UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Timothy Spaulding, Dir. Graduate Studies  phone number: (302) 831-3657

Department:  English  email address: aspauldi@udel.edu

Date:  October 31, 2013

Action:  Convert current 7-year English M.A./Ph.D. program to a 6-year direct to Ph.D. program

Effective term: 2015F

Current degree:  M.A./Ph.D.
(Example:  BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of:  M.A./Ph.D.
(Example:  BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name:  No change in program name
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _________________________________
(Example:  Applied Music – Instrumental degree BMAS)

Undergraduate minor: _________________
(Example:  African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: Deleting and revising language pertaining to the M.A. program to conform to establishing a direct to Ph.D. program
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study:  English M.A./Ph.D. program

Graduate minor / concentration: __________________________________________

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

There are no new required courses in the proposal.
Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: [http://www.ugs.udel.edu/gened/](http://www.ugs.udel.edu/gened/)

Identify other units affected by the proposed changes:
None.

Describe the rationale for the proposed program change(s):
Although the English Graduate program has been quite prosperous in the last decade, we have seen a decline in numbers of applicants in the last few years. The English Department has decided that we need to proactively make strategic changes to the program. The proposal assembled by the English Graduate Studies Committee eliminates the terminal MA and moves us to a direct-to-PhD. admissions model that will provide 6 years of funding and streamline the program. The new direct-to-PhD program will enable us to accomplish several major goals, including:

1) expand the pool of applicants to become more selective in our admissions,
2) streamline our program to shorten time to degree,
3) integrate our Research Tracks more effectively,
4) facilitate an alt-academic placement path for students who earn a Ph.D.
5) improve our minority recruitment and retention

For this program revision the committee looked at a number of peer institutions including Penn State, Maryland, Missouri, UConn, and Nebraska. We found a variety of interesting models at those institutions, but ultimately we decided to focus on ways we could make the most of our department’s demography and geography. Our Research Tracks, for example, reflect broad trends in the profession but also the particular strengths of our faculty in English and the humanities at Delaware. At the same time, our approach to expanding the types of doctoral projects our students produce reflects not only our engagement with current conversations in the field but also our program’s history of placing students in variety of careers both within and outside of the academy.

Program Requirements:
(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and include a side-by-side comparison of the credit distribution before and after the proposed change.)

Proposed Program Requirements in the Course Catalog:
The Ph.D. in English is granted when students have: (1) completed at least 15 courses (45 credit hours); (2) demonstrated either (a) an ability to read and work in one language other than English or (b) the acquisition of a skill or body of knowledge important to the student’s doctoral project; (3) passed the Qualifying and the Ph.D. Specialty exam; (4) completed and successfully defended the doctoral project.

Students who wish to leave the program and receive an M.A. degree must successfully pass the Qualifying Exam, 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.

**Current Program Requirements in the Course Catalog:**
The MA in English is granted when the following requirements have been met: (1) at least ten courses (30 credit hours), or eight courses (24 credit hours) plus thesis (ENGL 869, 6 credits); (2) demonstrated ability to work in a foreign language; and (3) successful completion of the MA Comprehensive Examination.

The PhD is granted when the following requirements have been met: (1) at least eight courses (24 credit hours) beyond those taken for the MA; (2) full-time study in two consecutive semesters; (3) demonstrated ability to work in a second foreign language or advanced ability in one foreign language; (4) passing the PhD Specialty Examination; (5) writing and successfully defending the dissertation.

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson ________________________________ Date ________________

Dean of College ___________________________________________ Date ________________

Chairperson, College Curriculum Committee________________________ Date ________________

Chairperson, Senate Com. on UG or GR Studies________________________ Date ________________

Chairperson, Senate Coordinating Com.________________________ Date ________________

Secretary, Faculty Senate ______________________________ Date ________________

Date of Senate Resolution ________________________________ Date to be Effective ______________

Registrar ______________________________ Program Code, ______________ Date ________________

Vice Provost for Academic Affairs & International Programs________________________ Date ________________

Provost ______________________________ Date ________________

Board of Trustee Notification ______________________________ Date ________________

Revised 02/09/2009 /khs
Checklist for Curriculum Proposals

__X__. 1. Are all signatures on the hard copy of the proposal?

__X__. 2. Is the effective date correct?

__X__. 3. Is the rationale for the proposal consistent with the changes proposed?

__X__. 4. Does the proposed number of credits match the stated number?

N/A. 5. Have affected units been identified and contacted? Are required support letters attached?

