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

Students are encouraged to consult the Graduate School website frequently. The website contains helpful information as well as up-to-date forms.
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INTRODUCTION

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

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

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

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

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

**Curriculum and Programs of Study**
Deepen understandings of an integrated core of knowledge grounded in feminist and womanist theories, epistemologies, and pedagogies that enhance understanding of the diversity of the lives of people of all genders, particularly as they are shaped intersected by “race,” ethnicity, age, class, nationality, sexuality, religion, and dis/ability.

**Student and Faculty Scholarship**
Promote research and scholarship using multiple theoretical perspectives to examine issues pertinent to the understanding of difference, identity, knowledge, and power across a variety of contexts and linking theory and practice to question, analyze, critique, deconstruct, and create knowledge.

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

**Leadership**
Prepare leaders (educators, citizens, mentors, advocates, activists, and facilitators) who can engage effectively with global communities, communicate with diverse audiences, build coalitions, and negotiate initiatives to foster equity and complex understandings of identity.

**Social Responsibility and Ethics**
Foster scholarship that is accountable to diverse cultural and epistemological practices and that analyzes local and global systems of inequality on behalf of social justice; engage students in experiential teaching/learning processes that encourage them to be reflective and thoughtful about social justice issues in relation to their own practice and scholarship.

**Promote Feminist Studies**
Provide MWGS courses as part of the university’s undergraduate Core Curriculum and promote multicultural-feminist/womanist scholarship within and across the disciplines.

**Why “Multicultural”?**
In December 2015, in order to underscore our commitment to nuanced, relational investigations of difference, we changed our name and degree programs to “Multicultural Women’s and Gender Studies.” We believe that this new name more accurately reflects the versions of WGS we
practice and teach. We acknowledge that many radical and progressive scholars have rejected “multicultural” because of the ways it has been co-opted and used to support existing social conditions; rather than examine racism and other power issues, commodified (corporate) multiculturalisms ignore systemic inequalities by offering facile celebrations of diversity that encourage individuals simply to “tolerate” difference and thus do not challenge the unjust status quo. MWGS rejects these commodified multiculturalisms and defines multiculturalism as a potentially radical tool for intellectual and social transformation. We believe that multiculturalism—when historicized and defined broadly to include dis/ability, economic status, ethnicity/race, gender, nationality, region, religion, sexuality, worldviews, and other systems of difference—offers unique opportunities to enact social change and produce new knowledge.

MWGS @ the Department of Language, Culture, and Gender Studies

In fall 2020, MWGS and the Department of English, Speech, and Foreign Languages joined to form the Department of Language, Culture, and Gender Studies. This restructuring does not affect the MWGS programs or their curricula, and people who graduate from the M.A. program are getting a degree in MWGS, which is what their TWU transcript will read.

Dr. Genevieve West serves as the Chair of LCGS, Dr. Danielle Phillips-Cunningham serves as Program Director of MWGS, and Ms. Jillian Morales is the Senior Secretary for MWGS. For all MWGS-related administrative questions or concerns, please first contact Dr. Phillips Cunningham or Ms. Morales, and they can direct you to another resource if needed.

MWGS FACULTY

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

Core Faculty in MWGS

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

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

Graduate Courses: Foundations for Scholarly Inquiry in Women’s Studies; Feminist/Womanist Theories; Feminist Pedagogies; History of U.S. Feminisms; The Politics of Publication and Writing; The Cultures of Food and Foods of Culture; Art, Activism, and Social Justice; Women’s Studies Disciplinary/Interdisciplinary Knowledges
Dr. AnaLouise Keating, Professor. Ph.D. in English, University of Illinois, Chicago. Office: HDB 307K; Phone: (940) 898-2129; Email: akeating@twu.edu

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

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

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

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

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

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

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

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

**Affiliate Faculty Members**
The following faculty members, who contribute to Multicultural Women’s and Gender Studies through their research, teaching, and/or service, are available to assist graduate students in MWGS:

- Dr. Gina Anderson, Teacher Education
- Dr. Valentine Belfiglio, History and Government
- Dr. William Benner, English, Speech, and Foreign Language
- Dr. Linda Brock, Family Sciences
- Dr. Gretchen Busl, English, Speech, and Foreign Language
- Dr. Patrick Bynane, Drama
REQUIREMENTS FOR THE M.A. DEGREE

To meet the requirements for the M.A. program, a student must successfully complete the following:

- three core courses
- a minimum of 18 credit hours in MWGS
- a research methods class (for the thesis track)
- a thesis or a comprehensive examination
- 30 credit hours of coursework at the 5000 level

The M.A. degree may be completed through any combination of 5000-level face-to-face, hybrid, or online coursework, as long as the above requirements are met.

Courses may also be taken in other departments when appropriate for a student’s academic and professional goals. All students must be registered during the semester in which they plan to graduate, even if they have already completed the minimum required number of credit hours for the degree.

Upon entering the M.A. program, students are assigned an academic advisor who will assist students in formulating their program of study. Students should contact their academic advisor before registering each semester. For students who select the thesis option, their thesis committee chair will serve as their advisor.


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

1. **WS 5023, Foundations for Scholarly Inquiry in Women’s Studies (3 credits).**
   Historical origins and development of women’s and gender studies within higher education, including critiques and contributions by women of color; relationships between theorizing and activism; the challenges of multi-, inter-, and transdisciplinarity; and emerging issues. Emphasis on development of research, writing, and communication skills. Offered every fall semester.

2. **WS 5463, U.S. Women of Colors (3 credits).**
   Focuses on theoretical, historical, political, and cultural contributions by U.S. women of colors. Examines the intersections of race-ethnicity, gender, sexuality, and social class to illuminate the interactive nature of oppression and resistance. **WS 5463 must be taken at least once and may be taken more than once when the topics and/or instructors change.** Offered every fall semester.

