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Welcome! Bienvenidos! Yokoso! You have been accepted to the MA Program in English at Chapman University. You have worked hard to get here, and we are here to assist you in your quest to complete your MA or Dual Degree.

The English Department is part of the Wilkinson College of Arts, Humanities, and Social Sciences, where our faculty and students are committed to engaging the world and studying our passions. Our MA program offers a wide range of small seminars in literature, rhetoric and composition, cultural studies and digital humanities. We feature literary events that bring national/international authors to campus and literature to life. Our courses span multiple genres, critical approaches, and literary and rhetorical traditions. Whether you are studying contemporary Latinx literature, the novels of Jane Austen, teaching composition, or feminist rhetorics, our courses blend theory and practice, lively class discussions and individual research.

Beginning with a course in Literary Theory and Critical Practice, your program of study will culminate in the writing of an MA Thesis. Throughout your studies, we encourage you to be attuned to the texts, critical/theoretical debates, and research questions that most excite you. A comment generated in response to a discussion post or a scholarly text that you discover in an endnote might just lead you toward new areas of inquiry and research discoveries. The MA Thesis can build on the scholarly research and projects that you conduct in your coursework; alternatively, if you wish to write a thesis on a topic that is not addressed in your regular coursework, you should plan on taking ENG 599: Independent Study with an appropriate faculty member during one of the semesters before you enroll in ENG 597B: MA Thesis.

We encourage you to read widely and deeply, to write boldly and thoughtfully, and to engage in innovative, interdisciplinary scholarship. We enthusiastically welcome you into the Chapman and English Department community and wish you the very best in your literary and rhetorical studies.

Dr. Mark Axelrod-Sokolov
Professor, Comparative Literature
Director, MA in English
Director, John Fowles Center for Creative Writing

Dr. Joanna Levin
English Department Chair
Associate Professor of English
Welcome to the Chapman University MFA in Creative Writing community, where we write boldly, read thoughtfully, and live vibrantly. Together, our students and faculty are here to bring big ideas to life in words and to engage those words with the world. Your professors and your peers will challenge you, and we expect you to challenge yourself too.

In conjunction with the Graduate Catalog and the Graduate Student Handbook, this handbook for students in the English graduate programs is designed to help guide you through the journey to your degree. MFA students begin with ENG 587: Aspects of a Writer, which sets in motion this academic journey and lays a strong foundation for your writing over a lifetime.

While students must adhere to university policies, the MFA in Creative Writing program is designed to be agile and to encourage you to discover and build your individual strengths. You may arrive here focused on one genre, for instance, but as you work your way through the semesters, you'll explore the variety of genres, aesthetics, and faculty expertise represented across the department's coursework. Stay curious. Try new things. Write something you didn't think you could write.

Your work in the program culminates in an ambitious thesis project under the direction of a faculty mentor. Defending this book-in-progress serves as an end for your academic journey, but the thesis process is also the beginning of the next stage of your creative life. I encourage you to use your time during this MFA program to establish a trajectory that will get you where you want to go, whether that future is as a publishing author, a professor, a cultural entrepreneur, a grant writer for a nonprofit, or any other goal that depends on creativity, a way with words, critical thinking, and resilience.

I want to emphasize that, while writing is most often done in isolation, with you at the laptop or pen to paper, an MFA program provides the sort of community in which creativity can flourish. Writers tend to be more productive when they spend time with other creative people who encourage novel ways of thinking and who value creative work. The coursework, thesis, event programming, and other opportunities in this program are designed to create a vibrant environment for you as a writer. Whether creativity thrives here also depends upon you. Share your ideas, and listen to the ideas of others. Offer meaningful critique, and cheer each other on. Be open to serendipity. And of course, reach out to me or to the Graduate Programs Coordinator when you have questions or concerns that aren't addressed in this handbook.

Onward,

Dr. Anna Leahy, Director
MFA in Creative Writing, Chapman University
**Graduate Student Handbooks and the Graduate Catalog**

This program handbook is intended as a resource guide for graduate students in the MA in English and MFA in Creative writing programs, where you will find answers to frequently asked questions and helpful information.

However, the **Graduate Catalog** is considered the official representation of program requirements for all graduate programs at Chapman University. If a conflict between the information in this handbook and the Graduate Catalog arises, the information in the Graduate Catalog prevails.

The **Chapman University Graduate Student Handbook** is the location for graduate student academic policies, expectations, and helpful information as well as non-academic information, resources, and support. Important information will not be repeated here, and graduate students are encouraged to utilize both handbooks.

