INTRODUCTION

The Department of English at the University of Delaware offers the M.A. and Ph.D. degrees. The M.A. program emphasizes a comprehensive knowledge of literature, whereas the Ph.D. program encourages students to define and pursue original scholarship in the field of English studies. This handbook provides an outline of the requirements for these degrees. Many aspects of graduate work at the University of Delaware are covered by university regulations and can be found in the “Academic Regulations for Graduate Students” section of the Undergraduate and Graduate Catalogue.

Nearly all graduate students in our programs are fully supported as either Graduate Teaching Assistants or Research Assistants. Valuable information about being a teaching assistant can be found in the TA Handbook, issued by the Center for Teaching Effectiveness. That handbook also provides a convenient summary of university policies that apply to the appointment of teaching assistants.

Other useful information on matters such as campus life, computer technology, policies on responsible computing, resources for foreign students, student health insurance, as well as a convenient index can be found at the Office of Graduate Studies’ Web site for current graduate students.

Material regarding the admissions process can be found in the relevant sections of the Graduate Catalogue and on the Department of English Web site.
DEGREE REQUIREMENTS

M.A. DEGREE

The M.A. program is designed to introduce students to literary research, to extend their knowledge of British and American literature and culture, to offer training in literary theory and criticism, and to broaden the professional opportunities available for students preparing to teach composition and literature. For a flow chart of the M.A. degree, see Appendix A.

COURSEWORK

The M.A. requires ten courses and a one-credit colloquium (31 credit hours) or eight courses (24 credit hours) plus thesis (6 credit hours) of ENGL 869, and the one-credit colloquium. All M.A. students must take the following required courses in the first year of study:

- ENGL600, “Introduction to Graduate Study in English”
- ENGL688, “Teaching Composition”

All M.A. students must take the following required course in the second year of study:

- ENGL684, “Introduction to Literary Theory”

All MA students must also satisfy the following distribution requirements:

- One course in literature pre-1700
- One course in literature 1700-1900
- One course in literature 1900-present
- One course in literary or literary or cultural theory, or genre studies.

At least one of these courses must be in British and one in American literature. A reasonable balance between 600- and 800-level courses should be maintained. Courses numbered below 600 do not count toward the degree.

LANGUAGE REQUIREMENT

Students must be able to demonstrate their comprehension of a language other than English. Students may fulfill the language requirement in one of the following ways:

- Pass a comprehension examination administered by the English Department: a dictionary may be used to read a passage of approximately 1,000 words of critical prose in a foreign language. (Latin and Greek are exceptions: those passages will be of primary texts.) Then the student will answer a set of three or four questions based upon the reading. The questions and answers will be in English. An exam for any given language will be administered only once per year, either in the fall or spring depending on the language choice. Places and times of the examinations (usually in September or February) are announced at the beginning of each semester.
- Pass "French Readings: Ph.D. Candidates" (FREN533) or "German Readings: Ph.D. Candidates" (GRMN533). Each is a three-credit course taught by the Department of Foreign Languages and Literature. Only one of these courses is
offered per year.
• Submit proof of completion of an intermediate language course (typically the fourth course in the undergraduate sequence) or equivalent in which the students have received a grade of at least a B during their undergraduate education.
• By making alternate arrangements approved by the Graduate Committee.

COMPREHENSIVE EXAMINATION

All students will take a written comprehensive exam that is designed to ensure that they have the broad knowledge of the discipline that provides the most effective base for a career in teaching or publishing, as well as for specialized study in the doctoral program. The exam will be based on a list of sixty-seven items, covering British, American, and Anglophone literature. See Appendix B for a description of the exam format and Appendix C for the reading list.

The exam will be administered just prior to the start of the second year of the MA program and will be graded as High Pass, Pass, Low Pass, or Fail. Failure on the exam will preclude admission to the PhD program. Any students who fail have the opportunity to retake the exam (with new questions) before January 30th in order to pass and be eligible for admission into the Ph.D. program. A student who fails the exam a second time may submit a portfolio of materials, including seminar papers and letters of support from faculty, demonstrating the acquisition of the necessary skills and critical knowledge to satisfy the requirements for the MA. See Appendix D for a description of the Portfolio.

M.A. THESIS OPTION

The M.A. thesis is optional. If a student chooses to write a thesis, then the student selects a thesis topic approved by the advisor and works under the direction of that advisor. The advisor, in consultation with the Director of Graduate Studies, appoints a second reader. Before any work is begun, a brief statement of the nature and significance of the thesis topic (250-400 words) must first be approved by the advisor and second reader and then submitted to the Graduate Committee for its approval by April 15 of the first year in the program. Submission of the thesis is in accordance with the regulations outlined by the Office of Graduate Studies. All theses must conform to the University of Delaware “Thesis and Dissertation Manual,” available online from the Office of Graduate Studies.

APPLICATION TO THE PHD PROGRAM

M.A. students who wish to continue on to the Ph.D. program will apply directly to the Director of Graduate Studies by January 1st of their second year. The application materials are identical to those submitted by external applicants: a formal personal statement, a sample of academic writing, and three letters of recommendation. GRE test
scores (general and subject) and transcripts need not be resubmitted because these are already part of the student’s file in the Graduate Program office. Internal applicants do not need to pay an application fee and should not use the online application system based at the university’s graduate office.

