuguese: Port 326 and Port 520

This enhanced payment will be applied to student instructors' contracts at the beginning of the semester after they complete the above courses, and will be applied in all subsequent semesters in which they teach as student instructors in the department. Students must complete both relevant courses in order to qualify for the enhanced payment.

In-service Course for Student Instructors

In addition to the above-mentioned mandatory teacher training workshop held each August, student instructors are required to register for one credit hour of Spanish or Portuguese 673R (Directed Teaching of Spanish or Portuguese) each semester they are employed as student instructors. This course does not count toward graduation requirements.

Teaching Assignment Limits

Qualifying students are limited to four semesters of teaching assignments. In special cases, dependent upon departmental needs and as approved by the Pedagogy Section

and the Graduate Coordinator, a fifth and final semester of teaching may be awarded. Courses taught during Spring and Summer do not count against the four-semester limit.

Individuals who are not permitted to or who choose not to teach during one or more semesters normally are considered to have reached the four-semester limit once they have completed two years in the program. (Policy approved October 2005)

*Students who are on medical leave may not be eligible to teach that semester/term. *(Approved Winter 2019)*

Registration Requirements

Students who work in the department as student instructors or as research assistants/ graders must be enrolled in at least 6 credits of graduate course work the semester in which they are employed (during a student's final semester the requirement drops to 2 credit hours) or in at least 2 credits during Spring or Summer terms.

*The enrollment requirement can be dropped for summer teaching assignments based on department approval

International students must meet more strict registration and employment conditions. They must register for 9 credits each Fall and Winter semester (whether employed or not) and may work no more than 20 hours per week. To be employed during the Spring or Summer terms, international students must be registered for at least 4.5 credit hours in both Spring and Summer, or 9 credit hours during the following Fall. International students should consult the *Graduate Catalog* for more information and direct questions to the Department Secretary (3190 JFSB, 801-422-2838) or to International Services (1351 WSC, 801-422-2695).

NOTE: The FICA deduction is collected from students who teach during a semester or term for which they are not registered for classes. The FICA deduction does not apply to international students. Generally, this is only a concern during the Spring and Summer terms when a student might register for classes in one term but teach in the other. Although the department and the university allow students to register for either term and thus fulfill any registration requirements needed during the Spring/Summer period (to teach or to graduate, for example), the government tax collectors do not follow that same policy. Students might keep this in mind as they register for courses during the Spring/Summer terms.

NOTE: Student instructors should be registered by the time the teaching or research contract is prepared by the Department Secretary to avoid having that contract terminated by the university. All contracts must be signed before the first day of class. See "Expectations of Student Instructors" in Appendix G.

Students should make sure their ecclesiastical endorsement is current in order to register for future semesters.

III. Graders, Research Assistants, and Mentoring Grants

Individual faculty members frequently apply for and receive funding to hire research assistants or to involve students in research projects. Additionally, the department often has a limited amount of money to fund graders or research assistants. For more information on these opportunities, students should consult with individual faculty members or with the Department Secretary.

IV. Travel Support (Policy approved September 2005)

Some MA candidates may choose to participate in one or more professional conferences (normally those organized for graduate students) during their MA program. Students should work closely with a faculty mentor to ensure that the research they hope to present meets high academic and professional standards. Students whose work is accepted for presentation may submit a request to the Graduate Coordinator for a travel grant. This request should include the following:

> The name and date of the conference
> A brief proposed budget
> A copy of the acceptance letter to participate in the conference
> A brief summary of any previous travel support received
> A copy of the abstract and/or paper to be read
> A brief note (one paragraph) of support from a faculty mentor

Travel awards are funded based on the strength of a student's project and proposal, on the support of a faculty mentor, on the results of previous funding, on the student's standing in the department, and on available funds. Past travel grants typically have been around $200-$400. Future grants may be higher or lower and may vary from one student to the next. Students are encouraged to seek additional funding from other sources (ORCA, BYUGSS, etc.).

Upon returning from a department-funded research presentation, MA candidates MUST submit to the Graduate Coordinator a brief (1/2 page) summary of the experience.

The College of Humanities offers additional travel support (generally matching the department amount) to eligible graduate students. Forms to apply for this money are included in Appendix D of the *Graduate Handbook* (Select Department Forms), and also available from the Graduate Program Manager.

GRADUATE ORGANIZATIONS AND EXTRACURRICULAR ACTIVITIES

Graduate Association of Spanish and Portuguese (GASP)

Upon admission to the Spanish and Portuguese MA Program, all students become members of the Graduate Association of Spanish and Portuguese. The Association serves as a liaison between graduate students and the Department of Spanish and Portuguese. It provides an organized approach to meeting the needs of the department's graduate candidates.

The Graduate Coordinator is the faculty advisor for GASP. A President, Vice-President, and Secretary direct the affairs, activities, and meetings of the Association. They attend designated meetings with faculty and inform them of student needs, perspectives, and opinions relating to the graduate program. They are also responsible for both general and specific Association objectives and for seeing that activities are planned to meet them. The secretary records the minutes of meetings and keeps track of all decisions and changes in Association policy.

To be eligible to hold office in the GASP Presidency, an individual must be a second-year graduate student in good academic standing, working actively toward graduation. In addition, the Association works generally to:

  • **Create a sense of professional community among Spanish and Portuguese MA   Students**
  • **Increase and improve student-faculty relations**
  • **Assist with information dissemination**
  • **Offer practical service in career and graduate school placement**

2020-2021 Presidency

President:	Perla Escobar	(Student and Faculty Communications)
Vice President:	Lourdes Vieira	(Events and Student Mentorship)
Secretary:	Camellia Hill	(Birthdays and Extracurriculars)

BYU Graduate Student Society (BYUGSS)

All BYU graduate students belong automatically to the BYU Graduate Student Society (http://gss.byu.edu/).

Lectures and Cultural Activities

The Department of Spanish and Portuguese frequently sponsors lectures, plays, film showings, and other academic programs related to the Spanish and Portuguese languages, literatures, and cultures. Graduate students are expected to attend these activities as part of their professional preparation.

Entremundos Faculty: Dr. Mac Wilson

First published in 1990, this annual student publication sponsored by the department offers a quality venue for critical and creative writing produced by graduate and undergraduate students. Graduate students are highly encouraged to join and participate in the editorial process. Interested students receive valuable experience as they work in various capacities to promote, edit, and publish the journal.

Sigma Delta Pi Faculty: Dr. David Wiseman

Sigma Delta Pi is a national honor society for students of the Spanish language, Hispanic cultures and literatures. Although dedicated in large part to meeting the needs of the department's numerous undergraduate majors and minors, Sigma Delta Pi relies heavily upon graduate student participation. Some annual activities include a large-scale conference and multiple activities to foster interest in both SDP and the Spanish & Portuguese Department.

Phi Lambda Beta Faculty: Dr. Patricia Andrade and Dr. Anna-Lisa Halling

Phi Lambda Beta is a national honor society for students of the Portuguese language, cultures and literatures. Although dedicated in large part to meeting the needs of the department's numerous undergraduate majors and minors, Phi Lambda Beta relies heavily upon graduate student participation. Normally our plans include a large-scale conference and multiple activities to foster interest in both PLB and the Spanish & Portuguese Department. This academic year is likely to involve different ways of being involved.

Spanish Foreign Language Fair: Dr. Rob Martinsen

All graduate student instructors assist in the execution of the region's largest foreign language fair. As many as three thousand elementary and secondary school students attend the activity to participate in a number of 33 academic and cultural events and competitions. The half-day fair is held each winter semester on the reading day and offers graduate students a unique look at numerous elementary and secondary Spanish language programs throughout Utah and elsewhere. All graduate student instructors (including those in the Portuguese program) are REQUIRED to provide service for the Foreign Language Fair as requested by the department. Any exceptions need to be approved two weeks in advance by the Graduate Coordinator.

APPENDIX A
Graduate Faculty Areas of Specialization

Alvord, Scott M. Prof. PhD, University of Minnesota, 2006. Hispanic Linguistics; Phonetics; Phonology; Sociolinguistics; Language Contact; Spanish in the U.S.; Second Language Acquisition of Phonology.

Andrade, Patrícia H. B. Assist. Prof. PhD, Universidade Estadual Paulista - UNESP, 2015. Brazilian Literature; Portuguese Literature; Literary theory; Contemporary novel; Realism.

Bateman, Blair Prof. PhD, University of Minnesota, 2002. Teaching Culture; Language Teaching Methodology; Portuguese Pedagogy; Immersion Education.

Carr, William Foster. Assistant Professor. PhD, University of California-Irvine, 2018. Spanish Literature; Translation Studies; Translator Ethics; Translator Subjectivity; Humor and/in Translation; Humor Studies; Humor in Peninsular Literature; Popular Spanish Humor; Political Humor.

Child, Michael W. Asst. Prof. PhD, University of Arizona, 2014. Second and Third Language Acquisition; Bilingualism; Language Contact; Portuguese Linguistics; Corpus Linguistics.

Fails, Willis C. Assoc. Prof. PhD, University of Texas, Austin, 1984. Experimental Phonetics; Spanish and Portuguese Linguistics.

García, Mara Lucy Prof. PhD, University of Kentucky, 1997. Spanish American Literature; Contemporary Women Writers; Andean Writers, Fantastic Literature.

Hague, Daryl R. Assoc. Prof. PhD, State University of New York, Binghamton, 2002. Translation Theory and Pedagogy.

Halling, Anna-Lisa. Asst. Prof. PhD, Vanderbilt University, 2012. Early Modern Iberian Literature; Convent Theater; Women Writers; Feminist Theory; Spatial Theory.

Hegstrom, Valerie Prof. PhD, University of Kansas, 1992. 16th and 17th-Century Spanish Literature; Spanish Theater Performance and Performance Criticism; Iberian Women Writers; Literary Translation; Women's Studies; Comparative Literature.

Knapp, Nieves Teaching Prof. PhD, University of Oviedo, Spain, 2003. Spanish Language and Cultures; Language Teaching Methodology; Materials Development.

Laraway, David Prof. PhD, Cornell University, 1998; PhD, European Graduate School, 2015. Spanish American Poetry; Philosophy; Basque Literature and Culture; Borges.

Larson, Erik M. Assoc. Prof. PhD, University of California, Davis, 2012. Latin American Literature; Contemporary Southern Cone Narrative; Detective Literature and Roman Noir; Post-Dictatorial Literature; Critical Theory.

López-Alcalá, Samuel, Assoc. Prof. EMBA, PhD, Universidad Pontificia Comillas, Madrid, Spain, 2012. Translation Studies; Translation History; Translation Pedagogy; Language for Special Purposes; Terminology; Translation Technology; Interpreting Studies; Interpreting Pedagogy.

Martinsen, Rob A. Assoc. Prof. PhD, University of Texas, Austin, 2007. Foreign or Second Language Acquisition/Teaching Methods; Teaching and Learning Languages through Study Abroad and Technology.

Montgomery, Cherice Asst. Prof. PhD, Michigan State University, 2009. World Language Education, Pedagogy, Curriculum Development, & Professional Development; Literacy, Transliteracy, and Social Technologies; Project-based Language Learning; Dual Language Immersion.

Nielson, Rex P. Assoc. Prof. PhD, Brown University, 2010. 19th, 20th, and 21st Century Luso-Brazilian Narrative; Masculinity and Gender Studies; Ecocriticism; Comparative Literature.

Pratt, Dale J. Prof. PhD, Cornell University, 1994. 19th and 20th Century Spanish Literature; Realism; Generation of '98; Literature and Science; Theater Performance; Comparative Literature; Science Fiction.

Price, Brian L. Prof. PhD, University of Texas, Austin, 2007. 20th and 21th Century Mexican and Spanish American Cultural Production With an Emphasis on Literature, Music, Film, and Literature in Mexico.

Sherman, Alvin F. Jr. Prof. PhD, University of Virginia, 1990. 18th and 19th Century Spanish Literature; 21st Century Spanish Novel; Medieval Literature; Romanticism; Spanish Civil War.

Smead, Robert N. Assoc. Prof. PhD, University of Texas, Austin, 1988. Spanish-English Language Contact; Hispanic Bilingualism; Spanish Linguistics; Variationism.

Stallings, Gregory C. Assoc. Prof. PhD, University of California, Irvine, 1999. 20th and 21st Century Spanish Literature and Film; Literary Theory.