3. **WS 5843, Feminist/Womanist Theories (3 credits).**
   Thoroughly explores feminist critical inquiry, focusing on particular theoretical issues, historical writings, and/or disciplinary contexts within the diverse body of scholarship of feminist theory. **WS 5843 must be taken at least once and may be taken more than once when the topics and/or instructors change.** Offered every spring semester.

Electives

Electives in MWGS
We encourage students to take elective courses that can further their professional or future academic goals. If students are considering a career in social service or community development, we recommend that they explore the possibility of completing an internship and taking courses in areas such as grant writing and volunteer management. If students are considering further advanced education and intend to apply to law schools or doctoral programs, they should take prerequisite courses for those programs, if possible, and if they relate to their interests in women’s and gender studies.

There are a number of MWGS electives a student may take. **Not all electives are offered on a regular basis,** so if you are interested in one of the classes listed below, please ask a MWGS faculty member about it. Students may consult the course rotation schedule available through the [MWGS M.A. web page](#) to help plan their coursework.

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

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

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

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

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

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

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

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

**WS 5363, Feminist/Womanist Epistemologies (3 credits).** Politics of knowledge production and cognitive authority to illustrate how knowledge systems are marked by
gender, race, sexuality, and class; relevance to questions across the disciplines concerning
canon formation, methodological practices, and understandings of human subjectivity.
Prerequisite: WS 5463 and three additional graduate credit hours in MWGS or instructor’s
approval.

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

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

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

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

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

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

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

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

*Electives outside of MWGS*
In consultation with their advisor, students may select relevant and appropriate graduate courses from departments and programs across the university, including sociology, English, history and government, psychology, dance, family sciences, health studies, nursing, library science, and educational administration. All courses in the program must be graduate-level (numbered 5000 or higher) and must be completed with a grade of B or higher. Under no circumstances may undergraduate credit count toward a master’s degree.

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

**Comprehensive Examination or Thesis**
Students select one of the following options for their program of study:

1. **Comprehensive Examination (30 graduate semester credit hours and the comprehensive exam)**
   The comprehensive exam option includes 30 credit hours of coursework and a written comprehensive, take-home examination. The exam requires students to write two essays of approximately 10 pages each on topics related to ideas and topics examined in courses taken for the degree. Sample exams and guidelines for preparing are available in the M.A. area of the MWGS departmental site in Canvas. The exam is offered during the week prior to each fall and spring semester and is evaluated by the MWGS faculty.

2. **Thesis (30 graduate semester credit hours, including 6 hours for the thesis)**
   The thesis, whose recommended length is 35-40 pages, is written with the guidance of an advisor and should make an original contribution to the field of women’s and gender studies. The thesis option includes an oral defense with the members of the student’s thesis committee (the thesis advisor and at least one other approved faculty member). Thesis hours do not count toward the degree unless the thesis is successfully completed and defended.

   *WS 5773 (Qualitative Research Methods) or another methods class appropriate for the student’s thesis topic, is required for students who select the thesis option.* Six credit hours of thesis work (WS 5983 and WS 5993) count toward the degree plan. Students must enroll in thesis hours during each semester when they wish to receive feedback from their advisor.
ADDITIONAL ADVISING INFORMATION

Upon entering the M.A. program, students are assigned an academic advisor, after which they may keep the same advisor or may choose another MWGS faculty member to work with. This faculty member will assist students in formulating an initial program of study, so students should contact their academic advisor before registering each semester. For students who select the thesis option, their thesis committee chair will serve as their advisor.

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

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

Transfer Credits
Students may transfer up to 6 credit hours of relevant graduate courses with the permission of their MWGS advisor, the MWGS Program Coordinator, and the Graduate School. Credits are eligible for transfer only if they are graduate level and have been completed within 6 years of the student’s expected graduation date. Requests for consideration of transfer credits should be made to the academic advisor and, if approved, be entered onto the degree plan for consideration by the Graduate School. Courses taken through the Federation of North Texas Area Universities while a student is enrolled in the MWGS M.A. program are not considered transfer credits.

If you are enrolled in a Ph.D. program in another department while enrolled in the M.A. program in MWGS, you can apply up to 12 credits from your doctoral coursework toward the MA degree plan.

PROGRAM OF STUDY AND DEGREE PLAN

In consultation with their academic advisor, a student will prepare a program of study, or degree plan after they have completed 15 credit hours in the program and/or during the semester they plan to complete 21 credit hours. The degree plan must be approved by the student’s academic advisor, and students should get feedback from their faculty advisor each semester about their plans.

When completing your degree plan form, consult your TWU transcript, which you can find through Pioneer Portal or the SelfService portal.
Two-Year Plan for Completion
Here is a suggested two-year plan for full-time students. We also welcome part-time students, but their plan for completion will vary.

Preparing for the First Semester (Fall)
- Register for any of the three MA core classes offered and elective(s) of your choice to reach 9 credit hours in consultation with your faculty advisor
- Complete the Graduate School orientation (online and/or in person)
- Attend the MWGS orientation prior to beginning of semester

Second Semester (Spring)
- Register for any of the three MA core classes offered and elective(s) of your choice to reach 9 credit hours in consultation with your faculty advisor
- Start completing your M.A. Degree Plan in consultation with your advisor
- Select the thesis or comprehensive exam option. In order to select the thesis option you need to maintain at least a 3.75 GPA

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

Comprehensive Exam Option
- Work with your faculty advisor to select electives in addition to any core classes

Summer
Thesis Option
- Complete a draft of your prospectus and your IRB application if your thesis involves human subjects.
- Complete secondary research during the summer months.
- If your advisor is available, register for thesis hours (WS 5983)

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

Third Semester (Fall)
Thesis Option
- Register for thesis hours (WS 5983 or WS 5993)
- Finalize and gain approval for your prospectus from your thesis committee.
Comprehensive Exam Option
● Continue to work with your faculty advisor to select and register for courses
● Start preparing for the comprehensive exam

Fourth Semester (Spring)
Apply for graduation and be aware of TWU’s graduation deadlines.

