

BAYLOR UNIVERSITY
ENGLISH GRADUATE STUDENT
HANDBOOK
2014-2015

17th EDITION

ENGLISH GRADUATE STUDENT ASSOCIATION

WACO, TEXAS

2014-2015 EGSA Handbook

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Waco, Texas
Summer 2014

Dear Fellow English Graduate Students,

You have just downloaded your very own, *green* copy of the EGSA Handbook for Baylor English Graduate Students! We hope that you find it useful throughout your time at Baylor. It explains every stage of the MA and PhD programs, from coursework to examinations to the thesis or dissertation. It also includes sections with useful information on assistantships, attending conferences, conducting research, even searching for a job within or outside academia. Perhaps most importantly, the final section in the appendix tells you where to find food and fun in Waco in order to help you provide yourself with adequate nourishment for your Baylor graduate journey.

As you read through this handbook, remember that the handbook is a never-ending project. It was begun by English graduate students who belonged to this department long ago, and it is revised every year by current graduate students (next year, maybe you will help revise it!). Please help us with this continuing project by letting us know if you discover an error, omission, or outdated statement. (If you do find anything that contradicts information from the English department or the Graduate School, be advised that those official sources always take precedence.)

Do not underestimate the value of this resource. We've sought to provide the vital information you need to give you a sense of independence within the department, but please don't hesitate to bring us your questions should anything remain unclear!

Happy reading!

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2014-15 Orientation Co-Chairs
Baylor English Graduate Student Association

EGSA Handbook Revision Committee, 2014-15

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SECTION 1

THE PROGRAM

1.1 DEGREE REQUIREMENTS

Upon entering the graduate program, one of the first things you should do is carefully read the degree requirements for your program. The English Department offers three programs: the MA program, the PhD program, and the PhD program with a concentration in Religion and Literature. The requirements for each program are posted on the English Department website and can be accessed through the following address: <http://www.baylor.edu/English/>

We suggest that you print out a copy of your program's requirements and keep them on hand for reference. It's a good idea to read through them periodically, just to make sure you are on track. **Following are the general requirements for the three programs offered by the graduate English department:**

MA IN ENGLISH: BEYOND THE BA

Thesis Track (30 hours); Non-Thesis Track (33 hours)

1 foreign language (does not count toward total credit hours)

For Thesis Track, **8 seminars total** (24 hours); for non-thesis track, **11 seminars total** (33 hours)

–Bibliography and Research (3 hours)

–Literary Theory (Literary Criticism) **or** Linguistics **or** Rhet./Comp. (3 hours)

–6 Elective English Courses (18 hours); for non-thesis track, 9 Electives (27 hours) are required.

Thesis (6 hours)

Oral Examination: Defense of the Thesis

*For the **non-thesis track**, MA students must take extra elective English courses for a total of 33 hours. **An oral exam directed at topics in your coursework is required.** If students plan to pursue a PhD later, they should note that **the thesis track is much preferred** by most graduate English departments.

PhD IN ENGLISH: BEYOND BA and BEYOND MA

Beyond BA (66 hours):

2 foreign languages (do not count toward total credit hours)

18 English seminars (54 hours)

–Old English language (3 hours)

–Bibliography and Research (3 hours)

–Literary Theory (Literary Criticism) **or** Linguistics **or** Rhet./Comp. (3 hours)

–1 course from “English 1” (Old English, Middle English, Renaissance,
Seventeenth Century, Restoration and Eighteenth Century) (3 hours)

–1 course from “English 2” (Romantic, Victorian, Modern British,
Contemporary British) (3 hours)

–1 course from “American 1” (Colonial American Literature to 1800,
Nineteenth-Century American Literature) (3 hours)

–1 course from “American 2” (Modern American,
Contemporary American) (3 hours)

–11 Elective English Courses (33 hours)

* You must take four classes from your primary historical area. (For example, if you would like to write your dissertation in Modern American Literature, then you must have a total of 4 courses from “American 2” in order to fulfill this requirement.)

* You must fulfill your foreign language requirements before taking your prelims.

Preliminary Examination

Prospectus Review

Dissertation: 12 hours total, including registration for at least 1 hour the semester you graduate.

Final Examination: Defense of the Dissertation

Beyond MA (42 hours)

*PhD students who already hold an MA still must satisfy the distribution requirements (1 course from English 1, English 2, etc.); however, many of these requirements (listed below) may have been fulfilled during the course of the MA degree. In total, **a PhD student entering the program with an MA will complete 30 hours of coursework**, but the *type* of coursework varies based upon the classes he/she has completed during the MA. If distribution requirements overlap with your MA coursework, notify the Graduate Program Director. He or she must approve the overlapping coursework.

Hence, if any of these requirements are met with a course taken as a graduate student elsewhere, then **another elective seminar** must be taken to reach the total of 10 seminars beyond the MA degree. Most PhD students entering the program with an MA will have a large amount of the distribution requirements already completed. This allows them to primarily take courses in their specific historical area, depending on what courses are being offered and pending the Graduate Program Director's approval.

2 foreign languages (do not count toward total credit hours)

10 English seminars (30 hours)

–Old English language (3 hours)

–Bibliography and Research (3 hours)

–Literary Theory (Literary Criticism) **or** Linguistics **or** Rhet./Comp. (3 hours)

–1 course from “English 1” (Old English, Middle English, Renaissance,
Seventeenth Century, Restoration and Eighteenth Century) (3 hours)

–1 course from “English 2” (Romantic, Victorian, Modern British,
Contemporary British) (3 hours)

–1 course from “American 1” (Colonial American Literature to 1800,
Nineteenth-Century American Literature) (3 hours)

–1 course from “American 2” (Modern American,
Contemporary American) (3 hours)

–3 Elective English Courses (9 hours)

* You must take four classes from your primary historical area. (For example, if you would like to write your dissertation in Modern American Literature, then you must have a total of 4 courses from “American 2” in order to fulfill this requirement.)

* You must fulfill your foreign language exam before taking your prelims.

Preliminary Examination

Prospectus Review

Dissertation: 12 hours total, including registration for at least 1 hour the semester you graduate.

Final Examination: Defense of the Dissertation

RELIGION AND LITERATURE CONCENTRATION, PhD IN ENGLISH

Beyond MA (42 hours):

2 foreign languages (do not count toward total credit hours)

10 seminars (30 hours) –

–Old English language (3 hours)

–Bibliography and Research (3 hours)

–Literary Theory (Literary Criticism) (3 hours)

–1 Religion and Literature Course (3 hours)

–3 Religion courses (as of spring 2014, these courses must be offered at the 5000-level; may include courses cross-listed as Religion and English seminars) (9 hours)

–3 Elective English Courses (9 hours)

*If any of these requirements are met with a course taken as a graduate student elsewhere, then another seminar must be taken to reach the total of 10 seminars beyond the MA degree.

*Students must take four courses in their primary historical area. (For example, if you would like to write your dissertation in Modern American Literature, then you must have a total of 4 courses from “American 2” in order to fulfill this requirement.)

*Note: Students planning to do the PhD in Religion and Literature with only a BA must complete the above requirements in addition to 8 more elective English classes. The full program for directly admitted students will be 66 hours.

Preliminary Examination

Prospectus Review

Dissertation: 12 hours total, including registration for at least 1 hour the semester you graduate.

Final Examination: Defense of the Dissertation

1.2 COURSE LOADS

Graduate students typically take two seminars each semester and one to two seminars during the summer, but some take more or fewer, depending on their current needs and/or interests.

Two summer sessions are available each year, with at least one, though often more, graduate English seminars each session. If you want to take summer classes but are not interested in the summer offerings, you may find a willing professor who will allow you to do an independent study during the summer. (It is a good idea to make sure the professor is teaching or on campus during the summer before asking them. See Section 1.6 for more information on taking an independent study.) **MA students may be allowed one independent study, and PhD students may be allowed up to two.**

Those students who enter the program without an MA must take 18 hours in the first year to be eligible to teach the next year. This is distributed as 6 hours per regular semester (Fall and Spring) and 3 hours each summer session. Students who wish to take 9 hours during a semester they are not teaching may petition to do so, though permission and/or funding are not guaranteed.

Many students ask how long it will take them to get their degrees. **MA students can expect funding for four semesters and two summers (2 ½ years), although it is possible to complete the MA in only 2 years. A PhD student without an MA can expect funding for 6 years. PhD students *with* an MA can expect funding for 5 years.**

1.3 REGISTERING FOR CLASSES

First, find out which seminars are being offered for the coming semester. Course descriptions for each semester are printed and available in the English Office (as well as the 4th Floor lounge) prior to registration.

Most graduate seminars meet once a week for three hours, from 3:30 to 6:30 or 4:00 to 7:00 on Monday, Tuesday, Wednesday, or Thursday, though occasionally a professor may schedule a course

at a different time. (Old English, for example, meets twice a week in the afternoon.) Other courses, such as Religion seminars and undergraduate courses, are offered at various times.

Spring registration usually begins around the end of October or beginning of November. Summer and fall registration begins after Spring Break. Graduate students register online via BearWeb.

Note: Classes are filled strictly on a first-come, first-served basis, and registration dates are based upon seniority. The English Office will notify students when they are eligible to register.

When registering for classes, keep in mind that students are only permitted to take a course with the same number twice (i.e. ENG 5374). If you need to take a course for a third time, even if the topic and professor are completely different from previous courses of that number, you must get special permission from the Graduate Program Director and the Graduate School.

1.4 FOREIGN LANGUAGE REQUIREMENTS

The MA requires students to demonstrate intermediate proficiency in one foreign language, and the PhD requires two foreign languages. You can satisfy this requirement in one of several ways, all of which are outlined in detail in the Graduate Catalog, which is available both in print form and on the Baylor website (see "Specific Degree Requirements: Doctor of Philosophy" or "Specific Degree Requirements: Master of Arts"). Typically, graduate students who have taken two years of a foreign language in college (IF these undergraduate foreign language classes were completed no more than five years before matriculating into the Baylor graduate program) can satisfy the foreign language requirement by picking up a petition form from the Graduate School Office in Morrison Hall (you may also download a copy from EGSA's website). The form is simply called a "petition form," and it is the same form the Graduate School uses to document credit transfers from other institutions. Turn in the petition form to one of the administrative assistants in the English Department Office. If you are using undergraduate coursework to satisfy a language requirement, turn in the petition form as soon as possible. Don't wait until you're ready to take your preliminary exams to fill out the form; not all requests are approved.

Note: As a PhD candidate, you may not proceed with preliminary exams until your foreign language requirement is satisfied.

Even if you take a foreign language here at Baylor, you *must* petition to get it accepted by the Graduate School. Pick up said form and follow the above directions. The petition is just a formality, but you have to get it done in order to take your exams.

If you need to take a foreign language as a graduate student, you have two options.

A. Take a "Modern Language for Grad Students" course or take an ancient language course through the Classics Department during the summer. These courses in French,

German, Spanish, and Latin are held during one summer session and are essentially crash-courses in reading the language. The course is officially two courses taught concurrently during one summer session. Because of the heavy workload, we strongly recommend that you NOT attempt to take a graduate seminar while taking a summer language. If you are taking *a modern or classical foreign language during the summer*, follow these directions:

* First, check on BearWeb (<http://bearweb.baylor.edu>) to find out which languages are being offered during the summer, and choose a language. Foreign languages for grad students are numbered 5370 and 5371. You should probably check with the Graduate Program Director to make sure that the language will be accepted. French and German are always accepted.

* Once you finish the class, you *must* petition the Graduate School to accept your foreign language. Do this as soon as final grades are posted.

B. Should you be interested in taking the **competency exam** in order to forego taking a foreign language course, you must go through the appropriate channels in the Department of Foreign Languages. You must also work within the specific timelines given by the Department of Foreign Languages. This option requires you to prepare for the competency exam on your own, but can save you money in summer fees and free up precious time off from classes. It is strongly recommended that you take any foreign language exams as early as possible in your graduate career, in case alternative arrangements need to be made; do not wait until you are ready to take your prelims. A link to find out what will satisfy proficiency requirements in a foreign language can be found on the Modern Foreign Languages website: <http://www.baylor.edu/mfl/index.php?id=11686>

1.5 REGISTERING FOR CLASSES IN OTHER DEPARTMENTS

Getting a Minor: Graduate students can earn a minor with the MA (6 hours) and with the PhD (12 hours). In order to get a minor, you will need to talk to the Graduate Program Director very early in your program—ideally even before you register for your first seminars—and inform him of your intention to get a minor. He will walk you through the process of making it official. **All coursework attributed to a minor must be 5000-level; thus, a 4000-level undergraduate course will not be an option unless it is cross-listed with a 5000-level course.**

For taking courses outside the English department, you will first need to contact your Graduate Program Director for approval (and then the *other* graduate program) and obtain a permit to be enrolled. Check with the specific graduate program office to ensure that you are approved for enrollment. You will register for the course either via BearWeb or through the other department's primary administrative assistant.

1.6 TAKING AN INDEPENDENT STUDY

MA students may be allowed up to one independent study, and PhD students may be allowed up to two.

The independent study will only be approved if 1) the course is immediately related to your dissertation/thesis and 2) the content of the course would never be offered as part of the regular curriculum. Whether or not these criteria have been met is subject to the approval of the Graduate Program Director. If you would like to take a course that hasn't been offered recently but has been taught in the past, you should directly petition the appropriate professor to teach the course again (as a regular course, not as an independent study).

The first thing to do is to ask the professor if he or she would be willing to do an independent study with you. Many professors are open to this, though it can be time-consuming for them, so don't take it personally if they decline. Once the professor has agreed to conduct the independent study, you and the professor will need to compile a reading list and construct a brief course description. Then take the information to the Graduate Program Director for approval (although you might want to meet with the Graduate Program Director earlier to see if this independent study will be a possibility in the first place.) If approved, you will register for ENG 5308. It is up to you and the professor to decide when to meet.

1.7 THESIS/DISSERTATION GUIDELINES

As you take your seminar classes, keep your eyes and ears open for ideas for your thesis or dissertation. **It is never too early to begin collecting your thoughts and organizing the reality that will become your thesis or dissertation.**

When you begin work on your thesis or dissertation, you should familiarize yourself with the Graduate School Guidelines for writing and formatting your work. These guidelines are available online from the Graduate School page: <http://www.baylor.edu/graduate>. Under "Current Students," click on "Dissertations and Theses." Then choose the appropriate version to download. Remember that while you will use MLA style in your work, the Graduate School Guidelines override the MLA, particularly in terms of formatting. After all, the MLA isn't evaluating your thesis or dissertation; the Graduate School is.

When you have a rough draft of your thesis or dissertation, you should schedule an appointment with **Sandra Harman at the Graduate School** to look over your formatting (this is called the "Preliminary Technical Review" and is required before your actual defense). Follow her instructions to the letter, and have her look over your thesis or dissertation again before you print your final copy.

SECTION 2

FUNDING YOUR GRADUATE PROGRAM

Most likely, you have already been awarded some kind of assistantship upon entering Baylor's graduate program. This section is intended to give you information about a variety of options for continuing to fund your graduate study.

There are three kinds of assistantship offered through the Department of English—Teaching Assistant (Levels 1 and 2) and Research Assistant.

Teaching Assistant Level 1/ Teacher of Record (TOR). Your supervisor will be **Dr. Coretta Pittman**. As a TA, you will be the instructor of record for two classes per semester, normally two sections of freshman composition. Like any other member of the teaching staff, you will be responsible for planning and conducting class meetings, making assignments, grading, setting office hours, conferring with students, and attending TA meetings. Since graduate students receiving TA appointments often have limited experience teaching college-level courses, the department has set up a mentoring program. First-year TAs attend a training workshop prior to the beginning of the fall semester and weekly seminars throughout the year conducted by the Director of Freshman Composition. You will meet regularly with your advisor, Dr. Pittman, to discuss classroom activities, assignments, grading, and so on, as well as any questions you may have. At some point during the semester, your advisor will attend one of your classes and evaluate your teaching. Once students complete their preliminary exams they may be eligible to teach a literature survey course (ENG 2301 or 2304).

