

TEXAS WOMAN'S UNIVERSITY

Department of Multicultural Women's and Gender Studies

M.A. Student Handbook 2017-2018

This handbook describes program requirements, areas of study, and course offerings. It also provides information about financial aid, graduate assistantships, and Multicultural Women's and Gender Studies faculty members. The handbook does not cover every regulation governing graduate education at Texas Woman's University and thus should be treated as a supplement to the TWU Graduate Catalog (<http://catalog.twu.edu/graduate/>). In the case of discrepancies between the two, the Graduate Catalog should always take precedence. The Graduate Catalog is the final authority, and the student is ultimately responsible for obtaining correct information.

Students are encouraged to consult the Graduate School website frequently (<http://twu.edu/gradschool/>). The website contains helpful information as well as up-to-date forms.

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INTRODUCTION

Welcome to the M.A. Program in Multicultural Women's and Gender Studies (MWGS) at Texas Woman's University! We are delighted that you have decided to enroll. The M.A. in MWGS prepares students for careers in agencies and organizations that serve a range of different communities, Ph.D. work in women's and gender studies or a traditional discipline, or advanced professional training in such fields as law and public policy. Students in MWGS examine issues related to the understanding of difference, identity, and power across a variety of contexts. In addition to coursework, students may sometimes assist in teaching MWGS courses, work in community agencies, and take part in activities on campus and in the community.

Mission of the M.A. Program

The Master of Arts Program in MWGS emphasizes rigorous transdisciplinary scholarship in the classroom, in research, and in community service. The mission of the program is to prepare graduates for doctoral programs in women's and gender studies or other fields, leadership in academic and community settings, and careers in social service. In keeping with this mission, graduate work is designed to develop students' ability to engage critically with multicultural-feminist/womanist theories concerning social inequalities, to develop advanced research skills in the field of women's and gender studies, and to develop effective academic writing skills.

Texas Woman's University

Texas Woman's University (TWU) is the largest public university primarily for women in the United States and one of the most diverse institutions of higher education in the nation. TWU has been a leader in the field of women's and gender studies since 1998, when the Texas Higher Education Coordinating Board granted approval for the university to offer the M.A. degree in Women's Studies. This graduate program was the first degree program in women's studies established by a public institution in the state of Texas, and it remains the only program of its kind in the Dallas-Fort Worth metropolitan area as well as in the South Central region of the United States. Texas Woman's University has a longstanding commitment to women's and gender studies, with many Texas firsts: the first freestanding Women's Studies Program, the first university to offer full-time faculty positions specifically in women's studies, the first tenured faculty members in women's studies, and the first Department of Women's Studies. Most recently, the department adopted a new name: on December 1, 2015, we became the Department of Multicultural Women's and Gender Studies.

What Is Multicultural Women's and Gender Studies @ TWU?

The M.A. in MWGS emphasizes an understanding and appreciation of women's and gender studies as a transdisciplinary, cross-cultural field of study indebted to feminist/womanist thought and that uses multiple critical lenses to question, expand, apply, and transform existing modes of knowledge and power. It provides a curriculum grounded in diverse feminist theories, methodologies, and ethics; promotes transdisciplinary and interdisciplinary scholarly endeavors; and seeks to prepare leaders, particularly women, who will have the skills to negotiate change in academic and community settings.

Building on and expanding scholarship in a variety of academic disciplines, we pursue the following goals:

1. To enhance understanding of the diversity of women's lives particularly as they are shaped intersected by "race," ethnicity, age, class, nationality, sexuality, religion, and dis/ability;
2. To construct theories and methods for engagement in social, cultural, and intellectual critique on behalf of social justice;
3. To advance feminist scholarship by investigating and expanding existing modes of knowledge and power;
4. To analyze local and global systems of inequality while identifying strategies for social change; and
5. To develop leaders who can engage effectively with global communities, communicate with diverse audiences, build coalitions, and negotiate initiatives for social change.

Goals

Curriculum and Programs of Study

To deepen understandings of an integrated core of knowledge grounded in diversity—including feminist and womanist theories, epistemologies, and pedagogies—and linking theory and practice in the dynamic processes of questioning, analyzing, critiquing, deconstructing, and creating knowledge.

Student and Faculty Scholarship

To promote research and scholarship using multiple theoretical perspectives to examine issues pertinent to the understanding of difference, identity, and power across a variety of contexts.

Leadership

To prepare leaders (educators, citizens, mentors, advocates, activists, and facilitators) with knowledge and skills to engage with a global community, communicate with diverse audiences, build coalitions for action, and develop initiatives for change.

Social Responsibility and Ethics

To foster scholarship accountable to diverse cultural and epistemological practices and to engage students in experiential teaching/learning processes that encourage them to be reflective and thoughtful about social justice issues and their own practice and scholarship.

Transdisciplinarity

To create opportunities for students and faculty to engage in transformative dialogue across disciplines in the university and to foster coalitions within the university and the larger community on behalf of social, intellectual, and ethical change.

Promote Feminist Studies

To provide MWGS courses as part of the university's undergraduate Core Curriculum and to promote multicultural-feminist scholarship within and across the disciplines.

Why "Multicultural"?

In December 2015, in order to underscore our commitment to nuanced, relational investigations of difference, we changed our department name and degree programs to "Multicultural Women's & Gender Studies." We believe that this new name more accurately reflects the versions of WGS we

practice and teach. We acknowledge that many radical and progressive scholars have rejected “multicultural” because of the ways it has been co-opted and used to support existing social conditions; rather than examine racism and other power issues, commodified (corporate) multiculturalisms ignore systemic issues by offering facile celebrations of diversity that encourage individuals simply to “tolerate” difference and thus do not challenge the unjust status-quo. Our department rejects these commodified multiculturalisms and defines multiculturalism as a potentially radical tool for intellectual and social transformation. We believe that multiculturalism—when historicized and defined broadly to include dis/ability, economic status, ethnicity/‘race’, gender, nationality, region, religion, sexuality, worldviews, and other systems of difference—offers unique opportunities to enact social change and produce new knowledge

FACULTY

Students take courses with faculty in the Department of MWGS as well as from many departments across the campus. TWU faculty contribute to MWGS through teaching, directing student research, scholarship, and/or service to the department.

Faculty with Full-Time Appointments in MWGS

Dr. Agatha Beins, Associate Professor. Ph.D. in Women’s and Gender Studies, Rutgers University. Office: WH 307L; Phone: (940) 898-2117; Email: abeins@twu.edu

Research Interests: Histories of Feminism and Women’s and Gender Studies; Social Movement Activism; Print and Material Cultures; Underground Press and Zine Cultures; Cultural Studies; Art and Activism; Poetry and Poetic Forms; Feminist Pedagogies; Feminist/Womanist Theories and Epistemologies; and Food Studies

Graduate Courses: Foundations for Scholarly Inquiry in Women’s Studies; Feminist/Womanist Theories; Feminist Pedagogies; History of U.S. Feminisms; The Politics of Publication and Writing; The Cultures of Food and Foods of Culture; Art, Activism, and Social Justice

Dr. AnaLouise Keating, Professor. Ph.D. in English, University of Illinois, Chicago. Office: WH 307K; Phone: (940) 898-2129; Email: akeating@twu.edu

Research Interests: Multicultural Womanist/Feminist Theorizing; Contemporary U.S. Women Writers of Colors; Critical ‘Race’ Feminisms; Queer Theories; Gloria E. Anzaldúa; Womanist Spiritual Activism; Transdisciplinarity; Transformation Studies; Indigenous & Womanist Epistemologies

Graduate Courses: New Directions in Feminist/Womanist Theories; Women’s Studies Disciplinary/Interdisciplinary Knowledges; Feminist/Womanist & Indigenous Epistemologies; Spiritual Activism; Feminist/Womanist Theories; Transgressive Identities: Queer Theories and Critical ‘Race’ Theories; U.S. Women of Colors; and Gloria Anzaldúa: Politics, Poetics, and Prose

Dr. Mark Kessler, Professor and Interim Department Chair. Ph.D. in Political Science, The Pennsylvania State University. Office: WH 307E; Phone (940) 898-2112; Email: mkessler@twu.edu

Research Interests: Feminist/Womanist/Critical Legal Theories and Studies; Diversity and Legal and Political Advocacy; Poverty Law and Cause Lawyers; Law, Legal Ideologies, and Identities.

Graduate Courses: Transdisciplinary Feminist Research Methods; Rights, Race, and Social Justice; Law, Gender, and Sexuality; Qualitative Research Methods; New Directions in Feminist/Womanist Theories; Internship in Women's Studies.

Dr. Audrey Lundahl, Visiting Assistant Professor, Ph.D. in Multicultural Women's, Gender & Sexuality Studies, TWU. Office: WH 307G; Phone: (940) 898-2826; Email: alundahl@twu.edu

Research Interests: Environmental Justice; Food Studies; Ecowomanism/feminism; Womanist Spiritual Activism; Yoga and Embodied Practices; Pedagogy

Courses: Ecofeminist/womanist Theorizing, Spirituality, and Activism

Dr. Danielle Phillips-Cunningham, Associate Professor. Ph.D. in Women's and Gender Studies, Rutgers University. Office: WH 307F; Phone: (940) 898-2746; Email: dphillips3@twu.edu

Research Interests: Critical Race Feminisms; Globalization and Transnationalism; Nineteenth and Twentieth-Century U.S. Women's History; U.S. Labor and Migration History; Diversity Issues in Higher Education; Black Feminist Thought

Graduate Courses: U.S. Women of Colors; Feminist/Womanist Theories; Black Feminist Thought; Women at Work: Race, Migrations, and Labors; The Politics of Motherhood

Dr. Claire L. Sahlin, Professor and Associate Dean of the College of Arts and Sciences. Ph.D. in the Study of Religion, Harvard University. Office: CFO 1202; Phone: (940) 898- 3329; Email: csahlin@twu.edu

Research Interests: Religion in Women's Studies Classrooms; Feminist Perspectives on Religion and Spirituality; Ecofeminism; Feminist Ethics; Women's Spirituality in Later Medieval Europe; Single-Sex Education; the Institutional Development of women's and gender studies

Graduate Courses: Foundations for Scholarly Inquiry in Women's Studies; Feminist/Womanist Theories; Feminism and Religion; Feminist Ethics; Ecofeminist Theorizing, Spirituality, and Activism; Feminist Pedagogies; The Politics of Publication and Writing

Affiliate Faculty Members

The following faculty members, who contribute to the Department of Multicultural Women's & Gender Studies through their research, teaching, and/or service, are available to assist graduate students in MWGS:

Dr. Gina Anderson, Teacher Education

Dr. Valentine Belfiglio, History and Government

Dr. Linda Brock, Family Sciences

Dr. Gretchen Busl, English, Speech, and Foreign Language

Dr. Patrick Bynane, Drama

Dr. Linda Caldwell, Dance

Dr. Rosemary Candelario, Dance

Dr. Sandra Cesario, College of Nursing
Dr. Brian Fehler, English, Speech, and Foreign Language
Dr. Kenny Foster, Psychology
Dr. Rebecca R. Fredrickson, Teacher Education
Dr. Dundee Lackey, English, Speech, and Foreign Language
Dr. Katherine Landdeck, History and Government
Dr. Linda Marshall, Sociology and Social Work
Dr. Debra Mollen, Psychology and Philosophy
Dr. Kimberly Parker, Health Studies
Dr. Barbara Presnall, History and Government
Dr. Linda Rubin, Psychology and Philosophy
Dr. Mahmoud Sadri, Sociology and Social Work
Dr. Sally Stabb, Psychology and Philosophy
Dr. Genevieve West, English, Speech, and Foreign Language
Dr. Jim Williams, Sociology and Social Work
Dr. Philip Yang, Sociology and Social Work

REQUIREMENTS FOR THE M.A. DEGREE

Total Hours Required

The requirements for the M.A. Program include a thesis OR a comprehensive examination option. All M.A. students must successfully complete three core courses, and a minimum of 18 graduate credit hours must be taken in MWGS. Courses may also be taken in other departments when appropriate for a student's academic and professional goals. All students must be registered during the semester in which they plan to graduate (even if they have already completed the minimum required number of credit hours for the degree).