Thompson, Gregory L. Assoc. Prof. PhD, University of Arizona, 2006. Second Language Acquisition; Code-switching in the Foreign Language Classroom; Heritage Language Learners; Service-learning and Language Acquisition; Bilingualism and Languages in Contact; Placement Exams and Language Testing.

Turley, Jeffrey S. Prof. PhD, University of California, Berkeley, 1992. Spanish Linguistics; Romance Philology; Semantics.

Weatherford, Douglas J. Prof. PhD, Pennsylvania State University, 1997. Contemporary Spanish American Narrative and Film, with special emphasis on Mexico; Colonial Literature; Historical Novel.

Williams, Lynn Prof. PhD, University of London, 1978. Spanish Linguistics; History of the Spanish Language: Spain as a Multilingual State; Medieval Literature; Seventeenth-Century Diplomatic History.

Wilson, Mac J. Asst. Prof. PhD, Rutgers University, 2015. Spanish American Ecopoetry; Poetry; Ecocriticism; Southern Cone Literature and Culture; Visual Studies.

APPENDIX B
Graduate Student Advisement Checklist
Department of Spanish & Portuguese

Student:_____ **Chair:** _____

Committee:_____, _____, _____

Note: This document, which is intended as a guide, lists steps that may be followed in a successful mentoring relationship between a graduate student and his/her advisor. Although changes may be made, both the student and the faculty member must comply with all departmental and university graduate regulations (see the *Graduate Handbook* and other official documents). Although this document suggests ways a faculty advisor can help a student progress toward degree completion, the graduate student, not the advisor, is ultimately responsible for planning their progress and complying with all degree requirements. (**UPDATED 7/15**)

1ˢᵗ Semester: Fall

Student Responsibilities as Semester Begins:

___ Attend New Graduate Student Orientation

___ Take Spanish/Portuguese 601 (A or B) (Pedagogy students will take 601 C during the 2ⁿᵈ semester)

___ Study *Graduate Handbook* (GH)

___ Meet with Section Head (i.e. Linguistics, Literature, Pedagogy)

___ Discuss potential Thesis Advisor

Student Responsibilities:

___ Choose Thesis Advisor (Chair must be approved by Section Head)

___ Meet with Thesis Advisor

___ Discuss possible Thesis[2] Committee Members w/ Committee Chair/Advisor

___ Meet w/ Committee Members, obtain signatures on Program of Study

___ Create and turn in Program of Study[1]

___ Consider thesis topics & set goals to prepare for prospectus defense

___ Review Specialty Exam procedures and set goals for completing reading list

___ Apply for Student Instructor Position for Winter semester (as applicable)[3]

___ Other:

Faculty Advisor Checklist:

___ Discuss M.A. Program; review *Graduate Handbook* (GH)

___ Discuss Program of Study

___ Review and sign Program of Study

___ Discuss student's goals/plans during and after MA (PhD, etc.)

___ Discuss thesis & set goals in preparation for prospectus defense

___ Discuss Specialty Exam procedures and goals for completing reading list

___ Discuss & Approve Thesis Committee

___ Review student's performance as Student Instructor (if applicable)

___ Report on student's progress during Section Meeting

___ Other:

Notes:

---

[1] Program of Study should be completed and turned into the Graduate Program Manager no later than the Monday before Thanksgiving break in November. Linguistics students should turn in their Programs of Study to the Graduate Program Manager no later than October 31ˢᵗ of their first semester, together with the names of their preferred thesis advisor and thesis committee members. They should also identify at this time their proposed general area (or areas, if they prefer the article-length essay option) of research (GH 22-24).

[2] This document uses only the term "thesis" although you may decide to complete the article-length essay Option or a Project instead.

[3] In order to graduate, each student must teach at least one 100/200 level Spanish/Portuguese class during the graduate program. Exceptions must be approved by the Graduate Coordinator.

2nd Semester: Winter

Student Responsibilities:

___ Meet with Thesis Advisor

___ Review Program of Study; make changes as needed

___ Consider ideas for thesis & set/review goals in preparation for prospectus defense

___ Review Specialty Exam procedures and set/review goals for completing reading list

___ Schedule an interview (toward the end of the semester) with the Section Head to review 1st year progress

___ Apply for Student Instructor Position for Spring/Summer terms and Fall semester (as applicable)

___ Make sure ecclesiastical endorsement is current for upcoming 3rd semester

___ Assist with Foreign Language Fair

___ Other:

Faculty Advisor Checklist:

___ Review performance in 1st semester classes

___ Review Program of Study; make changes as needed

___ Review Specialty Exam procedures & timeline; encourage goals[4]

___ Review prospectus procedures & timeline; review goals

___ Discuss ideas for prospectus

___ Discuss student's progress towards completing the reading list

___ Visit and evaluate class that student is teaching as Student Instructor (if applicable)

___ Review student's performance as Student Instructor (if applicable)

___ Report on student's progress during Section Meeting

___ Other:

Notes:

Writing Component Timeline

Chapter or Section	Completion Goals:	Draft #1	Draft #2	Draft #3	Final Draft
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____		_____	_____	_____	_____
_____					

[4] Traditional track students are required to take the Specialty Exam on the second Thursday in January during their fourth semester of study. Professional Track Pedagogy students will take the Specialty Exam during the first week of August of their first year.

3rd Semester: Winter	

Student Responsibilities:
___ Attend 2nd Year Orientation
___ Meet with Thesis Advisor
___ Review Program of Study; make changes as needed
___ Take Specialty Exam (Literature and Pedagogy students in traditional track)
___ Complete "Writing Component Timeline" (below) and review with Thesis Advisor
___ Thesis Prospectus
    ___ Meet early with Thesis Chair: Review Prospectus procedures & set goals for completion
    ___ Turn in first draft of prospectus to Committee Chair/Advisor
    ___ Make revisions to prospectus
    ___ Upload prospectus to GradProgress and schedule presentation
    ___ Present prospectus by the Monday before Thanksgiving in the third semester of study.
___ Review applicable graduation deadlines (online, see GH Appendix H; notice how <u>early</u> the dates are)
___ Review "Minimum Standards for Submitting Theses" (GH Appendix F) and other options and standards for Writing Project
___ Apply for Student Instructor Position for Winter semester (as applicable)
___ Other:

Faculty Advisor Checklist:
___ Review performance in 2nd semester classes
___ Review Program of Study; make changes as necessary
___ Review Specialty Exam procedures and discuss student's progress towards completing the Reading List
___ Visit and evaluate class that student is teaching as Student Instructor (if applicable)
___ Review student's performance as Student Instructor (if applicable)
___ Discuss student's goals: PhD programs vs. other options
___ Discuss importance of and procedure for requesting letters of recommendation
___ Complete "Writing Component Time-line" (below)
___ Thesis Prospectus
    ___ (Early in semester) Review Prospectus procedures & set goals
    ___ Receive Prospectus & suggest revisions (if applicable)
    ___ Supervise Prospectus Presentation
___ Discuss applicable Graduation deadlines (online, see GH Appendix H; notice how <u>early</u> the dates are)
___ Review "Minimum Standards for Submitting Theses" (GH Appendix F) and other options and standards for Writing Project
___ Report on student's progress during Section Meeting
___ Other:
Notes:

4th Semester: Winter	

Student Responsibilities:
___ Meet with Committee Chair/Advisor
___ Take Specialty Exam (Linguistics)
___ Review Program of Study; make changes as needed
___ Review applicable Graduation deadlines (online, see GH Appendix H; notice how early the dates are)
___ Apply for Graduation (as appropriate)
___ Thesis (Early in semester)
___ Review and follow goals listed on "Writing Component Timeline" (above)
___ Review "Minimum Standards for Submitting Theses" (GH Appendix F) and other options and standards for Writing Project
___ Apply for Student Instructor Position for Spring/Summer terms (as applicable)
___ Assist with Foreign Language Fair
___ Other:

Faculty Advisor Checklist:
___ Review performance in 3rd semester classes
___ Review Study List; make changes as necessary (GH 6-7)
___ Thesis
___ (Early in semester) Review "Writing Component Time-line" (above)
___ Follow "Writing Component Time-line" to complete thesis
___ Review applicable graduate deadlines (online, see GH Appendix H)
___ Review student's performance as Student Instructor (if applicable)
___ Follow "Writing Component Timeline" to track student's writing progress
___ Report on student's progress during Section Meeting
___ Other:
Notes:

Spring/Summer	(if applicable)

Student Responsibilities:
___ Meet with Thesis Advisor
___ Thesis
___ Review and follow goals listed on the "Writing Component Time-line"
___ Review "Minimum Standards for Submitting Theses" (GH Appendix F) and other options and standards for Writing Project
___ Other:

Faculty Advisor Checklist:
___ Review student progress (see above items) & set goals to fulfil all requirements in timely manner
Other:

APPENDIX C
Sample Programs of Study using paper ADV3 forms
SPANISH MA HISPANIC LINGUISTICS

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City   State or Province   Postal Code   Country

Telephone Number   E-mail Address

Semester/Term and Year Admitted:
☐ Fall   ☐ Winter   ☐ Spring   ☐ Summer _____
Year

SPANISH & PORTUGUESE
Department
HISPANIC LINGUISTICS
Graduate Program
SPANISH MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
SPAN 601A	MAJOR		3	HISPANIC LING. AND RESEARCH METHODOLOGY
SPAN 625	MAJOR		3	SPANISH SYNTAX
SPAN 626	MAJOR		3	SPANISH PHONOLOGY
SPAN 521	MAJOR		3	ROMANCE PHILOLOGY
SPAN 529R	MAJOR		3	SEMINAR IN HISPANIC LINGUISTICS
SPAN 622	MAJOR		3	DIALECTOLOGY
SPAN 680R	MAJOR		1	LINGUISTICS MINI-COURSE
SPAN 680R	MAJOR		1	LINGUISTICS MINI-COURSE
SPAN 680R	MAJOR		1	LITERATURE OR PEDAGOGY MINI-COURSE
SPAN 671	ELECTIVE		3	PRINCIPLES OF FOREIGN LANGUAGE LEARNING AND TEACHING
SPAN 643R	ELECTIVE		3	GOLDEN AGE LITERATURE
699R	THESIS		6	THESIS

*See page 2 for *Program Type, Requirement Type,* and *Requirement Satisfied By* descriptions.

33
Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty. If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Department Chair   Date

8/12

SPANISH MA HISPANIC LITERATURES

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City   State or Province   Postal Code   Country

Telephone Number   E-mail Address

Semester/Term and Year Admitted:
☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

SPANISH & PORTUGUESE
Department
HISPANIC LITERATURES
Graduate Program
SPANISH MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
SPAN 601B	MAJOR		3	LITERARY THEORY AND RESEARCH METHODOLOGY
SPAN 644	MAJOR		3	DON QUIJOTE
SPAN 640	MAJOR		3	MEDIEVAL SPANISH LITERATURE
SPAN 648R	MAJOR		3	20TH CENTURY SPANISH LITERATURE
SPAN 650R	MAJOR		3	EARLY SPANISH AMERICAN LITERATURE
SPAN 655R	MAJOR		3	SPANISH AMERICAN POETRY
SPAN 680R	MAJOR		1	LITERATURE MINI-COURSE
SPAN 680R	MAJOR		1	LITERATURE MINI-COURSE
SPAN 680R	MAJOR		1	LINGUISTICS, LITERATURE, OR PEDAGOGY MINI-COURSE
SPAN 520	ELECTIVE		3	PROBLEMS IN SPANISH GRAMMER
SPAN 674	ELECTIVE		3	TEACHING HISPANIC CULTURE
699R	THESIS		6	THESIS

*See page 2 for *Program Type*, *Requirement Type*, and *Requirement Satisfied By* descriptions.

33
Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.
If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Department Chair   Date

8/12

SPANISH MA SPANISH PEDAGOGY

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City   State or Province   Postal Code   Country

Telephone Number   E-mail Address

Semester/Term and Year Admitted:
☐ Fall   ☐ Winter   ☐ Spring   ☐ Summer
Year

SPANISH & PORTUGUESE
Department
SPANISH PEDAGOGY
Graduate Program
SPANISH MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
SPAN 601C	MAJOR		3	RESEARCH DESIGN IN SPANISH LANGUAGE TEACHING
SPAN 671	MAJOR		3	PRINCIPLES OF FOREIGN LANGUAGE LEARNING AND TEACHING
SPAN 676	MAJOR		3	ASSESSING LANGUAGE AND CULTURE LEARNING
SPAN 577	MAJOR		3	SPANISH LANGUAGE TEACHING PROCEDURES
SPAN 672	MAJOR		3	MEDIA AND TECHNOLOGY IN FOREIGN LANGUAGE INSTRUCTION
SPAN 674	MAJOR		3	TEACHING HISPANIC CULTURE
SPAN 680R	MAJOR		1	PEDAGOGY MINI-COURSE
SPAN 680R	MAJOR		1	PEDAGOGY MINI-COURSE
SPAN 680R	MAJOR		1	LINGUISTICS, LITERATURE, OR PEDAGOGY MINI-COURSE
SPAN 656R	ELECTIVE		3	SPANISH AMERICAN DRAMA
SPAN 522	ELECTIVE		3	HISTORY OF THE SPANISH LANGUAGE
699R	THESIS		6	THESIS

*See page 2 for *Program Type, Requirement Type*, and *Requirement Satisfied By* descriptions.

