



Department of English  
MA/MFA Handbook  
2018-2019



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Although we hope this handbook is of help, you should know that the governing document of the MA, MFA, and dual-degree program is the Chapman University Graduate Catalog. Should you find any discrepancies between the handbook and the catalog, the catalog is authoritative.

If you have questions or need information that is not addressed in this handbook, you can seek guidance from the following individuals:

[Department Chair](#)

**Dr. Joanna Levin**

(714) 997-6754

Wilkinson Hall, 218

[jlevin@chapman.edu](mailto:jlevin@chapman.edu)

[MA Graduate Director](#)

**Dr. Mark Axelrod**

[axelrod@chapman.edu](mailto:axelrod@chapman.edu)

[MFA Director](#)

**Dr. Anna Leahy**

[leahy@chapman.edu](mailto:leahy@chapman.edu)

# Graduate Faculty and Staff

## PROFESSORS

**Mark Axelrod** (BA, MA, *Indiana University, Bloomington*; PhD, *University of Minnesota, Twin Cities*) Fiction writing, screenwriting, 19th-century French literature, 20th-century Latin American literature

**Ian Barnard** (BA, *University of Witwatersrand, South Africa*; MA, *San Diego State University*; PhD, *University of California, San Diego*) Rhetoric and composition, queer theory

**Richard Bausch** (BA, *George Mason University*; MFA, *Iowa Writers Workshop, University of Iowa*) Fiction writing

**James Blaylock** (MA, *California State University, Fullerton*) Fiction writing, creative essay writing

**Patrick Fuery** (BA, *Murdoch University*; MA, *Murdoch University*; Ph.D., *Murdoch University*) Dean

**Alicia Kozameh** (*Universidad Nacional de Rosario UNR; Universidad de Buenos Aires UBA*) Creative writing

**Anna Leahy** (BA, *Knox College*; MA, *Iowa State University*; MFA, *University of Maryland*; PhD, *Ohio University*) Poetry writing, creative nonfiction writing, creative writing pedagogy, gender studies

**Kent Lehnhof** (BA, *Brigham Young University*; PhD, *Duke University*) Early modern literature, Shakespeare, Milton, feminist theory

**Martin Nakell** (BA, *Cal State University, Northridge*; MA, *San Francisco State*; DA, *SUNY Albany*) Poetry writing, fiction writing, experimental literature and film, jazz

**Richard Ruppel** (BA, *University of Michigan*; MA, *Duke University*; PhD, *University of North Carolina*) Early modernism, especially the work of Joseph Conrad; British colonial literature; queer theory

**Myron Yeager** (BA, *Grace College*; MA, PhD, *Purdue University*) 18th-century British literature, especially Samuel Johnson and Earl of Chesterfield

## ASSOCIATE PROFESSORS

**Lynda A. Hall** (BA, MA, Chapman University; PhD, Claremont Graduate University) 18th- and 19th-century British literature, 19th-century American literature

**Joanna Levin** (BA, Yale University; PhD, Stanford University) American literature and culture, literary theory and criticism, feminism and gender studies

**Rei Magosaki** (BA, Amherst College; PhD, University of Virginia) 20th-century U.S. literature and culture, U.S. multicultural literatures, Asian-American literature, contemporary women's writing, theories of modernity and globalization

**Jan Osborn** (BA, Spring Arbor College; MA, University of Michigan, PhD, University of California, Riverside) Rhetoric and composition, sociolinguistics, critical literacies

**Tom Zoellner** (BA, Lawrence University; MA, Dartmouth College) Journalism, Creative Nonfiction

## ASSISTANT PROFESSORS

**Brian Glaser** (BA, University of California, Berkeley; PhD, University of California, Berkeley) Environmental writing, lyric poetry, psychoanalytic theory

**Kyle Grady** (BA, Rutgers University; PhD, University of Michigan) African American Literature and Culture, and Early Modern English Literature and Culture

**Mildred Lewis** (BA, Oberlin College, MA, University of California, Los Angeles, MFA, University of California, Los Angeles) Screenwriting, Caribbean literature

**Justine Van Meter** (BA, University of California, San Diego; MA, Cal State University, Dominguez Hills; PhD, Vanderbilt University) Comparative literature, modern/contemporary Irish literature, postcolonial theory and literature, cultural theory

## LECTURERS

**Morgan Read-Davidson** (MA, MFA, Chapman University) Rhetorical theory, new media theory, and composition pedagogy

**Sarah Robblee** (BA, California State Polytechnic University, Pomona, MA, Gordon College, PhD Texas Tech University) Technical communication and rhetoric

# Chapman University 2018-2019 Graduate Catalog Requirements

For current courses and requirements see:

<http://www.chapman.edu/catalog/oc/current/gr/>

For more information about the English Department see:

<https://www.chapman.edu/wilkinson/english/index.aspx>

## MFA Thesis Guidelines Department of English, Chapman University

### SAMPLE TIMELINE FOR MFA THESIS WORK

**First Semester (Fall):** Enroll in ENG 587: Aspects of a Writer, which includes an overview of the Thesis process and an introduction to graduate faculty who can direct a Thesis.

**Second Semester (Spring):** Before completing 18 credits toward the MFA, submit Thesis Proposal to the English Department Administrative Assistant, Kristen Laakso ([laakso@chapman.edu](mailto:laakso@chapman.edu)). On the proposal, students should list three potential thesis advisors, in order of their preference. The English Department will assign students to a particular Thesis Director based upon instructor time commitments, expertise, and the consent of the Department Chair. (If desired, students have the option to postpone ENG 597A and to reapply to work with a different Thesis Director during another semester.)