In addition to their program handbook, the Graduate Catalog, and the Graduate Student Handbook, all Wilkinson College graduate students are expected to adhere to the **The Student Code of Conduct**.

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

**MA in English Program Director**  
Dr. Mark Axelrod  
(714) 997-6586  
axelrod@chapman.edu

**MFA in Creative Writing Program Director**  
Dr. Anna Leahy  
(714) 628-7389  
leahy@chapman.edu

**Chair, Department of English**  
Dr. Joanna Levin  
(714) 997-6534  
jlevin@chapman.edu

**Graduate Programs Coordinator**  
David Krausman  
(714) 516-7116  
krausman@chapman.edu
Conditions of Accuracy

The information within this handbook is accurate as of the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this handbook should be aware that the information changes from time to time at the sole discretion of Chapman University and that these changes may alter information contained in this handbook. More current and complete information may be obtained in the appropriate department, school, or administrative offices. The University reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to students or to the institution including, but not limited to, admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation. This handbook does not constitute a contract or terms or conditions of a contract between the student and Chapman University.

IN CASES OF CONFLICT BETWEEN THE HANDBOOK AND GRADUATE CATALOG

The Graduate Catalog is considered the official representation of program requirements for all graduate programs at Chapman University. If a conflict between the information in this handbook and the Graduate Catalog arises, the information in the Graduate Catalog prevails.

CURRENT INSTITUTIONAL POLICIES may be found on the Institutional Policies at Chapman webpage. They include:

- Graduate Catalogs
- Discrimination and Title IX
- Religious Accommodations Policy
- Sexual Misconduct, Sex Based/Gender Discrimination and Title IX
- Student Code of Conduct
- Student Complaint Procedures
- Integrity in Research Policy
- Inventions and Patents Policy
- Accessibility Policy (Web and Electronic Resources)
- Administering Online Surveys Involving Students, Faculty and Staff
- Computer and Acceptable Use Policy
- Copyrighted Works Policy
- Records Retention and Destruction Policy
- Reporting Misconduct
Smoking Policy

Student Privacy Policies (FERPA)

Electronic Records Accessibility Policy

Privacy Policy

Personal Computer Support Policy

Academic and Enrollment Policies can be found in the Graduate Catalog, and contains the following university policies:

Academic Integrity

Add/Drop/Withdrawal

Degree Conferral and Commencement

Grades/GPA/Incompletes

Grade Reviews

Leave of Absence

Petitions and Appeals

Probation and Dismissal

Repeating Courses/Course Audits

Thesis/Dissertation Committee and Comprehensive Exams

Transfer Credits/Residency Requirements
Core Faculty

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
(BA, MA, California State University, Fullerton)
Fiction writing, creative nonfiction writing

Patrick Fuery
(BA, Murdoch University; MA, Murdoch University; PhD, Murdoch University)
Literary and cultural theory, film and visual studies, creative and cultural industries

Alicia Kozameh
(Universidad Nacional de Rosario UNR; Universidad de Buenos Aires UBA)
Fiction writing, nonfiction writing, writing in Spanish

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

Tom Zoellner
(BA, Lawrence University; MA, Dartmouth College)
Journalism, creative nonfiction writing
Associate Professors

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

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, gender studies

Rei Magosaki  
(BA, Amherst College; PhD, University of Virginia)  
20th-century US literature and culture, US 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

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

Assistant Professors

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

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

Lecturers

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

Current requirements for the MA, MFA, and Dual degrees as well as courses offered are included in the Graduate Catalog; this information is not duplicated here in this handbook. The student’s individual Program Evaluation in the Learning Management System is designed to help the student understand degree requirements and track progress toward the degree.

Log into the Learning Management System at my.chapman.edu

Independent Study

Aligned with Chapman University’s commitment to an individualized education, graduate students in the Department of English have the unique opportunity to work one-on-one with a department faculty member in co-developing a specialized course that can count towards the student’s degree requirements. ENG 599: Independent Study in Literature and Language can be taken in a variety of ways, such as continued exploration of an author or topic originally studied in a previous class, the development of a relevant project, or in preparation for the thesis. Each MA or MFA student is allowed to take one ENG 599 course; students in the Dual Degree Program may take up to two ENG 599 courses. Before submitting the required form to the Registrar’s Office, a one-page course syllabus/description that focuses on literature and/or language and includes critical writing must be submitted to and approved by the Department Chair.