Thesis Option
● Register for thesis hours (WS 5993)
● Send a polished draft of your thesis to all committee members and schedule the oral defense. The thesis must be finished, defended, and filed by the date announced by the Graduate School, which is approximately one month prior to the end of the semester.

Comprehensive Exam Option
● Take the comprehensive exam during the week prior to the beginning of the spring semester
● Finish coursework

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

COMPREHENSIVE EXAMINATION OPTION

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

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

Requirements for Taking the Comprehensive Examination
Before taking the examination, students must meet the following requirements:
1. Approval of the degree plan by your advisor;
2. Completion of the three required courses in MWGS: WS 5023 (Foundations for Scholarly Inquiry in Women’s Studies), WS 5463 (U.S. Women of Colors), and WS 5843 (Feminist/Womanist Theories); and
3. Completion of at least 21 graduate credit hours toward the M.A. in MWGS at TWU.

**Format of the Comprehensive Examination**

- The comprehensive exam is an open-book take-home test.
- In the exam, your goal is to demonstrate comprehensive knowledge of and critical reflection on the materials covered in M.A. program courses as well as to demonstrate graduate-level writing skills.
- Students will write two essays. Each essay includes discussion and analysis of specific and relevant authors, and each should not exceed 2500 words in length, excluding the list of works cited.
- Exam questions cover the following three areas: 1) Questions related to feminist theorizing; 2) Questions related to U.S. Women of Colors; and 3) Questions related to topics covered in recent seminars offered by the MWGS.
- Each of the three areas will include at least two questions.
- Students will be required to develop essays for questions in two of the three areas.
- The essays should be typed (12-point font in either Arial or Times New Roman), double-spaced, thoroughly revised, and carefully proofread. Spelling and grammar will be taken into account by the faculty readers.
- Since this is an open-book exam, essays must include citations following a recognized style manual (MLA preferred). Direct quotations must include page numbers.
- Direct quotation from sources is expected, but excessive or lengthy use of direct quotations in these essays is not advisable.

**Passing the Comprehensive Examination**

The examination will be evaluated by full-time faculty members with appointments in MWGS based on the [Comprehensive Exam Rubric](#). Students must receive a score of 2.5 or higher on both questions in order to pass the comprehensive exam. The written examination may be repeated once, although under some circumstances and at the discretion of the faculty evaluators a student may be permitted to rewrite a question without failing the entire exam. If a student has unsuccessfully attempted to pass the written comprehensive examination, the student may not switch to the thesis option. However, if the student has unsuccessfully attempted to complete the thesis, they may select the comprehensive exam track (note that any thesis coursework—WS 5893 and WS 5993—will not apply to a student’s degree if they switch from the thesis to the exam track.

**Degree Completion**

Students must be enrolled for at least one course during the semester in which they plan to graduate. Students are responsible for identifying relevant deadlines for graduation, which are listed on the Graduate School’s website.
THESIS OPTION

Students may select the thesis option only if they have earned a minimum GPA of 3.75 in their previous graduate coursework toward their M.A. degree in MWGS at TWU. WS 5773 (Qualitative Research Methods, or another methods class that is appropriate for the student’s thesis topic) is required of all thesis students.

The thesis is a formal, fully researched monograph of approximately 35 to 40 pages demonstrating the student’s ability to conduct a systematic inquiry in a well-defined research area of special interest. As a significant contribution to the field of WGS, the thesis should present and defend a coherent and original argument based on critical analysis and interpretation of data and/or sources such as historical documents, literary texts, or philosophical writings. Both the development of a formal prospectus (10 pages maximum, including the list of works cited) and the thesis must follow specific guidelines established by the Graduate School and are carried out under the guidance of the thesis committee chair and the second member of the student’s committee.

Thesis Hours
Students who select the thesis option must enroll for one semester in WS 5983, Thesis (3 credits), and for at least one semester in WS 5993, Thesis (3 credits), both under the direction of the Chair of their thesis committee. The student must enroll in WS 5983 or WS 5993 each semester during which they consult with their advisor about the project, and only six graduate credits of thesis hours will count toward the degree.

Students are required to complete their thesis in a maximum of three semesters (WS 5983 and a maximum of two semesters of WS 5993). If this is not possible, they may complete the M.A. degree by pursuing the Comprehensive Exam track. Thesis hours do not count toward the degree unless the thesis is successfully completed and defended.

During the first semester of thesis hours, when students are enrolled in WS 5983, they are expected to complete and submit a thesis prospectus (a 10-page formal proposal) under the direction of their thesis advisor. When planning your degree completion, keep in mind that students cannot enroll in more than one additional course while enrolled in thesis hours, and we cannot guarantee that a student can enroll in thesis credit hours during the summer.

Thesis Committee
The Graduate School requires that an M.A. thesis committee consist of at least two faculty members with “graduate faculty” status. The chair of the committee must be a MWGS faculty member or affiliated faculty member. If the chair is a MWGS faculty member, then the second committee member may be from any department or program on campus. If the chair is affiliated faculty, then the second committee member must be from MWGS. Exceptions to committee membership may be made at the discretion of the Dean of the Graduate School, and the MWGS
faculty are happy to work with you to create a committee that will best support your work.

**Deadlines**
Students are responsible for identifying relevant deadlines and conveying that information to all committee members. At the beginning of the semester in which the student plans to graduate, they should consult the Graduate School website for information about graduation requirements and procedures and/or contact Graduate School staff.

**Tuition Reduction for Texas Residents**
Under provisions of the Texas Higher Education Code Section 54.051(e), Texas Residents (or Academic Common Market Students) are eligible for a one-time reduced tuition rate when enrolling for professional paper, thesis, or dissertation hours only, provided that those hours are the final credits required for the degree. When you are ready to enroll for what you believe will be your final semester of thesis hours, complete the appropriate form (found on the Graduate School website), have your major professor sign it, and submit it to the Graduate School. See “Request for Graduate Reduced Tuition (Code 3).”