Teaching Assistant Level 2 (Formerly called Graduate Assistant). As a Level 2 TA, your responsibility will be to serve on the staff of the **English Department's Writing Center**, located on the ground floor of Carroll Science or in the **Athletic Writing Center** located across University Parks Drive in the Highers Athletic Complex. In Carroll Science, your supervisor will be **Dr. Mary Lynn Klingman**, Writing Center Director. In the **Athletic Writing Center**, your supervisor will be **Tierra Barber**.

As a Level 2 TA, you will be responsible for working **20 hours per week**. In addition, you will attend a training session at the beginning of the fall semester and weekly staff meetings. At the beginning of each semester, you and the other Level 2 TAs will work with Dr. Klingman to set up a weekly work schedule to accommodate everyone's class schedules for the semester.

In the **Athletic Writing Center**, you will work not only as a Writing Center tutor, but also as an interdisciplinary tutor and assistant to the Coordinator of the Athletic Study Hall. Tutors for Student-Athlete Academic Services will also earn hours by working for the Student Athlete

Bookroom. The Bookroom, led by the Study Hall Coordinator, distributes textbook packages to scholarship athletes each semester.

Research Assistant (RA). As an RA, you will be responsible for working **15 hours per week** assisting a professor or professors in the department. The type of work could range from library research to bookkeeping to serving as editorial assistant for a journal or book, depending on the professor's needs. When possible, the department will try to assign you to a professor in your primary focus area so that your work together can be mutually beneficial. You and the professor(s) to whom you are assigned will arrange your weekly work schedule. Typically, incoming international students receive RA appointments as per certain visa requirements.

Additionally, first-year RAs who wish to teach during their second year should make this request known to the director of the writing program some time during their first year of study. Typically, because RAs do not have the tutoring experience of other students they stand at a disadvantage in consideration for Teacher of Record appointments. This is by no means a hard and fast rule in the department, but we want students to be aware of the possibilities.

Regarding Health Insurance: Baylor will provide all but \$200 for health care coverage for **Teachers of Record** in addition to their stipends. For more information about this insurance coverage, see the Student Health Center's website or the Graduate School's website (under "Benefits").

Graduate students not serving as TORs have access to Baylor insurance (endorsed by Blue Cross/Blue Shield), though Baylor does not subsidize this insurance.

LOANS

In addition to departmental assistantships, you may want to apply for a student loan. To do so, you must complete the Free Application for Federal Student Aid (FAFSA); you can access the FAFSA at **www.fafsa.gov**. The FAFSA is available by January of the year for which you are applying. You will want to submit this form as early as possible, since Baylor's Financial Aid office cannot figure your eligibility for a loan until the Federal Student Aid Programs has processed your FAFSA.

Once your FAFSA is completed, the Financial Aid Office will adjust your available financial award (i.e. the amount of subsidized/unsubsidized Direct Loans you may request) in BearWeb. You can manually input the loan amount you would like to accept. The loan money is then refunded to your personal bank account (you can also set up direct deposit of funds via BearWeb).

OTHER SOURCES OF FUNDING

If you need **travel funding** to present at a conference, some funds are available. See Section 3 of this handbook (Professionalism) for guidelines concerning this funding.

There are also other programs on campus that provide employment opportunities for graduate students. Some of these positions can be held in addition to your English department assistantship and some would be in lieu of work for the English department. Occasionally, grad students get similar assistantships during the summer in order to pay for summer expenses. Here are some of the programs in which English graduate students have found positions:

Student-Athlete Academic Services offers positions for both general curriculum tutors and learning assistants: this job pays \$10 an hour for grad students. The number of hours varies: it is usually around 10 hours a week and will never exceed 20 hours a week. If you have an assistantship in addition to the tutoring work, the Student Athletes department will need to get approval from the Graduate School for you to take on the additional work.

A limited number of Graduate Assistantships may also be available through: **Armstrong Browning Library, The Honors College, Baylor University Press, and The Institute for Oral History.** Should you be interested in one of these alternative assistantships for following semesters, notify your Graduate Program Director as soon as you begin your course of study at Baylor. It should be noted that Teachers of Record are strongly discouraged from pursuing an additional job during the school year.

SECTION 3

PROFESSIONALISM

PROFESSIONAL EMPLOYEES

Graduate students wear several hats. If we have assistantships, we work for Baylor University and are members of its student body as well. We are concerned with our present—studying, writing, meeting the requirements for our classes—but also with our future as professionals in a highly competitive job market. Thus, the development of professional attitudes and skills is a significant goal to be pursued alongside our development as scholars.

Reproduced below is the segment of Baylor’s Employee Policy Manual outlining general conduct guidelines for all Baylor employees. **We feel that our acceptance of a stipend from Baylor constitutes our agreement to abide by these guidelines for the duration of our employment.** The handbook you will receive as a TA or GA will include additional guidelines for professionalism as you work with undergraduate students.

Standards of Personal and Professional Conduct:

Employees of Baylor University are expected to conduct themselves and their affairs in an ethical and moral manner that is a positive reflection on Baylor and consistent with the stated Christian aims and mission of the University.

Baylor University places a high value on human relations and human rights. Therefore, the University strives to maintain a work environment that is based on mutual respect for all employees. In turn, the University expects each individual to diligently perform the job for which he/she was employed. In addition to compliance with all approved policies and procedures, attention to work-related duties and customer service is of utmost importance. Professionalism in communications and behavior is the expected form of interaction in all of the University’s work-related settings. When differences of opinion occur, only constructive and respectful forms of communication are considered appropriate.

All other BU Personnel Policies can be found at <http://www.baylor.edu/bupp/>.

In addition to behaving as professionals within our present employment situation at Baylor, we try to be professionally active in the larger scholarly community. Two excellent ways to do this are by attending and **presenting papers** at professional conferences and by **publishing**. The following pages give a brief overview of tips for conference presentation and publishing.

I. CONFERENCES

Many of your professors will encourage you to polish a paper you have written for a class and present it at a conference. Here are some tips to help you achieve that goal:

A. Finding a conference and submitting an abstract/paper

The first step, of course, is to find a conference suitable for the particular research and writing you are doing. There are conferences and conference sessions on every conceivable topic—literary criticism within a given period; linguistics, rhetoric, composition; popular culture; studies of a particular writer; regional literature; and so on. To find out about conferences, you can access the **University of Pennsylvania’s Call for Papers** website at <http://call-for-papers.sas.upenn.edu/>

Many of the individual societies also list CFP’s on their websites or in the latest issues of their journals (i.e.: CCL – Conference on Christianity and Lit, Society for Victorian Studies).

Once you find a conference that interests you, send in your abstract or completed paper. Each conference requires something different, so make sure you know what the conference or session coordinators want – read the call for papers carefully and adapt your abstract as appropriate. **An abstract is usually around 200–500 words (though sometimes as short as 100 or as long as 750 depending on the call for papers); it states your provisional thesis and gives a general idea of the approach your paper will take.** Many conferences allow you to e-mail your abstract—the fastest and cheapest route—while others prefer that you mail a printout of the abstract or full paper. **If you email your abstract include a short note to the session chair or committee asking that they consider the abstract for your paper; include your abstract as text at the bottom of your email as well as in an attachment to the email.** This will prevent technicalities from being an obstacle to your abstract being considered. If you mail your abstract/paper, include a brief cover letter asking that the committee consider your paper and perhaps pointing out its particular appropriateness to this conference.

Important things to remember are: (1) do not say that you are a graduate student (let the scholarship of your paper speak for itself!) and (2) do ask that the conference coordinators reply to your e-mail and/or home address.

<http://call-for-papers.sas.upenn.edu/>

This website contains calls for papers (CFPs) posted by conference administrators and volume editors all over the world. You can search for conference and publication opportunities according to historical period, genre, theoretical approach, topic, or theme. You will need to check this periodically. Note: a large number of conferences have deadlines of Mar and Apr, Oct and Nov.

This resource is helpful both for those who would like to find conferences and publications that fit papers they have already written and for those who prefer to gear their research and papers specifically toward a CFP.

B. Preparing the paper

Your paper will very likely grow out of writing that you are doing for one of your classes. **The best topics are those dealing with an aspect of your subject that other scholars have ignored.** A conference paper will often briefly review the work of other scholars on the subject, but the greater part of the paper should be your own original analysis and contribution. Pay attention to the specific time/length guidelines for your conference; they can vary. **A general guideline is to allot two minutes per page, depending on your individual reading pace.** The usual conference paper is 9 or 10 pages (in double-spaced 12-point font); this is about what you can read in 20 minutes—the usual time allotment for conference presentations. MLA recommends 7 pages for a 15-minute presentation.

As you polish the paper, have a colleague help you review it. Also, read it aloud several times (checking that you stay within the time limits)—this will help you simplify and clarify the language for oral presentation.

C. “I’ve been accepted! Now how do I get there?”

The Graduate School offers support for travel to professional meetings. Applications for funding from the Graduate School are due four to six weeks before the date of the conference for which you are applying.

The following are the 2014-2015 **Graduate School’s Travel Funding** Guidelines:

Development of a graduate student into a professional involves presentation of the results of scholarly activities at professional meetings and other such forums. The Graduate School supports professional development of graduate students by awarding grants to defray costs of travel for participation in such meetings.

Nature of the award: Graduate students are eligible for \$600 in aid each academic year (1 June through 31 May of the following calendar year). Any one award may not exceed \$300. However, students may request less than \$300, thereby possibly allowing support for more than two meetings in a year. The award is paid by check directly to the graduate student before the meeting date.

Eligibility: To be eligible for support, the applicant must be formally registered for at least one credit hour at Baylor University during the semester when the presentation is made. This program is designed to support presentation of findings of graduate-student research, artistic performance, etc. The program is *not* intended to support recruitment activities, attendance at meetings without presentation of scholarship, costs of publication, or costs of conducting research.

Application: In order to apply for a travel award for a professional meeting, you must download the following Excel document:

[Travel Award Application Form for Professional Meetings 2012-2013](http://www.baylor.edu/content/services/document.php/188205.xls)

[<http://www.baylor.edu/content/services/document.php/188205.xls>]

Save it to your desktop, and fill it out completely. Please read all of the instructions carefully. Once complete, please email the application to the GSTA@baylor.edu. A brief statement of support from your major professor e-mailed to GSTA@baylor.edu is also required.

Please also send proof of acceptance to the conference at which you will present. This may be in the form of your acceptance letter or e-mail or a copy of page of the conference program which lists your presentation.

To enable efficient handling of your application, and to ensure adequate time for you to receive the check before the meeting date, submit the application four weeks prior to the meeting dates. Students whose applications are received within 5 days prior to the conference date or received after the conference date will be considered on an individual basis. In order to be processed, please submit the complete travel award report, receipts from the conference, and documentation of other funding received, if applicable.

Reports: Within 30 days of returning from the meeting, prepare and submit, via email message to Ms. Harman (GSTA@baylor.edu), a brief report (in the form of a letter or memorandum). In this electronic letter, relate the impact and benefits the meeting may have had on your professional development, and a brief accounting of expenses incurred, along with scanned receipts to cover the amount of the award. If your professional expenses were less than the amount of the award, please mail a check (payable to Baylor University) for the difference at the time you submit your report.

Submit applications and reports electronically to Mrs. Sandra B. Harman at GSTA@baylor.edu.

If you do not use all of the money allotted to you for your trip, please mail checks, payable to Baylor University, to:

Mrs. Sandra B. Harman
Graduate School Travel Awards Program
One Bear Place #97264
Baylor University
CAMPUS (or Waco, TX 76798-7264).

You may also deliver checks to Mrs. Harman in the Graduate School Office, Morrison 200.

Award recipients who fail to submit reports are ineligible for future support from Graduate School travel programs.

Baylor's Tax & Compliance Office has determined that travel grants which are provided to students in order to further their educational endeavors are classified as fellowships. Such a fellowship is reportable by the students as taxable income.

Note that fellowship awards to students who are nonresident aliens may be subject to withholding as per IRS regulations. If the student's visa status is F, J, M or Q, then the withholding amount is 14%; if other visa status, withholding amount is 30%. Some students might be from countries having a treaty that exempts these payments from withholding. To qualify for such an exemption, the student must have a tax identification number [Social Security number or individual taxpayer identification number (ITIN)] and would need to go to the Baylor Payroll Office to complete Form W-8BEN to determine eligibility for the exemption.

The following are the 2014-2015 **English Department Travel Funding** Guidelines:

English graduate students who have had papers accepted for presentation at a recognized academic conference may apply for reimbursement of their expenses for up to \$150 for MA program candidates and \$300 for PhD candidates. In order to allow every graduate student the opportunity to attend at least one academic conference to present a paper, it has become necessary to initially limit each student to one request per academic year. However, toward the end of the budget year, if there are funds remaining in the current allocation, the Graduate Travel Funds Committee will then consider requests for funds to support travel to a second conference. Students apply by sending an e-mail to the faculty chair of the department committee members responsible for granting awards, which rotates. The e-mail, sent simultaneously to all three members, should apply for a specific amount, describe the paper along with its title, the name and place of the conference, its dates, and include a several-sentence account of how presenting the specific paper will professionally benefit the graduate student. Two attachments to the e-mail are required: a pdf of a letter or e-mail from a conference official that shows acceptance of the paper, and a completed Travel Grant Application form. (The form appears on the EGSA website). After returning from the conference, the student attaches travel and conference-related receipts to a reimbursement form, which may be obtained from Lois Avey. The completed form is returned to Office Manager Avey and she will give it to Dr. Vitanza for her signature. A reimbursement check will be sent a few weeks afterward to the graduate student's local mailing address.

For students seeking to attend the annual **MLA conference**, the MLA offers a travel grant of \$200 for "advanced graduate students" who are members of MLA as partial reimbursement of expenses for travel to or attendance in pre-convention workshops, sessions, or interviews. For additional information or details on how to apply, refer to the MLA's website at <www.mla.org> under Prizes and Awards.

II. PUBLICATION

Keep your eyes and ears open for publication opportunities. First of all, make every effort to turn your conference, and seminar, papers into journal articles:

A. Finding a journal

A number of the larger conferences have their own publications and usually include select conference papers in their journals. Keep a lookout for such conferences, and be sure to follow up on invitations (usually in the conference program) to submit your paper for publication. Conversations at conferences can also yield publication opportunities. Someone you meet may be the editor of a journal who is looking for a particular kind of article, or someone who comments on your paper may have a suggestion of a journal that might be interested in it.

In addition, the monthly Aeolian Harpings newsletter, produced by the English office staff, lists conference calls for papers and publication opportunities.

MLA Directory of Periodicals

This is an incredibly helpful resource that can be accessed online through Baylor's library website (just click on "Books, Articles, & More" at the top of the Baylor Libraries homepage, go to "Electronic Resources," and type in "MLA Directory" to access the database). You can search for academic journals according to subject, scope, and title.

The MLA Directory contains information about length and topical requirements for submissions as well as the selectivity of journals, preferred editorial style, and directions for submission. It is an invaluable tool in finding appropriate journals for publication. **Note: The MLA Directory is NOT updated on a regular basis. Always double check submission requirements before submitting your article!**

B. Preparing the article

As you develop your conference paper into a publishable article, make sure you've surveyed ALL the relevant criticism on your topic. Editors are seeking your original insight into some aspect of your topic, so you'll want to be able to show that what you are doing is a fresh approach. Also, journal articles are normally longer, more in-depth studies than conference papers, so you should expand your subtopics, or re-include previously dismissed subtopics. This is likely to entail doing additional research. For most journals, plan for about 18–22 pages of text (but of course, as with conferences, follow the journal's guidelines). Check recent issues of the journal to get a feel for general length and style of the journal.

Also be alert to other publication opportunities. Watch for announcements of special encyclopedias or dictionaries being prepared in your field of study (and ask your professors to let you know if they learn of such projects). Such books require multiple contributors, and editors often accept contributions from graduate students. Other publication opportunities may grow out of collaborative projects with your colleagues or one of your professors.

* * * * *

Presenting at conferences and writing for publication are two of the more obvious avenues for professional development, but other kinds of opportunities will appear if you keep your eyes and ears tuned—e.g., special workshops or opportunities for professional service. One significant avenue of service and growth available to you is participation in EGSA. Serving as an officer, chairing a subcommittee, or helping with GSA are all ways that you can enhance your professional skills—and your résumé. For more details on opportunities in EGSA, see Section 5 of this handbook.