__X__. 6. Is a resolution necessary? If so, is it attached?

(Necessary for: establishing a major; disestablishing a major; a name change to any program with permanent status; a name change to a department or college; a transfer or creation of any department; request for permanent status).

__X__. 7. Are all courses (required or referenced) in the UDSIS Inventory or in the approval process?

__N/A__. 8. Are all university requirements correctly specified?

___ A. Breadth requirements.

___ B. Multicultural requirement.

___ C. Writing requirement.

___ D. DLE requirement.

__X__. 9. Are all college requirements correctly specified?

__X__. 9. Is a side-by-side comparison provided?
<table>
<thead>
<tr>
<th>Current Catalog Information</th>
<th>Proposed Catalog Information</th>
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<tbody>
<tr>
<td><strong>English (MA, PhD)</strong></td>
<td><strong>English (Ph.D.)</strong></td>
</tr>
<tr>
<td>Telephone: (302) 831-2363</td>
<td>Telephone: (302) 831-2363</td>
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<td><a href="http://www.english.udel.edu/programs/grad/Pages/default.aspx">http://www.english.udel.edu/programs/grad/Pages/default.aspx</a></td>
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<td>Faculty Listing: <a href="http://www.english.udel.edu/people/Pages/core-faculty.aspx">http://www.english.udel.edu/people/Pages/core-faculty.aspx</a></td>
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**Program Overview**

The Graduate Program in English offers a Master of Arts and a Doctor of Philosophy degree program. The program's main objective is to prepare students to be productive scholars and excellent teachers of English studies. To achieve this goal, we offer an ambitious range of courses in English, American and Anglophone literature, literacy theory, cultural studies, film studies, theatre history, rhetoric and composition, and the history of the English language. Students receive rigorous training in the methods of literary research and are encouraged to publish their work in scholarly and professional journals as part of their studies. Pedagogical training in the teaching of writing and literature, prepares students to teach a variety of courses. The department has a large number of full-time faculty, three of whom hold named chairs. Graduate students and faculty meet to share work outside the classroom in a rich array of student-faculty colloquia, scholarly lectures, and readings.

**Requirements For Admission**

An applicant for the MA program is expected to have an undergraduate major in English consisting of approximately 30 credit hours in English and American literature above the freshman level. The average in this work should be at least A-/B+ (3.5 on a scale of 1 to 4). The applicant must take the Graduate Record Examinations and is expected to score at least 1100 in the combined Verbal and Analytical tests, and for PhD applicants at least 500 in the Advanced Test in English and American literature. Three letters of recommendation and a writing sample (a critical paper) are required.

Students with a B.A. who seek to enter the PhD program must first gain admission to the MA program. Students who distinguish themselves in the MA program may then apply to enter the PhD program.

An applicant for the Ph.D. program is expected to have an undergraduate major in English consisting of approximately 30 credit hours in English and American literature above the freshman level. The average in this work should be at least A-/B+ (3.5 on a scale of 1 to 4). The applicant must take the Graduate Record Examinations and is expected to score at least 1100 in the combined Verbal and Analytical tests. Three letters of recommendation and a writing sample (a critical paper) are required.
Transfer students with MAs from other institutions may also apply for the PhD program. They are expected to have an academic index of at least 3.75 in their MA courses, a combined score of at least 1200 in the Verbal and Analytical tests, at least 600 in the GRE Advanced Test in literature, and excellent recommendations from their graduate professors. Their writing samples should evidence strong analytical abilities.

Students are admitted into the graduate program for the Fall semester only. For students applying for funding as well as admission to the graduate program, all application materials must be postmarked by January 1. For those seeking admission without funding, all application materials must be postmarked by May 1.

Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other relevant strengths.