**Ph.D. DEGREE**

The Ph.D. degree is designed to bring students with generalist preparation into specialized work in a significant area of British, American, and Anglophone literary and cultural studies and/or theory. Students are prepared to teach at the university level and to publish their research with reputable journals and presses.

All PhD students will be funded on a five-year Teaching Assistantship contingent upon successful completion of required coursework, the examinations, and satisfactory teaching. After successful completion of the Specialty exam and Dissertation Proposal, students enter candidacy. If funding permits, in the Fall term of the fourth year students will receive a semester long fellowship with no teaching.

When their Teaching Assistantship expires, students may continue to teach for the department on an S-contract. Contingent upon good teaching, students are eligible for a 2/2 teaching assignment in year six. The department cannot guarantee teaching past the sixth year of the PhD.

For a flow chart of the Ph.D. degree, see Appendix E.

**COURSEWORK**

The Ph.D. requires eight courses (24 credit hours). At least one of these courses must be in British and one in American literature. A reasonable balance between 600- and 800-level courses should be maintained, and students are welcome to take courses in other departments and programs with the approval of the Graduate Director. Courses numbered below 600 do not count toward the degree.

M.A. transfers may be required to take ENGL600 (Introduction to Graduate Study in English) and ENGL684 (Introduction to Literary Theory) if they have not had such courses. M.A. transfers who are Teaching Assistants are required to take ENGL688 (Teaching Composition) unless this requirement is waived by the Director of Writing. These required courses are in addition to the eight courses required for the Ph.D.

**RESEARCH TRACKS**

MA and PhD students in English may choose to organize their coursework around one of three research tracks: Print and Material Culture, Race and Ethnicity, and Transatlantic/Transnational Studies. These three tracks are designed to focus on
methodological or thematic areas of strength in the department that bring together faculty and students with interests in a variety of national literatures and historical periods.

Normally, students wishing to pursue a particular track will take two courses during the MA and four during the PhD to complete a track. Each semester the graduate director, in consultation with faculty members teaching during a given semester, will identify certain courses as ones that may be counted towards a given track. The department will offer at least one course in each track every semester.

The tracks will be reevaluated by the graduate committee every five years to insure that they continue to reflect the shape of the faculty and current directions in scholarship.

The tracks:

1. **Print and Material Culture**
   Courses that include a strong focus on the history of the book, publishing history, the material conditions of print and publication, as well as those focusing on objects, object theory, and visual culture.

2. **Race and Ethnicity**
   Courses organized around the literatures of various racial and ethnic groups, including African American, African and black diaspora, Jewish, Irish, South Asian, and Latino/a and courses dedicated to studying how the category of race functions in literature and culture.

3. **Transatlantic/Transnational Studies**
   Courses dedicated to studying the circulation and exchange of literature and culture across national, political, and geographic boundaries.

**Language/Skills Requirement**

All Ph.D. students are required to demonstrate either (1) an ability to read and work in two languages other than English; (2) an advanced ability to read and work in one language other than English; or (3) the acquisition of a skill or body of knowledge important to the student’s dissertation topic. For the methods of examination under option 1, see “Language Requirement” section for the M.A. degree (above). For option 2, students must pass a graduate course in their chosen language with a grade of B or better.

Option 3 may take many forms, such as relevant work experience, volunteer service, or coursework at the University of Delaware or elsewhere directly related to the dissertation. Some possible topics might include paleography, statistical analysis, and print technology. Because the skills requirement will vary depending upon the student’s research specialization, the graduate committee must approve proposals for a skills requirement. Should a student wish to satisfy the skills requirement through past work or
volunteer experience, the department will require a contemporary demonstration of the skill, such as a seminar length paper, a formal presentation, or workshop, as a condition of approval. Students will be required to submit a formal proposal to the graduate committee explaining precisely how their skill or body of knowledge will contribute to their scholarly, intellectual, and professional development. A supporting statement from the dissertation adviser should accompany the proposal.

The language/skills requirement must be fulfilled in order for a Ph.D. student to move to candidacy status.

**TEACHING EVALUATION**

Students continuing in the PhD program after successful completion of the MA at UD will have their teaching reviewed in the Fall of the third year of the PhD. Students who have received their MA from another institution will be reviewed on the MA student cycle in the Spring of the first year and the Fall of the second year and then again in the Fall of the third year. The first two reviews will be conducted by the Director of Composition.

The third and most comprehensive review, which all PhD students will complete in the Fall of the third year, will be conducted by the Director of Composition and the Director of Graduate Studies and will include a portfolio review, class observation, and a survey of teaching evaluations. Any student whose teaching is deemed unsatisfactory as a result of this review will not be funded for the last two years of the Teaching Assistantship.