Since this is not an online degree program, no more than 49% of the courses for this degree can be taken online.

Core Course Requirements

The following courses are required for the M.A. degree:

1. **WS 5023, Foundations for Scholarly Inquiry in Women's Studies (3 credits).**
Historical origins and development of women's and gender studies within higher education, including critiques and contributions by women of color; relationships between theorizing and activism; the challenges of multi-, inter-, and transdisciplinarity; and emerging issues. Emphasis on development of research, writing, and communication skills. Offered every fall semester.
2. **WS 5463, U.S. Women of Colors (3 credits).**
Focuses on theoretical, historical, political, and cultural contributions by U.S. women of colors. Examines the intersections of race-ethnicity, gender, sexuality, and social class to illuminate the interactive nature of oppression and resistance. WS 5463 must be taken at least once and may be taken more than once when the topics and/or instructors change.

Offered every fall semester.

3. **WS 5843, Feminist/Womanist Theories (3 credits).**

Thoroughly explores feminist critical inquiry, focusing on particular theoretical issues, historical writings, and/or disciplinary contexts within the diverse body of scholarship of feminist theory. WS 5843 must be taken at least once and may be taken more than once when the topics and/or instructors change. Offered every spring semester.

Options: Comprehensive Examination or Thesis

Students select one of the following options for their program of study:

1. **Comprehensive Examination (36 graduate semester credit hours and the comprehensive exam):**

The comprehensive exam option includes 36 credit hours of courses and a written, comprehensive, take-home examination. The exam requires students to write two essays of approximately 10 pages each on topics related to ideas and topics examined in courses taken for the degree. Sample exams and guidelines for preparing are available on the MWGS departmental site in Blackboard. The exam is offered during the week prior to each fall and spring semester and is evaluated by the TWU MWGS faculty.

2. **Thesis (30 graduate semester credit hours, including 6 hours for the thesis):**

The thesis, whose recommended length is 35-40 pages, is written under the guidance of an advisor and should make an original contribution to the field of women's and gender studies. The thesis option includes an oral examination with the members of the student's Thesis Committee (the thesis advisor and at least one other approved faculty member). WS 5773, Qualitative Research Methods, is required for students who select the thesis option. Six credit hours of thesis work (WS 5983 and WS 5993) are counted toward the degree plan. Students must enroll in thesis hours during each semester when they wish to receive feedback from their advisor.

Note: As described in further detail below, students may select the thesis option only if they have earned a minimum GPA of 3.75 in their previous graduate coursework toward their M.A. degree in MWGS at TWU, and students will be required to complete their thesis in a maximum of three semesters. Thesis hours do not count toward the degree unless the thesis is successfully completed and defended.

Electives

It is strongly recommended that students take elective courses that can further their professional or future academic goals. If students are considering a career in social service, we recommend that they explore the possibility of completing an internship and taking courses in areas such as grant writing and volunteer management. If students are considering further advanced education and intend to apply to law schools or doctoral programs, they should take prerequisite courses for those programs, if possible, and if they relate to their interests in women's and gender studies. A minor (at least 6 graduate credit hours) in another academic area is optional.

Possible MWGS electives include the following:

WS 5043, Art, Activism, and Social Justice (3 credits). Investigates history and contemporary examples of the use of artistic works by activists and social movements. Focus on feminist art, art activism, and artists who create art for political purposes. Exploration of theoretical frameworks to analyze art, aesthetics, performance, and visual culture.

WS 5093, Law, Gender, and Sexuality (3 credits). Same as GOV 5093. Evolution of legal rights for women and sexual minorities and theoretical issues raised in concrete legal cases. Examination of debates over equality approaches in law; ways in which law constructs gender and sexuality; and the intersecting roles of gender, sexuality, and race in legal doctrine and theory.

WS 5193, Rights, Race, and Social Justice (3 credits). Same as GOV 5193. Interpretations of the utility of constitutional rights in movements for social justice, with special attention to struggles for racial equality. Readings in legal studies, social sciences, critical legal studies, and critical race theory that address the relationship of legal rights and change.

WS 5253, Transgressive Identities: Queer Theories/Critical “Race” Theories (3 credits). Feminist and womanist interventions into recent developments in queer theories and critical “race” theories; the effects of racial, sexual, and gender impersonation, passing, and masquerade on identity categories.

WS 5263, Feminism and Religion (3 credits). Women’s contributions to the formation and development of religious traditions with emphasis on Judaism, Christianity, and Islam; interconnections between religion, gender, sexuality, race, ethnicity, and culture; feminist critiques and transformations of religious traditions; relationships between spirituality and social change.

WS 5283, Ecofeminist Theorizing, Spirituality, and Activism (3 credits). Ecofeminist theorizing concerning interconnections between environmental degradation, sexism, racism, and globalization; spiritual dimensions of ecofeminism and ecofeminist approaches to social change and environmental justice.

WS 5293, Gloria Anzaldúa Seminar: Theories, Politics, and Transformation (3 credits). Investigation of the theories and literature of Gloria E. Anzaldúa, focusing on her contributions to feminist theory, queer theory, poststructuralism, and other contemporary theoretical movements in the social sciences and the humanities. Examination of Anzaldúa’s impact on women’s and gender studies, ethnic studies, and other academic disciplines.

WS 5353, Feminist Pedagogies (3 credits). Feminist philosophies of education and their significance for women’s and gender studies; pedagogical strategies for developing critical consciousness about social inequalities; preparation for teaching undergraduate courses in women’s and gender studies. Prerequisite: three graduate credit hours in MWGS.

WS 5363, Feminist/Womanist Epistemologies (3 credits). Politics of knowledge production and cognitive authority to illustrate how knowledge systems are marked by

gender, race, sexuality, and class; relevance to questions across the disciplines concerning canon formation, methodological practices, and understandings of human subjectivity. Prerequisite: WS 5463 and three additional graduate credit hours in MWGS or instructor's approval.

WS 5373, Black Feminist Thought (3 credits). Examination of various strands of black feminist thought from the nineteenth century to the present. Distinct methodologies of black feminist theorists and how theories may be used for political and social transformation.

WS 5383, Women at Work: Race, Migration, and Labors (3 credits). Investigation of impact of race, class, and gender politics on the migration and labor experiences of women. Examination of media representations of women workers and similarities and differences in work experiences among women from diverse cultural backgrounds.

WS 5773, Qualitative Research Methods (3 credits). Qualitative research philosophies including phenomenological, critical and feminist perspectives. Research design, data collection, analysis, and writing. Strategies for studying women's lives and developing culturally sensitive models. Responsible research and professional ethics including IRB process. Hands-on research.

WS 5853, Spiritual Activism: Social Justice Theories for Holistic Transformation (3 credits). Exploration of issues related to spirituality, political activism, personal changes, and social transformation, focusing on multicultural approaches to social change. Investigates the roles of the imagination, creativity, and the arts in struggles for social justice. Examines indigenous contributions to holistic forms of activism.

WS 5863, The Politics of Writing (3 credits). Enhancement of writing and critical thinking skills in women's and gender studies and other feminist scholarship; contributions of feminist/womanist theorists to academic discourse with emphasis on language, imagination, and social change. Writing assignments include paper abstracts, annotated bibliographies, conference papers, and journal articles in women's and gender studies. Prerequisites: WS 5463 and nine additional hours of graduate coursework in MWGS or instructor's approval. May be repeated for credit when topics vary.

WS 5903, Special Topics (3 credits). These seminars are topical courses designed to focus student knowledge and scholarship on a faculty member's particular area of study in an integrated, interdisciplinary body of feminist thought. May be repeated for credit when topics vary.

WS 5911, Individual Study (1 credit). Individual study of topics in women's and gender studies. (This is subject to the availability and the approval of an appropriate MWGS faculty member.)

WS 5913, Individual Study (3 credits). Individual study of topics in women's and gender studies. (This is subject to the availability and the approval of an appropriate MWGS faculty

member.)

WS 5933, Internship in Women's Studies (3 credits). Supervised practical experience in an agency or organization related to the intellectual and career interests of students. 10 hours of internship work per week, weekly journal reflections, final research paper, and final self-reflective essay.

Electives outside the Department of MWGS

In consultation with their advisor, students may select relevant and appropriate graduate courses from departments across the university, including Sociology, English, History and Government, Psychology, Dance, Family Sciences, Health Studies, Nursing, Library Science, and Educational Administration. Students may complete an optional minor (minimum of 6 graduate credit hours) in another department. Students may also take courses outside TWU at UNT or Texas A&M Commerce through the Federation of North Texas Area Universities. All courses in the program must be graduate-level (numbered 5000 or higher), and under no circumstances may undergraduate credit be accepted toward a Master's degree.

Course Load

Full-time graduate students should normally take 9 credit hours per long semester. In no case should students take more than 12 credit hours per long semester or 6 hours per summer term unless permission is granted by the Chair of MWGS and the Dean of the Graduate School.

Grades

All students are required to maintain at least a B average (3.00 GPA) and expected to receive no D's or F's. Grades of C will not count toward the M.A. degree in MWGS beginning with students who entered the program in Fall 2013.

Transfer Credits

Students may transfer up to 6 credit hours of relevant graduate courses with the permission of their Department of MWGS advisor, the Department Chair, and the Graduate School. Requests for consideration of transfer credits should be made to the academic advisor and, if approved, be entered onto the degree plan for consideration by the Graduate School. Courses taken through the Federation of North Texas Area Universities are not considered to be transfer credits.

Graduate Courses at the University of North Texas and Texas A&M-Commerce

In consultation with their advisor, students may register for appropriate graduate courses (5000-level or above) at the University of North Texas (UNT) or Texas A&M-Commerce through the Federation of North Texas Area Universities. To register for a graduate course at UNT, contact the TWU Graduate School (ACT 2 or [940] 898-3415).

Academic Advising

Upon entering the M.A. Program, students are assigned an academic advisor. This faculty member will assist students in formulating an initial program of study. Students should contact their academic advisor before registering each semester. Students who select the thesis option should consult with their thesis advisor for academic advising.

Program of Study and Degree Plan

In consultation with their academic advisor, the student will prepare a program of study (known as the “Degree Plan”) to be submitted to the Graduate School. The degree plan should be drafted initially during the student’s second semester. It must be approved by the student’s academic advisor and finalized during the semester when a student will have taken 12-18 credit hours in the program (often the second fall semester). When approved, this document becomes the official degree plan and any changes must be submitted in writing to the Graduate School on the appropriate form. Changes to the approved degree plan are submitted to the student’s advisor and the Graduate School through the “Change in Degree Plan” form. The degree plan and change in degree plan forms can be accessed here: <http://www.twu.edu/gradschool/forms/>.

TWO-YEAR PLAN FOR COMPLETION

Here is a suggested two-year plan for full-time students. We also welcome part-time students, but their plan for completion will vary. All M.A. students work individually with a faculty advisor to develop their degree plans.

