Proposed English Department Program Policy Statement

2015-2016

**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 document 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 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.

Admission Requirements

The application deadline for admission into the ~~English MA and~~ English PhD program is January 1st of each year for those seeking admission with full funding. Those seeking admission without funding, such as holders of external grants, U.S. Military academies, and local school teachers funded by their districts, must apply by May 1st of each year. Information required with the online application include the following:

* Resume or CV
* Statement of Objectives and Interests that answers the following questions (1–5 pages):

What are your intellectual objectives and how will your proposed plan of graduate study relate to them? Within English studies, are there areas of special interest to you? Please explain. How will the resources at the University of Delaware (faculty and otherwise) help you to achieve your objectives and pursue you areas of interest?

* Unofficial transcript of all U.S. college records
* GRE scores: General Test, minimum combined score of 300
* For International applicants, TOEFL scores: paper-based minimum score of 550, IBT minimum score of 79
* Three letters of recommendation
* Writing Sample (10–20 pages)

Applicants to the program must have earned a BA degree or must be in the process of earning a BA degree with an expected completion before the beginning of the Fall term.

Students are admitted into the program fully funded with the intention of full time study. The program does allow late applications to the program without funding but all initial offers are fully-funded spots.

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Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

**Program of Study\***

\*This new language eliminates all discussion of the M.A. degree as a separate component of the Graduate Program. We will no longer require an M.A. Comprehensive Exam or an optional M.A. Thesis. We also will no longer require an internal application to the Ph.D. program since all students admitted to the program will be Ph.D. students. And we will only require one Language or Skill in order to earn the Ph.D. The Ph.D. program now requires a total of 15 courses (45 credit hours).

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 receive a semester-long fellowship with no teaching. 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, Introduction to the Teaching of Composition, 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 (Teaching Composition) 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 objects, object theory, and visual culture.

1. **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.

1. **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.* 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 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, 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 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. Students who successfully complete the Qualifying Exam and continue in the program will receive an M.A. degree at the end of the second year. 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.

**Optional Terminal M.A. Degree**

Students who wish to leave the program and receive an M.A. degree must successfully pass the Qualifying Exam (with one re-examination permitted), complete a total of 10 courses (including the required courses in the program—ENGL600, ENGL 684 and ENGL 688), complete at least one course in American Literature and one course in British Literature, and earn at least a 3.5 cumulative GPA.

**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 C 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**.

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 Director of Graduate Studies, in consultation with the student’s advisor, will appoint readers of the doctoral project, including 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 F).

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. For additional information on the Dissertation or Doctoral Project please consult Appendix F.

**FUNDING**

**Teaching Assistantships**

The standard teaching assignment for graduate students is ENGL110 (Freshman Composition). To prepare them for teaching, the department requires students to take English 688 in their second semester in the program and attend a workshop in the composition program during the weeks prior to their first semester of teaching.

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 D.

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 Mentorship in Teaching Literature (see Appendix D) 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.

**Teaching Evaluation**

Students’ teaching will be monitored by the Director of Composition over the course of their teaching career in the program. 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

**Research Assistantships**

In addition to teaching assistantships, English graduate students are eligible for several research 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 Graduate Fellows Award (English nominates only students entering their 4th year of the Ph.D. program and engaged in writing their doctoral project)

• The University Dissertation Fellows Award (for students in the 5th year of Ph.D. work and engaged in writing their doctoral project)

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 faculty advisor for the doctoral project.

**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 to4th-year Ph.D. students on a competitive basis in order to support work on the doctoral project (DP). Students competing for Departmental DP Fellowships must apply to the Director of Graduate Studies by **February 15.** An approved DP proposal is a prerequisite for applying for this fellowship. Applicationsconsist 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 DP 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 E.

**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, and students are encouraged to take at least one Independent Study course in their area of specialization. One of these independent studies will be the preparation for the Specialty Exam in the Spring semester of the third year. 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. 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 Flow Chart

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| SEMESTER | TASKS |
| Year 1  First  Semester | • 3 courses taken, including ENGL684 Intro to Theory. Students also take the 1 credit Intro to Graduate Studies in English  • Most funded students work in the University Writing Center |
| Year 1  Second Semester | • 3 courses taken including ENGL 688 Intro to Composition Theory  • Most funded students work in the University Writing Center  • Shadow E110 instructor |
| Year 2  First Semester | • 2 courses taken  • Most funded students either teach one section of ENGL110 or serve as an RA |
| Year 2  Second Semester | • The Qualifying Examination essay is due by Jan 20 and the oral exam will take place no later than Feb 28  • Complete Foreign Language Requirement  • 2 courses taken  • Most funded students teach two sections of ENGL110 or serve as an RA |
| Year 3  First  Semester | • 2 courses taken  • Most funded students teach 2 sections of ENGL110 or serve as an RA  • Apply for Graduate Fellows Award  • Students should form Specialty Examination Committee and begin preliminary work on the Bibliographic Essay |
| Year 3  Second Semester | • 3 courses taken, one of which is 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.  • Submit Bibliographic Essay for Specialty Examination by May 1  • Take oral Specialty Examination by June 10  • Complete the Graduate Apprenticeship in Teaching Literature |

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| --- | --- |
| Year 4  First  Semester | • Register for six credits of ENGL964 (Pre-Candidacy Study)  • Submit doctoral project proposal, approved by director and second reader, to Graduate Committee by September 1  • Teach 2 courses |
| Year 4  Second Semester | • Register for nine credits of ENGL969 (Doctoral Dissertation)  • Typically students take their research semester this term |
| Year 5  First  Semester | • Register for six credits of UNIV999 (Doctoral Sustaining)  • Teach 1 course |
| Year 5  Second Semester | • Register for six credits of UNIV999 (Doctoral Sustaining)  • Teach 2 courses |
| Year 6  First  Semester | • Register for six credits of UNIV999 (Doctoral Sustaining)  • Teach 2 courses |
| Year 6  Second Semester | • Register for six credits of UNIV999 (Doctoral Sustaining)  • Teach 2 courses  • Oral defense of doctoral project upon completion  • For May graduation: deadline to file application for advanced degree approximately 2/15; deadline to submit doctoral project approximately 4/15  • For August graduation: deadline to file application for graduate degree approximately 5/15; deadline to submit doctoral project approximately 7/15 |

**Appendix B**

Qualifying Examination

The Qualifying Exam, which consists of a written component and an oral component, is designed to evaluate the students’ understanding of scholarly discourse and critical methods rather than their knowledge of specific texts or fields. The examination committee will 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 will be identified, but the original recipient of the essay will contribute written comments whenever possible.

For the written portion of the exam students will submit a revised version of one of their research papers by Feb 1. This essay should run between 4500 and 6000 words with notes. The paper should focus on a question in the field in which the student intends to pursue his or her research. At the time when they submit their essay students should also schedule the oral examination, which must be completed before the end of February.

The oral examination will consist of a forty-five minute discussion with the student about the paper, the field, and the methodology employed. 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. These should be primary texts. The student will also be responsible for a list of twenty critical works from their chosen field.

Within two weeks of the oral examination the student will be given a one-page letter describing strengths and areas for improvement. Recommendations from the exam committee could include a requirement for more coursework in particular areas. Students who fail the Qualifying exam will be allowed to retake the exam. They must complete the new exam before April 15.

**Appendix C**

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 end of their sixth 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 May1. After the committee has approved the bibliographic essay, the oral examination may be scheduled for any time prior to the beginning of the following fall 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 D**

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 program. 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 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 E**

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 F**

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.

**Appendix G**

Departmental operations

Contact Information

Students are responsible for keeping the department up to date on addresses, telephone numbers and other contact information as needed.

Graduate Offices and Facilities

There are two graduate student offices housed in Memorial Hall, 116 and 213. Students will be assigned an office and desk at the beginning of each academic year and will receive keys for the building and assigned office. Mailboxes are provided for each student in 213 Memorial Hall with daily mail delivery. Students may access their mailboxes at any time. Phones located within each of the student offices may be used by the students at any time.

There are 2 computers and 1 printer located within each of the student offices. Students will share the equipment and can use it at any time. A department wide copy machine is located in the copy room on the 2nd floor of Memorial Hall. Students will need to enter the last 5 digits of their employee ID# in order to use the copy machine. Students are expected to turn off the lights and shut/lock the office doors when they are the last to leave the office. Students are responsible for returning their building and office keys in the event of an office change or upon graduation from the program.

Graduate Student Representation

Students are encouraged to apply for a Graduate Student Government Senator position. The Office of Graduate and Professional Education will notify the department of the nomination period before the beginning of each academic year.