**The Teaching Portfolio**

Each student must submit a teaching portfolio as part of the PhD teaching review. This portfolio will include:

1) A 250-500 word statement of teaching philosophy
2) Sample syllabi and sample assignments
3) A direct observation report
4) A letter of support from at least one faculty member other than + the student’s dissertation director

**SPECIALTY EXAMINATION**

All students are required to pass a Specialty Examination consisting of two parts: (1) a 20-page bibliographical essay; and (2) a 90-minute oral field examination. The Specialty Examination must be taken prior to the start of the fourth semester of PhD work. The student must submit the bibliographical essay for approval by the examiners no later than December 1st of the academic year in which the exam will be taken. Any student who is not prepared to take the specialty exam within this time period must petition the Graduate Director in writing for an extension. Any student who fails to take the specialty exam within the extension period will be recommended for dismissal from the program. See Appendix F for a description of the exam format.
THE DISSERTATION PROPOSAL

Before being admitted to formal candidacy, the student must prepare a dissertation proposal for approval by the Graduate Committee in consultation with a director and a second reader (both of whom must be tenure-track faculty members). The proposal should be a thorough document, including a statement of the subject, its exigency and audience, a survey of the significant primary and secondary materials, and a chapter outline. The proposal should be approximately 10-12 (double-spaced) pages in length. No student should work extensively on the dissertation until the proposal has been approved by the Graduate Committee.

Once the dissertation director and the second reader have approved the student’s proposal, they should signify their approval by signing and dating the final draft. The student will submit the signed draft to the Director of Graduate Studies, who will furnish copies to the other members of the Graduate Committee for their review. The final deadline for submission of a dissertation proposal to the Graduate Committee is April 15.

In the event the proposal does not receive Graduate Committee approval, the Director of Graduate Studies will write a memorandum to the director, with copies to the student and the second reader, explaining the reason for the negative decision. The Committee may also request modification of the proposal, in which case the Director of Graduate Studies will notify the director, the student, and the second reader in the same manner, explaining the specific nature of the modifications needed. If the student elects to change the topic or if the topic does not receive approval by the Graduate Committee, the student may submit either a new or a revised proposal following these same procedures.

THE DISSERTATION

The Director of Graduate Studies, in consultation with the dissertation director, will appoint third and fourth readers of the dissertation, the last of whom, as outside examiner, is not a member of the Department of English. All dissertations must conform to the University of Delaware “Thesis and Dissertation Manual,” available online from the Office of Graduate Studies.

Upon completing the dissertation, and in accordance with the university requirements, students will conduct a defense. The dissertation defense will be a 90-120 minute discussion with the student’s committee members of the major methodological, conceptual, literary historical, and formal questions addressed by the project. The defense will be open to the public.
FUNDING

TEACHING ASSISTANTSHIPS

The standard teaching assignment for graduate students is ENGL110 (Freshman Composition). However, the program aims to provide students with a diverse teaching portfolio, including tutoring in the University Writing Center, teaching advanced and honors writing courses, and teaching literature courses. In order to be eligible for a literature course assignment, a student must successfully complete a Graduate Apprenticeship in Teaching Literature, in which the student shadows an English Department faculty member in a literature class. The Apprenticeship should take place during the regular, 15-week semester, not during the Winter or Summer sessions. For details on the Apprenticeship, see Appendix G.

To ensure that each of our advanced PhD students has an opportunity to teach a literature course appropriate to their area of study—and to do so during a regular semester—the Director of Graduate Studies will consult with 3rd year PhD students and then meet with the Associate Chair to schedule such a course for 3rd-year PhD students. These courses will normally be 200-level surveys of literary periods (204-206) or genres (207-210). Students must have fulfilled a Graduate Mentorship in Teaching Literature (see Appendix G) and must have satisfactory teaching evaluations.

The Graduate Committee will review the submissions and work with the Associate Chair in making assignments. Teaching assignments are dependent upon high-quality performance in the classroom. Graduate students are eligible to teach for extra compensation during the Winter or Summer sessions.

RESEARCH ASSISTANTSHIPS

English graduate students are eligible for several assistantships. A few are research assistantships, sponsored by English Department faculty, others are jointly sponsored by English and other units in the university (such as Special Collections and the McNair Scholars Program). Assignments to these assistantships depend upon availability and are made in consultation between the sponsor and the Director of Graduate Studies. At the request of the sponsor, the Director of Graduate Studies will invite graduate students to submit applications for a given assistantship.

UNIVERSITY FELLOWSHIPS

The program nominates students each year for year-long university fellowships, awarded by the University of Delaware’s Office of Graduate Studies. The university fellowships are:

• The University Graduate Scholars Award (primarily used to recruit minority and underrepresented graduate students to the university).
• The University Graduate Fellows Award (English nominates only students entering their 3rd year of the Ph.D. program and engaged in dissertation writing)
• The University Dissertation Fellows Award (for dissertation writers in the 4th year of Ph.D. work)

Nominations for the Graduate Fellows and Dissertation Fellows Awards are made by the Graduate Committee in November. In early November the Director of Graduate Studies will solicit self-nominations from eligible graduate students, including:
• A current CV
• A two-page document providing a brief project description, an indication of work to date, and a work plan for the fellowship period.
• A letter of support from the dissertation director.

**DEPARTMENTAL DISSERTATION FELLOWSHIPS**

The program receives a limited number of semester-long fellowships from the College of Arts and Sciences each year and awards them to 3rd-year Ph.D. students on a competitive basis in order to support work on the dissertation. Students competing for Departmental Dissertation Fellowships must apply to the Director of Graduate Studies by **February 15**. An approved dissertation proposal is a prerequisite for applying for this fellowship. Applications consist of the following material:
• A current CV
• A two-page document providing a brief project description, an indication of work to date, and a work plan for the fellowship period.
• A letter of support from the dissertation director.

Upon completion of the fellowship, a brief report on the work accomplished during the fellowship period is due to the Director of Graduate Studies.