33 Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.
If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Department Chair   Date

8/12

PORTUGUESE MA LUSO-BRAZILIAN LITERATURES

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City   State or Province   Postal Code   Country

Telephone Number   E-mail Address

Semester/Term and Year Admitted:
☐ Fall   ☐ Winter   ☐ Spring   ☐ Summer _____
Year

SPANISH & PORTUGUESE
Department
LUSO-BRAZILIAN LITERATURES
Graduate Program
PORTUGUESE MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
PORT 601B	MAJOR		3	LITERARY THEORY AND RESEARCH METHODOLOGY
PORT 638	MAJOR		3	LUSO-BRAZILIAN CINEMA
PORT 652	MAJOR		3	MACHADO DE ASSIS
PORT 653	MAJOR		3	20TH CENTURY BRAZILIAN LITERATURE
PORT 647	MAJOR		3	FERNANDO PESSOA AND PORTUGUESE LITERATURE
PORT 661R	MAJOR		3	AFRICAN LITERATURE IN PORTUGUESE
PORT 680R	MAJOR		1	PORTUGUESE MINI-COURSE
PORT 680R	MAJOR		1	PORTUGUESE MINI-COURSE
PORT 680R	MAJOR		1	LINGUISTICS, LITERATURE, OR PEDAGOGY MINI-COURSE
PORT 522	ELECTIVE		3	HISTORY OF THE PORTUGUESE LANGUAGE
PORT 674	ELECTIVE		3	TEACHING LUSOPHONE CULTURES
PORT 699R	THESIS		6	THESIS

*See page 2 for *Program Type, Requirement Type,* and *Requirement Satisfied By* descriptions.

33
Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.
If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Department Chair   Date

8/12

PORTUGUESE MA PORTUGUESE LINGUISTICS

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City State or Province Postal Code Country

Telephone Number E-mail Address

Semester/Term and Year Admitted:
☐ Fall ☐ Winter ☐ Spring ☐ Summer

Year

SPANISH & PORTUGUESE
Department
PORTUGUESE LINGUISTICS
Graduate Program
PORTUGUESE MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
PORT 601A	MAJOR		3	PORTUGUESE LINGUISTICS AND RESEARCH METHODOLOGY
PORT 520	MAJOR		3	ADVANCED PORTUGUESE GRAMMER
PORT 625	MAJOR		3	PORTUGUESE MORPHOSYNTAX
PORT 626	MAJOR		3	PORTUGUESE PHONETICS AND PHONOLOGY
PORT 522	MAJOR		3	HISTORY OF THE PORTUGUESE LANGUAGE
SPAN 622	MAJOR		3	HISPANIC DIALECTOLOGY
PORT 642	MAJOR		3	CAMOES
PORT 662R	MAJOR		3	LITERATURE OF THE LUSOPHONE WORLD
PORT 674	MAJOR		3	TEACHING LUSOPHONE CULTURE
PORT 699R	THESIS		6	THESIS

*See page 2 for *Program Type*, *Requirement Type*, and *Requirement Satisfied By* descriptions.

33 Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.
If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair Signature of Graduate Committee Chair Date

Printed Name of Graduate Committee Member Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Signature of Graduate Committee Member Date

Printed Name of Graduate Committee Member Signature of Graduate Committee Member Date

Printed Name of Graduate Coordinator or Department Chair Signature of Graduate Coordinator or Department Chair Date

8/12

PORTUGUESE MA PORTUGUESE PEDAGOGY

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Program of Study
ADV Form 3

IMAGING: GRSStudylist
Admit Year/Term:

Student Information

Name

BYU ID

Current Mailing Address

City   State or Province   Postal Code   Country

Telephone Number   E-mail Address

Semester/Term and Year Admitted:

☐ Fall   ☐ Winter   ☐ Spring   ☐ Summer _____
Year

SPANISH & PORTUGUESE
Department
PORTUGUESE PEDAGOGY
Graduate Program
PORTUGUESE MA
Graduate Degree
THESIS
Program Type (Dissertation, Thesis, Project, Non-thesis)

Master's credit hours to
apply toward doctorate:

Course Work Information

Department and Course Number	Requirement Type*	Requirement Satisfied By*	Credit Hours	Course Title
PORT 601C	MAJOR		3	RESEARCH DESIGN IN PORTUGUESE LANGUAGE TEACHING
SPAN 671	MAJOR		3	PRINCIPLES OF FOREIGN LANGUAGE LEARNING AND TEACHING
SPAN 676	MAJOR		3	ASSESSING LANGUAGE AND CULTURE LEARNING
SPAN 672	MAJOR		3	MEDIA AND TECHNOLOGY IN FOREIGN LANGUAGE INSTRUCTION
PORT 674	MAJOR		3	TEACHING LUSOPHONE CULTURES
PORT 639R	ELECTIVE		3	LUSO-BRAZILIAN THEATRE PRODUCTION
PORT 680R	MAJOR		1	PEDAGOGY MINI-COURSE
PORT 680R	MAJOR		1	PEDAGOGY MINI-COURSE
PORT 680R	MAJOR		1	LINGUISTICS, LITERATURE, OR PEDAGOGY MINI-COURSE
PORT 661R	ELECTIVE		3	AFRICAN LITERATURE IN PORTUGUESE
PORT 521	ELECTIVE		3	ROMANCE PHILOLOGY
PORT 699R	THESIS		6	THESIS

*See page 2 for *Program Type, Requirement Type,* and *Requirement Satisfied By* descriptions.

33
Total Hours

Total must include at least the minimum credit hours required for the degree, calculated from major, minor, elective, and thesis hours. (Do not include prerequisite or skill hours.)

Doctoral Skill Requirements
(See item 4 on page 2.)

Graduate Committee Approval

Master's committees must consist of at least 3 graduate faculty. Doctoral committees must consist of at least 5 graduate faculty.
If a minor has been approved, one of the committee members must be from the minor department.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Committee Member   Signature of Graduate Committee Member   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Department Chair   Date

8/12

APPENDIX D
Select Department Forms

Department of Spanish & Portuguese
Petition/Contract to Exceed the Two-year Graduation Requirement

POLICY REVIEW (from *Graduate Handbook,* "Time Limit"): "The MA programs in the Department of Spanish & Portuguese are designed so that a student can complete the degree in twenty-four months of intensive work. Students should consult carefully with their Advisor to create a study plan that will allow them to graduate in that time frame (see the "Graduate Student Advisement "Petition/Contract to Exceed the Two-year Graduation Requirement" (See Appendix D) before the department meets in early September to evaluate graduate student progress and performance and may be asked to meet with the Section Head of their area of emphasis and/or with the Graduate Coordinator to explain their plan for completing the program. Students who go beyond the two-year limit and who fail to make adequate progress may receive a low evaluation ("Marginal" or "Unsatisfactory") and may be subject to termination from graduate study as described in the above section ("GPA and Review of Performance")."

STUDENT NAME (PRINTED):_____

GRADUATION REQUIREMENTS (NON-THESIS): (Check the requirements that you have completed. The remaining items must be included in the timeline below.)

_____601 (A, B, or C)	_____Coursework complete
_____Teaching requirement (at least 1 semester)	_____Prospectus completed successfully
_____Second-language requirement	_____Applied for graduation
_____Specialty exam passed	

THESIS: (Provide a <u>brief</u> description of your thesis topic and a <u>brief</u> explanation of work you have completed to date.)

TIMELINE: (Create a timeline, in consultation with your Thesis Advisor, that indicates how you will complete all remaining program requirements and graduate in a timely manner. Your ability to follow this timeline and to make significant and concrete progress toward degree completion will be important considerations during the next (late Winter semester) and subsequent evaluation periods. In other words, your plan should be aggressive but also realistic.)

CHECKLIST: (Initial the following items as appropriate)
1**.** _____I have carefully reviewed the *Graduate Handbook*
2. _____I understand that I must review my progress frequently with my Thesis Advisor (and, as appropriate, my Committee Members and the Graduate Coordinator)
3. _____I understand that failure to meet the deadlines of my timeline and to make concrete and appropriate advancement toward graduation may lead to a low assessment of my progress ("marginal" or "unsatisfactory) during the next (late Winter semester) and subsequent evaluation periods and could be cause for my dismissal from the program.

CONTRACT APPROVAL & AGREEMENT: (Signatures and dates)

Student:_____/_____ Grad Coordinator:_____/_____

Thesis Advisor:_____/_____ Department Chair:_____/_____

Section Head:_____/_____

Department of Spanish & Portuguese
Spanish/Portuguese 680R Contract

Section _____ Credit Hours _____ Semester & Year _____

Student Name _____ BYU ID# _____
Address _____ Phone (local) _____
_____ (home) _____
_____ Email _____

Title of 680R Project _____

Preliminary questions:
1. Have you taken 680R credits before? _____ (Yes/No). If yes, how many? _____
2. If your total number of 680R credits will be more than 3, do you intend to use these additional credits towards graduation? _____ (Yes/No). NOTE: If your answer is yes, you must attach a petition justifying your request (see term #1 below). CAUTION: Approval of such a petition is the exception rather than the rule and your request may be denied (680R credits for "mini-courses" are unlikely to hurt your petition). If you petition to apply more than three credits of 680R towards graduation you must complete this contract and submit it for approval much earlier than the deadline listed below (see term # 5) to allow time for you to register for other courses if approval is not granted.

Terms of this contract:
1. Except under rare circumstances approved by petition (see above), no more than 3 hours of 680R credit may count towards any degree.
2. Attach a detailed syllabus/course plan (1-2 pages) that outlines work to be completed: reading assignments (with # of pages indicated), papers, projects, oral reports, exams, timeline, etc.
3. Students will read at least 750 pages for <u>each</u> credit hour, or complete at least 60 hours of study per credit hour.
4. An incomplete grade will not be given for 680R, except in accordance with university policy. A student who does not satisfactorily complete the work projected by the last day of finals of the semester/term in which he or she is enrolled will receive an "E" for the course. Please note that, according to university policy, a student who receives a low or failing score in a 680R course does not have the option of retaking the course to remove the earlier grade.
5. The student is responsible for completing this contract and having it approved by the appropriate individuals listed below no later than the end of the first week of the semester/term.
6. Date of completion (no later than last day of exams for term/semester):

_____

Contract approval and agreement:
(Signatures and dates) Student: _____/_____

Sponsoring Faculty: _____/_____

Student's Thesis Advisor: _____/_____

Graduate Coordinator: _____/_____

Department Chair: _____/_____

NOTE: 680R credits can be added by Add/Drop card only (signed by the Graduate Coordinator, not by individual faculty) after this contract has been approved and signed by the individuals listed above.

Agreement to Participate in 673R on a Contractual Basis

The Department of Spanish and Portuguese is aware that M.A. students who are in the final semester of their program and who are only enrolled for thesis hours are not full-time students, and would have to pay extra tuition to enroll in 673R as student instructors. The department has agreed to allow students who fall into this category to attend and participate in 673R on a contractual basis rather than taking it for credit or auditing it.

This agreement is based on the following conditions:

1. Only students who are in the fourth or fifth semester of their M.A. program and are registered for thesis hours as part-time students are eligible.
2. Students who have already registered for 673R are responsible for dropping it.
3. Students must participate fully in all aspects of 673R as if they were registered for credit, including regular attendance and completion of all assignments.

Under this agreement, any student instructor who fails to participate in 673R and perform at an "A" grade level may be subject to the following consequences:

- A significant reduction in any remaining scholarship funds for which he or she might be eligible.
- Ineligibility for future employment in the Department of Spanish and Portuguese.

By signing below you are acknowledging your understanding of and agreement to abide by this policy.