SECTION 4

RESEARCH: LIBRARIES AND COMPUTER LABS

BAYLOR LIBRARIES

You will want to make yourself comfortable with the Baylor libraries before you begin your research. We suggest that you plan a block of time to check out all that the libraries can offer you. Baylor has eight libraries. For the names, locations, special focuses, and hours for each of them see the library website, <http://www.baylor.edu/lib/>.

The university's primary library is the **Moody Memorial Library**, which is connected to **Jones Library**. The Moody-Jones complex is where you are likely to do most of your research. Much of the information you will need for using these libraries is located in the racks by the reference desk in Jones: hours, maps, services, computer lab information, research guides, and more. Orientation and library tours are offered by Moody Library at the beginning of each semester—dates and times will be posted around campus. Large wall directories are located in the corridor connecting Moody to Jones, and there are charts of the library stacks for each floor beside the BearCat terminals near the Moody circulation desk. The Polk and other special collections are available for use in the Special Collections reading room.

Baylor's most famous repository is the **Armstrong Browning Library**, which features a world-famous collection of original manuscripts, reviews, and memorabilia belonging to and connected with Robert and Elizabeth Barrett Browning. In addition, this library houses a significant collection of other manuscripts and rare books.

The ABL is a non-circulating research library. All requested items must be used in the third-floor **Belew Scholar's Room**, with the exception of the library's audio/visual holdings, which are used in another third-floor location. The library's collection of manuscripts make particularly good material for theses, as many of them have never been published or used in research. Besides offering an impressive collection of research materials, the ABL also houses some of the most beautiful study spots on campus. Be sure to carve out a niche in the **Treasure Room**, the **Foyer of Meditation**, or the **Jones Research Hall**.

The **Church-State Library** in the **Carroll Library** building – across the Burleson Quadrangle from Carroll Science – offers a comfortable place to work. The Texas Collection is also held here (which contains, among other things, publications by Baylor Professors).

THE BASICS

Here are three basic things you need to know as you begin using the libraries:

1. Bring your Baylor **ID Card** to the library each time—you must have it to check out materials or to use items on reserve.
2. The **BearCat computers** located throughout the libraries provide electronic access to a large variety of search engines, including WorldCat (a catalogue of virtually every book that has a Library of Congress number), MLA bibliography, and Baylor's own online catalogue system. Copies of printed tips for using each of these electronic catalogues can be found on a rack near the Jones Library reference desk. See below for information on the databases most helpful to English graduate students.

Keep in mind, though, that you may only check out books from the Baylor libraries while you are currently enrolled in classes. **During the summer, you need only be enrolled in one of the two summer sessions to obtain lending privileges for the entire summer term.** If for some reason you are unable to enroll for classes but will need access to the library, inquire at the Circulation Desk about getting a TexShare card through the Waco-McLennan County Library. Be aware that you must have a Waco Library card in your possession for six months and be a patron in good standing (no lost or overdue books) before you are eligible to apply for a TexShare card.

OSOFAST

Occasionally, you may be unable to obtain the resources you need from Baylor's libraries. In those instances, you will find that **Baylor's interlibrary loan system, OsoFast**, is an invaluable resource. OsoFast allows you to check out materials from participating libraries, putting many research materials at your fingertips. Before you use this service, check BearCat to see if Baylor owns the item(s) you need. If you cannot access the material, you can request it using OsoFast's online system. Just point your browser to <https://illiad.baylor.edu/illiad/logon.html>, log on using your Bear ID and password, and provide the required information. The online form will fill out the fields automatically for you.

Adding the OCLC (particularly) and ISBN will speed things up considerably (especially if you have hard-to-find requests). You will be notified by email when your materials arrive. Generally speaking, you may pick up books at the circulation desk and retrieve journal articles/book chapters through Baylor's E-doc delivery service. You can also renew books online through Osofast within 3 days of their due date (if the sending library allows this). Visit the Interlibrary Services office, located near the entrance to Jones Library, to return books retrieved through OsoFast. The ILL staff can also help with hard-to-find books and articles that you need.

ELECTRONIC RESOURCES

Another key research tool for English graduate students is the variety of electronic databases available on the library's website. Here are some of the most helpful databases:

- **WorldCat:** World Catalogue, shows location of books – can connect directly to OsoFast to order books if they are not in the BU libraries.
- **MLA International Bibliography:** offers a detailed bibliography of journal articles, books, and dissertations; subjects include literature, language and linguistics, and literary criticism, among others.
- **ABELL:** offers a bibliography of journal articles and books; subjects include literature, language and linguistics, and literary criticism, among others. Focuses on British Literature.
- **JSTOR:** allows users access to bibliographic information and, in many cases, the full text of articles on a variety of subjects (English, Religion, Philosophy, History and the like).
- **Oxford English Dictionary:** traces the definitions of words from their earliest usage up to their latest usage; also provides the etymologies of words.
- **RefWorks and ZOTERO:** allows users to keep track of their research by indexing bibliographic data; can also format Works Cited pages; see Library staff for information on setting up and using your account.
- **PCI Full Text:** Like JSTOR, PCI contains the full text of a wide variety of articles; also indexes the journal's table of contents.

Interdisciplinary Databases:

- **First Search:** indexes scholarly publications; about 70% are available with full text. Part of EBSCO.
- **InfoTrac:** a comprehensive periodical resource that puts more than 39 million database records at researchers' fingertips.

Religion Databases (of primary interest to Religion and Literature students):

- **ALTA Religion:** indexes religious and theological journals and articles
- **Religion and Philosophy Collection:** includes detailed bibliographic information, abstracts and, in some instances, the full text of articles.

This list is intended to be a guide to help you begin your research. You will quickly discover which databases you find to be most helpful and other more specific databases that pertain to your area of interest. Set aside some time to look at the databases available to you and try out their various search options.

WIRELESS LAPTOP CHECKOUT SERVICE

Moody Library now offers 50+ wireless laptops for students' use in Moody Library and Jones Library. You can checkout a laptop on the second floor of Moody at the **Prichard Family Information Commons** or **Moody Garden Computing Facility**. If you need further information about this service, go to this web site <http://www.baylor.edu/lib>. These laptops cannot be taken out of the library.

GRADUATE STUDENT STUDY CARRELS

Moody Library has limited keyed carrels available to faculty, graduate students, and Honors College students. Applications for carrels are handled by personnel in Circulation Services. Because of the limited number of keyed carrels, they are all shared and assigned for the period of one semester. Carrels may be renewed, but the number of renewals is limited. Master's students may obtain a carrel for a maximum of one academic year (one fall term, one spring term, and one summer term). PhD students may have a carrel for two academic years (two fall terms, two spring terms, and two summer terms).

The Circulation staff keeps a waiting list, so apply for a carrel early enough that one will be available when you need it. Application forms are available in Moody Library. For more information, consult the library's "Study Carrel Assignment Policy": <http://www.baylor.edu/lib/circ/index.php?id=64154>

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LIBRARY MISCELLANY

Also, students may utilize **AirBear** – a wireless internet connection available campus-wide. Using **AirBear** is free to all who have a working Bear ID and password and a wireless enabled laptop. For more information regarding how to connect to **Airbear** see <http://www.baylor.edu/its/index.php?id=65255>. Additionally, cheaper Microsoft Products are available from **Baylor Bookstore** – including Microsoft Office.

Your **PawPrints** work in all computer labs on campus that have printers. You receive 600 (pages) per regular semesters, and 600 in the summer.

SECTION 5

EGSA: ENGLISH GRADUATE STUDENT ASSOCIATION

The English Graduate Student Association (EGSA), the primary source of professional development for graduate English students at Baylor, is an organization whose membership is open to any Baylor University graduate student in English. A multi-faceted organization, EGSA both promotes camaraderie among graduate students and works to enhance the diverse professional interests of both Master's and Doctoral students. Perhaps foremost, as a liaison to the English department faculty and administration, EGSA is an advocate for the graduate student body.

One of the ways that you can develop professionally is by participating in an EGSA committee, serving as a chair, or a student officer. Besides making your fellow graduate students' lives easier and richer, such experience will look good on your *curriculum vitae*. Having the kind of experience that these positions can provide might also help you in your future job interviews, where you may indeed be asked: "So, what kind of committee work have you done?" The following description of EGSA outlines the basic purposes and functions of this organization:

BAYLOR EGSA PURPOSE AND FUNCTION

Statement of Purpose: Baylor's English Graduate Student Association (EGSA) serves the English graduate student population through the following functions:

- serving as an advocate for graduate students
- functioning as a recognized liaison between graduate students and both English department faculty and University administration
- advancing the professional interests of both MA and PhD students
- seeking to orient students who are new to the program
- promoting camaraderie among graduate students

Membership in EGSA is open to all Baylor University graduate students in English.

EGSA OFFICERS: Except as otherwise noted, all of the following positions are for 1-year terms.

EXECUTIVE COUNCIL

1. President

- One-year term; President should have served as Vice President in previous year. If this is not possible, the President should be a graduate student in English who has been at Baylor for two years or more.
- Determines the year's goals and agendas with advice from the executive council and by soliciting graduate student input; acts as a liaison between graduate students and the department, the Graduate School, and elsewhere as needed; meets with the GPD and department chair regularly (usually monthly) to communicate student needs/concerns and to gather information about departmental events/concerns; calls general and executive meetings and presides over meetings (approximately 3 times/semester, depending on perceived need); schedules the first meeting of the semester, a welcome and agenda-setting meeting, during the first week of classes.

2. Vice President

- One-year term; in second year, becomes President upon approval of EGSA
- Assists the president and the secretary in their duties as needed; along with the President, meets regularly with the GPD and department chair; promotes departmental and campus events (e.g. graduate faculty/student mixers, Beall Poetry Festival, Scholar's Week); assists Professional Development Coordinators in developing events as needed; updates the EGSA calendar on the website.

3. Secretary

- Records and distributes minutes of EGSA meetings; publishes an EGSA Digest (via email) with announcements from EGSA, GPD, Dept Chair, or other groups/individuals to graduate students on a weekly or bi-weekly basis; sends and collects emails ballots for open positions or other proposals as needed; gathers signatures for "Thank You" cards to secretaries, GPD, the Dept chair, the director of freshman composition, the Writing Center director, and EGSA's faculty advisors at the end of each year for their support of graduate students; keeps a list of current English graduate students, updating the spreadsheet on the EGSA website each year.

4. Treasurer

- Collects membership dues (\$10) at the beginning of each year; confers with Lois Avey on the EGSA account and keeps financial reports/receipts for EGSA; assists the fundraising chair as needed and assists with the biannual EGSA Conference Financial Committee.

5. Peer Advisor

- Serves as the contact person for graduate students who have questions about their specific English graduate programs of study; makes available and explains the worksheets for the PhD program and the MA program; sends reminders about deadlines and dissertation/thesis workshops for the graduate program.

*Elections of open positions on the EGSA council or other EGSA Positions (see below) shall be held at the final meeting of the year on one of the reading days immediately preceding finals at the end of the spring semester. If seats are vacated during the year, nominations/elections may be held during the year via email or by calling a special election meeting. If only one nomination is received by the close of nominations, that student (upon acceptance) will be appointed to the open position.

**To be a full member of EGSA with voting rights and privileges, graduate students must have paid their membership dues to the treasurer. Graduate students in English who have not paid their dues are associate (non-voting) members of EGSA. A vote cast at the first meeting of the year (in the fall semester) is accepted as a notification of intention to pay dues and become a full member of EGSA for that academic year.

OTHER POSITIONS AND COMMITTEE CHAIRS

1. Professional Development Coordinators (2): These officers serve a one-year term. They offer at least one professional development event per semester, soliciting advice from EGSA faculty advisors and Vice President as needed. (Successful past examples include CV writing workshop, publication/research agenda roundtable with professors, how-to sessions with graduate professor/s...)
2. GSA Representative: “This person should have been at Baylor for at least one year, with exceptions for those programs that are only one year long. The representative attends monthly GSA meetings, works with one of the standing committees (Academic, Social, or Policy), and exercises a vote on behalf of the graduate students in their department” (GSA description).
3. GSA Alternate: “An alternate may be a new student; usually one who is interested in ‘learning the ropes’ and serving as your department’s Representative the following year. The Alternate preferably attends all meetings with the representative, would be introduced to the activities and issues of GSA, and would have the proxy vote if the Representative is not in attendance.”
4. Technology Chair (second-year position): The technology chair maintains and updates the website and provides technical assistance to the members of the EGSA executive council.
 - Technology Assistant (one-year position): The assistant helps the technology chair with his/her duties while learning the EGSA website in order to take over the Technology Chair position the following year.
5. Fundraising Chair: The Fundraising Chair is responsible for planning the annual book sale, which consists of collecting book donations, publicizing the event, coordinating volunteers, and working with Student Activities. Those who assist at any fundraising events are considered part of the fundraising committee.

6. Social Chairs (2): The two social chairs organize and promote events such as, but not limited to, a fall picnic, a holiday party, a spring Welcome Back Party, Bad Wine/Bad Poetry Night, etc. The fall picnic and Welcome Back party will be held on the first Saturday of the fall and spring semesters, respectively, and other events will be decided at the first EGSA meeting of the year and added to the EGSA calendar on the website.
7. Orientation/Handbook Chair(s): The chair(s) obtains a list of incoming graduate students from the GPD and sends contact and program information to incoming graduate students in April or May. She also revises the EGSA handbook over the summer as needed, with help from volunteers who serve on either the handbook committee or the orientation committee. She organizes the date and time for the EGSA orientation in the fall, avoiding conflict with the schedules of GSA orientation and coordinating with the writing center director's and freshman writing director's training schedules for incoming students with assistantships.
8. First-Year Representative: The First-Year Representative is elected by first-year MA and PhD students within the first few weeks of classes. This representative acts as a liaison between new students and the Executive Council. Should new students encounter program or department related issues, they are encouraged to use the FYR as their initial channel of communication.

ORDER OF OPERATIONS

These individuals can be contacted as needed or desired in order to pursue the best graduate student experience possible at Baylor: EGSA Council → EGSA Faculty Advisors → GPD → Dept Chair → Graduate School → University Administration

Professional Development

One of the regular activities sponsored by EGSA is the Professional Development forum. Normally two of these forums are scheduled each semester, on various weekday afternoons. These forums began in 1995 to give grad students and faculty members an opportunity to share their work, with presentations ranging from finished conference papers to informal discussions of a student's or professor's ongoing research. However, in the intervening years the programs evolved into seminars or workshops (typically with refreshments!) focusing on practical issues affecting graduate students. Past programs have included workshops on a variety of subjects, including preparing for prelims, getting published, preparing and presenting a conference paper, interviewing for your first teaching position, balancing personal and professional life, and sharing tips with the next year's newly-appointed teaching assistants.

Two EGSA officers are responsible for planning these programs (the two Professional Development Coordinators). If you have an idea for a program that you would like for us to put together, please pass this on to one of the Professional Development Coordinators. Watch your e-mail for announcements of upcoming meetings and look for flyers posted around the department.

BOOK SALE

The annual book sale is EGSA's primary method of fundraising. The book sale yields a significant income, so do get involved in some way or another. We will be looking for volunteers to help staff the tables for the two or three days of the book sale. The sale is conducted in the Student Union Building (SUB) lobby. If you have books that you would like to donate (i.e. get rid of) or if you know of books that are available, contact the fundraising chair.

EGSA WEBSITE

Check out the EGSA website at <http://www.bayloregsa.org> to see what events and opportunities are occurring that might be of interest to English graduate students. If you have a question, comment, announcement, or any other type of possible input, either leave a reply on the website itself or contact the technology chair.

SOCIAL ACTIVITIES

Social activities for EGSA members (and spouses) will be arranged by the social chair throughout the school year. In addition to the orientation activities, a variety of outings and/or events may be planned for EGSA socializing purposes. Past events have included Halloween Parties, Bad Wine – Bad Poetry Nights, and other assorted gatherings. Contact your social chairs for more information.