**Guidelines for the Prospectus**
Each student who plans to write a thesis works closely with their thesis committee chair to develop the prospectus (the thesis proposal) and write the thesis. The major responsibility for directing the thesis rests with the chair, and the other committee member serves as a consultant to provide support and critical review during the development and completion of the prospectus and thesis. The student is responsible for seeking guidance throughout the process. It is also important to develop a group of peer readers familiar with feminist scholarship who can offer additional feedback on the prospectus and thesis drafts.

The prospectus must be reviewed and approved by all members of the committee and submitted to the MWGS program director for approval. The customary reading time for faculty to review drafts of these documents is two weeks. Students should expect to write and revise multiple drafts of their work based on feedback from their committee chair before it will be ready for committee approval and, therefore, should plan their thesis timeline accordingly.

**Preparing the Prospectus**
- **Discuss possible topics** with your thesis committee chair and seek input from the other committee member(s). Select a well-defined and narrow topic.

  - **Research your topic.** Take full advantage of TWU’s library resources by using its search engines and databases and by meeting with librarians to receive research guidance.

  - **Prepare a prospectus,** not exceeding 10 pages, excluding references and appendices and encompassing the following:
    1. Tentative title
2. Introduction and background information about your topic
3. Statement of purpose or central argument and its significance/contribution to WGS
4. Review of related literature (6 to 10 representative references). Refer to key texts that
   ● enable you to appropriately situate your work in a scholarly context, and
   ● demonstrate that you are aware of important and recent research on your topic
5. Tentative section/chapter organization
6. Works cited

**Human Subjects**

All graduate students and their faculty advisors must complete the Collaborative Institutional Training Initiative prior to initiation of research projects for professional papers, theses, and dissertations. The certification of completion for both the student and committee chair must be attached to the prospectus submitted to the Graduate School for theses and dissertations. For more information, consult TWU’s Responsible Conduct of Research web page.

Students are expected to follow university requirements and guidelines in research projects involving either living human subjects (e.g., interviews, surveys, focus groups) or animals. They must complete the online RCR training, and TWU’s Institutional Review Board must approve the research project or indicate that the project does not involve human subjects.

**Prospectus Writing**

Submit the prospectus draft to your committee chair for review, and complete necessary revisions. When your chair approves a polished draft, share this draft with your other committee member. Remember the two-week review period.

The prospectus must be approved by the student’s thesis committee, whose members must sign the prospectus cover sheet. A meeting of the full committee to review and discuss the prospectus must occur if the student or any committee member so requests. In any case, the prospectus must be approved before the student begins working on the thesis.

**Prospectus Submission**

Once the committee has approved the following to the MWGS program director who will then forward it to the Graduate School:

1. the prospectus,
2. the signed prospectus cover sheet and
3. the student’s and committee chair’s RCR training completion certificates, and
4. copies of IRB approval (if relevant)

Students may not begin their thesis research until receiving a letter of approval from the Dean of the Graduate School.
Guidelines for the Thesis

Research and Writing

Upon approval of the prospectus, continue researching and begin writing your thesis in regular consultation with your thesis committee chair. Because the chair is a key individual, we recommend that a student not change the chair during the writing phase unless circumstances warrant. Students should be aware that not all faculty are available during summer sessions and plan their timeline accordingly.

After the thesis committee chair has approved a polished draft of the thesis, including an abstract of 150 words or less, submit this draft to the committee for review. Allow two weeks for the second committee member to review it.

- At this point in the process, the thesis should be free of all grammatical and mechanical errors. It is the student’s responsibility to proofread the thesis. Do not rely on your committee chair to serve as your proofreader. For assistance with proofreading, seek out other students in the program, TWU’s Write Site, or a professional proofreader/editor.
- When submitting the final draft to the committee, a student must also contact all committee members and schedule a mutually agreeable time and place for the defense with reasonable advance notice (normally two weeks).

Thesis Defense

The final oral defense of the thesis is an open dialogue in which the student presents their research, responds to questions, and engages in a conversation about their work with their thesis committee members. The committee’s recommendation for the thesis takes one of several forms:

- Unqualified approval—no changes required, and the thesis can be submitted after one final close proofreading by the student
- Qualified approval—require changes that committee chair must approve before submitting the thesis to the Graduate School
- Qualified disapproval—require that the student revise the thesis and meet again with the examination committee before submitting the thesis to the Graduate School
- Unqualified disapproval—the thesis has not met the requirements of MWGS or TWU and the student will be required to switch to the coursework/comprehensive exam track to complete the M.A. degree

Bring the “Thesis Signature Page” and the “Certificate of Completion” forms to the defense so that you committee members can sign it if their assessment is qualified or unqualified approval. These forms are available on the Graduate School website.

Thesis Submission

Once defended and approved by the committee, the student will submit the following items to the MWGS program chair, who will then forward it to the Graduate School:

1. the thesis in its entirety, including the 150-word abstract
2. the “Thesis Signature Page,” and
3. the “Certificate of Completion”

To submit a thesis to the Graduate School, follow the Graduate School’s formatting and preparation guidelines. Papers that have not been properly formatted, edited, and/or proofread will be returned to the student for correction. A Graduate School representative, Samantha Belsen, is available to help ensure that your thesis is formatted correctly, and you should make an appointment with her ([940] 898-3087; sbelsen@twu.edu) to review your thesis.

Graduation

It is the student’s responsibility to meet all deadlines for graduation, so prior to the semester the student expects to graduate, consult the Graduate School’s degree completion requirements and keep track of all deadlines.

GUIDELINES FOR INTERNSHIPS

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

A student must identify a faculty point person and coordinate with the university’s Internship Office to register and receive credit for their internship. Please contact Juan E. Armijo (jarmijo@twu.edu | 940-898-3310) if you have questions about setting up and/or registering for an internship. In addition to the internship site’s requirements, a student must complete the following:

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

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

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

**ACADEMIC INTEGRITY AND POLICY ON PLAGIARISM**

Together we must be committed to the highest ethical standards for our research and scholarship. Therefore, plagiarism in any form and any other academic integrity violation—whether deliberate or unintentional—is a serious matter and violates TWU’s [Academic Code of Conduct](#), described in the Student Handbook. You are responsible for ensuring that you do not plagiarize, even if unintentional, and even as a result of carelessness or inadequate notetaking.