Name (please print) _____

Signature _____ Date _____

Semester to which the agreement applies _____

GRADUATE TRAVEL ASSISTANCE APPLICATION BYU COLLEGE OF HUMANITIES

Student Checklist
To qualify for a reimbursement, you must do all of the following:

Before Travel:

- ☐ **Print and clearly fill out the Graduate Assistance Application**

- ☐ **Please attach:**
    - o **A copy of your acceptance letter as proof of acceptance to the conference**
    - o **A copy of the abstract and/or paper to be read**
    - o **A brief note (one paragraph) of support from a faculty mentor**
    (*Graduate Handbook*, pg.27)

- ☐ **Your application must be approved by the department as well as the college prior to travel to the conference. BEFORE you travel, take your application to:**

    1. The Graduate Coordinator for Department Approval
    V.   Spanish & Portuguese – Dr. Price (3158 JFSB)

    2. **Ray Clifford's office (3086 JFSB) for College Approval**

- ☐ **Leave your application in the Dean's Office (4002 JFSB) and wait for acceptance e-mail**

Please note: You will not be reimbursed for any of your travel expenses *unless* you have the Dean's Office approval *before* you travel.

After Travel:

- ☐ **Bring all receipts to the Dean's Office**

- ☐ **At the Dean's Office you will fill out the remainder of the application on pg. 2**

- ☐ **Make sure your address is up-to-date because your reimbursement will be mailed to you by check**

For any questions concerning your reimbursement please call the Dean's Office at (801) 422-2775.

GRADUATE TRAVEL ASSISTANCE APPLICATION BYU COLLEGE OF HUMANITIES

Name:_____

Address:_____
        Street   City   State   Zip

E-mail:_____

Telephone:_____   U.S. Citizen?   Y or N

Department/Program:_____

Faculty Mentor: _____

1. **Title/Description of your presentation.**

2. **Name of conference, conference sponsor, location, and dates.**

3. **How will you participate in the conference?**

4. **Are you presenting your own work, a group work, or a joint project with a faculty member? Please explain.**

5. **Have you attended other conferences this year? Please explain.**

6. **If you have attended other conferences, did you receive travel assistance this year from the College? If yes, please include how much.**

7. **Please fill in the estimated expenses for this conference.**

VI.

	Transportation (Air Fare or Mileage)	Lodging	Meals	Registration Fee	Total
Estimated Expenses					

The amount funded by departments will vary, as each department may fund differently. The College will match the department amount up to $400. For example if the department approves the amount of $450, the college will approve $400, and the total amount a student will be reimbursed is actual expenses up to $850.

REMEMBER: Please attach a copy of your acceptance letter as proof of acceptance to the conference.

For Department use only:

This graduate student has been approved by the Department of Spanish and Portuguese for a travel expense reimbursement up to a maximum of $_____.

Signature of Graduate Coordinator _____

Department Account Number _____

NOTE: Following Department approval, please send to 4002 JFSB for College approval.

For College use only:

This graduate student has been approved by the College of Humanities and qualifies for the matching amount of up to $_____.

Total amount of travel assistance approved is a maximum of: $_____.

_____
Signature of Dean   Date

BRIGHAM YOUNG UNIVERSITY – TRAVEL REIMBURSEMENT REQUEST

DATE _____

I, _____, request reimbursement for travel expenditures made by me on
   (Your name)
behalf of Brigham Young University to _____.
                                                                        (Destination and conference name)

Date	Registration Fee	Lodging	Meals	Transportation (Air Fare or Mileage)	Other	TOTAL
TOTAL						

All claims above are legitimate and correct according to BYU Travel Policy.

_____   _____

APPENDIX E
Select University Forms

Graduate Studies
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Petition for Graduate Full-time Status
ADV Form 2a

IMAGING: GRSF/T
Admit Year/Term:

Eligibility

This petition should be used only if you are registered for fewer than 8.5 hours per semester or 4.5 hours per term and you need the university to verify that you are a full-time student. You do not need to petition for verification to retain campus privileges afforded full-time students, such as I.D. cards, on-campus employment, parking permits, insurance, on-campus housing, library privileges, use of physical education facilities, etc. (Campus privileges are available to all graduate students who are registered for at least 2 hours of credit per semester or 1 hour per term.)

You may be eligible for verification of full-time graduate student status if you:

- Have completed all required course work for your degree and are working on your dissertation, thesis, project, or internship
- Are contributing 40 or more hours per week in pursuit of your degree and are showing satisfactory progress
- Are enrolled in at least 2 approved credit hours per semester (or at least 1 approved credit hour for a Spring or Summer term)

You are **NOT** eligible for graduate full-time status if you:
- Are newly admitted (unless your department limits your enrollment*)
- Do not have an approved committee and program of study
- Are requesting verification for future semesters for which registration is not yet possible
- Are an international student on an F-1 or J-1 visa and do not have the approval of the International Services Office
- Are employed full-time

  *If your department has limited your enrollment to less than full-time status (but not less than six credit hours) because of a required TA/RA assignment, you may also be eligible for verification as a full-time graduate student.

Please note: If you need verification of full-time status for a student loan, contact the Records Office (B-150 ASB, 422-2631).

Student Information

Name

BYU ID number

Current Mailing Address

Graduate Department

City   State or Province   Postal Code   Country

Graduate Program   Graduate Degree

Semester/Term and Year Admitted:
☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Telephone Number   E-mail Address

Semester/Term and Year of Verification:
☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Country of Citizenship   US Permanent Resident # (If applicable)

Department Verification

We certify that the above named student is engaged full-time (**40 or more hours per week**) in pursuit of his or her degree for the semester/term requested above and is showing satisfactory progress towards degree completion.

Printed Name of Graduate Committee Chair   Signature of Graduate Committee Chair   Date

Printed Name of Graduate Coordinator or Department Chair   Signature of Graduate Coordinator or Dept. Chair   Date

☐ "I authorize BYU Graduate Studies staff to send me details regarding the outcome of my petition to my current email address listed in the university student information system. This may include any information from my records that apply to this decision."

Student's signature   Date

Office Use Only						
☐ADV08	☐REG05	☐GS03	☐ Email to Student		☐REC01 ☐OP _____ Initials	
Initials	Date Processed	Enrollment Hours	Notes			

4/17

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Leave of Absence
ADV Form 5

| *IMAGING:* GRSLeave |
| Admit Year/Term: |

Please complete form and return to Graduate Studies (105 FPH) with appropriate official documentation attached.

Student Information

Name

BYU ID Number

Current Mailing Address

Graduate Department

City   State or Province   Postal Code   Country

Graduate Program

Telephone Number   E-mail Address

Graduate Degree

Country of Citizenship   US Permanent Resident # (If applicable)

Semester/Term and Year Admitted:
☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Leave of Absence Information

Reason for leave of absence: ☐ Medical ☐ Military ☐ Mission

Are you currently registered for classes?   ☐ Yes ☐ No

If yes, will you be completing the current semester/term? ☐ Yes ☐ No*

Semester/term and year to begin absence: ☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Anticipated semester/term and year to return/register: ☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

*If no, please contact the Discontinuance Office (B-150 ASB, ext. 2-7705) upon completion of this form.

Student Signature

I have attached the appropriate official documentation (e.g., doctor/therapist letter, military papers, mission call). In addition, I understand that the time spent in a leave of absence will not extend the time limit for degree completion (five years for master's degree and eight years for doctoral degree).

I also understand that if I am serving an LDS mission, my ecclesiastical endorsement will expire during my leave. Therefore, I will need to obtain a new endorsement (see endorse.byu.edu). Be sure to click on "Currently Serving Missionary."

If I have been on a medical or military leave and my ecclesiastical endorsement expires, I will obtain a new endorsement by clicking on "Applicants" at endorse.byu.edu and select "I am resuming a graduate studies program."

Printed Name of Student   Original Signature of Student   Date

Office Use Only ☐ REG01 ☐ ADV13 ☐ ADV12
☐ Mailed to department   ☐ Mailed to student   ☐ Mailed to Int'l Services   Initials: _____   Date: _____

10/16

Graduate Studies
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Graduate Student Request for
No-Cost/No-Credit Religion Course
ADV Form 6

IMAGING: GRSNoCost Rel
Admit Year/Term:

Please return the completed form (with instructor approval) to Graduate Studies (105 FPH) before the add/drop deadline of the semester or term of the class.

Eligibility

Graduate students enrolled in a degree-seeking graduate program and registered for at least 2 credit hours in a semester or 1 credit hour in a term are eligible (on a space available basis and with instructor approval) to attend religion courses without incurring any additional tuition costs.

Note: This no-credit, no-cost option does not carry official registration recognition. It is not necessary to register for the course through AIM. It will not appear on official records or be considered in calculating enrollment verifications. It does not fulfill the minimum registration requirement for graduate degree-seeking students.

Student Information

Name

BYU ID number

Current Mailing Address

Graduate Department

City   State or Province   Postal Code   Country

Graduate Program

Telephone Number   E-mail Address

Graduate Degree

Country of Citizenship   US Permanent Resident # (If applicable)

Semester/Term and Year Admitted:
☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Course Information

Religion Course number   Section number   Title of course

Semester/term and year of course: ☐ Fall ☐ Winter ☐ Spring ☐ Summer _____
Year

Instructor Approval

The above named student has my approval to attend the above named religion course.

Printed Name of Instructor   Signature of Instructor   Date

Office Use Only
☐ ADV06

Initials: _____   Date: _____

3/19

APPENDIX F
Checklist for Preparing ETD for Submission

GRADUATE STUDIES
105 FPH, Provo, UT, 84602
Tel: (801) 422-4091
Fax: (801) 422-0270
Web: http://graduatestudies.byu.edu
Email: gradstudies@byu.edu

Checklist for Preparing
ETD (PDF) for Submission
ADV Form 11

Graduate students must submit their dissertation or thesis electronically. The ETD website, http://etd.lib.byu.edu, has detailed information on the electronic submission requirements and formatting guidelines. It also has comprehensive tutorials to help you prepare your electronic document.

- ETD - Converting Word to PDF Mainstream Method
- ETD - Converting Word to PDF Alternate Method
- ETD - Using Word Styles
- ETD - Properly Formatting Page Numbers
- ETD - Generating an Automatic Table of Contents

To ensure the uniformity and continuity of style and format of all dissertations and theses submitted to the university, please follow the university requirements listed here as well as the guidelines in the style manual required by your department. The work's citations, references, and bibliographic style are to be consistent and follow the department's or the discipline's style guide. Please do not use a past work submitted to your department as your guide. Check your work carefully against the following university format requirements before submitting it to your committee, department, and college for final approval.

A. University Format Requirements

MARGINS

☐ 1. Margins: 1 inch on all sides. (Change automatic margins and spacing set by Microsoft Word.)

FONT

☐ 1. Font should be black, a standard size (12 point for text, including titles and headings and 10 or 11 point for tables and figures).

☐ 2. Use a standard, easily readable serif typeface such as Times New Roman or Palatino. Ornamental typefaces, including script, may not be used.

☐ 3. No bold fonts. No running headers in preliminary pages.

☐ 4. When converting your work to a PDF, embed all fonts, using the full professional version of Adobe Acrobat. Failure to embed all fonts will result in many font errors in a printed and bound document.

SPACING

☐ 1. See the sample for correct spacing: Sample Preliminary Pages for Dissertations and Theses (ADV Form 11a).

☐ 2. Use the correct template (choose thesis or dissertation).
Preliminary Pages Template - Thesis (ADV Form 11b)
Preliminary Pages Template - Dissertation (ADV Form 11d).

☐ 3. The title page is a combination of single and double-spaced lines, evenly spread from top to bottom with 1" margins (please use sample and template to ensure correct spacing).

☐ 4. The abstract is single-spaced with a double space between each paragraph.

☐ 5. The body of the work is double-spaced.

PAGE NUMBERING
All pages are counted and numbered correctly according to the following:

☐ 1. No roman numeral page numbers are to be on the first three preliminary pages (title page, abstract, and optional acknowledgements page).

☐ 2. Preliminary pages are to be counted in the pagination and, except for the first three preliminary pages, numbered with lowercase roman numerals.

☐ 3. The body of the work should be numbered consecutively with arabic numerals, beginning with 1 and continuing into any appendices (1a, 10c, B1, etc., are not acceptable).

