Brigham Young University

DEPARTMENT *of* SPANISH & PORTUGUESE

GRADUATE HANDBOOK 2023–24

Please carefully read the information found within this handbook. Graduate students are responsible for meeting all deadlines and requirements found within. The handbook is updated each year and therefore should be carefully reviewed annually for changes to policies and procedures.

BYU

BRIGHAM YOUNG

UNIVERSITY

CONTENTS

WELCOME

Welcome to the Department of Spanish and Portuguese at Brigham Young University. Our department is committed to providing you with the best graduate education possible. We are pleased that you have chosen our department, and we are enthusiastic to further research and seek learning together with you.

If you have any difficulties that we can help you with, please contact your graduate committee chair (advisor), your section head, the graduate coordinator, or the graduate program manager.

Merrie Kay Ames, Graduate Program Manager

3190 JFSB

801-422-2196

merrie_kay@byu.edu

Brian Price, Graduate Coordinator

3158 JFSB

801-422-3453

brian_price@byu.edu

General Program Information

Our department is guided by a desire to provide its students with a strong, enriching, and broad education both inside and outside the classroom. Our graduate programs are designed such that students can complete the degree in 24 months of intensive work. With 30 graduate faculty members, the department offers one of the largest and most academically diverse masters-level language programs in the country. The department admits approximately 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.

NEW STUDENT ORIENTATION

In the week prior to the start of the Fall semester, the Department offers a New Student Orientation to help new students familiarize themselves with graduate program requirements. Students are required to attend. If a student cannot attend, they should contact the graduate program manager.

INTRODUCTION TO THE HANDBOOK

This Graduate Handbook (revised yearly) is a summary of policies and procedures that MA students in the Department of Spanish & Portuguese are expected to know and follow while pursuing a graduate degree. However, it does not cover every conceivable situation. Students are encouraged to be proactive and discuss any questions, concerns, potential problems, or special circumstances with their graduate committee chair (advisor), their section head, the graduate coordinator, or the graduate program manager.

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 and without notice. Students will be notified via email of any alterations to this handbook. If a student feels that a change will affect them adversely, they may petition for exemption. Additionally, it is the student's obligation to provide the graduate program manager with changes of contact information each time they change address or phone number.

Additionally, students should consult Brigham Young University's Graduate Studies Website for information about earning their graduate degree. It describes the university policies and procedures for graduate study. These policies and procedures are also found in the Graduate Studies Policy Handbook.

BYU Graduate Studies Advisement Forms are available as needed for students and departments to perform some of the necessary functions during a student's graduate program.

It is the student's responsibility to comply with all Department and University policies and procedures and to satisfy all program and university requirements.

Important Offices

Dept. of Spanish & Portuguese	3190 JFSB	(801) 422-2837	span-port@byu.edu
Office of Graduate Studies	105 FPH	(801) 422-4091	gradstudies@byu.edu
Enrollment Services	D-155 ASB	(801) 422-4104	
International Student and Scholar Services	1351 WSC	(801)422-2695	intloff@byu.edu
College of Humanities	4002 JFSB	(801) 422-4636	humanities@byu.edu

ADMINISTRATION, PERSONNEL, AND GRADUATE FACULTY

Administration and Personnel

Department Chair:	Scott Alvord	(801) 422-7546	salvord@byu.edu
Graduate Program Manager:	Merrie Kay Ames	(801) 422-2196	merrie_kay@byu.edu
Graduate Coordinator:	Brian Price	(801) 422-3453	brian_price@byu.edu
Assoc. Graduate Coordinator:	Desirée Oliveira	(801) 422-1727	desiree.oliveira@byu.edu
Department Secretary:	Barbara Bonyata	(801)-422-2838	barbara_bonyata@byu.edu

Linguistics—Section Head: Dr. Rob Smead

Hispanic Linguistics

Scott Alvord	Spanish	3190B JFSB	(801) 422-7546	salvord@byu.edu
Willis Fails	Spanish/Portuguese	3167 JFSB	(801) 422-3452	willis_fails@byu.edu
Robert Smead	Spanish	3153 JFSB	(801) 422-2636	rob_smead@byu.edu
Jeff Turley	Spanish	3162 JFSB	(801) 422-7019	jeffrey_turley@byu.edu
Lynn Williams	Spanish	3144 JFSB	(801) 422-3273	lynn_williams@byu.edu

Portuguese Linguistics

Michael Child	Portuguese	3181 JFSB	(801) 422-2496	michael_child@byu.edu
Willis Fails	Portuguese/Spanish	3167 JFSB	(801) 422-3452	willis_fails@byu.edu

Literatures—Section Head: Dr. Erik Larson

Hispanic Literatures

Mara Garcia	Spanish American	3150 JFSB	(801) 422-3106	mara_garcia@byu.edu
Valerie Hegstrom	Peninsular	3148 JFSB	(801) 422-3191	valerie_hegstrom@byu.edu
Tomás Hidalgo	Spanish American	3168 JFSB	(801) 422-7221	tomas_hidalgo@byu.edu
David Laraway	Spanish American	3155 JFSB	(801) 422-3807	david_laraway@byu.edu
Erik Larson	Spanish American	3160 JFSB	(801) 422-1726	erik_larson@byu.edu
Dale Pratt	Peninsular	3146 JFSB	(801) 422-3188	dale_pratt@byu.edu
Brian Price	Spanish American	3158 JFSB	(801) 422-3453	brian_price@byu.edu
Jacob Price	Spanish American	3164 JFSB	(801) 422-3479	jacobgp@byu.edu
Lin Sherman	Peninsular	3165 JFSB	(801) 422-3107	alvin_sherman@byu.edu
Gregory Stallings	Peninsular	3166 JFSB	(801) 422-1273	greg_stallings@byu.edu
Doug Weatherford	Spanish American	3169 JFSB	(801) 422-4941	douglas_weatherford@byu.edu
Mac Wilson	Spanish American	3142 JFSB	(801) 422-3964	mac_wilson@byu.edu

Luso-Brazilian Literatures

Patrícia Andrade	Luso-Brazilian	3145 JFSB	(801) 422-1440	patricia_andrade@byu.edu
Anna-Lisa Halling	Luso-Brazilian	3166 JFSB	(801) 422-1759	anna-lisa_halling@byu.edu
Jordan Jones	Luso-Brazilian	3155 JFSB	(801) 422-3252	jordan_jones@byu.edu
Rex Nielson	Luso-Brazilian	3149 JFSB	(801) 422-2176	rex_nielson@byu.edu

Pedagogy–Section Head: Dr. Rob Martinsen

Spanish Pedagogy

Nieves Knapp	Spanish	3171 JFSB	(801) 422-3196	nieves_knapp@byu.edu
Rob Martinsen	Spanish	3143 JFSB	(801) 422-8466	rob.martinsen@byu.edu
Cherice Montgomery	Spanish	3177 JFSB	(801) 422-3465	cherice_montgomery@byu.edu
Greg Thompson	Spanish	3173 JFSB	(801) 422-2282	gregory_thompson@byu.edu
Lauren Truman	Spanish	3151 JFSB	(801) 422-3124	lauren_truman@byu.edu

Portuguese Pedagogy

Michael Child	Portuguese	3181 JFSB	(801) 422-2496	michael_child@byu.edu
Desirée Oliveira	Portuguese	3157 JFSB	(801) 422-1727	desiree.oliveira@byu.edu

Please see Appendix A for faculty members' professional/publishing names and areas of research.

GRADUATE ADVISORS AND COMMITTEES

The university uses a committee system to advise and evaluate students in its graduate programs. **Students should select and approve a committee in their first semester of the program.**

Master's degree committees must consist of at least three members: a committee chair and at least two other faculty members. Two members, including the committee chair, must have graduate faculty status at BYU, and one maybe petitioned. (Graduate committees of more than three members generally are not recommended.) If a student declares a minor, one member of the committee, other than the committee chair, must be from the minor department (MA program & area of specialization).

Committee members share in the responsibility of evaluating a student's progress through the program, including coursework, research (thesis), creative work, professional development, and overall performance. All committee members participate in events such prospectus meetings, Specialty Exams, and thesis defenses. Committee members have the responsibility to mentor the student in the thesis and to review ongoing work on the thesis after a student has incorporated changes and suggestions made by the chair.

Choosing a Graduate Committee Chair

The committee chair (also known as the graduate advisor) has the primary responsibility for mentoring a student in the thesis, project, or essay (which we will refer to generally as the thesis), although the thesis is the student's responsibility. The chair will advise the student regarding the topic, focus, approach, methodology, results, content, organization, expression, format, and originality of the thesis. The chair can also help the student find opportunities for professional development.

The committee chair should be selected from department graduate faculty in the student's area of specialization. Exceptions must be approved by the graduate coordinator and the department chair.

Upon admission to the program, the student's section head will function as a new student's advisor until a graduate committee chair has been selected. The section head will be invaluable in helping a student choose faculty who can potentially serve as committee members. Students should consult with faculty members about possible thesis topics to choose an appropriate advisor. The section head must approve the student's choice of committee chair.

Understand that, by department policy, faculty are not allowed to act as committee chair for more than four graduate students at once.

Choosing Other Committee Members

After a committee chair has been selected, the student will work with their committee chair to identify who can serve as additional committee members. These additional committee members may be chosen, as appropriate, from any section of the Department of Spanish and Portuguese or from the faculty of other departments. Students should consult with their committee chair for help with selecting suitable committee members.

Inviting Faculty to a Committee

Students must formally invite faculty to join the committee through Graduate Progress. Once that happens, faculty members will have the opportunity to accept or reject the invitation. We strongly recommend that students meet with potential graduate committee members **before** submitting the online invitation for faculty to serve on their committee. Faculty members may decline an invitation to serve on a committee if the student has not discussed it with the committee member.

It is the student's responsibility to follow up with unaccepted invitations and to be proactive in making sure their committee selection is completed by the program deadline. If there is a problem, the student should discuss it with the graduate program manager before the program deadline.

Committee Selection Deadlines

Committee selection should be completed **by Oct. 31 of the first semester**.

Date Matriculated	Committee Selection Deadline
Fall 2022	October 31, 2022
Fall 2023	October 31, 2023

Please note that after the graduate committee approves committee membership, the graduate coordinator must give their approval. Once all invitations have been accepted, the committee selection process is complete.

Changing Committee Members

In the event that a change to the committee is needed, students can make modifications if authorized by the student's committee chair and the graduate coordinator. The procedure to make such a change is as follows:

1. Discuss the desired changes with the committee chair.
2. Contact the **section head** and obtain their approval.
3. Invite the new, desired graduate committee member to join the committee.
4. Contact **the current graduate committee chair** for approval of substitutions/deletions of committee members.
5. Notify **anyone whom you may be removing from the committee**.
6. Make the changes in **Graduate Progress** (the graduate program manager will automatically be notified).
7. Await approvals on **Graduate Progress** (the graduate program manager will give the final approval in Graduate Progress).

For Linguistics students, any changes to the composition of the graduate committee will be discussed at the November section meeting and decided upon before the end of the month. The graduate coordinator may assist in this process if a student or faculty member has any concerns.

AREAS OF SPECIALIZATION

The Department offers two degrees: a Spanish MA and a Portuguese MA. Within those degree programs, the Department offers three specializations. Applicants to the Spanish MA and Portuguese MA programs must indicate an area of specialization. Upon admission, students will be admitted into that particular field. Prospective students are encouraged to consult with faculty about this important decision. The areas of specialization are as follows:

Spanish MA:

Hispanic Linguistics

Hispanic Literatures

Spanish Pedagogy

Portuguese MA:

Portuguese Linguistics

Luso-Brazilian Literatures

Portuguese Pedagogy

Changing Areas of Specialization

A student who wishes to change their area of specialization must petition for said change through the graduate coordinator. The student must have a faculty member willing to serve as their graduate committee chair in the new area of specialization at the time of the petition. The petition must include a timeline indicating how the student plans to advance toward degree completion. The petition is to be attached to the student's original application and is considered in February during the normal new-student selection process. The graduate faculty of the area to which the student seeks admittance will be primarily responsible for deciding whether or not the student's petition is granted.

Note: A change that will significantly delay a student's graduation is unlikely to be approved. Exceptions to the student's proposed timeline may be made at the graduate coordinator's discretion based on the strength of the request and the needs of the department.

GRADUATE PROGRESS PROGRAM

Graduate Progress (also referred to as Grad Progress or GradProg) is an online progress-to-degree tracking system. Graduate Progress allows students 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, students have access to Resources they will need as they complete their program.

To access Graduate Progress, visit MyBYU and add Graduate Progress to your Favorite Links (found in Academics). Alternatively, you can go directly to Graduate Progress.

Graduate Progress Report

Students should review their Graduate Progress Report (found in Graduate Progress under the Tools section) which summarizes a student's requirements often to ensure they are fulfilling all needed requirements for their program.

PROGRAM TRACKS

Pedagogy students have the option to choose (at the time of admission) one of the two tracks to program completion. (Prospective students should contact the Pedagogy section head.) Linguistics and Literatures students follow the traditional track as indicated. (See below.)

Traditional Track	Credits	Professional Track–Pedagogy Option	Credits
Fall – 1st Semester	Full-time	Fall – 1st Semester	3–4
Winter – 2nd Semester	Full-time	Winter – 2nd Semester	3–4
		Summer – 1st Term	Full-time
Fall – 3rd Semester	Full-time	Fall – 3rd Semester	3–4
Winter – 4th Semester	Full-time	Winter – 4th Semester	3–4
		Summer – 2nd Term	Full-time
		Fall–Summer (of the 3rd year)	Up to 6 cr. hours of funding for thesis hours

Note: The number of credits listed indicates what is expected and the number of credits (consisting of graduate-level courses that count toward completion of the student's Program of Study) that may be eligible for funding.

PROGRAM REQUIREMENTS

A total of 33 credit hours is required to complete the degree: 27 credit hours of graduate coursework and 6 credit hours of thesis research. (See following pages.) Our MA programs are designed to be completed within two years. (See Time Limit.)