**Third Semester (Fall):** Changes to the Thesis Proposal (genre, project, potential director, etc.) can be made as the student drafts the Thesis.

**Fourth Semester (Spring):** Enroll in ENG 597A with the Thesis Director; complete the Thesis, including the Thesis Defense.

### THESIS PROPOSAL

**Due Date Fall:** November 20 / **Spring:** April 20

By the due date in the semester when the student is scheduled to complete 18 credits (toward the end of the first year of coursework), the Thesis Proposal must be submitted to the English Department Administrative Assistant, Kristen Laakso ([laakso@chapman.edu](mailto:laakso@chapman.edu)). On the proposal, students should list three potential thesis advisors, in order of their preference. Thesis advisors must be full-time creative writing professors.

#### Statement of Purpose

The proposal must include a 1-page statement of purpose that outlines the thesis project.

### **Sample of Work**

The proposal must include a complete short story, first chapter of a novel, a complete essay, a first chapter of a nonfiction book, first 30 pages of a screenplay, or ten pages of poetry. This sample must be intended to be part of the thesis.

### **Proposal Approval**

The English Department will notify students when the proposal has been approved and regarding which faculty member will serve as the Thesis Director.

### **Thesis Reading List**

At the discretion of the Thesis Director, during the semester after the Thesis Proposal is submitted and approved, a formal Reading List or informal reading suggestions will be given to the student. When a reading is assigned or suggested, those texts can be used as reference during ENG 597A and the defense.

## **THESIS REQUIREMENTS**

### **Thesis Course Enrollment**

During the semester in which the student intends to complete and defend the Thesis (usually the last semester of study), the student must enroll in ENG 597A with his or her individual Thesis Director. Students should contact Kristen Laakso, English Administrative Assistant, via email during registration period and she will enroll the students in ENG 597A.

### **Thesis Committee Form**

The Thesis Committee form must be submitted to the Department of English within the first two weeks of the semester during which the student is enrolled in ENG 597A. In consultation with the Thesis Director, MFA Director or Department Chair, the student should request two additional faculty members to serve on the thesis committee. All three committee members must sign the form agreeing to serve on the Thesis Committee.

The Thesis Director should come from the full-time creative writing faculty (Axelrod, Bausch, Blaylock, Kozameh, Leahy, Lewis, Nakell, Zoellner). The second and third member of the committee may be any member of the full-time English faculty or, with permission of the Thesis Director and the Chair of English, a full-time faculty member of another department or a creative writing adjunct in English. No faculty member should serve as a member on more than six committees in a single semester and, especially if directing one or more Thesis projects, should limit participation to four.

## Thesis Contents & Page Limits

**Fiction:** A collection of short stories, novella(s), or a novel-in-progress of 150-250 pages.

**Nonfiction:** A collection of essays or a nonfiction book-in-progress of 150-250 pages.

**Poetry:** A collection of poems no fewer than 48 pages and no more than 80 pages.

**Screenplay:** A screenplay of 90-120 pages.

If the Thesis is a novel or nonfiction book for which the total pages represent a partial draft, the Thesis should include an outline for the remaining portion of the project. Collections of stories or essays should be complete.

In addition, each Thesis must include a Critical Statement of 7-10 pages at the end of the document. This statement should contextualize the work, examine the aesthetic approach, and/or discuss thematic or formal aspects of the work. Assigned or suggested reading may inform this statement.

## Thesis Format

The thesis formatting guidelines are available at Leatherby Libraries as the Dissertation/Thesis Checklist (<http://chapman.libguides.com/dissertations>). For an MFA Thesis, some guidelines are optional; check with the individual Thesis Director and the library's Thesis Administrator with any specific questions about formatting.

## Thesis Defense Deadline

**Fall:** November 20 / **Spring:** April 20

After the student has confirmed three committee members and submitted the Thesis Committee Form to the Department of English, the student should email all members of the committee to set an agreed-upon date and time. Once that date and time is agreed upon, the student should ask the Administrative Assistant in the Department of English to reserve a room for two hours for the defense. Ideally, these arrangements should be confirmed at least four weeks before the defense.

## Thesis Submission to Committee

The complete thesis must be submitted to all members of the committee at least two weeks prior the defense, unless all committee members negotiate a different timeframe. Faculty on multiple committees may need additional time to prepare for closely scheduled defenses.

## Thesis Defense

Each committee member is expected to prepare no fewer than three questions related to the work, plus a written commentary or marginal notes about the work that the candidate can retain. The Thesis Director may request that the student begin the defense by reading a short excerpt of the Thesis aloud.

All committee members must complete the required assessment rubric before the defense begins. A link to the electronic rubric will be sent via email to all



faculty on thesis committees by the Administrative Assistant. If any committee member has not completed the rubric prior to the defense start time, the rubric should be completed at the beginning of the defense before discussion begins.

The Thesis Director must send an email to the Chair of English indicating the name and ID number for the student who completes the defense successfully, as well as the date on which the Thesis Defense occurred. If the committee has required changes after the Defense, the Thesis Director must also inform the Chair when the final copy of the thesis has been approved.

As time allows, the student may make changes to the defended thesis based on the committee's suggestions.

### **Thesis Submission for Graduation**

Within five days of the successful defense, the student must submit the defended thesis, along with the signed Thesis Approval Form, as a pdf to the Department of English.

Within five days of the successful defense, the student must also submit the defended thesis, along with the signed Thesis Approval Form, in hard copy to Leatherby Libraries. Unless the student orders additional copies, no fee is charged.