☐ 4. Pages should be numbered according to the following sequence, with a page number included on the page as indicated:

Title page	no number, but counted; begin with roman numeral i, number consecutively
Abstract	no number, but counted
Acknowledgments (if included)	no number, but counted
Table of Contents	number; continue with lowercase roman numerals as appropriate (iii or iv)
List of Tables (if included)	number
List of Figures (if included)	number
Body of work and appendices	number; begin with arabic numeral 1, continue consecutively

TITLE
Use the Sample Preliminary Pages for Dissertations and Theses (ADV Form 11a) and Preliminary Pages Template - Thesis (ADV Form 11b) or Preliminary Pages Template - Dissertation (ADV Form 11d).

☐ 1. The title on the title page PDF is double-spaced and in an inverted pyramid format.
☐ 2. The title on the abstract page PDF is single-spaced and in an inverted pyramid format.
☐ 3. The words and capitalization of the title must be exactly the same on the title page and on the abstract page.
    a. Capitalization is correct.
      i. Capitalize both words in hyphenated words (i.e. Reversed-Phase Liquid).
      ii. Capitalize prepositions 5 letters or more (i.e. After, Between, Through).
    b. Spelling is correct.
    c. Punctuation is correct (i.e. no period at end of title; capitalize the first letter after a colon; include commas and periods inside quotation marks; and colons and semicolons come after quotation marks).
    d. Italicize titles of books, periodicals, movies, and plays.
☐ 4. The title on the title page PDF matches the title on the ETD metadata online.

ABSTRACT
☐ 1. The title and body of the abstract are single-spaced with a double space between each paragraph.
☐ 2. Add keywords at the bottom of your abstract. Key words should include pertinent place names and full names of persons as well as descriptive words useful in automated retrieval. Capitalize proper nouns only. (See template for abstract spacing.)

NAME OF STUDENT
Enter your name as it appears on your university record and include appropriate punctuation. Please note that your name must be the same in the following places:

☐ 1. Approval for Final Dissertation or Thesis (ADV Form 8d)
☐ 2. Title page PDF in two places: a) after the title; b) after copyright (Copyright © 2014 David A. Hill)
☐ 3. Abstract PDF
    Note: If you made an official name change after you applied for graduation, contact Graduate Studies when you are in the ETD system.

COMMITTEE MEMBERS
The committee members must be the same people on all of the following:

☐ 1. ADV Form 8d signature page
☐ 2. Title page PDF
☐ 3. Progress Report online

TITLES OF COMMITTEE MEMBERS
☐ 1. "Dr." or degree titles (PhD etc.) are not used with any committee member's name.
☐ 2. "Chair" is listed after committee chair's name following the comma (i.e. John R. Smith, Chair).

DATE
The month and year of the Dean's signature must match on all of the following:

☐ 1. Title page PDF
☐ 2. ADV Form 8d

RELEASE STATUS
Release status/availability (secured is for patents or export controls only) must match on the following:

☐ 1. ETD metadata online
☐ 2. ADV Form 8d

OTHER
☐ 1. Copyright year and name on title page PDF are in correct order (Copyright © 2014 David A. Hill).

☐ 2. All signatures on ADV Form 8d must be original and on one page; if you have any electronic signatures, obtain them first (see Echosign Instructions: http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information).

☐ 3. Bookmarks are listed on left-hand side of the PDF and open automatically.

☐ 4. ADV Form 8d must be original, not a copy.

B. Preparing Your Work for Approvals

☐ 1. Give a copy of your entire work, following the university format requirements specified, to each member of your committee two weeks prior to your oral defense.

☐ 2. After your defense, complete Approval for Final Dissertation or Thesis (ADV Form 8d), pages 1 and 2. This form will be provided by your department and is also available online at the Graduate Studies website.

☐ 3. Once your work has been defended, corrected, and approved, present your work and the completed ADV Form 8d to each member of your graduate committee and to your graduate coordinator or department chair for final approval and signatures. Signatures should be in black or blue ink so they image properly. All signatures on ADV Form 8d must be original, on one page, **with electronic signatures obtained first** (see Echosign Instructions: http://graduatestudies.byu.edu/content/electronic-thesis-and-dissertation-information).

☐ 4. After obtaining the signatures of your committee and your graduate coordinator or department chair, present your work to the dean or associate dean in your college who is designated to review and sign the ADV Form 8d. Allow enough time to meet the submission deadline for your intended graduation. Refer to the Graduate Studies website for the current deadline dates: Graduation Deadlines (ADV Form 8).

C. Preparing and Submitting Your ETD and Forms

All dissertations and theses must be submitted on the ETD website: http://etd.byu.edu.

☐ 1. After your content has been approved by all levels, including correctly formatted preliminary pages, convert your work to PDF format using the full professional version of Adobe Acrobat, embed all fonts, add bookmarks, and save your document. The Multimedia Lab in the Library (422-5627) has computers with Adobe Acrobat and can assist in converting files.

☐ 2. Log in to the ETD website and complete the required metadata information about your work and desired level of access.

☐ 3. Upload your work and submit for approval. An email is sent to your department approver, who will then log into the ETD website and review your document. If it is approved, it moves on to the college approver. If your document is disapproved for any reason, at either level, you will receive an email about the disapproval. You must make the requested changes, convert to PDF, embed fonts, add bookmarks again, and resubmit for another review cycle. Be sure to only use one account on the ETD website.

☐ 4. After your document is approved by the college, your ETD status will display "Grad Office Review." At this status, you must take your ADV Form 8d to Graduate Studies (105 FPH). Graduate Studies will review and approve each ETD for cataloging in the digital library. If Graduate Studies finds errors in the first three preliminary pages (title page, abstract, or acknowledgements), they will need to be corrected. Please bring a thumb drive with your ETD, just in case you have to make minor edits.

DOCTORAL STUDENTS ONLY

☐ Complete this step once your ETD has the status of "Grad Office Review" before bringing ADV Form 8d to Graduate Studies. Submit your ETD to UMI by going to: http://www.etdadmin.com/byu for Proquest/UMI Dissertation Publishing. Follow the instructions to login, upload your ETD on the UMI website, and print the confirmation email verifying the completed submission. If you wish UMI to register your copyright, you may do so in the UMI website. See Publishing Your Doctoral Dissertation with UMI Dissertation Publishing (ADV Form 13).

☐ Complete Survey of Earned Doctorates (SED) and print off SED certificate. See Survey of Earned Doctorates (ADV Form 14).

☐ Deliver your copy of the UMI confirmation email, SED certificate, and ADV Form 8d to Graduate Studies (105 FPH).

☐ 5. If you need bound copies (departmental or personal) you may submit a PDF to gradworksonline.com.

NOTE for all ETDs: The BYU library catalogs and preserves the digital ETD. The library will print a single copy from the submitted ETD PDF file, bind it, and deposit that copy in Special Collections (Archives). There will not be a bound copy on the library shelves for check out.

SAMPLE THESIS FORMATTING

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line

and Must Be in the Inverted Pyramid Format When

Additional Lines Are Needed]

[Student Name]

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

[Name of Committee Chair], Chair
[Name of Committee Member]
[Name of Committee Member]

Department of [Department Name]

Brigham Young University

[Month and Year the college dean approves the final document]

Copyright © [Year] [Use same Student Name as above]

ABSTRACT

[Title: Titles Must Be in Mixed Case and May Not Exceed Six Inches on One Line
and Must Be in the Inverted Pyramid Format When
Additional Lines Are Needed]

[Use same Student Name as on the Title Page]
Department of [Department Name], BYU
Master of [Arts, Education, Fine Arts, or Science]
(or Educational Specialist)

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single spaced and no more than one page in length. It must match the same font and size as the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.]

[Master's students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]

ACKNOWLEDGEMENTS

[This page is optional. Students may use the acknowledgements page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and in good taste.]

APPENDIX G

Expectations of Student Instructors
BYU Department of Spanish and Portuguese

Honor Code, dress standards, and professionalism: Instructors are expected to abide by the BYU Honor Code and Dress and Grooming Standards. In the interest of presenting a professional appearance, instructors are asked to refrain from wearing t-shirts, shorts, flip-flops, and similarly casual attire. Instructors are also expected to treat their students with respect and professionalism at all times. Instructors are prohibited from dating their own students.

Fall Workshop: The Fall Workshop for Student Instructors is offered Monday through Friday of the week before the beginning of Fall Semester, from approximately 9 AM to 4 PM each day. The purpose of the workshop is to introduce instructors to the textbooks, materials, policies, and teaching techniques that they will be expected to use in their courses. Attendance at the workshop is calculated into instructors' overall pay for the semester.

Because each day of the workshop is equivalent to approximately 3% of the total number of contract hours, a corresponding deduction in pay will be made for each workshop day that is missed. Instructors should plan on attending the entire workshop so as to maximize their teaching skills as well as their pay for the semester.

Registration for classes: Student instructors must be registered for classes (including ecclesiastical endorsement and health insurance) by the first day the semester. (This is especially important for international students, who must complete an I-9 form for employment before the semester begins.) Failure to do so will result in a reduction in pay for each day that registration is late.

All student instructors are required to enroll in one credit of the appropriate section of 673R during each semester that they teach. The purpose of this course is to provide continued support for the development of teaching skills, opportunities to observe other teachers, and training in administering oral interviews. *Exception:* Student instructors who are in the fourth or fifth semester of their M.A. program and are registered only for thesis hours may attend and participate in 673R on a contractual basis rather than enrolling in the course for credit. Instructors who choose this option must sign the *Agreement to Participate in 673R on a Contractual Basis* and abide by the policies outlined therein.

Punctuality: Instructors are expected to arrive punctually to teach their assigned classes. This generally requires arriving at least five minutes before the start of class in order to log onto the computer and/or set up any necessary materials so as to begin precisely on time.

Finding substitutes: In cases where an instructor is unable to be present to teach class, arrangements should be made for another instructor of the same level class to substitute. Ideally, a reciprocal agreement should be arranged in which the instructor and the substitute agree to teach each other's classes on different days. All arrangements for substitutes must be reported to the instructor's faculty supervisor. In addition, instructors who plan to be gone more than two consecutive days must fill out a *Student Instructor Substitute Approval Form* and have it signed by the substitute and by their faculty supervisor.

In the case of unforeseeable situations such as illness or family emergencies, instructors should try to arrange for a substitute; if this is not possible, they should (1) contact one of the department secretaries and ask them to notify their students that class is cancelled for the day, and (2) notify their faculty supervisor by e-mail. **Classes may not be cancelled for non-emergency reasons** (including M.A. program activities such as specialty exams), and any cancellation of classes requires notification of the faculty supervisor and the department secretary.

Instructors who violate the above policies are subject to termination and may forfeit the right to future employment in the department.

Adopted June 2013

APPENDIX H
2020-2021 Graduation Deadlines

Dec 2020	Apr 2021	June 2021	Aug 2021	
Oct 16	Jan 29	Mar 12*	Mar 12*	Last day for graduate students to apply for graduation online in AIM. *This date applies to all students who plan to graduate in June or August and who want to walk in the April Graduation Ceremonies.
		May 7**	Jun 25**	**Last day for students to apply for graduation online in AIM for June or August and receive a diploma but NOT walk in April Graduation Ceremonies.
Oct 30	Feb 12	Mar 19*	Mar 19*	Last day for departments to accept a student's graduation application in AIM (GRADQ, GRADAPP, and ADV01) to walk in the April Graduation Ceremonies.
		May 14**	Jul 9**	Last day for departments to accept a student's graduation application in AIM for a June or August diploma.
Dec 11	Apr 9	Jun 17	Aug 6	Items that must be completed by final deadline include: • Schedule a final oral exam • Hold a final oral exam; complete qualifications; committee approvals submitted online in GradProg • Submit dissertation or thesis PDF and receive all approvals on ETD section of GradProg
None	Apr 22	None	None	Graduation - University Commencement
None	Apr 22-23	None	None	Graduation - College Convocations

APPENDIX I

Specific Deadlines to Spanish and Portuguese MA Programs

Deadlines for New Graduate Students entering Fall 2020				
Requirement	**Linguistic Students**	**Literature Students**	**Pedagogy Students**	**Professional Track Students**
Thesis committee members' names	October 31, 2020	N/A	N/A	N/A
Programs of study with thesis committee	November 23, 2020	November 23, 2020	November 23, 2020	November 23, 2020
Second Language Requirement	Prior to the beginning of 4th semester (Winter 2022)	Prior to the beginning of 4th semester (Winter 2022)	Prior to the beginning of 4th semester (Winter 2022)	August 2022
Mock Specialty Exam	Second Thursday of January, 2nd semester of study	N/A	N/A	N/A
Specialty Exam	January 27, 2022	September 23, 2021	September 23, 2021	August 2022
Prospectus	November 22, 2021	November 22, 2021	November 22, 2021	November 22, 2021

| Deadlines for 2nd year MA Students who entered Fall 2019				
Requirement	**Linguistic Students**	**Literature Students**	**Pedagogy Students**	**Professional Track Students**
Thesis committee members' names	October 31, 2019	N/A	N/A	N/A
Programs of study with thesis committee	November 25, 2019	November 25, 2019	November 25, 2019	November 25, 2019
Second Language Requirement	Prior to the beginning of 4th semester (Winter 2021)	Prior to the beginning of 4th semester (Winter 2021)	Prior to the beginning of 4th semester (Winter 2021)	August 2021
Mock Specialty Exam	January 9, 2020	N/A	N/A	N/A
Specialty Exam	January 28, 2021	September 24, 2020	September 24, 2020	August 2021
Prospectus	November 23, 2020	November 23, 2020	November 23, 2020	November 23, 2020

APPENDIX J

Online Procedures for Selecting a Committee, Creating a Program of Study, Uploading a Prospectus, Thesis or Dissertation, and the ETD

Welcome to the new online graduation tracking website! This new page will allow you to request committee members, create programs of study, and manage additional graduation requirements without having to get physical signatures. All approvals and notifications are done online and by email. Additionally, you will have access to Resources you will need as you complete your program.

