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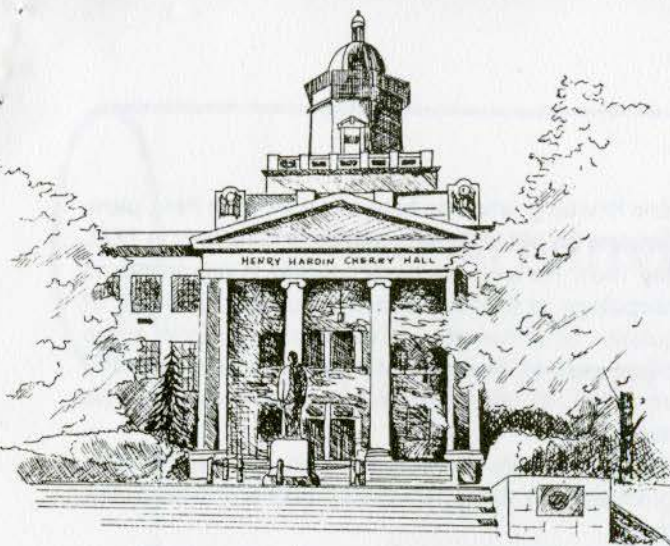
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"The Spirit Makes the Master"

The Graduate Newsletter

Western Kentucky University

Bowling Green, Kentucky

Vol. 4, Number 1

Sept. 1990

Dante, the Devil and English 100

**Or What it's really like
to be an English grad assistant**

by Beth Kemper
English Department Graduate Assistant

It is 7:45 am and I am halted in hell.

Mumbling something about having broken his alarm clock and clutching a late paper, a student, shuffling nervously in the doorway of my office, hinders my journey with Dante. Slightly irritated by the unwelcome interruption, I glance across my work-cluttered desk. Before me lies The Inferno; I must read five cantos before 1:00. On the right corner of my desk are several untouched carbons; I should have prepared a handout for this morning's 8:00 class. On the left, stacked beneath a crusted bottle of liquid paper and a packet of instant coffee, are ungraded English 100 papers which are more frightening than Dante's flames themselves. The top one, a response to an assignment to describe the individual who has most significantly affected the student's life, is entitled "My Roommate the Party Animal."

E. M. Forster once said: "Grumbling is the very devil." He passes a pitchfork to me as he says it. Still, he never had to read "My Roommate the Party Animal."

That many of my fellow teaching assistants carry pitchforks as well is some consolation. Echoing tales of over-priced paperbacks, over-used excuses, and over-punctuated papers, our voices resound throughout the graduate hall of the English Department.

Yet we are not such cynics as we may sound. Through sharing our problems, we have created a life-line

of support and encouragement. The atmosphere among our graduate assistants is not one of competitiveness (nor even of poverty-induced bitterness) but one of, to quote a fellow assistant, "summer-camp camaraderie." But I don't remember complaining this much at summer camp -- not even about the food.

Why are we such grumblers? Perhaps we find ourselves floundering in limbo. We are not in the shining heaven of the professor, nor are we in the inferno of the undergraduate. We are in No Man's Land. At 9:15 we as teachers ask our class a difficult question and watch as their

(Continued on page 2)

Encountering Educational Reform?

**Cope with an Ed.S. Degree
in Educational Administration**

by Dr. Robert Prickett
Department of Educational Leadership

Consistent with the Kentucky Education Reform Act of 1990, many educators are interested in addressing change in education. The time is right for change as we are witnessing a significant shift in the emphasis on school improvement -- from more courses and more tests, to a movement for greater educator professionalism, more teacher involvement in schoolwide decisions, and more emphasis on the school site as the locus for change. In this wave of educational reform is the consistent and constant press for improving schools.

(Continued on page 4)

Informational Panel Discussion for Graduate Students - Oct. 3

See Details inside page 3

English Grad Assistants - - - continued

heads sink, intensely reading their texts to avoid being called upon; at 10:30, we as students squirm beneath the inquisitive glares of our own professors. At noon we are the teachers slashing student papers with green ink; at one we are the students having our own defaced papers returned. We are the teachers awaiting our next paychecks; we are the students scraping for tuition. We are embodied paradoxes.

But the answer to the riddle of our positions is a positive one. We are here because of the next paper in the stack of ungraded essays. That next paper may hold the thrill of previously untapped potential, the quiet smile of gradual improvement, or the joy of discovery. That next ungraded paper is a question mark, an unexplored wilderness, and teaching assistants in English (as disciples to literature) cannot scorn a mystery for long. We plod our way through literature -- one paper, one poem, one essay at a time -- and we extend a hand to those students who are also trying to find themselves in language.