Refer to the library's website for the Steps for Print Submission (for submission procedures and contact info) and for the Dissertation/Thesis Checklist (for formatting), along with templates and FAQs (<http://chapman.libguides.com/dissertations>). Contact the library's Thesis Administrator with any questions. Review by the library of the thesis is a multi-step process that can take up to two weeks; the library may request quick corrections if any formatting errors are found. If the student has not heard from the library's Thesis Administrator within two weeks, the student should contact that person to confirm the thesis met the library's requirements.

The Department Chair will notify the Registrar that the student has passed the Thesis Defense after the successfully defended thesis has been submitted to the Department and Leatherby Libraries.

### **ADDITIONAL UNIVERSITY POLICIES**

If a student does not defend the Thesis during the semester in which they are enrolled, that student must register for one credit of continuing enrollment to work with the Thesis Director, use other university resources, and defend the Thesis in a subsequent semester.

Refer to the Catalog and to the Registrar's Office for additional university policies. For example, the university sets deadlines for the Application for Degree Conferral; these deadlines often fall before the semester in which you intend to graduate.

## NOTES

Do not submit the only copy of any document. A student should retain a copy of the Thesis Proposal, Thesis Committee Form, Thesis Approval, Thesis (defense copy & final copy), and so on.

Questions about the Thesis guidelines should be addressed to the Chair of English (Dr. Joanna Levin) or the MFA Director (Dr. Anna Leahy). Questions about an individual Thesis should be addressed to the Thesis Director.

## MA Thesis Guidelines Department of English, Chapman University

### SAMPLE TIMELINE FOR MA THESIS WORK

**First Semester (Fall):** Enroll in ENG 556: Introduction to Critical Theory, which includes an overview of the Thesis process and an introduction to faculty who can direct a Thesis.

**Second Semester (Spring):** A student who wishes to write a thesis on a topic that is not addressed in the student's regular coursework must enroll in ENG 599: Independent Study or ENG 682: Student Research with an appropriate faculty member (the faculty instructor will advise on the appropriate course number). Such a preparatory course should be taken before and not concurrently with ENG 597B: MA Thesis. Summers and Interterms are also good times for engaging in the reading and research that will culminate in the MA Thesis.

**Third Semester (Fall):** Submit Thesis Proposal to the requested Thesis Director.

**Fourth Semester (Spring):** Enroll in ENG 597B: MA Thesis with the Thesis Director; complete the Thesis, including the Thesis Defense.

### THESIS PROPOSAL

**Due Date Fall:** November 20 / **Spring:** April 20

The Thesis Proposal must be submitted to the potential Thesis Director. The Thesis Proposal is due the semester before the student plans to enroll in ENG 597B: MA Thesis.

#### Statement of Purpose

The proposal must include a 250-500 word statement of purpose that outlines the thesis project and provides a working bibliography. The proposal should be submitted on the MA Thesis Proposal Form, which is available in the Department of English.

#### Proposal Approval

Within three weeks of receiving the Thesis Proposal, the Thesis Director should indicate to the student in writing that the Thesis Proposal is approved or indicate

what revisions are needed before resubmitting. If the Thesis Director is unable to take on the student, that faculty member should suggest an alternative member of the literature or rhetoric faculty to which the student should submit the Thesis Proposal.

### **Thesis Reading List**

At the discretion of the Thesis Director, during the semester after the Thesis Proposal is submitted and approved, a required reading list may be given to the student. When readings are assigned, those texts can be used as reference during ENG 597B and the defense.

## **THESIS REQUIREMENTS**

### **Thesis Course Enrollment**

During the semester in which the student intends to complete and defend the Thesis (usually the last semester of study), the student must enroll in ENG 597B with his or her individual Thesis Director. During registration period, students should email English Administrative Assistant Kristen Laakso (*laakso@chapman.edu*), and she will enroll them in the appropriate section of ENG 597B.

### **Thesis Committee Form**

The Thesis Committee form must be submitted to the Department of English within the first two weeks of the semester during which the student is enrolled in ENG 597B. In consultation with the Thesis Director, Department Chair and/or MA Director, the student should request two additional faculty members to serve on his/her thesis committee. All three committee members must sign the form agreeing to serve on the Thesis Committee. The committee will consist of the Thesis Director, the Second Reader, and the Third Reader.

The Thesis Director must come from the full-time literature and rhetoric faculty. The Second and Third Reader may be any member of the full-time English faculty or, with permission of the Thesis Director and the Chair of English, a full-time faculty member of another department or an adjunct instructor in English. No faculty member should serve as a member on more than six committees in a single semester and, especially if directing one or more thesis projects, should limit participation to four.

### **Thesis Contents & Page Limits**

The thesis should be between 6,000 and 14,000 words. The appropriate length will be determined in consultation with the Thesis Director (and the word count does not include the endnotes and bibliography). The Thesis must demonstrate the following MA Program Learning Outcomes:

- Students will demonstrate the ability to situate their projects within broader historical, critical, social, cultural and/or philosophical contexts.

- Students will demonstrate a polished writing style (free of major mechanical errors) that enables them to present ideas and evidence at a high scholarly level.
- Students will demonstrate in-depth knowledge of key critical/theoretical debates relevant to their topic.
- Students writing about literary texts will attend to relevant literary movements and genres.

With the permission of the Chair of English and the Director of Graduate Studies, students can develop alternative Thesis Projects, including Digital Humanities Projects.

The MA Thesis Assessment Rubric will be used to evaluate all thesis projects.

### **Thesis Format**

The thesis formatting guidelines are available at Leatherby Libraries as the Dissertation/Thesis Checklist. For an MA Thesis, some guidelines are optional; check with the individual Thesis Director and the library's Thesis Administrator with any specific questions about formatting.