**SUMMER RESEARCH FELLOWSHIPS**

A limited number of Summer Research Fellowships, worth $4,500, are awarded by the Graduate Program annually to promote graduate student research and publication. All continuing graduate students are eligible, and there is no limit to the number of times a continuing student can receive a fellowship. These fellowships are awarded on a competitive basis, and recipients must agree not to perform any other paid work during the fellowship period. Summer Research Fellows will meet as a group periodically during the fellowship period to discuss work-in-progress. They will present their work to the department in a symposium in the following fall semester. Fellowships will be awarded by the Graduate Committee in November. In early November the Director of Graduate Studies will solicit self-nominations from graduate students, including:
• A current CV
• A 500-600 word document providing a brief project description, an indication of work to date, and a work plan for the fellowship period.
• A letter of support from the student’s advisor.
GRADUATE STUDENT TRAVEL FUNDING

The Graduate Program in the Department of English welcomes requests for funding to support graduate student travel for the purposes of conducting original research in libraries and archives and presenting research at academic conferences. The Graduate Director solicits travel funding requests at the beginning of the academic year, and the graduate committee reviews the requests and announces awards by the end of September. Because the call for requests happens only at the beginning of the year, students who anticipate travel to a library or a conference should make a request for funding even if their plans are not finalized. For details on how to apply for travel funding, please see Appendix H.
IMPORTANT RULES OF THE GRADUATE PROGRAM
For a comprehensive explanation of all rules governing graduate study at the University of Delaware, students and faculty should consult the *Graduate Catalogue*. Listed below are the rules that students and faculty tend to ask about most.

INDEPENDENT STUDY CREDITS
A maximum of 3 credit hours of Independent Study (ENGL666) may be counted toward the M.A. degree. Up to 6 credit hours of Independent Study courses (ENGL866) may be counted toward the PhD degree, and students are encouraged to take at least one Independent Study course in their area of specialization. All Independent Study courses must be approved by the Director of Graduate Studies and result in a substantial piece of written work.

Students are required to submit a formal proposal, including a syllabus and cover letter explaining the purpose of the course, to the Director of Graduate Studies before the beginning of the registration period for the semester in which they wish to take the independent study. The syllabus should be a formal document that includes the kinds of readings and writing assignments that would normally be included in a graduate seminar. To allow for flexibility, students may leave a few weeks open for subsequent adjustment according to where their reading and research takes them during the term. A formal syllabus for each Independent Study course will be kept on file in the Graduate Studies office.

TRANSFER CREDITS
Up to 9 credit hours from other universities or from other departments in this university may also be counted toward the degree, but only upon written application to and written approval from the Graduate Director and the University Office of Graduate Studies.

ACADEMIC STANDING
Students are required to maintain a minimum average of B (3.0) in their course work. Any grade below B may place the student's academic status and financial aid in jeopardy. In the event that a student fails to make satisfactory progress toward meeting the academic standards of the program, the Graduate Committee will recommend that the graduate faculty vote to dismiss the student from the program. For a complete description of the university rules about dismissal, see the *Graduate Catalogue*. Each student’s progress will be reviewed annually by the Director of Graduate Studies.

TIME LIMITS
Students holding assistantships normally finish all requirements for the M.A. within four semesters. Students may take up to five years to complete the degree, but written permission from the Office of Graduate Studies is required for work beyond the fifth year. The Ph.D. should be completed within five years of matriculation if the student is entering with an M.A., seven if entering without.
# APPENDIX A
## M.A. Degree Flow Chart

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TASKS</th>
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<tbody>
<tr>
<td>M.A. (Year 1)</td>
<td></td>
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<tr>
<td>First Semester</td>
<td>• 2-3 courses taken, including ENGL600 (Intro to Graduate Study) and ENGL 688 (Teaching Composition).</td>
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<tr>
<td></td>
<td>• Most funded students work in the University Writing Center.</td>
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<tr>
<td>M.A. (Year 1)</td>
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</tr>
<tr>
<td>Second Semester</td>
<td>• 2-3 courses taken.</td>
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<td></td>
<td>• Most funded students continue in the Writing Center and teach one section of ENGL110.</td>
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<tr>
<td></td>
<td>• Students planning to write a thesis submit proposal to advisor, then to the Graduate Committee.</td>
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<tr>
<td>M.A.(Year 2)</td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>• The Comprehensive Examination is administered just prior to the start of the first semester.</td>
</tr>
<tr>
<td></td>
<td>• 2-3 courses taken including ENGL684 (Introduction to Literary Theory).</td>
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<tr>
<td></td>
<td>Most funded students either teach two sections of ENGL110 or serve as an RA.</td>
</tr>
<tr>
<td></td>
<td>• Students writing theses complete 3 thesis credit hours (ENGL869).</td>
</tr>
<tr>
<td>M.A.(Year 2)</td>
<td></td>
</tr>
<tr>
<td>Second Semester</td>
<td>• 2-3 courses taken.</td>
</tr>
<tr>
<td></td>
<td>• Most funded students either teach one section of ENGL110 or serve as an RA.</td>
</tr>
<tr>
<td></td>
<td>• Students writing theses complete 3 thesis credit hours (ENGL896).</td>
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<tr>
<td></td>
<td>• Deadline for application for Ph.D. program is Feb. 1.</td>
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<td></td>
<td>• Deadline for application for advanced degree for spring M.A. graduation approx. mid Feb.</td>
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<tr>
<td></td>
<td>• Deadline for submission of M.A. thesis for spring graduation: approx. mid April.</td>
</tr>
<tr>
<td></td>
<td>• Students planning to go on for the Ph.D. and teach literature complete the Graduate Apprenticeship in Teaching Literature.</td>
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</table>
APPENDIX B
GUIDELINES FOR THE MA COMPREHENSIVE EXAMINATION
Approved December 2005 / Updated April 2012