Financial Aid

The Department of English funds approximately 40 students each year, contingent upon satisfactory progress. Funded students are granted one of the following awards: a fellowship; a teaching, research, editorial, or administrative assistantship; or a teaching assistantship in the University Writing Center. All students on stipend receive tuition scholarships and have the opportunity to purchase, at low cost, coverage under the University's Graduate Student Accident and Sickness Insurance Plan.

Teaching assistants in the classroom normally teach one section of freshman composition in one semester and two in the other semester. Experienced teaching assistants have opportunities to teach other composition and literature courses. Students who serve as research, editorial, or administrative assistants and those who teach in the Writing Center work 15-20 hours per week each semester.

Requirements For The Degrees

The MA in English is granted when the following requirements have been met: (1) at least ten courses...
(30 credit hours), or eight courses (24 credit hours) plus thesis (ENGL 869, 6 credits); (2) demonstrated ability to work in a foreign language; and (3) successful completion of the MA Comprehensive Examination.

The PhD is granted when the following requirements have been met: (1) at least eight courses (24 credit hours) beyond those taken for the MA; (2) full-time study in two consecutive semesters; (3) demonstrated ability to work in a second foreign language or advanced ability in one foreign language; (4) passing the PhD Specialty Examination; (5) writing and successfully defending the dissertation.

demonstrated either (a) an ability to read and work in one language other than English or (b) the acquisition of a skill or body of knowledge important to the student’s doctoral project; (3) passed the Qualifying and the Ph.D. Specialty exam; (4) completed and successfully defended the doctoral project.

Students who wish to leave the program and receive an M.A. degree must successfully pass the Qualifying Exam, 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.
INTRODUCTION

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

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

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

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

ADMISSION REQUIREMENTS

The application deadline for admission into the English MA and English PhD programs 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: MA: General Test with a minimum score of 1100 in the combined Verbal and Analytical tests, PhD: General & English Subject Tests with a minimum score of 500 in the Advanced test in English and American literature.
- 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 MA 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. Applicants to the PhD program must have earned an MA degree or must be in the process of earning an MA degree with an expected completion before the beginning of the Fall term.

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

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.

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.

DEGREE REQUIREMENTS

M.A. DEGREE

The M.A. program is designed to introduce students to literary research, to extend their knowledge of British and American literature and culture, to offer training in literary theory and criticism, and to broaden the professional opportunities available for students preparing to teach composition and literature. All students accepted into the M.A. Program will be funded for two years through an appointment in the Writing Center and a Teaching Assistantship. For a flow chart of the normal progress towards the M.A. degree, see Appendix A.
COURSEWORK

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

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

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

- ENGL684, “Introduction to Literary Theory”

All MA students must also satisfy the following distribution requirements:

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

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

LANGUAGE REQUIREMENT

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

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

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

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

M.A. THESIS OPTION

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

APPLICATION TO THE PhD PROGRAM

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

Ph.D. DEGREE

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

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

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

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

**COURSEWORK**

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

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

**RESEARCH TRACKS**

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

Normally, students wishing to pursue a particular track will take two courses during the MA and four during the PhD to complete a track. Each semester the graduate director, in consultation with faculty members teaching during a given semester, will identify certain courses as ones that may be counted towards a given track. The department will offer at least one course in each track every semester.
The tracks will be reevaluated by the graduate committee every five years to insure that they continue to reflect the shape of the faculty and current directions in scholarship.

The tracks:

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

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

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

**LANGUAGE/SKILLS REQUIREMENT**

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

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

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

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

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

The Teaching Portfolio

Each student must submit a teaching portfolio as part of the PhD teaching review. This portfolio will include:
1) A 250-500 word statement of teaching philosophy
2) Sample syllabi and sample assignments
3) A direct observation report
4) A letter of support from at least one faculty member other than + the student’s dissertation director

SPECIALTY EXAMINATION

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

THE DISSERTATION PROPOSAL

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

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

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

**THE DISSERTATION**

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

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

TEACHING ASSISTANTSHIPS

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

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

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

RESEARCH ASSISTANTSHIPS

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

UNIVERSITY FELLOWSHIPS

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

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

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

**DEPARTMENTAL DISSERTATION FELLOWSHIPS**

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

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

**SUMMER RESEARCH FELLOWSHIPS**

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

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

For a comprehensive explanation of all rules governing graduate study at the University of Delaware, students and faculty should consult the *Graduate Catalogue*. Listed below are the rules that students and faculty tend to ask about most.