First Semester (Fall)

- Complete the Graduate School orientation (online and/or in person)
- Attend the MWGS orientation prior to beginning of semester
- Register for classes after consulting with your faculty advisor
- Register for “U.S. Women of Colors” (WS 5463), “Foundations for Scholarly Inquiry in Women’s Studies” (WS 5023), and an elective of your choice

Second Semester (Spring)

- Register for “Feminist/Womanist Theories” (WS 5843)
- Begin formulating your degree plan (courses to be taken for the degree)
- Select the thesis or comprehensive exam option. In order to select the thesis option you need to maintain at least a 3.75 GPA

Thesis Option

- Start developing your thesis topic
- Identify your thesis committee chair and work with them to determine the second committee member
- Begin researching your topic and developing your prospectus
- Register for “Qualitative Research Methods” (WS 5773)

Comprehensive Exam Option

- Work with your faculty advisor to select two electives (in addition to the required class WS 5843)

Summer

Thesis Option

- Complete a draft of your prospectus and your IRB application if your thesis involves

human subjects.

- Complete most of your secondary research during the summer months.
- If your advisor is available, register for thesis hours (WS 5983)

Comprehensive Exam Option

You may register for classes but are not required to do so. Consult with your faculty advisor when making decisions about summer coursework.

Third Semester (Fall)

All students must submit their degree plan no later than the fifth week of the semester.

Thesis Option

- Register for thesis hours (WS 5983 or WS 5993)
- Finalize and gain approval for your prospectus from your Thesis Committee by the beginning of the semester.

Comprehensive Exam Option

Continue to work with your faculty advisor to select and register for courses

Fourth Semester (Spring)

- Apply for graduation and be aware of TWU's graduation deadlines:
<http://www.twu.edu/gradschool/degree-completion/>

Thesis Option

- Register for thesis hours (WS 5993)
- Submit your thesis and pass your oral defense. The thesis must be finished, defended, and filed approximately one month prior to the end of the semester, according to the date announced by the Graduate School.

Comprehensive Exam Option

- Take the comprehensive exam during the week prior to the beginning of the spring semester
- Finish course work

Note: Graduation ceremonies take place each year in May and in December. Graduation ceremonies are not held in August, although students may complete the program in August and receive an August graduation date. We strongly discourage students with August graduation dates from participating in the May graduation ceremony, since students should not participate in graduate ceremonies until they have completed all requirements for the degree.

COMPLETING THE DEGREE PLAN FORM

In consultation with their academic advisor, each student will prepare a program of study (the Degree Plan) to be submitted to the Graduate School. **The program of study must be reviewed and approved by the student's advisor and finalized by the fifth week of the semester when a**

student will complete between 12 and 18 credit hours. Earlier submissions are highly recommended, whenever possible.

The Degree Plan form is found on the TWU Graduate School Website at <http://www.twu.edu/gradschool/forms/> (select “Master’s Degree Plan 1”). This is an on-line interactive form.

Consult your TWU transcript when completing your degree plan form. You may obtain an unofficial copy of your transcript through Pioneer Portal. When you fill out your degree plan form, you must complete the following steps.

M.A. Degree Plan Checklist

- Master’s Degree to be Earned is an M.A. (as opposed to an M.B.A.)
- List all courses you have taken and the courses you plan to take, including thesis hours, before completing the degree.
- Provide the full course title for each course as it appears in the Graduate Catalog; courses on the degree plan must appear as they do on the student’s transcript (accessible online: <http://catalog.twu.edu/graduate/>).
- For thesis students: List “WS 5983, Thesis” and “WS 5993, Thesis” only once, even if you plan to sign up for more than six thesis hours.
- Place asterisks next to the course numbers for the required courses in the program: WS 5023 (Foundations), WS 5463 (U.S. Women of Colors), and WS 5843 (Feminist/Womanist Theories).
- For date completed, indicate the semester and year during which you took the class (e.g., Fall 2010, Spring 2011, Summer 3 2011, etc.). Use this format when listing all dates in the degree plan.
- If you have not yet completed a course, list the date you expect to complete it and leave the Grade column blank.
- Remember to provide the number of total credit hours you plan to take to complete your degree. This should be provided where it says Total Hours.
- Leave the Required Completion Date blank; the Graduate School will fill this out.
- Comprehensive Exam Students**, list the following names for the Advisory Committee: Dr. AnaLouise Keating, Dr. Agatha Beins, and Dr. Danielle Phillips-Cunningham. Your faculty advisor is also your major professor
- Thesis Students**, list your thesis committee chair’s name first where it asks for “Names of Advisory Committee” and then include your second committee member. Your thesis

director is also your major professor.

Note: When you email your faculty advisor or thesis committee chair, please include this checklist as a second attached document. Copy the items below and paste them in a new document. Select the box to check it when you have completed the step listed.

When you have completed your degree plan, submit it via email as an email attachment to your major professor for their review and signature, and keep a copy of the form for your records. After your major professor approves the form, the degree plan will be submitted to the Chair of MWGS and to the Dean of the Graduate School. When approved, this document becomes the official degree plan and any changes must be submitted in writing to the Graduate School on the appropriate “Change in Degree Plan” form. The committee members who sign the student’s degree plan will remain as their Thesis Committee throughout the thesis or comprehensive exam unless changed by the student and the Graduate School is notified in writing.

COMPREHENSIVE EXAMINATION OPTION

This option includes a written, take-home, open-book comprehensive examination. In order to perform successfully on the exam, students are advised to study thoroughly the materials covered in their required MWGS courses and to practice writing essays in response to questions that they might anticipate. Consult the M.A. Program Director or the Department Chair to receive guidance about when to take the exam and how to best prepare for it.

The examination is given two times per year—during the week before the fall semester begins and during the week before the spring semester begins.

Schedule for Taking the Comprehensive Examination

To be eligible to take the examination, students must meet the following requirements:

1. Submission and approval of the degree plan;
2. Completion of the three required courses in MWGS: WS 5023 (Foundations for Scholarly Inquiry in Women’s Studies), WS 5463 (U.S. Women of Colors), and WS 5843 (Feminist/Womanist Theories); and
3. Completion of at least 24 graduate credit hours toward the M.A. in MWGS at TWU.

Format of the Comprehensive Examination

- The comprehensive exam is an open-book, take-home test.
- In the exam, your goal is to demonstrate comprehensive knowledge and critical reflection on the materials covered in M.A. program courses as well as to demonstrate graduate-level writing skills.
- Students will write two essays. Each essay includes discussion and analysis of specific and relevant authors and each should not exceed 2500 words in length, excluding the list of works cited.
- Exam questions cover the following three areas: 1) Questions related to feminist theorizing; 2) Questions related to U.S. Women of Colors; and 3) Questions related to

topics covered in recent seminars offered by the Department of MWGS (e.g., Transgressive Identities; Art, Activism, and Social Justice; Law, Gender, and Sexuality; Feminism and Religion; Feminist Pedagogies; Black Feminist Thought).

- Each of the three areas will include at least two questions.
- Students will be required to develop essays for questions in two of the three areas.
- The essays should be typed (12-point font in either Arial or Times New Roman), double-spaced, thoroughly revised, and carefully proofread. Spelling and grammar will be taken into account by the faculty readers.
- Since this is an open-book exam, essays must include citations following a recognized style manual (MLA preferred). Direct quotations must include page numbers.
- Direct quotation from sources is expected, but excessive or lengthy use of direct quotations in a short essay is not advisable.

Passing the Comprehensive Examination

The examination will be evaluated by full-time faculty members with appointments in MWGS. Students will normally receive official notification of their performance within two to four weeks after taking the exam. Students must receive a satisfactory grade on both questions in order to pass the comprehensive exam. The written examination may be repeated once, although at the discretion of the faculty evaluators a student may be permitted under some circumstances to rewrite a question without failing the entire exam. If a student has unsuccessfully attempted to pass the written comprehensive examination, the student may not switch to the thesis option. However, if the student has unsuccessfully attempted to complete the thesis, the student may select the comprehensive exam option and take the comprehensive examination and two additional graduate courses.

Degree Completion

Students must be enrolled for at least one course (Individual Study [WS 5911] or a 3-credit-hour course) during the semester in which they plan to graduate. Students are responsible for identifying relevant deadlines for graduation. (For deadlines, forms, and procedures for graduation, see <http://www.twu.edu/gradschool/degree-completion.asp>). At the beginning of the semester in which the student plans to graduate, the student should contact the Graduate School for an information packet about graduation requirements and procedures.

THESIS OPTION

Students may select the thesis option only if they have earned a minimum GPA of 3.75 in their previous graduate coursework toward their M.A. degree in MWGS at TWU. Beginning with students admitted in Fall 2013, WS 5773 (Qualitative Research Methods) is required of all thesis students. WS 5773 is normally offered in the spring semesters and should be taken prior to enrolling in any thesis hours.

The thesis is a formal, fully researched monograph of approximately 35 to 40 pages demonstrating the student's ability to conduct a systematic inquiry in a well-defined research area of special interest. As a significant contribution to the field of WGS, the thesis should present and

defend a coherent and original argument based on critical analysis and interpretation of data or sources such as historical documents, literary texts, or philosophical writings. Both the development of a formal prospectus (10 pages maximum, including the list of works cited) and the thesis must follow specific guidelines established by the Graduate School and are carried out under the guidance of the Thesis Committee Chair and the second member of the student's committee.

Thesis Hours

Students who select the thesis option must enroll for one semester in WS 5983, Thesis (3 credits), and for at least one semester in WS 5993, Thesis (3 credits), both under the direction of the Chair of their Thesis Committee. The student must enroll in WS 5983 or WS 5993 each semester during which they consult with their advisor about the project. A student writing a thesis for six hours credit is given CR (Credit) for the first enrollment and PR (Progress) for all subsequent enrollments until the last enrollment. At that time CR is given again. Only six graduate credits of thesis hours will count toward the degree plan. It is best to begin work on the thesis as early in the program as possible to ensure successful completion of the thesis within the designated time limit.

Note: Students are required to complete their thesis in a maximum of three semesters. Students who are unable to complete their thesis in a total of three semesters (WS 5983 and a maximum of two semesters of WS 5993) may complete the M.A. degree by pursuing the Comprehensive Exam option. Thesis hours do not count toward the degree unless the thesis is successfully completed and defended.

During the first semester of thesis hours when students are enrolled in WS 5983, they are expected to complete and submit a thesis prospectus (a 10-page formal proposal) under the direction of their thesis advisor. Students cannot enroll in more than one additional course while enrolled in thesis hours, and we cannot guarantee that a student can enroll in WS 5983 during the summer. Prior to the end of the semester in which students enroll in WS 5983, they must gain approval for their prospectus from their Thesis Committee in order to continue to pursue the thesis option. Students are required to complete and successfully defend their thesis in a maximum of two subsequent semesters.

Final Oral Defense

In accordance with Graduate School policy, Master of Arts students are required to pass a final oral defense of their thesis given by their Thesis Committee. Relevant paperwork for the defense must be submitted through the Chair of MWGS to the Graduate School.

Deadlines

Students are responsible for identifying relevant deadlines and ensuring that all committee members are aware of them. *Students should be aware that the deadline for submitting a completed and defended thesis to the Graduate School usually is at least one month prior to graduation.* At the beginning of the semester in which the student plans to graduate, the student should contact the Graduate School for an information packet about graduation requirements and procedures.

Tuition Reduction for Texas Residents

Under provisions of the Texas Higher Education Code Section 54.051(e), Texas Residents (or

Academic Common Market Students) are eligible for a one-time reduced tuition rate when enrolling for professional paper, thesis, or dissertation hours only, provided that those hours are the final credits required for the degree. When you are ready to enroll for what you believe will be your **final** semester of thesis hours, complete the appropriate form (found on the Graduate School website), have your major professor sign it, and submit it to the Graduate School.

