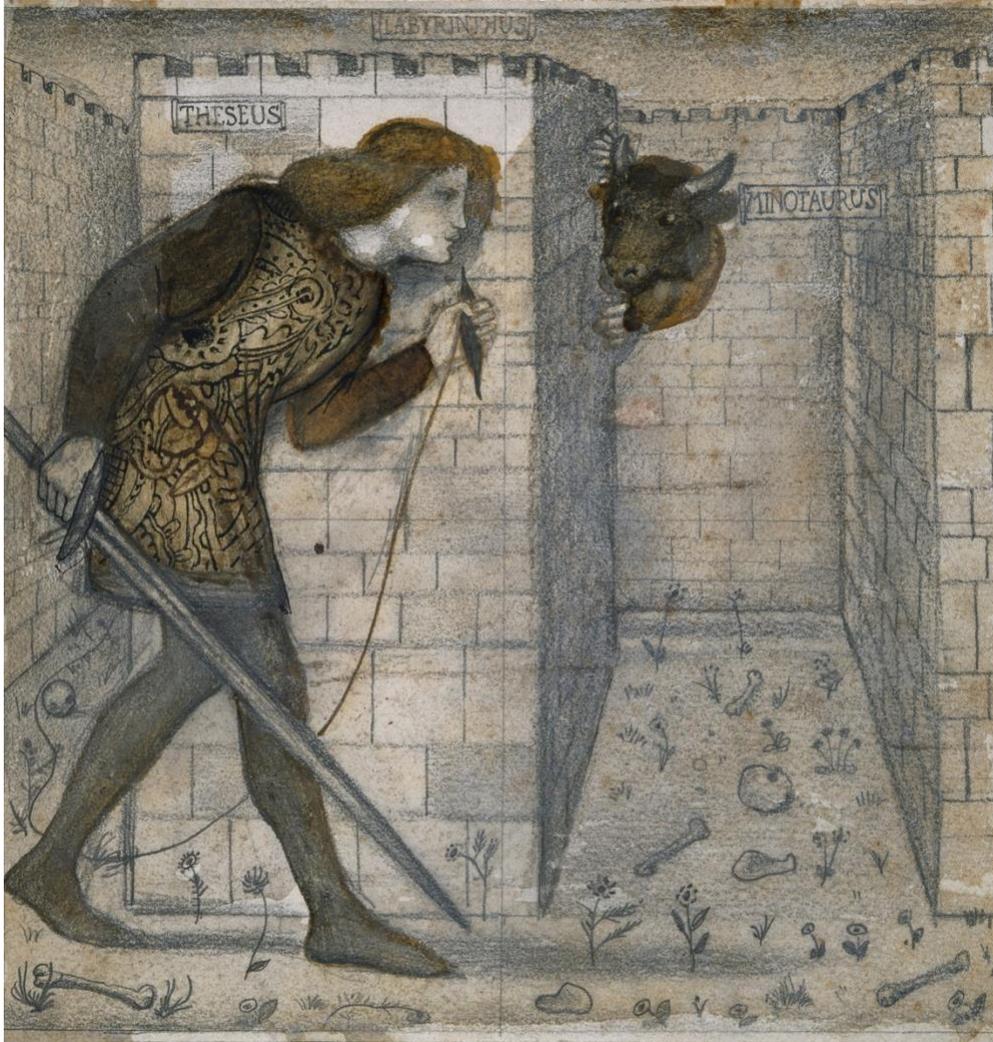


Policies and Procedures
of the English Graduate Programs at Temple University
Fall 2021



This **HANDBOOK** is designed for students and faculty and covers a wide range of rules and practices relating to the Graduate Program. Please consult the Table of Contents for specific information and also see the Addenda and Appendixes for further information and sample forms that are used in the program.

NB: The HANDBOOK strives to be current, but if you have any doubt it's a good idea to confirm policies and procedures with the Director of Graduate Studies (DGS) or with the Administrative Coordinator.

English graduate students are bound by the policies and procedures of the Graduate School at Temple University and should therefore consult the policy documents available online through the Graduate School website (<http://www.temple.edu/grad/>) in addition to this pamphlet.

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NOTES

ADMISSION

The Department of English houses a master's program and a doctoral program in English studies to which applicants with a B.A. can be admitted directly. To be accepted into either program, a student should have the equivalent of an undergraduate concentration in English with broad chronological coverage. The Department also accepts applications to the doctoral program from applicants who have earned an M.A. degree elsewhere.