Please see the following TWU resources for more information:

- [Academic Integrity and Intellectual Property Rights](#)
- [Writing & Citing: Plagiarism](#)
- [Avoiding Plagiarism](#)

**What Is Plagiarism?**

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

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

**How Can You Avoid Plagiarizing?**

- When researching and taking notes, be careful to write down information about your source(s) and use quotation marks around all passages and phrases that are not your own.
- When writing, always use quotation marks around words that are not your own, including
the words that you obtained from the Internet, an unpublished source, a lecture, a journal article, or a book, AND always cite your quotations according to a recognized academic manual of style (e.g., MLA or APA style).

- Always accurately cite the sources of your ideas based on a recognized citation style, even when you are not directly quoting from them.
- Do not buy or “borrow” a paper or portions of a paper.
- Do not falsify your references.
- Never submit the work, words, or ideas of another person as if they were your own.

**What Are the Penalties for Plagiarism?**
There are no circumstances under which it is acceptable to present the words or ideas of another person or source without properly citing your sources. This applies to formal writing assignments (such as end-of-semester essays), contributions to a class discussion on Canvas, and in materials you hand out or present to a class as part of a presentation (such as in PowerPoint or Google Slides).

Since plagiarism is unacceptable, individual instructors have the right to assign serious penalties for plagiarism, even when a student’s plagiarism was not deliberate or intentionally dishonest. Penalties may include failing the plagiarized assignment and failing the course and could also result in academic suspension, academic probation, and expulsion from the university.

**PROFESSIONAL PRACTICES**

**Citation Styles**
Students are expected to document their sources consistently according to a recognized style manual. MWGS prefers that students follow the citation style of the Modern Language Association (MLA), although individual instructors may have different requirements. Each student is expected to obtain a copy of the following guidebook and to follow its guidelines closely. Please note that the 9th Edition was published in 2021.

TWU’s Blagg-Huey Library also offers resources to assist with reference and citation styles.

**Professional Ethics on Social Media Sites**
Students are expected to utilize professional conduct when interacting on Facebook and other internet and social media sites. Please do not post derogatory comments or personal information about other students or faculty members and refrain from writing about specific classroom and/or online discussions. Remember that what you post reflects on you personally as well as on MWGS more broadly. Through your actions, including your Internet postings, we invite you to support rather than undermine others.
Student Rights and Responsibilities
If any student wishes to discuss their courses, including classroom environments or other students’ behaviors, they need to make an appointment to speak with the faculty member who is teaching their class. After meeting with that faculty member, if the student continues to experience concerns, they may speak with the MWGS program coordinator. Please consult with the program coordinator before contacting the LCGS department chair. MWGS faculty members will not read or listen to anonymous allegations against another student.

All students are encouraged to review the TWU Student Handbook, available through the Student Life Office on paper or online. The TWU Student Handbook contains information about TWU’s policies and procedures related to student rights and responsibilities.

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

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

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

**Preparation**
- When you contact potential recommenders to ask them to write letters on your behalf, ask them whether they feel they know you well enough and are able to write a supportive letter.
letter of recommendation for you. If you sense hesitation, you may wish to ask another professor. If the letter is for an academic position, it’s common for an applicant to request a letter from their thesis advisor.

- Fill out any forms that should accompany the letters of recommendation, including the blanks for the referee’s name, position, address, email address, etc.
- We recommend that you waive your right to see the letter, since such letters are usually deemed to have more credibility because they remain confidential.

**Information for Letter Writers**

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

- specific names of the programs, universities, jobs, or funding sources to which you are applying
- The deadline for each letter
- A URL linking to the program/department and information about the position (usually the job ad)
- Information about how to submit the letter (via Interfolio? Will the institution contact the letter writer? Should they email it to the search committee chair?)
- Substantive materials you’re submitting as part of the application, such as cover letter, teaching statement, research statement, and/or a writing sample
- Your resume or curriculum vitae, listing your educational background, honors and awards, and work experience
- Your graduate transcript
- A reminder of the contact you have had with the recommender, such as a list of the courses you may have taken with them, MWGS committees you’ve served on with them, and/or, if applicable, a copy of a paper that you have written for one of their courses
- Anything else you think would be useful for them to know

**After the Deadlines Have Passed**

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

**Additional Tips**

- “How to Ask for a Recommendation” by Leonard Cassuto,
- “Obtaining Outstanding Recommendations” by Shannon Craigo-Snell,
- “Tips for Requesting Letters of Recommendation” from Cornell University
- “How to Ask a Professor for a Letter of Recommendation” from St. Olaf College

**LIBRARY RESOURCES**

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

**Texas Woman’s University Woman’s Collection**
The Woman’s Collection in the Blagg-Huey Library includes materials for research about women and women’s issues in the United States. It contains over 42,000 books, 100 current periodical subscriptions, 3000 cubic feet of manuscript collections, 19,000 photographs, major women’s manuscript and book collections and periodicals on microform, and a women’s periodical collection. The Woman’s Collection manages the TWU Archives, a small rare book Texana Collection, and an extensive Cookbook Collection. It also sponsors and cosponsors exhibits and lectures throughout the year. We encourage you to contact them for a tour!

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

**Interlibrary Loan**
InterLibrary Loan is designed to help you acquire research materials unavailable in the TWU libraries, and you can easily make requests online.

**ELECTRONIC RESOURCES**

**Canvas**
Canvas is a software program used by TWU to enhance traditional courses and to offer online instruction. MWGS has a site on Canvas that you can use to communicate electronically with people in the program by posting messages and sending emails, and you can access program documents (such as this handbook) as well as resources that might be of interest to graduate students. There are tabs for the different degree programs and the program as a whole.