Courses from Other Programs

Graduate students in the Department of English have the option to substitute one course taken in another college/department as an elective in the MA or MFA program. MFA students who complete ENG 540: Techniques in Screenwriting are eligible for a limited number of spots in Screen Writing (SW) 648: Seminar in Adaptation. Other course options outside the Department of English can be arranged on a case-by-case basis. Before registering for the course, requests for such a substitution should include a statement about the course’s relevance to the student’s thesis project (or another project related to the degree) and be submitted to and approved by the Department Chair.
MA Thesis Guidelines

Questions about the thesis guidelines should be addressed to the MA Program Director or to the Chair of the Department of English. Questions about an individual thesis should be addressed to the Thesis Director.

MA Thesis Requirements

- **Enrollment in ENG 597B: MA Thesis.** 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: MA Thesis with their individual Thesis Director. During registration, students should email the Department of English Senior Administrative Assistant Kristen Laakso (laakso@chapman.edu) in order to enroll.

- **The thesis should be between 6,000 and 14,000 words,** not including endnotes and bibliography. The appropriate length will be determined in consultation with the Thesis Director.

Additionally, the Thesis must demonstrate the following MA Program Learning Outcomes:

- The ability to situate the projects within broader historical, critical, social, cultural, and/or philosophical contexts.

- A writing style free of major mechanical errors that enables the presentation of ideas and evidence at a high scholarly level.

- An in-depth knowledge of key critical and/or theoretical debates relevant to the topic.

- Attention to relevant literary movements and genres if writing about literary texts.

With the permission of the Chair of the Department of English and the MA Director, 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 **MA/MS Thesis Checklist.** For an MA Thesis, some guidelines are optional; check with the individual Thesis Director and the library’s Dissertations and Theses Librarian with any specific questions about formatting.

**Additional University Policies**

If a student does not complete their thesis during the semester in which they are completing ENG 597B: MA Thesis, that student must register for 1 credit of continuing enrollment (ENG 598B: MA Thesis II) to work with the thesis advisor, use other university resources, and complete the thesis in a subsequent term. Students must register for 1 credit in Interterm or Summer if the thesis is to be defended in that term.
Thesis Submission

After a successful thesis defense, students are responsible for collecting their advisor’s and readers’ approval signatures for final submission. The thesis must be submitted to Leatherby Libraries, for inclusion in the Chapman University Digital Commons and ProQuest Dissertations & Thesis Global database.

**Students are required for degree conferral to submit an electronic copy of the thesis for inclusion in the Digital Commons and in ProQuest.** There is no cost associated with this submission. You may find the instructions for submission, the required checklists, and the Deadlines for Completion of Library Requirements on the Library’s webpage for [thesis submission guidelines](#).

The Dissertations and Theses Librarian (contact information in the link above) supports all graduate students in the submission of their theses to Leatherby Libraries. You may contact the librarian in person at Leatherby Libraries or via email with questions or for help. Students wishing to embargo or restrict access to their thesis on ProQuest or Digital Commons should consult [Chapman University’s Digital Commons FAQ](#).
MA Thesis Proposal

The MA Thesis Proposal must be submitted to the potential Thesis Director and to the Department of English Senior Administrative Assistant Kristen Laakso (laakso@chapman.edu). The Thesis Proposal is due the semester before the student plans to enroll in ENG 597B: MA Thesis.

Due Dates:
For Thesis Defense in The Following Spring Term: November 20
For Thesis Defense in the Following Fall Term: April 20

The proposal should include the following components:

Statement of Purpose
The proposal must include a 250-500 word statement of purpose that outlines the thesis project and provides a working bibliography.

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, 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.
MA Thesis Committee

The **MA 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: MA Thesis. In consultation with the Thesis Director, Department Chair, and/or MA Director, the student should request two additional faculty members to serve on their 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. No faculty member should serve as a member on more than six MA thesis committees in a single semester.

Within the first three weeks of the semester during which the student is enrolled in ENG 597B: MA Thesis, the MA Thesis Director will convene a meeting with the student and committee members to discuss the Thesis Proposal. The Director and committee members will offer formative feedback.

### MA Thesis Defense

After the student has confirmed three committee members and submitted the MA 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 for the defense. The student should then ask the Senior Administrative Assistant in the Department of English to reserve a room for two hours for 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.

A draft of the thesis (either a complete or partial draft) must be submitted to all members of the committee at least one month prior to the defense so that the Thesis Director and committee members can continue to offer formative feedback. Other deadlines for the work-in-progress will be set by the Thesis Director.

