

**PhD in Education – Advising Form Literacy, Language and Culture (LLC)**  
 (For Students Admitted Fall 2003 – Summer 2013)

Name \_\_\_\_\_

UIN: \_\_\_\_\_ Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Entry Date \_\_\_\_\_ Status: Limited \_\_\_ Full \_\_\_ Program Status: Part-time \_\_\_ Full-time \_\_\_

Program Committee: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Advisor)

(Minimum of 96 semester hours beyond the B.A. and 64 hours beyond M.A.)

**PhD Inquiry Core (20 semester hours)**

Course	Term	Instructor	Hours	Grade	Final Grad. Check
ED 500			4		
ED 502			4		
EPSY 503			4		
CI 562			4		
CI 563			4		

**LLC Proseminar Core (8 hours)**

Course	Term	Instructor	Hours	Grade	Final Grad. Check
CI 556			4		
CI 557			4		

**Selectives (12 to 20 hours)**

Course	Term	Instructor	Hours	Grade	Final Grad. Check
CI 558			4		
CI 559			4		
CI 561			4		
CI 568			4		
CI 577			4		
CI 579			4		
CI 581			4		
CI 582			4		
CI 583			4		
CI 584			4		
CI 585			4		
CI 586			4		
CI 587			4		
CI 588			4		
CI 589			4		
CI 592			4		

**Electives (0 to 24 hours)**

Course	Term	Instructor	Hours	Grade	Final Grad. Check

**Ph.D. Research Project (8 hours)**

Course	Term	Instructor	Hours	Grade	Final Grad. Check
CI 593			4		
CI 593			4		

**Qualifying Exam**

Common Knowledge Component (Date Passed) \_\_\_\_\_

Specialization Component (Date Passed) \_\_\_\_\_

**Dissertation Committee**

Chairperson \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

**Preliminary Exam**

Written Proposal (Date Passed) \_\_\_\_\_

Oral Defense of Proposal (Date Passed) \_\_\_\_\_

**Dissertation (16 Semester Hours)**

Course	Semester Completed	Semester Hours
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		
CI 599		

**Final Oral Exam (Date Passed) \_\_\_\_\_**

## LLC Benchmarks x Timelines

(Students entering with approved masters degree)

**Note:** Projected timelines for specific benchmarks will vary depending upon whether a student is enrolled part- or full-time.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Program Chair/Committee</b>							
<b>Program Plan</b>							
<b>Ph.D. Research Project</b>							
<b>Completion of Coursework</b>							
<b>Teaching Apprenticeship</b>							
<b>Qualifying Exam</b> • common exam • specialization exam							
<b>Select Preliminary (i.e., Dissertation) Committee</b>							
<b>Preliminary Exam</b> • written proposal • oral defense							
<b>Dissertation Defense</b>							

**LLC (Common) Doctoral Portfolio Activities (Checklist)**

	<b>Common</b>	<b>Explanation of Activity/Paper</b>	<b>Date</b>
<b>Research &amp; Inquiry</b>	Publishable <sub>1</sub> quality critical review of literature		
	Literacy position paper		
	Publishable <sub>2</sub> quality review of literacy-related book		
	Review of journal manuscript		
	Doctoral research project/IRB proposal		
	Publishable <sub>1</sub> quality paper for a professional journal		
	Dissertation proposal/IRB		
	Presentation of research at national conference		
<b>Teaching</b>	Lead <i>Literacy Matters</i> discussion of article, chapter, etc.		
	Development & justification of a detailed course syllabus		
	(Co)-teaching (undergraduate and/or masters-level) literacy-related course		
<b>Professional Leadership</b>	Membership in literacy organizations		
<b>Cross-</b>	Collection of representative papers		
	Preliminary		

<b>cutting Intellectual Activities</b>	examination		
	Annual letter summarizing progress		
	Development and ongoing revision of curriculum vitae		
	Statement of teaching philosophy		
	Statement of 5 year research plan		
	Job talk (LM)		

Note<sub>1</sub> that "Publishable" in the present context means that his/her doctoral committee evaluates a text to be of publishable quality.

LLC (Alternative) Doctoral Portfolio Activities (Checklist)

	Alternative Activities <sub>1</sub>	Explanation of Activity/Paper	Date
<b>Research &amp; Inquiry</b>	Design research of educational environments		
	Evaluation of literacy-related program		
	Grant proposal (individual or collaborative)		
	Fellowship proposal		
<b>Teaching</b>	Mentoring beginning level doctoral student		
	Professional development in educational contexts		
<b>Professional Leadership</b>	Publishable <sub>2</sub> quality review of literacy curriculum		
	Design, implementation, and evaluation of curriculum		
	Participation on school, district, and/or state committees, panels, etc.		
	Membership on professional committees		
	Peer review of conference proposals		
<b>Cross-cutting Intellectual Activities</b>	Preliminary examination (individualized component)		
	Development of personal home page		


Note<sup>1</sup> that by definition "alternative portfolio activities" may be individualized and thus are open-ended in nature.

<sup>2</sup> "Publishable" in the present context means that his/her doctoral committee evaluates a text to be of publishable quality.

## Course Titles

CI	556	Proseminar in Literacy, Language and Culture I
CI	557	Proseminar in Literacy, Language, and Culture II
CI	558	The Historical and Philosophical Bases of Literacy and Literacy Instruction
CI	559	The Social and Cultural Contexts of Literacy and Literacy Instruction
CI	561	Genre Theory and Practice
CI	562	Design and Conduct of Literacy Research
CI	563	Analysis of Research in Literacy
CI	568	Research in Children's and Adolescent Literature
CI	577	Literacy In and Out of School
CI	579	Bi-Literacy: Theory, Research, and Practice
CI	581	Perspectives on Reading: Theory, Research and Practice
CI	582	Research Perspectives on Literacy in the Disciplines
CI	583	Early Literacy: Theory Research and Practice
CI	584	Semiotics, Literacy, and Learning
CI	585	Seminar in Literacy Studies
CI	586	Perspectives on Writing Instruction: Theory, Research, and Practice
CI	587	Literacy Assessment: Theory, Research, and Practice
CI	588	Design Research in the Study of Literacy
CI	589	Literacy and Learning Technologies: Theory, Research and Practice
CI	592	Apprenticeship in Teacher Education
CI	593	Ph.D. Research Project
CI	599	Thesis Research
ED	500	Philosophical Foundations of Educational Inquiry
ED	502	Essentials of Qualitative Inquiry in Education
EPSY	503	Essentials of Quantitative Inquiry in Education