Spanish MA: Hispanic Linguistics	Cr.
MAJOR REQUIREMENTS: 　　SPAN 601A: Hispanic Linguistics and Research Methodology (3) (must be taken the first semester—FALL) 　　SPAN 625:　Spanish Syntax (3) 　　SPAN 626:　Spanish Phonology (3) 　　Three (3) 1-credit minicourses—Two (2) in Linguistics, 582R; and one (1) in Literature 581R *or* in Pedagogy, 583R	**12**
ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—THREE (3) COURSES IN HISPANIC LINGUISTICS 　Choose one (1) History of the Spanish Language course: 　　SPAN 521:　Romance Philology (3) 　　SPAN 522:　History of the Spanish Language (3) 　Choose one (1) Spanish Language Variation course: 　　SPAN 529R: Special Topics in Hispanic Linguistics (3) 　　SPAN 622:　Dialectology (3) 　　SPAN 629R: Seminar on Hispanic Linguistics (3) 　Choose one (1) additional Linguistics course: 　　SPAN 520:　Problems in Spanish Grammar (3) 　　SPAN 529R: Special Topics in Hispanic Linguistics (3) 　　SPAN 622:　Dialectology (3) 　　SPAN 629R: Seminar on Hispanic Linguistics (3) **ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—TWO (2) COURSES** 　Choose one (1) Spanish Pedagogy course: 　　SPAN 671:　Principles of Foreign Language Learning and Teaching (3) 　　SPAN 672:　Media and Technology in Foreign Language Instruction (3) 　　SPAN 674:　Teaching Hispanic Culture (3) 　　SPAN 676:　Assessing Language and Culture Learning (3) 　　SPAN 677:　Teaching Second Language Speaking and Listening (3) 　　SPAN 678:　Teaching Second Language Reading and Writing (3) 　　SPAN 679R: Seminar in Teaching Spanish (3) **Note**: SPAN 673R does not count for this requirement 　Choose one (1) Hispanic Literature course: 　　SPAN 639R: Hispanic Theater Production (3) 　　SPAN 640:　Medieval Spanish Literature (3) 　　SPAN 643R: Golden Age Literature (3) 　　SPAN 644:　Don Quijote (3) 　　SPAN 646R: Nineteenth-century Spanish Literature (3) 　　SPAN 648R: Twentieth-century Spanish Literature (3) 　　SPAN 649R: Seminar in Spanish Literature (3) 　　SPAN 650R: Early Spanish American Literature (3) 　　SPAN 652:　US Latinx Literature (3) 　　SPAN 654R: The Spanish American Novel (3) 　　SPAN 655R: Spanish American Poetry (3) 　　SPAN 656R: Spanish American Drama (3) 　　SPAN 658R: The Spanish American Short Story (3) 　　SPAN 659R: Seminar in Spanish American Literature (3)	**15**
THESIS—THREE (3) 2-CREDIT COURSES: 　　SPAN 699R: Master's Thesis *or* SPAN 698R: Thesis Project	**6**
TEACHING METHODS REQUIREMENT (PREREQUISITE) 　　SPAN 376	
SECOND LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	**33**

Spanish MA: Hispanic Literatures	Cr.

MAJOR REQUIREMENTS:
    SPAN 601B: Literary Theory and Research Methodology (3) (must be taken the first semester—FALL)
    Three (3) 1-credit minicourses—Two (2) in Literature, 581R; and one (1) in Linguistics, 582R *or* in Pedagogy, 583R
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ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—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 (3)
    SPAN 643R: Golden Age Literature (3)
    SPAN 644R: Don Quijote (3)
    SPAN 646R: Nineteenth-century Spanish Literature (3)
    SPAN 648R: Twentieth-century Spanish Literature (3)
    SPAN 649R: Seminar in Spanish Literature (3)
  Spanish American Literature Emphasis
    SPAN 650R: Early Spanish American Literature (3)
    SPAN 652:   US Latinx Literature (3)
    SPAN 654R: Spanish American Novel (3)
    SPAN 655R: Spanish American Poetry (3)
    SPAN 656R: Spanish American Drama (3)
    SPAN 658R: Spanish American Short Story (3)
    SPAN 659R: Seminar in Spanish American Literature (3)
  Additional courses that may count as a fifth course:
    SPAN 502R: Special Topics in Contemporary Literature Theory (3)
    SPAN 638R: Hispanic Cinema (3)
    SPAN 639R: Hispanic Theater Production (3)
 	
ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—TWO (2) COURSES
  Choose one (1) Hispanic Linguistics course:
    SPAN 520:   Problems in Spanish Grammar (3)
    SPAN 521:   Romance Philology (3)
    SPAN 522:   History of the Spanish Language (3)
    SPAN 529R: Special Topics in Hispanic Linguistics (3)
    SPAN 622:   Hispanic Dialectology (3)
    SPAN 625:   Spanish Morphosyntax (3)
    SPAN 626:   Spanish Phonetics and Phonology (3)
    SPAN 629R: Seminar in Spanish Linguistics (3)
Note: SPAN 529R, 622, 625, 626, and 629R may not be appropriate selections for students without significant experience in linguistics.
  Choose 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 679R: Seminar in Teaching Spanish
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THESIS—THREE (3) 2-CREDIT COURSES: SPAN 699R: Master's Thesis or SPAN 698R: Thesis Project	6
TEACHING METHODS REQUIREMENT (PREREQUISITE) SPAN 376	
SECOND LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	**33**

Spanish MA: Spanish Pedagogy	Cr.

MAJOR REQUIREMENTS:
        SPAN 601C: Research Designs in Hispanic Language Teaching (3) (must be taken the second semester—WINTER)
        SPAN 671:   Principles of Foreign Language Learning and Teaching
        SPAN 676:   Assessing Language and Culture Learning
        Three (3) 1-credit minicourses—Two (2) in Pedagogy, 583R; and one (1) in Linguistics, 582R *or* in Literature, 581R
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ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—THREE (3) COURSES IN SPANISH PEDAGOGY
        SPAN 577:   Spanish Language Teaching Procedures (3)
        SPAN 629R: Seminar in Spanish Linguistics (3)
        SPAN 672:   Media and Technology in Foreign Language Instruction (3)
        SPAN 674:   Teaching Hispanic Culture (3)
        SPAN 677:   Teaching Second Language Speaking and Listening (3)
        SPAN 678:   Teaching Second Language Reading and Writing (3)
        SPAN 679R: Seminar in Teaching Spanish (3)
Note: SPAN 673R does not count for this requirement
 	
ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—TWO (2) COURSES
  Choose one (1) Hispanic Literature course:
        SPAN 638:   Hispanic Cinema (3)
        SPAN 639R: Hispanic Theater Production (3)
        SPAN 640:   Medieval Spanish Literature (3)
        SPAN 643R: Golden Age Literature (3)
        SPAN 644:   Don Quijote (3)
        SPAN 646R: Nineteenth-century Spanish Literature (3)
        SPAN 648R: Twentieth-century Spanish Literature (3)
        SPAN 649R: Seminar in Spanish Literature (3)
        SPAN 650R: Early Spanish American Literature (3)
        SPAN 652:   US Latinx Literature (3)
        SPAN 654R: The Spanish American Novel (3)
        SPAN 655R: Spanish American Poetry (3)
        SPAN 656R: Spanish American Drama (3)
        SPAN 658R: The Spanish American Short Story (3)
        SPAN 659R: Seminar in Spanish American Literature (3)
  Choose one (1) Hispanic Linguistics course:
        SPAN 520:   Problems in Spanish Grammar (3)
        SPAN 521:   Romance Philology (3)
        SPAN 522:   History of the Spanish Language (3)
        SPAN 529R: Special Topics in Hispanic Linguistics (3)
        SPAN 622:   Hispanic Dialectology (3)
        SPAN 625:   Spanish Morphosyntax (3)
        SPAN 626:   Spanish Phonetics and Phonology (3)
        SPAN 629R: Seminar in Spanish Linguistics (3)
Note: SPAN 529R, 622, 625, 626, and 629R may not be appropriate selections for students without significant experience in linguistics.
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THESIS—THREE (3) 2-CREDIT COURSES: SPAN 699R: Master's Thesis *or* SPAN 698R: Thesis Project	**6**
TEACHING METHODS REQUIREMENT (PREREQUISITE) SPAN 376 (waived for professional-track students)	
SECOND-LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	**33**

Portuguese MA: Portuguese Linguistics	Cr.
MAJOR REQUIREMENTS: PORT 601A: Portuguese Linguistics and Research Methodology (3) (must be taken the first semester—Fall) PORT 520: Advanced Portuguese Grammar (3) PORT 625: Portuguese Morphosyntax (3) PORT 626: Portuguese Phonetics and Phonology (3)	12
ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—TWO (2) COURSES IN LANGUAGE AND LINGUISTICS Choose one (1) History of the Portuguese Language course: PORT 521: Romance Philology (3) PORT 522: History of the Portuguese Language (3) Choose one (1) Language Variation course: PORT 529R: Special Topics in Portuguese Linguistics (3) SPAN 622: Hispanic Dialectology (3) SPAN 629R: Seminar in Spanish Linguistics (3) **Note**: PORT 529R, SPAN 622, and SPAN 629R may not be appropriate selections for students without significant experience in linguistics. **ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—THREE (3) COURSES** Choose two (2) Luso-Brazilian Literature courses: PORT 631: African Literature in Portuguese (3) PORT 638: Luso-Brazilian Cinema (3) PORT 639R: Luso-Brazilian Theatre Production (3) PORT 642: Camões (3) PORT 647: Fernando Pessoa and Portuguese Literature (3) PORT 649R: Seminar in Portuguese Literature (3) PORT 652: Machado de Assis (3) PORT 653: Twentieth-century Brazilian Literature (3) PORT 659R: Seminar in Brazilian Literature (3) PORT 662R: Literature of the Lusophone World (3) Choose one (1) Pedagogy course: SPAN 671: Principles of Foreign Language Learning and Teaching (3) SPAN 672: Media and Technology in Foreign Language Instruction (3) PORT 674: Teaching Lusophone Culture (3) SPAN 676: Assessing Language and Culture Learning (3) SPAN 677: Teaching Second Language Speaking and Listening (3) SPAN 678: Teaching Second Language Reading and Writing (3) SPAN 679R: Seminar in Teaching Portuguese (3)	15
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TEACHING METHODS REQUIREMENT (PREREQUISITE) PORT 377	
SECOND LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	33

Portuguese MA: Luso-Brazilian Literatures	Cr.
MAJOR REQUIREMENTS: PORT 601B: Literary Theory and Research Methodology (3) (must be taken the first semester—FALL) Three (3) 1-credit minicourses—Two (2) in Literature, 581R; and one (1) in Linguistics, 582R *or* in Pedagogy, 583R	**6**
ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—FIVE (5) COURSES IN LUSO-BRAZILIAN LITERATURE PORT 631: African Literature in Portuguese (3) PORT 638: Luso-Brazilian Cinema (3) PORT 639R: Luso-Brazilian Theatre Production (3) PORT 642: Camões (3) PORT 647: Fernando Pessoa and Portuguese Literature (3) PORT 649R: Seminar in Portuguese Literature (3) PORT 652: Machado de Assis (3) PORT 653: Twentieth-century Brazilian Literature (3) PORT 659R: Seminar in Brazilian Literature (3) PORT 662R: Literature of the Lusophone World (3) **ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—TWO (2) COURSES** Choose one (1) Portuguese Linguistics course: PORT 520: Advanced Portuguese Grammar (3) PORT 521: Romance Philology (3) PORT 522: History of the Portuguese Language (3) PORT 529R: Special Topics in Portuguese Linguistics (3) PORT 625: Portuguese Morphosyntax (3) PORT 626: Portuguese Phonetics and Phonology (3) **Note**: PORT 529R and PORT 626 may not be appropriate selections for students without significant experience in linguistics. Choose one (1) Pedagogy course: SPAN 671: Principles of Foreign Language Learning and Teaching (3) SPAN 672: Media and Technology in Foreign Language Instruction (3) PORT 674: Teaching Lusophone Cultures (3) PORT 676: Assessing Language and Culture Learning (3) SPAN 677: Teaching Second Language Speaking and Listening (3) SPAN 678: Teaching Second Language Reading and Writing (3) PORT 679R: Seminar in Teaching Portuguese (3)	**21**
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SECOND LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	**33**

Portuguese MA: Portuguese Pedagogy	Cr.
MAJOR REQUIREMENTS: PORT 601C: Research Design in Portuguese Language Teaching (3) (must be taken the second semester—WINTER) SPAN 671: Principles of Foreign Language Learning and Teaching (3) SPAN 676: Assessing Language and Culture Learning (3) Three (3) 1-credit minicourses—Two (2) in Pedagogy, 583R; and one (1) in Linguistics, 582R *or* in Literature, 581R	12
ELECTIVE REQUIREMENTS—SPECIALTY EMPHASIS—TWO (2) COURSES IN SPANISH OR PORTUGUESE PEDAGOGY SPAN 672: Media and Technology in Foreign Language Instruction (3) PORT 674: Teaching Lusophone Cultures (3) SPAN 677: Teaching Second Language Speaking and Listening (3) SPAN 678: Teaching Second Language Reading and Writing (3) PORT 679R: Seminar in Teaching Portuguese (3) **ELECTIVE REQUIREMENTS—NON-SPECIALTY EMPHASIS—THREE (3) COURSES** Choose two (2) Luso-Brazilian Literature courses: PORT 631: African Literature in Portuguese (3) PORT 638: Luso-Brazilian Cinema (3) PORT 639R: Luso-Brazilian Theatre Production (3) PORT 642: Camões (3) PORT 647: Fernando Pessoa and Portuguese Literature (3) PORT 649R: Seminar in Portuguese Literature (3) PORT 652: Machado de Assis (3) PORT 653: Twentieth-century Brazilian Literature (3) PORT 659R: Seminar in Brazilian Literature (3) PORT 662R: Literature of the Lusophone World (3) Choose one (1) Portuguese Linguistics course: PORT 520: Advanced Portuguese Grammar (3) PORT 521: Romance Philology (3) PORT 522: History of the Portuguese Language (3) PORT 529R: Special Topics in Portuguese Linguistics (3) PORT 625: Portuguese Morphosyntax (3) PORT 626: Portuguese Phonetics and Phonology (3) **Note**: PORT 529R and PORT 626 may not be appropriate selections for students without significant experience in linguistics.	15
THESIS—THREE (3) 2-CREDIT COURSES: PORT 699R: Master's Thesis *or* PORT 698R: Thesis Project	6
TEACHING METHODS REQUIREMENT (PREREQUISITE) PORT 377 (waived for professional-track students)	
SECOND LANGUAGE REQUIREMENT (PREREQUISITE)	
TOTAL PROGRAM CREDITS:	33

PROGRAM OF STUDY

The Program of Study, managed in Graduate Progress, is a carefully considered plan that charts a student's progress toward completion of all program and course requirements. It may also include a minor. The Program of Study should be planned under the direction of a student's graduate committee chair during the student's first semester. The Program of Study must be approved by the graduate committee and the graduate coordinator.

Although students may choose to take more than the 33 credits required for graduation, only those courses specific to the student's area of specialization should be included on the Program of Study.

Program of Study Deadlines

The Program of Study should be completed and approved **by the Monday before Thanksgiving break in the first semester**. Instructions can be found at Program of Study Plan.

Date Matriculated	Program of Study Deadline
Fall 2022	November 21, 2022
Fall 2023	November 20, 2023

Failure to submit a Program of Study by the program deadline may result in an unacceptable evaluation rating.

Students who are unable to choose a graduate committee chair by the deadline should complete the Program of Study list under the direction of their section head who will act as committee chair. The section head will suggest two faculty members to act as temporary committee members until which time a permanent committee is chosen. Students should then choose an appropriate graduate committee chair and committee members as soon as possible.

Making Changes to the Program of Study

Necessary changes to a student's Program of Study can be made if authorized by the student's committee and the graduate coordinator. Changes to major required courses must be communicated to and submitted by the graduate program manager.