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

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 committee members are expected to prepare no fewer than three questions related to the work.
The Thesis Director must complete the required assessment rubric, as well as the MA Thesis Submission Checklist for library submission.

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.
MA Thesis Sample Timeline

This sample timeline is based on a typical student who matriculates in the Fall semester and maintains full-time status, usually 9 credits per semester for four semesters.

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 with an appropriate faculty member. 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 the Thesis Proposal to the requested Thesis Director.

Fourth Semester (Spring)
# MA Thesis Assessment

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

### MA Thesis Assessment Rubric

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

Questions about the thesis guidelines should be addressed to the MFA Program Director or to the Chair of the Department of English. Questions about an individual thesis should be addressed to the thesis Director.

MFA Thesis Requirements

• **Enrollment in ENG 597A: MFA Thesis.** 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: MFA Thesis with their individual Thesis Director. During registration, students should email the Department of English Senior Administrative Assistant Kristen Laakso (laakso@chapman.edu) in order to enroll.

• **Contents & Page Limits:**
  - Fiction: A collection of short stories, novella(s), or a novel-in-progress of 150-250 pages.
  - Poetry: A collection of poems no fewer than 48 pages and no more than 80 pages.
  - Screenplay or Stage Play: A screenplay of 90-120 pages.

• **A Critical Statement:** 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.

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, poems, or essays should be complete.

The **MFA Student Learning Objectives** will be used to evaluate all thesis projects.

**Thesis Format**

The thesis formatting guidelines are available at Leatherby Libraries as the MFA Thesis Checklist. For an MFA Thesis, some guidelines are optional; check with the individual Thesis Director and the library’s Dissertations and Theses Librarian with any specific questions about formatting.

**Additional University Policies**

If a student does not complete their thesis during the semester in which they are completing ENG 597A: MFA Thesis, that student must register for 1 credit of continuing enrollment (ENG 598A: MFA Thesis II) to work with the thesis advisor, use other university resources, and complete the thesis in a subsequent term. Students must register for 1 credit in Interterm or Summer if the thesis is to be defended in that term.
Thesis Submission

After a successful thesis defense, students are responsible for collecting their advisor and readers’ approval signatures for final submission. The thesis must be submitted to Leatherby Libraries, for the Chapman University Digital Commons.

Students are required for degree conferral to submit an electronic copy of the thesis for inclusion in the Digital Commons. There is no cost associated with this submission. You may find the instructions for submission, the required checklists, and the Deadlines for Completion of Library Requirements on the Library’s webpage for thesis submission guidelines.

The Dissertations and Theses Librarian supports all graduate students in the submission of their theses to Leatherby Libraries. You may contact the librarian in person at Leatherby Libraries or via email with questions or for help.

MFA students are encouraged to restrict access to their thesis in Digital Commons and should consult Chapman University’s Digital Commons FAQ.
MFA Thesis Proposal

The Thesis Proposal must be submitted to the Department of English Senior Administrative Assistant Kristen Laakso (laakso@chapman.edu). The Thesis Proposal is due the semester before the student plans to enroll in ENG 597A: MFA Thesis.

Due Date: For Thesis Defense in the Following Fall or Spring Term: April 20

The proposal must include the following components:

**Statement of Purpose**
A 1-page statement of purpose that outlines the thesis project.

**Sample of Work**
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.

**A list of Five Possible Thesis Directors**
Ordered by preference. The Thesis Director should come from the full-time creative writing faculty (Axelrod, Bausch, Blaylock, Kozameh, Leahy, Lewis, Nakell, Zoellner). The Department of English will assign students to a particular Thesis Director based upon faculty time commitments, expertise, and the consent of the Department Chair. If desired, students have the option to postpone ENG 597A: MFA Thesis and reapply to work with a different Thesis Director during another semester.

**Proposal Approval**
Within three weeks of receiving the Thesis Proposal, the Department of English should indicate to the student via email that the Thesis Proposal is approved as well as their Thesis Director.

**Thesis Reading List**
At the discretion of the Thesis Director, after the Thesis Proposal is submitted and approved, a required reading list may be given to the student.
MFA Thesis Committee

The MFA 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: MFA Thesis. In consultation with the Thesis Director, Department Chair, and/or MFA Director, the student should request two additional faculty members to serve on their 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 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.

MFA Thesis Defense

After the student has confirmed three committee members and submitted the MFA 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 for the defense. The student should then ask the Senior Administrative Assistant in the Department of English to reserve a room for two hours for the defense.