BAYLOR GSA

As a graduate student at Baylor, you are a member of the Baylor Graduate Student Association (GSA). Our GSA Representatives keep us up-to-date with academic or administrative issues and policies that affect graduate students, as well as facilitating interaction with graduate students from other departments through events such as GSA picnics, intramural opportunities for graduate students, etc. You may also want to serve on a standing committee. See our departmental representative, or the GSA website for more info:
<http://www.baylor.edu/GSA/index.php?id=68257>

BAYLOR ENGLISH GRADUATE STUDENT ASSOCIATION

2014-2015 OFFICERS AND CHAIRS

Executive Council

President – Ryan Womack

Vice President – Andy Rasmussen

Secretary – Elizabeth Fredericks

Treasurer – David Smith

Peer Advisor – Michael Milburn

GSA Representatives

Voting Representative – Nicole Bouchard

Alternate – Loren Warf

Other Positions and Committee Chairs

Orientation/Handbook Chairs – Sarah Clark and Elizabeth Travers

Fundraising Chair – Sara Kelm

Technology Chair – Adam Marshall

Technology Assistant – Perry Harrison

Social Chairs – Daniel Benyousky and Sarah Rude

Professional Development Coordinators – Jordan Carson and Jeremy Leatham

Graduate Program Director:

Dr. James Barcus (Fall 2014)

James_Barcus@baylor.edu

Dr. Richard Russell (Spring 2015)

Richard_Russell@baylor.edu

Faculty Sponsor:

Dr. Tom Hanks

Tom_Hanks@baylor.edu

EGSA HANDBOOK COMMITTEE

First Edition, Fall 1998

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Mona Choucair Kimberly Rucks

Second Edition, Fall 1999

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Amanda Estep Mikki Galliher
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Michael Milburn Ryan Womack

Seventeenth Edition, Fall 2014

Sarah Clark Andy Rasmussen
David Smith Elizabeth Travers
Ryan Womack

* The handbook/orientation committee forms each spring and operates mainly during the summer, working to revise the EGSA Handbook and plan the new student orientation for the fall semester.

SECTION 6

MA THESIS AND ORAL DEFENSE

The master's thesis and defense are vital components of the MA degree in Baylor's Department of English. Students opting for the **non-thesis track** must complete an oral examination in lieu of the defense. In the non-thesis oral examination, students are asked to discuss with a panel of professors some of the issues that arose in their coursework. Like the thesis defense, students must assemble a panel of three graduate faculty members to conduct the exam (all three, in this case, will come from the English Department).

This section, however, deals exclusively with the MA thesis and defense since the vast majority of English MA students choose this route (it is also the path much preferred by PhD programs). Should you be interested in pursuing the non-thesis track, inform the GPD of your intention early in your program.

For the actual formatting and technical Graduate school requirements, the Baylor Graduate school website should be consulted. At the beginning of each semester, the Graduate School releases an updated edition of the dissertations and theses guidelines, which each student must follow carefully. A PDF file of the latest guidelines is available online at www.baylor.edu/graduate. Click on the "Dissertations and Theses" link. The latest edition of the *MLA Handbook* is the specific source used in the Department of English for preparing the final copy; the Graduate School's specific guidelines for margins, blocked quotes, and notes supersede MLA guidelines.

LOGISTICS

At the end of your first year of study in the Graduate Department of English, you should seek out a thesis advisor whose own research is compatible with the focus of your thesis. Students have often already had a course with their thesis advisor. Your advisor should approve your topic/claim before you proceed with writing.

Your panel must include three graduate faculty members: your advisor, another professor from the English Department, and one faculty member from an outside department. Your advisor will often make a suggestion for your outside reader.

Note that for a May graduation, you must defend by the beginning of March. Many students choose to defend their theses at the beginning of summer and officially graduate in August.

UNOFFICIAL TIPS FOR THE MA THESIS

Below is a series of informal tips that the EGSA Handbook has housed for several years. As this year's editors, our experience tells us that each person's journey writing an MA thesis is different. Use the following advice merely as a way to visualize how others have experienced this process, not necessarily as a step-by-step guide for writing your own thesis. We hope you will, however, enjoy the humor and wit that has inserted itself into this section as the Handbook has evolved!

1. Finding a topic

Obviously if you're going to spend this much time on a project, you'll want to work with a topic that you're interested in. Try to take a class in the literary area that you're considering, and see what happens with a seminar paper. It is easiest to develop a seminar paper topic into your thesis topic, but that doesn't work for everyone. You may want to explore a question that really perplexes you, argue with a critic, or find a gap in current criticism of an author/work. To develop your thesis argument, you will naturally need to spend quite some time researching, but don't fall into the trap of over-researching, or you may never get around to writing the thesis itself. Be sure to choose a topic that's *manageable* for the average thesis. **(Note that different professors have different length requirements; some are from 60-80 pages while others are 80-100.)** When you decide on an argument, write a tentative outline for your thesis, something that can be converted into a 5-10 page thesis proposal, since your thesis director will likely require one.

2. Finding a director

It is important that you choose a professor you will enjoy working with, preferably someone from your area of special interest. Every director is different to work with, so before making your final decision, you might want to ask advice of your graduate student colleagues. Consider ahead of time what you want from a thesis director—lots of attention, no attention, or something in-between—so that you can pick a director accordingly. Also, although most graduate faculty are happy to help students looking for a thesis advisor, before popping the question, you may want to take into consideration how many other thesis and dissertation advisees your proposed director is already working with.

3. How much time should I expect to spend on this?

Many grad students finish their theses in two semesters, while others take a full year or more. All we can say is that the time varies, depending on how busy you are with other things, how much knowledge you had of the topic before beginning work on your thesis, how long it takes you to put your argument together, etc. Many students require several months of preliminary reading before they feel comfortable enough to narrow their topic and to begin more intense research and writing. Since you have two years and a summer to complete your MA degree, you should plan on finishing your thesis by the end of the summer of your second year at the latest. Typically, students defend in March to graduate by May, or June to graduate by August.

Treat each chapter of your thesis like a seminar paper. How long does it generally take you to plan and write a polished seminar paper? If it takes you 3-4 weeks, for instance, plan that long for each chapter, as well as allowing time at the end of your writing for your thesis committee to read your thesis chapters and for you to finish revising. Be aware, too, that turn-around time on your thesis chapters may not be as fast as you would like and may depend on the time of year. Professors generally stay very busy and are less likely to have time to devote to your thesis at the end of a semester than during the first part of it. Summer may also present a problem, since professors are often out of town or otherwise hard to reach.

Some students find that they greatly benefit from having a support system while they're working on the thesis. For instance, you might get together on occasion with one or more people also going through the thesis process in order to encourage one another and keep each other accountable as you work toward self-established deadlines. Some students also find that having a study carrel in the library—a place they use solely for researching and writing the thesis—helps to keep them disciplined. Remember, too, that this is a master's thesis, *not a dissertation*. The important thing is to demonstrate competence in the research and writing process, not to present a brilliant work of art. Just get the thesis finished!

As you plan toward a graduation date, check the calendar of events on the Graduate School web page <http://www.baylor.edu/graduate> to find out the **deadline** for both your completed thesis and its defense. Then, based on the deadlines provided by the Grad School official calendar, *decide on an approximate date to defend your thesis*. This will provide you with a concrete deadline to work towards. Also, know that you'll need to *file for graduation early* in the semester (or summer) you plan to graduate (see the Graduate School calendar of events and Sandra Harman in the Grad School office). Know, too, that should the unthinkable happen—you don't finish in the semester for which you filed for graduation—you must re-file for graduation the following semester. Graduation cards do not “roll over” to the next semester!

4. Finding second and third readers

Decide on your other thesis committee members with the directing professor in mind. You'll want your committee members to work well together, but also take into consideration which professors have knowledge of your topic area. For your second reader, you should be able to choose any graduate professor in the English Department. It may not be as easy for you to find an outside reader if you're not familiar with any professors from other departments on campus. Depending on your thesis subject and approach used, you may want to choose an outside reader from the Philosophy, Religion, or Psychology Departments. Ask your thesis director if he or she has any suggestions.

5. Formatting the thesis

There is no set length for the thesis, although most of them probably average around 80-100 pages. Eighty pages may seem intimidating, but just think of it as a few seminar papers strung

together and building on each other. Also, early in your thesis planning process, look at Master's theses from the past year in the library (either in the Moody oversize PN section or the Texas Collection over in Carroll Library, or, more accessibly, in the book-lined seminar room which is across the lobby from the English office). You'll quickly see that the number and length of chapters varies with each thesis, but perhaps you'll be able to pick up some ideas for organizing your own thesis. Also look at the content and format of preliminary pages, such as the thesis abstract, table of contents, and acknowledgments. Do not assume, however, that they are formatted exactly the way yours will need to be.

Download the **Thesis/Dissertation Guidelines** from the Graduate School web page and follow them closely. Be advised, though, that the guidelines change every semester. Make sure that your thesis conforms to the guidelines for the semester in which you'll be graduating. Use MLA guidelines for formatting your content, except when the Graduate School has other rules.

Talk to *Sandra Harman in the Graduate School office* if you have any other formatting questions (710-3582). Do take advantage of the technical reviews she'll perform for you at any stage of the process. Call or e-mail her to make an appointment and see the Thesis/Dissertation Guidelines for what pages you'll need to bring. Measure every part of your thesis (margins, page numbers, chapter titles) with the ruler she gives you. The Graduate School wants the printed thesis to look exactly as they require in their guidelines. But you may have to play around with some settings, such as those for page numbers, to get them to look right (for instance, a header and footer set at the required .75" don't always print at .75").

6. Final stages of the process

Once you think you have the thesis in order and have shown it to your thesis advisor one last time, take it to Sandra Harman in the Grad School office for the required final review. The approved final copy is due 10 days after your oral exam. See the Thesis/Dissertation Guidelines for the things you need to bring at this time, including the Grad School checklist, the Approval of Thesis form, and your signature pages. Sandra will keep your thesis for a few days while she reviews it and e-mail you when it's ready for you to pick up.

Also, all of your library obligations (fines and books checked out) must be cleared before you can graduate. If you will be going through the commencement ceremony, you'll pay the Baylor Bookstore the approximately \$45 commencement fee anytime before the date of graduation and pick up your robe, hood, etc., from them.

APPENDIX A

PRESENTING CONFERENCE PAPERS AND PUBLISHING ARTICLES

Below, you will find a step-by-step guide for crafting an effective conference paper and/or publishable article. This guide was originally compiled by Dr. Thomas Hanks and has maintained a spot in the EGSA Handbook for many years. We hope it will prove helpful to you as you make your own forays into academia.

THE CONFERENCE PAPER

A HOW-TO GUIDE BY DR. THOMAS HANKS

Probably the most common way to enter upon publication is to begin with a conference paper which you later develop into an article, into a chapter in a book, or even into the heart of a book. This handout provides one way to approach the writing of such a paper.

The chief requirement for conference papers: **PRODUCE SOMETHING WHICH HAS NOT BEEN PREVIOUSLY WRITTEN.** The major thrust of your paper, then, is not to rehash the work of other scholars, but instead to present a brief review of their work as an introduction to your own independent contribution to your topic.

I. CONFERENCE AND ABSTRACT

1. Find a conference which appeals to you, and at which you can confidently expect to meet people who can provide a professional boost to you (editors, colleagues at other institutions, etc.).
2. Ascertain whether the conference requires initial submission of an abstract, or of the entire paper. The abstract is a “promissory note”: woe be unto you if you don’t come through.
3. Today, conference proposals are always submitted by e-mail. Treat the text of your e-mail as a “cover letter,” briefly stating the title of your paper and expressing your hope that they will consider it for the conference schedule. Paste the text of the proposal/abstract to the bottom of the e-mail (below your signature line) to avoid delay based on technical issues.

II. WRITING THE PAPER

1. Review the text(s) you have tentatively elected to explore. Look for some aspect thereof which you find interesting and wish to analyze.

My next step is always to “brainstorm”—to type/jot down as many ideas, associations, terms, etc., as come to mind while I’m thinking about the text. Then I review the brainstorming, see if some of the ideas fall into related groups, put those ideas together, and hope for illumination. Illumination often happens: a guiding idea very often appears during the review.

When you arrive at a guiding idea about your text and at a methodology for approaching your idea (text analysis, chronological recounting of a pedagogical approach followed by analysis, source study, etc.), jot down a “prospectus” for the paper you are thinking of writing. (A prospectus is simply a paragraph outlining your idea and stating your provisional thesis for the paper.) This is a **provisional** prospectus; you will probably revise it later as you take note of other scholars’ contributions. It will also serve as an abstract, if you are to submit an abstract first instead of a paper. Don’t worry: you are allowed to diverge from the initial abstract as you write the paper, and most of us do—but not to the extent of choosing a wholly new topic.

2. Construct a working bibliography by seeking critical articles and books about your chosen topic in the scholarly literature of the past ten years. Look in the most recent works first. Many electronic helpers reside in Moody Library, and are available from your desk computer; if you don’t know of these helpful gadgets, you’ll find that Billie Peterson-Lugo (2344) is a fine source for information. (For English lit. types, it’s hard to beat the MLA online bibliography, available by clicking on “Libraries” at the bottom of the Baylor web page: www.baylor.edu).

3. In addition to seeking out the newest material, survey also the “classic” sources of information on your topic: works more than ten years old whose insights have not been superseded. You will find these noted in the reference lists, footnotes, bibliographies, etc., in the more recent works you survey.

4. Next: read, **before** taking notes, the parts of articles or of books which discuss your topic. Then take notes on them. **BE SURE TO BEGIN YOUR SURVEY WITH THE MOST RECENT OF THE WORKS ON YOUR TENTATIVE BIBLIOGRAPHY LIST.** You will probably not find essays on the topic you choose in all the sources you survey, but **do look.** **DO NOT LOSE SIGHT OF YOUR OWN THESIS AS YOU SEE WHAT OTHER THINKERS HAVE WRITTEN.**

5. Review (or re-review) the data you are working with, seeking further insights.

6. Write an eight-page paper (exclusive of notes and bibliography) about your text and idea(s), devoting no more (and probably less) than a third of the paper to your review of other scholars’ work. The remainder of the paper will be your own analysis. The review is important, of course—but your ability to analyze is still more important.

- a. Type the paper, using the 12-point Times New Roman font.
- b. Use MLA reference format unless you're already planning to send your expanded conference paper to a journal which uses, for example, Chicago Style. If you've that in mind, then, of course, use Chicago Style from the first. If you don't know what reference format is appropriate--look in the journal(s) you're considering. You can save yourself some MLA-handbook time by visiting the web page at the following URL: it has a type-over template for MLA or Chicago Manual of Style reference forms:
<http://www.wright.edu/%7Emartin.maner/rptemp.htm>.
- c. Aim to exhaust the current and classic critical literature touching on your topic. Since you are producing a new way to view the text(s) you are analyzing, you will be doing one or more of the following with your review of other scholars' work:
 1. showing briefly the earlier critical approaches to your text (the approaches which your paper will supplement or supersede);
 2. giving credit to any other scholar(s) whose observation(s) gave you the new perspective which produced your paper;
 3. showing your audience that you have done your homework--that you have indeed exhausted other critical literature in your specific area, and that no one has earlier written what you are about to write in your essay.

III. POST-WRITING

1. Colleague Review: You will of course do your normal revising and editing when you've finished a draft with content which satisfies you. A helpful next step involves one or more colleagues. Trading reads with a colleague is one exceedingly productive way to improve a paper. The best way to do this may be to ask your colleague to read your paper to you aloud, while commenting upon unclear items as she/he reads. Wherever she/he stumbles in the reading aloud, that is the place your audience will stumble in comprehension. Wherever that happens, simplify and clarify. (You, of course, are now obligated to do a similar critical reading of one of your colleague's papers.)
2. Check-list for conference-paper diction and organization:
 - a. Are the sentences shorter than is your norm? Listeners cannot keep track of the more complex sentences which we can use in papers we intend only to be read. Aim for about 18, certainly no more than 25 words per sentence; each independent clause counts as one sentence (the preceding, then, would be two short "sentences").
 - b. Is your paper organized like the traditional "three-paragraph essay," with a clearly worded thesis at the END of your introduction, topic sentences beginning each body paragraph, and

your thesis **RESTATED** at the beginning of your conclusion? There are other successful ways to organize conference papers--but this is the standard, and it's easy for listeners to follow.

c. Do you from time to time address the audience, and use a few judiciously-placed "I" terms? You are talking to people, colleagues, in a room when you deliver this paper; do not try to objectify yourself out of sight and hearing.

d. Do you repeat major points? You don't want to insult your audience, of course--but they can't go back and re-read, so you will want to repeat major points--perhaps reword them so you won't seem simply repetitive.

e. Have you made a handout for any extensive passage(s) you want to call to your audience's attention? (Especially passages in languages other than Modern English.) They can't hold such things in their minds as you read through your paper--but you can help them by copying out and distributing beforehand the passages you think they'll need. Then--when your reading comes to the place where the passage resides--be sure to **REFER** your listeners to, e.g., "Passage One on your handout."