REGISTRATION REQUIREMENTS

Students are expected to develop and follow a plan that will allow them to graduate within two years. (See Time Limit and also Program Tracks.) First-year students who wish to register for less than 9.0 credit hours or more than 13 credit hours (including prerequisites) should first consult with their graduate committee chair, section head, and/or the graduate coordinator.

Minimum Registration Requirements

New students must register for a minimum of 2.0 credit hours of graduate-level courses in the first semester or term for which they have been admitted or the acceptance is forfeited. New students should confer with their section head or with the graduate coordinator about registration questions (appropriate courses to take, etc.). Returning students should consult with their graduate committee chair.

Graduate students must maintain continuous registration by completing at least 6.0 credit hours with acceptable grades during each academic year (Fall to Summer).

Students must be registered for a minimum of 2.0 credit hours of graduate-level coursework in the semester/term they defend and in the semester/term they graduate (except if they graduate in Spring, then only 1.0 credit hour of registration is required) unless otherwise specified by their department. If a student defends and graduates in the same semester/term, then they only must register for 2.0 credit hours (or 1.0 credit hour in Spring term).

Students who do not fulfill the minimum registration requirements are dropped from their graduate programs; they lose their graduate status and must apply for readmission if they decide to complete their graduate program.

Graduate Status

Full-time – US Citizens and Permanent Residents

To be considered full-time for tuition purposes, students who are US citizens or permanent residents must register for at least 8.5 credit hours both Fall and Winter semesters or at least 4.5 credit hours in a term (Spring and Summer).

Half-time – US Citizens and Permanent Residents

A student enrolled in between 4.5 hours and 8.0 hours Fall or Winter semester or between 2.5 and 4.0 credit hours a term is considered a half-time student.

Full-time – International Students

International students are required to be registered as full-time students. To be considered full-time for tuition and immigration purposes, International students must register for at least **9.0 credit hours** in both Fall and Winter semesters or at least 4.5 credit hours in a term (Spring and Summer).

See Petition for Graduate Full-time Status if you have completed all required coursework for your degree and are working on your thesis or internship and want to petition for graduate full-time status.

(Also see Financial Aid, Employment, Thesis, and Graduation for more details.)

Grade-point Average (GPA) Requirements

Students whose Program of Study GPA falls below 3.0 (prerequisite and skill courses exempt) will not be allowed to graduate and may be dismissed from their graduate programs. No *D* credit may apply toward a graduate degree.

LEAVE OF ABSENCE

A student may request a Leave of Absence for the following reasons:

1. Medical (up to one year at a time): A letter from doctor or therapist is required.
2. Military (up to one year at a time): A copy of the military assignment is required.
3. Mission (up to 8 semesters/terms): A copy of the mission call letter is required.

Students seeking a Leave of Absence should speak with the graduate coordinator and must submit the Leave of Absence Form. Students must have completed at least 2.0 credit hours the semester of admission with acceptable grades to be eligible for a leave of absence. The 5-year time limit for the master's degree will still apply.

DECLARING A MINOR

Students may obtain a minor in a related graduate program (e.g. English, Linguistics, Portuguese, Spanish, etc.) concurrently with their major MA program, although, a minor should not be undertaken if it would require a student to take longer than two years to graduate. Students should be reasonably prepared to enter an advanced program in their chosen minor area. For example, students whose major specialization is Hispanic Literatures should not expect to minor in Luso-Brazilian Literatures without significant previous experience (academic or otherwise) in that area. Students may be asked to provide evidence of such preparation.

To declare a minor, a student must:

- Obtain the approval of the department chair or the graduate coordinator of the major and minor departments.
- Obtain the approval of the graduate committee (or faculty advisor if the committee has not been formed).
- Select a graduate faculty member from the minor department/specialization to serve as a graduate committee member with the approval of the chairs of the major and minor department(s)/specialization(s).

Students pursuing a minor must:

- Register for and complete nine (9.0) credit hours of approved graduate-level credit in the minor.
  - These courses may not count or have been counted toward and any other undergraduate or graduate degree requirements.
  - Courses taken for minor requirements are <u>not</u> eligible for scholarship funding.

- If the minor is within the department, pass an oral or a written comprehensive exam in the minor area (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).

COURSE INFORMATION

Transfer, Senior, and Postbaccalaureate Credits

Transfer, senior, and postbaccalaureate credits require approval from all committee members and the graduate coordinator to be counted toward degree completion.

- Upon approval, students may apply up to 8.0 (of the required 33) graduate-level transfer credit hours from another institution so long as the grade for any such course is a *B* or higher (pass/fail credit is non-transferable).
- Transfer and senior credit hours cannot have already been applied to another degree.
- Students may apply up to 9.0 credit hours of graduate-level courses earned prior to receiving the bachelor's degree to their graduate program, but in no instance can this credit apply to both a baccalaureate and a graduate degree.
- Independent Study (correspondence) courses cannot apply toward a graduate degree.
- Senior, transfer, and postbaccalaureate credit combined cannot exceed 10.0 credit hours.
- Only credit taken within the student's time limit may count toward the degree (5 years for master's degree).

Graduate Course Rotation Schedule

The graduate course rotation schedule is a projection of graduate courses taught during the next several semesters. The schedule is intended as a guide to assist students as they plan their courses. Course offerings are subject to change without notification. The schedule is available from the graduate program manager.

Literatures Graduate Seminars

A note of consideration for MA students of Hispanic Literatures: While many of the graduate-level courses are cross-listed with undergraduate sections, our department also offers graduate-only seminars on a specific topic each semester. We strongly encourage MA students to enroll in these seminars as the will prove intellectually enriching and rigorous. These courses follow the model of doctoral seminars which are characterized by smaller groups of students and more opportunities for in-depth discussion with the professor than those which include undergraduate students. This style of course also breaks away from the traditional lecture format and demands more student participation. We recommend that all our MA students give special consideration to these graduate-only courses as they will help prepare them for doctoral study.

Courses Taken Outside of the Department

Students may take courses outside of the department, for credit toward their program, if they feel that a course would be a valuable addition to their studies. In order for such a course to count toward graduation, a student should submit a letter (or email) that describes the course, justifies its inclusion in their Program of Study, and explains which degree requirement it will replace. The petition must be approved by all members of the student's committee, then also approved by the graduate coordinator.

Students may take a No-Cost/No-Credit Religion Course by submitting ADV Form 6.

PREREQUISITE COURSE REQUIREMENTS

Prerequisites represent knowledge and skills useful, and often necessary, for completing the MA degree as well as for future work in the discipline. These include:

- The Second Language Requirement
- The Teaching Methods Requirement (waived for Professional-track Pedagogy students)
- Any courses required of students who have been admitted provisionally
- Any additional prerequisites as needed

These credits do not count toward the graduate GPA and are not covered by scholarship funds when taken in semesters or terms in which students are not registered full-time (with courses included on the Program of Study).

Students who have not fulfilled the required prerequisite courses for program eligibility (e.g., the Second Language Requirement) or for teaching eligibility (e.g., SPAN 376 or PORT 377) by the beginning of their program are required to complete these courses by the specified deadlines. (See Employment for more information about teaching requirements.) Students should consult with the graduate program manager and/or the graduate coordinator for any questions about when and how these prerequisites might appropriately be satisfied.

Teaching Methods Requirement

The teaching methods requirement is fulfilled by taking the following: either SPAN 376 (for Spanish MA students) or PORT 377 (for Portuguese MA students) or the equivalent. This requirement is waived for Professional-track Pedagogy students. (See Employment.)

Second Language Requirement

Students are required to demonstrate proficiency in a second foreign language other than English in addition to the language of specialization. Spanish-speaking students are strongly encouraged to learn Portuguese, and vice versa. However, any modern language may fulfill the requirement.

This requirement serves several purposes, all of which contribute to the MA program learning outcomes of Conducting Research and Professional Preparation:

1. Strengthen students' candidacy for PhD programs and employment in university foreign language departments
2. Enhance students' research skills by enabling students to consult source documents in an additional language
3. Enhance students' awareness of the language-learning process through experience as a student of an additional language, thus strengthening both their language learning skills as well as their language teaching skills.

The Second Language Requirement may be fulfilled in one of two ways as follows:

Complete Coursework	Pass a Challenge Exam
Complete coursework through the third-semester level with a minimum grade of *B*. ▪ Spanish-speaking student learning Portuguese: PORT 205 (Intermediate High level) ▪ Portuguese-speaking student learning Spanish: SPAN 205 (Intermediate High level) ▪ Anyone taking Spanish courses: SPAN 205 (Intermediate High level) ▪ Anyone taking Portuguese courses: PORT 205 (Intermediate High level) ▪ Any student learning all other languages: a 201 course (Intermediate Mid level)	Pass a Challenge Exam for any second language ▪ For Spanish or Portuguese, pass at the Intermediate High level (based on SPAN 205 and PORT 205) ▪ For all other languages, pass at the Intermediate Mid level (based on 201 courses) ▪ Contact the respective BYU language department for more information.

Challenge Exam

Students who plan to fulfill the Second Language Requirement by taking a Challenge Exam must do so **prior to the beginning of their third semester**. Students who want to take the Challenge Exam should contact Dr. Nieves Knapp for Spanish or Dr. Michael Child for Portuguese. To request the Challenge Exam, go to BYU Challenge Exams.

The Challenge Exam is composed of two components (both of which can only be taken once) as follows:

Written Exam	Oral Proficiency Interview (OPI)
▪ Tests listening comprehension, grammar, vocabulary, writing, and cultural knowledge ▪ Administered either in the Humanities Testing Lab or on Learning Suite ▪ Students must score 83% or better.	▪ See ACTFL for details. ▪ Administered by a trained faculty member ▪ Students must score at an Intermediate High level or better

For SPAN 205 or PORT 205:

- The exam is scored by the supervisor for SPAN 205 or PORT 205 according to a rubric specifying the assessment criteria

- The written exam is administered either in the Humanities Testing Lab or on Learning Suite, with an additional Oral Proficiency Interview (OPI) conducted by our faculty.

- The Oral Proficiency Interview (OPI) is conducted by our faculty

- For more information about the content of the Spanish or Portuguese Challenge Exam, consult the syllabus and course materials for SPAN 205 or PORT 205 on which the exam is based.

- Students who do not pass either component must take SPAN 205 or PORT 205 (on which the Challenge Exam is based) in order to fulfill the requirement.

Second Language Requirement Deadlines

Traditional-track students must fulfill the Second Language Requirement **prior to the beginning of their fourth semester**. Professional-track students must fulfill the requirement **by August of the 2nd year in the program**.

Traditional-track Students

Date Matriculated	Second Language Requirement Deadline
Fall 2022	Prior to Winter 2024
Fall 2023	Prior to Winter 2025

Professional-track Students

Date Matriculated	Second Language Requirement Deadline
Fall 2022	August 2024
Fall 2023	August 2025

COURSE DESCRIPTIONS

500-level Courses (3 cr.)

These courses in Spanish and Portuguese can be counted as graduate credit unless completed as part of another degree. These courses are taken by both graduate and undergraduate students, although graduate students will be required to complete additional work as decided by the instructor.

Minicourses – SPAN/PORT 581R – SPAN/PORT 582R – SPAN/PORT 583R (1 cr.)

These seminars are generally taught by visiting professors from outside institutions. Each semester, the department invites one to three internationally recognized scholars to teach week-long seminars. Minicourses are an opportunity for

students to meet these individuals, learn from their expertise, and begin the process of networking that can be invaluable in the academic profession. These courses require a Permission-to-Add code obtained from the graduate program manager. Professional-track students have the option of substituting another 3-credit course for the three minicourses if they are unable to attend the minicourses. The corresponding courses are as follows:

Literatures – SPAN/PORT 581R | Linguistics – SPAN/PORT 582R | Pedagogy – SPAN/PORT 583R

Research Methodology Courses – SPAN/PORT 601A/B/C (3 cr.)

This research methodology course is designed as an introduction to many of the foundational concepts (theories, practices, etc.) that a student should understand to begin graduate-level work in that field of study. The course will review important bibliographic techniques and research methodologies. Students must complete the 601 course that corresponds with their area of specialization as follows:

- **Linguistics**: SPAN/PORT 601A – Linguistics and Research Methods
  - Must be taken **the first semester of study (only taught in Fall)**
- **Literatures**: SPAN/PORT 601B – Literary Theory and Research Methodology
  - Must be taken **the first semester of study** (only taught in Fall)
- **Pedagogy**: SPAN/PORT 601C – Hispanic/Portuguese Language Teaching Research)
  - Must be taken **the second semester of study** (only taught in Winter)

Students who change their area of specialization must take the course that corresponds to the new specialization, even if they have previously completed a different version of this course. Additionally, students should take SPAN/PORT 601A/B/C before they begin the culminating writing experience (thesis).

SPAN/PORT 673R – Directed Teaching of Spanish or Portuguese (1 cr.)

This course is required for all student instructors and must be taken each semester that a student teaches for the department. It is designed to help student instructors manage the daily tasks of teaching. The course provides instruction in teaching specific grammar concepts, provides crucial departmental information, and functions as a support group for students during the teaching experience. **This course should not be included in the Program of Study as it does not count toward the graduation requirements. Additionally, tuition for this course is covered by the Department only when the student is registered full time**.

Part-time students may participate in this course on a contractual basis (rather than taking it for credit or auditing it) if they are in their final semester of their program. (See Appendix F.)

SPAN/PORT 680R – Directed Research in Spanish or Portuguese

This course 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 an exception and thus should be adequately justified. Students should understand that faculty receive no compensation for

their work with students in this course and thus are under no obligation to accept a request to direct such a course. (See Appendix F for details and for the contract needed to enroll.)

SPAN/PORT 680R – Professionalization Seminar (1 cr.)

This seminar is designed to familiarize students with best professional practices in the humanities fields, to develop good research and writing habits, and to acclimate to graduate study life. It is recommended that all new graduate students take this two-part seminar—part one in the Fall and part two in the Winter of a student's first year.

SPAN/PORT 699R – Thesis; SPAN/PORT 698R – Project (0.5–6.0 cr.)

These courses (generally referred to as thesis credits) are designed to be taken during which time a student does research and writing for their culminating writing experience (thesis or project). Only students actively involved in thesis research and writing should register for thesis credits. Thus the prospectus should be presented and approved before enrolling in this course (the student's committee chair may advise differently).

Students must complete a total of 6.0 hours of thesis credit to graduate. (No greater amount beyond this will be considered for funding through department scholarship funds nor count toward graduation.)

Registration for thesis credit, as well as work on the thesis, should be concurrent and reasonable. It would be inappropriate, for example, for a student to register for all 6 thesis credit hours in one semester or term. Students should consult with their committee chair in determining an appropriate and reasonable credit enrollment. Enrollment is normally 2.0 credit hours in a semester.

Students should register for the appropriate course **only after taking the appropriate 601 course and after consulting with their graduate committee chair**.

These courses require a Permission-to-Add code obtained from the graduate program manager, generally after a review of the student's progress in the program.

During the final semester/term and/or the semester/term of the final oral examination (thesis defense) and the written examination (Specialty Exam), a graduate student must register for at least 2.0 credit hours (except if graduating Spring term—1 credit hour). Most students will use thesis credits to fulfill this requirement.

TIME LIMIT

Our MA programs are designed so that a student can complete the degree in 24 months of intensive work. Students should consult with their advisor or committee chair to create a study plan that will allow them to graduate in the two-year time frame. (See Appendix D. Program Requirement Deadlines & Checklists.) Students who go beyond the two-year limit and who fail to make adequate progress may receive an unacceptable evaluation rating (Marginal or Unsatisfactory) and may be subject to termination from graduate study. (See Evaluations.)

All master's degrees must be completed within five years of the first semester of enrollment in the program (e.g., beginning in Fall 2023 and ending on the last day of classes in Fall 2028) or from the first course taken, whichever comes first. This includes transfer, senior, and postbaccalaureate credits used in the Program of Study.

PROGRAM TERMINATION

A student's graduate program may be terminated for the following reasons:

Academic

- Failing to satisfactorily complete the conditions of acceptance
- Failing to meet the annual minimum registration requirement
- Failing to make satisfactory progress toward a degree
- Failing to make what the department or the university deems to be satisfactory progress toward a graduate degree
- Receiving a marginal or unsatisfactory rating in the annual department evaluation and being unable or unwilling to comply with the conditions for continuance outlined by the department
- Failing the final comprehensive exam (Specialty Exam)
- Failing the final oral examination (thesis defense)
- Exceeding the time limit (five years for master's degrees)
- Requesting to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to department recommendation).

Non-academic

- Violation of the university's standards of conduct or Honor Code
- Disruptive student conduct

A student dismissed or facing dismissal for academic reasons may request review of termination or impending termination by going to Registration and Academic Records Petitions.

Readmission Procedures

A student who seeks to complete their degree in our program after having been denied candidacy for violations of the registration requirements or for violation of the five-year limit may reapply for admission to the program by following the steps below:

Step 1: Petition Letter

The student must prepare a petition letter declaring an intent to graduate.

- This letter should include a detailed timeline that indicates how the student will complete all requirements.

- o The petition letter must conform to departmental guidelines and to university graduation requirements.
- o The letter with included timeline will act as a contract and must be signed by the student and their graduate committee.
- o Copies will then be turned in to the graduate committee chair, to the section head of the student's area of specialization, and to the graduate coordinator.

Step 2: Section Meeting

The student's petition must then be approved by the section to which the student belongs, with possible input from the graduate coordinator. The student's graduate committee chair will coordinate the section vote and notify the graduate coordinator and the graduate program manager of the result.

- If the section denies the petition, the student will not be readmitted to the program.
- If the section accepts the petition, the student will be asked to complete Step 3 (and Step 4, if applicable).

Step 3: Application to Resume Graduate Studies

After the section approves the readmission petition, the student completes the Application to Resume Graduate Study. Upon approval, a $600 nonrefundable fee will be charged to the student's account. International applicants complete additional application materials (from the Office of Graduate Studies) regarding finances.

Step 4 (if applicable): Petition for Time Limit Violation

If a time-limit extension is desired, the department, may petition the Office of Graduate Studies on the student's behalf to extend time limits and outdated credit, using the Petition for Exception (OGS Form 2). The graduate committee chair is responsible for stating the exception the department is requesting. The student should work closely with the graduate committee chair to ensure that all petition requirements are met and that adequate documentation is provided.

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 student whose petition is approved:

- Must register for at least 2.0 credit hours, or pay the equivalent fee, in the semester or term in which they are readmitted to graduate study.
- International students must register for a full course of study (9.0 credit hours for a semester or 4.5 credit hours for a term).
- 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 can result in a second termination from graduate study.

EVALUATION OF PROGRESS

Students should complete their degree program in a timely manner. Graduate students matriculated in programs should continually be enrolled in coursework, be completing internships, and/or be actively involved in scholarly work. Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward degree completion.

Departments are required to formally evaluate each graduate student's progress twice during the academic year. Our department holds these evaluations each Fall semester (normally in November) and each Winter semester (normally in March or April). In some cases, additional evaluations may be required as determined by the graduate coordinator.

Each student's progress may be 1) Satisfactory, 2) Marginal, or 3) Unsatisfactory. These evaluations will consider, among other things, a student's timely progress toward graduation, academic achievement, and citizenship within the department. The graduate faculty discuss the progress of each student. The graduate coordinator will suggest a rating for each student, but final evaluations require the approval of all graduate faculty.

All students will receive written notice of their evaluation rating. If marginal or unsatisfactory progress is noted, the student will be advised in writing what they need to do to improve performance, when it needs to be accomplished, whom to contact for help in order to demonstrate satisfactory progress, and what will happen if these tasks are not accomplished. The student must then either comply with any stated conditions or respond to the assessment. A student's inability or unwillingness to meet these conditions may result in degree termination.

If a student receives a Marginal and an Unsatisfactory or two Unsatisfactory ratings in succession, the university will terminate the student's program at the conclusion of the semester. Students who have been terminated may appeal this decision by completing a Petition for Exemption (OGS Form 2) and submitting it to the Office of Graduate Studies.

Description of Ratings

Satisfactory (S)

A Satisfactory rating indicates that a student is making clear, consistent, and acceptable progress toward degree completion.

Marginal (M) or Unsatisfactory (U)

A Marginal or Unsatisfactory rating indicates that a student is performing below standard. Either of these unacceptable ratings may be given for reasons that include but are not limited to:

- Failure to present the prospectus by the deadline
- Failure to submit an approved thesis prospectus
- Going beyond the two-year limit and failing to make adequate progress
- Failure to complete program requirements in a timely manner

- Destructive classroom behavior

- Failure to submit/update required documents

- Failure to establish a graduate committee

- Minimal contact with the chair and/or committee members

- Failure to submit Program of Study

- Limited progress toward courses and requirements on Program of Study

- Poor performance in coursework and/or research

- Poor performance in clinical/externship/applied experience

Unsatisfactory

An Unsatisfactory rating indicates that the department has serious concerns about a student's performance. An Unsatisfactory rating may be given for reasons that include but are not limited to:

- Failure to resolve any problems or fulfill any requirements indicated in a previous unacceptable evaluation

- Concerns about ethical or professional behavior

- Failing a course

- Doing little or no work on thesis when registered for thesis credit hours

- Failing to complete thesis qualifications/revisions by the deadline in the semester following the thesis defense

Summary of What Is Allowable

- S → S
- S → M
- S → U

- M → S
- M → M – NOT allowable
- M → U = Termination (or Petition)

- U → S
- U → M – NOT allowable
- U → U = Termination (or Petition)

SPECIALTY EXAM

The Specialty Exam is a comprehensive, culminating, written exam, composed and coordinated by members of the graduate faculty, designed to test mastery of a student's chosen area of specialization.

Preparing for the Specialty Exam

Literatures and Pedagogy Students

The Specialty Exam will primarily include questions related to the corresponding reading list of selected works (see Appendix G and the Department website) as well as graduate coursework. The reading lists are designed to give students a broad, basic exposure to some of the most influential texts in their chosen area of specialization.

Upon being accepted to a graduate program, students should immediately begin to read and study the works included in their corresponding reading list. It is recommended that students form study groups to review for the exam beginning in the summer after their second semester.

Students specializing in Hispanic Literatures should be prepared to answer questions regarding both Peninsular and Spanish American literature. Students specializing in Luso-Brazilian Literatures should be prepared to answer questions regarding the literatures of both Portugal, Brazil, and Africa.

Please see the graduate program manager for hardcopies of some of the readings. (Some readings are linked directly on the reading lists.)

Linguistics Students

The exam content will be based on a student's individual coursework. Students should contact the Linguistics section head or their committee chair for more details.

Dates for the Specialty Exam

Linguistics (only)–Mock Specialty Exam

The mock exam is scheduled for the second Thursday of January during the second semester.

Date Matriculated	Mock Specialty Exam Date
Fall 2022	January 12, 2023
Fall 2023	January 11, 2024

Linguistics

The exam is scheduled for the fourth Thursday of January during the fourth semester.

Date Matriculated	Specialty Exam Date
Fall 2022	January 25, 2024
Fall 2023	January 23, 2025

Literatures and Pedagogy–Traditional Track

The exam is scheduled for the fourth Thursday in September during the third semester.

Date Matriculated	Specialty Exam Date
Fall 2022	September 28, 2023
Fall 2023	September 26, 2024

Pedagogy–Professional Track

The exam is scheduled for the first Thursday of the second Summer term.

Date Matriculated	Specialty Exam Date
Fall 2022	June 27, 2024
Fall 2023	June 26, 2025

In extenuating circumstances only, a student may petition for an exception (to take the exam on an alternate date) no later than two weeks prior to the designated exam date. The petition must include the reason(s) for the desired exception and a suggested deadline for taking the exam. Approval may be granted by the graduate coordinator in collaboration with the student's section head and committee chair.

Exams not given during the designated exam period (date and time) including petitioned exam dates, retake exam dates, and exams taken in August by Pedagogy Professional-track students) will be coordinated and administered by the student's committee chair with the assistance of the graduate program manager as needed.

A student who does not take the exam during the exam period (date and time) or by the alternate date granted upon petition) will be assigned a failing grade for the exam and will be subject to the rules for retaking the exam listed below.

Taking the Specialty Exam

Students are allowed to take up to four hours to take the exam, although the exam is designed to last three hours. The exam will typically be scheduled in either the Humanities Testing Center (B053 JFSB) or the computer lab (1131 JFSB). A graduate faculty member assigned by the graduate coordinator, or the graduate program manager will administer the exam.

During the final semester/term and/or the semester/term of the final oral examination (thesis defense) and the written examination (Specialty Exam), a graduate student must register for at least 2.0 credit hours (except if graduating Spring term—1 credit hour). Most students will use thesis credits to fulfill this requirement.

Format

The exam is divided into sections. Within each section, students are given a number of essay topics from which they can choose (e.g., Choose 1 of 3).

During the exam, students may not consult any form of notes, books, internet sites, or individuals. Students are not allowed to use their personal computer to take the exam.

Note: **A student caught cheating will receive a failing grade and will be subject to termination from the program**.

Grading and Reporting Results

The exam will be graded, and scores will be reported as follows:

- The exam will be graded by at least three examiners selected by the relevant section.
- Each examiner will independently grade the exam.
- Examiners rate each question from 0 to 10 based on the department's Rubric for MA Specialty Exam Questions. (See Appendix H.)
- Examiners will return the graded exams to the graduate program manager within one week of receiving them.
- The graduate coordinator will inform the students of their scores within two weeks of the exam.

Passing the Exam

In order to receive a passing grade, students must meet both of the following criteria:

- Receive a mean score of 5.0 or better on each individual question (averaged across all examiners' ratings)
- Receive a mean score of 7.0 or better overall (averaged across all examiners' ratings)

Retaking the Specialty Exam

Upon a First Failed Attempt

Students are required to retake any question on which they received a mean score of less than 5.0 (unsatisfactory range). Students may also be required to retake questions on which they received a mean score between 5.0 and 7.0 (marginal range). The student's examination committee chair has the prerogative to revise exam questions as deemed appropriate.

If a student's overall exam score is less than 7.0, the student's examination committee will decide whether to require the student to retake the entire exam or specific questions only.

Upon a Second Failed Attempt

A second failure of the exam will result in the student's removal from the program.

PROSPECTUS

The prospectus is an overview and justification of the thesis and is the first step in completing the thesis. It is an expository essay which introduces the thesis topic and argument. It is planned and written in close consultation with a student's committee chair. The prospectus is a critical aspect of the student's project that precedes intensive research.

Format

The prospectus can be written in English, Spanish, or Portuguese. Students should consult with their graduate advisor for an adequate length and specific instructions. The prospectus should include the following components:

- **Proposed thesis title**
- **Proposal essay** (at least 4 pages): introduces the topic and argument of the thesis, justifies the problem (explains what contribution the final product will make to its particular field of study), and defines important theoretical or methodological considerations
- **Proposed Outline**: a detailed outline of a student's plan of development, such as the article organization for the thesis
- **Preliminary Bibliography**: an early bibliography, although not exhaustive, developed enough to indicate that the student has thought seriously about the research topic and is becoming acquainted with research in the field

Special Guidelines for Linguistics Students

Linguistics students should identify their proposed general area of research for their thesis by Oct. 31 of their first semester. This information will be discussed at the November section meeting and decided upon before the end of the month. Any subsequent changes to the nature of the research project will be processed and decided upon in the same manner.

Scheduling the Prospectus Presentation

When the prospectus is complete, the electronic document (in PDF format) should be uploaded in the "Prospectus" milestone of Graduate Progress. After consulting with all committee members, the student must schedule, through the graduate program manager, a time and place for the prospectus presentation.

Presenting the Prospectus

The prospectus presentation is a conversation between the student and their committee members about the value and appropriateness of the student's research plan. It is a valuable opportunity to receive guidance and feedback on the thesis research from the committee. The student will explain in detail their proposal and the committee members will comment on the strengths and weaknesses of the prospectus.

Prospectus Deadlines

The prospectus should be presented by the Monday before Thanksgiving of the third semester of the program but can be presented at the culmination of the 601 course. **The prospectus should be presented before beginning in-depth work on the thesis.**

Present the prospectus by the Monday before Thanksgiving of the third semester.

Date Matriculated	Prospectus Presentation Deadline
Fall 2022	November 20, 2023
Fall 2023	November 25, 2024

Note: If a student fails to present their prospectus by the deadline, they will receive an unacceptable evaluation. (See Evaluations.)

THESIS/CULMINATING WRITING EXPERIENCE

The thesis is a substantial, original contribution to scholarship. It may be completed in one of three ways: a thesis, a project, or an article-length essay (as described below). Note that the word 'thesis' is used throughout this handbook, as well as on Graduate Progress, to refer to the culminating writing experience in general. Students should consult with their committee chair on the availability and appropriateness of each option. Copies of previous theses, projects, and essays can be found in the Harold B. Lee Library and in the department conference room.

Students should start thinking about the thesis early—in conjunction with the SPAN/PORT 601A/B/C course. (See Course Descriptions). Students should take SPAN/PORT 601A/B/C before they begin the culminating writing experience. Additionally, students should consult with their committee chair to identify possible research topics as early in their studies as possible.

See Standards for Submission upon beginning the writing process.

Thesis/Culminating Writing Experience Options

Thesis Option – Linguistics and Pedagogy
The thesis involves a significant research study that develops one primary topic. It is normally divided into two to four chapters plus an introduction and a conclusion. Most students fulfill the requirement by completing this option.

Project Option – Linguistics and Pedagogy
Projects are subject to the same rigorous assessment procedures as are theses. They are normally restricted to Pedagogy and Linguistics students.

For Pedagogy students, the project is developmental in nature and requires the preparation and evaluation of a significant body of coursework, teaching materials, or other suitable resources which are tested and evaluated. Examples of successful past projects include Computer-assisted Instruction (CAI) programs, course materials for specialized language programs, and integrated curriculum designs. Pedagogy students who are teaching foreign languages at the K–12 level and who do not intend to pursue a PhD might consider completing a Teacher Work Sample (TWS) project.

Linguistics students occasionally undertake a transcription of original manuscript material in Spanish and/or Portuguese, or a translation and/or commentary of older texts in these languages.

Article-length Essay Option – Literatures

All Literatures students are required to complete the culminating writing experience by producing an article-length essay, that offers a substantive, original contribution to the scholarship on a particular topic. Students should begin to identify possible research topics as early as possible in their studies. Students may wish to prepare their final papers for their courses with an eye toward projects that might satisfy the thesis requirement.

Writing and Research Components

The following writing and research components (which are all directly related to the thesis) must be completed prior to the final defense of the thesis:

1. Prospectus
2. Abstract (subsequently included in ETD)
3. Identification of three potential scholarly venues for publication (submitted for thesis defense)
4. Sample submission letter (submitted for thesis defense; NOT included in ETD)
5. Conference-length version of the thesis (submitted for thesis defense; NOT included in ETD)
6. Completed thesis (submitted for thesis defense)

Abstract

The abstract is **a brief summary (250-word limit) of the thesis**. It concisely reports the aims and outcomes of the research. The abstract should include 1) the research problem and objectives, 2) the methods, 3) key results or arguments, and 4) a conclusion. Regarding language, the abstract should be general enough to be easily understood by a non-specialist, but specific enough to give a clear idea of the thesis.

Identification of Scholarly Venues

Students should write **a summary** (2–3 pages) which 1) identifies three potential scholarly venues that might take an interest in publishing the student's work and includes a written justification for why these venues were selected, 2) lists each journal's submission procedures, acceptance rates, and formatting guidelines, and 3) identifies specific articles that each journal has published of a similar nature to the thesis research, which indicates that the journal may take an interest in the student's work.

Sample Submission Letter

The sample submission letter is **a brief letter that would accompany the thesis were it to be submitted for publication to a professional scholarly journal**.

Conference-length Version

Students should prepare **a brief version of the thesis that would be suitable for oral delivery (in approx. 20 minutes) in a conference setting.** It should align with the stylistic protocols that apply to the genre of the conference paper. The student may be asked to deliver the conference-length version of the thesis at their thesis defense, although it is expected that in the segment devoted to questioning, they will defend both the conference-length version and the final version of the thesis.

Completed Thesis

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

Thesis Defense (Oral Examination)

The thesis defense, also known as the oral examination, is a way for students to demonstrate sound understanding of their work and its implications. Although the thesis is the primary focus of the defense, a student may be asked to address failed portions of the Specialty Exam, comment on works included on the Reading List, or respond to questions regarding coursework. Students should consult with their committee chair in preparation for the defense.

Prerequisites to the Defense

Students must present the prospectus, pass the Specialty Exam, and apply for graduation **before** scheduling their thesis defense.

Thesis Policies, Procedures, and Deadlines

Although the committee chair is a valuable resource to a student, **the student is primarily responsible for meeting all thesis requirements**. Students must review all relevant requirements and refer to them as they work with faculty mentors to complete all writing projects and requirements. Students should be attentive to all thesis deadlines. (See Appendix C. Thesis Process Timeline for Graduation.)

Date Matriculated	Thesis Defense Deadline
Fall 2022	April 3, 2024
Fall 2023	(April 2025)

The policies and procedures governing the thesis are very specific. Failure to meet the requirements and deadlines set by the Office of Graduate Studies, the College of Humanities, and our department may delay the thesis defense and subsequent graduation.

Note: **Individual faculty are not authorized to and may not contradict University, College, or Department policies and procedures. Students must review all relevant requirements and refer to them as they work with faculty mentors to complete the culminating writing experience and apply for graduation.**

During the final semester/term and/or the semester/term of the final oral examination (thesis defense) and the written examination (Specialty Exam), a graduate student must register for at least 2.0 credit hours (except if graduating Spring term—1 credit hour). Most students will use thesis credits to fulfill this requirement.

Ready for Defense

The committee chair will determine when the thesis is ready to be defended. At that point, the student should upload the fully prepared document (which includes all introductory pages, tables, bibliography, etc.), in PDF format, to the "Ready for Defense" milestone of Graduate Progress. (See Appendix I for Custom ETD Template as well as all required standards listed in Standards for Submission below.)

The uploaded thesis should be the final, defensible version. Students should not revise the thesis further prior to the thesis defense.

Scheduling the Defense

Students should consult with their committee members several times about the progress of the thesis before scheduling the defense. The student should determine a defense date and time that is acceptable for all committee members. When all committee members have given approval in the "Ready for Defense" milestone in Graduate Progress, the graduate program manager then schedules the defense (on Graduate Progress) and reserves a room.

The scheduling of the thesis defense must be done at least two weeks before the tentative defense date. Students who feel they may need an exception to this two-week rule should speak early with the graduate coordinator.

Students must defend writing projects during the Fall and Winter semesters, except for professional-track students who can defend during the Spring and Summer terms. A traditional-track student may petition to defend during Spring or Summer terms (which petition must be approved by the graduate coordinator). Thesis defenses may not be held during the interim periods between semesters or terms. Moreover, the university requires in-person oral examinations with the student, committee chair, and committee members in attendance. Under certain circumstances, a student may petition for an online defense.

Students must be registered for a minimum of 2.0 credit hours of graduate-level coursework in the semester/term they defend and in the semester/term they graduate (except if they graduate in Spring, then only 1.0 credit hour of registration is required) unless otherwise specified by their department. If a student defends and graduates in the same semester/term, then they only must register for 2.0 credit hours (or 1.0 credit hour in Spring term).

During the Defense

The student and all committee members must be present at the defense. Furthermore, all members of the BYU academic community are invited to attend the thesis defense and ask questions, but only members of the student's graduate committee may examine the student and vote on their performance. Students may invite guests as desired.

Passing the Defense

In order to pass the final defense (with or without qualifications), a student must demonstrate a sound understanding of their work and its implications.

Results of the Defense

At the conclusion of the thesis defense, the committee chair indicates (in Graduate Progress) the decision of the committee as either Pass, Qualifications, Recess, or Fail as follows (the other committee members will approve this decision in Graduate Progress):

- **Pass** indicates that a student performed satisfactorily and that no major revisions are required.

- **Qualifications** indicates that the committee requires minor revisions of the thesis and may request that the student strengthen their preparation in subject matter areas, or both. When these qualifications are cleared (in Graduate Progress), then the student is judged to have passed the examination.

- **Recess** indicates that at least two examiners require more preparation from the student. If the student meets the department's expectations for improvement, a student may then schedule a second and final examination. (The new examination (which cannot be held sooner than one month after the recessed examination).

- **Fail** indicates that at least two examiners regarded the student's performance on the examination and/or the quality of their thesis was below standard, and **the graduate degree program of the student is terminated**.

Most theses that are successfully defended call for at least minor corrections. Some require more substantial changes. Students should allow ample time for making corrections to the ETD before the ETD submission deadline. (See Appendix C. Thesis Process Timeline for Graduation.)

Students should reupload their thesis (if and when any corrections were made) in the "Ready to Defend" milestone of Graduate Progress and add the required publication information.

Submitting the ETD

Once the **defense is passed (indicated in Graduate Progress—Ready for Defense milestone), the ETD** should be uploaded in the "ETD" milestone of Graduate Progress. All ETD submissions must be approved by 1) BYU Graduate Studies, 2) our department, 3) the College of Humanities, and finally 4) again by BYU Graduate Studies. An ETD which does not follow the proper formatting will not be approved. Corrections can be made during the approval process. Students should plan accordingly and be active during this process.

Standards for Submission

Students should carefully follow the instructions and formatting rules for ETD's found in the Resources tab of Graduate Progress. More resources and guidelines specific to the Department of Spanish and Portuguese are included on the Custom ETD Template in Appendix I.

See Appendix A for the professional/publishing names of faculty members. These names should be used on the title page and abstract of the ETD.

Paid for Bound Copy

The Department requires that students provide a bound hardcopy of the thesis (paid for by the Department) to be added to the department library for use by future students as follows:

- Go to GradWorks Online.
- Enter the budget transfer code to pay (obtained from the graduate program manager).
- Have the order delivered to the graduate program manager in 3190 JFSB.
- Send a copy of the receipt to the graduate program manager.

Using the same site, you may order additional personal copies (for yourself, your committee chair, your family members, etc.) at your own cost (and to your own address). There are no department regulations regarding the color of the cover or lettering.

GRADUATION

Applying for Graduation

Students should apply for graduation in Graduate Progress > Tools menu > Apply for Graduation, or visit MyBYU and add Apply for Graduation to your Favorite Links (found in Academics). Alternatively, you can go directly to the Graduate Application.

Students should apply, by the deadlines, at the beginning of the semester or term in which they intend to graduate (or before). (See the graduate program manager for needed changes.) Students should have completed all coursework in their approved Program of Study or be currently registered for the remaining courses when they apply for graduation. Students must have a valid ecclesiastical endorsement to apply for graduation.

Students must be registered for a minimum of 2.0 credit hours of graduate-level coursework in the semester/term they defend and in the semester/term they graduate (except if they graduate in Spring, then only 1.0 credit hour of registration is required) unless otherwise specified by their department. If a student defends and graduates in the same semester/term, then they only must register for 2.0 credit hours (or 1.0 credit hour in Spring term).

Students who apply for graduation in August and are unable to defend until Fall will be changed to a December diploma and will need to meet the 6-credit hour requirement for the previous academic year as well as the two (2.0) credit hours required to defend and graduate Fall semester.

Students should review frequently their Graduate Progress Report (Graduate Progress > Tools menu) to note any deficiencies they may have in completing their program. 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.

Graduation Policies, Procedures, and Deadlines

Although the committee chair is a valuable resource to a student, **the student is primarily responsible for meeting all graduation requirements**. **Students must review all relevant requirements and refer to them as they work with faculty mentors to complete all graduation requirements.** Students should be attentive to all graduation deadlines. (Department deadlines are found in Appendices B, C, and D.) Students who do not meet all deadlines will be removed from the graduation list and must apply for a later graduation date.

The policies and procedures governing the thesis are very specific. Failure to meet the requirements and deadlines set by the Office of Graduate Studies, the College of Humanities, and our department may delay graduation. **Faculty are not authorized to contradict university nor departmental policies and procedures**.

Students who miss the graduation deadlines for any given semester must register for at least 2 credit hours (preferably thesis or project credit) or pay the equivalent minimum registration fee and will graduate the following semester/term.

All graduates who meet the deadlines above are invited to participate in the April University Commencement exercises.

FINANCIAL ASSISTANCE

Tuition Scholarships

Department tuition scholarship awards (which come from the College of Humanities and the Office of Graduate Studies) typically cover 50–80% of tuition costs (based on Latter-day Saint tuition rates) for courses in a student's Program of Study for the first two years of the program dependent on satisfactory progress, although these amounts fluctuate. Scholarship percentages vary each semester and are also dependent on whether a student teaches for the department. Students who teach lower-division Spanish and/or Portuguese courses for the department receive the maximum tuition scholarship award that our budget allows. Students who do NOT teach these courses for the department will receive tuition scholarship awards at 50% of this amount. (Professional-track students are exempt from this teaching requirement and therefore will receive the maximum tuition scholarship amount.) (See the Financial Assistance Information Sheet sent with the students' acceptance letters.)

New students are automatically considered for department tuition scholarship awards. Continuing students are not automatically considered. Scholarships may be reduced or denied based on an unacceptable evaluation.

Additional questions about scholarship awards should be directed to the graduate program manager and/or the graduate coordinator.

Scholarship Requirements

Any student who does not make satisfactory progress toward degree completion is unlikely to receive future financial support. Students must be registered for at least 2.0 credit hours in order to access the funds placed in their accounts. Moreover, students are responsible for the complete and timely payment of all tuition costs.

Traditional-track students receive tuition awards for full-time enrollment for credits that count toward their Program of Study (excluding prerequisite courses) during their first four semesters. (See Program Tracks.)

Professional-track students receive tuition awards for up to 4.0 credit hours (for one course and one minicourse) that count toward their Program of Study during their first four semesters (Fall and Winter). In addition, they also receive tuition awards for full-time enrollment during their first and second Summer terms. Furthermore, in their third year they may receive tuition awards for up to 6.0 thesis credit hours. (See Program Tracks.)

Federal Financial Aid

Because the Department of Education requires graduate students to maintain satisfactory progress toward completing their degree in order to receive financial aid, students who receive an unsatisfactory rating or do not receive an evaluation will not be eligible to obtain financial aid. (See Enrollment Services: Financial Aid for details.)

Travel Support

Students 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 their committee chair to ensure that the research they hope to present meets high academic and professional standards.

Students whose work is accepted for presentation may submit the Graduate Travel Assistance Application (see Appendix F.) and a copy of the abstract and/or paper to be presented to the graduate program manager **prior to travel** for a travel award.

Travel awards are funded based on 1) the strength of a student's project and proposal, 2) the support of the committee chair, 3) the results of previous funding, 4) the student's standing in the department, and 5) available funds. Past travel awards from the department typically have been $300–$500 (the College of Humanities generally matches the department award). Future awards may vary in amount and also may vary from one student to another. Students are encouraged to seek additional funding from other sources.

Note: **All travel must be preapproved** in order to receive reimbursement from the College of Humanities. Additionally, **all airfare must be booked through BYU Simply Travel**. It is recommended that students also book their lodging through BYU Simply Travel.

Upon returning from a department-funded research presentation, students must:

- Submit a brief (half-page) summary of the experience to the graduate coordinator.
- Submit the Graduate Travel Reimbursement Request (see Appendix F) to the College of Humanities.

Graduate Studies Professional Presentation Award (PPA)

Graduate Studies offers a $500 award for presenting high-quality, original scholarly or creative work at a conference during the school year. Any graduate student presenting original work may apply for an award. Approximately one-third of the applicants receive an award. See Professional Presentation Award for the scoring rubric and other details.

Research Funding

Research funding may be available from our department. To apply, submit the Research Funding Application (see Appendix F) and submit it to the graduate coordinator.

EMPLOYMENT

Student Instructor Positions

All students are required to teach at least one Spanish course (for the Spanish MA) or at least one Portuguese course (for the Portuguese MA), at the 100 or 200 level, during their program. (Professional-track Pedagogy students who are practicing teachers may be exempt from this requirement, although they may teach a course during a Summer term if a course is available.) Our department encourages our MA students to teach courses each semester during their two years in the program as part of their professional development and as an important service to the department. Most students request one or two teaching assignments each semester. (See Teaching Assignment Limits.)

Teaching Requirements

Students must teach at least one course during their first year. To be considered for a student instructor position, students must:

- **Complete SPAN 376 *or* PORT 377 (or SPAN 377 *and* SPAN 378)**, either before entering the MA program or during the program—no later than the first semester in which the student teaches. Exceptions to this prerequisite require the approval of the Pedagogy section head. A grade of *B* or better is required.

- **Attend the mandatory Student Instructor Workshop in August**. This workshop is held during the week prior to the formal start of Fall courses and must be completed before a student's first teaching assignment and repeated each August.

- **Submit all official application materials**. Students must apply (and reapply) for each semester/term in which they desire to teach.

- **Register for one (1.0) credit hour of SPAN 673 *or* PORT 673** (Directed Teaching of Spanish/Portuguese) each semester they are employed as a student instructor.

Teaching Assignments

Course assignments are decided by the department (through the Pedagogy section) and are dependent upon departmental need, a student's availability, and a student's teaching performance. Courses at the 200 level are typically reserved for second-year students. A limited number of teaching assignments are available during the Spring and Summer terms and are assigned competitively. Courses taught during these terms are generally reserved for students in their second year of study.

Teaching Assignment Limits

Students may only teach one course their first semester in the program. Additionally, students are limited to four semesters of teaching assignments. Depending on departmental needs and with approval of 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. Students who either are not permitted to teach or who choose not to teach during one or more semesters/terms normally are considered to have reached the four-semester limit once they have completed two years in the program.

Students who are on medical leave may not be eligible to teach during their leave.

Teaching Compensation

Student instructor salaries vary according to several factors, such as the type of course taught, the amount of credit hours, the number of courses a student teaches, and a student's status as an MA student. (For instance, second-year students earn more that their first-year counterparts.) Contact the department secretary for current compensation rates.

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

- For Spanish instructors: SPAN 326 *and* either SPAN 421 *or* SPAN 520
- For Portuguese instructors: PORT 326 *and* PORT 520

  This enhanced payment will be applied to a student instructor's contract at the beginning of the semester after they complete the above courses and at the beginning of all subsequent semesters in which they teach as a student instructor in the department.

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.

Registration Requirements for Employees

Students who work as student instructors or research assistants/graders must be enrolled in at least 2.0 credit hours. The registration requirement can be dropped for Spring and Summer teaching assignments (for US citizens) based on departmental approval.

US Citizen Students

Full-time graduate students are not permitted to work more than 28 hours on-campus within their department.

International Students

International students must be registered for at least 9 credit hours or have full-time status in order to work on campus. Furthermore, their work is limited to 20 hours per week while school is in session (can work full-time during official school breaks and during approved annual vacation).

International students should direct questions to the department secretary or to International Student and Scholar Services.

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. **Additionally, all contracts must be signed before the first day of a course**. (See Appendix E. Student Instructor Expectations.)

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.

All questions regarding teaching assignments should be directed to the department secretary.

ORGANIZATIONS, JOURNALS, AND EXTRACURRICULAR ACTIVITIES

Graduate Association of Spanish and Portuguese (GASP)

The Graduate Association of Spanish and Portuguese (GASP) is the official graduate student organization in the Department of Spanish and Portuguese. Students enrolled in BYU's Spanish or Portuguese graduate programs are automatic members of GASP. The association provides an organized approach to meeting the needs of the department's graduate students. It serves as a liaison between graduate students and the department.

In addition, the association works 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

The graduate coordinator serves as 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 students' 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 those objectives. 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, a student must be a second-year graduate student who is making satisfactory progress in the program and who is working actively toward graduation.

2023-24 GASP Presidency

President	Xana Furtado	Student and Faculty Communications
Vice President	Caroline Ainsworth	Events and Student Mentorship
Secretary		Birthdays and Extracurriculars

BYU Graduate Student Society (BYUGSS)

All BYU graduate students automatically belong to the BYU Graduate Student Society. The mission of the society is to enrich the graduate student culture, enhance the BYU graduate student campus-wide voice, and encourage the presentation of scholarly and creative work. The society strives to meet the needs of graduate student and also strives to have events that are fulfilling socially, academically, and professionally.

Lectures and Cultural Activities

The department 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.

Mothers in Academia–Dr. Anna-Lisa Halling

The Mothers in Academia group is for all graduate students who are currently mothers, planning on becoming mothers, or thinking about the possibility of motherhood. This group meets monthly with several female faculty members from our department to discuss topics related to motherhood and academia (i.e. work-life balance, having children in grad school, being both a mother and an academic, etc.), and also offers support and encouragement to graduate student moms (and future moms).

Entremundos–Dr. Mac Wilson

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

Sigma Delta Pi–Dr. Tomás Hidalgo and Dr. Mac Wilson

Sigma Delta Pi (ΣΔΠ) is a national honor society for students of the Spanish language and 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 (SDP) relies heavily upon graduate student participation. Some annual activities include a large-scale conference and multiple activities to foster interest in both Sigma Delta Pi and the Spanish and Portuguese Department.

Phi Lambda Beta–Dr. Patrícia Andrade and Dr. Anna-Lisa Halling

Phi Lambda Delta is a collegiate honor society composed of undergraduate and graduate students who have shown outstanding achievement in the study of Portuguese language, culture, and literature. 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. Some annual activities normally include a large-scale conference and multiple activities to foster interest in both Phi Lambda Beta and the Spanish and Portuguese department.

Spanish Foreign Language Fair–Dr. Rob Martinson

All graduate student instructors assist in the execution of the Spanish Foreign Language Fair—one of the region's largest language fairs. As many as 3,000 elementary and secondary school students attend the activity to participate in a number of academic and cultural events and competitions. The half-day fair is held each Winter semester on the university-specified reading day (just before final exams) 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.

ALVORD, Scott M. Professor. PhD, University of Minnesota, 2006. Hispanic Linguistics; Phonetics; Phonology; Sociolinguistics; Language Contact; Spanish in the US; Second Language Acquisition of Phonology.

ANDRADE, Patrícia H. B. Assistant Professor. PhD, Universidade Estadual Paulista – UNESP, 2015. Brazilian Literature; Portuguese Literature; Literary Theory; Contemporary Novel; Realism.

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. Assistant Professor. PhD, University of Arizona, 2014. Second and Third Language Acquisition; Bilingualism; Language Contact; Portuguese Linguistics; Corpus Linguistics.

FAILS, Willis C. Associate Professor. PhD, University of Texas at Austin, 1984. Experimental Phonetics; Spanish and Portuguese Linguistics.

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

HAGUE, Daryl R. Associate Professor. PhD, State University of New York at Binghamton, 2002. Translation Theory and Pedagogy.

HALLING, Anna-Lisa. Associate Professor. PhD, Vanderbilt University, 2012. Early Modern Iberian Literature; Convent Theater; Women Writers; Feminist Theory; Spatial Theory.

HEGSTROM, Valerie. Professor. 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.

HIDALGO, Tomás. Assistant Teaching Professor. PhD, Pennsylvania State University, 2015. Mexican and Latin American Literature, Art, & Film; Human Rights in Latin America; Latinx Literature and Culture; Border Studies.

JONES, Jordan. Assistant Professor. PhD, Brown University, 2021. Human Rights and Contemporary Literature/Culture; 19th Century Antislavery Texts; Translation and Digital Humanities; Inter-American Literature.

KNAPP, Nieves Pérez. Teaching Professor. PhD, University of Oviedo, Spain, 2003. Spanish Language and Cultures; Language Teaching Methodology; Materials Development.

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

LARSON, Erik M. Associate Professor. 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. Assistant Professor. 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. Associate Professor. PhD, University of Texas, Austin, 2007. Foreign or Second Language Acquisition/Teaching Methods; Teaching and Learning Languages through Study Abroad and Technology.

MONTGOMERY, Cherice. Associate Professor. PhD, Michigan State University, 2009. World Language Education; Pedagogy; Curriculum Development and Professional Development; Literacy, Transliteracy, and Social Technologies; Project-based Language Learning; Dual Language Immersion.

NIELSON, Rex P. Associate Professor. PhD, Brown University, 2010. 19th, 20th, and 21st Century Luso-Brazilian Narrative; Masculinity and Gender Studies; Ecocriticism; Comparative Literature; Portuguese and Luso-African Literature.

OLIVEIRA, Desirée de A. Assistant Professor. PhD, Universidade Federal de Minas Gerais, Brazil, 2019. Additional Language Writing, Motivation, Teacher Education, and Materials Development.

PRATT, Dale J. Professor. 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. Professor. PhD, University of Texas, Austin, 2007. 20th and 21st Century Mexican and Spanish American Cultural Production with an emphasis on Literature, Music, Film, and Literature in Mexico.

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

SMEAD, Robert N. Associate Professor. PhD, University of Texas, Austin, 1988. Spanish-English Language Contact; Hispanic Bilingualism; Spanish Linguistics; Variationism.

STALLINGS, Gregory C. Associate Professor. PhD, University of California, Irvine, 1999. 20th and 21st Century Spanish Literature and Film; Literary Theory.

THOMPSON, Gregory L. Professor. 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.

TRUMAN, Lauren E. Assistant Professor. PhD, University of Minnesota, 2021. Language Use; Dual Language Education; Spanish Linguistics; Pronunciation Instruction.

TURLEY, Jeffrey S. Professor. PhD, University of California, Berkeley, 1992. Spanish Linguistics; Romance Philology; Semantics; Medieval Literature.

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

WILLIAMS, Lynn. Professor. PhD, University of London 1978. Spanish Linguistics; History of the Spanish Language; Spain as a Multilingual State; Medieval Literature; 17th Century Diplomatic History.

WILSON, Mac J. Assistant Professor. PhD, Rutgers University, 2015. Spanish American Ecopoetry; Poetry; Ecocriticism; Southern Cone Literature and Culture; Visual Studies.

	Linguistics	Literatures	Pedagogy – Traditional Track	Pedagogy – Professional Track
Committee Members Selected	Oct. 31 1st Semester	Oct. 31 1st Semester	Oct. 31 1st Semester	Oct. 31 1st Semester
Program of Study Completed	Monday before Thanksgiving 1st Semester	Monday before Thanksgiving 1st Semester	Monday before Thanksgiving 1st Semester	Monday before Thanksgiving 1st Semester
601A/B/C Course	Fall (only) 1st Semester	Fall (only) 1st Semester	Winter (only) 2nd Semester	Winter (only) 2nd Semester
Teaching Methods Requirement	Fall 1st Semester	Fall 1st Semester	Fall 1st Semester	Waived
Mock Specialty Exam	2nd Thursday 2nd Semester	NA	NA	NA
Prospectus Presentation	Monday before Thanksgiving 3rd Semester	Monday before Thanksgiving 3rd Semester	Monday before Thanksgiving 3rd Semester	Monday before Thanksgiving 3rd Semester
Second Language Requirement	Prior to 4th Semester	Prior to 4th Semester	Prior to 4th Semester	By August of 2nd Year
Application for Graduation	4th Semester	4th Semester	4th Semester	2nd Summer Term
Specialty Exam	4th Thursday in January 4th Semester	4th Thursday in September 3rd Semester	4th Thursday in September 3rd Semester	1st Thursday 2nd Summer
Ready for Thesis Defense	See Appendix C for details.			
Schedule Thesis Defense	See Appendix C for the last day.			
Thesis Defense	Fall or Winter	Fall or Winter	Fall or Winter	Fall–Summer of 3rd Year
Qualifications/Revisions	See Appendix C.			
ETD Approvals	See Appendix C.			
Order Bound Copy of Thesis for the Department	By OGS graduation deadline	By OGS graduation deadline	By OGS graduation deadline	By OGS graduation deadline

(Challenge Exam)   **Prior to 3rd Semester for ALL**

APPENDIX C. THESIS PROCESS TIMELINE FOR GRADUATION

Prior to Defense

Prior to Defense		DEC	APR	JUN	AUG
Apply for Graduation	▪ For June or August graduation but walk in April: **Mar. 11, 2023**	Sept. 15	Jan. 26	May 3	Jun. 21
Certify Ready for Defense	▪ Committee chair must approve thesis prior to the student uploading it to Graduate Progress. ▪ All committee members will certify that the student is Ready for Defense in Graduate Progress.	Nov. 8	Mar. 21	May 17	Jul. 12
Schedule Thesis Defense	▪ Defense *must* be scheduled with the graduate program manager **2 weeks prior** to the chosen defense date.	Nov. 8	Mar. 21	May 17	Jul. 12
Hold Thesis Defense		Nov. 21	Apr. 3	May 31	Jul. 26

Post Defense

Post Defense		DEC	APR	JUN	AUG
Complete Revisions & Submit ETD	▪ Student must complete committee-requested qualifications/revisions. ▪ Committee chair must approve of revisions and indicate "pass" before student proceeds to ETD submission. ▪ After completing qualifications/revisions, student must submit PDF version of thesis in ETD milestone of Graduate Progress.	Dec. 7	Apr. 17	Jun. 13	Aug. 8
ETD Approvals	▪ 1st Graduate Studies, 2nd Department, 3rd College of Humanities ▪ Student must make all formatting recommendations during the approval process. (See Feedback in Graduate Progress.)	Dec. 14	Apr. 24	Jun. 20	Aug. 15
Final ETD Approval	▪ A final approval from Graduate Studies	Dec. 15	Apr. 25	June 21	Aug. 16
Order a Bound Copy of Thesis for the Department	▪ Student must order a bound copy of their thesis at the department's expense by the deadline in order to graduate.	Dec. 15	Apr. 25	Jun. 21	Aug. 16

APPENDIX D. PROGRAM REQUIREMENTS DEADLINES & CHECKLISTS

Linguistics Deadlines & Checklist

Literatures Deadlines & Checklist

Pedagogy-Traditional Track Deadlines & Checklist

Pedagogy-Professional Track Deadlines & Checklist

Linguistics Deadlines

1st Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Committee Members Selected	Oct. 31, 2022	Oct. 31, 2023
Program of Study Completed	Nov. 21, 2022	Nov. 20, 2023
601A Course	Fall 2022	Fall 2023
Teaching Methods Requirement	Fall 2022	Fall 2023

2nd Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
Mock Specialty Exam	Jan. 19, 2023	Jan. 18, 2024
(Challenge Exam)	Summer 2023	Summer 2024

3rd Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Prospectus Presentation	Nov. 20, 2023	Nov. 25, 2024
Second Language Requirement	Fall 2023	Fall 2024

4th Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
Apply for Graduation	Jan. 26, 2024	(Jan. 2025)
Specialty Exam	Jan. 25, 2024	Jan. 23, 2025
Ready for Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Schedule Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Thesis Defense	Apr. 03, 2024	(Apr. 2025)
Thesis Revisions & Submit ETD	Apr. 17, 2024	(Apr. 2025)
ETD Approvals (1–3)	Apr. 24, 2024	(Apr. 2025)
Final ETD Approval – GS	Apr. 25, 2024	(Apr. 2025)
Order Dept. Bound Copy of Thesis	Apr. 25, 2024	(Apr. 2025)

See Appendix C for Thesis Process details.

Linguistics Checklist

Name: _____   Year Matriculated: _____

Committee Chair: _____   Program: _____

Committee Members: _____, _____, _____

1st Semester – Fall

Semester:	Date Due	Date Completed
601A Course		
Teaching Methods Requirement		
Committee Members Selected		
Program of Study Completed		

2nd Semester – Winter

Semester:	Date Due	Date Completed
Mock Specialty Exam		
(Challenge Exam)		

3rd Semester – Fall

Semester:	Date Due	Date Completed
Prospectus Presentation		
Second Language Requirement		

4th Semester – Winter

Semester:	Date Due	Date Completed
Apply for Graduation		
Specialty Exam		
Ready for Thesis Defense		
Schedule Thesis Defense		
Thesis Defense		
Thesis Revisions & Submit ETD		
ETD Approvals (1–3)		
Final ETD Approval – GS		
Order Dept. Bound Copy of Thesis		

See Appendices B and C for deadlines.

Literatures Deadlines

1st Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Committee Members Selected	Oct. 31, 2022	Oct. 31, 2023
Program of Study Completed	Nov. 21, 2022	Nov. 20, 2023
601B Course	Fall 2022	Fall 2023
Teaching Methods Requirement	Fall 2022	Fall 2023

2nd Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
(Challenge Exam)	Summer 2023	Summer 2024

3rd Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Specialty Exam	Sept. 28, 2023	Sept. 26, 2024
Prospectus Presentation	Nov. 20, 2023	Nov. 25, 2024
Second Language Requirement	Fall 2023	Fall 2024

4th Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
Apply for Graduation	Jan. 26, 2024	(Jan. 2025)
Ready for Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Schedule Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Thesis Defense	Apr. 03, 2024	(Apr. 2025)
Thesis Revisions & Submit ETD	Apr. 17, 2024	(Apr. 2025)
ETD Approvals (1–3)	Apr. 24, 2024	(Apr. 2025)
Final ETD Approval – GS	Apr. 25, 2024	(Apr. 2025)
Order Dept. Bound Copy of Thesis	Apr. 25, 2024	(Apr. 2025)

See Appendix C for Thesis Process details.

Literatures Checklist

Name: _____   Year Matriculated: _____

Committee Chair: _____   Program: _____

Committee Members: _____, _____, _____

1st Semester – Fall

Semester:	Date Due	Date Completed
601B Course Completed		
Teaching Methods Requirement		
Committee Members Selected		
Program of Study Completed		

2nd Semester – Winter

Semester:	Date Due	Date Completed
(Challenge Exam)		

3rd Semester – Fall

Semester:	Date Due	Date Completed
Specialty Exam		
Prospectus Presentation		
Second Language Requirement		

4th Semester – Winter

Semester:	Date Due	Date Completed
Apply for Graduation		
Ready for Thesis Defense		
Schedule Thesis Defense		
Thesis Defense		
Thesis Revisions & Submit ETD		
ETD Approvals (1–3)		
Final ETD Approval – GS		
Order Dept. Bound Copy of Thesis		

See Appendices B and C for deadlines.

Pedagogy–Traditional Track Deadlines

1st Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Committee Members Selected	Oct. 31, 2022	Oct. 31, 2023
Program of Study Completed	Nov. 21, 2022	Nov. 20, 2023
Teaching Methods Requirement	Fall 2022	Fall 2023

2nd Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
601C Course	Winter 2023	Winter 2024
(Challenge Exam)	Summer 2023	Summer 2024

3rd Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Specialty Exam	Sept. 28, 2023	Sept. 26, 2024
Prospectus Presentation	Nov. 20, 2023	Nov. 25, 2024
Second Language Requirement	Fall 2023	Fall 2024

4th Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
Apply for Graduation	Jan. 276, 2024	(Jan. 2025)
Ready for Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Schedule Thesis Defense	Mar. 21, 2024	(Mar. 2025)
Thesis Defense	Apr. 03, 2024	(Apr. 2025)
Thesis Revisions & Submit ETD	Apr. 17, 2024	(Apr. 2025)
ETD Approvals (1–3)	Apr. 24, 2024	(Apr. 2025)
Final ETD Approval – GS	Apr. 25, 2024	(Apr. 2025)
Order Dept. Bound Copy of Thesis	Apr. 25, 2024	(Apr. 2025)

See Appendix C for Thesis Process details.

Pedagogy–Traditional Track Checklist

Name: _____   Year Matriculated: _____

Committee Chair: _____   Program: _____

Committee Members: _____, _____, _____

1st Semester – Fall

Semester:	Date Due	Date Completed
Teaching Methods Requirement		
Committee Members Selected		
Program of Study Completed		

2nd Semester – Winter

Semester:	Date Due	Date Completed
601C Course		
(Challenge Exam)		

3rd Semester – Fall

Semester:	Date Due	Date Completed
Specialty Exam		
Prospectus Presentation		
Second Language Requirement		

4th Semester – Winter

Semester:	Date Due	Date Completed
Apply for Graduation		
Ready for Thesis Defense		
Schedule Thesis Defense		
Thesis Defense		
Thesis Revisions & Submit ETD		
ETD Approvals (1–3)		
Final ETD Approval – GS		
Order Dept. Bound Copy of Thesis		

See Appendices B and C for deadlines.

Pedagogy–Professional Track Deadlines

1st Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Committee Members Selected	Oct. 31, 2022	Oct. 31, 2023
Program of Study Completed	Nov. 21, 2022	Nov. 20, 2023
Teaching Methods Requirement	Waived	Waived

2nd Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023
601C Course	Winter 2023	Winter 2024

1st Term – Summer	Matriculated Fall 2022	Matriculated Fall 2023
(Challenge Exam)	Summer 2023	Summer 2024

3rd Semester – Fall	Matriculated Fall 2022	Matriculated Fall 2023
Prospectus Presentation	Nov. 20, 2023	Nov. 25, 2024

4th Semester – Winter	Matriculated Fall 2022	Matriculated Fall 2023

2nd Term – Summer	Matriculated Fall 2022	Matriculated Fall 2023
Apply for Graduation	Jun. 21, 2024 | Mar. 11, 2024	(Jun. 2025) | (Mar. 2025)
Specialty Exam	Jun. 27, 2024	Jun. 26, 2025
Second Language Requirement	August 2024	August 2025
Ready for Thesis Defense	Jul. 12, 2024	(Jul. 2025)
Schedule Thesis Defense	Jul. 12, 2024	(Jul. 2025)
Thesis Defense	Jul. 26, 2024	(Jul. 2025)
Thesis Revisions & Submit ETD	Aug. 08, 2024	(Aug. 2025)
ETD Approvals (1–3)	Aug. 15, 2024	(Aug. 2025)
Final ETD Approval – GS	Aug. 16, 2024	(Aug. 2025)
Order Dept. Bound Copy of Thesis	Aug. 16, 2024	(Aug. 2025)

See Appendix C for Thesis Process details.

Pedagogy–Professional Track Checklist

Name: _____   Year Matriculated: _____

Committee Chair: _____   Program: _____

Committee Members: _____, _____, _____

1st Semester – Fall

Semester:	Date Due	Date Completed
Teaching Methods Requirement		
Committee Members Selected		
Program of Study Completed		

2nd Semester – Winter

Semester:	Date Due	Date Completed
601C Course Completed		

1st Term – Summer

Term:	Date Due	Date Completed
(Challenge Exam)		

3rd Semester – Fall

Semester:	Date Due	Date Completed
Prospectus Presentation		

4th Semester – Winter

Semester:	Date Due	Date Completed

2nd Term – Summer

Term:	Date Due	Date Completed
Apply for Graduation		
Specialty Exam		
Second Language Requirement		
Ready for Thesis Defense		
Schedule Thesis Defense		
Thesis Defense		
Thesis Revisions & Submit ETD		
ETD Approvals (1–3)		
Final ETD Approval – GS		
Order Dept. Bound Copy of Thesis		

APPENDIX E. STUDENT INSTRUCTOR EXPECTATIONS

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. Moreover, instructors are prohibited from dating their own students.

Fall Workshop for Student Instructors

The Fall Workshop is offered Monday through Friday of the week before the beginning of Fall semester, from approximately 9:00 a.m. to 4:00 p.m. 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 an instructor's overall pay for the semester. 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 attend the entire workshop to maximize their teaching skills as well as their pay for the semester.

Registration for Classes

Instructors must be registered for classes (including having an ecclesiastical endorsement and health insurance) by the first day of the semester. (International students 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.

Instructors are required to enroll in one (1.0) credit hour of the appropriate section of 673R during each semester they teach.

Punctuality

Instructors are expected to arrive punctually to teach their assigned classes (at least 5 minutes before the start of class) to log onto the computer and/or set up any necessary materials to begin precisely on time.

Finding Substitutes

If an instructor is unable to be present to teach a class, arrangements should be made for another instructor of the same level class to substitute teach. Ideally, a reciprocal agreement should be arranged in which the instructor agrees to teach a class for the substitute on a different day. 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. (See Appendix F.) and have it signed by the substitute and by the substitute's faculty advisor.

In the case of unforeseeable situations such as illness or family emergencies, instructors should try to arrange for a substitute. If a substitute cannot be arranged and the class must be cancelled, the instructor must 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 email. Classes may not be cancelled for non-emergency reasons.

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

APPENDIX F. FORMS

Department

Agreement to Participate in 673R: Directed Teaching on a Contractual Basis

Agreement to Participate in 680R: Professionalization Seminar on a Contractual Basis

SPAN/PORT 680R Directed Research Contract

Student Instructor Substitute Approval Form

Research Funding Application

College of Humanities & Department

Graduate Travel Assistance Application & Reimbursement Request

BYU Spanish & Portuguese Department

Agreement to Participate in SPAN/PORT 673R: Directed Teaching on a Contractual Basis

The Department of Spanish and Portuguese is aware that MA students who are in the final semester of their program and who are only enrolled in thesis/project/article credit 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 the 673R course on a contractual basis rather than registering for the course for credit or auditing the course.

The following conditions must be met:

1. The student must be in the fourth or fifth semester of their MA program and be registered for thesis/project/article credit hours as a part-time student.
2. The student must fully participate in all aspects of the 673R course as if they were registered for credit, including attending regularly and completing all assignments.
3. If the student has already registered for 673R, they must drop the course by the add/drop deadline of that semester.

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

- The student will have a significant reduction in any remaining scholarship awards for which they might be eligible.
- The student will be ineligible for future employment in the Department of Spanish and Portuguese.

By signing below, you, the student, acknowledge your understanding of the above-mentioned policies and agree to abide by these same policies.

Student Name (please print): _____

Student Signature: _____

Date: _____

Semester to which the agreement applies: _____

BYU Spanish & Portuguese Department

Agreement to Participate in SPAN/PORT 680R: Professionalization Seminar on a Contractual Basis

The Department of Spanish and Portuguese is aware that professional-track MA students are only enrolled part-time in Fall and Winter semesters and thus would be required to pay extra tuition to enroll in 680R: Professionalization Seminar. The department has agreed to allow said students to attend and participate in 680R: Professionalization Seminar on a contractual basis rather than registering for the course for credit or auditing the course.

The following conditions must be met:

1. The student must be a Professional-track MA student and be registered as a part-time student in the same semester as taking 680R: Professionalization Seminar course.
2. The student must fully participate in all aspects of the 680R: Professionalization Seminar course as if they were registered for credit, including attending regularly and completing all assignments.
3. If the student has already registered for 680R: Professionalization Seminar, they must drop the course by the add/drop deadline of that semester.

By signing below, you, the student, acknowledge your understanding of the above-mentioned policies and agree to abide by these same policies.

Student Name (please print): _____

Student Signature: _____

Date: _____

Semester to which the agreement applies: _____

BYU Spanish & Portuguese Department

SPAN/PORT 680R: Directed Research Contract

Student Name (please print): _____

Section: _____ Credit Hours: _____ Semester: _____ Year: _____

Title of 680R Project: _____

Preliminary Questions:

1. Have you taken 680R credit hours before? _____ (Yes/No)   If yes, how many? _____

2. If your total number of 680R credit hours will exceed 3.0, do you intend to use these additional credits toward 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 an exception and thus your request may be denied (680R credits for minicourses are unlikely to negatively affect your petition). If you petition to apply more than 3.0 credit hours of 680R toward graduation, you must complete this contract and submit it for approval much earlier than the deadline listed below (see Term #5 below) 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 3.0 credit hours of 680R may count toward any degree.

2. The student must 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. The student must read at least 750 pages per 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 projected work by the last day of finals of the semester/term in which they are enrolled will receive an *E* grade for the course. Please note that, according to university policy, a student who receives a low (*D*) or failing score in a 680R course cannot retake the course to remove the earlier grade.

5. The student must complete this contract and have it approved by the appropriate individuals listed below by the add/drop deadline of the semester specified.

6. The student should complete their plan no later than the last day of exams for the semester/term specified.

BYU Spanish & Portuguese Department

SPAN/PORT 680R Directed Research Contract (Page 2)

Contract Approval and Agreement:

Student Name: _____ Date: _____

Signature

Sponsoring Faculty Member: _____ Date: _____

Signature

Student's Graduate Committee Chair: _____ Date: _____

Signature

Graduate Coordinator: _____ Date: _____

Signature

Department Chair: _____ Date: _____

Signature

Note: 680R credit hours can be added by Permission-to-Add codes only, given by permission of the graduate coordinator, not by individual faculty, and only after this contract has been approved and signed by the individuals listed above.

BYU Spanish & Portuguese
Department

Student Instructor Substitute Approval Form – for Extended Absences

Student instructors who plan to be absent for more than two consecutive days should complete this form. The form must be completed and submitted to the department office manager prior to the student instructor's departure.

Date of Absence	Page #s to Be Covered	Substitute	Substitute's Email	Substitute's Phone

I hereby certify that I have arranged for the above individual(s) to teach my class while I am absent, and that I have provided them with all necessary materials and instructions.

Student Instructor: _____ Date: _____

                 Signature

I hereby certify that I have agreed to teach this instructor's class(es) on the dates indicated above, and that I have received all necessary materials and instructions, and that my questions have been answered satisfactorily.

Substitute #1: _____ Date: _____

                 Signature

Substitute #2: _____ Date: _____

                 Signature

I approve the above substitutions.

Faculty Supervisor: _____ Date: _____

                 Signature

BYU Spanish & Portuguese Department

Research Funding Application

Student Name: _____ MA Program: _____

Student Email: _____

Research Topic/Thesis Title:_____

_____

Committee Chair: _____

| Printed Name | Signature | Date |

Attach:

- **Project Description** (max. 500 words): Provide a brief description of what your project entails:

- **Timeline:** Provide a detailed timeline for completing your research project, writing your thesis, defending your thesis, and graduating:

- **Rational:** Explain what you need funding for and how it will contribute to completing your research. Be as specific as possible:

- **Budget:** Provide a detailed, line-item budget for your project including the total amount of funding that you are requesting.

FOR DEPARTMENT USE:

Amount Approved: _____ Account # _____

Graduate Coordinator: _____

| Printed Name | Signature | Date |

GRADUATE TRAVEL ASSISTANCE APPLICATION & REIMBURSEMENT REQUEST
BYU COLLEGE OF HUMANITES

Student Checklist

Before Traveling – Assistance Application

☐ Print and clearly fill out the Graduate Travel Assistance Application (2 pages) that follows.