**INDEPENDENT STUDY CREDITS**

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

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

**TRANSFER CREDITS**

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

**ACADEMIC STANDING**

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

**TIME LIMITS**

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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (Year 1) First Semester</td>
<td>• 2-3 courses taken, including ENGL600 (Intro to Graduate Study) and ENGL 688 (Teaching Composition).</td>
</tr>
<tr>
<td></td>
<td>• Most funded students work in the University Writing Center.</td>
</tr>
<tr>
<td>M.A. (Year 1) Second Semester</td>
<td>• 2-3 courses taken.</td>
</tr>
<tr>
<td></td>
<td>• Most funded students continue in the Writing Center and teach one section of ENGL110.</td>
</tr>
<tr>
<td></td>
<td>• Students planning to write a thesis submit proposal to advisor, then to the Graduate Committee.</td>
</tr>
<tr>
<td>M.A.(Year 2) First Semester</td>
<td>• The Comprehensive Examination is administered just prior to the start of the first semester.</td>
</tr>
<tr>
<td></td>
<td>• 2-3 courses taken including ENGL684 (Introduction to Literary Theory).</td>
</tr>
<tr>
<td></td>
<td>Most funded students either teach two sections of ENGL110 or serve as an RA.</td>
</tr>
<tr>
<td></td>
<td>• Students writing theses complete 3 thesis credit hours (ENGL869).</td>
</tr>
<tr>
<td>M.A.(Year 2) Second Semester</td>
<td>• 2-3 courses taken.</td>
</tr>
<tr>
<td></td>
<td>• Most funded students either teach one section of ENGL110 or serve as an RA.</td>
</tr>
<tr>
<td></td>
<td>• Students writing theses complete 3 thesis credit hours (ENGL896).</td>
</tr>
<tr>
<td></td>
<td>• Deadline for application for Ph.D. program is Feb. 1.</td>
</tr>
<tr>
<td></td>
<td>• Deadline for application for advanced degree for spring M.A. graduation approx. mid Feb.</td>
</tr>
<tr>
<td></td>
<td>• Deadline for submission of M.A. thesis for spring graduation: approx. mid April.</td>
</tr>
<tr>
<td></td>
<td>• Students planning to go on for the Ph.D. and teach literature complete the Graduate Apprenticeship in Teaching Literature.</td>
</tr>
</tbody>
</table>
Successful completion of the MA comprehensive examination is required for the MA in English and for admission to the PhD program. Based on a list of sixty-seven items and three supplementary clusters, the exam is designed to test a student’s preparation as a generalist in British, American, and Anglophone literature.\textsuperscript{1} It will be administered over a three-day period just prior to the start of the second year of the MA program.

**FORMAT**

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

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

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

**PROCEDURE**

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

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

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

EVALUATION OF COMPREHENSIVE EXAM

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

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

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

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

A Fail describes an exam that suggests significant gaps in preparation, an inability to situate texts in literary historical contexts, and/or an absence of analytical insight.
APPENDIX C

READING LIST FOR THE MA COMPREHENSIVE EXAM
Created May 2005 / Updated May 2009 / Updated May 2012

