Guidebook for
ENGLISH EDUCATION
DOCTORAL STUDENTS
The following items represent key steps in the English Education PhD Program. We have outlined these in order of task and provided a sense of when each of these requirements takes place in a typical doctoral timeline.

Graduate Internship and Independent Study Program Requirement Descriptions [these take place during the first two years of coursework)

- **Language from the PhD Degree and Website:**

  Students will complete two internships (ENG 784). One internship will involve working closely with a faculty member in English Education to prepare to teach an undergraduate or graduate methods course in English Education. For the second internship, the student will work with a faculty member in English Education to learn about conducting or writing up research in the field. Students will all take one independent study (ENG 790) with one faculty member focusing on a project to support research, writing, teaching, or service in the field of English Education.

- **Request form for Teaching Internship:**

  All doctoral students submit every fall and say what their preferences are. This is something the area director sends out every fall to the TAs. This is based on availability. Please refer to this link for the form: [INSERT LINK HERE]
Teaching Internship:

In the teaching internship the student will work with a faculty member who has substantial experience teaching a course the student wants to prepare to teach. Over the course of a semester, the student will create a teaching portfolio with the advice and support of this faculty member:

1. Syllabus
2. Assignment – 3 key course assignments
3. Syllabus Calendar
4. Assessment plan

The student will also read the selected readings for the course. Upon consultation with the faculty member, the student may also take part in a class while in progress to observe, co-teach a lesson, or support assessment of a small selection of an assignment to gain experience.

Internship Credit and Work Requirements:

To earn 3 academic credit hours in the ENG784 Internships, students should plan to work 10 hours a week over the 15-week session C semester. The weekly work hours may vary at times depending on customized internship duties, assignments, and learning outcomes, but the target is a consistent 10 hours a week for a total of 150 internship work hours by the end of both internship experiences.
Research Internship:

The research internship is an opportunity for the doctoral student to work closely with or alongside a faculty member in English Education to learn about some aspect of conducting or writing up research in English Education. Outcomes for this internship may include, but are not limited to:

1. Writing a research proposal and IRB
2. Written observation and reflection based on participation in or support of a (yours or a faculty member’s) research project
3. Pilot study
4. Data analysis based on a data set
5. Writing a research or pedagogical article

Independent Study

The independent study is an opportunity for the doctoral student to work closely with a faculty member in English Education on some aspect of their reading, writing, research, teaching or service to prepare for the kind of work required within the field. This will take place after the first semester of study. Examples of the kinds of outcomes for the independent study might include but are not limited to:

1. An annotated bibliography bibliography or book list in connection to guided reading to prepare for written or oral exams or to learn about an area of research.
2. Work with a faculty member on a research, grant, or writing project with clear parameters for this collaboration worked out ahead of time.
3. Work to carry out a community or school-based project.
4. Conference paper or presentation
Portfolio

Official submission of the portfolio consists of the cover letter, two papers, and bibliography and is sent to the graduate studies office sheila.luna@asu.edu for the official submission.

- **Cover Letter:**

  The cover letter introduces the material in the portfolio for the committee. It provides a brief overview of each item and any information to help contextualize or make sense of the documents. For example, some students include articles that have been accepted for publication, published, or submitted for publication. The committee will want to know this.

- **Two Articles:**

  All doctoral students in English Education are expected to produce two single-authored articles that are deemed scholarly and publishable within the field. Both articles that require rigorous research of some kind. This could involve teacher research/inquiry, literature review, or textual analysis. The student should be able to identify and locate the venue and audience for the piece. The article genres will be decided in consultation with your chair.
There are norms for the kinds of articles expected within our field.

We publish:

- Research articles
- Pedagogical articles
- Text-based articles
- Book chapters
- Literature reviews

Books list:

The book list will be organized using headings for key topics or areas of focus:

- Research articles
- Pedagogical articles
- Text-based articles
- Book chapters
- Literature reviews

For each topic or subheading the student will have enough references to demonstrate mastery of that area of research. Typically, students have submitted lists that are 50+ references.

Use APA or MLA as appropriate by topic and in consultation with your dissertation director.
Written & Oral Exams

The written or oral exams take place after successful completion of the portfolio. In our program, students typically take their exam in the second semester of their third year or the first semester of their fourth (depending on the student’s pace).

The student may choose between a written or oral exam.