Successful completion of the MA comprehensive examination is required for the MA in English and for admission to the PhD program. Based on a list of sixty-seven items and three supplementary clusters, the exam is designed to test a student’s preparation as a generalist in British, American, and Anglophone literature.\(^1\) It will be administered over a three-day period just prior to the start of the second year of the MA program.

FORMAT

The exam will be written and will be comprised of two sections:

Section One will be administered on the first day of the three-day examination period and will take a total of five hours divided into two sessions, the first from 9 am to 11:30 am, and the second from 12:30-3:00. Students will be given six substantive quotations from works on the reading list, spread out among the three historical periods that the list is divided into. The author and text of each quotation will be identified on the exam. Students will be required to choose four of the six quotations to compose short essays in which they demonstrate their close reading skills. Close reading refers to an approach to literary analysis in which the specific elements of the text, such as its language, grammar, syntax, imagery, figures of speech, repetitions, contradictions or juxtapositions become paramount. The close readings of the passages should contribute to an interpretation of the text that situates it in relation to broader cultural and literary historical developments.

Section Two, which will be administered as an open-book take home-essay exam, will be delivered to the students upon completion of Section One (no later than 4:00 pm on day one of the exam). Students will be given three essay questions and they will be required to answer two of them within 48 hours. For example, if Section One were to take place on a Tuesday, the essays would be distributed that afternoon (once students have completed Section One) and students would have to submit their essays by Thursday at 4:00 pm. Students will submit 1200-1500 word essays in response to each of the two questions they choose to answer. These questions will focus on issues such as genre, theme, subject matter, or language, and ask students to choose works from the list that come from three different historical periods and discuss them in terms of a given issue. Unlike the first section, these essay questions will be highly specific about the issue to be addressed, but will leave the choice of works up to the student. The goal of this section is to test a student’s ability to construct an argument and draw connections between works of literature from different historical eras.

PROCEDURE

The exam will be created by a three-member examination committee, comprised of graduate faculty members not serving on the graduate committee. The examination must then be approved by the graduate committee.

The questions on the exam will be based solely on works found on the reading list. Students are, of course, permitted to make reference to other works in their responses, but not at the expense of works on the list.

\(^1\) The list of sixty-seven items was updated in the spring semester, 2009. It will be reviewed and possibly amended in three years (i.e., spring semester, 2012).
Students are required to take the first section of the exam on a computer, and the computer lab in Memorial Hall will be made available on examination day for this purpose. The computers are for word processing only—access to additional files or the Internet will not be permitted.

EVALUATION OF COMPREHENSIVE EXAM

The examination committee will also evaluate the exams, grading them on a scale of high pass/pass/low pass/fail. The final mark will reflect the students’ performance on both sections of the exam. The results will be available by September 15th. Exam grades will be reported to the admissions subcommittee and will be considered by the committee during the admissions process for the PhD program. Failure on the exam will preclude admission to the PhD program.

A High Pass will be awarded to an exam that exhibits the following qualities: 1) performs an analysis of both the form and the content of the texts in question, 2) situates texts in relation to broader cultural and literary historical developments of the context in which they were produced, and 3) demonstrates the ability to marshal textual evidence in support of an argument about the text or texts discussed.

A Pass will be awarded to an exam that demonstrates the student’s capacity to analyze literary texts and formulate arguments about them. Such an exam will also reflect the student’s knowledge of the period and/or genre of the text. The distinction between a Pass and a High Pass will hinge on the extent to which mastery of these different elements of the text and its history are integrated into the interpretation as well as on the cogency of the broader argument.

A Low Pass denotes an exam that shows the student has read the texts and has a basic understanding of the context of their production, but also suggests gaps in knowledge, difficulty formulating an argument, and/or limitations in the ability to undertake literary critical analysis. Such an exam may also suffer from a lack of cohesion or other writing problems.

A Fail describes an exam that suggests significant gaps in preparation, an inability to situate texts in literary historical contexts, and/or an absence of analytical insight.
APPENDIX C
READING LIST FOR THE MA COMPREHENSIVE EXAM
Created May 2005 / Updated May 2009 / Updated May 2012

I. British Literature to 1660

1. **Anon**, *Pearl* and *Sir Gawain and the Green Knight*
3. **Julian of Norwich**, *Revelations of Divine Love / A Book of Showings*
4. **Kempe, Margery**, *The Book of Margery Kempe*
5. **Langland, William**, *Piers Plowman*
6. **Malory, Thomas**, *Le Morte D’Arthur*
9. **More, Thomas**, *Utopia*
10. **Sidney, Philip**, *Astrophil and Stella*, *Defense of Poesie*
11. **Spenser, Edmund**, *The Faerie Queene* (Books 1-3); *Epithalamion*
12. **Seventeenth Century Lyric Cluster** (see below)
15. **Milton, John**, *Paradise Lost*, *Lycidas*