And if this vision of why we are teaching in English is too idealistic, at least "My Roommate the Party Animal" had no comma splices.

The following are the English Department teaching assistants for fall 1990:

Joe Austin, a Western graduate from Horse Cave, Kentucky, plans to complete his graduate work at Western in May 1992.

Tonya Cesler, from Campbellsville, Kentucky, plans to finish her graduate work at WKU in May 1991. She may choose to teach for a time before beginning her doctoral work at Vanderbilt.

Beth Dixon, who plans to finish her graduate work in May 1991, is a Kentucky Wesleyan graduate from Louisville with a BA in German.

Scott Earle, from Greenville, Kentucky, will complete his graduate work at Western in December. He eventually plans to begin doctoral work and hopes someday to make his living as a writer.

Geri Mills Fridy received her undergraduate degree from Northern Illinois University in Dekalb, Illinois, and hopes to complete her MA in December. Her goals are to teach at the college level and to write. In addition to the satisfaction of teaching, she says her assistantship has taught her "that poverty can be survived -- a lesson all aspiring writers need to learn early."

Beth Kemper, from Russellville, Kentucky, plans to complete her graduate work at WKU in May 1991 and to begin her doctoral work that fall.

Eric Kindberg, who was born and grew up in Peru, plans to complete his MA in English with a concentration in TESL in May 1991. He took graduate courses in linguistics and anthropology in training with the Summer Institute of Linguistics at University of Texas-Arlington prior to his graduate work at Western. After graduation he plans to return to Peru to teach English to Spanish speakers at the university level.

Amy Laabs, from Glasgow, Kentucky, plans to complete her graduate work at Western in May 1992 and to teach ESL overseas.

Jennifer Lovelace, from Brownsville, Tennessee, received her undergraduate degree from Lambuth College in Jackson, Tennessee. She plans to complete her MA at Western in May 1992.

Lori Lynch, a native of Decorah, Iowa, received her undergraduate degree from Central College in Pella, Iowa, and plans to receive her MA in May 1992. Her goals are to complete doctoral work and to teach on the college level.

Keith O'Daniel, who is originally from Louisville, received his BA in English from the University of Louisville. He plans to complete his graduate work at Western in May 1992.

Kerry Smith plans to complete his graduate work at Western in May 1991 and hopes eventually to work toward his doctorate.

Valerie Vaughan, from Blarney, County Cork, Ireland, plans to finish her MA in English in December and in communications in May 1991.

Melissa Waller received her double major in English and marketing from Western. She hopes to finish her MA in May 1992. She is from Scottsville, Kentucky.

Regina York, from Hendersonville, Tennessee, plans to complete her graduate work at Western in December. She received her undergraduate degree in business administration from Thomas Edison State College in Trenton, New Jersey.

Research Money Available

Graduate Research Grants

Do you have a research project that you cannot get off the ground simply because you lack a few hundred dollars to get materials that the university does not own or you need to take a short trip to do original research or conduct an interview?

If so, the Graduate Research Grant may be what you have been looking for.

For more information, contact the Graduate College at 745-2446.

You Are Invited to Attend an Informational Panel Discussion for Graduate Assistants and Graduate Students Interested in the Art and Science of Teaching

Wednesday, October 3, 1990

3:30-5:00 p.m.

Garrett Auditorium

Participants

Dr. Blaine Ferrell

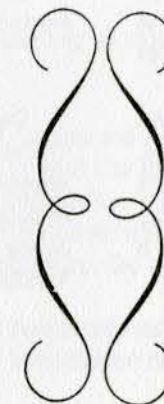
Dr. Joseph Glaser

Dr. Robert Haynes

Dr. Judith Hoover

Dr. Richard Miller

Ms. Lydia Reid



Among the Topics:

Professionalism

Lecture Methods

Grading/Testing

Audio-visual Techniques

Reflections of a current T.A.

Hosted by The Graduate College

Educational Leadership --- Continued

Educators who are currently planning the direction they desire for continuing their education may want to consider the Specialist in Education Degree in Educational Administration. An Ed.S. in Educational Administration offers many opportunities to be an educational leader in the education reform era of KERA. Other opportunities in pursuing this degree include possible certification in principalship or supervisor of instruction, Rank I, as well as earning the degree. The Ed.S. degree is recognized by most states whereas the Kentucky Rank I is not.