The Department also offers an M.F.A. in English: Creative Writing. It is recommended that applicants to this program hold a bachelor's degree in English or creative writing, or have taken a significant number of workshops and literature classes as an undergraduate. However, in the past, students without this background have performed well in the program. Therefore, the program considers the entire application package in its admission decisions.

A student with some deficiencies in these respects may apply for admission. Such a student may be admitted to a degree program with the provision that one or more courses be taken in addition to the normal requirements.

Applicants for admission to the graduate programs in English must submit transcripts from all institutions of higher education previously attended; Graduate Record Examination scores for the general test and the subject test for Literature in English; letters of recommendation from persons in a position to evaluate their past work and their ability to do graduate work in literary criticism or creative writing; a personal statement that discusses a plan of study and career goals; and a sample of written work, which must be an essay in literary criticism for literature applicants and poetry or fiction for creative writing applicants. A personal interview may be requested. TOEFL scores are required for foreign applicants; the minimum acceptable score is 575. GRE scores are valid for five years.

For the M.F.A. Program in Creative Writing, the GRE is not required. However, if you are taking or have taken the GRE and wish your scores for the general test to be considered, please have them forwarded electronically by ETS to Temple University. You should do so by December 15 if you are seeking a teaching assistantship or fellowship.

The Department also houses a "4+1" Accelerated BA/MA Dual Degree Program that is open to current Temple English undergraduates only. Students interested in the "4+1" Accelerated BA/MA Dual Degree Program should apply for admission in the spring semester of their junior year. For more information on the "4+1" program's admission requirements, see the section, "Requirements for the Accelerated BA/MA Dual Degree ("4+1") Program in English."

For application deadlines, see the Temple Graduate Bulletin.

Transfer Credits

Students who have earned graduate credits or a master's degree at another institution can transfer a maximum of 15 credits toward the course work requirement for the Ph.D. or 6 credits for the English M.A. The M.F.A. Creative Writing program may allow up to 6 graduate literature course transfer credits with the approval of the creative writing director and the dean's office. Only courses taken within the previous five years are eligible for consideration. Courses must be passed with a letter grade of B+ or higher.

GENERAL REQUIREMENTS AND REGULATIONS FOR ALL PROGRAMS

Full-time status

In order to be certified as full-time, a student must engage in at least 9 hours of course work per semester, or the equivalent in supervised teaching, dissertation research, or writing.

Teaching Assistants may take 6 semester hours of course work while teaching the required semester hours (typically 4 to 6) to be considered full-time students.

Every student holding a fellowship or assistantship is required to maintain full-time status.

The maximum course load for a student in any graduate program in English is 12 hours per semester.

Part-time Status

Full-time enrollment is needed to complete the graduate programs in the allowed time; except for the M.F.A. degree, part-time enrollment is discouraged. In special circumstances, the Department permits short-term part-time enrollment among students who have been admitted in the regular way. Students who seek part-time status are not exempt from the guidelines concerning reasonable academic progress towards the degree. A student who maintains part-time status at one point in the program will normally have to perform compensatory work at another point in the program.

Continuous Study

Students admitted to the graduate program must register each semester until final awarding of the degree. Unregistered students may be dropped from the program. Only students on official leaves of absence are exempted from this rule. In order to maintain continuous registration after completing the required coursework, students in the Ph.D. program will register for Preliminary Exam Preparation (9994) while studying for and taking their preliminary examinations, Pre-Dissertation Research (9998) after completing exams and while preparing dissertation prospectus, and Dissertation Research (9999) while writing the dissertation.

Non-degree status

English graduate courses are generally not open to students who are not matriculated in the English graduate programs or in a graduate program at Temple. Students matriculated in another graduate program may be admitted to introductory-level English courses at the discretion of the instructor. In exceptional cases, a non-matriculated student may request permission from the instructor to register. Students who fall into these two categories must register through the Graduate Director.

Auditing

A student may register to audit any course; audit of a seminar requires permission of the instructor. The grade "Audit" indicates that a student has officially attended a course to the end and completed such a portion of its work as s/he had initially agreed upon with its instructor. No student may change his/her status from Audit to credit or from credit to Audit after the second week of the semester or the first week of the summer session. If the student does not fulfill the Audit conditions agreed upon, the instructor may enter the symbol "NR" rather than "Audit" on the semester grade

list. No student may graduate with a grade of “NR” on the transcript. Audited courses cost the same amount as credited courses. You cannot use tuition remission credits to audit classes.

Grades

Grades. No student will be permitted to continue a degree program who has received two or more grades of B- in courses taken after acceptance into the program. For students transferring between the department’s M.A. and Ph.D. programs, this requirement applies to coursework in both programs. In addition, graduate school policy requires that continuing students must maintain a grade point average of 3.25 or above in order to be awarded a renewal of their teaching assistantship or other financial aid. [See Appendix on B- grades.]

Incomplete Grades

University policy specifies that an instructor may file a grade of ‘I’ (incomplete) only if the student has completed the majority of the work for the course at a passing level and only for reasons beyond the student’s control. The instructor must file a written agreement which specifies the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be entered if the work is not completed by the date indicated. If the instructor does not change the grade of ‘I,’ pursuant to the agreement with the student, by the end of one year from the time the ‘I’ was awarded, the Graduate English Office shall automatically change the grade of ‘I’ to the specified default grade, which will then appear on the transcript and be used as the actual grade received in the course.

In the English Department, no graduate student who has two or more incomplete grades will be allowed to register. A student with one incomplete may be permitted to register at the discretion of the Graduate Director. No doctoral candidate who has an incomplete can proceed to the Ph.D. preliminary examination.

Students who have two or more incompletes are required to remove the grades of “I” from their transcripts before registering for more courses. Students who take more than two semesters to remove such grades are not making reasonable academic progress. In order to remain competitive for financial aid, students are urged to remove incompletes as soon as possible.

In very rare cases, where there is both a documented medical reason for the incompletes and where failure to enroll would result in the loss of a University or outside fellowship, the Graduate Director may, in consultation with the appropriate representative of the Graduate School, permit a student to enroll in classes for the coming semester. In such cases, instructors retain the right to refuse admission to a student with whom they hold an incomplete contract for a previous course.

Advising and Assessment

Entering students are assigned a faculty mentor. (See section on Mentoring.) In their last year of coursework, Ph.D. students form a Preliminary Examination Committee to supervise the preliminary examination, and the chair of the committee assumes the responsibility of mentoring and supervision. After completing exams, students form the dissertation committee (often the same as the Exam Committee), called the “Doctoral Advisory Committee”. For the remainder of the student’s curriculum, the main advisor is the chair of the dissertation committee. The committee conducts the annual assessment of reasonable academic progress, and the chair is responsible for the written records of advising sessions.

Annual Review

Students in the Ph.D. Program receive a second-year review in their fourth semester, resulting in a recommendation on continuation in the program. See the description of the Second Year Review requirement.

In addition, the progress of all students in the program is monitored annually in the Spring semester, with attention to any outstanding Incompletes, progress in meeting the preliminary exam and dissertation requirements, and any requests for extending these deadlines.

All students in the program will be asked to submit a brief self-assessment (one page) by the end of the Spring semester, reviewing the work they have done during the previous academic year.

Withdrawals

Official withdrawal in good standing from a degree program requires approval of the Graduate Director and the Dean of the Graduate School. The student must submit a formal request to the Dean fully stating the reasons for the withdrawal with the approval of the Graduate Director. The student's transcript will indicate official withdrawal with grades of "W" assigned to incomplete courses. Withdrawal without permission will result in grades of "F."

Leaves of Absence

A student may request a leave of absence by completing the form available in the Graduate English Office and submitting it there for approval. The reason for the leave should be stated as fully as possible; if necessary a letter may accompany the form.

A Leave of Absence does not extend the time limit for completing a graduate degree. While on a leave of absence, a student may not use any university facility or receive academic direction or guidance except related to the student's petition for continuing the leave or for advising-related to progress toward completion of the degree.

Leaves of absence cannot continue for more than one year except for medical reasons or other exceptional circumstances. Students who extend their absences beyond one year may be required to reapply for admission and to take additional coursework. Students who wish to apply for a leave of absence must take into account the time period allotted for the degree upon matriculation. The period of the leave will be counted as time elapsed toward the time limit for the degree.