Step 1: From My BYU, go to https://gradprogress.sim.byu.edu/ The shortcut url is gradprog if you are already logged in to MyBYU.

Step 2: Click the "Sign In" link at the top right of the screen and enter your BYU Net ID and password.
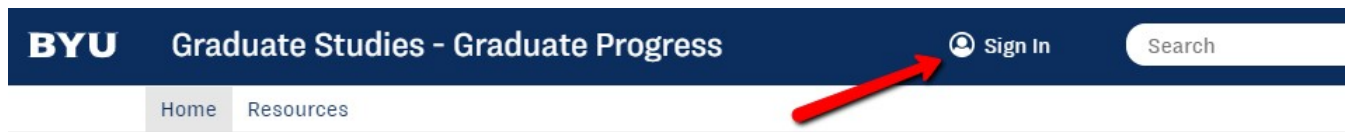
Step 3: Select the members of your graduate committee by clicking on the "Edit Committee Members" button.
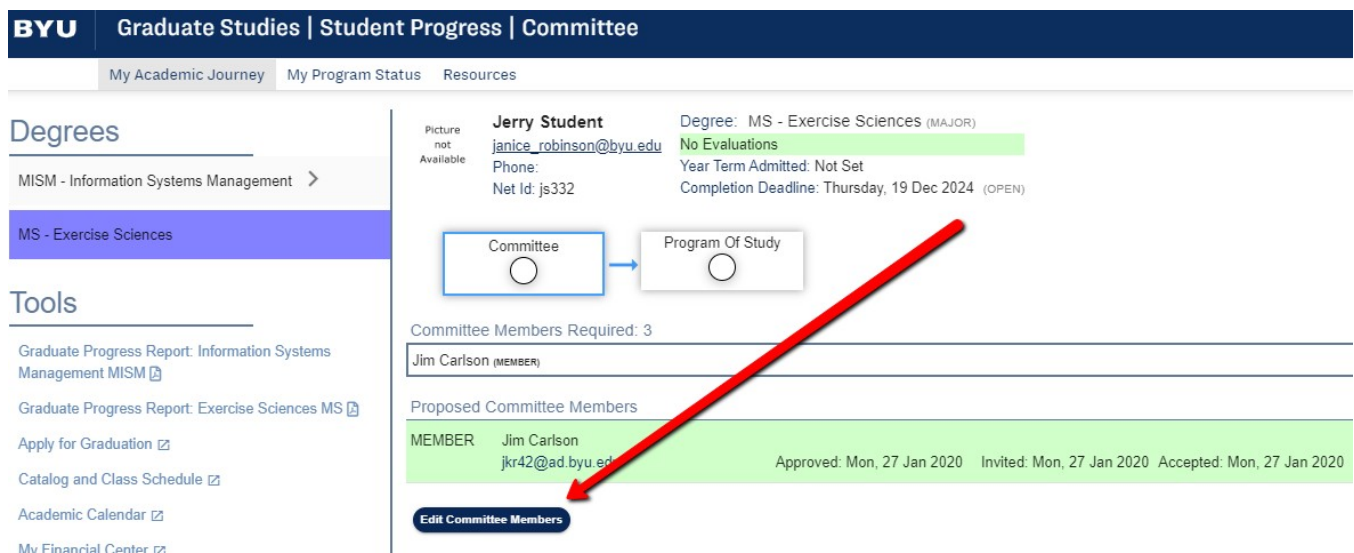
Step 4: Use the small dropdown arrow on the right of each field to select the names of your committee chair and members. A master's degree requires a minimum of a chair and two members, a doctoral committee requires a minimum of a chair and three members. The default dropdown options list faculty in your department only. If you would like a committee member from another department on campus, click the "search all graduate faculty" box. The dropdown arrow displays all graduate faculty alphabetically by last name. When you are finished, click the "Submit" button.

Step 5: Once your committee has been selected and submitted, the next step is to invite them to serve on your committee. This is done by clicking the "Send Invite" button beside each name (or you can send to all who have not accepted). Once the invitation has been sent, the date will appear to the right of the name. If you don't see confirmation, you may click the "Resend Invite" button beside the names. You will use this page to edit the committee members as well. Faculty receive an email and they can accept by clicking a link in the email.
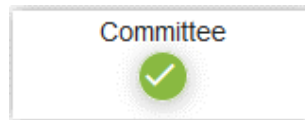
Once everyone has accepted the request to be on your committee, and the committee has been approved by the program manager or coordinator, the "Committee" block will indicate the approval and display the checkmark.

You may proceed to create a Program of Study while you are waiting for committee acceptance and approval.

Step 6: Click on the Program of Study (POS) box to open a new subsection of the page. Some required courses may already be populated if your program has specific courses that everyone must take. Select the second line to add more courses:
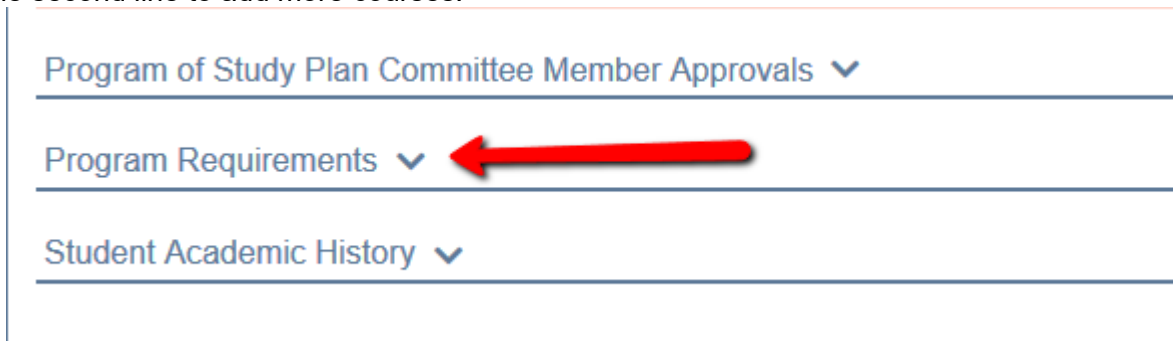
Uses these buttons to add and remove courses while you are in the Planning stage.

Once you are satisfied with your POS, submit it to your committee for approvals using this button near the top of this progress milestone:

Please note that all added courses are automatically listed as "electives", if that designation needs to change, please contact your graduate program manager to make the change.

Step 7. Once your committee has approved your POS, the graduate program manager will be notified to do a final check and give final approval. Some adjustments may be needed and can be entered by the program manager. You will be notified by email when your POS is approved.

Prospectus:
Once you have a prospectus ready for review (thesis, dissertation or project programs), you upload it on the Graduate Progress page. You must convert it to PDF before upload and may enter a title. Your faculty will be notified by email that they can view your Prospectus. They may make comments and ask for edits.

You will be notified by email of necessary changes and be required to upload a new version. All versions are kept, but only the last one will appear in the viewing box. Previous versions can be accessed on the left side date links. Once all committee members are satisfied, you will be notified of their approvals by email.

Thesis Title

B *I* U X₂ X²   Ω

1 ▾   of 9

Ready for Defense:

After you have completed your research or project, you upload your written work into the progress milestone called "Ready for Defense." It looks just like the Prospectus progress milestone. This is where you will share your written work with your committee to read and make comments for edits needed. Read the Resource page for requirements and samples and FAQs about your written work formatting.

This is what the graduate progress page looks like after requesting faculty certify that you are ready to defend:

Ready For Defense Approvals ︿

Sam St Clair (CHAIR)	RESEND request to certify Ready For Defense	CERTIFY Ready For Defense on behalf of	Request Sent: Tue, 19 May 2020
Ben Abbott (MEMBER)	SEND request to certify Ready For Defense	CERTIFY Ready For Defense on behalf of	
Richard Gill (MEMBER)	RESEND request to certify Ready For Defense	CERTIFY Ready For Defense on behalf of	Request Sent: Tue, 19 May 2020
Neil Hansen (MEMBER)	RESEND request to certify Ready For Defense	CERTIFY Ready For Defense on behalf of	Request Sent: Tue, 19 May 2020

As you can see, you can resend the request to certify if one (or more) of your faculty have not yet certified you as being ready to defend.

Defense:

Once all committee members have approved, you will work with your graduate program manager to schedule a time for your defense. This will be displayed on the page, and all committee members will be notified. They work with the program manager (independent of this page) to find a time agreeable to all.

After your defense you may be asked to make further edits in your work and your defense status will be listed as Qualifications.

All edits or revised versions should be uploaded in the 'Ready for Defense' progress milestone. Your committee chair will submit the "Pass" status once he/she is satisfied.

ETD:

If you are in a Thesis or Dissertation program, you will continue to upload your ETD in this progress milestone.

You are entering publication details that will be searchable and used to catalog your work in the digital library. You will enter your name again in the correct fields (first, middle, last) which are used for the library catalog search functions. Please list your name exactly the same way in the publication details page as well as your title page and abstract.

You have to enter some items like Key words, Abstract, Availability, and check some agreements.

PUBLICATION DETAILS   DOCUMENT

Required Fields *

Author Name*   full name here

This is how your name should appear on the title page and after the copyright and on the abstract page. Punctuation may be added where needed.

First Name   Middle Name   Last name

Please verify names are in the correct field.

Availability*

○ Release the scholarly work **immediately** for worldwide access. Please select immediate release unless there is a patent, copyright or publication issue.

○ Delay the release of the entire work for one year, for **publication** purposes. After the one year delay, automatically release the work for worldwide access. [The student author or the student's committee chair may request the work be released sooner than one year by submitting a request to Graduate Studies.]

○ Secure the entire work for export control or patent purposes; please select the appropriate box below. During the secured period, the copyright owner agrees to not exercise his/her ownership rights, including public use in works, without prior authorization from BYU. This secure option requires approval from Graduate Studies. The secured work will be released to the digital library after Graduate Studies has been given permission to do so.

    ○ **Export Control** - My work has export control restrictions
    ○ **Patent** - My work involves a patent

○ Creative Work to be held under Embargo until I notify Graduate Studies that it should be released to the digital library.

Language   English

Orcid ID

Key Words*

Each key word should be separated by a comma. Example: chemical, computer, music, Joseph Smith, DNA, values

Abstract*

In the **Document subsection**, you will upload a PDF document. It must have all fonts embedded as well as bookmarks for each heading in the table of contents.

This document must be approved by Graduate Studies (preliminary pages), department, college and then final approval by Graduate Studies for publishing to the digital library. You can receive comments at any stage requiring you to make edits so pay attention to your emails.

Publishing Approvals ⌃

Graduate Studies	APPROVE ETD
Department	
christine_worthington@byu.edu	
roberta_barnes@byu.edu	
College	
samuel_otterstrom@byu.edu	
joyce_adams@byu.edu	

Dissertation Title

B *I* U̲ X₂ X²   Ω

P   POWERED BY TINY

PUBLICATION DETAILS   DOCUMENT

Once you receive the final approval from Graduate Studies, the ETD requirement is met.