Educational Administration offers the Ed.S. degree, a thirty-six (36) semester hour program beyond the Master's degree. Educators who are interested in pursuing the Ed.S. must:

1. meet eligibility requirements for admission,
2. complete applications for admission with both the Graduate College and the Department of Educational Leadership,
3. complete the requirements of thirty semester hours of coursework, meet candidacy and residency requirements, and
4. complete the six-semester hour Specialist Project.

Students should be aware of the guidelines for the Ed.S. degree and follow these according to Western Kentucky University policies and regulations. Students in Rank I programs who choose to change to an Ed.S. degree program do **not** always qualify to have semester hours earned in the Rank I program count toward the Ed.S. degree. After being admitted to the program and having an approved program filed in the Graduate College, the student must complete eighteen semester hours of coursework.

The Specialist in Education Degree provides an opportunity for individuals to seek additional skills, knowledge, a degree, and be prepared to address the era of KERA. Individuals who are interest should contact faculty members in Educational Administration for details and a review of specific requirements.

Theses and Ed.S. Projects for May 1990

Department of Communication and Broadcasting: Mary E. Blakeman, The Rhetoric of Rescue; Paula Kay Harrison, Campaign Apologia as Process: Dan Quayle's Defense of His National Guard Service.

Department of English: Linda Poziwilko, "Trafficking Beyond the Earth": Transcendence in the Erotic Poetry of Emily Dickinson.

Department of Modern Languages and Intercultural Studies: Gregory Jenkins, The Altered Mobile Home: A Stationary Image of Work and Value.

Department of Philosophy and Religion: Craig A. Boyd, Natural Law and Right Reason in the Moral Theory of St. Thomas Aquinas.

Department of Educational Leadership: Raymonde A. F. Joseph, A Comparison of the Frequencies of Selected Teaching Behaviors of Trained and Untrained Teachers.

Department of Psychology: Kim Marie Buote, Type of Negative Feedback and Source Credibility: Effects on Self-Efficacy, Goal-Setting, and Self-Esteem.

Department of Psychology: Natalie A. Eastman, Opinion of Training Practitioners: The Effectiveness of Training Methods for Attaining Training Objectives; Lauren M. Jackson, The Effects of Decreased Uncertainty and Telescopic Versus Full Field Training on the Useful Field of View.

Department of Agriculture: Christopher D. Thompson, The Effect of Phosphorus Placement and Rate on Phosphorus Uptake, and on Growth and Yield of Tomatoes.

Department of Chemistry: Roland Hoffman, Measuring ΔH Using DSC, TGA and DTA; Douglas E. Kimbler, Air Oxidation of a Soluble Coal Extract.

Department of Geography: David G. Baize, A "DRASTIC" evaluation of the Ground-Water Pollution Potential of Karst Terrain: Lost River Ground-Water Basin, Warren County, Kentucky.

Department of Educational Leadership - - Ed.S. Projects: Martha S. Davis, Analysis of the Relationship Between Levels of Ability Grouped Students and Their Attitudes Toward Teachers and the Learning Process; Helen Joyce Kirby, Stress Indicators of Kentucky Elementary Principals.

GUIDELINES FOR THE MASTER'S THESIS & SPECIALIST PROJECT

The student is responsible for fulfilling all requirements of the Graduate College in the preparation, submission, and distribution of the thesis or specialist project. The following guidelines explain the required procedure. Please read carefully so that delay and confusion may be minimized. Please make special note of the information sheets that must accompany all theses that have been accepted by the Graduate College. Copies of these forms are attached.

The manual of style officially accepted by the Graduate College is Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 5th edition (Chicago: U of Chicago Press, 1987). Departments may choose other documentation systems appropriate to their individual fields. If the Graduate College does not have a copy of that manual, the department must provide one for the Graduate College office.

The content of the master's thesis and the specialist project is the responsibility of the student and the research advisory committee. The thesis is read by a member of the Graduate College staff as a final check for adherence to Graduate College format and basic grammatical and spelling conventions.

The student is responsible for submitting to the Graduate College an abstract to be used for publication. This abstract is not to exceed 500 words.