When scheduling the defense, keep in mind the following deadlines:

Fall Defense Deadline: November 20
Spring Defense Deadline: April 20

If a defense is scheduled after the deadline (e.g., when a deadline falls on a weekend or during a university break), the student should notify the Program Director and Department Chair. Note that delaying the defense may not allow enough time for any required revisions and submission to Leatherby Libraries. When university deadlines are not met, degree conferral can be delayed.

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 598A: MFA Thesis II, and defend the thesis during another semester.

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.

The Thesis Defense provides an opportunity for an in-depth discussion of the thesis, the research and craft decision-making that went into the thesis, and how the thesis relates to the contemporary literature in which it is situated.
The Thesis Director and committee members 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 must complete the required assessment rubric, as well as the MFA Thesis Submission Checklist for library submission.

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 the Department 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.
MFA Thesis Sample Timeline

This sample timeline is based on a typical student who matriculates in the Fall semester and maintains full-time status, usually 9 credits per semester for four semesters.

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)
The Spring before the expected defense, submit the Thesis Proposal to the Department of English.

Third Semester (Fall)
Changes to the Thesis Proposal (genre, project, potential director, etc.) can be made as the student drafts the Thesis. The thesis Director may provide a reading list to guide the student during the drafting of the thesis.

Fourth Semester (Spring)
MFA Thesis Assessment

The MFA Thesis will be evaluated on the following Student Learning Outcomes (SLOs):

**SLO #1:** Write a book-length project that is “of a piece” in conjunction with guidelines in the English Department’s Graduate Handbook, including deadlines, publishable length, and cohesiveness of the whole.

**SLO #2:** Write using proficient sentence-level skills, including grammar, syntax, and vocabulary.

**SLO #3:** Write demonstrating proficient use of genre elements, techniques, and conventions.

**SLO #4:** Write with a distinct personal voice or style appropriate for content and effect in the given piece.
Student Research and Conference Funding

Chapman University Student Scholarly/Creative Grants and Conference Travel Grants

In line with Chapman University’s commitment to the scholarly and creative activities of its graduate students, Scholarly/Creative Activity Grants and Conference Travel Grants are offered on a competitive basis to all current graduate students. Graduate Student Scholarly/Creative Activity Grants are intended to provide support for a variety of clearly defined scholarly or creative projects. Graduate Student Conference Travel Grants are intended to provide support for graduate students to travel to academic conferences.

The Graduate Student Grants process is managed by each College for the students in all that college’s graduate programs. The funds are distributed competitively, and the maximum amount of each award is $500.

Scholarly/Creative Activity Grants require a proposal, budget, and a letter of support from the faculty mentoring the project. There is no limit on the number of scholarly/creative projects Wilkinson College of Arts, Humanities, and Social Sciences will fund as long as the awards do not exceed the $500 yearly cap per student. However, given multiple strong proposals, priority will be given to applicants who have received the least funding within the current fiscal year.

Students planning to present at a conference should complete the Conference Travel Grant Application. The deadline for submitting conference travel grant applications is rolling; applications can be submitted at any time prior to the conference. However, funds are limited so students are encouraged to apply as early as possible and can apply before booking travel.

To apply for a Scholarly/Creative Activity Grant or Conference Travel Grant, or for more information about the Graduate Student Grant program, the expenditure of grant funds, and the submission of reimbursement requests, please contact the Wilkinson College Graduate Programs Coordinator.
Graduate Student Employment Opportunities

Graduate Course Assistantships

All currently enrolled graduate students in the English Department at Chapman University are eligible for consideration to work as paid Graduate Course Assistants (GCAs) in order to gain teaching experience. A GCA assists a faculty member in teaching a specific class. GCA responsibilities typically include helping the faculty member prepare materials for the course, assisting with classroom activities, assisting with grading, and conferencing with students. The GCA may also be asked to lead some class discussions. Graduate students who are interested in working as a GCA should contact a faculty member they are interested in working with to find out if the faculty member plans to hire a GCA. GCA positions are dependent on budget, and a limited number are available each semester.
Graduate Teaching Associate Program

All graduate students 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 ENG 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 ENG 103 instructors have considerable latitude to develop a course based on their talents and interests.

To be eligible for the GTA program, a student must have completed or be enrolled in ENG 580: Teaching Composition (offered Spring semester), apply at the end of Spring semester in response to the call for GTA applications, and be students in the English MA, MFA, or Dual programs during the Fall semester in which they teach.