Publishing Approvals ⌃

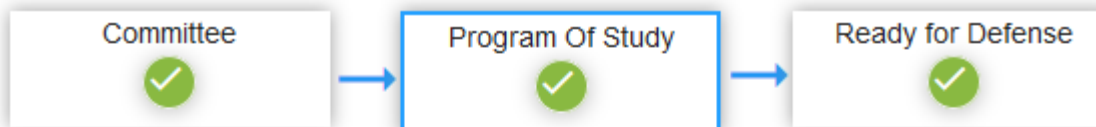| Graduate Studies	Approved: Mon, 18 May 2020
Department	
jen@cs.byu.edu	Approved: Mon, 18 May 2020
m@byu.edu	
College	
cpms-secretary@byu.edu	Approved: Mon, 18 May 2020
michelle_prososki@byu.edu	

ETD approval recorded: Mon, 18 May 2020 by Denise G Stanton

Other Requirements:

In most programs, you will have other requirements to meet before graduating. You can check these on the tab that says Progress report,
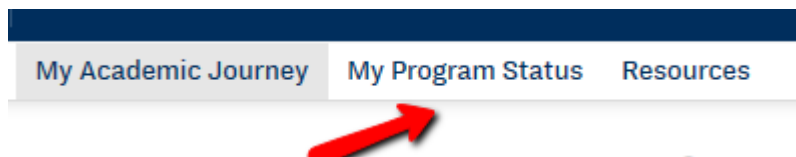
or under the POS progress milestone you can click the link for Other Requirements.

Make sure to check your program status often. You are on your way!

APPENDIX K

MA Reading Lists by Area of Emphasis

Linguistics Specialists (Portuguese & Spanish)

Hispanic Literatures (Peninsular and Spanish American)

Luso-Brazilian Literatures

Portuguese Pedagogy

Spanish Pedagogy

M.A. Reading List for Linguistics Specialists
Revised May 2014

The written examination for the Master of Arts degree with a specialization in Linguistics in the Department of Spanish and Portuguese at Brigham Young University is based on information taken from the following publications. Regardless of whether or not certain works have been studied in a formal class at BYU, it is the responsibility of the student to know the contents of this material. It is advisable to begin preparing for the examinations during the first semester of study.

General Linguistics
Hualde, José Ignacio; Olarrea, Antxon; Escobar, Anna María; & Travis, Catherine. *Introducción a la lingüística hispánica*. Cambridge; Cambridge University Press, 2010.

O'Grady, William; Dobrovolsky, Michael; & Aronoff, Mark. *Contemporary Linguistics: An Introduction* (4th ed.). New York: St. Martin's Press, 2001.

Romance Philology
Elcock, W.D. *The Romance Languages* (rev. ed.). London: Faber & Faber, 1975.

History of the Spanish Language
Cano Aguilar, Rafael (coord.), *Historia de la lengua española*. Barcelona: Ariel, 2004.
Lapesa, Rafael. *Historia de la lengua española*, 9ª ed. Madrid: Gredos, 1981.
Penny, Ralph. *Gramática histórica del español*. Barcelona: Ariel, 1993.

Dialectology
Alvar, Manuel. *Manual de dialectología hispánica: El español de España*. Barcelona: Ariel, 1996.

Lipski, John M. *El español de América.* Madrid: Cátedra, 1996.

Phonetics and Phonology
Gussenhoven, Carlos & Jacobs, Haike. *Understanding Phonology* (3rd edition). London: Routledge, 2011

Hualde, José Ignacio. *The Sounds of Spanish*. Cambridge: Cambridge University Press, 2005.

Quilis, Antonio. *Tratado de fonología y fonética españolas (2nd edition).* Madrid: Gredos, 1999.

Morphosyntax
Radford, Andrew. *English Syntax: An Introduction.* Cambridge: Cambridge University Press, 2004.

Zagona, Karen. *The Syntax of Spanish.* Cambridge: Cambridge, University Press, 2002.

Grammar

Butt, John & Benjamin, Carmen. *A New Reference Grammar of Modern Spanish (5th ed.).* Oxford: Oxford University Press, 2011.

Applied Linguistics

Koike, Dale A. & Klee, Carol A. *Lingüística apligcada: Adquisición del español como segunda lengua*. New York: John Wiley, 2003.

Whitley, M. Stanley. *Spanish/English Contrasts: A Course in Spanish Linguistics (2nd ed.)*. Washington: Georgetown University Press, 2002.

Sociolinguistics

Díaz-Campos, Manuel (ed.), *The Handbook of Hispanic Sociolinguistics*. Oxford: Wiley-Blackwell, 2011.

Lipski, John M. *Varieties of Spanish in the United States*. Georgetown: Georgetown University Press, 2008.

López Morales, Humberto. *Sociolingüística*. Madrid: Gredos, 1989.

M.A. Reading Lists for Hispanic Literatures
Peninsular Reading List

Medieval
Anonymous, "El cantar de Mío Çid" (Secciones: 1-4, 9-11, 16, 18-19. 112-118, 123-125, 129-134)
Manrique, Jorge. *Coplas para la muerte de su padre*.
Manuel, Don Juan. *El conde Lucanor* (Ejemplos XI, XXIV, XXXVIII, XLVI, LI)
Bercer, Gonçalo de. *Milagros de Nuestra Señora* (pick two)

SIGLO XVI
Anonymous. *Lazarillo de Tormes*.
Rojas, Fernando de. *La Celestina* (Selecciones: Introducción "El autor a un su amigo" y el Prólogo; Primer auto; Dozeno auto; Quinzeno auto; Decimono - Veyne y un   auto)
Santa Teresa de Ávila. *Libro de su vida* (I, II, XXIX)
Vega, Garcilaso de la. "Primera égloga", "Soneto V", "Soneto XXIII"

SIGLO XVII
Cervantes, Miguel de. *Don Quijote de la Mancha*.
Vega, Lope de. *Fuenteovejuna*.
Zayas y Sotomayor, María de. *Fuerza del amor*
Quevedo, Francisco de. "Desde la torre", "Pues amarga la verdad…"
Calderón de la Barca, Pedro. *La vida es sueño*.
Góngora, Luis de. "Fábula de Polifemo y Galatea"

SIGLO XIX
Espronceda, José de. *El estudiante de Salamanca*.
Zorilla, José de. *Don Juan Tenorio*.
Larra, Mariano José de. *La nochebuena de 1836*
Bécquer, Gustavo Adolfo. "El miserere", Rimas 1-4, 10, 11, 21, 30, 33, 39, 51, 62, 79 Pérez
Galdós, Benito. *La de Bringas* OR *Misericordia*
Pardo Bazán, Emilia. "Sor Aparición"

SIGLO XX
Martín Gaite, Carmen. *Cuarto de atrás*
García Lorca, Federico. *Casa de Bernarda* Alba. "Romance de la luna, luna", "Romance sonámbulo", "La casada infiel", "Llanto por Ignacio Sánchez Mejías"
Unamuno, Miguel de. *Niebla*
Montero, Rosa. *Lágrimas en la lluvia* OR *Temblor*
Buero Vallejo, Antonio. *Las meninas* OR *En la ardiente oscuridad*
Jiménez, Juan Ramón. *Primeras poesías* ("Adolescencia"), *De estío* ("Convalecencia"), *De laberinto* (#39 "Adolescencia")

M.A. Reading Lists for Hispanic Literatures
Spanish American Reading List

Precolombino/Colonial
Cristobal Colón. "Carta a Luis de Santángel"
Bernal Díaz de Castillo. Selección de *Voces de Hispanoamérica*
Sor Juana Inés de la Cruz. "Respuesta a Sor Filotea", "Éste que ves", "Hombres necios", "Agrísima Gila"

Siglo XIX
Esteban Echeverría. "El matadero"
Domingo Faustino Sarmiento. *Facundo* [Selección de *voces de Hispanoamérica*]
José Hernández. *Martín Fierro* ("La ida")
José Martí. "La niña", "Aragón", "Rosablanca", "Versos sencillos" [sólo el primero], "Nuestra América"
Rubén Darío. "De invierno" "Yo persigo una forma" "Sonatina" "Yo soy aquel" "A Roosevelt" "Lo fatal" "El cisne" "Canción de otoño en primavera" "Era un aire suave"
Manuel Gutiérrez Nájera. "La duquesa Job"
José Asunción Silva. "Nocturno"
Enrique González Martínez. "Tuércele el cuello al cisne"
Julián del Casal. "Autoretrato"

Siglo XX
César Vallejo— "Los heraldos negros", "Espergesia", "Piedra negra sobre una piedra blanca", "Más allá de la vida y la muerte", *Trilce* "XXXVIII"
Nicolás Guillén. "Sensemayá", "Balada de los dos abuelos"
Alfonsina Storni. "Tú me quieres blanca", "Peso ancestral"
Delmira Agustini. "Nocturno", "El intruso"
Pablo Neruda. "Poema XV", "Poema XX", "Explico algunas cosas", "Walking Around", "Hacia una poesía sin pureza", "Alturas de Macchu Picchu" (VI y XII), "La United Fruit Co.", "Oda a la alcachofa", "Oda a mis calcetines"
Gabriela Mistral. "Todas pensábamos que íbamos a ser reinas", "Pan", "Meciendo", *Los sonetos de la muerte*
Horacio Quiroga. "El hijo", "La miel silvestre", "El hombre muerto"
Mariano Azuela. *Los de abajo*
María Luisa Bombal. "El árbol"
Borges. *Ficciones*
Rosario Castellanos. *Balún-Canán*, "Lección de cocina", "Valium 10", "Poesía no eres tú"
Juan Rulfo. *Pedro Páramo*
Alejo Carpentier. *Los pasos perdidos*
Julio Cortázar. "Las babas del diablo", "La continuidad de los parques", "La noche boca arriba", "Casa tomada"
Octavio Paz. *El Laberinto de la soledad* ("Los hijos de la Malinche", "Todos santos día de muertos")
García Márquez. *Cien años de soledad*
José María de Arguedas. "La agonía de Rasu Niti"; "Warma kuyay"

M.A. Reading List for Luso-Brazilian Literatures

LITERATURA PORTUGUESA

Livros de referência:

Lopes, Oscar e Maria de Fátima Marinho, orgs. *História da literatura portuguesa.* 7 vols.

Moisés, Massaud. *A literatura portuguesa através dos textos.*

Saraiva, António José e Óscar Lopes. *História da literatura portuguesa.*

Williams, Frederick G. *Poets of Portugal/Poetas de Portugal.*

TROVADORISMO	
D. Dinis	"Non chegou, madr', o meu amigo" "O vosso' amig', amiga, vi andar" "Amiga, muit'á gran sazon" "Que prazer havedes, senhor"

HUMANISMO	
Fernão Lopes	"Crônica d'El-Rei D. Pedro" "Crônica d'El-Rei D. João I"
Gil Vicente	*Auto da barca do inferno* (1516)

CLASSICISMO	
Luís Vaz de Camões	*Os Lusíadas* "Descalça vai para a fonte" "Transforma-se o amador na cousa amada" "Amor é fogo que arde sem se ver" "Alma minha gentil, que te partiste" "Mudam-se os tempos, mudam-se as vontades" "Erros meus, má fortuna, amor ardente" "Busque amor novas artes, novo engenho"

QUINHENTISMO	
Fernão Mendes Pinto	*Peregrinação* [seleção de Moisés]
Diogo do Couto	*História trágico-marítima* (Nau São Thomé)

BARROCO	
Soror Violante do Céu	"A el-Rei D. João IV" "Que suspensão, que enleio, que cuidado" "Se era brando o rigor, firme a mudança"
António Vieira	"Sermão da Sexagésima"

ARCADISMO	
Manuel Maria Barbosa du Bocage	"Camões, grande Camões, quão semelhante" "Debalde um véu cioso, ó Nise encobre" Epigrama VI – "Lavrou chibante receita" Epigrama X – "Aqui jaz um homem rico"

ROMANTISMO	
Almeida Garrett	*Frei Luís de Sousa*
Camilo Castelo Branco	*Amor de perdição*

REALISMO	
Eça de Queirós	*O crime do Padre Amaro* "Singularidades de uma rapariga loura" [conto] "No moinho" [conto] "O tesouro" [conto]
Antero de Quental	"O palácio da ventura" "Solemnia Verba"

PARNASIANISMO E SIMBOLISMO	
Cesário Verde	"Num bairro moderno" "Noites gélidas"
Camilo Pessanha	"Floriram por engano as rosas bravas" "Sobre o terraço"

MODERNISMO	

Fernando Pessoa	Fernando Pessoa (ortônimo)
	   Mensagem
	Alberto Caeiro
	   "Sou um guardador de rebanhos"
	   "Olá, guardador de rebanhos"
	   "Dizes-me: tu és mais alguma cousa"
	Ricardo Reis
	   "Quão breve tempo é a mais longa vida"
	   "Tão cedo passa tudo quanto passa"
	   "Para ser grande, sê inteiro"
	   "Vivem em nós inúmeros"
	Álvaro de Campos
	   "Aniversário"
	   "Tenho uma grande constipação"
	   "Tabacaria"

Florbela Espanca	"Eu" "Este livro" "Esfinge" "Ser poeta"

TENDÊNCIAS CONTEMPORÂNEAS	
Jorge de Sena	"Em Creta, com o Minotauro" "Conheço o sal..." "O correiro" "Super Flumina Babylonis" [conto]
José Saramago	*Ensaio sobre a cegueira*
Sophia de Mello Breyner Andresen	"Meditação do Duque de Gandia sobre a morte de Isabel de Portugal" "Poema de Helena Lanari" "Guerra ou Lisboa"
António Lobo Antunes	*Os cus de Judas*
Lídia Jorge	*A costa dos murmúrios*

M.A. Reading List for Portuguese Pedagogy

M.A. IN PORTUGUESE PEDAGOGY

READING LIST
Effective Fall 2016

Note: Many of these materials are available online, either at the given links or by searching the databases indicated. For materials that are not available online, a hard copy may be checked out from Patti in the Department office.