☐ Attach a copy of your acceptance letter to the conference (to the back) as proof of acceptance.

☐ Turn in all application materials to your department's graduate program manager or department secretary.

- English – Juli Todd 4138 JFSB
- Comparative Arts & Letters – Andrea Kristensen 3008 JFSB
- Linguistics – Mary Beth Wald 4064 JFSB
- Spanish & Portuguese – Merrie Kay Ames 3190 JFSB
- Center for Language Studies – Molly McCall 3086 JFSB

☐ Wait for an acceptance email from the College of Humanities Office (humanities@byu.edu)

☐ **REQUIRED**: Once you receive notice of pre-approval from the College of Humanities, if flying, book your airfare through **BYU Travel**:

- Purchase your flights through the University's online travel program called "**Simply Travel**" at: https://purchasing.byu.edu/travel/simply-travel
  - Choose "Leisure Travel" and create an account.
  - Pay for the flight with your own funds and you will be reimbursed after your trip.
- If for some reason you need to book your airfare through someone other than BYU Travel, please contact the College of Humanities Office to get permission before purchasing your flight.
- If you fail to follow these rules, you will not be reimbursed for your airfare.

After Traveling – Reimbursement Request

☐ Print and clearly fill out the Expense Table on the Graduate Travel Reimbursement Request that follows.

☐ Bring your Graduate Travel Reimbursement Request (Expense Table completed) and all receipts to the College of Humanities Office in 4002 JFSB **within 30 days of the travel.**

☐ Fill out the remainder of the Graduate Travel Reimbursement Request at the College of Humanities Office.

- If you cannot come in person, contact the office by emailing humanities@byu.edu.
- Your reimbursement will then be processed and will be deposited to your Direct Deposit account, so make sure your BYU account information is up to date.
  - You can update your Direct Deposit at My Financial Center through your myBYU account.

*For any questions, please call the College of Humanities Office at 801-422-2775 or email them at humanities@byu.edu

GRADUATE TRAVEL ASSISTANCE APPLICATION
BYU COLLEGE OF HUMANITES

Complete Before Travel – Student

Name: _____ BYU ID#_____

Email: _____ Telephone: _____ US Citizen? Y or N

Department _____ Program: _____

Faculty Mentor: _____

1: Title/Description of your Presentation:

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

3. Conference location and dates:

4. How will you participate in the conference?

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

6. Have you attended other conferences this academic year? Y or N

    a.   If yes, did you receive travel assistance from the College of Humanities and how much?

7. Have you confirmed that your Direct Deposit account is up to date? Y or N

8. Will you be driving to or from your conference? Y or N

    a.   If yes, will you be driving your personal vehicle? Y or N

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

Registration Fee	Transportation (airfare or mileage)	Lodging	Meals	Other (specify)	TOTAL

Note: The amount funded by departments will vary, as each department may fund differently. The College will match the department amount up to **$500**. For example, if the department approves $550, the College will approve $500, and the total amount a student can be reimbursed is $1,050. Additionally, the maximum amount the College will match per student each <u>academic year</u> is **$500**.

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

GRADUATE TRAVEL ASSISTANCE APPLICATION
BYU COLLEGE OF HUMANITES

Complete Before Travel – For Department Use Only

This graduate student has been approved by the Department of _____

for a travel expense reimbursement up to a maximum of $_____.

_____   _____

Signature of Graduate Coordinator   Date

_____ - _____ - _____

Operating Unit   Account   Class Code

Complete Before Travel – For College Use Only

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

$_____.

The total amount of travel assistance approved is a maximum of $_____.

_____   _____

Signature of Dean   Date

GRADUATE TRAVEL REIMBURSEMENT REQUEST
BYU COLLEGE OF HUMANITES

Complete After Travel – Student – In Person at the College of Humanities Office (4002 JFSB)

Expense Table

Date	Registration Fee	Transportation (airfare or mileage)	Lodging	Meals	Other (specify)	
						GRAND TOTAL
TOTAL						

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

I certify that all claims above are legitimate and correct according to BYU Travel Policy.

_____   _____   _____

Student Signature   Date   BYU ID Number

REMINDER: Please bring this Graduate Travel Reimbursement Request (Expense Table completed) and all receipts to the College of Humanities Office in 4002 JFSB **within 30 days of the travel**.

APPENDIX G. READING LISTS

Hispanic Literatures – Reading List

Luso-Brazilian Literatures – Reading List

Spanish Pedagogy – Reading List

Portuguese Pedagogy – Reading List

Hispanic Literatures – Reading List

Peninsular

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* (choose 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"

Spanish-American

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"

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*

LITERATURA BRASILEIRA

Livros de referência:

Bosi, Alfredo. *História concisa da literatura brasileira.*

Candido, Antônio. *Formação da literatura brasileira.*

Candido, Antônio e José Aderaldo Castello. *Das origens ao realismo* e *Modernismo.*

Moisés, Massaud. *História da literatura brasileira.* 3 vols.

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

Williams, Frederick G. *Poets of Brazil/Poetas do Brasil.*

LITERATURA INFORMATIVA	
Pero Vaz de Caminha	"Carta de Achamento"
José de Anchieta	*Auto de São Lourenço*

BARROCO	

Gregório de Mattos	*poesia lírica*:
	   "À mesma D. Ângela"
	 poesia sacra:
	   "Buscando a Cristo"
	   "Achando-se um braço perdido do menino Deus..."
	 poesia satírica:
	   "À cidade da Bahia",
	   "Descreve o que era naquele tempo a cidade da Bahia",
	   "Epílogos"

Antônio Vieira	"Sermão pelo bom sucesso das armas de Portugal contra as de Holanda"

ARCADISMO	
Basílio da Gama	*O Uruguai* [seleção em Williams]
Tomás Antônio Gonzaga	Lira XVIII "Não vês aquele velho respeitável" Lira XXII "Muito embora, Marília" Lira XXX "Junto a uma clara fonte" "A Moçambique, aqui, vim deportado"

ROMANTISMO	
Gonçalves Dias	*I-Juca-Pirama* "Canção do Exílio" "Marabá"
Castro Alves	*O navio negreiro*
José de Alencar	*O guarani*

REALISMO / NATURALISMO	
Machado de Assis	*Memórias póstumas de Brás Cubas* "A cartomante" [conto] "A causa secreta" [conto] "Um homem célebre" [conto] "Missa do galo" [conto] "Pai contra mãe" [conto]
Aluísio de Azevedo	*O cortiço*

PARNASIANISMO/SIMBOLISMO	
Cruz e Sousa	"Antífona" "Região Azul..."
Olavo Bilac	Soneto XIII de *Via-Láctea* "Língua portuguesa" "Música brasileira" "Velhas árvores"

PRÉ-MODERNISMO	
Euclides da Cunha	*Os sertões* ["A terra" e "O homem"]
Lima Barreto	*Triste fim de Policarpo Quaresma*
Graciliano Ramos	*Vidas secas*
Raquel de Queirós	*As três Marias*

MODERNISMO	
Manuel Bandeira	"Pneumotórax" "Poética" "Evocação do Recife" "Irene no céu" "O bicho"

Mário de Andrade	*Paulicéia Desvairada* [seleções]
	   "O prefácio interessantíssimo"
	   "Rua de São Bento"
	   "Ode ao Burguês"
	   "Paisagem n. 2"
	   "Paisagem n. 4"
	"A escrava que não é Isaura"

Oswald de Andrade	*Manifesto da Poesia Pau-Brasil* *Manifesto Antropófago* "Canto do regresso à pátria" "Balada do Esplanada" "Brasil" "Erro de português" "Pronominais"
Carlos Drummond de Andrade	"Poema de sete faces" "Mãos dadas" "No meio do caminho" "A morte do leiteiro" "Quadrilha" "José"
João Guimarães Rosa	"A terceira margem do rio" [conto] "A hora e vez de Augusto Matraga" [conto] "Famigerado" [conto]
Clarice Lispector	*A hora da estrela* "Os laços de família" [conto] "Feliz aniversário" [conto]
João Cabral de Melo Neto	*Morte e vida severina*

TENDÊNCIAS CONTEMPORÂNEAS	
Lygia Fagundes Telles	"A caçada" [conto] "Venha ver o por do sol" [conto] "As formigas" [conto] "Antes do baile verde" [conto]
Poesia Concreta	"Poems by Brazilian Concretists" *Twentieth-Century Latin American Poetry*, Stephen Tapscott, ed.
Luiz Ruffato	*Eles eram muitos cavalos*

Livros de referência:

Williams, Frederick G. "Introdução." *Poets of Angola/Poetas de Angola.*

— "Introdução." *Poets of Cabo Verde/Poetas de Cabo Verde.*

— "Introdução." *Poets of Mozambique/Poetas de Moçambique.*

MOÇAMBIQUE	
Mia Couto	*Cada homem é uma raça*
José Craveirinha	"Poema do futuro cidadão" "Sou analfabeto" "Ao bom evangelho dos cassetetes" "Pena" "Para um ídolo clandestino" "Dia de visita" "Ciência" "Eu prestidigitator emérito" "Homem e formiga" "Reza, Maria!"
Noemia de Sousa	"Negra" "A Billie Holliday, cantora" "Descobrimento" "Deixa passar o meu povo" "Magaíca" "Se me quiseres conhecer" "Se este poema fosse..." "Bayete" "Súplica"

ANGOLA	
Pepetela	*Mayombé*
José Eduardo Agualusa	*Estação das chuvas*

CABO VERDE	
Eugênio Tavares	"Mujer bonita" "Morna de despedida" "A emigração" "Há templos onde se venera a luz" "Há nove mil robustos habitantes" "À mesa, um dia, estavam dois doutores"
Manuel Lopes	"A garrafa" "Crioulo" "Encruzilhada" "Mochinho"

Spanish Pedagogy – Reading List

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 the graduate program manager.

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 https://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

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.

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

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

Rubin, J. (1994). A review of second language listening comprehension research. Modern Language Journal, 78, 199–221. Retrieved from https://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. https://eric.ed.gov/?id=ED582340

Research Methods in Foreign Language Education

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.

Textbook and reading materials on research design from SPAN/PORT 601C

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. https://er.educause.edu/about/er-archives

Note: The EDUCAUSE Library is the preeminent clearinghouse for information about timely topics and research supporting the use and management of technology in higher education. General resources include articles, books, conference sessions, multimedia, plans, policies, webinars, and blog content. Select 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. https://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.2010.01081.x

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.

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

ACTFL 21st Century Skills Map https://www.actfl.org/uploads/files/general/Documents/21st_Century_Skills_Map.pdf

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)

NCSSFL-ACTFL Global Can-Do Benchmarks https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements

World-Readiness Standards for Learning Languages. (2013). Yonkers, NY: Author. Available at https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages

Portuguese Pedagogy – Reading List

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Reichelt, M. (2001). A critical review of foreign language writing research on pedagogical approaches. Modern Language Journal, 85, 578–598. https://onlinelibrary.wiley.com/doi/abs/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

Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal, 1.* Available at https://www.ensinoportugues.org/wp-content/uploads/2011/05/Textbooks.pdf

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.

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Note: The EDUCAUSE Library is the preeminent clearinghouse for information about timely topics and research supporting the use and management of technology in higher education. General resources include articles, books, conference sessions, multimedia, plans, policies, webinars, and blog content. Select an article of your choosing related to technology in higher education and be able to summarize its content.

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1. Procedure for Grading the Examination and Reporting Results

- Exams will be graded independently by at least three examiners selected by the relevant section, using the criteria listed on the rubric for MA specialty examination questions.

- Examiners will write their score for each exam question on the cover sheet provided by the graduate program manager and will then return their copy of the exam and the scoring sheet to the graduate program manager.

- Using the formula shown below, the graduate secretary will calculate the average score of all examiners for each question, as well as for the overall exam, and will inform the graduate coordinator of the results.

- The graduate coordinator will inform candidates of their results normally within a week of the examination.

2. Criteria for Passing the Examination

- In order to pass the specialty examination, candidates must follow the instructions and have a mean score of 7.0 overall averaged across all committee members. No score on any individual question can be lower than 5.0 (averaged across all committee members' ratings for that question)

- If a candidate fails every question, s/he will be required to retake the whole examination. A second failure of any portion of the examination will result in the candidate's removal from the program.

- If a candidate fails a portion of the examination (one or more questions), he or she will be re-examined in those areas only. A second failure in any of these areas will result in the candidate's removal from the program.

- No candidate will be allowed to take the specialty examination more than twice.

3. 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.

RUBRIC FOR MA SPECIALTY EXAMINATION QUESTIONS

Please rate the student's response to each question using the following rubric. Write your rating (0 to 10) for each question in the margin to the left of the students' typed response.

Unsatisfactory					Marginal		Satisfactory		Accomplished	
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Does not attempt to answer the question.	Demonstrates little or no understanding of the question, with response wholly inadequate in terms of content and/or length. Major parts of the question may be left unanswered. Statements and conclusions may be largely inaccurate or irrelevant to the topic.		Demonstrates an incomplete under-standing of the question, with response falling short of expectations in content and/or length. Parts of the question may be left unanswered. Statements and conclusions may contain many factual or conceptual errors.		Demonstrates a basic understanding of the question, but response is only marginally acceptable in content and/or length. May fail to fully address some parts of the question. Statements and conclusions may contain some factual or conceptual errors.		Demonstrates a satisfactory under-standing of the question and addresses all parts of it adequately but not thoroughly. Statements and conclusions are mostly correct but may contain minor inaccuracies in detail.		Demonstrates a thorough under-standing of the question and addresses all parts of it at a level of detail that is commensurate with the time allotted. All statements and conclusions are fully accurate and, where appropriate, insightful.	

Passing Criteria for the Exam

A mean score of 7.0 overall AND no mean score on any individual question lower than 5.0.

APPENDIX I. CUSTOM ETD TEMPLATE

The following Sample ETD pages are specifically customized according to guidelines for our department along with University Guidelines.

Outcomes and therapeutic alliances in

senior citizens served in a community

mental health setting

David A. Hill

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

Master of Arts

John Smith, Chair
George Johnson
Bruce B. Brown
Loren A. Jones

Department of Spanish and Portuguese

Brigham Young University

ABSTRACT

Outcomes and therapeutic alliances in senior
citizens served in a community
mental health setting

David A. Hill
Department of Spanish and Portuguese, BYU
Master of Arts

The abstract is a summary of the work with emphasis on the findings of the study. It must be single-spaced. It must match the same font and size as the rest of the work. It should also be left aligned with the 1st line indented. The abstract precedes the optional acknowledgement page and the body of the work.

This is where a second paragraph begins if applicable. An extra line should be included between the paragraphs.

Keywords: mental health, senior citizens, therapeutic alliances, community, outcomes

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. The acknowledgements should be simple and in good taste.

This is where the second paragraph begins if applicable.

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