RESEARCHING AND WRITING AN ARTICLE FOR PUBLICATION

1. If you follow the most common professional path, you will base your article on one or more of your previously written conference papers. I recommend that practice--it economizes on your labor and time. If you are pursuing an idea independent of an earlier conference paper, then just review the earlier guide to conference papers before you begin the article-length essay. You will duplicate the idea-development sequence as you begin your new research and writing.

2. The chief differences between conference papers and essays intended for publication are:

a. Publishable articles exhaust **ALL** the relevant criticism. In the conference paper you looked at the past five-ten years'-worth of criticism, with some material from the classic essays on your topic; now you must pursue your interest as far back as critics have written on your topic. Your goal is to miss **NOTHING** that has been written on that topic. You will not necessarily put it all in your article--but you **MUST** have read it all, so you can include relevant material. Otherwise you put yourself in the position of a dummy when a reviewer reads your essay and thinks, "Why did the author ignore my article on this? It's fifteen years old, to be sure, but it covers two of the essay's major points."

b. Publishable articles are usually longer than conference papers. (See the section below, "Expanding the Conference Paper.") Practice varies, but most journals look for both a minimum and a maximum length for articles they publish. Generally speaking, you will want to plan for about 20-25 pages of text, inclusive of notes and works cited. (A "page" is neatly arrived at on your computer if you use a 60-space line in Times New Roman type.) If you

have a journal already in mind, look at the guide at the front of a recent issue to see what length of essay the editor welcomes.

c. Publishable articles are on the whole less conversational than conference papers. Much depends on individual taste here, but most editors will think twice about accepting an essay which is peppered with “I” and “you” and which generally projects the bonhomie properly reserved for the face-to-face conversation of a conference paper. This does NOT mean that you should reach for inflated diction; it does mean that your sentences are likely to average twenty-five to thirty words in length instead of twelve to eighteen, that you will use “I” and “you” less often, and that you can include more quoted material if you need it--a reader can go back to such material, where a listener cannot.

3. “Expanding the Conference Paper.” You don’t want to think of your projected article as a padded conference paper. Rather, you should think of the conference paper as a good beginning on the article. How do you proceed? No two of us follow the same path, but here are some hints:

a. Look back at your early drafts for the conference paper. Did you reject some promising subtopics because you hadn’t space for them? Resurrect them.

b. Did some promising directions emerge during conversation about your conference paper after you presented it to colleagues, either at home or at the conference? You will have written down those comments; now is the time to dig them out and ponder them. You may decide to follow up on some of your colleagues’ suggestions for further development of your core ideas.

c. In your researching the entirety of the critical corpus, did you come across some points of view which you found stimulating, or which you think need countering in order to pursue your own argument? Those, of course, will take their places in your essay. (This is not to say that you want to expand greatly the proportion of space you devote to other peoples’ thoughts--those have been printed already and don’t need reprinting. You may find yourself expanding some areas of your paper, though, in order to note that critic X has also thought what you are thinking, or to argue that critic Y’s view needs revising in the light of your new argument.)

In short, given that you presented two, maybe three subdivisions of your subject in the conference paper (subtopics), do you now—In the light of your review of earlier brainstorming, your further thought, your expanded critical review, and the critical comments of your colleagues—have new subtopics to develop? Or new directions? If so, you’re ready to write. If not--you need seriously to ask yourself, “Is this subject appropriate for an article? Or should I simply revise the conference paper for publication as a note, or as a short article?”

EDITORIAL EVALUATION OF YOUR ARTICLE-LENGTH PAPER

Editors chiefly seek in your new essay an **original insight** into some aspect of the question you're addressing. Along with the originality of that insight they expect clear, simple wording, easy-to-follow organization, and--especially--generous citations from or references to the text as you argue your point. They also expect to see you self-consciously employ a specific critical methodology.

Secondarily, they expect you to have exhausted the entirety of the critical commentary upon your topic, and to have included references to that work in your paper. They want to see that you have clearly shown where earlier critical discussion has thus far arrived concerning your topic, and they expect to see you clearly indicating what new insight(s) you develop in your essay.

Third: editors expect you to have used the most recently published reference and source-list conventions of the Modern Language Association or--more commonly--of University of Chicago Style.

Final Note: An old but excellent guide to publishing your thoughts appears in R. B. McKerrow, "Form and Matter in the Publication of Research," *PMLA* 65.3 (April 1950): 3-8.

APPENDIX B

ADVICE FOR PHD PRELIMINARY EXAMS AND THE DISSERTATION STAGE

Here are some unofficial reminders and recommendations from two PhD students who successfully completed their preliminary exams and went on to write their dissertations. **See the English Department website for official guidelines for taking preliminary exams and preparing the dissertation.**

Anonymous PhD Student “A”

Taking Preliminary Exams: Before you can officially start your prospectus and formal dissertation work, you must pass nine hours of typed exams. If you are in the PhD program for Religion and Literature, you will take three exams of three hours each that focus on your areas of interest. If you are in the Literature degree program, then four exams are required: essentially, two one and a half hour exams are given in lieu of one three hour exam in the Literature and Religion degree. According to the requirements laid out by the English department, one of these shorter exams must be a period contiguous with your major area.

Selecting areas: I recommend that you read and test in the areas that are directly pertinent to your dissertation interests. Additionally, the better part of wisdom dictates that you test in those areas in which you have taken a seminar [from the professor reading the exam]. While you may feel you have adequate exposure to a particular period or topic without having taken a seminar here at Baylor, not having the benefit of the examiner’s approach to the material can hinder your success.

Selecting examiners: As a grad student recently through the ordeal of prelims, I strongly recommend that you consider carefully by whom you want to be examined. Select examiners with whom you have established a cordial and respectful relationship. Do not assume that the exam is an extension of the professor’s class, or that because you’ve done reasonably well in a class that everything will go smoothly for the written exam. Each professor has different expectations regarding what the preliminary exam should accomplish and contain, which brings me to the next point.

Discovering examiner’s approach and rationale: Since you really want to pass your exams after the first sitting, it behooves you to deliberately seek from your examiners their *modus operandi*. Some

will be forthright about how they will approach the exam; others may merely speak in general terms like, “I expect both quantity and quality.” If so, then ask, “How many pages do you expect for the given time period?” You may even want to ask for some examples of the kinds of questions asked previously (another means of getting a bead on this target is to ask grad students who have already taken exams about their questions.)

Narrowing focus: After you have selected your examiner, you will want to think through the kinds of works to read. Most reasonable examiners will permit a fair amount of leeway in the selection process, but ultimately, the examiner has the final word as to what works you will be responsible to master. Some examiners have a standard list of works and questions, others will be happy to cater to your interests.

Scheduling the exams: The Department requires that you take all the exams within ten working days. How you arrange the exams and the times and dates you take them within that time period are really your call. Typically, most of us allow a day or more hiatus between exams.

Anonymous PhD Student “B”

Setting Up Readers and Reading Lists: Most often (though not always) your exam director will be your dissertation director. You will more than likely be on your own when choosing your other committee members. My advice:

- Have your open area be something you are truly interested in, either connected to your major area or one of your other serious interests; it’s a three hour exam—make it worth your while. I’m a medievalist: my director was Wendy Allman and she did my open area—Middle English dream visions and sources. Dr. Hanks covered my medieval major area. My contiguous historical period was 16th century with Dr. Hunt, and my open area was 18th century with Dr. Gardner.
- When picking your contiguous historical period, talk to the profs first; ask what they expect from a 1 ½ hour exam. Then decide whether you want to choose that period or not. Some professors have a pretty set reading list; others are much more willing to consider your input. Choose carefully!
- When picking your other historical period, my advice is to go with a professor you like. I took 18th century, not because I particularly like the 18th century, but because I like Dr. Gardner. The most fun I had during the whole ordeal was writing those two essays.

Scheduling and Taking the Exams: Make sure you allow plenty of time! It will take longer than you expect to wade through all the material, even if you have read most of the material before, and you will never feel quite ready. Don’t panic—that’s completely normal.

It's best to schedule exams during the school years since faculty members are often out of the office during the summer. For registration, you will need to take a dissertation hour (6V10). You have ten days in which to take the exams. TAKE THE FULL TIME!! It will take you at least one day to recover consciousness after each exam, and around another half day before you can contemplate cramming for the next one. Try to incorporate weekends in your schedule—like take an exam Friday, one Tuesday, and one Friday or Monday. Do know that you can usually postpone exams if something comes up or you haven't gotten through your reading list. Talk to your director.

I took mine in chronological order—sources and dream visions, medieval literature, and 16th and 18th centuries. This worked for me; you do what works for you. Unless you are a real morning person, don't schedule your start time at 8:00 am. It's a three-hour block of time. I went from 9-12 each time. I was also in a different room each time (summer classes were going on), but that's not too big a deal. Make sure you get plenty of sleep and have a good breakfast so you don't flake out an hour and a half in. You are allowed to go to the bathroom—do so if you need to (don't suffer!)

Also, take a few minutes at the beginning to fully read the question(s) (my open area question was about a page long), absorb it, and calm your chaotic mind. Scratch out an outline before you start. If you run out of time, don't just abruptly end; take the last three minutes to make a bulleted list of what you had meant to talk about. Try to save some time at the end to read and spell-check your work.

You will be brain-dead when you are done. Even if you have high hopes to begin working on your dissertation IMMEDIATELY, do know that it won't happen; it hasn't happened yet with anyone I know. You will want to watch stupid movies and drink tasty beverages and do nothing school-related—THIS IS NORMAL. After you hear about your results (which may be two weeks or three months later, depending on your examiner), have an official celebration if you've passed. If you need to retake a section, set up an appointment with that committee member to go over your exam and to discuss the next one.

Selecting and Narrowing a Dissertation Topic: Eventually, you will have to start thinking about the dissertation. If you don't already have a topic in mind, talk to your director. You could begin with an idea you raised in a seminar paper (that's how I got my idea). More than likely, however, your idea will be too broad. Rarely will it be too narrow. Remember, you have around 200 pages to write; this goal will practically force you to pick a topic that is too broad. Just play with it, listen to your director, and do your reading. You will be wading through tons of secondary material during this period, reading criticism and highlighting pertinent passages all over the place. However, when you actually get to the writing stage, you will have forgotten most of what you had read and will find yourself re-reading. This is normal, too!

You will begin with your prospectus, the 10-15 page “summary” of your dissertation. This may seem nearly impossible, but the layout of the prospectus makes it a bit easier. There are specific sections: Opening Statement, Argument and Synopsis, Overview of Research, and Methodology. Tackle one of the latter two first. Then wade into the other sections. When you are finally at the stage that you

feel ready to write, your prospectus will emerge pretty easily (I read criticism from January to August and then wrote my prospectus in the week before Fall semester began).

You will pass your prospectus on to your director, who will hold it in his or her hot little hands for who knows how long. After he or she okays it, pass it on to your second reader (in the department) and your outside reader. You want your second reader to be someone you get along with and who can provide you with both technical/practical and topic help. My second reader is Dr. Denton; I chose her because I like her, she understands me, and my dissertation topic centers around word usage, so her linguistic background will likely be helpful. My outside reader is Dr. Murray—she's a medievalist *and* a linguist. All are excited about my topic.

The Review: Your review is professional in nature, so dress up and be prepared. However, it is nowhere near the pressure cooker that is the dissertation defense. Your director will not let you get to the review stage if he feels you are not ready. It really is more of a discussion, with the three committee members getting together (often for the first time in the process) and talking with you about your idea. Take a notepad and pen, because they will give you advice, sources or criticism to look up, etc. If you must take a drink, put it in a glass or cup; don't carry in a soda or water bottle/can.

Sometimes you'll be encouraged to narrow your topic a bit more. One student found out that she had about three potential dissertations in her prospectus, so after listening to the advice from her committee, she narrowed down to her first and favorite idea. I, too, was advised to cut a chapter from my working outline. Rarely will you have to correct or rewrite your prospectus once you've gotten to this stage, so yay!

My review was only 20 minutes long, and that included the professors' alone time afterwards to discuss my performance. Other reviews take longer. There's no hard and fast rule. Then, you'll be called back in and officially told you're on your way. You'll likely be congratulated by your committee members; make sure you have friends at the ready to congratulate you as well and treat you to a tasty beverage at your favorite restaurant. Ride the euphoria! (The crash will come soon.)

Researching for the Dissertation: You will have already begun researching by the time you officially start your dissertation. Don't be surprised to find yourself re-reading sources and criticism. It's frustrating, but it is natural. Then, just start jotting down ideas. One good piece of advice: try to write down as much of your own idea as possible before incorporating the outside material. You want to make sure that you're not just reacting to what everyone else has already said.

To save money: you will be spending money during this process, but you don't want to go bankrupt. Buy books that you know will be useful and that you will want to have for the rest of your academic career; but please get them used! Try campusi.com as your search engine (searches hundreds of booksellers, including all the Amazons as well as smaller booksellers). Otherwise, use the library! If you find a source that rocks but is too expensive to buy (typical), you have two options: keep it checked out until you are done and put those Post-It flags on the pages you know you will need. Or,

if you think that every page will be flagged, photocopy the book. Go to the copy center in Morrison or to Kinko's. Do front and back photocopying (5 cents a page at Morrison or 8 cents a page at Kinko's), then have Baylor's copy center spiral bound the book (maybe \$1.25?). I photocopied about 30 books for this purpose, paying an average of \$8.00 a book. Then, I highlighted to my heart's content. Note: these are books that I expect to be using in my academic career—books and authors that I will cite in my published articles, not books that I will only use for this project. Gather your photocopied articles into binders. It's nice to have them all together in one place rather than floating around your apartment.

At some point in time, you have to stop reading and start writing. It's a big step into the unknown, but if those before you have gotten through it, so can you!

Writing the Dissertation: Designate a space for dissertation stuff, either a second bedroom/office, or your kitchen table or desk and two to three shelves of your bookcase (I bought a small three-shelf bookcase specifically for dissertation materials). **KEEP THE STUFF THERE!!** Paper does multiply and take over. To prevent from being buried, be firm. Take out only what you will need for that day's writing and put stuff away when you are done with it. Keeping a clean workspace is essential; a cluttered workspace means a cluttered mind. If you find yourself completely blocked, clear off your workspace of non-essential materials. I was overwhelmed by all of my materials, not knowing how to get started. My table had three six-inch binders of articles, the three-volume Vinaver, and six or seven books of criticism. Not surprisingly, I couldn't write a word. I'd look at an article, find a quote, write out a three or four sentence response, and then be stuck again. Nothing went together; I was finding awesome stuff for my intro, which I wasn't writing yet; and my stress level was rising exponentially. I finally had to put EVERYTHING away, so my table held only my laptop and the one-volume Vinaver. Then and only then could I begin writing.

Don't forget your prospectus; while I have not used the bulk of my prospectus, I am grabbing random sentences and paragraphs to use as starting points.

Tackle it in pieces—some people prefer starting at the beginning, with the introduction. I, however, am doing my body chapters first; then, I will write my conclusion and my introduction (tailored to fit the body) so I don't have to re-write or drastically edit the meat of the diss. Give yourself due dates if your director is hands-off. It is really easy to procrastinate on this, but the more you do, the more overwhelming the process will become and the harder it will be to get started. Have a support group of fellow students. Go talk to someone in the counseling center if need be. Keep a sense of humor, and don't forget to have some fun every now and then. If you don't already, take up regular exercise to burn off that excess energy and stress and to keep your blood pressure at normal levels. [Editor's Note: see "Where to Go" section, particularly the part about Karaoke.]