Guidelines for the Prospectus

Each student who plans to write a thesis works closely with their Thesis Committee Chair in developing a prospectus (the thesis proposal) and in writing the thesis. While the major responsibility for directing the thesis rests with the chair, the other committee member will serve as a consultant to provide guidance, support, and critical review during the development and completion of the prospectus thesis. The student is responsible for seeking guidance throughout the process. In addition, it is important to develop a group of peer readers familiar with feminist scholarship who can offer additional feedback on the prospectus and thesis drafts.

The prospectus must be reviewed and approved by all members of the committee and submitted to the Chair of MWGS for approval. The customary reading time for faculty to review drafts of these documents is *two weeks*. Students should develop an appropriate timeline with their Committee Chair and should plan to write and submit multiple drafts of their work.

Steps for Preparing the Prospectus

Discuss possible topics with your Thesis Committee Chair and seek input from the other committee member. Select a well-defined and narrow topic.

Research your topic.

Prepare a prospectus, not exceeding 10 pages, including references and encompassing the following:

1. Tentative title
2. Introduction
3. Statement of purpose or central argument
4. Review of related literature (6 to 10 representative references). Refer to key texts that
 - enable you to appropriately situate your work in a scholarly context, and
 - demonstrate that you are aware of recent research on your topic
5. Tentative section/chapter organization
6. Works cited

Complete the online RCR training: all graduate students and their faculty advisors must complete the Collaborative Institutional Training Initiative (<https://www.citiprogram.org/index.cfm?pageID=14>) prior to initiation of research projects for professional papers, theses, and dissertations. The certification of completion for both the student and committee chair must be attached to the prospectus submitted to the Graduate School for theses and dissertations. For more information: <https://www.twu.edu/gradschool/graduate-council/responsible-conduct-of-research/>.

Submit the prospectus draft to your Committee Chair for review, and complete necessary revisions. (This step is usually repeated several times.)

Share the prospectus with your other committee member (in final draft form and with the approval of your Thesis Committee Chair). Remember the *two-week review period*.

Committee Approval: the prospectus for the thesis must be approved by the student's Thesis Committee, whose members must sign the appropriate signature page. A meeting of the full committee to review and discuss the prospectus must occur if the student or any committee member so requests. In any case, the prospectus must be approved *before the student begins working on the thesis*.

Students are expected to follow university requirements and guidelines in research projects involving either living human subjects (e.g., interviews, surveys, focus groups) or animals. They must seek approval of research involved in the thesis from the Institutional Review Board or indicate that the project does not involve human subjects (Institutional Review Board forms are on-line at <http://www.twu.edu/research/institutional-review-board-irb/>). Copies of relevant approvals must be submitted with the prospectus to the Graduate School.

Submit the prospectus to the MWGS Department Chair once it has been approved by the committee, and then it will be forwarded to the Graduate School along with the appropriate approval or waiver of the Institutional Review Board. The Graduate School must give final approval before research begins.

Note that the thesis prospectus does not have final approval until the student receives a letter of approval from the Dean of the Graduate School.

The student should provide a final approved copy of the prospectus to each member of their Thesis Committee and should keep a copy of for their files.

Guidelines for the Thesis

Additional information on preparing a thesis may be found on the Graduate School website, in the Graduate School Catalog (also online), and in the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* which can be found online through the Graduate School's "Forms" page (<http://www.twu.edu/gradschool/forms/>). Students must adhere closely to the guidelines found in this guide and should consult directly with the Graduate School prior to submitting their final copies to the Graduate School.

1. Upon approval of the prospectus, continue researching and begin writing your thesis in regular consultation with the Thesis Committee Chair. Because the chair is a key individual, we recommend that a student **not** change the chair during the writing phase unless circumstances warrant. *Students should be aware that not all faculty are available during summer sessions and should plan their timeline accordingly.*
2. After the Thesis Committee Chair has approved the final draft of the thesis, including an

abstract of 150 words or less, submit this draft to the committee for review. Allow *two weeks* for the second committee member to review it.

- a. At this point in the process, the thesis should be free of all grammatical and mechanical errors. It is the student's responsibility to proofread the thesis. Do not rely on your Committee Chair to serve as your proofreader. For assistance with proofreading, seek out other students in the program, TWU's Write Site (940) 898-2341, or a professional proofreader/editor.
 - b. When submitting the final draft to the committee, students must also schedule a date and time for their oral defense. Contact all committee members and schedule a mutually agreeable time and place for the defense. The date must be scheduled with reasonable (normally two weeks) advance notice.
3. The Oral Defense: The final oral defense of the thesis is an open dialogue in which the student presents their research, responds to questions, and engages in a conversation about their work with the committee. The Examination Committee consists of members of the student's Thesis Committee. After the Examination Committee has assessed the student's work, the committee decision takes one of several forms:
- Unqualified approval
 - Qualified approval—changes to be made under Committee Chair's supervision.
 - Qualified disapproval—requires that the student revise the thesis and meet again with the Examination Committee.
 - Unqualified disapproval
4. Once defended and approved by the committee, submit the approved thesis in its entirety, abstract, and signature page to the MWGS Department Chair for approval along with certification that the final examination has been passed. (Both forms—"Certification of Final Examination" and "Signature Page"—can be accessed on the Graduate School's "Forms" web page).
5. To submit a thesis to the Graduate School, follow the Graduate School's prescribed guidelines. See the Graduate Catalog and the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* for information. Papers that have not been properly formatted, edited, and/or proofread will be returned to the student for correction. A Graduate School representative is available to help ensure that your thesis is formatted correctly, and you should make an appointment with that person to review your thesis.
6. Final Semester Responsibilities and Deadlines: Prior to the semester of expected graduation, the student should consult the calendar of deadlines distributed by the Graduate School. It is the student's responsibility to meet all deadlines listed there. Individual packets containing the Calendar of Deadlines and the necessary forms to be completed by graduating students are available from the Graduate School. For further information about completing your degree, see the information linked to the following web page:
<http://www.twu.edu/gradschool/degree-completion.asp>.

GUIDELINES FOR INTERNSHIPS

Graduate students in MWGS may receive 3 graduate credit hours by volunteering or working at an appropriate internship site.

To receive credit, a student registers for WS 5913, Individual Study, under the supervision of a faculty member in MWGS, and completes the following:

- 140 to 160 hours at the internship site,
- a list of approximately 3 to 5 objectives concerning what the student hopes to learn and achieve from the internship (to be turned in to the faculty member at the beginning of the internship),
- a weekly journal reflecting on the internship experiences (approximately two pages per week, with each entry dated),
- a brief self-reflective essay (5-7 pages) that draws on the journal
 - to reflect on how the objectives were achieved; and
 - to discuss how the internship has altered or enlarged the student's perspectives, and
- a 12-15 page research paper that relates in some way to the internship work, or another comparable project developed in consultation with the supervising faculty member.

All written work must be typed, double-spaced, in 12-point font (either Arial or Times New Roman).

The student must consult with the supervising faculty member prior to enrolling in the Individual Study course. At the beginning of the internship, the name, phone number, and email address of the student's supervisor at the internship site must be provided to the supervising faculty member. The internship supervisor will be asked to complete an evaluation of the student's work at the conclusion of the internship. Students who sign up for internships will carry out a variety of tasks based on the internship site's needs.

The final grade for the internship will be based on both the student's written work and the internship supervisor's evaluation.

Note: In the future the department plans to offer WS 5933, Internship in Women's Studies, a special course that will be designed for internship students.

ACADEMIC INTEGRITY AND POLICY ON PLAGIARISM

Plagiarism in any form, whether deliberate or unintentional, will not be tolerated; it is a serious matter and violates TWU's code on academic honesty, located in the TWU Student Handbook. You are responsible for ensuring that you do not plagiarize even as result of carelessness or inadequate note-taking. Together we must be committed to the highest ethical standards for our research and scholarship.

What Is Plagiarism?

Plagiarism (from the Latin, meaning “kidnapping”) involves using words or ideas from other sources and presenting them as if they were your own. As such, it can be viewed as both theft and lying. Plagiarism includes the following:

- Quoting directly from the Internet, a book, an article, a syllabus, a lecture, or writings (published or unpublished) of another person without placing quotation marks around the words of the other person and/or acknowledging your source according to a recognized style manual (e.g., MLA or APA style). In all writing assignments quotation marks *must* be used even around short phrases from other authors. Plagiarism still occurs even if you cite your source but neglect to use quotation marks around the words that you did not write yourself.
- Presenting the ideas of another person without acknowledging your source, even if the ideas are explained in your own words. Even when you summarize another person’s argument or thought you must cite your source(s).
- Buying or taking a paper from an Internet source or another person and submitting the paper or portions of the paper as if it were your own.
- Deliberately falsifying your references.

How Can You Avoid Plagiarizing?

- When researching and taking notes, be careful to indicate your source and use quotation marks around all passages and phrases that are not your own.
- Always use quotation marks around words that are not your own, including the words that you obtained from the Internet, an unpublished source, a lecture, a journal article, or a book, AND always cite your quotations according to a recognized academic manual of style (e.g., MLA or APA style).
- Always properly cite the sources of your ideas, even when you are not directly quoting from them and have summarized someone else’s ideas in your own words.
- Do not buy or “borrow” a paper or portions of a paper.
- Do not falsify your references.
- Never submit the work, words, or ideas of another person as if they were your own.
- Study the following websites for further guidance:
<http://owl.english.purdue.edu/owl/resource/589/01/>
<http://libguides.twu.edu/c.php?g=516219&p=3529284>

What Are the Penalties for Plagiarism?

There are **no** circumstances under which it is acceptable to present the words or ideas of another person or source without properly citing your sources. This applies to writing assignments as well as to materials that are handed out or presented to classes as part of class presentations. Since plagiarism is unacceptable, individual instructors have the right to assign serious penalties for plagiarism, even when a student’s plagiarism was not deliberate or intentionally dishonest. Penalties may include failing the course or failing the plagiarized assignment. Plagiarism could also result in academic suspension or academic probation.

PROFESSIONAL PRACTICES

Citation Styles

Students are expected to document their sources consistently according to a recognized style manual. The Department of MWGS prefers that students follow the citation style of the Modern Language Association (MLA), although individual instructors may have different requirements. Each student is expected to obtain a copy of the following guidebook and to follow its guidelines closely. Please note that the 8th Edition was published in 2016:

<https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition>.

TWU's Blagg-Huey Library also offers resources to assist with reference and citation styles: <http://libguides.twu.edu/c.php?g=270163>.

Professional Ethics on Social Media Sites

Students are expected to utilize professional conduct when interacting on Facebook and other social media sites. Please do not post derogatory comments or personal information about other students or faculty members and refrain from writing about specific classroom and/or online discussions. Remember that what you post reflects on you personally as well as on the department. Through your actions, including your Internet postings, we invite you to support rather than undermine others.

Student Rights and Responsibilities

If any student wishes to discuss their courses, including classroom environments or other students' behaviors, they will need to make an appointment to speak with the faculty member who is teaching their class and/or the Department Chair. If they speak to their faculty member and are not satisfied with the response, they may speak with the department chair. Departmental faculty members will not read or listen to anonymous allegations against another student.

All students are encouraged to review the TWU Student Handbook, available in the Student Life Office on paper or online here: <http://www.twu.edu/student-life-office/student-handbook.asp>. The TWU Student Handbook contains information about TWU's policies and procedures related to student rights and responsibilities.