- **Written Exams:**
  - 4 hours to answer 3 questions

- **Oral:**
  - 1.5 hours each committee member typically asks 2 questions

- **What to expect:**

  The English Education faculty want you to be successful in this process. The questions for the exams are general and not tied to any specific item on the book list. Rather, the questions cover topics, methods, or major areas of understanding.
• Show that you can put text in conversation together in response to the questions.
• Students pull from theory, methods, and areas of research.
• Name some of the key players or who is at the table in the conversation and put them in conversation with one another.
• You need to put yourself in conversation with the research or texts you are talking about in some way.
• How are you joining the conversation and how do you see yourself contributing to this area?
• Where do you see your work situation in this conversation?
• This is your opportunity to show us what you have learned and how you have immersed yourself in the topic and this is your chance to show this off.

Dissertation Prospectus

The dissertation prospectus is written after successful completion of the written or oral exams. This is an opportunity to think through and plan for your dissertation study with your committee. The prospectus is the introduction, literature review, and methods section for the dissertation.

▶ Introduction:

Tell the story of what brought you to this study. Share why this topic needs to be written about. Identify a problem. Share purpose. Why is this important in the field of English Education?

▶ Literature Review:

The literature review contextualizes your study within the field. Include a theoretical or conceptual framework and the major areas of research connected to your research questions. The theory may frame your study or your methodology or both. People often use the book list as a starting point for the literature review. The literature review displays your depth of knowledge using seminal works in the research areas as well as recent research (within the past 5 years).

▶ Planned Research Questions:

These can go in the introduction, at the end of the literature review, or the beginning of
### Planned Methods:

<table>
<thead>
<tr>
<th>Qualitative Study</th>
<th>Text-based Study</th>
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<tbody>
<tr>
<td><strong>Setting</strong></td>
<td><strong>Methodology</strong></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td><strong>Criteria for Text Selection</strong></td>
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<tr>
<td><strong>Participant Criteria</strong></td>
<td><strong>Description of Texts</strong></td>
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<tr>
<td><em>Instructional Design (this is if you are doing a teaching study)</em></td>
<td><strong>Plan for analysis</strong></td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td><strong>Timeline for study</strong></td>
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<tr>
<td>- describe instruments</td>
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<tr>
<td>- plan for collection (what are the steps you will take to collect data)</td>
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<tr>
<td><strong>Plan for Data Analysis</strong></td>
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<tr>
<td><strong>Timeline for Dissertation Study</strong></td>
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**Dissertation Prospectus Presentation for Defense**

This is an oral defense that will provide doctoral students to finalize their dissertation plans. The committee is meeting to help the doctoral student fine tune the study or finalize the research questions and methods.

Typically, students give a 15–20 minute presentation covering the major components of the prospectus. The committee will help the student make sure the research questions and data collection align. This can be done using a PowerPoint or other digital tools.

After the student presents, the remaining time is for the committee to provide feedback and questions for the student to help troubleshoot, guide the study, and support next steps.

At the completion of the prospectus defense, committee members will discuss whether they want to see the remaining dissertation as a whole or chapter by chapter.
Dissertation

The dissertation builds on the prospectus (intro, literature review, and research design). In addition to the first chapters, you will have one or more chapters of analysis, findings, discussion/implications, limitations, and conclusion. It is really important to stay in contact with your dissertation Chair. We encourage a set meeting with your Chair to check in regarding your writing progress.

If you are thinking of scheduling your defense, be sure to check deadlines and work backwards: https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines

- **Scheduling your Dissertation Defense:**

  The students must schedule their defense with the Graduate College, and this is done through the iPOS, have your abstract approved by your chair before sending it to Sheila to distribute. Reach out to your commute member to figure out which dates work. Do this months in advance. Use a doodle poll. You need to schedule a room. Be in contact with Sheila Luna about deadlines and forms.
Dissertation Defense

The defense is a public event. Anyone can attend. It is advertised to the department listserv and website. When it is not, you have to record the zoom meeting. Feel free to invite supportive family members and friends.

A typical dissertation defense is an hour to an hour and half. The Chair usually greets everyone and introduces the committee and explains the format. Next, the student gives a presentation 20-30 minutes sharing their study. This is usually done with a visual aid (PowerPoint, Prezi, etc.). The presentation shares an overview of the major parts of the dissertation: grounding literature and theories, research questions, design, analysis, findings, conclusions. Next, the committee asks the student questions. Finally, the audience is invited to ask questions. The committee meets independently to decide whether the candidate passes.

There are three possible outcomes:

1. The dissertation committee may say the dissertation is fine as is.
2. The committee may ask for revisions and the candidate will pass once these are complete and submitted to the Chair.
3. The candidate does not pass. This is quite rare and typically only happens if you have not been working closely with your Chair or committee members.

The candidate returns to the committee and paperwork is signed.

You must submit a final revised version of the dissertation to the Graduate College by the deadline.

https://english.asu.edu/student-life/graduate-experience/graduate-advising/doctoral-examinations