Extensions of Time

Time limits for all programs are spelled out in the section on Reasonable Academic Progress. Before the expiration of the time limit, students unable to complete all degree requirements according to the program's limit are required to apply for an extension of time. An extension of time form is available in the Graduate English Office and should be submitted there for approval. To ensure currency, a student who requests an extension of time beyond that allowed for the degree may be required to retake coursework and/or examinations. See individual program requirements for additional details.

REQUIREMENTS FOR THE Ph.D. IN ENGLISH

The Ph.D. in English requires at least 48 credits, including 42 credits (14 courses) of coursework, and 6 total combined credits of Preliminary Exam Preparation (9994), Pre-Dissertation Research (9998), and Dissertation Research (9999), at least 2 credits of which must be Dissertation Research (9999). Students entering without a Master's degree must also take English 5001: Introduction to Graduate Study. Students entering with a Master's degree may receive up to 15 credits (5 courses) of transfer credit, and should consult with the Graduate Director about procedures.

Of the coursework, 15 credits (5 courses) must be distributed as follows:

1. *ENG 5502: Current Directions in Critical Theory*
2. *Two of the following courses at the 5000 level. We recommend taking courses before and after 1800.*

ENG 5011: Early British
 ENG 5012: Early American
 ENG 5014: 16/17th c. British
 ENG 5016: 18th c. British
 ENG 5018: 19th c. British
 ENG 5021: 19th c. American
 ENG 5022: 20/21 c. British
 ENG 5024: 20/21 c. American
 ENG 5026: Anglophone
 ENG 5501: Hist of Critical Theory
 ENG 5720: Topics Rhet/ Comp

3. *Two courses (advanced seminars) at the 8000 level (except 8985 and 8900)*

4. *3 credits of English 8900: Advanced Studies in Literature and Culture*

Students in their last semester of course work who have satisfied the five-course requirement outlined above, must register for *8900: Advanced Studies in Literature and Culture*. During the prior semester, students will consult with the Graduate Director on the formation of a committee who will guide the student in the construction of readings in the student's chosen teaching and research areas. English 8900 will meet as a series of workshops in which students report on their teaching and research fields, how they are theorizing them and how they are pursuing their intense readings in these fields, including periodic reports on their readings. English 8900 is designed to provide a solid foundation for the student's teaching and research areas, including preparation for the Preliminary Examinations, which would normally be taken in the semester following the 8900 semester.

5. *Seven additional courses (21 credit hours) of electives*, are to be selected in consultation with the Graduate Director/Advisor. (Students entering with a Master's degree may be granted up to 15 transfer credits (5 courses), in which case they would need 2 *electives* to complete the course requirement, in addition to the courses noted above in points 2 & 3.)

6. Pass the Second Year Review, which entails submitting a seminar paper, a self-evaluation, and faculty evaluations.
7. Demonstrate a reading knowledge of one foreign language. (See Foreign Language section.)
8. Pass the preliminary examination for the Ph.D.
9. Write and orally defend a dissertation.

Courses Outside of English

Upon consultation with the Director of Graduate Studies, students may be allowed to register for one of their courses in a department outside of English (as an elective). Students wishing to take an additional course outside the department may petition the GRADUATE DIRECTOR, stating the rationale and relevance to the student's program of study. The GRADUATE DIRECTOR may refer the request to the GEC if further deliberation is required.

Independent Study

Ph.D. students who wish to enroll for a 3-credit Independent Study must submit to the Graduate Director a proposal written under the supervision of the instructor who has agreed to direct the Independent Study project. Proposals may not duplicate material covered in regularly offered courses nor should they be designed to allow early completion of a portion of the doctoral dissertation. The proposal should:

1. include a detailed statement of purpose explaining how the project will contribute significantly to the student's program of study;
2. outline specifically the procedure and schedule to be followed: what works will be read and discussed, how frequently the instructor will meet with the student, what works the student will be expected to produce, and how the student's work will be evaluated;
3. include a reading list and a full description of the amount and type of writing that the student will do;
4. if the Independent Study is intended to fill one of the doctoral program requirements, the substitution must be justified.

All proposals must come with the explicit approval of the faculty member doing the supervision and must be submitted to the Graduate Director by December 1 (for spring semester) or by May 1 (for fall semester). The Graduate Director will determine (with consultation when necessary) whether or not the Independent Study will be approved.

Ordinarily, Ph.D. students may take only one independent study during the course of their graduate program. Any exceptions must be approved by the Graduate Executive Committee in the semester preceding that proposed for the independent study.