I. British Literature to 1660

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

II. British and American Literature 1660-1900

16. Behn, Aphra, Oroonoko and The Rover
18. Defoe, Daniel, Robinson Crusoe
19. Fielding, Henry, Tom Jones
21. Burney, Frances, Evelina
22. Swift, Jonathan, Gulliver’s Travels, and “Lady’s Dressing Room”
<table>
<thead>
<tr>
<th>Number</th>
<th>Author/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Sterne, Laurence, <em>Tristram Shandy</em></td>
</tr>
<tr>
<td>25</td>
<td>Brockden Brown, Charles, <em>Edgar Huntly</em></td>
</tr>
<tr>
<td>27</td>
<td>Franklin, Benjamin, <em>The Autobiography</em></td>
</tr>
<tr>
<td>28</td>
<td>Richard Sheridan, <em>The School for Scandal</em></td>
</tr>
<tr>
<td>29</td>
<td>Austen, Jane, <em>Sense and Sensibility</em></td>
</tr>
<tr>
<td>30</td>
<td>Shelley, Mary, <em>Frankenstein</em></td>
</tr>
<tr>
<td>31</td>
<td>Cooper, James Fenimore, <em>The Pioneers</em></td>
</tr>
<tr>
<td>32</td>
<td>Bronte, Charlotte, <em>Jane Eyre</em></td>
</tr>
<tr>
<td>35</td>
<td>Dickens, Charles, <em>Great Expectations</em></td>
</tr>
<tr>
<td>37</td>
<td>Eliot, George, <em>Middlemarch</em></td>
</tr>
<tr>
<td>38</td>
<td>Darwin, Charles, From <em>On the Origin of Species by Means of Natural Selection</em>: chapter 3 “Struggle for Existence,” and From <em>The Descent of Man</em>: Chapter 21 “General Summary and Conclusion”</td>
</tr>
<tr>
<td>39</td>
<td>19th-Century American Short Fiction (see below)</td>
</tr>
<tr>
<td>40</td>
<td>Melville, Herman, <em>Moby Dick</em></td>
</tr>
<tr>
<td>41</td>
<td>Whitman, Walt, <em>Leaves of Grass</em> (1855)</td>
</tr>
<tr>
<td>43</td>
<td>James, Henry, <em>Daisy Miller</em> and <em>Washington Square</em></td>
</tr>
<tr>
<td>44</td>
<td>Stowe, Harriet Beecher, <em>Uncle Tom's Cabin</em></td>
</tr>
<tr>
<td>45</td>
<td>Twain, Mark, <em>Huckleberry Finn</em></td>
</tr>
</tbody>
</table>
III. British, American, and Anglophone World Literature, 1900-Present

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

Supplementary Clusters

17th Century Lyric


19th-Century American Short Fiction

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

American Modernist Poetry

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

Twentieth Century British Poetry:

Hardy, Thomas, “Channel Firing,” “Hap,” “The Darkling Thrush,” “Going and Staying”
Larkin, Philip: "Church Going," "Toads," "Faith Healing," "1914"
Owen, Wilfred: "Dulce et Decorum Est" and “Strange Meeting”
Thomas, Dylan: "Fern Hill," "Do Not Go Gentle Into That Good Night"

Contemporary Poetry

World Poetry:

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

American Poetry:

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

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

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

#### PH.D. DEGREE FLOW CHART

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TASKS</th>
</tr>
</thead>
</table>
| Ph.D. (Year One) First Semester | • 2-3 courses taken.  
                           | • Most funded students teach two courses or serve as an RA.  
                           | • Students planning to teach literature complete the Graduate Apprenticeship in Teaching Literature.                         |
| Ph.D. (Year One) Second Semester | • 2-3 courses taken.  
                           | • Most funded students teach one course or serve as an RA.  
                           | • Students should form Specialty Examination Committee and begin preliminary work on the bibliographical essay.        |
| Ph.D. (Year Two) First Semester | • 2-3 courses taken.  
                           | • Most funded students teach one course or serve as an RA.  
                           | • Submit 20-page bibliographical essay to Specialty Examination committee no later than December 1st.  
                           | • Take oral Specialty Examination between semesters.  
                           | • Apply for Graduate Fellows Award.                                                                             |
| Ph.D. (Year Two) Second Semester | • Complete coursework including ENGL964 (Pre-Candidacy Study).  
                           | • Most students are on fellowship, teach, or serve as an RA.  
                           | • Line up dissertation director and second reader.  
                           | • Submit dissertation proposal, approved by director and second reader, to Graduate Committee.  
                           | • 2nd language or skills requirement must be satisfied in order to move to candidacy status.                   |
| Ph.D. (Year Three) | First Semester | Register for six credits of ENGL969 (Doctoral Dissertation).  
• Most students are on fellowship, teach, or serve as an RA.  
• Consult with dissertation director and Director of Graduate Studies about completing the dissertation committee.  
• Apply for University Dissertation Fellowship. |
| Ph.D. (Year Three) | Second Semester | Register for six credits of ENGL969 (Doctoral Dissertation).  
• Most students are on fellowship, teach, or serve as an RA. |
| Ph.D. (Year Four) | First Semester | Register for six credits of ENGL969 (Doctoral Dissertation) each semester.  
• Typically students take their research semester this term. Otherwise they would teach 2 courses. |
| Ph.D. (Year Four) | Second Semester | Register for six credits of ENGL969 (Doctoral Dissertation) each semester.  
• Teach 2 courses. |
| Ph.D. (Year Five) | First semester | Register for six credits of ENGL969 (Doctoral Dissertation) each semester.  
• Teach 2 courses. |
| Ph.D. (Year Five) | Second semester | Register for six credits of ENGL969 (Doctoral Dissertation) each semester.  
• Teach 2 courses.  
• Oral defense of dissertation upon completion.  
• For May graduation: deadline to file application for advanced degree approximately 2/15; deadline to submit dissertation approximately 4/15.  
• For August graduation: deadline to file application for graduate degree approximately 5/15; deadline to submit dissertation approximately 7/15. |
Successful completion of the PhD specialty examination is required for a PhD student to write the dissertation proposal and advance to candidacy status. The goal of this examination is to certify that the student has obtained a high level of professional knowledge in a given area of specialization (her “field”), and is prepared to write a substantial dissertation proposal within that area. The exam must be administered before the beginning of the fourth semester of PhD work.