II. British and American Literature 1660-1900

16. **Behn, Aphra**, *Oroonoko* and *The Rover*
17. **William Wycherly**, *The Country Wife*
18. **Defoe, Daniel**, *Robinson Crusoe*
19. **Fielding, Henry**, *Tom Jones*
21. **Burney, Frances**, *Evelina*
22. **Swift, Jonathan**, *Gulliver’s Travels*, and “Lady’s Dressing Room”
Written in a Country Churchyard;” Johnson, Samuel, “The Vanity of Human Wishes”

24. Sterne, Laurence, Tristram Shandy
25. Brockden Brown, Charles, Edgar Huntly

27. Franklin, Benjamin, The Autobiography
29. Austen, Jane, Sense and Sensibility
30. Shelley, Mary, Frankenstein
31. Cooper, James Fenimore, The Pioneers
32. Bronte, Charlotte, Jane Eyre

33. Romantic Poets: Blake, William, “Songs of Innocence and Experience,” Byron, George Gordon, Prometheus; Shelley, Percy Bysshe, “Ode to the West Wind” and Adonais; and Keats, John, the Six Odes (Psyche, Nightingale, Grecian Urn, Melancholy, Autumn, and Indolence); Wordsworth, William, Preface to Lyrical Ballads, “The Prelude, Tintern Abbey; Coleridge, Samuel Taylor, Rime of the Ancient Mariner, This Lime Tree Bower My Prison


35. Dickens, Charles, Great Expectations

37. Eliot, George, Middlemarch
38. Darwin, Charles, From On the Origin of Species by Means of Natural Selection: chapter 3 “Struggle for Existence,” and From The Descent of Man: Chapter 21 “General Summary and Conclusion”

39. 19th-Century American Short Fiction (see below)
40. Melville, Herman, Moby Dick
41. Whitman, Walt, Leaves of Grass (1855)

43. James, Henry, Daisy Miller and Washington Square
44. Stowe, Harriet Beecher, Uncle Tom's Cabin
45. Twain, Mark, Huckleberry Finn
III. British, American, and Anglophone World Literature, 1900-Present

46. Shaw, George Bernard, *Heartbreak House*
47. Wilde, Oscar, *The Importance of Being Earnest*
48. American Modernist Poetry Cluster (see below)
49. Twentieth-Century British Poetry Cluster (see below)
50. Hurston, Zora Neale, *Their Eyes Were Watching God*
52. Woolf, Virginia, *Mrs Dalloway* and “Mr. Bennett and Mrs. Brown”
53. Joyce, James, *The Portrait of the Artist as a Young Man*
54. Fitzgerald, F. Scott, *The Great Gatsby*
55. Hemingway, Ernest, *A Farewell to Arms*
56. Ellison, Ralph, *Invisible Man*
57. Faulkner, William, *As I Lay Dying*
58. Nabokov, Vladimir, *Lolita*
59. Silko, Leslie Marmon, *Ceremony*
60. Cisneros, Sandra, *House on Mango Street*
61. Dangarembga, Tsitsi, *Nervous Conditions*
62. Cynthia Ozick, *The Shawl*
63. Kingston, Maxine Hong, *The Woman Warrior*
65. Morrison, Toni, *Beloved*
66. DeLillo, Don, *White Noise*
67. Rushdie, Salman, *Midnight's Children*
68. Smith, Zadie, *White Teeth*
70. Contemporary Poetry Cluster (see below)

Supplementary Clusters

17th Century Lyric


19th-Century American Short Fiction

Davis, Rebecca Harding: "Life in the Iron Mills"
Gilman, Charlotte Perkins: "The Yellow Wallpaper"
Irving, Washington: "Rip Van Winkle," "The Legend of Sleepy Hollow"
Melville, Herman: "Bartleby, the Scrivener," "The Paradise of Bachelors and the Tartarus of Maids"

American Modernist Poetry

H.D.: "Garden," "Oread," and "Helen"
Williams, William Carlos: "Spring and All," "The Red Wheelbarrow," "This is Just to Say," “To Elsie”

Twentieth Century British Poetry:

Hardy, Thomas, “Channel Firing,” “Hap,” “The Darkling Thrush,” “Going and Staying”
Owen, Wilfred: "Dulce et Decorum Est" and “Strange Meeting”
Thomas, Dylan: "Fern Hill," "Do Not Go Gentle Into That Good Night"

Contemporary Poetry

World Poetry:

Bennett, Louise: "Colonisation in Reverse," "No Lickle Twang," "Dutty Tough"
Moraga, Cherrie: "For the Color of My Mother" "Loving in the War Years."
Soyinka, Wole, "Civilian and Soldier," "Telephone Conversation," "Lost Poems"
Walcott, Derek, Omeros, and “A Far Cry from Africa”

American Poetry:

Ashberry, John: "The Tennis Court Oath," "The Instruction Manual"
Clifton, Lucille: "homage to my hips," "won’t you celebrate with me," [I am accused of tending to the past]
Lee, Li-Young: "Persimmons," "A Hymn to Childhood," "Immigrant Blues," "This Room and Everything In It"
Lowell, Robert: "Skunk Hour," "For the Union Dead"
O’Hara, Frank: "The Day Lady Died," "Why I am Not a Painter"
Sanchez, Sonia: "Blues," ‘Poem #3”
APPENDIX D
GUIDELINES TO THE PORTFOLIO

A student who fails the Comprehensive Exam a second time will submit a portfolio of seminar papers and letters of support from faculty members by March 1 of the second year. It will include three seminar length research papers of the student’s choosing and letters of support from each of the faculty members for whose courses the essays were written. These materials will be evaluated by the same committee that created and evaluated the MA Comprehensive Exam.