Language Teaching and Learning in the United States

1. Committee for Economic Development. (2006). Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security. Washington, DC: Author. Retrieved from ERIC database. (ED502294) Available online at https://www.actfl.org/sites/default/files/pdfs/public/Finalreport.pdf

2. Rhodes, N. C., & Pufahl, I. (2009). *Foreign language teaching in U.S. schools: Results of a national survey* (executive summary). Washington, DC: Center for Applied Linguistics.

History and Methods of Foreign Language Teaching

3. Bateman, B., & Lago, B. (2010). *Methods of language teaching* [instructional DVD]. London, England: Routledge. Available online through BYU's Humanities Learning Resource Center at hlrc.byu.edu/methods.php

4. Hadley, A. O. (1993). *Teaching language in context* (2nd ed.), Chapter 3: On teaching a language – Principles and priorities in methodology (pp. 73-124). Boston, MA: Heinle & Heinle.

Research on Teaching Speaking, Listening, Reading, and Writing

5. Hadley, A. O. (2001). *Teaching language in context* (3rd ed.), Chapter 6: Developing Oral Proficiency (pp. 230-279). Boston, MA: Heinle & Heinle.

6. Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-579). Mahwah, NJ: Lawrence Erlbaum Associates.

7, Reichelt, M. (2001). A critical review of foreign language writing research on pedagogical approaches. *Modern Language Journal, 85,* 578-598. doi:10.1111/0026-7902.00127

8. Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal, 78,* 199-221. Retrieved from http://www.jstor.org/stable/329010

Teaching Culture

9. Galloway, V. (2001). Giving dimension to *mappaemundi*: The matter of perspective. In V. Galloway (Ed.), *Teaching cultures of the Hispanic world: Products and practices in perspective* (AATSP Professional Development Series Handbook, Vol. 4, pp. 3-63). Mason, OH: Thompson Learning Custom Publishing.

10. Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (CARLA Working Paper #15, pp. 47-111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

11. Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal, 1*.Available at <u>http://www.ensinoportugues.org/</u>

Second Language Acquisition and Learning

12. Lightbown, P. M., & Spada, N. (2011). *How languages are learned* (3rd ed.), Ch. 2: Explaining Second Language Learning (pp. 29-51). Oxford, UK: Oxford University Press.

13. Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed)., Ch. 1: Understanding the role of contextualized input, output, and interaction in language learning (pp. 11-45). Boston, MA: Heinle.

Assessment and Evaluation

14. Koike, D. A., & Klee, C. A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*, Capítulo 10: Medios para medir la competencia de la L2 (pp. 205-228). New York, NY: John Wiley & Sons. (Note: This reading is in Spanish.)

15. Sandrock, P. (2010) *The Keys to Assessing Language Performance.* Alexandria, VA: ACTFL. Retrieved from http://www.actfl.org/publications/books-and-brochures/the-keys-assessing-language-performance

Research Methods in Foreign Language Education

Textbook and reading materials on research design from Span/Port 601C

Merriam, S. B. (2001). *Qualitative research and case study applications in education* (revised and expanded from *Case study research in education*), Chapter 1: What is qualitative research? (pp. 3-25). San Francisco, CA: Jossey-Bass.

Curricular and Program Models

Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match* (3rd ed.), Chapter 18: Selecting and staffing an early language program model (pp. 419-436). Boston, MA: Pearson Education.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching* (Language in Education: Theory and Practice, no. 67), Chapter 1-6, pp. 1-63. Washington, DC: Center for Applied Linguistics. Retrieved from ERIC database. (ED 283385)

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 303-318). Boston, MA: Heinle & Heinle.

Technology in Foreign Language Education

Burbules, N. C., & Callister, T. A. Jr. (2000). *Watch IT: The risks and promises of information technologies*, Chapter 4: Critically reading the Internet (pp. 71-94). Boulder, CO: Westview Press.

EDUCAUSE Review. Available at http://www.educause.edu/er/
EDUCAUSE Quarterly. Available at http://www.educause.edu/eq/
   Locate the most recent edition of either the *EDUCAUSE Review* or *Quarterly.* Read an article of your choosing related to technology in higher education and be able to summarize its content.

Henry, J., & Meadows, J. (2008, Winter). An absolutely riveting online course: Nine principles for excellence in Web-based teaching. *Canadian Journal of Learning & Technology, 34*(1).

Addressing Student Diversity

Reese, S. (2006, February). When foreign languages are not seen or heard. *The Language Educator, Feb. 2006,* 32-37. Retrieved from https://www.actfl.org/sites/default/files/TLEfebruary_final.pdf

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed)., Ch. 10: Addressing diverse needs of learners in the language classroom (pp. 348-393). Boston, MA: Heinle.

Bateman, B., & Oliveira, D. (2014). Students' motivations for choosing (or not) to study Portuguese: A survey of beginning university-level classes. *Hispania, 97,* 264-280. doi: 10.1353/hpn.2014.0055

Professional Documents on Foreign Language Education

American Council on the Teaching of Foreign Languages. (2012). *ACTFL Oral Proficiency Interview Familiarization Manual.* White Plains, NY: Author. (Focus mainly on the description of student performance at each level of proficiency – Novice, Intermediate, Advanced, Superior)

World- Readiness Standards for Learning Languages. (2013). Yonkers, NY: Author. Available at http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf

NCSSFL-ACTFL Global Can Do Benchmarks
   http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)

ACTFL 21st Century Skills Map
   http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

M.A. Reading List for Spanish Pedagogy

M.A. IN SPANISH PEDAGOGY

READING LIST
Effective Fall 2016

Note: Many of these materials are available online, either at the given links or by searching the databases indicated. For materials that are not available online, a hard copy may be checked out from Jessica in the Department office.

Language Teaching and Learning in the United States

Committee for Economic Development. (2006). *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security.* Washington, DC: Author. Retrieved from ERIC database. (ED502294) Available online at https://www.ced.org/pdf/Education-for-Global-Leadership.pdf

Rhodes, N. C., & Pufahl, I. (2009). *Foreign language teaching in U.S. schools: Results of a national survey* (executive summary). Washington, DC: Center for Applied Linguistics.

History and Methods of Foreign Language Teaching

Bateman, B., & Lago, B. (2010). *Methods of language teaching* [instructional DVD]. London, England: Routledge. Available online through BYU's Humanities Learning Resource Center at hlrc.byu.edu/methods.php

Hadley, A. O. (1993). *Teaching language in context* (2nd ed.), Chapter 3: On teaching a language – Principles and priorities in methodology (pp. 73-124). Boston, MA: Heinle & Heinle.

Research on Teaching Speaking, Listening, Reading, and Writing

Hadley, A. O. (2001). *Teaching language in context* (3rd ed.), Chapter 6: Developing Oral Proficiency (pp. 230-279). Boston, MA: Heinle & Heinle.

Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-579). Mahwah, NJ: Lawrence Erlbaum Associates.

Reichelt, M. (2001). A critical review of foreign language writing research on pedagogical approaches. *Modern Language Journal, 85,* 578-598. doi:10.1111/0026-7902.00127

Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal, 78,* 199-221. Retrieved from http://www.jstor.org/stable/329010

Teaching Culture

Galloway, V. (2001). Giving dimension to *mappaemundi*: The matter of perspective. In V. Galloway (Ed.), *Teaching cultures of the Hispanic world: Products and practices in perspective* (AATSP Professional Development Series Handbook, Vol. 4, pp. 3-63). Mason, OH: Thompson Learning Custom Publishing.

Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (CARLA Working Paper #15, pp. 47-111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Second Language Acquisition and Learning

Lightbown, P. M., & Spada, N. (2011). *How languages are learned* (3rd ed.), Ch. 2: Explaining Second Language Learning (pp. 29-51). Oxford, UK: Oxford University Press.

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.)., Ch. 1: Understanding the role of contextualized input, output, and interaction in language learning (pp. 11-45). Boston, MA: Heinle.

Assessment and Evaluation

Koike, D. A., & Klee, C. A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*, Capítulo 10: Medios para medir la competencia de la L2 (pp. 205-228). New York, NY: John Wiley & Sons.

Sandrock, P. (2010) *The Keys to Assessing Language Performance.* Alexandria, VA: ACTFL. Retrieved from http://www.actfl.org/publications/books-and-brochures/the-keys-assessing-language-performance

Research Methods in Foreign Language Education

Textbook and reading materials on research design from Span/Port 601C

Merriam, S. B. (2001). *Qualitative research and case study applications in education* (revised and expanded from *Case study research in education*), Chapter 1: What is qualitative research? (pp. 3-25). San Francisco, CA: Jossey-Bass.

Curricular and Program Models

Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match* (3rd ed.), Chapter 18: Selecting and staffing an early language program model (pp. 419-436). Boston, MA: Pearson Education.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching* (Language in Education: Theory and Practice, no. 67), Chapter 1-6, pp. 1-63. Washington, DC: Center for Applied Linguistics. Retrieved from ERIC database. (ED 283385)

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 303-318). Boston, MA: Heinle & Heinle.

Technology in Foreign Language Education

Burbules, N. C., & Callister, T. A. Jr. (2000). *Watch IT: The risks and promises of information technologies*, Chapter 4: Critically reading the Internet (pp. 71-94). Boulder, CO: Westview Press.

EDUCAUSE Review. Available at http://www.educause.edu/er/
EDUCAUSE Quarterly. Available at http://www.educause.edu/eq/
  Locate the most recent edition of either the *EDUCAUSE Review* or *Quarterly.* Read an article of your choosing related to technology in higher education and be able to summarize its content.

Henry, J., & Meadows, J. (2008, Winter). An absolutely riveting online course: Nine principles for excellence in Web-based teaching. *Canadian Journal of Learning & Technology, 34*(1).

Addressing Student Diversity

Bateman, B. E., & Wilkinson, S. L. (2010). Spanish for heritage speakers: A statewide survey of secondary school teachers. *Foreign Language Annals, 43,* 324-352. Retrieved from ProQuest database (http://proquest.umi.com).

Potowski, K. (2005). *Fundamentos de la enseñanza del español a hispanohablantes en los EE.UU.,* Capítulo 10: El español del hablante de herencia (pp. 21-44). Madrid, Spain: Arco Libros.

Reese, S. (2006, February). When foreign languages are not seen or heard. *The Language Educator, Feb. 2006,* 32-37. Retrieved from https://www.actfl.org/sites/default/files/TLEfebruary_final.pdf

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed)., Ch. 10: Addressing diverse needs of learners in the language classroom (pp. 348-393). Boston, MA: Heinle.

Professional Documents on Foreign Language Education

American Council on the Teaching of Foreign Languages. (2012). *ACTFL Oral Proficiency Interview Familiarization Manual.* White Plains, NY: Author. (Focus mainly on the description of student performance at each level of proficiency – Novice, Intermediate, Advanced, Superior)

World- Readiness Standards for Learning Languages. (2013). Yonkers, NY: Author. Available at http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf

NCSSFL-ACTFL Global Can Do Benchmarks
  http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)

ACTFL 21st Century Skills Map
  http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf