

HANDBOOK FOR GRADUATE STUDY IN ENGLISH AT THE UNIVERSITY OF DELAWARE 2018-2019

INTRODUCTION

The Department of English at the University of Delaware offers a fully funded six-year Ph.D. degree. Our program is focused around three primary Research Tracks in Print and Material Culture, Race and Ethnicity, and Transatlantic/Transnational Studies. All students are required to pursue research in one of these fields as a complement either to their work in a particular national literature, period, or thematic concern; or leading to innovative approaches that engage with textual analysis, the digital humanities, and/or the public face of the humanities. This handbook provides a guide to the requirements for the Ph.D., along with a detailed timeline that outlines the program semester by semester. Many aspects of graduate work at the University of Delaware are covered by university regulations, which can be found in the “Academic Regulations for Graduate Students” section of the *Undergraduate and Graduate Catalogue*.

Graduate students in our program 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 and Assessment of Learning. 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.

PROGRAM OF STUDY

The Ph.D. degree is designed to immerse students into specialized work in a significant area of British, American, and Anglophone literary and cultural studies and/or theory. At Delaware all Ph.D. students must also develop their coursework around one of the three designated Research Tracks, which focus work on Print and Material Culture, Race and Ethnicity, and Transatlantic/Transnational Studies. Students receive strong teacher preparation and will learn, among other things, the protocols of scholarly research and publishing. Graduate training in our program foregrounds the importance of preparing graduate students for a variety of career paths within and beyond the academy.

All Ph.D. students will be funded on a six-year Teaching Assistantship contingent upon successful completion of required coursework, program examinations, reasonable progress towards completion, and satisfactory teaching. After successful completion of the Specialty Exam and Doctoral Project Proposal, students enter candidacy. If funding permits, in the Spring term of the fourth year students will be eligible for a semester-long fellowship with no teaching (the Doctoral Project Fellowship). The department cannot guarantee teaching after the sixth year of the Ph.D.

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

COURSEWORK

Students are required to take fifteen courses (45 credit hours), including the Introduction to Literary Theory, Composition Theory and the Teaching of Writing, and the one-credit Introduction to Graduate Studies in English. Every student will be expected to take at least five courses in one of the Research Tracks described below, and at least one course in British literature 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 are required to take ten courses over two years and 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 (Composition Theory and the Teaching of Writing) unless this requirement is waived by the Director of Composition.

RESEARCH TRACKS

The English Department has adopted Research Tracks in three areas where the department and the university have developed a particular concentration of interest. The Tracks cut across sub-disciplinary groups, such as specific periods or national literatures, to identify methodological, thematic, and formal interests that are shared by a broad range of faculty across the department. The Tracks are intended to help students focus

their research interests and align them with the strengths of the department and important currents in the humanities. These Tracks are in:

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 museum studies, 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 culture.

3. Transatlantic/Transnational Studies

Courses dedicated to studying the circulation and exchange of literature and culture across national, political, and geographic boundaries.

Students are required to take at least five courses linked to one of three research tracks. Each semester the graduate director, in consultation with faculty members teaching during that 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.

As students progress towards the doctoral project, they may continue to work in these Tracks, but they may also develop projects that employ different methodologies or frameworks.

The graduate committee will review the Research Tracks at least every five years to ensure that they reflect the composition of the faculty and the changing nature of the profession.

LANGUAGE/SKILLS REQUIREMENT

All Ph.D. students are required to demonstrate either (1) an ability to read and work in one language other than English; or (2) the acquisition of a skill or body of knowledge important to the student's doctoral project. 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.* Students pursuing this option should contact the DGS in August or January to schedule an examination.
- Pass a three-credit graduate level course in a foreign language via the Department of Foreign Languages and Literature at U.D. or another institution.

- Submit evidence 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.

The “Skills” option may take many forms, such as relevant work experience, volunteer service, or coursework at the University of Delaware or elsewhere directly related to the doctoral project. Some possible topics might include paleography, statistical analysis, curatorial work, computer programming 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 in detail how their skill or body of knowledge will contribute to their scholarly, intellectual, and professional development. A supporting statement from the project adviser should accompany the proposal.

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

QUALIFYING EXAMINATION

During January and February of the second year all students will be required to take a qualifying exam to continue in the program. The exam consists of two parts: first, students will submit a revision of one of their seminar papers, ideally, in the field of study that they wish to pursue. This essay may also reflect the student’s interest in one of the Research Tracks. The second part will be an oral examination in which the student will respond to questions about the essay and demonstrate their mastery of the essential texts in their chosen field. A field can be constituted as a historical period, national literature, genre, or other broad framework that the student wishes to continue to study. For a more detailed account of the Qualifying Exam procedures see Appendix B. Students may not continue their Ph.D. studies if they do not successfully complete the Qualifying Exam. Second-year students who wish to exit the program without completing the Qualifying Exam may submit a Portfolio to be considered for an MA (see Appendix C).

SPECIALTY EXAMINATION

The Specialty Examination must be taken at the conclusion of the sixth semester of Ph.D. work. 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 student must submit the bibliographical essay for approval by the examiners no later than May 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 D for a description of the exam format.

THE DOCTORAL PROJECT PROPOSAL

Before being admitted to formal candidacy, the student must prepare a 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 an outline of the sections or chapters (in the case of a monograph). The proposal should be approximately 10-12 (double-spaced) pages in length. No student should work extensively on the doctoral project until the proposal has been approved by the Graduate Committee.

Once the 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 proposal to the Graduate Committee is **September 1** for those entering with a B.A. and **April 15** for those entering with an M.A..

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.

DISSERTATION OR DOCTORAL PROJECT

The student is responsible for assembling their doctoral project committee. If the student has difficulty in identifying an outside examiner, the Director of Graduate Studies, in consultation with the student's doctoral project director, will appoint an outside examiner who is not a member of the Department of English. All doctoral projects must conform to the University of Delaware "Thesis and Dissertation Manual," available online from the Office of Graduate Studies.

The doctoral project could take any number of forms including a traditional dissertation (monograph), a digital or public humanities project, a new edition of a text, a series of thematically related essays, or an interdisciplinary project. Regardless of the form that it takes, the project should draw on the student's training and coursework to incorporate the skills of textual interpretation and/or formal analysis to explore a specific cultural, political, or social question. The final project should include an introductory essay, in which the student demonstrates its logic, need, and contribution to literary and cultural studies. We invite students to develop new kinds of projects that will serve them in a variety of possible careers upon completion of the Ph.D. (see Appendix G).

Upon completion, and in accordance with the university requirements, students will defend the doctoral project. The 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.

TEACHING

TEACHING ASSISTANTSHIPS

The standard teaching assignment for graduate students is ENGL110 (Seminar in Composition). To prepare them for teaching, the department requires students to complete a Graduate Apprenticeship in the Teaching of Writing where they are assigned to assist the teaching of a large section of ENGL110 with a master teacher during their first semester. As a teaching assistant, they will co-teach and teach two classes, help comment and grade student work, and conference with assigned students outside of the class. During this first semester, all ENGL110 TAs will also meet weekly with the professors assigned to their section. In the second semester, typically Spring, graduate students will take ENGL688 (Composition Theory and the Teaching of Writing). Graduate students must also attend workshop meetings for all instructors in the composition program the day before each semester begins.

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 E.

To ensure that each of our advanced Ph.D. 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 students and then meet with the Associate Chair to schedule such a course in a subsequent semester. These courses will normally be 200-level surveys of literary periods (204-206) or genres (207-210). Students must have fulfilled a Graduate Apprenticeship in Teaching Literature (see Appendix E) 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 who are not receiving funding from other sources in Winter or Summer are eligible to teach for extra compensation during the Winter or Summer sessions.

TEACHING EVALUATION

Graduate students' teaching will be supervised by the Director of Composition over the course of their teaching career in the program. During their first semester of teaching, students will meet biweekly with the Assistant Director of Composition to discuss their teaching. Graduate student teachers will also be formally observed by the Composition Program during the first two semesters that they teach.

A comprehensive review, which all students will complete in the Fall of the third year, will be conducted by the Director of Composition and the Director of Graduate Studies. This comprehensive review requires students to submit a portfolio, described below. In case of a disagreement, the matter will be referred to the Chair. 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 Ph.D. 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 summary of and reflection on numerical teaching evaluations
- 5) A letter of support from at least one faculty member other than the student's faculty advisor (this can be combined with the observation report)

FUNDING

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 members of underrepresented groups to the university).
- The University Doctoral Fellowship Award (students entering their 4th or 5th year of the Ph.D. program are eligible to apply)
- The University Dissertation Fellowship Award (this award is usually reserved for doctoral candidates about to enter their last year of contract-based funding. The applicant must describe their plans for finishing the dissertation during the academic year in which they would hold the award.)

Nominations for the Doctoral Fellows and Dissertation Fellows Awards are made by the Graduate Committee in November. By **November 5**, eligible graduate students who wish to be considered for the award should send an email to the DGS and Academic Coordinator, which includes:

- 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 faculty advisor for the doctoral project.
- A 1-2 page statement describing the student's doctoral project and its anticipated

impact on the field, along with the proposed work schedule for the period of the fellowship

DEPARTMENTAL DOCTORAL PROJECT FELLOWSHIPS

The program receives a limited number of semester-long fellowships from the College of Arts and Sciences each year and awards them to doctoral students on a competitive basis in order to support work on the doctoral project (DP). Usually, Doctoral Project Fellowships are awarded in the Spring Semester, following review of unfunded applications for the University Doctoral Fellow award. 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 or reading group in the following academic year. 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, a statement regarding the significance of the project, an indication of work to date, and a work plan for the fellowship period.
- If the student has, in the past received an SRF: a paragraph summarizing the outcomes of the last SRF-funded project
- A letter of support from a faculty member who has agreed to oversee the project

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 F.

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

Up to 6 credit hours of Independent Study courses (ENGL866) may be counted toward the Ph.D. degree. One of these independent studies may be in preparation for the Specialty Exam in the Spring semester of the third year, particularly if there are no courses offered in the student's area during the semester in which they are preparing the Bibliographic Essay. All Independent Study courses must be approved by the Director of Graduate Studies and the Graduate Committee and result in a substantial piece of written work.

Students are required to email a formal proposal, including a syllabus and cover letter to the Director of Graduate Studies, copying the faculty member with whom they propose to take the course. Ideally, this should occur **before the beginning of the graduate course registration period** for the semester in which they wish to take the independent study. The deadline for independent study submission will be announced at the beginning of each semester. The cover letter should explain the rationale for the creation of the course and explain why these purposes cannot be fulfilled through regular coursework or through the student's normal program of independent research. 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. In evaluating the proposals, the Graduate Committee will consider whether the rationale for the course justifies the creation of an independent study, and whether the syllabus is equivalent in rigor and cohesion to that expected in a regular graduate seminar. A formal syllabus for each approved 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.

M.A. transfers who are Teaching Assistants are required to take ENGL688 (Teaching Composition) unless this requirement is waived by the Director of Composition.

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

The Ph.D. should be completed within seven years of matriculation. If the student is entering with an M.A., he or she would be expected to complete the degree within six years. When their Teaching Assistantship expires, students may be appointed to teach for the department on an S-contract. Contingent upon departmental need, reasonable progress towards completion, and good teaching, students are eligible for a 2/2 teaching assignment in year seven. The department cannot guarantee teaching past the sixth year of the Ph.D.

APPENDIX A
PH.D. DEGREE CALENDAR

6 Year Progress description (for students entering with a BA)	
SEMESTER	TASKS
Year 1 Semester 1	<ul style="list-style-type: none"> 3 courses taken, including ENGL684 Intro to Theory. <ul style="list-style-type: none"> Students also take the 1 credit Intro to Graduate Studies in English Most funded students work in the University Writing Center Most funded students serve as TAs in E110
Semester 2	<ul style="list-style-type: none"> 3 courses taken including ENGL 688 Composition Theory and the Teaching of Writing Most funded students work in the University Writing Center Most funded students serve as Apprentices for a Literature or advanced Composition Course
Year 2 Semester 1	<ul style="list-style-type: none"> 2 courses taken Most funded students either teach one section of ENGL110 or serve as an RA Qualifying Examination <ul style="list-style-type: none"> Students should identify an essay to revise for the exam and approach two faculty members to form the exam committee
Semester 2	<ul style="list-style-type: none"> 2 courses taken Most funded students teach two sections of ENGL110 or serve as an RA Qualifying Examination <ul style="list-style-type: none"> Revised essay due by Feb 1 oral exam should take place no later than Feb 28 Complete Foreign Language Requirement or Skills <ul style="list-style-type: none"> Students staying in the program can file for their MA degree in May
Year 3 Semester 1	<ul style="list-style-type: none"> 2 courses taken Most funded students teach 2 sections of ENGL110 or serve as an RA Specialty Examination <ul style="list-style-type: none"> Students should approach faculty members to form their committee and begin preliminary work on the Bibliographic Essay Students may apply for University Doctoral Fellowship Award <ul style="list-style-type: none"> Teaching Portfolio Due – third Friday in November
Semester 2	<ul style="list-style-type: none"> 3 courses taken, one of which may be an independent study organized around the Bibliographic Essay for the Specialty Exam Most funded students teach one section of ENGL110 or serve as an RA. Specialty Examination <ul style="list-style-type: none"> Submit Bibliographic Essay by May 1 Take Oral Specialty Examination by June 10 Doctoral Proposal <ul style="list-style-type: none"> Draft over summer under the guidance of your committee
Year 4 Semester 1	<ul style="list-style-type: none"> Teach 2 courses Register for six credits of ENGL964 (Pre-Candidacy Study) Doctoral Proposal <ul style="list-style-type: none"> Submit doctoral project proposal, approved by director and second reader, to Graduate Committee by Sept 1

Semester 2	<ul style="list-style-type: none"> Students with Doctoral or Department Fellowships typically do not teach this semester Register for nine credits of ENGL969 (Doctoral Dissertation)
Year 5	
Semester 1	<ul style="list-style-type: none"> Teach 1 course Register in UNIV999 (Doctoral Sustaining) Apply for University Dissertation Fellowship
Semester 2	<ul style="list-style-type: none"> Teach 2 courses Register in UNIV999 (Doctoral Sustaining)
Year 6	
Semester 1	<ul style="list-style-type: none"> Teach 2 courses <ul style="list-style-type: none"> Register in UNIV999 (Doctoral Sustaining)
Semester 2	<ul style="list-style-type: none"> Teach 2 courses <ul style="list-style-type: none"> Register in UNIV999 (Doctoral Sustaining) Oral defense of doctoral project upon completion For May graduation: deadline to file application for advanced degree February 15. For August graduation: deadline to file application for graduate degree May 15.

5 Year Progress description (for students entering with a MA)	
SEMESTER	TASKS
Year 1	
Semester 1	<ul style="list-style-type: none"> 2 courses taken, including ENGL684 Intro to Theory. Students also take the 1 credit Intro to Graduate Studies in English Most funded students serve as TAs in E110
Semester 2	<ul style="list-style-type: none"> 2 courses taken, including in most cases, ENGL 688 Intro to Composition Theory Most funded students serve as Apprentices for a Literature or advanced Composition Course
Year 2	
Semester 1	<ul style="list-style-type: none"> 2 courses taken Most funded students either teach one section of ENGL110 or serve as an RA Qualifying Examination <ul style="list-style-type: none"> Students should identify an essay to revise for the exam approach two faculty members to form the exam committee
Semester 2	<ul style="list-style-type: none"> 2 courses taken Most funded students teach two sections of ENGL110 or serve as an RA Qualifying Examination <ul style="list-style-type: none"> essay due by Feb 1 oral exam should take place no later than Feb 28 Complete Foreign Language Requirement or Skills Specialty Examination <ul style="list-style-type: none"> Students should approach faculty members to form their committee and begin preliminary work on the Bibliographic Essay
Year 3	
Semester 1	<ul style="list-style-type: none"> 2 courses taken, one of which can be an independent study organized around the Bibliographic Essay for the Specialty Exam Most funded students teach 2 sections of ENGL110 or serve as an RA Teaching Portfolio Due – third Friday in November Specialty Examination

	<ul style="list-style-type: none"> ○ Submit Bibliographic Essay by Dec 1 ○ Plan to take Oral Specialty Examination by start of Spring Semester • Students may apply for University Doctoral Fellowship Award
Year 3 Semester 2	<ul style="list-style-type: none"> • Most funded students teach one section of ENGL110 or serve as an RA. • Register for six credits of ENGL964 (Pre-Candidacy Study) • Specialty Examination – take Oral Specialty Examination by start of Spring Semester • Doctoral Proposal <ul style="list-style-type: none"> ○ Draft under guidance of your committee ○ Submit doctoral project proposal, approved by director and second reader, to Graduate Committee by April 15
Year 4 Semester 1	<ul style="list-style-type: none"> • Students with Doctoral or Department Fellowships typically do not teach this semester • Register for nine credits of ENGL969 (Doctoral Dissertation) • Apply for University Dissertation Fellowship
Semester 2	<ul style="list-style-type: none"> • Register in UNIV999 (Doctoral Sustaining) • Teach 2 courses
Year 5 Semester 1	<ul style="list-style-type: none"> • Teach 1 course • Register in UNIV999 (Doctoral Sustaining)
Semester 2	<ul style="list-style-type: none"> • Teach 2 courses • Register in UNIV999 (Doctoral Sustaining) • Oral defense of doctoral project upon completion • For May graduation: deadline to file application for advanced degree February 15. • For August graduation: deadline to file application for graduate degree May 15.