(NON)ANONYMOUS PHD STUDENT “C”

Steve Schuler, president of EGSA from 2007-08, defended his dissertation successfully and then left us all behind for a professor position in Alabama. Here are his very helpful suggestions and reflections, written in June 2008.

How to Write a Dissertation without Losing Your Mind

Steve Schuler

When I took over the Handbook and Orientation Committee a few years ago, I wondered why there was no section on the dissertation, so I asked some friends to contribute tips on the dissertation process. I found out why there was no such section, because I got no response. That was the first lesson I learned about the dissertation process: it will consume your life, especially towards the end. That is to be expected. You are earning the highest degree available in your field, so the dissertation is going to take an enormous amount of time and effort to complete. But others have gone before you, and you probably have friends who are also writing their dissertations. My first bit of advice is to talk to them, ask them what they're doing, trade tips, and find out how they're coping. To their advice, you can add what follows, which is a list of tips, suggestions, and cautions that I have gleaned from my own experience and from others in the dissertation stage.

Topic Selection and Initial Research

- Before you commit to a topic, have a long talk with your director. Your director can make valuable suggestions about narrowing or broadening it, as well as warn you away from dead ends. Be aware that some directors may direct dissertations only on a very narrow range of topics, so if those topics don't appeal to you, go elsewhere. Early in the process, ask your director about the publication potential of your topic—you don't want get to the defense only to have someone to say, “it's a good argument, but no one is going to want to publish it.”
- Do what interests **you**. You will devote a lot of time to this project, and if the topic doesn't hold your interest, you will never finish. When it comes to theory and methodology, use whatever helps you understand the author(s) on whom you're writing. If your method happens to be something trendy, fine. But be careful with trendy theories. They may be outdated by the time you get around to submitting the manuscript to a book publisher four or five years down the line. It is better to be original than to be trendy.
- Yes, your dissertation should establish you as a “specialist” in a particular sub-field of literature. No, that doesn't mean you can't change or modify your specialization later on. Your dissertation topic can affect your immediate marketability, but it doesn't have to determine your whole career.
- In an ideal world, you would have read every relevant piece of criticism on your topic before you write your prospectus. But you don't live in the ideal world. You live in the real world, and you will continue to read secondary material throughout the entire writing process.
- Before you write the prospectus, you must read enough of the primary works to know that your argument is tenable, and you must read enough of the secondary literature to know that your argument is **original** and **publishable**. Most fields, even big ones like Chaucer, Shakespeare, and Milton, are dominated by a surprisingly small number of authorities whose work you must

engage. Find out who they are, and set yourself a manageable list of their works that you must read before you start writing. Read them quickly, take some notes, and then start writing.

- Establish **your own reading** of the primary text(s) first, and use the criticism to supplement your reading—as with seminar papers, all the more with the dissertation. This does mean, of course, that you are expected to know the secondary material pretty well. You want other critics to take your work seriously, so you must take theirs seriously as well.
- If you haven't already, learn to skim articles, and learn to use the indexes of books. While you will have to read some of the secondary literature from cover to cover, much of it will only have a paragraph or two that might pertain directly to your topic. Economize on time as much as you can.
- Organize your research **early** in the process. Develop a system for taking notes on primary and secondary texts, as well as for storing books and articles you plan to use repeatedly. Organize both on your computer and on your bookshelves, and back up all your electronic research notes.
- Get a library carrel. PhD students at dissertation stage can get a carrel for two years, and they have first priority (except for faculty)—and once you finish your prelims, you are at “dissertation stage.” A carrel is a great place to store books and materials, and it is a quiet place to read and write. It's almost like having your own monastic cell!

Preparing the Prospectus

- You need a committee of at least five professors who are graduate faculty. One must be from outside the department. Common sense suggests that you should have a full committee assembled before the review. It is a pain to try to get faculty members to sign on afterwards.
- Your director will advise you on selecting committee members, and I highly recommend having a couple of closed-door talks with your director about the relative merits of various prospects. Also get advice from other graduate students, who may be able to recommend faculty whom you didn't know had experience in your field, or warn you away from faculty members who may not be sympathetic to your project.
- It is **most** important that your committee gets along, and that they support your approach to your project. Expertise in the subject is a tertiary concern. If you are the only expert on your topic at the defense, that will probably work to your advantage.
- The department website has a brief but helpful list of suggestions for the prospectus. You will find it at the bottom of the page with the PhD degree requirements.
- Your prospectus explains the argument that you will make in the dissertation. In addition, you will probably identify your methodology / theoretical perspective. You should also explain how your work builds on and/or modifies existing scholarship. You may want to look at other students' prospectuses, but be careful! Different faculty members will have widely different expectations, so find out what **exactly** your director expects your prospectus to contain.
- As you draft the prospectus, **envision the dissertation completed**. How long will it be? How many chapters? How will the chapters build on each other? This plan should be flexible, but you need a plan anyway. Also be aware that if your dissertation starts getting long you may need to drop a proposed chapter. You might plan at least one “expendable” chapter. But you should also have some “reserve material” in mind, in case your first draft doesn't turn out to be long enough.

- Dissertations seldom come out exactly as the prospectus predicts. I originally planned to write two more chapters than I actually wrote, but a friend of mine had to add another whole section when Plan A ended up not generating enough material. **Stay flexible.** Your map—the prospectus—should be as detailed as possible, but you should remain open to scenic detours and even minor changes in destination.
- Make a **checklist** of all the deadlines you will have to meet and forms you will have to submit along the way. There are a lot of them, and your director will not keep track for you! Most are established by the Graduate School, but the department has its own requirements too. Carefully read both the English department webpage on degree requirements AND the Graduate School webpage on Theses and Dissertations to make sure you don't miss any steps. I don't want to scare you, but... (actually, I DO want to scare you) a couple of missed deadlines can set you back a whole semester. Check and double-check your deadlines, especially near the end of the writing process.

The Prospectus Review

- Send hard copies of your prospectus to your committee members two weeks ahead of time. They need time to read and digest it before the review. Think about how long you sit on student papers before grading and returning them. Is it likely to be any different for your professors?
- You should be familiar with the major secondary works that pertain to your topic, but you will probably not be expected to have read all the works on your bibliography. The bibliography is generally a list of works that you plan to consult, though it doesn't hurt if you've already consulted many of them.
- **Memorize your thesis statement**, and be able to briefly articulate your major points, making reference to major critics in the field. Your committee will probably ask you to succinctly explain your argument, so be ready.
- You should also be ready to discuss the current state of criticism on your topic, as well as your perspective on the important critics in your field. You **must** know enough of the criticism to be able to demonstrate beyond doubt that your argument is original and publishable!
- If possible, indicate to your committee that your prospectus is tentative. If they can all agree that your final document may be something a little different than the prospectus predicts, it will make the defense go a lot smoother.

Drafting the Dissertation

- Many people who drop out of graduate school quit at dissertation stage. How many of these people do you think have written 250 pages, but just never got around to defending? Okay, T. S. Eliot did, but you aren't T. S. Eliot. I would bet that most graduate students who never "finish" writing their dissertations never really get them started in the first place. The hardest chapter to write is the first one. So **DO NOT procrastinate!** Write the first chapter quickly, and then get started on the next chapter while your director looks over the first one.
- Think seriously about the future of this document. Right now the defense may be years away, but eventually you will be a tenure-track professor who needs to publish something. Begin planning the future of your dissertation now. Will you want to publish it as a book? Or would

you prefer to chop it up for articles? If you hope to extract articles from it, certain sections of each chapter should be relatively self-contained. If you are planning on the book route, you should maintain stronger continuity between chapters. Remember that most book publishers want between 250 and 350 manuscript pages, so if your dissertation comes in right at 200 pages, you will need to write another chapter or two before it's ready for submission to a press. And on the tenure track, that could take a whole year.

- Your MA thesis allowed you to keep thinking in 20-25 page seminar papers, but a 25-page chapter is too short for a dissertation. Begin thinking in terms of 30-60 page chapters, which should be broken up into sections as your material warrants. And don't rely primarily on verbosity to make your chapters longer. That's just annoying.
- Set aside blocks of time to write **every week!** For every week you neglect your dissertation, you will lose two weeks of momentum. Many grad students are good at cranking out last-minute papers, but you cannot write a dissertation at the last minute.
- Use your prime thinking time for reading and writing, and let your students have your dead hours. I write best between 8 a.m. and 3 p.m., but for you it might be different. Remember, you are here **primarily** to earn a degree. Your teaching is a means to that end. Prioritize accordingly.
- Set writing deadlines for yourself. If necessary, have your director hold you to deadlines. Somehow, writing comes easier when someone is breathing down your neck.
- Plot out a reasonable completion schedule. 100 pages a month is probably not realistic. But at five pages a month you'll never finish. I found that 5-10 pages a week was just about right for me, but your mileage may vary. Set reasonable, incremental goals for completing each chapter. How long does it take you to write a 25-page seminar paper? Three weeks? So it should take about six weeks to write a 50-page dissertation chapter, right? Well, maybe. But set goals anyway. They will help you keep your writing on track.
- Observe administrative deadlines. Two semesters before you plan to graduate, look up all the pertinent deadlines and make a timetable. You will need to know when you must file for graduation, when you must defend, when various other forms are due, and when you must have the final copy submitted to the Graduate School, among many other deadlines.
- **Keep your end in mind.** It's easy to get lost in the details of writing, spending a week tweaking a footnote rather than writing to advance your argument. Do not let the complexity of the project get in the way of completing your project.
- Don't waste your time trying to shoehorn irrelevant criticism into your dissertation just to make the works cited page longer. Ignore (or briefly reference) what doesn't directly apply to your project and focus on what is insightful, enlightening, or otherwise helpful. Of course, also take time to gently correct incomplete or wrongheaded books and articles.
- Most directors will want to see work in progress. (I would not work with a professor who didn't.) As soon as you finish a chapter, give it to your director to read. But while you are waiting for feedback, **do not** stop writing! It may take some time for your director to return your chapter, and you cannot afford to be idle for a month while you wait for feedback. Better to waste your time writing.
- If you must stop writing while you wait for feedback from your director, use the time to catch up on the minor secondary work that you put off while you were working on the prospectus. Your committee will expect you to have read all the relevant criticism before your defense, even if you have not integrated it all into your text.

- Learn the formatting requirements. While your citation format is going to be MLA, the Graduate School requires your other formatting to be a modified form of Turabian. But don't surf over to Amazon to buy the book just yet. The Graduate School has a packet on their website that gives you all the pertinent information you will need—download and internalize it. The Graduate School also conducts a formatting workshop. **Go to the workshop**, preferably early in the writing process!
- Get to know your word processing program really, really well. You're going to have to make it jump through all kinds of hoops, such as re-starting the numbering of footnotes in each chapter, making page numbers appear on some pages but not others, etc. In MS Word, this will involve a lot of section breaks. Even if you are good at finagling your documents, it will take you at least a day to get your formatting straight.
- Formatting is easier if you have been doing it right all along. As you write, use the right format for font, images, quotations, citations, and footnotes. You can worry about page numbers and margins later. Mrs. Harman is strict but helpful, so don't hesitate to ask her about your formatting. And if you're not sure about something, just be consistent. It's a lot easier to correct if it's consistently wrong. And when formatting gives you fits, there are IT people who can help.
- This is no time for losing files. **Save your work!** Back up all your documents—drafts, notes, bibliographies—in several places, such as on TA office computers, on removable drives, and in e-mail. If possible, print drafts of each chapter as you go, and store them in a safe place. If all else fails, you can always re-type the whole thing. [The use of a service like dropbox.com is also recommended.]
- Yes, it IS entirely possible to go from prospectus review to dissertation defense in one year, although the average time is two years or more. But if you are in a hurry to graduate, do remember that there is a “residency requirement” that you be enrolled for a full year after you take your prelims.
- **Break your back to finish it here!** Those are the exact words of one of my committee members. The statistics vary, but the majority of PhD students who take jobs before finishing their degrees never finish at all. And believe me, you don't want to be teaching a 4/4 class load with the tenure clock running if you're still trying to write the last two chapters of your dissertation. Whatever it takes, get it done before you take a job!

The Defense

- How to print? Obviously you will have used up all your pages for the semester. The TA offices can print free of charge, but don't print out all six copies there. Either foot the bill yourself at Kinko's, or send the job to Central Dup with the department code on it—you can always reimburse the department if they ask you to. Double-sided printing will save you money, and you won't throw your back out picking up all five or six copies at once.
- When you send your dissertation to your committee, you are giving them a book to read. It would be polite to give them a month to read it before the defense. Sure, one or two of them will probably read only the first and last chapters the night before, just like you do for seminars, but give them the benefit of the doubt here. Assume that they care about your topic and are genuinely interested in what you have to say. Neither they nor you will benefit if they are forced to read hastily.

- Take the correct paperwork to the defense. You must bring TWO copies of the signature page, plus the Record of Oral Examination form. You do not want to have to hunt professors down later for signatures.
- Also bring copies of your primary text(s), in case you need them to answer questions. Even if you don't reference them during the defense, they make you look prepared and studious.
- Memorize your thesis statement, and be able to briefly summarize your main argument. Your director will probably start by asking you to explain it, so be ready.
- After that, the discussion could go absolutely **anywhere**. Your director will probably give each committee member an opportunity to ask questions and offer criticism. Hopefully, you will receive constructive feedback, so take along a notebook to write down suggestions for revision. Questions may range from enquiries into your general interest in the topic and your methodology and/or theoretical perspective to your use of secondary sources, or even to small details like diction and formatting. You should be ready to respond positively even to criticisms you may not wholly agree with.
- Even if the discussion becomes heated, **don't** become defensive. Responses like "I'll certainly keep that in mind as I revise" or "Yes, I would like to work that into the book version" can defuse a lot of tension. But if you must argue with a committee member, remember that you really just want his or her signature. Sacrifice your ego if necessary.
- Towards the end of the defense, your director will probably ask if you have any questions for the committee. Have a question. Appropriate questions might address the publication potential of your dissertation, including specific university presses or journals that might be interested, the effectiveness of your overall structure, or additional sources that you could integrate into your work.

Mopping Up

- **Be pragmatic about revisions.** If your director suggests a change, make it. Don't argue unless you honestly think the change will be detrimental to your argument. Don't cling to a particular turn of phrase or unsupported hypothesis just because you think it's pretty or interesting. Change anything that doesn't hold up to your director's scrutiny. Whatever you think now, your dissertation is not a work of fine art whose symmetry and grace depend on the perfection of every detail. It's just a dissertation. And if you think your director is suggesting a lot of changes, just wait until you get your manuscript accepted for publication by an academic press.
- Your director is the **only** member of your committee who will see your revisions. The other committee members are serving in an advisory capacity only. This does not mean that you should disregard their advice—after all, they probably have a good sense of what is publishable and what is not—but don't be afraid to candidly discuss their suggestions with your director afterwards.
- You have ten days to revise AND to get your director to approve your revisions. That is not a lot of time, certainly not enough to write another chapter. So make sure your dissertation is up to snuff before the defense. Revisions after the defense should be primarily local: clarity, precision, diction, syntax, and proofreading.
- Your director will have to sign an Approval of Final Copy form, as well as the Permission Form in duplicate. It's easiest to give him or her these documents to sign all at once.

- Stay on top of your administrative deadlines and paperwork. You still have to submit your final, revised copy to the Graduate School and convert your dissertation into an electronic document, as well as post it to BearDocs. But you're almost done, so keep at it!
- After the defense, it is customary to send thank-you notes to your committee members. Small gifts are not unheard of, but don't go overboard. Nevertheless, your committee members, and especially your director, have done a lot of extra work to get you here, and they deserve your appreciation.

APPENDIX C

EMPLOYMENT AFTER GRADUATION

Published Guides to the Academic Job Search

Deneef, A. Leigh, and Crawford D. Goodwin, eds. *The Academic's Handbook*. Durham: Duke UP, 1988.

Heiberger, Mary, and Julia Miller Vick. *The Academic Job Search Handbook*. Philadelphia: U of Pennsylvania P, 1992.

Sawyer, R. McLaran, Keith Prichard, and Karl Hostetler. *The Art and Politics of College Teaching*. NY: Peter Lang, 1992.

Showalter, et al. *The MLA Guide to the Job Search*. NY: MLA, 1996.

Preparing a Curriculum Vita

Sooner or later, most graduate students will need to prepare a curriculum vita (CV) for use in seeking employment, admission to other graduate programs, or grants and fellowships. The CV differs from a résumé in length and detail: while it is still a summary and should contain no complete sentences, a good CV will include academic, creative, and community involvement information which would be out-of-place on a résumé for non-academic use. While preferences vary, the CV should not be shorter than three pages and should only be more than ten pages if you are exceptionally prolific.

Most curricula vitae will follow a pattern like the following:

Identification

Full name and contact information, including current telephone number and mailing address. You should also include an e-mail address, if you have one. Be sure to use your personal phone, address, and e-mail, not one provided to you by your current school or employer.

Education

All post-secondary institutions at which you have studied, with start and finish dates, degrees granted, majors, minors, concentrations, and honors. Begin with the most recent.

Employment

All jobs you have held, including volunteer or civic positions, with start and finish dates, employer name and location, title, and brief description of responsibilities. Again, begin with the most recent.

Publication and Performances

Articles and creative writing publication credits, as well as performances in the fine arts, formatted as a brief bibliography.

Awards and Honors

Any means by which authorities or colleagues in the field have acknowledged you, including grants, fellowships, merit-based awards, competitions won, and honorary societies. Include date awarded.

Miscellany

Other scholarly, professional, or civic activities which you believe to be relevant, such as non-published presentations at conferences and participation in ongoing projects. Keep it brief!

The following letter was written by a 2004 graduate from the PhD program who found a job shortly after finishing her degree. We hope you find it encouraging as you prepare to set out on your own job search!

Dear Baylor English Grads, especially those of you thinking about the academic job search:

Not too long ago I was where you are now, worried about searching for and finding an academic job after graduating with my PhD from Baylor. If you don't mind, I'd like to pass along a few tips to help you with the often-intimidating job search process:

Searching for an Academic Job

First, don't start searching for an academic job until you're actually ready. Applying for jobs too soon is an unnecessary use (maybe even waste) of your time. Universities and colleges do not want to interview you until your dissertation is almost complete. You'll need to be at least halfway through writing and have a realistic defense month in mind.

Since some jobs are not listed on *Chronicle.com*, you'll also want to check the Association of Departments in English Job Information List (from *www.ade.org*—get the username and password from the English dept. office). In addition, get the names of as many colleges and universities as you can and check their individual websites for faculty position postings. (That's how I found my current job.)

Broadening your search will increase your chances of finding a job. Search for different types: post-doctoral fellowships, visiting professorships, full-time community college positions, and rhet/comp jobs.

Applying for an Academic Job

Do set up a file with Baylor Campus Services. Give them (or have sent) your 3 recommendation letters, as well as your transcripts. Every time you apply for a job, e-mail Campus Services the address of the school and let them know which items to send.

When you apply for a job, send your application letter (on Baylor letterhead) and c.v. in a large Baylor letterhead envelope (available from the English office). Some schools may require you to fill out or send other information, but, even if they don't, it's a good idea to send your teaching philosophy, samples of your syllabi, and possibly an assignment sheet or two. (Only send items relevant to the job you're applying for.) Include this extra material with your application letter and c.v.

Interviewing for an Academic Job

When preparing for a phone or campus interview, research the school. Find out what the strengths and weaknesses seem to be of their English dept and take note of what strengths you could bring to their program.

In addition to preparing answers to potential questions from them, have a list of questions prepared to ask them during a campus interview. These questions might concern the school's student population, the expected course load, employment benefits, reimbursement for moving expenses, required advising and committee responsibilities, conference travel funding, and length of contract (9, 10, or 12 months?). At a religious institution, be prepared to share your testimony and discuss how you would integrate faith and learning in the classroom. At all institutions, be able to talk about integrating technology into the classroom. (Part of your research should include how much emphasis that school places on technology in the classroom, of course.)

Prior to your campus interview, find out what kind of presentation you should prepare. Should it be of your scholarly work (rather like a conference paper), or should it be a teaching demonstration? If a teaching demonstration, find out whether you will be teaching an actual class or fellow professors or a mixture. Find out as well whether you can (or should!) use audio-visual materials and PowerPoint.

Finally, a word to the wise: while most universities will pay for your campus interview trip (either up-front or in reimbursement), bring extra cash in case they don't pay for meals or even gasoline expenses.

Best wishes as you begin your academic job search!

Sincerely,

Jennifer Newton, PhD (Baylor '04)

Finding a Job Outside of Academia

This letter was written by a recent MA graduate who found a job as an editorial assistant at Time-Warner.

When I first began the hunt for a post-MA job, I made the mistake of visiting a local career fair. I met with the usual dismay that greets those of us in the liberal arts. One man, though, surpassed the rest and left me stunned. Upon learning that my degree was in English, he scoffed at me, then turned to the surrounding undergrads – young dreamers with degrees in business and finance – to explain, “An English major, you see, is a person who has chosen to goof off on Mom & Dad’s dime, but will never give anything back. Basically, they’re all leeches on society at large.” He then turned back to me to demand, “Just what do you think you can *do*?”

I spent the following weekend staring catatonically at the wall, rocking back and forth and picturing my future life as a homeless person, wondering what it would be like to sleep outside and how long they’d let me live at the Salvation Army. We’ve all experienced ridicule at our “impracticality” in choosing to study English. And most of us have, at one time or another, given in to the panic of, “Oh, no – what *can* I do?” The truth is that many fields are available to you: law, education, publicity, marketing, various types of writing and editing, and more.

As one who has recently survived and found victory in the hunt for a “real job,” I want to share a few practical tips that you can start putting into practice *now*, and that will help you when the time comes for your own big job hunt:

1. **Play your own game, no one else’s.** Yes, this is from a *Joan of Arcadia* episode (season 1, episode 3, “Touch Move” – available for rent or sale), but it’s proving to be excellent career advice. Check out the *Joan* episode for full explication.
2. **Decide what you want to do as early as possible, then go for it.** If you’re not sure, try to focus on two or three main options; it’s okay if they change over time. Focusing will give you direction. Do your research right away; start building skills and knowledge that you’ll need.
3. **Enjoy your time in academia – just keep a foot in the outside world, too.** Talk with people outside the English department, outside the university. You’ll probably find it very easy to get caught up in our piece of the world, and you should; we’re in a great field! But to succeed later in life, you’ll need to be able to relate to people outside the Baylor English department.
4. **Take advantage of your electives.** Look at your course of study early on, then look at all the options available in other departments to see what courses interest you and when they are offered. PLUS, studying outside the department is a great opportunity to meet professors with connections outside of academia. If you’re interested in media, for example, there’s a professor in the Communications department who has a reputation for getting undergraduates great internships. Read the department descriptions and professor bios; meet with professors and ask questions.
5. **Network.** No, networking is not sleazy and it’s not just for MBAs – there are tons of people looking for jobs, and it’s reassuring for companies to have a

personal connection to the people they hire. Also, networking can be an invaluable source of inside information that will help you stand out from other job candidates. The people who interviewed me were impressed that I could casually refer to recent articles in industry magazines and that I could use industry terminology, both things I learned from networking.

6. And lastly, a recent epiphany of mine: **Understand that the world isn't out to get you; it's just really busy.** Do your research, decide where you belong, and then sell yourself. Don't worry if it takes some time to get hired. Much of our problem as English students is also one of our greatest strengths – our versatility. Most importantly, we have something that few people have and everyone needs, and that is the ability to communicate effectively. Unfortunately, since we're so universally qualified, we don't come with a neat label that many college graduates have. We are not groomed for “marketing” or “nursing” or “athletic training.” As a result, no one knows where we belong, so we get lost in the shuffle. Unless, that is, we take initiative. That's why *you* need to do the research to know where you belong. Employers will recognize your value, and they'll be relieved to know where to place you.

The summer before I graduated, I interned at Baylor University Press as an editorial assistant. I was taking classes and working in the Writing Center, and my work at BUP was strictly volunteer, which might seem crazy – why work for nothing when life is so busy? But that job was one of the best investments I ever made. Not only did I find my passion in the publishing world, I gained the experience that I needed to land my dream job. I am thrilled to be working as an editorial assistant for Time Warner Book Group. This job is more perfect for me than I could ever have imagined. And at least half of our editorial staff have degrees in English.

Some of the best advice I got during my job hunt was from Dr. Newman, the director of BUP. I called him two months into my job search, exhausted and frustrated, and he told me, “The next 3-6 months of your life are going to be horrible. But then, you're going to feel fantastic.” He was absolutely right. Job hunting was terrifying. I spent months lying awake in cold sweats, only to race to the computer at three in the morning to send out more resumes; I felt physically ill for the entire semester; I annoyed all my friends by spending most of my time in self-absorbed panic. (“I can't end up homeless! I have no survival skills!”) From what I can tell now, I had it pretty easy. I sent out 50+ resumes (I've heard you should expect to send out over 200) and had my dream job within six months. It was the most frightening experience I've ever had.

But yes, now life is sweet. And I'm more convinced than ever that English is a fabulous field of study, whether your plans are to teach, to research, to go into business, or to enter any of the other dozens of opportunities out there. Whatever you do, use common sense, and don't be intimidated. You are incredibly valuable, and you are qualified. The job hunt is a game of endurance, but you can find something that you love.

--Heidi Gabrielle Nobles

APPENDIX D

WHERE TO GO AND WHAT TO DO

On Campus: Numerous special speakers and programs come to Baylor throughout the year. For many of these, you will need simply to watch for flyers posted around campus or read the campus newspaper, the *Lariat*.

Around town: Waco also offers a variety of restaurants, entertainment venues, shopping, and seasonal activities for just about any person's tastes. For additional information on places and events, you can consult the city's information web site at <http://www.wacoheartoftexas.com/> or you can try the Tourist Information Center, located in Fort Fisher Park, alongside the Brazos River. (If you are on University Parks going west from campus, turn right on the access road just before going under I-35 and then an immediate right onto the park road. Phone number 750-8696.)

Grocery/ Home

Super Wal-Mart 4320 Franklin Ave., at intersection with New Road

Target 5401 Bosque Ave

HEB ("Heeb")

"Taj Maheeb" is at 1301 Wooded Acres Dr.

Mega Heeb is at the intersection of Valley Mills and I-35

Restaurants

This dining guide is taken from Waco visitor's website. It was last updated January of 2014. We've starred Waco classics and Baylor favorites.

Asian

***Bangkok Royal** 215 S University Parks Dr. Suite 103, (254) 757-2741

Cathay House 825 Wooded Acres, (254) 776-1072

Chinese Kitchen 416 N Valley Mills Dr., (254) 776-7996

Clay Pot 920 S. IH-35, (254) 756-2721

Club Sandwich 400 S 4th St., (254) 297-7814

Eggroll House 4106 Bellmead Dr., (254) 757-2741

Happy Wok 1910 Park Lake Dr., (254) 875-9800
Magic China 221 S IH-35, (254) 776-7045
Mama Fu's 1230 N Valley Mills Dr. #100, (254) 400-2054
Pei Wei 4300 West Waco Dr., (254) 772-0190
Pho Café Saigon 10412 China Spring Rd. (254) 836-4964
Shogun Japanese Steakhouse 1623 N Valley Mills Dr., (254) 772-5678
Summer Palace 1201 Hewitt Drive., (254) 666-0806
***Summer Palace** 1520 N. Valley Mills Dr., (254) 776-8081
Teriyaki Park 220 S. 2nd St.,(254) 714-1416
Tokyo Japanese Steakhouse 4300 Franklin Ave., (254) 776-8880

Barbecue

Coach's Bar-B-Que 925 W McGregor, (254) 644-7780
Jaspers Barbecue 105 Clifton St., (254) 732-0899
Kelly's Bar-B-Que 1817 Alexander, (254) 753-2551
Mama & Pappa B's BBQ 525 S. 8th St., (254) 754-8001
Michna's Bar-B-Que 2803 Franklin Ave., (254) 752-3650
Old Fashioned Bar-B-Q 900 W Waco Dr., (254) 754-7730
Papa Bears 3015 S Gholson Rd., (254) 799-1924
Pa-Pa Jacks BBQ 825 E Waco Dr., (254) 722-5965
***Rudy's BBQ** 2510 Circle Rd., (254) 750-9995
Tom's Smokehouse 3125 Bellmead Dr., (254) 799-2345
Tony DeMaria's Bar-B-Que 1000 Elm St., (254) 755-8888
Uncle Dan's 231 N Hewitt Dr., (254) 666-3839
***Uncle Dan's Rib House** 1001 Lake Air Dr., (254) 772-4744
***Vitek's** 1600 Speight Ave., (254) 752-7591

Bars/Grills

5th Street Ice House 500 Austin Ave., (257) 598-8571

Ace's Bar and Grill 2911 Primrose Dr. Suite C, (254) 662-2941

Applebee's Neighborhood Grill 614 N Valley Mills Dr., (254) 751-9084

***Barnett's Pub** 420 Franklin Ave., (254) 759-3714

BJ's Restaurant & Brewhouse 5929 West Waco Dr., (254) 776-0200

Blanek's Lounge & Restaurant 801 S 4th St. (in Clarion), (254) 757-2000

Brazos Bar & Bistro 211 Clay Avenue (in Indigo), (254) 754-7000

Buffalo Wild Wings 4325 Franklin Ave., (254) 751-9696

Cheddar's 4208 Franklin Ave., (254) 741-1411

Chili's 5804 Bosque Blvd., (254) 776-8330

***Cricket's Grill** 211 Mary St., (254) 754-4677

***The Dancing Bear (aka The Bear)** 1117 Speight Ave., (254) 753-0025

***Elite Circle Grille** 2132 S Valley Mills Dr., (254) 754-4941

***George's Restaurant & Bar** 1925 Speight Ave., (254) 753-1421

Harbour Texas Marina Airport Park, (254) 754-1642

Jakes Texas Tea House 613 Austin Ave., (254) 756-2522

KEM's (Holiday Inn) 1801 Development Blvd., (254) 799-9997

Quaker Steak & Lube 2805 W Loop 340, (254) 420-2067

Slippery Minnow Bar & Grill 3201 Over Flow Road, (254) 848-7979

The Grille 2006 N Valley Mills Dr., (254) 759-5508

The Grillin' Station 3600 N 19th St., (254) 753-2478

The Salty Dog Bar & Grill 2004 N Valley Mills Dr., (254) 732-5161

Time Out Sports Bar 4114 Bellmead Dr., (254) 412-0636

Treff's Bar and Grill 520 Austin Ave., (254) 759-1209

What About Wednesdays Bar & Grill 5608 Flat Rock Rd., (254) 756-1888

Breakfast/Bakeries

***Café Cappuccino** 100 N. 6th St., (254) 756-0396

Café Cappuccino 4700 Bosque Blvd., (254) 772-3739

Coffee Shop Café 1005 W McGregor Dr., (254) 840-2027

***Collin Street Bakery** I-35 & Hwy 31, (254) 799-5824

Denny's #8591 2409 S New Road, (254) 714-0313

IHOP 4019 S IH-35, (254) 757-1133

IHOP 1000 S. 4th St., (254) 754-3001

Lula Jane's 406 Elm St., (254) 366-0862

***Olive Branch Bakery & Café** 215 South 2nd St., (254) 757-0885

Simply Delicious 200 Commerce Dr., (254) 732-5333

The Egg & I 4600 Franklin Ave., (254) 399-0886

Waite's Pancake & Steak House 941 Lake Air Dr., (254) 772-9970

Burgers

Capt Billy Whizzbang's 901 Lake Air Dr., (254) 776-4155

Christi's Hamburgers 3101 Beale St. Ste A, (254) 799-6480

Coffee Shop Café 1005 W McGregor Dr., (254) 840-2027

***Dubl-R Burgers** 1810 Herring Ave., (254) 753-1603

Five Guys Burger & Fries 4300 W. Waco Dr. Bldg B. SteC, (254) 399-9695

Fuddrucker's 1411 N Valley Mills Dr., (254) 776-0961

***Health Camp** 2601 Circle Rd., (254) 752-2081

Tom's Burgers 6818 Sanger Ave., (254) 751-0025

Cafes/Diners

Barbara Sue's 510 E McGregor Dr., (254) 405-2875

Café Cappuccino 4700 Bosque Blvd., (254) 772-3739
Café Cappuccino 100 N. 6th St., (254) 756-0396
Cotton Patch Café 5501 Bosque Blvd., (254) 772-4200
Crave Café 10324 China Spring Hwy., (254) 836-5000
Cupp's Drive-In 1424 Speight Ave., (254) 753-9364
Doc's on Main 510 S Main St., (254) 749-6190
George's Restaurant & Bar #2 1201 Hewitt Dr., (254) 716-7340
Gospel Café 825 S 10th St., (254) 756-1088
Grandma's Kitchen 121 Garrison St., (214) 649-2353
Griff's Grocery & Restaurant 10400 Wortham Bend Rd., (254) 836-4622
Jake's Texas Tea House 613 Austin Ave., (254) 756-2522
Kim's Restaurant 2600 W. Waco Dr., (254) 756-5951
Kitok Restaurant 1815 N. 18th St., (254) 754-1801
Legacy Café & Art Gallery 723 Austin Ave., (254) 752-5200
Lillian's Café 3101 Beale St., (254) 412-1688
Lula Mae's Soul Food 937 Taylor St., (214) 243-0685
McDowell Café Store 814 Elm Ave., (254) 733-9681
Olympic Family Restaurant 1901 N 18th St., (254) 714-1311
Real Deal Soul Food 821 Clifton St., (254) 235-7685
Sironia 1509 Austin Ave., (254) 714-1229
Taste Like Grandmas 1114 N 15th St., (254) 216-7607
Uncle Bubba's Bistro 201 N Hewitt Dr. #4, (254) 230-9700
***World Cup Café** 1321 N 15th St., (254) 757-1748