### **Deadline for Scheduling the Thesis Defense**

**Fall:** November 20 / **Spring:** April 20

After the student has confirmed three committee members and submitted the Thesis Committee Form to the Department of English, the student should email all members of the committee to set an agreed-upon date and time (though the Third Reader is not required to participate in the Thesis Defense). That date and time must be finalized by the dates listed above (though the defense itself can take place later in the semester); the student should then ask the Administrative Assistant in the Department of English to reserve a room for two hours for the defense. Ideally, these arrangements should be confirmed at least four weeks before the defense.

If the Thesis Director, committee members and/or student determine that the thesis is not yet ready for the defense, the student can enroll in a one-unit continuous enrollment class, ENG 598B: MA Thesis II, and defend the thesis during another semester.

### **Thesis Submission to Committee**

All readers should receive a copy of the thesis draft by the deadline for scheduling the defense (Fall: Nov. 20/Spring: April 20). The complete thesis must be submitted to all members of the committee at least two weeks prior the defense, unless all committee members negotiate a different timeframe. Faculty on multiple committees may need additional time to prepare for closely scheduled defenses.

## Thesis Defense

The Thesis Defense provides an opportunity for an in-depth discussion of the thesis, the research that went into the thesis, and how the thesis relates to the larger field(s) in which it is situated. The Thesis Director and Second Reader are expected to prepare no fewer than three questions related to the work (the questions will not be given to the student in advance of the defense), plus a written commentary or marginal notes about the work that the candidate can retain. One of the primary purposes of the Defense is to provide students with detailed feedback on the thesis.

The Thesis Director and Second Reader must complete the required assessment rubrics. The Thesis Director must collect these forms and submit them to the Chair of English.

As time allows, the student may make changes to the defended thesis based on the committee's suggestions. Some committees might require changes after the defense before approving the final thesis.

The Thesis Director must send an email to the Chair of English indicating the name and ID number for the student who completes the defense successfully, as well as the date on which the Thesis Defense occurred. If the committee has required changes after the Defense, the Thesis Director must also inform the Chair when the final copy of the thesis has been approved.

## Thesis Submission for Graduation

Within five days of the successful defense and/or submission of the final copy of the thesis, the student must submit the thesis, along with the signed Thesis Approval Form, as a pdf to the Department of English.

Within five days of the successful defense, the student must also submit the defended thesis, along with the signed Thesis Approval Form, in hard copy to Leatherby Libraries. Unless the student orders additional copies, no fee is charged.

Refer to the library's website for the Steps for Print Submission (for submission procedures and contact info) and for the Dissertation/Thesis Checklist (for formatting), along with templates and FAQs (<http://chapman.libguides.com/dissertations>). Contact the library's Thesis Administrator with any questions. Review by the library of the thesis is a multi-step process that can take up to two weeks; the library may request quick corrections if any formatting errors are found. If the student has not heard from the library's Thesis Administrator within two weeks, the student should contact that person to confirm the thesis met the library's requirements.

The Department Chair will notify the Registrar that the student has passed the Thesis Defense after the successfully defended thesis has been submitted to the Department and Leatherby Libraries.

## MA Thesis Rubric

	D-F	C	B	A
1 - Overall Argument	Lacks an argument	Argument is vague or obvious	Argument is contestable and moves beyond the commonplace	Argument is clear, substantive, contestable, and original
2 - Terms, concepts, and theoretical approaches	Does not define or incorrectly applies key terms, concepts, and theories	Begins to define key terms, concepts, and theories but does so vaguely and/or imprecisely	Key terms, concepts, and theoretical approaches are usually defined and used to good effect	Key terms, concepts, and theoretical approaches are well-chosen, well-defined, and effectively utilized
3 - Critical debates	Does not refer to historical and contemporary critical debates	Alludes to critical debates but only in general terms, without specificity	Situates argument and analysis within relevant historical and contemporary critical debates	Engages with recent and emergent critical debates
4 - Evidence	Makes assertions without offering supporting evidence	Evidence offered tends to be vague, inconsistent, or inadequate to the claims made	Provides credible evidence for most claims	Supports all claims with specific, detailed, and effective evidence
5 - Analysis	Merely paraphrases or makes inaccurate statements about the text	Analysis tends to be simplistic, superficial, or implausible	Analysis is plausible and begins to account for ambiguity or contradictory evidence	Analysis is clear, nuanced, and sophisticated
6 - Primary and secondary texts	Does not quote sources and/or quotes irrelevant passages	Quotes are simply dropped in and/or improperly cited	Quotes are relevant and are usually integrated and correctly cited	All quotations are correctly cited, properly contextualized, and effectively utilized
7 - Organization	No discernible organization; minimal or faulty transitions	Occasional lapses in organization with some faulty transitions	Logical organization with effective transitions between sections	Engaging organization and artful transitions
8 - Tone and mechanics	Inappropriate tone; frequent or major grammatical/usage errors	rudimentary sentence structure; minor grammatical/usage errors	Appropriate tone; no distracting errors	Persuasive tone, fluid syntax, correct usage
9 - Thesis Defense	Responses fail to answer questions and reveal an inaccurate understanding of the thesis subject	Responses are incomplete and reveal minimal- and occasionally faulty- knowledge of the thesis subject	Responses are complete and exhibit sufficient knowledge of the thesis subject	Responses are thorough, articulate and exhibit in-depth knowledge of the thesis subject

## **ADDITIONAL UNIVERSITY POLICIES**

If a student does not defend the thesis during the semester in which the student is enrolled, that student must register for one credit of continuing enrollment to work with the Thesis Director, use other university resources, and defend the thesis in a subsequent semester.