The portfolio will be evaluated on a pass/fail basis. A portfolio will receive a passing grade if the papers demonstrate the student’s ability to present an original thesis, develop a clear argument with appropriate supporting textual and secondary evidence, and situate and extend an argument within the field. The letters from faculty should attest to the student’s ability to meet the minimum requirements for the MA, which include the ability to formulate arguments about literary texts, a knowledge of the essential texts in literature written in English, and an understanding of the ways in which both form and content shape the meanings of a work of literature. A failing portfolio will include essays that have flawed arguments with inadequate supporting textual and secondary evidence, and do not situate their arguments within the field. The letters from faculty in a failing portfolio will point to the student’s limited capacity to interpret literary texts through close attention to the form and content of the writing, to integrate supporting textual and secondary evidence, and/or to articulate their arguments in relation to the field.
## APPENDIX E
### PH.D. DEGREE FLOW CHART

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TASKS</th>
</tr>
</thead>
</table>
| Ph.D. (Year One) First Semester | 2-3 courses taken.  
                           | • Most funded students teach two courses or serve as an RA.  
                           | • Students planning to teach literature complete the Graduate Apprenticeship in Teaching Literature. |
| Ph.D. (Year One) Second Semester | 2-3 courses taken.  
                           | • Most funded students teach one course or serve as an RA.  
                           | • Students should form Specialty Examination Committee and begin preliminary work on the bibliographical essay. |
| Ph.D. (Year Two) First Semester | 2-3 courses taken.  
                           | • Most funded students teach one course or serve as an RA.  
                           | • Submit 20-page bibliographical essay to Specialty Examination committee no later than December 1st.  
                           | • Take oral Specialty Examination between semesters.  
                           | • Apply for Graduate Fellows Award. |
| Ph.D. (Year Two) Second Semester | Complete coursework including ENGL964 (Pre-Candidacy Study).  
                           | • Most students are on fellowship, teach, or serve as an RA.  
                           | • Line up dissertation director and second reader.  
                           | • Submit dissertation proposal, approved by director and second reader, to Graduate Committee.  
<pre><code>                       | • 2nd language or skills requirement must be satisfied in order to move to candidacy status. |
</code></pre>
<table>
<thead>
<tr>
<th>Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. (Year Three)</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation).</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation).</td>
</tr>
<tr>
<td>First Semester</td>
<td>• Most students are on fellowship, teach, or serve as an RA.</td>
<td>• Most students are on fellowship, teach, or serve as an RA.</td>
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<tr>
<td></td>
<td>• Consult with dissertation director and Director of Graduate Studies about</td>
<td></td>
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<tr>
<td></td>
<td>completing the dissertation committee.</td>
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</tr>
<tr>
<td></td>
<td>• Apply for University Dissertation Fellowship.</td>
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<tr>
<td>Ph.D. (Year Four)</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation) each semester.</td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>• Typically students take their research semester this term. Otherwise they</td>
<td>• Teach 2 courses.</td>
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<tr>
<td></td>
<td>would teach 2 courses.</td>
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<tr>
<td>Ph.D. (Year Four)</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation) each semester.</td>
<td></td>
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<tr>
<td>Second Semester</td>
<td>• Teach 2 courses.</td>
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<tr>
<td>Ph.D. (Year Five)</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation) each semester.</td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>• Teach 2 courses.</td>
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<tr>
<td>Ph.D. (Year Five)</td>
<td>• Register for six credits of ENGL969 (Doctoral Dissertation) each semester.</td>
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<tr>
<td>Second semester</td>
<td>• Teach 2 courses.</td>
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<tr>
<td></td>
<td>• Oral defense of dissertation upon completion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For May graduation: deadline to file application for advanced degree</td>
<td>• For August graduation: deadline to file application for graduate degree</td>
</tr>
<tr>
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<td>approximately 2/15; deadline to submit dissertation approximately 4/15.</td>
<td>approximately 5/15; deadline to submit dissertation approximately 7/15.</td>
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APPENDIX F

GUIDELINES FOR THE PHD SPECIALTY EXAMINATION
Approved December 2005/Revised Spring 2011

Successful completion of the PhD specialty examination is required for a PhD student to write the dissertation proposal and advance to candidacy status. The goal of this examination is to certify that the student has obtained a high level of professional knowledge in a given area of specialization (her “field”), and is prepared to write a substantial dissertation proposal within that area. The exam must be administered before the beginning of the fourth semester of PhD work.

FORMAT
The exam consists of two parts: a bibliographic essay and a ninety-minute oral exam. The bibliographic essay should be the foundation of the subsequent proposal. In no fewer than twenty pages, the bibliographic essay should describe the state of criticism on the major subjects specific to the field or fields addressed by the student’s future dissertation topic (i.e., significant primary works, genre, methodology, theory, etc.). Although this is the groundwork for the dissertation proposal, the bibliographic essay should focus less on a precise thesis or chapter structure and more on the issues and texts central to the area of specialization within which the student’s dissertation will seek to make a contribution. This document should include a title, an introduction that defines the field in literary and theoretical contexts, a set of issues to be engaged, a bibliography of significant primary and secondary sources, and an explanation of the relation between the specialization and past course work, current courses, and dissertation plans.