Students in their final semester and are preparing for the Preliminary Examinations, may sign up for an Independent Study, under the supervision of their Committee Chair.

Mentoring

Each in-coming doctoral student will be assigned a faculty mentor at the start of the first semester. It is the student's responsibility to contact the mentor for an initial meeting. This inaugural meeting will give the student an opportunity to explain his/her plans for professionalization and for the mentor to set out a constructive framework for advanced study in the English doctoral program at Temple University. The mentor will be available to the student for advice about course selections, course-work, language exams, and all issues having to do with the student's progress towards the degree. At the time that the student forms his/her dissertation committee, the director of that committee will assume the duties of the mentor.

Foreign Language Requirement

To satisfy the foreign language requirement for the Ph.D. degree and the MA, including the Master's 4+1 program, a student must demonstrate reading knowledge of one foreign language.

For doctoral students, the language requirement must be satisfied before students take their first preliminary examination. No exceptions to this rule will be permitted.

Upon entering the English program, students should fill out the Foreign Language form (see Appendix) and consult with the GRADUATE DIRECTOR on their plans for meeting the requirement.

The foreign language requirement can be satisfied in several ways: 1) The student may pass a reading examination, normally administered by foreign language departments at Temple. 2) The student may offer 6 credits of course work in the language at intermediate level or beyond with a grade of B+ 3) Equivalent exams passed for a Master's degree at another institution may be accepted if certified by official documents. 4) Native speakers of a language other than English who can certify their reading and writing skills may submit a petition to the Graduate Director to have that language qualify for the foreign language requirement. 5) Equivalent exams passed elsewhere are accepted if certified by official documents.

Students who need additional instruction to fulfill the language requirement may register for CLA 5001, in which they will take an undergraduate language course. (Funded students receive tuition remission for this course, since it is a graduate course registration.) CLA 5001 does NOT count toward the total number of credits needed for the doctoral degree. Students need the permission of the relevant foreign language chair or director in order to receive proper placement in the undergraduate course. Foreign language instructors must send the student's final grade to the CLA Dean's office before grading deadline.

PRELIMINARY EXAMINATIONS REQUIREMENT

IMPORTANT: Note that students must satisfy the language requirement before taking the exams.

The Ph.D. preliminary examinations are taken before students can move on to their dissertation. Students begin the process by forming their Prelims Committee. The Prelims Committee consists usually of three persons--a chair and two other members, all of whom must be Temple Graduate Faculty. At least two members should be from English, including your Chair. Your committee is ideally a reflection of your interests and how you see yourself as you enter the profession. You will work with your committee in preparing for your exams, and usually you'll continue on with the same committee as you progress to the dissertation.

There are many things to consider in forming your committee, beginning with how you are going to define your examination fields. It's helpful to start the process by talking with the Graduate Director, who can help you translate your ideas into viable fields and possible faculty mentors. This conversation should take place during your penultimate semester of course work, and by mid-semester. Once you have an idea of your fields, you'll want to approach a faculty member who can serve as your chair. Sometimes this is an obvious choice, which can be anticipated even during your first year; other times it can take longer. Again, the advice of the DGS will be helpful, as will talking with other graduate students who have worked with faculty you think might be a good fit. Ideally, you've taken a class with your prospective chair and have an idea of whether you can work together. But it's possible that you haven't had the opportunity to work with someone you consider a potential chair and haven't even met that person, who might have been on study leave. In that case, it's still possible to discuss the possibility. Once you have your chair, you can discuss the other members of your committee, and again these may be people you've already worked with-- or not.

When you have your committee in place, you'll be able to focus on developing the reading lists which will be the basis for your exams. Preparing the reading lists takes place over a period of weeks or months. In your last semester of course work, you will be focused on preparing for your exams, following a calendar that will structure your progress toward that goal.

For more information on choosing your committee, see the **APPENDIX: What Happens After Course Work? Selecting Your Graduate Committee.**

1. PREPARING READING LISTS FOR THE EXAM

Exams are based on reading lists in the student's chosen areas--one exam in the major or teaching area and one exam in the research area(s). *A list of Exam Areas will be found as an APPENDIX to the Handbook.* Preliminary examinations demonstrate preparation for teaching in an appropriate field as well as the student's familiarity with the broad background needed to undertake a dissertation. The Graduate English Office can provide standardized lists, where available, some of them period-based and others organized around theoretical fields. Most students will select from these standardized lists to create lists of 60-75 works each, with each list conveying competence in primary and appropriate secondary materials.

Teaching Area: The major teaching list contains from 60 to 75 titles, and the proportion of primary to secondary works should be about 2:1. A representative selection of poems (or short stories) is the equivalent of one title. 70% of the student's primary reading list in the major area should consist of standard works that represent the field and are based on a list of recommended readings available in the Graduate Office. The remaining 30% can be selected to emphasize the student's particular interests. The same proportions obtain for the secondary list. Three scholarly articles are equivalent of one title.

Research Area: The second list, comprising 60 to 75 titles, represents the student's Research Area(s) and corresponds as well to potential course offerings at the advanced level. For some Research Areas the balance between primary and secondary readings might be 2 to 1, while for more theoretical areas there may be few if any primary works. The Research Area is not intended to be Pre-Dissertation research, but it will provide the grounding in general terms for the student's dissertation project, which follows the successful completion of the Preliminary Exams. In some cases, students may combine two related areas to compose their Research Area Exam

2. CALENDAR FOR FINAL SEMESTER OF COURSE WORK

By the end of the penultimate semester, and after consulting with the Committee Chair, the student submits to the DGS a draft of the Preliminary Exam areas, including a one page description and a preliminary list of readings in the **major** area of study (at least half of the list) and a description of the research area.

At the beginning of the final semester of course work and after consulting with the Committee Chair, the student submits to DGS a draft of both Preliminary Exam areas, including a description of the major area and research area, together with a list of readings. The proposal is a concise narrative of about 350-500 words justifying the composition of each list and describing how the two fields work together in terms of the candidate's professional aims in scholarship and teaching. The DGS will consult with the Preliminary Examinations Review Committee in determining the appropriateness of the student's proposal and may suggest revisions before final approval. The Review Committee may also request the addition of a fourth reader if necessary.

The **Preliminary Examinations Proposal** should be approved no later than the third week of the final semester of course work.

During the final semester of course work, the student should be focused on the two areas of concentration. To complete the course requirements, students register for English 8900 (3 credits), Advanced Studies in Literature and Culture, where the student's Major area will be the focus of study. In addition, students may register for either English 9082 (3-credit Independent Study) or for English 9994 (1-credit Preliminary Exam Supervision). The focus of study in either 9082 or 9994 will be the student's second exam area(s), i.e. the Research Area(s). The Chair of the student's committee and/or other members of the committee will supervise the Research area.

Students completing their final semester of course work (i.e. 8900 and 9082/9994) in the Spring semester should plan to take exams during the following Fall semester (i.e. by December). Students completing all course work during the Fall semester, should plan to take their exams by the end of the following Spring semester.

3. CALENDAR FOR THE EXAM SEMESTER

1. SCHEDULING THE EXAM. Approximately two months prior to the anticipated Exam date, students should confer with their Committee Chair and members, and decide on a date for the written exam (PART II) and also for the Oral Defense (Part III). Part II should be scheduled no later than THREE weeks before the last day of classes in order to allow for an

oral defense before semester's end. *Student must file the **Application for Preliminary Exams** with the Graduate Office.* (See Appendix in Handbook.)

2. **FINAL READING LISTS:** *Four weeks before the exam date*, students will meet with their Committee Chair to finalize the reading lists which will be the basis of the exams. (Reading lists can be modified, with the Chair's approval, up to that point.) The student will also generally present a list of 5 to 10 topics that represent the student's areas of interest in each exam area. In creating their topic list, students should not attempt to write exam questions, nor should they try to define subjects for research papers.

3. **PART I: SYLLABUS REQUIREMENT.** Part I can be written any time before the exam date, though we recommend writing it **four weeks in advance of Part II**. Part I consists of two syllabi: a syllabus for an undergraduate course in the Major or Teaching Area, plus another syllabus for an advanced undergraduate course in the Research Area. (In certain conditions, students can substitute an alternative project, subject to approval of Committee and DGS.) See below for full description of Syllabus Requirement. Part I is submitted along with Part II.

4. *Three weeks before the exam*, the Chair will distribute instructions to the committee on preparing Part II of the exam, including the topics submitted by student, which can serve as basis for exam questions, according to the committee's discretion.