Refer to the Catalog and to the Registrar's Office for additional university policies. For example, the university sets deadlines for the Application for Degree Conferral; these deadlines often fall before the semester in which you intend to graduate.

## **NOTES**

Do not submit the only copy of any document. A student should retain a copy of the Thesis Proposal, Thesis Committee Form, Thesis Approval, Thesis (defense copy & final copy), and so on.

Questions about the Thesis guidelines should be addressed to the Chair of English (Dr. Joanna Levin) or the MA Director (Dr. Mark Axelrod). Questions about an individual thesis should be addressed to the Thesis Director.

## John Fowles Center for Creative Writing

The John Fowles Center for Creative Writing is the brain child of Professor Mark Axelrod, who serves as its director. The John Fowles Center brings to campus distinguished writers from around the world to read their work and promote student writing. Some of the writers who have been brought to campus include: **Claudio Magris, Giorgio Pressburger, Salman Rushdie, Luisa Valenzuela, Lawrence Ferlinghetti, John Ashbery, Gioconda Belli, Alicia Partnoy, Hiber Conteris, Zulfikar Ghose, Karen Yamashita, Steve Katz, Raúl Zurita, Elizabeth George, Charles Bernstein, Larry McCaffery, Willis Barnstone, Dacia Maraini, Francesca Duranti, and Giuseppe Conte.** Well into its second decade, the John Fowles Center for Creative Writing has not only become a Chapman University institution but has also gained regional, national and international notoriety and has become a draw for students and community alike. The Fowles Center also collaborates with the Institute for Italian Culture, Los Angeles to bring prominent Italian authors to Chapman on an annual basis.

More information on the John Fowles Center can be found at [www.chapman.edu/fowles/index.html](http://www.chapman.edu/fowles/index.html)

### ***Mantissa: The Journal of the John Fowles Center for Creative Writing***

*Mantissa: The Journal of the John Fowles Center* is a multidisciplinary academic journal devoted to Fowles studies which includes, but not limited to, fiction, creative non-fiction, and film. The primary goal of the journal is to bridge various branches of Fowles studies in a dynamic and intellectually creative environment. The editorial board hopes to stimulate dialogue among international schools of thought as well as to coordinate initiatives related to the field of Fowles studies. Issues are available at:

[www.chapman.edu/fowles/index.html](http://www.chapman.edu/fowles/index.html)

### **JFC-Orange High School Young Writers Workshops**

MA and MFA students are encouraged to work with the John Fowles Center's Young Writers Workshops which is a partnership between the Fowles Center and Orange High School's Literacies Program. This opportunity not only allows you to help Orange High School students develop their own creative writing, but gives you an opportunity to develop your own teaching skills that may, in fact, be important after you graduate from Chapman. You will work with a small group of high school students as they create and revise their own poetry and short stories culminating in a student community reading each May. If you're interested in being part of this community project, please contact Dr. Jan Osborn at [josborn@chapman.edu](mailto:josborn@chapman.edu) sometime in the fall term.



## John Fowles Center Literary Arts Award

Each year the John Fowles Center for Creative Writing gives awards to distinguished work by Chapman University MFA students. Any MFA student is eligible for consideration. Students may submit one of the following:

- A completed chapter(s) from a novel (no more than 25 pages)
- A short story (no more than 25 pages)
- A selection of poems (no more than 15)

Manuscripts should contain only the title of the work and should not contain your name anywhere on the manuscript. The manuscript should be preceded by a cover sheet containing the following information:

- Name
- Address
- Phone
- Email
- Title of Work
- Page Length

**FICTION** manuscripts should be submitted to **Jim Blaylock**.

**POETRY** manuscripts should be submitted to **Martin Nakell**.

To be considered, students must submit their work by **April 1**.

The Center reserves the right not to give the award if there are no manuscripts worthy of the award. Winners will be announced in May at the Wilkinson College Award ceremony.

## Tabula Poetica: The Center for Poetry

Tabula Poetica: The Center for Poetry at Chapman University is dedicated to creating an environment to celebrate poetry in a variety of forms and venues. Here, we foster a culture of poetry appreciation by engaging and supporting the veteran writer, the novice poet, the student, and the general reader in an effort to share poems and conversation about this art form.

Chapman University's poetry project melds the ideas of tabula rasa (or the blank slate) and ars poetica (or the art of poetry) to make a poetry table around which we can gather. Tabula Poetica is the slate upon which we've decided to enter the ongoing, larger cultural conversation about poems and their roles. Pull your chair up to our poetry table to enjoy the feast and the discussion here.

Tabula Poetica encompasses an array of activities. The reading series has featured poets such as Rae Armantrout, Victoria Chang, Carolyn Fôrche, Allison Joseph, Ilya Kaminsky, Alan Shapiro, and C. K. Williams, among others. Other projects have included Poetry Week in April 2011, a Chapman

University student book review contest in conjunction with Leatherby Libraries, and the mid-level judging of the California Coastal Commission K-12 Poetry Contest. *Tabula Poetica* is an evolving endeavor built on the interests and involvement of faculty, students, and the wider poetry community.

For more information, contact Dr. Anna Leahy or visit *Tabula Poetica* at [www.chapman.edu/poetry\\_](http://www.chapman.edu/poetry_)

## ***TAB: The Journal of Poetry & Poetics***

*TAB: A Journal of Poetry & Poetics* is a national and international journal of creative and critical writing. This literary journal's mission is to discover, support, and publish the contemporary poetry and writing about poetry; to provide a forum in which the poetic tradition is practiced, extended, challenged, and discussed by emerging and established voices; and to encourage wide appreciation of poetry and expand the audience for poems and writing about poetry.