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

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

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

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

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

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

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

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

- Unofficial transcript of all U.S. college records
- GRE scores: General Test, minimum score of 1100 in the combined Verbal and Analytical tests.
- 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.

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.

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.* 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 to 4th-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. Applications consist of the following material:

• A current CV
• A two-page document providing a brief project description, an indication of work to date, and a work plan for the fellowship period.
• A letter of support from the 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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<tr>
<th>SEMESTER</th>
<th>TASKS</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>First Semester</td>
<td>• 3 courses taken, including ENGL684 Intro to Theory. Students also take the 1 credit Intro to Graduate Studies in English</td>
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<td></td>
<td>• Most funded students work in the University Writing Center</td>
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<td></td>
<td><strong>Year 1</strong> Second Semester</td>
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<tr>
<td></td>
<td>• 3 courses taken including ENGL 688 Intro to Composition Theory</td>
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<td></td>
<td>• Most funded students work in the University Writing Center</td>
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<td>• Shadow E110 instructor</td>
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<tr>
<td>Second Semester</td>
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<td></td>
<td><strong>Year 2</strong> First Semester</td>
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<td></td>
<td>• 2 courses taken</td>
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<td></td>
<td>• Most funded students either teach one section of ENGL110 or serve as an RA</td>
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<td></td>
<td><strong>Year 2</strong> Second Semester</td>
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<td></td>
<td>• The Qualifying Examination essay is due by Jan 20 and the oral exam will take place no later than Feb 28</td>
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<td>• Complete Foreign Language Requirement</td>
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<td>• 2 courses taken</td>
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<td>• Most funded students teach two sections of ENGL110 or serve as an RA</td>
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<td></td>
<td><strong>Year 3</strong> First Semester</td>
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<td></td>
<td>• 2 courses taken</td>
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<td>• Most funded students teach 2 sections of ENGL110 or serve as an RA</td>
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<td></td>
<td>• Apply for Graduate Fellows Award</td>
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<td></td>
<td>• Students should form Specialty Examination Committee and begin preliminary work on the Bibliographic Essay</td>
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<td><strong>Year 3</strong> Second Semester</td>
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<td>• 3 courses taken, one of which is an independent study organized around the Bibliographic Essay for the Specialty Exam</td>
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<td></td>
<td>• Most funded students teach one section of ENGL110 or serve as an RA</td>
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<td>• Submit Bibliographic Essay for Specialty Examination by May 1</td>
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<td>• Take oral Specialty Examination by June 1</td>
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<td>• Complete the Graduate Apprenticeship in Teaching Literature</td>
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<tr>
<td>Year</td>
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<td>Year 4</td>
<td>First Semester</td>
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<td>Year 4</td>
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<td>Year 6</td>
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<td>Year 6</td>
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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 May 1. 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.