APPENDIX B

QUALIFYING EXAMINATION

The Qualifying Exam, which consists of a written component and an oral component, is designed to evaluate students' understanding of scholarly discourse and critical methods in their chosen field. The exam establishes the student's readiness for doctoral work. The student's written text will demonstrate an ability to write effectively. During the oral exam, the student will demonstrate a firm grasp of the works on the list and key questions in their field. Students who wish to leave the program may choose to simply opt out of the exam and submit a portfolio instead.

The examination committee will typically consist of the faculty member for whom the original paper was written, a second faculty member from the student's chosen field, and the DGS. If the faculty member for whom the paper was written cannot be present, a substitute faculty member will be asked by the DGS to assess the revisions.

For the written portion of the exam students will submit a substantially revised version of one of their seminar papers by 1 February. This essay should run between 4500 and 6000 words with notes. Ideally, this essay should focus on a question in the student's intended research field. On 1 February the student should submit a file that includes the original essay with the faculty member's comments, the revised version of the paper, and a 300-500 word statement discussing the changes they made to the paper. When they submit their essay, the student will also submit the field-related materials described below and schedule their oral examination, which must be completed before the end of February.

The oral examination will consist of a forty-five minute discussion between the student and their committee about the paper, the field, and the methodology employed in the paper. The field portion of the exam will be agreed upon between the student and the faculty member in the field. The student and the faculty member will work together to produce a list of no more than fifty texts for which the student will be responsible at the exam. In fields where there are both creative and scholarly works, two thirds of the texts on the list should be creative works. As part of the field document the student should also write a 200-300 word description of the field. These materials should be submitted on Feb 1 along with the essay-related materials.

Students who fail the exam will be allowed to retake the exam once. Within two weeks of the exam, the committee will deliver a one-page letter to the student describing strengths and areas for improvement. The student must complete the new exam before 15 April. If a student fails the second exam they may submit a portfolio of materials from their two years of coursework and apply to receive an MA degree (see Appendix C). They may not continue in the program.

Summary of Qualifying Exam materials to be submitted to the office of the DGS by 1 February

It is the responsibility of the student to establish a process of revision with the faculty member and schedule the exam in a timely fashion so as to meet the key deadlines.

- 1) Original paper submitted as coursework with faculty comments on it.
- 2) Revised essay (4500-6000 words).
- 3) Description of changes (300-500 words)
- 4) Description of field
- 5) List of 25-50 texts that constitute the field (a mix of primary and secondary where appropriate)

Criteria

A successful Qualifying Exam will include a significant revision of the seminar paper that shows that the student has understood and thought carefully about the faculty member's comments on it. During the oral portion of the exam, the student will demonstrate a clear knowledge of the key conceptual issues relevant to the essay and be able to address specific questions related to the analytical and interpretative moves undertaken by the essay. Students should also demonstrate a developing understanding of the contours of their chosen field and be able to productively engage in conversation about the major texts and questions shaping the field.

APPENDIX C

GUIDELINES TO THE PORTFOLIO

A student who either wishes to leave the program and receive an MA or fails the Qualifying Exam a second time will submit a Portfolio of seminar papers and letters of support from faculty members by 1 March of the second year, or after a second unsuccessful attempt at the Qualifying Exam. The portfolio will include three seminar-style papers or the equivalent of the student's choosing, along with letters of support from each of the faculty members for whose courses the essays were written. These materials will be evaluated by the Graduate Committee.

When submitting the Portfolio students should submit copies of their seminar papers **with** the faculty members' comments and grades. Each paper should be the "capstone" writing project for the course. Given the diversity of writing assignments faculty assign students, all of the papers need not be argument-driven essays, but at least one should be. In addition to the three papers, students should submit a brief 250-300 word statement describing their progress as researchers and writers as reflected in the essays they have submitted. All materials should be submitted in digital form to the Academic Support Coordinator for the Graduate Program.

Faculty Letters

Faculty letters should explicitly state whether the student's **performance** meets the criteria, that is, whether the student is deserving of the MA or not. Faculty should refer to the criteria below in their letters. It is the student's responsibility to contact faculty in a timely way (at least a month before the materials are due) and direct them to the criteria.