*TAB* launched in January 2013 with a print issue featuring *Tabula Poetica* visiting writers. Innovatively designed print issues appear annually in January. If you'd like a copy of the most recent print issue, please stop by the department office to pick one up. Electronic issues appear every other month through the rest of the year. The two formats allow us to experiment with design and materiality in this age in which print and electronic dissemination coexist. The electronic issues often include audio of poets reading their work. Please read the Design Statement in the Front Matter of the electronic issues for additional explanation of our approach. Dr. Anna Leahy serves as Editor, Prof. Claudine Jaenichen from the Department of Art serves as Creative Director, and Dr. Brian Glaser is Criticism Editor.

MFA students who have completed a poetry-writing course have opportunities to serve as book reviewers and/or initial readers of submissions. MFA students cannot submit work other than assigned book reviews. Alums or former faculty or staff are welcome to submit three years after completing their degree or any other affiliation with the university. *TAB* welcomes submissions of poems from established and emerging poets as well as critical essays, creative nonfiction, interviews, and reviews. Recent contributors include Sandra Alcosser, Traci Brimhall, Lauren Camp, Oliver de la Paz, Shika Malaviya, and Cecilia Woloch. *TAB* reaches an audience of poets, poetry readers and appreciators, poetry scholars and critics, and students of poetry.

For more information about *TAB*, visit [www.chapman.edu/TAB-Journal](http://www.chapman.edu/TAB-Journal).

## Calliope

The literary magazine of Chapman University welcomes submissions from graduate students and participation in the editorial selection process. The magazine is published twice each year under the sponsorship of the English Department and is an entirely student-governed publication. Applications for the editorial board are typically processed in April for the upcoming academic year. An open call for submissions is typically held in September and October for the fall issue and in February and March for the spring issue. *Calliope* publishes poetry, short fiction and nonfiction exclusively from enrolled Chapman undergraduate and graduate students. If you're interested in working on *Calliope*, contact **Prof. Tom Zoellner**([zoellner@chapman.edu](mailto:zoellner@chapman.edu)).

## Sigma Tau Delta

Graduate students with a GPA of 3.0 or higher are eligible to become members of Alpha Zeta Iota, Chapman's chapter of Sigma Tau Delta, the international English honor society. Recent chapter activities have included creative writing workshops, meet-and-greet gatherings with the faculty, sponsorship of a campus visit by the screenwriter Andrew Davies, and a regional conference. Members are eligible to apply for university funding to attend the society's annual convention, and they may submit to the organization's critical journal (*Sigma Tau Delta Review*) and creative magazine (*The Rectangle*).

As noted on the national Sigma Tau Delta webpage, the Society strives to:

- Confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies
- Provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities
- Foster all aspects of the discipline of English, including literature, language, and writing
- Promote exemplary character and good fellowship among its members
- Exhibit high standards of academic excellence
- Serve society by fostering literacy

More information about the honor society can be found at [www.english.org/sigmatd/](http://www.english.org/sigmatd/)

There is an induction dinner for new members each semester. For information about membership in Chapman's chapter, write to **Prof. Mildred Lewis** at [milewis@chapman.edu](mailto:milewis@chapman.edu).

## ***Illuminación* Writing Program**

The *Illuminación* Writing Program builds collaborative partnerships between Chapman University students and the community, including local area high school students. Through ongoing writing workshops, the program works to address the gap between high school and college writing, demystify the college experience, and connect Chapman University participants to our vibrant local communities through collaboration. Graduate students are given opportunities to design and teach writing workshops within the community. For more information, please contact the director of *Illuminación*, **Prof. Morgan Read-Davidson** at [readdavi@chapman.edu](mailto:readdavi@chapman.edu).

## **Faculty Sponsored Student Scholarly/Creative Grants**

### **STUDENT SCHOLARLY/CREATIVE GRANTS**

Wilkinson College of Arts, Humanities, and Social Sciences offers two internal grants to support student research: conference travel grants and scholarly/creative grants.

Conference travel grant awards are intended to provide support for graduate students' travel to give accepted presentations at conferences. Conference travel grant award funds may be used for:

- Conference registration fee
- Travel to and from the conference location (airfare, bus fare, mileage reimbursement, etc.)
- Lodging for the duration of the conference

Scholarly/creative grant awards are intended to provide support for a variety of clearly defined scholarly or creative projects. Scholarly/creative grant award funds may be used for a number of purposes, including (but not limited to):

- The purchase of equipment, materials, or supplies directly related to the project.
- Expenses directly related to the project such as test subject remuneration, transcription services, software, or license fees.
- Travel expenses directly related to the project such as working in an archive or collecting field data.
- Expenses related to acquisition of documents from archives, such as the Presidential Libraries.

Please visit the “Graduate Student Grants” section of our student research webpage - <http://www.chapman.edu/wilkinson/crassh-burn/burn.aspx> - to learn

more about these grants and to access the documents necessary to apply. Please contact Allison DeVries at [devries@chapman.edu](mailto:devries@chapman.edu) or (714) 997-6752 with any questions.

**Students seeking additional funding for conferences and research travel should consult with the Department Chair, Dr. Joanna Levin ([jlevin@chapman.edu](mailto:jlevin@chapman.edu)).**

## Writing Center Tutors

Each semester Chapman's Writing Center hires graduate students to assist Chapman students with all aspects of the writing process. Writing Center tutors are paid at an hourly rate. (Inquire at the department office for the current rate.) To be selected as a tutor, students must fill out an application. Graduate students who have successfully completed ENG 581 (The Theory and Practice of Writing Tutoring and Conferencing) have priority in the application process. For more information, please contact the Writing Center Director, Brian Glaser.