Selected GTAs must enroll in ENG 582: Composition Pedagogy and Research Practicum concurrently with teaching; this seminar provides support for classroom instruction and shows GTAs how to engage in continued professional development as composition teachers.

For more information about the GTA program, contact Dr. Joanna Levin, Chair of the Department of English (jlevin@chapman.edu), Professor Morgan Read-Davidson, Director of Undergraduate Writing (readdavi@chapman.edu), or Dr. Ian Barnard, Professor of Rhetoric and Composition (barnard@chapman.edu).
Graduate Writing Assistantship Program

All graduate students in the Department of English at Chapman University are eligible to apply for the Graduate Writing Assistantship (GWA) program. GWAs commit to supporting graduate students across the university through individual and small-group tutoring sessions, both in person and virtually. Tutoring focuses on both the rhetorical and technical conventions of scholarly and creative writing in specific disciplines, across campuses; individual tutors will work within one or more disciplines based on their skills and additional training. Particular emphasis is on the conventions of form and genre in thesis- and dissertation-level writing. Tutors are required to participate in training workshops and are supervised by the Director of the Writing Center and the Vice Provost for Graduate Education.

GWAs are scheduled for 9–10 hours/week either for spring/summer/fall trimesters at the Rinker campus or for fall/spring semesters at the Orange campus. These appointments are on stipend for one semester, with possibility of reappointment based on available funding and performance. GWAs work in conjunction with the Writing Center and must complete training in writing coaching, which may include coursework.

For more information about the GWA program, contact Dr. Sarah Robblee, Director of the Writing Center and faculty supervisor for the GWA program (sasmith@chapman.edu).
Graduate Program & Project Assistantship

Each semester, a limited number of Graduate Program or Project Assistantships are available. These positions are assigned to the MFA or MA program or to specific faculty members to support research projects, course administration, event series, or other work. Graduate Program and Project Assistants typically work 8-10 hours per week and are paid an hourly rate.

To be considered for these positions, students must complete an application. These positions are usually available at the start of the semester, but positions sometimes become available at other times. If interested, check for available positions by contacting the Program Director or the Chair of the Department of English at least two weeks before the start of the semester.

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. 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 Dr. Sarah Robblee, Director of the Writing Center (sasmith@chapman.edu).

Additional Employment Opportunities

Additional hourly Graduate Assistant and student work opportunities are posted online through the student employment office website. Positions are typically posted a couple weeks before the start of each semester but may become available at other times.
John Fowles Center for Creative Writing

The John Fowles Center for Creative Writing is the brainchild of Dr. 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 John Ashbery, Willis Barnstone, Gioconda Belli, Charles Bernstein, Giuseppe Conte, Hiber Conteris, Lawrence Ferlinghetti, Elizabeth George, Zulfikar Ghose, Steve Katz, Claudio Magris, Dacia Maraini, Larry McCaffery, Alicia Partnoy, Giorgio Pressburger, Salman Rushdie, Luisa Valenzuela, Karen Yamashita, and Raúl Zurita.

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 on the John Fowles Center for Creative Writing website.

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 is not limited to, fiction, creative nonfiction, 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.

John Fowles Center Literary Arts Award

Each year the John Fowles Center for Creative Writing recognizes distinguished work by Chapman University MFA students. Any MFA student is eligible for consideration. To apply Students may submit one of the following by April 1:

- 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 pages)

Manuscripts should contain only the title of the work and should not contain the student’s name anywhere on the manuscript. The manuscript should be preceded by a cover sheet containing the following information: Name, Phone Number, Email Address, Title of Work, and Page Length.

**FICTION manuscripts** should be submitted to Professor Jim Blaylock (blaylock@chapman.edu)

**POETRY manuscripts** should be submitted to Dr. Martin Nakell (nakell@chapman.edu)

The Center reserves the right not to give the award if there are no manuscripts worthy of the award. Winners are announced in May at the Wilkinson College Annual Departmentmental Awards ceremony.
Tabula Poetica: The Center for Poetry

Established in 2009, Tabula Poetica: The Center for Poetry at Chapman University is dedicated to celebrating poetry. Tabula Poetica fosters 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 varied art form. Tabula Poetica encompasses an array of activities and houses Tab: The Journal of Poetry & Poetics.

Each fall, Tabula Poetica hosts a series of poetry talks and readings. This series has featured poets such as Rae Armantrout, Victoria Chang, Carolyn Forché, Allison Joseph, Ilya Kaminsky, Alan Shapiro, Lynne Thompson, and C. K. Williams, among others. The series concludes with the MFA Poetry Reading.