Appointments with Professors

All faculty members hold weekly office hours for meeting with their students to discuss their classes and to provide academic advising. You are welcome to drop by a faculty member's office during the announced office hours or to make an appointment with a faculty member in advance. It is often best to make an appointment in advance, since sometimes faculty must miss their office hours because of a departmental or university meeting, and sometimes faculty meet with other students during their office hours. To make an appointment, you may send email, call the professor, or talk to the professor during class. **If you need to miss a scheduled appointment, please give at least 24-48 hours' notice out of courtesy for the faculty member's schedule.**

REQUESTING LETTERS OF RECOMMENDATION

Faculty members in MWGS are pleased to write letters of recommendation for students who apply for positions or apply to doctoral and professional programs. Here are some guidelines to follow when requesting letters of recommendation in support of your applications to doctoral or professional programs:

1. Timing

- In order to help ensure that your letters of recommendation are completed by the deadlines, you should contact your recommender **at least four weeks** prior to the date when the first letter is due.
- Approximately 10 days before the first deadline, send your recommender a gentle and polite reminder that the deadline is nearing.

2. Preparation

- When you contact potential recommenders to ask them to write letters on your behalf, ask them whether they feel they know you well enough and are able to write a supportive letter of recommendation for you. If you sense hesitation, you may wish to consider asking another professor. Especially if the letter is for an academic endeavor, it would be expected for you to request a letter from your thesis advisor.
- Fill out any forms that should accompany the letters of recommendation, including the blanks for the referee's name, position, address, email address, etc.
- We recommended that you waive your right to see the letter, since such letters are usually deemed to have more credibility.
- It is helpful to provide your recommender with correctly addressed and stamped envelopes.
- The addresses on the envelopes should be typed. Type the faculty member's correct return address on the envelopes.
- Give your recommenders all of the forms and envelopes at the same time, if possible.

3. Information

You should provide the following information to your recommenders, so that they can write detailed and supportive letters:

- A typed list that includes a) the specific names of the programs, universities, jobs, or funding sources to which you are applying, b) the dates that the letters of recommendation are due, c) the names of the persons to whom the letters should be sent and/or the addresses to which the letters should be sent.
- A description of the program, university, job, and/or funding sources.
- Your statements of purpose or application essays, which reflect on your accomplishments and goals. (If you wish, we would be pleased to provide you with feedback on your statements of purpose, which is one of the most significant components of graduate applications.
- Your resume or curriculum vitae, listing your educational background, honors and awards, and work experience.
- Your graduate transcript.
- A reminder of the contact you have had with the recommender. Give the recommender a list of the courses you may have taken with them as well as the grades you received in the

courses. If applicable, you could provide a copy of a paper that you have written for one of their courses.

4. After the Deadlines Have Passed

- Show gratitude to your recommenders.
- Let your recommenders know the outcomes of your applications. We hope that your applications will be successful!

Here are some additional tips for requesting letters of recommendation:

- “How to Ask for a Recommendation” by Leonard Cassuto,
<http://www.chronicle.com/article/How-to-Ask-for-a/235968>
- “Obtaining Outstanding Recommendations” by Shannon Craigo-Snell,
<https://www.insidehighered.com/advice/2016/12/02/advice-students-how-approach-faculty-members-recommendations-essay>
- “Tips for Requesting Letters of Recommendation,”
<http://gradschool.cornell.edu/inclusion/recruitment/prospective-students/tips-requesting-letters-recommendation>

LIBRARY RESOURCES

Texas Woman’s University offers several unique resources to MWGS students. The Woman’s Collection in the Mary Evelyn Blagg-Huey Library, along with Smith College’s Sophia Smith Collection and the Radcliffe/Harvard Schlesinger Library and Archive on Women, is “among the country’s best-known women’s history collections” (*American Libraries* [March 1996]: 37). TWU students also have user privileges at over thirty libraries throughout the Dallas/Fort Worth Metroplex.

Texas Woman’s University Woman’s Collection

The Woman’s Collection in the Blagg-Huey Library includes materials for research about women and women’s issues in the United States. It contains over 42,000 books, 100 current periodical subscriptions, 3000 cubic feet of manuscript collections, 19,000 photographs, major women’s manuscript and book collections and periodicals on microform, and a women’s periodical collection. The Woman’s Collection manages the TWU Archives, a small rare book Texana Collection, and an extensive Cookbook Collection. It also sponsors and co-sponsors exhibits and lectures throughout the year. See the TWU library brochure for more information and stop by the Woman’s Collection office for a tour (Blagg-Huey Library, Level II, Room 203).

University Libraries

Students at Texas Woman’s University have access to the Blagg-Huey library collections, as well as the Dallas Parkland and Presbyterian sites and the Texas Medical Library at the Houston Center. In addition to the multiple resources of the Texas Woman’s University Libraries, students and faculty have checking privileges at each member library of the statewide TexShare Program. Instant telecommunication and daily courier service are used to locate and deliver journal articles, books, and films throughout Texas libraries. TWU’s libraries are also connected with major academic and research libraries throughout the world for interlibrary borrowing and lending.

InterLibrary Loan is designed to help you acquire research materials unavailable in the TWU libraries. You can easily make requests online by logging in to the library portal here: <http://twu.edu/library/services/interlibrary-loan/>. Additionally, the InterLibrary Loan office is open M-F, 8–5.

ELECTRONIC RESOURCES

Blackboard

Blackboard is a software program used by TWU to enhance traditional courses and to offer online instruction. The Department of MWGS has a site on Blackboard that can be used for graduate students in the program to communicate electronically with each other by posting messages and sending emails and to access departmental documents (such as this handbook) as well as resources that might be of interest to graduate students. This site is listed under the “Organizations” tab. MWGS faculty and staff also use Blackboard to send announcements to students. Students are encouraged to use Blackboard regularly.

Note: Please update your email address in Blackboard to reflect the email address where you check messages. To change your email address, click on the “Personal Information” link under “Tools” on the left side of the Blackboard screen. TWU students are expected to read messages sent to their TWU Pioneer Portal email accounts regularly.

An online tutorial for using Blackboard is found here: <https://twu.blackboard.com/> and information about the different features of Blackboard are explained here: <http://www.twu.edu/guide-for-online-courses/my-courses/blackboard/>.

WMST-L

Graduate students in MWGS are strongly encouraged to join WMST-L, an international electronic forum (listserv) for researchers, teachers, and students in women’s and gender studies. WMST-L publishes announcements about conferences, jobs, and publications. It also provides a forum for exchanging information about the academic field of women’s and gender studies. WMST-L has over four thousand subscribers in forty-seven countries. Joan Korenman at the Center for Women and Information Technology at the University of Maryland, Baltimore County, maintains WMST-L. Anyone with computer access can subscribe to WMST-L, which is free. To subscribe, read the directions linked to the following page: http://userpages.umbc.edu/~korenman/wmst/wmst-l_index.html.

National Women’s Studies Association

Graduate students are encouraged to become members of the National Women’s Studies Association (NWSA), which supports and promotes the field of women’s and gender studies on university campuses throughout the country (<http://www.nwsa.org/>). Meetings of the NWSA usually take place each year during the fall, and the NWSA offers scholarships to students.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Scholarships

Nancy Johnson Coyle Endowment Fund—The Nancy Johnson Coyle Endowment Fund enables the Department of MWGS to offer tuition scholarships to one qualified M.A. student per year. Named for TWU student Nancy Johnson Coyle, the fund was established by her family in her memory. For more information on this scholarship, contact the Chair of MWGS. Information about application procedures is usually distributed during the spring semester.

University Scholarships—There are numerous university scholarships available at TWU. For application information please contact the Office of Financial Aid (<http://www.twu.edu/finaid>). Additional information is available on the Internet and in the Graduate Catalog.

SPIN Database—Through TWU’s Office of Research and Sponsored Programs, you can create an account in the SPIN (Sponsored Programs Information Network) database to access information about funding opportunities as well as requests for proposals (RFPs) from funding agencies (<https://www.twu.edu/research/services-to-researchers/spin-funding-database/>).

The American Association of University Women—AAUW offers many fellowships and grants, as well as links to other opportunities. Additional information can be found on their website (<http://www.aauw.org>).

National Women’s Studies Association Awards and Scholarships—The NWSA offers several awards and scholarships, including a Graduate Scholarship Award, a Graduate Scholarship in Lesbian Studies, a scholarship in Jewish Women’s Studies, and Women of Color Caucus Awards. For guidelines and application forms, see: <http://www.nwsa.org/awards>.

Tuition and Fees

A detailed list of tuition and fees can be found in the Graduate Catalog and on the TWU Bursar’s website. Non-resident or international students receiving competitive scholarships awarded by Texas Woman’s University in the amount of \$1,000 or more may pay the in-state tuition rate. Non-residents who hold at least half-time appointments as graduate assistants may also pay the in-state tuition if they meet the requirements stated in the Graduate Catalog. To qualify for in-state tuition rates, a special form needs to be completed and submitted for approval.

Grants and Loans

Please contact the Office of Financial Aid (940) 898-3050 for information on state and federal grants and loans. Additional information can be found in the Graduate Catalog and the Financial Aid website (<http://www.twu.edu/finaid>).

Office of Student Life Emergency Loan – This fund is designed to help students with unplanned emergency circumstances such as medical expenses, childcare, car repairs, or other personal emergency situations which might interfere with continued enrollment or academic success. For more information and an application, see: <https://www.twu.edu/finaid/types-of-aid/loans/emergency-loans/>.

Academic Common Market

Fourteen southern states, including Oklahoma, participate in the Academic Common Market, allowing qualified non-resident students to enroll at in-state tuition rates in graduate programs that are not available in their home states. More information on these programs can be found in the Graduate Catalog or at <http://home.sreb.org/acm/choosestate.aspx>.

Professional Development Travel Assistance Funds

Funds are available each year on a competitive basis to assist students traveling to conferences to present their research. For more information, see <http://www.twu.edu/student-life-office/student-travel/>.

Graduate Assistantships

A limited number of graduate assistantships are available from the Department of MWGS and other departments each semester. Interested students should apply directly to the departmental chair. Additional positions may be available in other programs and departments at TWU. For more information regarding position descriptions and remuneration, please see the Graduate School website. Assistantships are not renewed automatically, and reappointments are based on prior performance, program needs, and available funds.

WOMEN'S STUDIES GRADUATE STUDENT ASSOCIATION (WSGSA)

The Women's Studies Graduate Student Association (WSGSA) supports the academic mission of the MWGS Department by supporting the academic and professional development of graduate students in Women's Studies. WSGSA assists the MWGS faculty in the development of events that honor the needs of the department and its graduate student population. Additionally, as an organization, WSGSA focuses on community outreach, activism, and social support. All graduate students in MWGS at TWU are automatically members of the organization and are enrolled in the WSGSA Blackboard site, which can be accessed through the "Organizations" tab. We encourage you to become involved!

TWU GRADUATE STUDENT COUNCIL

The TWU Graduate Student Council is a multi-purpose organization designed to give graduate students a formal collective presence in the university, to advise the Dean of the Graduate School and the Director of the Center for Student Development who serve as its official advisors, and to promote graduate student development. Its purpose is to serve as a voice for all graduate students, to work in support of the core values of the council, and to advocate for graduate students' concerns and ideas related to graduate education at Texas Woman's University (<https://gscounciltwu.wordpress.com>).

STUDENT LIFE SERVICES

The Office of Student Life—provides information on all aspects of student life at Texas Woman’s University (<http://www.twu.edu/student-life-office/>). Their Website contains links to the following:

* **Title IX**—Information regarding Title IX and TWU’s policy on sexual harassment.