## Graduate Teaching Associates

All graduate students (MA and MFA) in the English Department at Chapman University are eligible to apply to participate in the Department's popular and competitive Graduate Teaching Associate (GTA) program. Selected graduate students develop valuable experience teaching composition in a theoretically-informed and supportive environment, especially useful for those who wish to pursue teaching careers at Community Colleges or four-year Universities, and/or who wish to continue on to PhD programs.

GTAs commit to teaching one section of English 103: Seminar in Rhetoric and Writing for the fall semester, and are paid instructors of record, developing their own curriculum, teaching the class on their own, and providing feedback and final grades to their students. All English 103 instructors have considerable latitude to develop a course that suits their talents and interests.

To be eligible for the GTA program, applicants must be students in the English MA, MFA, or Dual Degree programs during the Fall semester in which they would teach, complete English 580: Teaching Composition (offered each Spring semester), and apply at the end of Spring semester to the GTA English job posting. Selected GTAs receive mentoring and support from the Director of Undergraduate Writing and Rhetoric and Writing faculty, and enroll concurrently in English 582: Composition Pedagogy and Research Practicum, a seminar that provides support and shows GTAs how to engage in continued professional development as writing teachers.

For more information about the GTA program, contact Professor Joanna Levin, Chair, Department of English ([jlevin@chapman.edu](mailto:jlevin@chapman.edu)), Professor Morgan Read-Davidson, Director of Undergraduate Writing ([readdavi@chapman.edu](mailto:readdavi@chapman.edu)),

or Professor Ian Barnard, Professor of Rhetoric and Composition ([barnard@chapman.edu](mailto:barnard@chapman.edu)).

## Graduate Assistants

Each semester, a limited number of graduate students are selected to work as Graduate Assistants, assigned to a specific faculty member. The GA's principal function is to assist the faculty member with his or her scholarly, creative, teaching, or administrative activities. GAs are often asked to perform tasks of a secretarial or editorial nature. GAs typically work between 8-10 hours per week and are paid at an hourly rate. (Inquire at the department office for the current rate.)

To be considered for a graduate assistantship, students should fill out an application in the department office. GAs are typically assigned at the start of each semester. For full consideration, applications should be submitted at least two weeks before the semester starts.

More information of Graduate Assistants can be obtained at: [http://www.chapman.edu/research-and-institutions/graduate-research/\\_files/CU\\_Grad\\_Assist\\_Handbook\\_Rev%209-2013.pdf](http://www.chapman.edu/research-and-institutions/graduate-research/_files/CU_Grad_Assist_Handbook_Rev%209-2013.pdf)

## Anastamos

Anastamos is the international, interdisciplinary journal run by graduate students in Wilkinson College. Each issue focuses on a single topic with diverse perspectives on the human experience, weaving together creative, scientific, philosophical, historical, and social perspectives on common shifting themes. Through innovative publication online and in print, this journal aims to set a defining example for scholars, artists, and other professionals crossing boundaries of their fields.

The Editorial Board is composed entirely of graduate students at Chapman University, drawing especially from the MA, MFA, and Dual-Degree programs in English as well as the MA in War and Society and the MA in International Studies. The hands-on, professional, interdisciplinary experience is a distinctive aspect of Wilkinson College's graduate programs, something that isn't happening at other universities.

Contact [anastamos.cu@gmail.com](mailto:anastamos.cu@gmail.com) to get involved. See more at <https://anastamos.chapman.edu>.

## FAQs

### **Where is the department office, and when is it open?**

Wilkinson Hall 217. The office is typically open M-F from 8:00-5:00.

### **Where are the faculty boxes?**

In the English Department office: Wilkinson Hall, 217.

### **What should I do to make sure I'm on course to graduate?**

Use the Program Evaluation on MyChapman.edu to plan your enrollment. Review your Program Evaluation with your advisor on a regular basis. Prior to the semester in which you will complete your degree requirements, you need to fill out and submit an Application for Degree or Certificate Conferral.

### **Who is my advisor?**

The department chair and graduate program directors are the official advisors for graduate students. All other members of the graduate faculty can provide additional mentoring.

### **The course requirements have changed since I arrived. Which requirements do I need to fulfill?**

The set of requirements you need to fulfill is determined by the graduate catalog of the year you enrolled. Your MyChapman.edu Program Evaluation will indicate (near the top) which catalog year you are on.

The graduate catalogs can be accessed online (by year) at [www.chapman.edu/academics/catalogs.asp](http://www.chapman.edu/academics/catalogs.asp).

### **May I switch to the requirements of a newer catalog?**

You may switch to a newer catalog by filling out a Change of Major form in the department office and submitting it to the Registrar. (The form is also available on the Registrar's website.)

### **Why won't MyChapman.edu allow me to enroll in a course?**

MyChapman.edu blocks registration when a class has reached its enrollment limit, when prerequisites have not been met, and when a business hold is in place. Business holds need to be resolved with the Registrar's Office. Enrollment limits and prerequisites may be waived in specific situations, if the professor feels it is warranted. In these cases, you need to fill out an Add/Drop form (available in the department office), secure the professor's signature, and submit it to the Registrar.