*Please update your email address in Canvas to reflect the email address where you check messages.* To add another email address, go to your profile in Canvas and select the “Settings”
Canvas also provides an online tutorial for using the platform.

**WMST-L**
Graduate students in MWGS are strongly encouraged to join WMST-L, an international electronic forum (listserv) for researchers, teachers, and students in women’s and gender studies. Anyone with computer access can subscribe to WMST-L, which is free. To subscribe, read the directions on the WMST-L website.

WMST-L publishes announcements about conferences, jobs, and publications. It also provides a forum for exchanging information about the academic field of women’s and gender studies. WMST-L has over four thousand subscribers in forty-seven countries. Joan Korenman at the Center for Women and Information Technology at the University of Maryland, Baltimore County, maintains WMST-L.

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

**SCHOLARSHIPS AND FINANCIAL ASSISTANCE**

**Scholarships, Grants, Fellowships**

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

*University Scholarships*
There are numerous university scholarships available at TWU. For application information please contact the Office of Financial Aid at (940) 898-3050 or finaid@twu.

*SPIN Database*
Through TWU’s Office of Research and Sponsored Programs, you can create an account in the SPIN (Sponsored Programs Information Network) database to access information about funding opportunities as well as requests for proposals (RFPs) from funding agencies.

*Office of Student Life Emergency Loan*
The Emergency Loan is designed to help students with unplanned emergency circumstances such as medical expenses, childcare, car repairs, or other personal emergency situations which might interfere with continued enrollment or academic success.

*The American Association of University Women* AAUW offers many fellowships and grants, as well as links to other opportunities for women who have enrolled in a postsecondary educational institution in some form.

*National Women’s Studies Association Awards and Scholarships*—
The NWSA offers several awards and scholarships, including a Graduate Scholarship Award, a Graduate Scholarship in Lesbian Studies, a scholarship in Jewish Women’s Studies, and Women of Color Caucus Awards.

**Graduate Assistantships**
A limited number of graduate assistantships and other paid positions are available through MWGS and other departments each semester. Interested students should apply directly to a department chair or program director. For more information regarding assistantship descriptions and remuneration, please see the Graduate School website. Assistantships are not renewed automatically, and reappointments are based on prior performance, program needs, and available funds.

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

**Academic Common Market**
Fourteen southern states, including Oklahoma, participate in the Academic Common Market, allowing qualified non-resident students to enroll at in-state tuition rates in graduate programs that are not available in their home states. More information on these programs can be found in the Graduate Catalog.

**Professional Development Travel Assistance Funds**
The Center for Student Research provides opportunities for students to participate in all phases of research and creative activity, from design through dissemination and offers research funds each year on a competitive basis, including funds to support conference travel if a student is presenting their research.
STUDENT ORGANIZATIONS

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

TWU Graduate Student Council
The TWU Graduate Student Council is a multi-purpose organization designed to give graduate students a formal collective presence in the university, to advise the Dean of the Graduate School and the Director of the Center for Student Development who serve as its official advisors, and to promote graduate student development. Its purpose is to serve as a voice for all graduate students, to work in support of the core values of the council, and to advocate for graduate students’ concerns and ideas related to graduate education at Texas Woman’s University. You can learn more at their website.

UNIVERSITY SERVICES AND RESOURCES

The Office of Student Life
The Office of Student Life provides information on all aspects of student life at Texas Woman’s University. Their Website contains links to the following:

Title IX—Information regarding Title IX and TWU’s policy on sexual harassment. Additionally, there is information to help you recognize sexual harassment and resources to use if you are harassed.

University Housing—provides information about campus and off-campus housing as well as meal plans.

The Center for Student Development—has information concerning community service opportunities, commuter services, Greek life, leadership programs, the United Students Association, student organizations at TWU, and a calendar of events.
TWU Counseling Center
The Counseling Center provides psychological services to students. They offer individual counseling, group counseling, career counseling, crisis counseling, couples counseling, workshops and training seminars, and self-help materials. The Counseling Center is located in West Jones Hall. Twelve individual counseling sessions are available to students free-of-charge for each academic year.

Office of Diversity, Inclusion, and Outreach
The Office of Diversity, Inclusion, and Outreach, located in Jones Hall 200, sponsors diversity education programs and cultural activities. The office supports the SUCCESS Mentoring Program for incoming undergraduate students, LGBTQUI resources, and student organizations.

Student Health Services
Student Health Services provides basic health services to TWU students.

TWU Fitness and Recreation
Fit and Rec includes the Jones Hall Fitness Center and the Pioneer Hall Fitness Center. With a current ID, students have access to an indoor pool, outdoor pool, indoor track, weight room facilities, and the following services: nutrition counseling, personal training, campus recreation, swimming, and fitness classes.

Campus Alliance for Resource Education (CARE)
The CARE office is Texas Woman’s University’s resource center for off-campus living, commuting and non-traditional (including veterans, students with children, adult learners and students who are adopted/aged out of foster care) student services.

They offer
  ● Information on local public transportation services (carpooling, bus schedules & parking)
  ● Off-campus housing materials
  ● Family services available on campus and in the Denton area
  ● Non-traditional student information and student organizations

Civility and Community Standards
Civility and Community Standards serves as a valuable resource for the TWU community by promoting a safe living and learning environment in which all Pioneers can learn. The conduct processes facilitated by our office are intended to foster growth and learning while creating a community in which students understand their actions validate the values of TWU.

The Pioneer Center for Student Excellence
The Pioneer Center, located in the Blagg-Huey Library, Suite 220, provides and coordinates services that promote engagement within and outside the classroom. They provide services
including:

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

COMMUNITY RESOURCES

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

● The Fort Worth Star Telegram
● Fort Worth Weekly
● The Dallas Morning News
● Dallas Observer
● The Denton Record-Chronicle
● The Dentonite

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

FREQUENTLY ASKED QUESTIONS

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

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

Q. What do students plan to do with their Master’s in MWGS?
A. After completing our program many of our current students plan to pursue doctoral degrees in such fields as anthropology, English, sociology, history, religious studies, philosophy, public policy, and women’s and gender studies. Some plan to pursue advanced degrees and careers in law. Students additionally teach (or continue teaching) in the public schools or seek positions in social service fields (in the fields of domestic violence, child protective services, or health education, among other places).