Additionally, there is information to help you recognize sexual harassment and resources to use if you are harassed (<http://www.twu.edu/student-life-office/13790.asp>).

University Housing—provides information about campus and off-campus housing as well as meal plans (<http://www.twu.edu/housing/>).

The Center for Student Development—open Monday – Friday, 8am – 6pm.

They have information concerning community service opportunities, commuter services, Greek life, leadership programs, the United Students Association, student organizations at TWU, and a calendar of events (<http://www.twu.edu/student-development>).

TWU Counseling Center—the campus agency designated to provide psychological services to students. They offer individual counseling, group counseling, career counseling, crisis counseling, couples counseling, workshops and training seminars, and self-help materials. The Counseling Center is located in West Jones Hall. Twelve individual counseling sessions are available to students free-of-charge for each academic year (<http://www.twu.edu/counseling/>; [940] 898-3801).

Office of Diversity, Inclusion, and Outreach—sponsors diversity education programs and cultural activities. The office supports the SUCCESS Mentoring Program for incoming undergraduate students, LGBTQUI resources, and student organizations. Located in Jones Hall 200, the office can be contacted at (940) 898-3679 or intercultural@twu.edu (<http://www.twu.edu/intercultural-services/>).

Student Health Services—provides basic health services to TWU students (<http://www.twu.edu/student-health-services/>).

TWU Fitness and Recreation—Includes the Jones Hall Fitness Center and the Pioneer Hall Fitness Center. With a current ID, students have access to an indoor pool, outdoor pool, indoor track, weight room facilities, and the following services: nutrition counseling, personal training, campus recreation, swimming, and fitness classes (<http://www.twu.edu/fitandrec/>).

PIONEER CENTER FOR STUDENT EXCELLENCE

The Pioneer Center for Student Excellence—provides and coordinates services that promote engagement within and outside the classroom. The Center is located in the Blagg-Huey Library, Suite 220. This website (<http://www.twu.edu/pioneer-center/default.asp>), will provide you with the information on their services including:

- Internships

- Academic Advising
- Professional Development
- Job Shadowing
- Dissertation/Thesis Bootcamps
- Experiential Learning Opportunities

COMMUNITY RESOURCES

Denton and the Dallas/Fort Worth Metroplex—Denton is located approximately 35 miles north of the Metroplex and provides easy access to all that it has to offer. The following sites may be useful in getting around both Denton and the Metroplex:

<i>The Fort Worth Star Telegram</i>	http://www.star-telegram.com
<i>Fort Worth Weekly</i>	http://www.fweekly.com/
<i>The Dallas Morning News</i>	http://www.dallasnews.com
<i>Dallas Observer</i>	http://www.dallasobserver.com/
<i>The Denton Record-Chronicle</i>	http://www.dentonrc.com

Apartment Complexes/Apartment Locators: Denton has more than 150 apartment complexes. The University of North Texas and Texas Woman’s University produce an apartment guide to Denton that can be obtained at TWU outside the Student Union. There are also apartment guides for Dallas and Fort Worth that can be viewed on the Internet. The commute from Lewisville to TWU is about 25 minutes. The commute from Dallas or Fort Worth is usually a minimum of 45 minutes (depending on where in the city you live and if you’re lucky with traffic). We encourage students, whenever possible, to live in Denton to facilitate their participation in the life of the university and their studying in the library.

FREQUENTLY ASKED QUESTIONS

Q. Can I work full-time and take a full load of classes?

A. We strongly recommend that students who work full-time pursue their degrees on a part-time basis in order to ensure success in the program. Students who work more than twenty hours per week should enroll only in 3 or 6 semester credit hours per semester.

Q. Is it possible to complete the M.A. Program in less than two years?

A. Theoretically it may possible to complete the program in less than two years, if a full-time student takes courses in the summer terms and the required core courses are available to the student. However, with the requirement of a thesis or comprehensive exam, it would be rare for a full-time student to finish in less than two years.

Q. What do students plan to do with their Master's in MWGS?

A. After completing our program many of our current students plan to pursue doctoral degrees in such fields as Anthropology, English, Sociology, History, Religious Studies, Philosophy, Public Policy, and women's and gender studies. Some plan to pursue advanced degrees and careers in law. Students additionally teach (or continue teaching) in the public schools or seek positions in social service fields (in the fields of domestic violence, child protective services, or health education, among other places) (<http://twu.edu/ws/alumni-achievements/>).

Q. Do I need to submit an "official program of study" to the university? If so, when should I do that?

A. Yes, you do. The Degree Plan will be coordinated by your advisor by the fifth week of the semester when you plan to have completed between 12 and 18 credit hours in the program and then submitted to the Graduate School for approval (<http://www.twu.edu/gradschool/forms.asp>).

Q. What happens if I make changes to my degree plan after I have already filed it?

A. You (and your advisor) must fill out a Change in Degree Plan form. After the appropriate signatures are obtained, you must file the form with the Graduate School.

Q. Is it required or expected that you ask your academic advisor to either chair your thesis or be on your thesis committee?

A. No, it is not required. It really depends on what your interests and your advisor's interests are. If your thesis topic is unrelated to your advisor's area of expertise, then most likely you would want to choose a different professor whose interests more closely match yours to serve on or chair your Thesis Committee.

Q. How should I choose my Thesis Committee?

A. Discuss your research interests with your academic advisor. Ideally, your committee chair should be someone familiar with your thesis topic and/or the theoretical methods you will be using.

Q. Should I write a thesis or take the comprehensive exam?

A. Students may select the thesis option OR the comprehensive exam option. We encourage students

to make a decision that will support their academic, career, and activists goals and interests and to consult with their faculty advisor and other students in the program while making a decision.

Q. Can I write my thesis in one semester?

A. Students who decide to write a thesis must take a minimum of six hours of thesis credit, spread out over two semesters, and a maximum of nine hours spread out over three semesters. Keep in mind that ideas take time to develop, and the Graduate School deadlines for completion are usually several weeks prior to the end of the semester. Given the high-quality, in-depth work expected for the thesis, it is not possible to write your thesis in a single semester. Typically, it takes students three semesters to complete a thesis.

Q. I'm planning to conduct interviews, send out survey questionnaires, etc. for my thesis. Do I need to get any kind of permission to do this?

A. Absolutely. You must make an application to the Institutional Review Board. You cannot begin on this project, even interviewing, without this approval, and the approval of the Graduate School on your prospectus (<http://www.twu.edu/research/irb.asp>).

Q. Are there particular rules or a specific format that I need to follow when I actually type my thesis?

A. Yes. TWU has a very specific format it requires you to follow. See the section on thesis guidelines. Closely follow TWU's *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* (<http://www.twu.edu/gradschool/forms.asp>).

Q. What does the final defense of the thesis consist of?

A. The student will make a brief presentation of the research and then answer questions about their work. Think of the defense as a dialogue—an opportunity to discuss your thesis.

Q. I'd like to present my research at conferences and/or travel to obtain research. Is there any way to get funding for this?

A. Yes. Contact the Office of Student Life for instructions and an application. For consideration, you must submit an application by the published deadlines, often well in advance of your trip (<http://www.twu.edu/student-life-office/student-travel/>).

Q. When do I take the comprehensive exam?

A. If you select the comprehensive exam option, you normally take the exam during the week prior to the beginning of your last semester in the program. You must have first completed a minimum of 24 credit hours, including all three required graduate courses.

Q. Are there any Graduate Assistant positions available in the Department of MWGS and if so, how do I apply?

A. Only a limited number of these positions are available each semester for Master's degree students. See the department chair for application information. Information is also posted on the TWU Graduate School website (<http://www.twu.edu/gradschool/graduate-assistants/>).

Q. Is there an application form for graduation? If so what is the deadline?

A. There are several deadlines a student must meet in order to graduate (<http://www.twu.edu/gradschool/degree-completion.asp>). Additionally, each student must be sure to complete all required forms completed prior to graduation, most of which concern the thesis and final oral examination. Forms for graduation can be found on the Graduate School website (<http://www.twu.edu/gradschool/forms.asp>). Watch for the published deadlines for the submission of these forms.

APPENDICES: TIPS FOR SUCCESS IN GRADUATE SCHOOL

Appendix 1: Adjusting to Graduate School

A. Five Ways to Adjust to Graduate School

<http://allhealthcare.monster.com/education/articles/1862-5-ways-to-adjust-to-graduate-school>

Lorette, Kristie. "5 Ways to Adjust to Graduate School," *All Health Care*. Monster.com. Web. August 13, 2015.

The transition from undergraduate to graduate student can be an enormous one. Many things change during the transition that pretty much entirely change your life. There are things that you should know about before you enter graduate school, so that you will be prepared to deal with them. Once you deal with them, then you will be able to become adjusted to graduate school and the newness that it brings.

Have Confidence in Yourself and Your Abilities

Probably the number one thing that you will hear graduate students say is that when they first started their graduate program they started to question whether or not their college had made a mistake by accepting them. They became so overwhelmed by the enormity of their new responsibilities that they started to question their abilities to handle them. It is extremely important to your success that you maintain your confidence. You are good enough and smart enough to be there, and you can handle what graduate school throws your way or you never would have been accepted in the first place.

Tackle Your Adjustment Period

Embrace your new surroundings and your new experiences when you start your graduate program. Instead of focusing on all of the changes as being negative, turn them into a positive light. Find out as much as you can about the community that the college is located in and the student activities that the school has to offer. By planning to participate in a few activities it will be easier to acclimate yourself to your new environment. It will not always be easy to deal with the changes of living in a new city, dealing with a new program, and meeting new people, but it will get easier over time. And the more ways you proactively attack your adjustment period the less ways your adjustment period will have to tackle you!

Time Management

Being a graduate student brings a very overflowing plate of responsibility to your table. The best way to handle all of your responsibilities is to set your priorities from the beginning and then organize your schedule to carry out your responsibilities in order of importance. This will allow you to manage your time by spending more time on the important tasks and less time on the not so important tasks.

Set Specific Goals

Set specific goals to accomplish. Write them down. Don't just come up with them in your head. After you have your goals established make a step-by-step plan on what you need to do to accomplish your goals. Schedule and manage your time in an efficient manner so that you create opportunities that will allow you to achieve your goals. Almost all graduate students go into graduate school with general goals, but they get so bogged down by their new responsibilities

that they don't really end up accomplishing any of them. By setting specific goals and writing a plan of attack you will find yourself well on the way to success.

Eat Healthy & Take Care of Yourself

Graduate school can take a mental and physical toll on your health if you let it. In order to sustain the long hours and multiple responsibilities it is important that you take care of yourself and your body. Eating healthy food instead of fast food and getting enough rest to relax your mind and body will make your adjustment to graduate much easier than if you are dragging around like a zombie.

While these are a few suggestions on how you can adjust and cope with graduate school, there are many other ways to adjust as well. You have to find the ways that best fit you. By following these suggestions it will help to make your transition from undergrad to grad school a lot easier.

B. Kelly Smith, "From Undergraduate to Graduate Student: What I Wish I Had Known"

Source: Smith, Kelly, "From Undergraduate to Graduate Student: What I Wish I Had Known."

Psynopsis: Canada's Psychology Newspaper 26.3 (2004), 14.

[http://www.cpa.ca/cpasite/UserFiles/Documents/students/Psynopsis26\(3\).pdf](http://www.cpa.ca/cpasite/UserFiles/Documents/students/Psynopsis26(3).pdf)

As a new graduate student, I thought I had a fairly good understanding of what graduate education would entail. I had been lucky enough to be mentored by wonderful graduate students and faculty members who spent numerous hours discussing graduate school with me; I had it figured out - or so I thought. Upon arriving, I quickly learned that things are very different from undergraduate. Here are some things I learned as a first year student that I wish I had known before starting. Would knowing these things have changed my decision to enter? Definitely not - but it may have made the transition from undergraduate to graduate student easier and kept me more sane in my first year! I hope passing on such things will accomplish the same for you...