### **How do I add a course that has been closed in MyChapman.edu?**

Once the semester begins, MyChapman.edu blocks enrollment in all courses that have reached their enrollment caps, even if seats are subsequently freed up. To add a course that has been closed, you need to fill out an Add/Drop form, secure the professor's signature, and submit it to the Registrar.

### **How do I develop and register for an Independent Study or Reading and Conference course?**

If you wish to do an Independent Study or Reading and Conference course with a member of the graduate faculty, you should contact that faculty member directly to discuss the possibility. Once you and a faculty member have agreed on an Independent Study or Reading and Conference course, you will need to fill out a form in the department office. ENG 599 and ENG 682 are distinct options for independent coursework.

### **Is it possible to substitute another course for a required course?**

Substitutions are generally allowed when there is a compelling reason why the required course cannot be taken or why the substituted course would be of greater benefit to the student. Substituted courses should be comparable in rigor and content to the required course. To substitute one course for another, you will need to fill out a Revision to Program Requirements form in the department office, secure the signature of your advisor and the department chair, and submit the form to the Registrar.

### **Where can I get forms, such as an MFA Thesis Defense form or a Revision of Program form?**

Most forms are available in the department office. The few forms that are not available there can be found online or at the Registrar's Office. The administrative assistant is the best place to start if you need a form.

### **How do I get a room for my thesis defense?**

The administrative assistant will reserve one for you, after you have submitted your Thesis Committee Form and sent an email request including the Thesis Defense date and time. The Thesis Defense is scheduled for two hours.

### **How can I work in the Writing Center?**

Contact Dr. Brian Glaser, the writing center director, at [bglaser@chapman.edu](mailto:bglaser@chapman.edu).

### **How can I become a GA (Graduate Assistant)?**

Fill out an application and talk with the administrative assistant about specific openings. (The posting and filling of GA positions is done by the English department, not the Student Employment office.)



### **What is the policy for receiving an incomplete?**

According to university policy, incompletes can be given only if extenuating circumstances prevent a student from completing a small portion of the assigned coursework. Incompletes may not be given unless a student has completed the majority of the assigned coursework. If you take an incomplete, you must work out with the professor when the missing coursework will be submitted. The maximum amount of time to complete an incomplete is one year from the time the course began (not the time it ended).

### **What if I want to switch from a single degree to a dual degree?**

Before completing 27 credits, seek approval from the department chair or the graduate program directors. The Graduate Program Change form is available online from the Registrar's Office.

### **What if I need to take a leave of absence?**

If, for acceptable reasons, you need to interrupt progress toward your degree for more than one semester, a leave of absence may be granted. A leave of absence permits you to resume your studies with the degree requirements in effect at the time of your leave, or to adopt the requirements in effect at the time of your reenrollment. Leaves of absence are granted for one year, with a possible renewal of one additional year. Failure to reenroll by the specified time is considered withdrawal from Chapman University. Students who break enrollment for more than one semester are required to apply for re-admission through the Office of Admissions. Please note that graduate students must complete their degree requirements within seven years of their first matriculating. Leaves of absence do not suspend or extend this seven-year clock. For more information, see [www.chapman.edu/RegOffice/leaveAbsence.asp](http://www.chapman.edu/RegOffice/leaveAbsence.asp)

### **Can I receive transfer credit for coursework taken during a leave of absence?**

In some cases, transfer credit may be awarded. To receive transfer credit, you must provide transcripts to the Registrar's Office prior to reenrollment.

### **What if I need extra time to complete my thesis after finishing my coursework?**

Students who need extra time to finish their theses may register for a one-unit continuous enrollment class, either ENG 598A: MFA Thesis II or 598B: MA Thesis II. The continuous enrollment fee allows students to remain in active status and retain access to university resources. Students electing not to pay the continuous enrollment fee will lose active status and library privileges unless they make special arrangements. Whether active or inactive, however, no student may take longer than seven years from the time of first enrollment to complete all the requirements for their degree.

### **How do I apply to graduate?**

Information about applying for degree conferral is available from the Registrar's Office: <https://www.chapman.edu/students/academic-resources/registrar/student-services/graduation/index.aspx>.

### **What if I file an Application for Degree Conferral but become unable to finish in time?**

If you have applied for your degree and will not be able to complete some aspect of your program (e.g., coursework, thesis, MA comprehensive exam), you need to send an email to [conferral@chapman.edu](mailto:conferral@chapman.edu) and request that your graduation date be moved to a later time.

### **When are graduation exercises?**

The date of commencement is indicated on the university calendar. See <https://www.chapman.edu/academics/academic-calendar.aspx>

### **How do I buy academic regalia for graduation?**

Once you submit your Application for Degree or Certificate Conferral (via MyChapman.edu), you will be added to an email notification list that will advise you of the deadlines for walking in the graduation ceremony and the process for buying or renting robes and hoods.

### **Where else can I find useful information about graduate programs at Chapman University?**

If in doubt about anything, consult the Chapman University Graduate Catalogue related to the year you started your coursework.

Although we hope this handbook is of help, you should know that the governing document of the MA, MFA, and dual-degree program is the Chapman University Graduate Catalog. Should you find any discrepancies between the handbook and the catalog, the catalog is authoritative.

If you have questions or need information that is not addressed in this handbook, you can seek guidance from the following individuals:

**MA Director**

Dr. Mark Axelrod  
*axelrod@chapman.edu*

**MFA Director**

Dr. Anna Leahy  
*leahy@chapman.edu*

**Department Chair**

Dr. Joanna Levin  
(714) 997-6754  
Wilkinson Hall, 218  
*jlevin@chapman.edu*



CHAPMAN  
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**Wilkinson College of  
Arts, Humanities, and Social Sciences**

Department of English