Q. Is it required or expected that you ask your academic advisor to either chair your thesis or be on your thesis committee?
A. No, it is not required. It really depends on what your interests and your advisor’s interests are. If your thesis topic is unrelated to your advisor’s area of expertise, then most likely you would want to choose a different professor whose interests more closely match yours to serve on or chair your thesis committee.

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

Q. Should I write a thesis or take the comprehensive exam?
A. Students may select the thesis option OR the comprehensive exam option. We encourage students to make a decision that will support their academic, career, and activist goals and interests and to consult with their faculty advisor and other students in the program while making a decision.

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

Q. I’m planning to conduct interviews, send out survey questionnaires, etc. for my thesis. Do I need to get any kind of permission to do this?
A. Absolutely. You must make an application to the Institutional Review Board. You cannot begin on this project, even interviewing, without this approval, and the approval of the Graduate School on your prospectus.
**Q. Are there particular rules or a specific format that I need to follow when I actually type my thesis?**

A. Yes. TWU has a very specific format it requires you to follow. Closely follow the Graduate School’s guidelines: [https://twu.edu/gradschool/forms/](https://twu.edu/gradschool/forms/).

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

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

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

A. Yes. Contact the Office of Student Life for instructions and an application. For consideration, you must submit an application by the published deadlines, often well in advance of your trip ([https://twu.edu/center-student-research/opportunities/student-travel-program/](https://twu.edu/center-student-research/opportunities/student-travel-program/)).

**Q. When do I take the comprehensive exam?**

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

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

A. Only a limited number of these positions are available each semester for Master’s degree students. See the MWGS Program Director for application information. Information is also posted on the TWU Graduate School website.

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

A. There are several deadlines a student must meet in order to graduate. Additionally, each student must be sure to complete all required forms completed prior to graduation, most of which concern the thesis and final oral examination. [Forms for graduation](https://twu.edu/gradschool/forms/) can be found on the Graduate School website. Watch for the published deadlines for the submission of these forms.
A. Five Ways to Adjust to Graduate School

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

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

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

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

Set Specific Goals
Set specific goals to accomplish. Write them down. Don’t just come up with them in your head. After you have your goals established, make a step-by-step plan on what you need to do to accomplish your goals. Schedule and manage your time in an efficient manner so that you create opportunities that will allow you to achieve your goals. Almost all graduate students go into graduate school with general goals, but they get so bogged down by their new responsibilities that they don’t really end up accomplishing any of them. By setting specific goals and writing a plan of attack you will find yourself well on the way to success.

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

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

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

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

a) The imposter syndrome is real and you are not the only one suffering from it!
   I had been warned about the “imposter syndrome”- characterized by feelings of inadequacy and the notion that one does not belong in graduate school. Despite knowing that such feelings often afflict first year students, I underestimated the extent to which I would experience them and often felt alone. However, it soon became apparent that many, if not most, graduate students experience periods of self-doubt and insecurity regarding their abilities. I have yet to come across one student who has not felt uncertain and insecure at
some point in their graduate career. Remember this when you are feeling like an “imposter” and questioning your school’s decision to have let you in!

b) There is a large transition and adjustment period.
Relocating to a new city, leaving family and friends, and starting a new program all bring about significant personal change and adjustment. My peers and I were surprised at how large the adjustment was and how long it took for us to settle fully into our new lives. First term was long past before I felt truly familiar with my surroundings and comfortable in my role as a graduate student. Finding your rhythm in novel activities such as teaching, marking, and supervising students simply takes time, as does building new relationships and navigating within a new city and program. Allow yourself time to go through this adjustment phase and enjoy the process of starting your life as a graduate student.

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

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

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

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

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

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

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

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

C. Additional Resources
“So, You’re Going to Graduate School” by Neelofer Qadir
Gradhacker blog through Inside Higher Ed
The Graduate Adviser monthly column through The Chronicle of Higher Education
Tenured Radical blog through The Chronicle of Higher Education
Appendix 2: Tips for Success in the Higher Education

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

Self-Presentation in Writing

E-mail
- Begin your e-mail by addressing the professor (saying "Dear Dr." or "Hi Mr.," etc.).
- Use standard punctuation, capitalization, etc. Sign your e-mails with your full name.
- Eliminate spelling and grammatical errors. Proofread! (Don’t just hit “send”)
- Respond to e-mails that you receive to let the sender know that you received their message. Check and respond to your e-mail frequently (ideally at least every 24 hours during the week and within 48 hours during weekends). Use a professional-sounding e-mail address—not something like partygirl@hotmail.com

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

Things not to Say
“When I was absent, did I miss anything important in class?”

“I had an assignment due in my class (which was more important), so I didn’t finish my work for your class.” This type of statement implies: I didn’t have time for your class because other courses in my major or primary area of interest are more important.

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

**Interactions with and for Yourself**

- At the beginning of the semester on a day planner or schedule, list all due dates & so forth.
- Make it a goal to finish your major assignments one week before they’re due to help relieve pressure and to ensure that you don’t rush through your work at the last minute.
- Read all syllabi carefully.
- Before completing an assignment, reread the directions.
- If you have questions about the syllabus, assignments, etc., **ASK!**
- Keep all of your graded work. (Keep track of your own grades.)
- Back up all of your work: 2 electronic copies (one on an external drive or in the cloud) and a hard copy. Keep extra ink cartridges on hand if you rely on your own printer.
- Understand that to produce quality writing you will need to write multiple drafts. Demand a high standard of yourself.
- Read, read, read, read! Start a reading club.
- Start a study group. Encourage each other and share resources.
- Know that you can succeed.
Appendix 3: E-mail Etiquette/Netiquette
by Gail Orlando, Assistant to the Dean of the College of Arts and Sciences

What is e-mail etiquette, more commonly known as “netiquette?”
Simply put, netiquette is using technology effectively with knowledge, understanding and courtesy!