- a) The imposter syndrome is real and you are not the only one suffering from it!
I had been warned about the "imposter syndrome"- characterized by feelings of inadequacy and the notion that one does not belong in graduate school. Despite knowing that such feelings often afflict first year students, I underestimated the extent to which I would experience them and often felt alone. However, it soon became apparent that many, if not most, graduate students experience periods of self-doubt and insecurity regarding their abilities. I have yet to come across one student who has not felt uncertain and insecure at some point in their graduate career. Remember this when you are feeling like an "imposter" and questioning your school's decision to have let you in!
- b) There is a large transition and adjustment period.
Relocating to a new city, leaving family and friends, and starting a new program all bring about significant personal change and adjustment. My peers and I were surprised at how large the adjustment was and how long it took for us to settle fully into our new lives. First term was long past before I felt truly familiar with my surroundings and comfortable in my role as graduate student. Finding your rhythm in novel activities such as teaching, marking, and supervising students simply takes time, as does building new relationships and navigating within a new city and program. Allow yourself time to go through this

adjustment phase and enjoy the process of starting your life as a graduate student.

c) Graduate school is very time-consuming and graduate students wear several different hats. I assumed graduate school would resemble a 9-5 job with evenings and weekends off; I soon learned I was mistaken. The sheer volume of work took me by surprise, and between juggling courses, research, teaching assistantships, student supervision, and practical work, graduate students have their hands full. Setting priorities and developing a good time management plan from the beginning can help handle the various commitments and tasks that demand your time.

d) Setting goals (especially research goals) is key. Although I had general goals, I wish I would have set specific goals for the year with timelines. My hope of conducting lots of research within my first year was not fulfilled, as the majority of my time was spent on courses and teaching assistant duties. Finding time to do research would have been a squeeze, however, I think that with clear goals and a set plan, I would have produced more research within my first year.

e) Grades are different in graduate school! One of my mentors recently discussed with me the importance of thinking “differently” about grades. Whereas grades are all important in undergraduate education, they become less so in graduate school. Graduate funding and award decisions are largely based on research potential and productivity.

That is not to say that academic performance is not important or that you should not strive to do well in your courses. However, be aware that time spent on coursework is time spent away from research and other academic activities. Learning to become less fixated on grades can be difficult, yet I think doing so makes for a happier and more research-focused graduate student.

f) The approach you used as an undergraduate may not work. I was an undergraduate student who read everything and studied in advance. This approach did not carry over into graduate school - I simply did not have time to read every single article that was assigned or pertained to my area. Trying to keep abreast of all the work in graduate school forced me to adjust my approach and concentrate my efforts on essential material. It can be unnerving when methods you have relied on for years do not work as well; be aware of this and recognize that some refinement in work style may be required.

g) Taking care of yourself is vital. If someone had told me that my first term as a graduate student would be filled with sleep deprived days, more take-out food than I care to remember, and sporadic exercise, I would have been horrified! I soon learned, however, that such a lifestyle does not sustain you, and that taking good care of yourself is essential. The stress and demands of graduate school can take physical and mental tolls, and caring for yourself is key to avoid burnout. Graduate school can work you 24/7 if you allow it, and it is up to you to ensure that your health and wellbeing are a priority.

h) You get by with a lot of help from your friends.

Seeking out friends and support from your fellow graduate students may be one of the best things you can do; having someone who understands what graduate life is like is invaluable. Make an effort to be helpful, noncompetitive, and supportive of your peers—they will appreciate it and you will gain needed social support as you make your way through a demanding program. You never know when you may need to call on your friends... when it is 3 am, your essay is due in 5 hours and your computer crashes, or the paper you submitted gets rejected, it is often your peers that are there to support you.

- i) There is no one right way to approach graduate education. This article is based on MY experiences and MY perspective—you may have a different experience. It is important to realize that there are several ways to succeed and you have to find one that works for you. You will be exposed to many different models and encounter people who have reached their goals in various ways—adopt approaches that suit you. Find your own voice. Do not be afraid to make mistakes and experiment until you find an approach that works. Despite its stresses, graduate school is a very rewarding experience and by finding your own voice you will likely enjoy it more and learn a lot about yourself along the way.

Appendix 2: Tips for Success in the Higher Education

Self-Presentation in the Classroom

- Come to class on time (even a bit early!), and stay until class is over. If you must leave early, come late, or be absent, contact your professor in advance to give a brief explanation.
- Look attentive in class, and listen actively to your instructor and other students. If you tend to be quiet in class, make an effort to participate in class discussion at least once every class period.
- If you tend to speak a lot in class, make an effort to think about what you want to say before you speak.
- Bring your reading assignment and notes with you to each class.
- Don't ask your professor if you can borrow a pen or some paper from them.

Self-Presentation in Writing

E-mail

- Begin your e-mail by addressing the professor (saying "Dear Dr." or "Hi Mr.," etc.).
- Use standard punctuation, capitalization, etc. Sign your e-mails with your full name.
- Eliminate spelling and grammatical errors. Proofread! (Don't just hit "send")
- Respond to e-mails that you receive to let the sender know that you received their message. Check and respond to your e-mail frequently (ideally at least every 24 hours). Use a professional-sounding e-mail address—not something like partygirl@hotmail.com

Assignments & Papers

- Turn in your work in a way that is very presentable. Ask the professor: Is there an expected format to use?
- Carefully follow the specified citation style (generally, MLA, APA, ASA, Chicago). The Department of MWGS generally recommends that you use the 8th edition of the MLA Handbook as your guide.
- Number your pages and use the same type and size font throughout your paper. Don't use an odd color of ink or faded ink.
- Don't hand in papers in small font size.
- Don't use fancy fonts or pictures to decorate your paper or to make it cute. Check carefully for spelling & other errors.
- Write Site: an excellent resource, even for graduate students (<http://www.twu.edu/write-site/>)
- Don't forget to staple your paper or to put your paper together with a paperclip before you get to class. (Don't ask your professor if s/he has a stapler!)
- Don't assume that your professor will accept papers delivered by e-mail.
- Turn in your work on time.

Things not to Say

- "When I was absent, did I miss anything important in class?"
- "I had an assignment due in my class (which was more important), so I didn't finish my work for your class." This type of statement implies: I didn't have time for your class because other courses in my major or primary area of interest are more important.

- "I didn't read the assignment last week because it seemed kind of boring; however, I really liked the reading you gave us this week."

Interactions with and for Yourself

Things to do

- Beginning of semester: On a day planner or schedule, list all due dates & so forth.
- Make as your goal finishing your major assignments one week before it's due to help relieve pressure and to ensure that you don't rush through your work at the last minute.
- Read the syllabus carefully.
- Before completing an assignment, reread the directions.
- If you have questions about the syllabus, assignments, etc.: ASK! Keep all of your graded work. (Keep track of your own grades.)
- Back up all of your work: 2 electronic copies (one on an external drive) & a hard copy. Keep extra ink cartridges on hand if you rely on your own printer.
- Understand that to produce quality writing you will need to write multiple drafts. Demand a high standard of yourself.
- Read, read, read, read! Start a reading club.
- Start a study group. Encourage each other and share resources. Know that you can succeed.

Appendix 3: E-mail Etiquette/Netiquette

by Gail Orlando, Assistant to the Dean of the College of Arts and Sciences

What is e-mail etiquette, more commonly known as “netiquette?”

Simply put, netiquette is using technology effectively with knowledge, understanding and courtesy!

When responding to someone’s e-mail or creating an e-mail, here are some tips that may help you communicate as effectively as possible:

- Who is your audience? Never put anything in an email you would not say in person or that you would not want forwarded. Remember that e-mail is a written document.
- Make sure you copy the appropriate people. For example, if you put in an e-mail to “contact for further information,” make sure you copy that person when sending the e-mail.
- Try to reply to e-mails within a 24 hour period. Even if you do not have the answer, at least respond to let them know you will get back to them as soon as you have the information.
- When replying to a group e-mail, it is not always necessary to “Reply to All” unless you are in a discussion group.
- We all have feelings, so when sending an e-mail, remember that your tone can be misconstrued. For example, using all caps connotes yelling. Think before you reply or send an e-mail especially when you are angry. Remember that your words cannot be taken back and something said out of anger may come back to haunt you. Try taking a break and respond at a later time when you have had a chance to think it through.
- Be cognizant of how you address the person. If you are close friends, addressing someone on a first name basis is fine. If you are contacting a dean, faculty members, or departmental chair, address them as Dr./Ms./Mr. your e-mail by addressing the recipient by name.
- While salutations are important, the closure of your e-mail is just as important. Be sure to thank the person for the time spent in reading your e-mail and sign your name. Provide your contact information below your name (e.g. phone number and address) so that the recipient has a choice of how to respond to you.
- Pick an appropriate subject line. Give the recipient a “heads up” on what the email is about. This also ensures that your e-mail will be read more promptly than an e-mail with a blank subject line.
- Get to the point. Be aware of the time constraints we all face during our busy days and that checking are e-mails often is a large chore for faculty members and administrators. In a few concise sentences inform the person you are e-mailing about the objective of your e-mail.
- In turn, when responding to an e-mail, read it thoroughly and respond to each request or question within the e-mail.

- When you are composing the e-mail, keep in mind the outcome that you expect (i.e., are you asking for something?). Be sure to specify what it is you are trying to accomplish with the e-mail.
- Clearly provide timeframes, directions, and special instructions so that the recipient knows exactly what to do next with the e-mail.
- Only when necessary, send attachments. Be aware that in-boxes often are limited in size.
- Treat your e-mails like any other written document. Be sure you have proper punctuation and be sure to spell check.
- Try to avoid abbreviations as much as possible, such as “u” for “you” or “r” for “are.”
- Reread your message carefully to avoid possible misunderstandings. Try to avoid things like humor and sarcasm which are often difficult to convey in an e-mail and the recipient might mistake as offensive.
- Before you send an e-mail, ask yourself why you are sending it. Could it be something you might want to talk to the person about in person? Is it necessary?
- Don't use a priority tag for your message unless you feel it truly requires it.

For more information on e-mail etiquette, see <http://www.twu.edu/guide-for-online-courses/strategies-for-success/>.

Appendix 4: Graduate Seminars

A. Guidelines, Expectations, and Suggestions

What is a seminar?

A seminar is a unique intellectual activity. It is certainly *not* a lecture course and it is more than a class discussion. Some have described seminars as a type of “intellectual Outward Bound.”

A seminar typically consists of a small group of individuals who come together to engage in shared exploration of a text (or group of texts) that focus on a particular theme, concept, theory, or issue. The group is responsible for investigating various aspects of the text including the ideas seminar participants have brought from their individual reading of it. Seminar is a time to “mine” the concept/idea/text, to work it over as a group, to think aloud about it, and to test some ideas against the group. The instructor typically serves as “consultant” or clarifier, although she may intervene as necessary, particularly if things are getting “off track.”

The exchange of questions, ideas, perspectives, concerns, and dialogue are at the heart of a seminar, and the aim is to help participants, both individually and collectively, dig more deeply into the text(s). Seminars typically include in-depth discussion but may also incorporate individual presentations, group projects, and other activities.

How does a seminar help me learn?