Other Tabula Poetica projects include the mid-level judging of the California Coastal Commission K-12 Poetry Contest, Poetry Week in April 2011, and a Chapman University student book review contest in conjunction with Leatherby Libraries. Tabula Poetica is a collaborative and evolving endeavor built on the interests and involvement of faculty, students, and the wider poetry community.

For more information, contact Dr. Anna Leahy (leahy@chapman.edu) or visit the Tabula Poetica website.

Tab: The Journal for Poetry & Poetics

Tab: A Journal of Poetry & Poetics is a national and international journal of poetry and writing about poetry. This journal’s mission is to discover, support, and publish 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. This journal actively explores the poetry reading experience across print and digital media.

Tab Journal launched in January 2013 with a print issue featuring Tabula Poetica visiting writers. Innovatively designed print issues appear annually in January; free copies are available through the Department of English. Online issues have appear during the rest of the year. The two formats allow experimentation with design, materiality, and accessibility in this age in which print and electronic reading experiences coexist. The online issues include audio of poets reading their work as well. Dr. Anna Leahy from the Department of English serves as Editor, Prof. Claudine Jaenichen from the Department of Art serves as Creative Director, and Dr. Brian Glaser from the Department of English is the Criticism Editor.

MFA students who have completed a poetry-writing course have opportunities to serve as book reviewers and/or initial readers of submissions. While current MFA students cannot submit work other than assigned book reviews, alums, former faculty, or former staff are welcome to submit three years after completing their degree or any other affiliation with the university.

Tab Journal welcomes submissions of poems from established and emerging poets as well as critical essays, creative nonfiction, interviews, and reviews that focus
on poetry. Recent contributors include Sandra Alcosser, Karen An-hwei Lee, Traci Brimhall, Lauren Camp, Oliver de la Paz, Allison Joseph, Shika Malaviya, January Gill O’Neill, C. K. Williams, 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 Journal, visit the Tab website.
**Calliope**

The student literary magazine of Chapman University welcomes submissions from graduate students and also 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-run 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. Students interested in working on Calliope should contact Prof. Tom Zoellner (zoellner@chapman.edu).

**Iluminación Writing Program**

The *Iluminación* 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 Iluminación, Prof. Morgan Read-Davidson (readdavi@chapman.edu).
Orange High School Literacies Program

MA, MFA, and Dual students are encouraged to work as writing mentors in the Chapman University-Orange High School Literacies Partnership. This collaboration, created by Dr. Jan Osborn, is an opportunity to work with high school students to develop their creative writing while also developing teaching skills that may be helpful after finishing a graduate degree. The program culminates with a celebratory reading in which the high school students read the work they’ve generated. Interested students should contact Dr. Jan Osborn (josborn@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:

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

There is an induction dinner for new members each semester. For information about membership in Chapman’s chapter, contact Prof. Mildred Lewis (milewis@chapman.edu).

GUS 530: Graduate Student Workshops

GUS 530: Graduate Student Workshop is a unique, zero-credit (free) option for supplementing regular coursework; the course appears on the transcript. Offered by the Office of Graduate Education, each three-hour session covers a niche topic, an aspect of professional development, or a useful career skill. Graduate students can enroll in as many or as few as they want. For more information, contact Graduate Programs Coordinator David Krausman (krausman@chapman.edu).
Frequently Asked Questions

Where is the Department of English located, and when is it open?
The Department of English is located in Smith Hall, Suite 204. The office is typically open Monday through Friday from 8:00 AM to 5:00 PM.

I need to drop something off for a faculty member, where are the faculty mail boxes?
Faculty mail boxes are located in the Department of English office, Smith Hall 204.

What should I do to make sure I’m on track to graduate?
Use the Program Evaluation on My Chapman Self Service Portal to plan your courses. Review your Program Evaluation on a regular basis. Prior to the semester in which you will complete your degree requirements, use My Chapman Self Service Portal to fill out and submit an Application for Degree Conferral.

Who is my advisor?
The Department Chair and Program Directors are the official advisors for graduate students. All other members of the graduate core faculty can provide additional mentoring on intellectual and professional pursuits. The Thesis Director also provides individualized guidance.

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 My Chapman Self Service Portal Program Evaluation will indicate the appropriate catalog year when you view it as a PDF. The graduate catalogs can be accessed online.