After the examination committee has approved the bibliographic essay, the student may schedule the oral examination in the specialty area. The specialty area should reflect the way the student hopes to present herself professionally and demonstrate the student’s developing mastery of her field’s major primary and secondary texts. The goal of the oral exam is to test how advanced graduate students are able to discuss their particular research interests—as defined by the bibliographic essay—in terms of the broader field of study with which they identify. In other words, students should be prepared to justify the value of their own research, as described in the bibliographic essay, to the field at large.

PROCEDURE
The exam will be administered by a three-member examination committee, comprised of the director of graduate studies and two tenure-track professors from the student’s area of specialization, nominated by the student and approved by the director of graduate studies. The bibliographic essay is due to the examination committee no later than December 1. After the committee has approved the bibliographic essay, the oral examination may be scheduled for any time prior to the start of the spring semester. The oral exam is graded pass/fail. In the event of a failure, the student has the opportunity for one, but only one reexamination at a time to be determined by the examiners. Failing the exam a second time denies the student further opportunity to pursue the PhD.
The feedback that a student receives from both the oral and written component of the specialty examination is meant to help the student produce a dissertation proposal, which is to be submitted shortly after successful completion of the Specialty Exam (i.e., before the end of the following semester).
APPENDIX G
GRADUATE APPRENTICESHIPS IN TEACHING LITERATURE

Background
Our program is committed to preparing graduates students for teaching as well as research. We strive to send well-prepared TAs into the classroom, and to help our graduates develop dossiers that show a range of teaching assignments. We currently qualify students to teach writing through the course ENGL688 (Teaching Composition), taught the second semester of the first year of the MA. The initial teaching of ENGL110 is accompanied by a weekly or bi-weekly practicum. There is similar follow-through with teaching ENGL312 (Written Communications in Business).

The graduate committee has approved Apprenticeships as one method for students to qualify for teaching literature classes. Students may also qualify to teach literature by serving as a TA in a large lecture format literature course in which they instruct discussion sections.

Guidelines:
Graduate students may set up an apprenticeship at any time after the first semester of their second year of the MA. The apprenticeship should be arranged in consultation with the Director of Graduate Studies, the Associate Chair, and a faculty member teaching a 200 or 300-level course in literature, film, or journalism. In most cases the course chosen will correspond to the student’s future emphasis in teaching. The student is expected to learn about teaching by “shadowing” a faculty member from the planning stage through the completion of a course. The student’s role is not to be confused with that of a teaching assistant. While each faculty member and apprentice should arrive at their own written set of expectations, typically the apprentice would:

• Meet with the faculty member to discuss the nature of the course (genre, period, issue), the development of a description for the course booklet, and the development of the syllabus
• Discuss goals and methods for several sessions which the student would attend. Methods may include lecturing, eliciting discussion, group work, problem-based learning, in-class writing
• Discuss the rationale and preparation for writing assignments and tests and the commenting and grading involved
• Participate in some way in the teaching of the course (teach or team-teach a few sessions, grade a set of papers)
• Make a retrospective assessment of the course, including possible changes for the next time

At the start of the apprenticeship, a written plan will be drawn up by the faculty member and the student, and at the end, the faculty member will certify that the student has carried out these expectations, supplying a signed copy of the plan, revised any significant changes, for the student’s file in the graduate office.
The faculty member will remain a mentor available to review course materials, respond to concerns, and visit classes when the student teaches his or her literature course. Faculty will be able to offer support for the student’s dossier, writing letters based on performance as an apprentice as well as an independent teacher.
APPENDIX H
GUIDELINES FOR GRADUATE STUDENT TRAVEL REQUESTS
Effective September 2006

The Graduate Program in the Department of English welcomes requests for funding to support graduate student travel for the purposes of conducting original research in libraries and archives and presenting research at academic conferences. The Graduate Director will solicit travel funding requests at the beginning of the academic year, and the graduate committee will review the requests and announce awards by the end of September. Because the call for requests happens only at the beginning of the year, students who anticipate travel to a library or a conference should make a request for funding even if their plans are not finalized.

Requests should be submitted electronically and should include the following:
1. A letter explaining the purpose of the proposed travel (including conference paper and session titles or the specific collections to be consulted). Students are encouraged to submit their abstract for conference presentations.
2. An advisor’s note of endorsement, attesting to the professional benefit of this conference or research travel.
3. A budget.
4. A vita

The Graduate Committee also requires that every student apply for matching funds from the university’s Office of Graduate Studies. Students are also encouraged to find other sources for matching funds, such as the university’s Office of Women’s Affairs (up to $100), the Office of Alumni and University Relations, and professional organizations.

Normally, students will be limited to one award a year, and there will be no guaranteed minimum award. The size of travel awards will vary depending on the distance one needs to travel, the significance of the travel in terms of the applicant’s research focus, and the number of conferences the applicant has previously attended. Upon completing the research or conference trip, students must notify the Director of Graduate Studies that their travel is complete and briefly report on the trip.