Seminars encourage the exploration of ideas and active engagement with texts and other seminar participants. They provide a small, focused learning community in which members:

- ❖ investigate new ideas, questions, and avenues of inquiry
- ❖ raise questions
- ❖ explore possible answers/ways of responding
- ❖ add to what other people say
- ❖ explore multiple positions on a topic or issue
- ❖ formulate an argument about a topic or issue
- ❖ re-think ideas, particularly as other points and perspectives are raised
- ❖ acknowledge the value and importance of different viewpoints and ways of knowing
- ❖ engage in detailed analysis of shared texts
- ❖ formulate ideas for future research projects
- ❖ increase their overall understanding of a particular field of study

How do I prepare for seminars?

In order to maximize the learning of all members of the seminar learning community, it is imperative that participants be well-prepared for seminars. Make it a habit to read the text(s) *carefully* and *thoroughly*. You would also do well to come up with some system to help you organize your thoughts/questions/ideas about a text. The following may be helpful:

Be an active reader. Read with a pen in hand. Use it to write notes in the margins, mark specific passages you believe are important, “map” the author’s argument and types of evidence offered, jot down questions, and identify footnotes and citations for further investigation.

Process the text prior to seminar. You might write a short journal-type entry to help organize your thoughts. You could formulate a few discussion questions, identify some passages you would like to explore in seminar, do some online investigation to find book reviews or other “background information” about the text and/or author, or explore some “supporting texts” (found in the footnotes or citations) that seem particularly interesting to you.

What is my role in a seminar?

Open, honest, and respectful dialogue is fundamental to a successful seminar. In order to facilitate this, seminar participants have two equally important, complementary roles: as speakers and as listeners. There are a variety of responsibilities associated with each role.

- Facilitator: Moderates team discussion, keeps the group on task, and distributes work.
- Recorder: Takes notes summarizing team discussions and decisions, and keeps all necessary records.
- Reporter: Serves as group spokesperson to the class or instructor, summarizing the group’s activities and/or conclusions.
- Timekeeper: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.
- Devil’s Advocate: Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.
- Harmonizer: Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)
- Prioritizer: Makes sure group focuses on most important issues and does not get caught up in details.
- Librarian: Identifies places in the reading(s) that relate to the discussion; ties topics back to the readings.
- Explorer: Seeks to uncover new potential in situations and people (fellow team members but also clients), bring up alternative interpretations, and explore new areas of inquiry.
- Innovator: Encourages imagination and contributes new and alternative perspectives and ideas.
- Connector: Finds connections between different comments made by group members.
- Checker: Checks to make sure all group members understand the concepts and the group’s conclusions.
- Runner : Gets needed materials and is the liaison between groups and between their group and the instructor.
- Wildcard: Assumes the role of any missing member and fills in wherever needed.

This document draws heavily on and is adapted from “Possible Roles on Teams” from Carnegie Mellon University’s Teaching Excellence and Educational Innovation Center (<https://www.cmu.edu/teaching/design/teach/design/instructionalstrategies/groupprojects/tools/Groupworkroles.doc>). See also Grant Wiggins, “Socratic Seminars: Guidelines” (<http://www.authenticeducation.org/documents/WhatSeminar04.pdf>) and Stephanie M. H. Camp. “How to Succeed and Have Fun in a Seminar” (<http://www.cybermanual.com/how-to-succeed-and->

have-fun-in-a-seminar.html.)

B. Deep Listening

by AnaLouise Keating

Listening is a crucial yet too often overlooked element in effective class discussions and other forms of dialogue. Below are some suggestions which, if we all practice, will enhance class discussions. I describe this process as deep listening, or "listening with raw openness."

Deep listening entails respect for each speaker's "complex personhood" (Cervenak et al.). As we listen, we remind ourselves that each individual we encounter has a specific, highly intricate history, an upbringing and life experiences which we cannot fully know. We don't know the forces that shaped her and, at best, we can only partially ascertain her intentions and desires. Our understanding is always partial and incomplete.

Deep listening entails the willingness to be vulnerable: opening to others' perspectives, acknowledging the possibility of error, and willing to change. As Paula Gunn Allen suggests, such vulnerability can be an important part of growth: "And what is vulnerability? Just this: the ability to be wrong, to be foolish, to be weak and silly, to be an idiot. It is the ability to accept one's unworthiness, to accept one's vanity for what it is. It's the ability to be whatever and whoever you are – recognizing that you, like the world, like the earth, are fragile, and that in your fragility lies all possibility of growth and of death, and that the two are one and the same" (65).

Deep listening entails asking for clarification. Before we respond, we should clarify the speaker's message, to make sure that we've understood as fully as possible what s/he's saying.

Deep listening entails frequent pauses and the ability to remain silent. Sometimes it's best simply to listen, and not respond verbally (especially if those responses would involve offering solutions, drawing analogies with our own experiences or those of others, or speaking without first self-reflecting).

Deep listening enables us to challenge the ideas, not the speakers: We can respectfully, but forthrightly, challenge what Gloria Anzaldúa describes as "desconocimientos": misunderstandings, and expressions of falsehoods and stereotypes about our own groups and other groups. When doing so, it is vital that we challenge the stereotypes/ racism/ ideologies/ etc. – not the speaker herself.

Sources

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Appendix 5: Writing Tips

The following suggestions are based on our observations of repeated errors in student papers. We hope that you'll find these suggestions useful as you write your essays, research papers, and theses. Individual professors may have additional or other requirements, so you should always check with your instructors for how they'd like you to format your papers.

Documentation of Sources

Select a citation style (e.g., MLA, Chicago Manual of Style, APA, etc.) and follow it consistently. You must be consistent in your documentation style, and the style you select must be MLA, APA, Chicago, or some other commonly accepted style. In MWGS we generally recommend that you use the Modern Language Style (MLA) citation style (8th edition); consult with individual professors for their preferences.

The *MLA Handbook for Writers of Research Papers*, 7th edition, can be consulted in the TWU Library, but we highly recommend that you purchase your own copy.

Here's an extremely helpful Website on the MLA style:
<http://owl.english.purdue.edu/owl/section/2/11/>.

You must cite your sources of quotations, paraphrases, and ideas obtained from others. Failure to do so constitutes plagiarism. Be aware of what constitutes plagiarism and how to avoid it.

Here are helpful sites on how to avoid plagiarism:

<http://www.twu.edu/guide-for-online-courses/my-courses/blackboard/>.

Adequately document your assertions.

If you make a statement like this: "Many researchers agree with this perspective," you will need to cite some of the researchers who agree. If necessary, consider using endnotes or footnotes to include additional information without detracting from your primary argument and focus.

Use quotations effectively.

- Don't use quotations to make points for you. Instead, use quotations to support points that you make.
- Lead into your quotations by indicating whom you are quoting and why.
- Don't make your reader guess the author of the quotation; put it in the body of your text.
- Don't make your reader wonder why you are using the quotation. Explain its meaning and significance in your own words.

Common Writing Errors to Avoid

Period placement.

If you use a quotation that ends in a period or a comma, do not include the period or comma in the quote.

Correct: As Smith notes, "the losing party cheated in the election" (39).

Incorrect: As Smith notes, "the losing party cheated in the election." (39).

Also Incorrect: As Smith notes, "the losing party cheated in the election." (39)

Correct: The book was "divinely inspired" (Smith 23).

Incorrect: The book was "divinely inspired," (Smith 23).

If you have an endnote at the end of a sentence, put the period before the superscript number.

Correct: The superscript number goes after the period.¹

Incorrect: The superscript number goes before the period².

Similarly, if you have an endnote with a comma or other punctuation, put the punctuation *before* the superscript number.

Correct: The superscript endnote goes after the comma or other punctuation,¹ according to the experts.

Incorrect: If you put the superscript number before the comma², your sentence will look rather strange.

Use of however, consequently, therefore, thus:

When you use one of the above words to joint two independent clauses, you need a semi- colon and a comma.

Correct: I'm pleased to work with you; however, I insist on proper punctuation.

Incorrect: I'm pleased to work with you, however, I insist on proper punctuation.

Eliminate sentence fragments. Sentence fragments are incomplete sentences.

Right: Because TWU established the first graduate program in women's studies in the State of Texas, the university has distinguished itself as a leader in the field.

Wrong: Because TWU established the first graduate program in women's studies in the State of Texas.

Commas in lists

When you list a series of items, put a comma between each item-including the final two items.

Correct: I like dogs, cats, mice, and other animals.

Incorrect: I like dogs, cats, mice and other animals.

Additional Suggestions for Your Writing

No one is a "natural-born" writer; effective writing is a skill acquired through practice. Effective writing requires multiple drafts and much thought.

Be consistent: use the same font for your text, your page numbers, and your notes. Leave enough time to check your papers and write multiple drafts before turning your paper in.

Check for typographical errors, and check your spelling carefully.

Read your papers aloud to assist you with proofreading and identifying grammatical errors or awkward phrases.

Seek feedback from friends and/or family members before submitting your papers. Use the services of the TWU Write Site and/or Online Writing Lab.

Appendix 6: A Student's Perspective

by Tara L. Conley (M.A., Women's Studies, TWU, 2008; after completing the M.A. Tara enrolled as a doctoral student in Computing, Communication, and Technology in Education at Columbia University)

I. Organize and Archive Class Notes and Discussions

- a. If possible, mark or notate in texts (i.e., books, articles, etc...) especially for future use in either major final papers and/or to reference for Master's thesis. I've found tabs to work for marking in books/texts as well as marking in notebooks.
- b. When taking an online course, I've gained a lot of insight from class discussions on Blackboard. I'd suggest archiving these discussions by copying and pasting them into a Word document and creating a separate folder specifying the class and date these discussion took place. Archiving discussions on Blackboard can be very useful when reflecting on ideas for final papers/assignments.

II. Time Management and Organization are Key

- a. I've found that completing assignments early is quite beneficial in the end. Usually, toward the end of the semester things tend to pile up immensely.
- b. If possible, at the beginning of the semester take a good look over your syllabi and map out a plan to see what assignments you think you can complete a week ahead of time. I'd also suggest that when there is a major paper due at the end of the semester you begin thinking about, and even outlining, your ideas. Again, it is a good idea to mark in your notes, either by tabbing or color-coding, in order to keep track of your ideas since they may come in handy as you write your final paper.

III. Use Your Fellow Classmates!

At the beginning, it may seem like a daunting task for some to make new friends in the program. However, as time goes on and the more classes you share with others, you may find that a useful way to get the most out of the program is to share ideas with fellow classmates. An important and effective way to do better on major assignments is to swap papers for peer editing and review. It always helps to have another person look at your work and catch those pesky grammar and spelling mistakes.

IV. Take Advantage of University Resources (you're paying for them – so why not use them?!)

- a. In terms of academic resources, become accustomed to TWU's library. If you have trouble locating books and articles, email or call library staff. They are all incredibly responsive and helpful. Also, I've found TWU's Writing Lab to be a useful resource for checking grammar and spelling mistakes. I wouldn't recommend that anyone depend on the Writing Lab for content revisions but I do recommend their services when seeking help with form and grammar.
- b. In terms of personal and wellness resources, take advantage of the exercise and counseling center facilities. These resources are incredibly helpful in order to de-

stress—and believe me, you will find yourself needing to de-stress every once in a while! TWU offers twelve free counseling sessions per academic year. The counseling center is located at West Jones Hall (940) 898-3801.

V. **Do Your Best, Focus, and Get the Job Done!**

We are all here for individual reasons and we've all been accepted into this program for good reasons. Keep these ideas in mind as you progress throughout the program. It can and will get difficult at times, but remember why you are here, and focus on your long-term goals so you can leave the program knowing you've accomplished a great deal.