Cafeterias/Buffets

A1 Buffet & Grill 301 S. Valley Mills Dr., (254) 741-6674

Golden Corral 618 N. Valley Mills Dr., (254) 751-9088

Luby's 951 N Loop 340, (254) 799-2851

Parks Family Buffet 4318 Bellmead Dr., (254) 799-3773

Souper Salad 5006 W Waco Dr., (254) 741-9595

Cajun/Creole

Buzzard Billy's 100 N Jack Kultgen Expy., (254) 753-2778

Coffee Houses

***Common Grounds** 1123 S. 8th St., (254) 757-2957

Dichotomy 508 Austin Ave., (254) 714-1710

Lula Jane's 406 Elm St., (254) 366-0862

My Brewed Awakening 6320 N 19th St., (254) 304-3044

Oh Baby . . . I like it a Latte 400 S 4th St., (254) 495-6926

Trailhead Coffee Shop at Outdoor Waco 215 S. University Parks Dr., (254) 300-4448

Delis

Café Vibrante 1411 N. Valley Mills Dr., (254) 723-7298

Collin Street Bakery I-35 & Hwy 31, (254) 799-5824

McAlister's Deli 812 S. 6th St., (254) 296-0380

McAlister's Deli 1505 Hewitt Dr., (254) 420-4603

McAlister's Deli #521 4551 West Waco Dr., (254) 776-3354

Newk's 2716 West Loop 340, (254) 662-0361

Olive Branch Express 215 South 2nd St. (Second Floor, upstairs), (254) 757-0885

Panera Bread 2516 West Loop 340, (254) 662-0700

Schmaltz's 1412 N. Valley Mills Dr., (254) 776-3694

Schmaltz's 105 S 5th St., (254) 753-2332

***Terry & Jo's Food for Thought** 1121 Speight Ave., (254) 753-3998

Wise Guys 579A N Valley Mills Dr., (254) 732-0582

Desserts

***3 Spoons** 2440 W Loop 340, (254) 732-0305

3 Spoons Yogurt 1201 Hewitt Dr. # 211, (254) 732-4327

Baskin Robbins 1547 Wooded Acres, (254) 776-6155

Cold Stone Creamery 2812 W Loop 340, (254) 662-6700

Great American Cookie Co. (Mall) 6001 W Waco Dr., (254) 776-5029

Oso's Oh So Good Yogurt 215 Mary Ave., (254) 752-6767

Simply Delicious 200 Commerce Dr., (254) 732-5333

U-Swirl Frozen Yogurt 100B N New Road, (254) 776-2600

What About Cupcakes 108 N. 25th St., (254) 224-6610

Fine Dining

135 Prime 1201 Hewitt Drive, Suite 110, (254) 666-3100

1424 Bistro 1424 Washington Ave., (254) 752-7385

Diamond Backs 217 Mary Ave., (254) 757-2871

Fuji Steak House & Sushi Bar 5901 W. Waco Dr., (254) 772-8880

Italian/Pizza

Amici's Family Restaurant 1201 Hewitt Dr. Suite # 21, (254) 666-6188

***Baris** 904 N Valley Mills Dr., (254) 772-2900

Carino's Italian Grill 1411 N Valley Mills Dr., (254) 399-9111

Chuck E. Cheese 5106 W. Waco Dr., (254) 772-9141

Cici's Pizza #40 1609 N. Valley Mills Dr., (254) 776-7762

Cici's Pizza #446 901 N Loop 340, (254) 867-0003

Double Dave's Pizzaworks 160 N. New Road, (254) 772-3283

Mazzio's Pizza 259 N Hewitt Dr., (254) 666-0660

Olive Garden 5921 W Waco Dr., (254) 751-1667

Papa Murphy's Take & Bake 208 Hewitt Dr., (254) 772-7272

Peter Piper Pizza 505 Westview Village, (254) 751-1212

Pizza House of Lorena 206 N Frontage Rd., (254) 857-3272

Pizza Inn 4315 Lake Shore Dr., (254) 751-1723

Pizza Town 510 W McGregor, (254) 840-4111

***Poppa Rollo's Pizza** 703 N. Valley Mills Dr., (254) 776-6776

Portofino Italian Restaurant 725 Austin Ave., (254) 753-8900

***Rosati's of Waco** 824 Hewitt Dr. #900, (254) 666-6066

Shorty's Pizza Shack 1712 S 12th St., (254) 235-2646

Mexican/Tex-Mex

A Cancun Express 409 E McGregor Dr., (254) 840-3883

Adriana & Janette's 1824 W. Waco Dr., (254) 753-2240

Bertha's Bakery & Restaurant 2418 Grim Ave., (254) 755-7123

Cantina Texas 1201 Hewitt Dr. # 107, (254) 420-1503

Casa De Castillo 4820 Sanger Ave., (254) 772-8246

Casa Ole #34 414 N Valley Mills Dr., (254) 751-0182

Casa Ole #54 725 N. Loop 340, (254) 799-0552

Chipotle 1115 N. Valley Mills Dr. Suite A, (254) 741-9400

***Chuy's** 5501 Legendlake Pkwy., (254) 420-4242

Don Carlos Mexican Restaurant 4651 S. Jack Kultgen Expy., (254) 662-3888

El Charro Café 2303 La Salle Ave., (254) 753-9272

El Chico 2111 S Valley Mills Dr., (254) 662-2750

El Conquistador 4508 W Waco Dr., (254) 772-4596

El Conquistador 6500 N 19th St., (254) 296-9325

El Conquistador 901 N Loop 340, (254) 799-6655

El Rincon 1213 Clay Ave., (254) 349-6380

El Taquito 1201 W Hwy 84, (254) 840-3035

Freebirds World Burrito 120 North New Road, (254) 741-0060

Garibaldi's 3319 Brook Circle, (254) 755-8009

La Familia Rest 1111 La Salle Ave., (254) 754-1115

***La Fiesta #1** 3815 Franklin Ave., (254) 756-4701

La Javita Restaurant 1700 N Jack Kultgen Expy., (254) 753-6422

La Nueva Michoacana 1205 N 25th St., (254) 379-8341

***Lolita's Tortilleria & Restaurant** 1911 Franklin Ave., (254) 755-8008

Mexican Taco 2021 Speight Ave., (254) 523-8127

Mexicano Grill 10207 China Spring, (254) 541-3336

Mi Casita Express 1725 N Valley Mills Dr., (254) 300-4694

Mi Tequila Bar & Grill 1200 N. Valley Mills Dr., (254) 741-1151

Molly's Mexican Restaurant 3211 Bellmead Dr., (254) 412-0618

***Ninfa's** 215 Mary St., (254) 757-2050

On The Border 4320 W Waco Dr., (254) 399-9986

Perales Restaurant 504 Elm Ave., (254) 265-1401

Rancho Grande 4509 Bellmead Dr., (254) 799-2622

Restaurant La Fe 401A Lake Air Dr., (254) 235-1812

SAMS on the Square 330 Austin Ave., (254) 732-6888

San Diego 2 1229 N 18th St., (254) 235-6525

Sergio's Mexican Seafood 608 Austin Ave., (254) 714-1297

Taqueria Altos de Jalisco 719 Hewitt Dr., (254) 666-8887

Taqueria Arandas #26 1500 S. 18th St., (254) 754-2842

Taqueria El Charro Tapatio #7 1615 W Waco Dr., (254) 752-1961

Taqueria El Crucero 2505 Robinson Dr., (254) 662-3359

Taqueria El Mexicano #8 1516 N IH 35, (254) 799-5639

Taqueria El Mexicano #9 1420 N. Valley Mills Dr., (254) 776-1100

Taqueria Jardin de Jalisco 900 N Valley Mills Dr., (254) 399-9989

Taqueria Mexicano Grille 2305 Marketplace Dr., (254) 931-2305

Taqueria Zacatecas 2311 LaSalle Ave., (254) 753-1665

The Ranchito 2310 W Waco Dr., (254) 235-9471

***Torchy's Tacos** 801 S 5th St., (254) 732-1445

Tres 723 S 6th St., (254) 235-8737

Trevino's 617 Bellaire Dr., (254) 751-7575

Trujillo's 2612 LaSalle Ave., (254) 756-1331

Veronica's 1618 Franklin Ave., (254) 714-2655

Other

Al Miraj 416 Franklin Ave., (254) 220-0069

D's Mediterranean Grill 1503 Colcord Ave., (254) 754-6709

Los Amigos De San Juan 1428 La Salle Ave., (254) 235-2227

Lula Mae's Soul Food 937 Taylor St., (214) 243-0685

Mirth Gourmet to Go 1101 Richland Dr., (254) 772-6338

Sweet Nell's Soulfood & More 719 S 11th St., (254) 733-7392

Seafood

Buzzard Billy's 100 N Jack Kultgen Expy., (254) 753-2778

Catfish King 1201 S.Valley Mills Dr., (254) 753-7700

D&J Seafood 820 E. Waco Dr., (254) 756-0008

Red Lobster 5925 W. Waco Dr., (254) 741-1766

Steak

Diamond Backs 217 Mary St., (254) 757-2871

Logan's Roadhouse 2806 W. Loop 340, (254) 662-2036

Lone Star Tavern Steakhouse 4713 Corsicana Hwy., (254) 799-0027

Outback Steakhouse 4500 Franklin Ave., (254) 772-5449

Texas Roadhouse 2729 LaSalle Ave., (254) 662-1177

Sushi

A1 Buffet & Grill 301 S. Valley Mills Dr., (254) 741-6674

Fuji Steak House & Sushi Bar 5901 W. Waco Dr., (254) 772-8880

Teriyaki Park 220 S. 2nd St., (254) 714-1416

Wine Bars/Wineries

Klassy Glass Wine Bar 723 Austin Ave., (254) 752-1808

The Grape 2006 N. Valley Mills Dr., (254) 772-1866

Trojan Cork & Keg 215 Mary St., (254) 757-3800

Uncorked 1201 Hewitt, (254) 666-2226

Movie Theaters

Starplex Galaxy 16 (772-5333) At Valley Mills and Franklin. Best seats, \$5 w/ Student ID.

Hollywood Jewel 16 (399-9500) Down Highway 84 past the mall.

Premiere Cinema (772-1511) On Valley Mills near Jason's Deli. \$1 on Tuesdays and \$2 any other day!

Gatesville Drive-In Theater (865-8445) Located about 30 minutes south of Waco

Museums

Dr. Pepper Museum and Free Enterprise Institute (757-1025) Learn the mystical origins of the popular soft drink, and how to practice . . . free enterprise. Don't forget to have an old-fashioned Dr. Pepper float in the soda shop!

Texas Ranger Hall of Fame and Museum (750-8631) Just to clear up any confusion—it has nothing to do with the baseball team.

Texas Sports Hall of Fame (756-1633) See George Foreman, Earl Campbell, and all your favorite Texas athletes enshrined.

Red Men Museum (756-1221) An “eclectic” collection of pieces. A watercolor by Adolf Hitler and the Colt .45’s and .48’s of the infamous Bonnie and Clyde. Things you don’t see everyday.

Mayborn Museum (710-1110) “celebrates the natural science and cultural history of Central Texas”; the Discovery Rooms can be a lot of fun!

Malls/Shopping

Central Texas Marketplace I-35 and Hwy 6. Has a Ross, Marshall’s, Bed Bath & Beyond, Sports Authority, PetSmart, Dress Barn, Old Navy, Ann Taylor Loft

Richland Mall (776-6631)

Round Rock Outlets just north of Austin, about 1 hour south on I-35

San Marcos Outlet Mall About 2 hours south of Waco on I-35 but worth the trip.

Shops at Sironia Attached to Amelia’s on the Avenue restaurant

Wolf Creek Ranch in Georgetown, between Waco and Austin, worth the trip.

Live Entertainment

Baylor University’s Theatre, Music, and Art Shows (Theatre Dept. 710-1861; Art Dept. 710-1867; Music Dept. 710-3991) For calendars and/or schedules of events, call the listed phone numbers.

Common Grounds offers live music some evenings

McLennan Community College Check their website or call: 299-8200 (performing arts center box office) for more information on their surprisingly good theatre, music, and Art Center events.

Treff’s has live music occasionally, such as a Piano Man on Thursdays

Waco Civic Theatre (776-1591) An opportunity and a warning: even if you have no acting experience whatsoever, you too can participate in a WCT production.

Waco Hippodrome (Box office 752-9797; Administrative Office 752-7745)

Waco Symphony

Sports

Baylor Athletics Ticket Office (710-1000) While the football team is rebuilding you can still catch some excellent pigskin action when they play perennial Big 12 and national powerhouses Kansas State, Nebraska, Texas, Texas A&M, or Texas Tech. Baylor Tennis is free of charge; both men's and women's teams have national champions in team and/or individual brackets in the past two years. Baylor men's basketball has some new NBA caliber prospects and the baseball (2005 College World Series participant) and softball teams are poised for another run at the conference title and post-season play. Add the women's basketball National Championship to Baylor's recent history of success. Call or visit www.baylorbears.com for information about current Baylor sporting events.

Seasonal

Brazos Nights Free summer concerts beside the river.

Heart of Texas Fair and Rodeo Held in October.

Heart of Texas (HOT) Coliseum (776-9027) Call for current attractions.

Independence Day Fireworks over the Brazos River downtown.

Tonkawa Falls swimming hole near Crawford

Waco Cultural Arts Fest October, downtown in Heritage Square

Waco Margarita and Salsa Festival downtown in late August - live music

Westfest annual Czech festival on Labor Day weekend in West, 30 minutes north

Other Activities

Cameron Park has bike trails, disc golf, and beautiful scenery; the second largest state park within city limits (second only to Central Park in NYC)

Cameron Park Zoo (750-8400) check newspaper for free-admission days

Flea Market on LaSalle, Saturday and Sunday mornings

Homestead Heritage traditional Anabaptist community near Waco; don't miss the Homestead Fair on Thanksgiving weekend

Lake Air Bowling Lanes (772-1717)

Lions Park Miniature Golf (772-3681) Batting cages and race cars

Skate World (772-0042)

Tehuacana Creek Winery

Westview Bowling Lanes (772-6600)

Lake Waco our version of a beach; \$4 per car