Procedure for Submitting the Thesis to Graduate College

1. At least three weeks prior to the end of the term in which all degree requirements will be fulfilled, the candidate must provide the Graduate College with a copy of the thesis to be read. Each member of the thesis advisory committee must have signed the recommendation page.
2. Since all theses and specialist projects are read again in the Graduate College, additional duplicating should not be done until the Graduate Dean has given his signature of approval.
3. After the thesis or project has been approved in the Graduate College, the student then takes it to be duplicated.
4. The student has the responsibility of collating all duplicated pages prior to submitting them to the Graduate College.
5. After duplication has been done and all copies are properly divided, the original and three (3) copies must be submitted to the Graduate College along with the information sheets labeled "Distribution of Theses" and "Authorization Sheet" (copies of these information sheets are attached). Since bound copies of the thesis are mailed, these completed sheets are an absolute necessity. **Information should be typed on these sheets and double-checked by the student for accuracy.** Do not submit your final copies without these sheets.
6. The diploma will be withheld until all required copies of the thesis or project are submitted to the Graduate College office and the above described information sheets completed and signed.

Tutorial Service Available to Thesis and Specialist

Project Writers - See details page 7

Let's Get Our Form's In Shape!



Give Me An "A"

What To Do

- File application for admission (Form A)
- Order 1 official copy of all transcripts
- Take GRE

Do The Master's Degree Form Workout

Give Me a "C"

What To Do

Plan program of study (Form C) with and approved by assigned departmental advisor(s) and submit to Graduate College for approval

File prior to enrollment in hours beyond 12 including transfers if any

**Big Red
Always Keeps
His Forms "in shape"**



Don't Forget . . .

- Make sure coursework taken is that listed on degree program -- consult advisor
- Remove any incomplete grades
- Take Comprehensive exam (if required)
- Submit Thesis (if required)
- Apply for graduation and pay diploma fee

Give Me a "D"

What To Do

Apply for admission to candidacy (Form D)

After the completion of 12 hours and any research tool requirements and prior to enrollment in hours beyond 21

SUMMARY OF PROCEDURES FOR APPLICANTS SEEKING THE MASTER'S DEGREE

What To Do	Where	When
File application for admission (Form A)	Graduate College	Well in advance of expected date of entrance
Order 1 official copy of all transcripts	From all colleges attended	Transcripts are needed at least 30 days prior to beginning of semester of entrance
Take GRE	Obtain application from University Counseling Center or Graduate College	Scores required for admission
Plan program of study (Form C)	Developed in cooperation with and approved by assigned departmental advisor(s) and submitted to Graduate College for approval	Prior to enrollment in hours beyond 12, including transfers, if any
Complete research tool requirements	Check with departmental advisor and Graduate College	During the first, or at the latest the second, term of enrollment
Apply for admission to candidacy (Form D)	Graduate College or departmental advisor	After the completion of 12 hours and any research tool requirement(s) and prior to enrollment in hours beyond 21
Addition or deletion of a course listed on approved program of study	See department advisor	Prior to enrollment in course to be substituted
Remove any incomplete grades	See department advisor	Incomplete (or X) grades automatically become "F" after one calendar year if work is not completed
Take comprehensive exam	See department advisor	After admission to candidacy and after completion of 21 hours. Report of results due in Graduate College one week prior to graduation
Submit Thesis (if required)	To thesis committee, then to the Graduate College	Thesis must be approved by committee and submitted to Graduate College for final reading at least three weeks prior to date of graduation
Apply for graduation and pay diploma fee	Obtain application from and pay fee to Registrar's Office	According to required deadlines. Information available from Registrar or Graduate College
Secure cap and gown	College Heights Bookstore (must have receipt of payment of diploma fee)	Same as deadline for payment of diploma fee
Attend graduation, or give notification of absence	Registrar's Office	Comply with instructions mailed to all paid candidates

Tutorial Service Available to Thesis and Specialist Project Writers

The Graduate College will offer a new service to those students enrolled in either thesis or specialist project hours. If the student desires, I will be available as a resource person to help with any writing problems that might be encountered. I hope to get enough people involved to have a workshop with several in attendance. If not, then I will work with individuals.

To set up an appointment, call Jan Meek Phillips at 745-6131.

Dates to Remember

October 3, 1990 - Informational Panel Discussion for Graduate Students,
3:30 - 5:00, Garrett Auditorium

October 29, 1990 - Postmark date for regular registration for
Graduate Record Examination

October 31 through November 30, 1990 - Spring 1991 advance registration

Student Representatives on the Graduate Council

Business Administration

Mr. Dennis Pearson

Ogden College

Ms. Charlotte Mathis
Mr. Christopher Diaz

College of Education

Ms. Julie Caldwell
Ms. Deborah Gatto (alternate)

Potter College

Mr. Timothy Todd
Mr. Kerry Smith

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Informational Panel Discussion for Graduate Students - Oct. 3

See Details inside