Criteria

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 engage in scholarly dialogue in their field, which in our department might be literary studies, rhetoric and composition, the digital humanities, or another emerging area. Students should demonstrate that they grasp the conventions and critical expectations of work in their field. The letters from faculty will attest to the student's ability to meet the minimum requirements for the MA, which include the ability to formulate arguments appropriate to their field. A failing portfolio will include essays or assignments that do not achieve their rhetorical purpose. For example, argumentative essay that do not prove their theses or demonstrate the students ability to link evidence and claims. The letters from faculty in a failing portfolio will point to the student's limited capacity to engage the defining questions in the field.

APPENDIX D

GUIDELINES FOR THE PH.D. SPECIALTY EXAMINATION

Successful completion of the Ph.D. specialty examination is required for a Ph.D. student to write the doctoral project (DP) 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 (his/her “field”), and is prepared to write a substantial project proposal within that area. The exam must be administered before the beginning of the fourth semester of Ph.D. 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 6000-7500 words, 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 doctoral project (i.e., significant primary works, genre, methodology, theory, etc.). Although this is the groundwork for the project 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 DP will seek to make a contribution. This document should include a title, an introduction that defines the field in literary and/or 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 DP 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 **May 1** (for students entering with a B.A.) or **December 1** (for students entering with an M.A.). 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 Ph.D.

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 doctoral project proposal, which is to be submitted shortly after successful completion of the Specialty Exam (i.e., before the end of the following semester).

APPENDIX E

GRADUATE APPRENTICESHIPS IN TEACHING

Background

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 a semester of assisting a professor in teaching ENGL110 and by successful completion of ENGL688 (Composition Theory and the Teaching of Writing), taught the second semester of the program. The initial teaching of ENGL110 is accompanied by a bi-weekly meeting. 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 who wish to teach courses in a field in which they have not yet completed an apprenticeship (e.g. film, business writing, etc.) may set up an apprenticeship at any time after completing the Qualifying Exam. 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 F

GUIDELINES FOR GRADUATE STUDENT TRAVEL REQUESTS

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.

APPENDIX G

DISSERTATION OR DOCTORAL PROJECT GUIDELINES

We encourage students to consider a variety of approaches to developing their dissertation or doctoral project. Students may wish to pursue the traditional monograph, but they also may wish to develop an alternative research project such as a digital humanities project, an edition of a text, or series of thematically linked essays. Students may also design their own research project to fit alternate career paths. These projects must incorporate literary modes of analysis, sustained research, and critical writing. In other words, they must build on the skills students have developed in their coursework.

Given that we are at a turning point in doctoral education at which new approaches to the dissertation are being encouraged by the MLA, we are including the MLA's "Guidelines for Evaluating Work in Digital Humanities and Digital Media." In this document, the MLA outlines several key principles for insuring symmetry between departmental expectations and the student's work, which could be adapted to multiple project forms:

- describe how their work may blend, redefine, or render obsolete the traditional boundaries between teaching, research, and service
- describe the process underlying creation of work in digital media (e.g., the creation of infrastructure as well as content) and their particular contributions
- describe how work in digital media requires new collaborative relationships with clients, publics, other departments, colleagues, and students
(http://www.mla.org/guidelines_evaluation_digital)

We encourage students to read the MLA's guidelines in full.

Below we briefly describe the contours of several of the typical kinds of project students might undertake, but this list is not meant to be comprehensive. We hope students with varied interest will expand upon and innovate new kinds of projects. In all cases, the DP should include an introductory essay, in which the student demonstrates the work's logic, need, and contribution to literary and cultural studies.

Monograph: A monograph is a work of literary criticism that explores a sustained argument over the course of a series of chapters (usually at least four) to examine a particular thematic, formal, or theoretical problem. Each of the chapters of the monograph takes up a different aspect or iteration of the topic.

Edition: Typically an editing project that brings to light a previously unavailable text or reassembles a known text on the basis of new archival evidence, such as newly available manuscripts, or new contexts for framing the work. Editions will include an analytical introduction describing the exigency of the project and extensive annotations.

Thematically-linked essays: A series of essays (at least 6) that engage a particular question or theme across several different iterations that explore the intersections between a set of related and/or overlapping fields. The series of essays should sustain an interest in a particular theme, form, or topic and the ways it has manifested in different fields or disciplines.

Digital Humanities Project: A rapidly evolving field, DH explores the ways new digital technologies allow new kinds of interpretive and analytical approaches to texts. DH projects can take a variety of forms, from a digitized and hyper-linked edition of a text or body of texts, to new ways of using digital tools to assemble, reassemble, and analyze texts. In all of these cases, the goal is to use computer and other technical tools both to open up new ways of analyzing texts and also to rethink our relationship to the text.