When responding to someone’s e-mail or creating an e-mail, here are some tips that may help you communicate as effectively as possible. Please also consult TWU’s “Netiquette” web page.

- Who is your audience? Never put anything in an email you would not say in person or that you would not want forwarded. Remember that e-mail is a written document.
- Make sure you copy the appropriate people. For example, if you put in an e-mail to “contact for further information,” make sure you copy that person when sending the e-mail.
- Try to reply to e-mails within a 24 hour period. Even if you do not have the answer, at least respond to let them know you will get back to them as soon as you have the information.
- When replying to a group e-mail, it is not always necessary to “Reply to All” unless you are in a discussion group.
- We all have feelings, so when sending an e-mail, remember that your tone can be misconstrued. For example, using all caps connotes yelling. Think before you reply or send an e-mail especially when you are angry. Remember that your words cannot be taken back and something said out of anger may come back to haunt you. Try taking a break and respond at a later time when you have had a chance to think it through.
- Be cognizant of how you address the person. If you are close friends, addressing someone on a first name basis is fine. If you are contacting a dean, faculty members, or departmental chair, address them as Dr./Ms./Mr. your e-mail by addressing the recipient by name.
- While salutations are important, the closure of your e-mail is just as important. Be sure to thank the person for the time spent in reading your e-mail and sign your name. Provide your contact information below your name (e.g. phone number and address) so that the recipient has a choice of how to respond to you.
- Pick an appropriate subject line. Give the recipient a “heads up” on what the email is about. This also ensures that your e-mail will be read more promptly than an e-mail with a blank subject line.
- Get to the point. Be aware of the time constraints we all face during our busy days and that checking e-mail often is a large chore for faculty members and administrators. In a few concise sentences inform the person you are e-mailing about the objective of your e-mail.
● In turn, when responding to an e-mail, read it thoroughly and respond to each request or question within the e-mail.
● When you are composing the e-mail, keep in mind the outcome that you expect (i.e., are you asking for something?). Be sure to specify what it is you are trying to accomplish with the e-mail.
● Clearly provide timeframes, directions, and special instructions so that the recipient knows exactly what to do next with the e-mail.
● Only when necessary, send attachments. Be aware that in-boxes often are limited in size.
● Treat your e-mails like any other written document. Be sure you have proper punctuation and be sure to spell check.
● Try to avoid abbreviations as much as possible, such as “u” for “you” or “r” for “are.”
● Reread your message carefully to avoid possible misunderstandings. Try to avoid things like humor and sarcasm which are often difficult to convey in an e-mail and the recipient might mistake as offensive.
● Before you send an e-mail, ask yourself why you are sending it. Could it be something you might want to talk to the person about in person? Is it necessary?
● Don’t use a priority tag for your message unless you feel it truly requires it.
Appendix 4: Graduate Seminars

A. Guidelines, Expectations, and Suggestions

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

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

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

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

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

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

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

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

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

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

See also
- Grant Wiggins, “Socratic Seminars: Guidelines”
- Miriam E. Sweeny, “How to Read for Grad School”

B. Deep Listening
by AnaLouise Keating

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

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

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

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

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

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

Sources


Appendix 5: Writing Tips

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

**Documentation of Sources**

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

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

The Purdue Online Writing Lab offers useful resources for MLA citation style.

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

*Adequately document your assertions.*

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

*Use quotations effectively.*

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

**Common Writing Errors to Avoid**

*Period placement.*

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

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

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

If you have an endnote at the end of a sentence, put the period before the superscript number.
Correct: The superscript number goes after the period.¹
Incorrect: The superscript number goes before the period².

Similarly, if you have an endnote with a comma or other punctuation, put the punctuation before
the superscript number.
Correct: The superscript endnote goes after the comma or other punctuation,¹ according to the experts.
Incorrect: If you put the superscript number before the comma², your sentence will look rather strange.

Use of however, consequently, therefore, thus:
When you use one of the above words to join two independent clauses, you need a semi-colon and a comma.
Correct: I'm pleased to work with you; however, I insist on proper punctuation.
Incorrect: I'm pleased to work with you, however, I insist on proper punctuation.

Eliminate sentence fragments. Sentence fragments are incomplete sentences.
Right: Because TWU established the first graduate program in women’s studies in the State of Texas, the university has distinguished itself as a leader in the field.
Wrong: Because TWU established the first graduate program in women’s studies in the State of Texas.

Commas in lists
When you list a series of items, put a comma between each item—including the final two items.
Correct: I like dogs, cats, mice, and other animals.
Incorrect: I like dogs, cats, mice and other animals.

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

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

Check for typographical errors, and check your spelling carefully.
Read your papers aloud to assist you with proofreading and identifying grammatical errors or awkward phrases.

Seek feedback from friends and/or family members before submitting your papers. Use the services of the TWU Write Site and/or Online Writing Lab.
Appendix 6: A Student’s Perspective

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

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

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

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

IV. Take Advantage of University Resources (you’re paying for them – so why not use them?!) 
   a. In terms of academic resources, become accustomed to TWU’s library. If you have trouble locating books and articles, email or call library staff. They are all incredibly responsive and helpful. Also, I’ve found TWU’s Writing Lab to be a useful resource for checking grammar and spelling mistakes. I wouldn’t recommend that anyone
depend on the Writing Lab for content revisions but I do recommend their services when seeking help with form and grammar.

b. In terms of personal and wellness resources, take advantage of the exercise and counseling center facilities. These resources are incredibly helpful in order to de-stress—and believe me, you will find yourself needing to de-stress every once in a while! TWU offers twelve free counseling sessions per academic year. The counseling center is located at West Jones Hall (940) 898-3801.

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

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