May I switch to the requirements of a newer catalog?
You may switch to a newer catalog by filling out the Change of Major form, available on the Office of the University Registrar website and submitting it to the Program Director for signature.

Why won’t My Chapman Self Service Portal allow me to enroll in a course?
My Chapman Self Service Portal blocks registration when a class has reached its enrollment limit, when prerequisites have not been met, when a business hold is in place, or when enrollment requires faculty approval (e.g., thesis writing courses). Enrollment limits and prerequisites may be waived in specific situations, if the professor feels it is warranted. In these cases, you need to secure the professor’s consent to enroll, and contact the Graduate Programs Coordinator. Business holds need to be resolved with the Student Business Services Office.

I’m an accelerated student. How do I register for graduate courses during my senior year of undergraduate studies?
Please use the Undergraduate Request to Register for Graduate Course Form.

How do I add a course that has been closed in My Chapman Self Service Portal?
Once the semester begins, My Chapman Self Service Portal 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 will need to secure the professor’s consent to enroll and contact the Graduate Programs Coordinator.
How do I develop and register for an Independent Study course?
If you wish to do an Individual Study 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 course, you will need to fill out the Individual Study and Research Form, develop a course description, course learning outcomes, and submit all documents to the Office of the Registrar. The Department Course Subject is ENG, the course number 599. Students in the MA or MFA may take one Independent Study Course (3 units). Students in the Dual program may take up to two Independent Study courses (6 units).

Is it possible to substitute another course for a required course?
Substitutions are allowed only 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 request consideration of a substitution of one course for another, please contact the Chair of the Department of English.

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. Please see the Academic Policy for Grades/GPA/Incompletes for more information.

What if I need to take a leave of absence?
A student can take a one-semester leave without making a formal request. The student should inform the Program Director and the Graduate Programs Coordinator.

If you need to interrupt progress toward your degree for more than one semester, a leave of absence may be granted. Leaves of absence can be granted for one year, with a possible renewal of one additional year. To apply for a leave of absence, the student must fill out and submit a Graduate Petition form, as well as a written statement spelling out the reasons for the leave and bearing the signatures of the Program Director and an Associate Dean of Wilkinson College (which the Graduate Programs Coordinator can assist with). If interrupting enrollment before the end of the academic term, the student must also follow the steps to withdraw from your courses. A leave of absence cannot be approved retroactively.

If a student leaves the university in good academic standing or on academic probation and is absent no more than four consecutive regular semesters (excluding interterm and summer sessions), the student will not need to re-apply and may enroll for classes at Chapman, and retain the right to elect either degree requirements in effect for that student at the time of leaving Chapman or the degree requirements in effect at the time of re-entrance.

If a student leaves the university in good standing and is gone more than four consecutive semesters, the student will not need to re-apply, may re-enroll for classes at Chapman, and will be assigned the catalog requirements in effect at the time the student returns to Chapman. Students may request to return to their original catalog, and that request will be reviewed and decided upon by the Department or School; decision by the departments or School is final.
Any graduate student who has broken enrollment for a period of more than one semester (interterm and summer sessions do not constitute a semester) without receiving an approved Leave of Absence is required to request re-enrollment through the Department. The student is held to the degree requirements in effect at the time of return unless approved for the original catalog year requirements by the Program Director or Associate Dean.

Note that graduate students must complete their degree requirements within seven years of first matriculating. Leaves of absence do not suspend or extend this seven-year clock.

For more information about interrupting enrollment, see the Interrupted Enrollment guidelines.

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 re-enrollment. Please note unsatisfactory performance may nullify re-enrollment.

What if I need extra time to complete my thesis after finishing my coursework?
Students who need extra time to finish their theses may continue working on their thesis by enrolling in ENG 597A (MA) or ENG 598A (MFA) Thesis II for 1 credit for each additional semester of thesis work. The continuous enrollment course allows students to remain in active status and retain access to university resources. Students electing not to enroll in the continuous enrollment course will lose active status, library privileges, and access to other university resources unless they make special arrangements with the Chair of the Department of English and Associate Dean. 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.

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), you need to send an email to conferral@chapman.edu and request that your graduation date be moved to a later academic term.

When are graduation exercises?
The schedule of commencement ceremonies and events schedule is available online on the graduation home page.

How do I buy academic regalia for graduation?
Once you submit your Application for Degree Conferral (via My Chapman Self Service Portal), 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 robes and hoods. If you have any questions, please contact the commencement team at (714) 997-6740 or commencement@chapman.edu.