5. *One week before exam*, after creating the exam in consultation with committee members, Chair will submit to Graduate Administrative Coordinator, Part II of the exam itself. Part II consists of two area exams (the major area and the research area), each of which comprises five or six questions. Student will be asked to answer two questions for each exam. A standard cover sheet (instructions on receiving and returning exam) is provided by Graduate Office.

5. **PART II: WRITTEN EXAMINATION.** Student will have three days to complete Part II, which will be sent via email to the student at 9AM on Day One. Students must return the completed exam by 12 Noon, four days later. (For example, student gets exam on Tuesday at 9AM and returns exam by Friday at Noon; or student gets exam on Friday at 9 AM and returns exam by Monday at Noon.) Students should submit Part I (the two syllabi) along with Part II (the exam), via email. The two parts should be sent to all members of the exam committee, and also to the Graduate Administrative Coordinator.

6. **PART III: ORAL DEFENSE OF EXAM.** Students passing Parts I and II proceed to the Oral Defense. The Committee Chair should gather comments on Parts I and II from the student's committee and forward these comments to the student five days before the Oral Defense date. These comments can point to issues or topics that might be explored further in the Oral Defense.

4. CRITERIA FOR PASSING EXAM

Part I: COURSE SYLLABI

The two syllabi submitted as part of the Preliminary Exam should demonstrate the student's understanding of the subject matter and his or her ability to select exemplary readings and purposeful assignments over the course of one semester. One syllabus is in the major teaching area. The second is in the research area. Each syllabus should consist of a two-page rationale explaining the goals of the course and an explanation of the sequence and organization of readings and assignments; a course description; a weekly syllabus of required

readings; and a statement of course requirements. A brief bibliography of secondary readings (up to 10 titles) is optional. The two syllabi constitute Part I of the exam and are evaluated with Part II.

All members of the Preliminary Examinations Committee read the entire written examination (Parts I and II) and issue a grade of Pass or Fail along with summary comments. The summary comments on Parts I and II should be returned to the Chair of the student's committee, who will forward them to the student at least five days before the Oral Defense.

If two members of the committee fail Parts I and II, the student will not proceed to the Oral Defense and instead must retake the entire exam no later than the following academic term. Students who fail the written examination twice are dismissed from the program.

Part II: THE WRITTEN EXAM

Passing essays must demonstrate the student's broad knowledge of their reading list's contents as well as their ability to synthesize materials succinctly and develop an analytic argument clearly and coherently. Each essay response should be about 2500 to 3000 words long, and the committee will expect the exam to have been revised in order to strengthen the argument and the use of evidence, with due attention to organization and stylistic considerations. Students are permitted to quote directly from sources (primary and secondary) and may use their notes and other resources. Students should be cautious in importing materials from online sources and all such uses should be documented. The emphasis is on the quality of the argument and the evidence, not on the number of words written.

Part III: THE ORAL EXAM

Students who pass Parts I and II proceed to Part III, a one-hour oral exam. The oral must be held no more than three weeks after taking the written examination. The oral may include discussion of the student's response to the written exam questions; it may also range more widely in the areas of the exam; and it may include discussion of the syllabi.

Students passing the oral component and the written components receive an overall Pass; if the committee finds that the student's performance on both the written and oral components is exceptionally meritorious, students may receive a grade of "Preliminary Examination with Honors."

If the student fails the oral exam, it may be retaken once no later than the following academic term. Students who fail the oral examination twice are dismissed from the program.

THE DISSERTATION

Doctoral Advisory Committee

Immediately after completing the Preliminary Examinations, students form a dissertation committee, called the “Doctoral Advisory Committee,” to advise her/him in preparing and submitting a dissertation prospectus and writing the dissertation. In many cases, this committee will be the same one that guided the student through the Prelims, but a change in the composition of the committee is not uncommon. **The dissertation committee** includes at least three graduate faculty members at Temple. Two of these, including the chair of the committee, must be faculty in the English Department. The committee may be expanded to include graduate faculty from other Temple programs as well as from other universities and institutions. Students wishing to form a committee composed in an alternate manner need the approval of the Graduate Director and the Dean of the Graduate School.

The dissertation committee will meet at least once a year to review the student’s progress and to make suggestions concerning the student’s progress. Additionally, the committee should adhere to the following protocol in the early stages of the dissertation.

1. The committee will meet upon completion of the prospectus. At this meeting the committee will form a consensus that the project, as planned a. advances an original and productive thesis, together with a set of key research questions b. perspicuously addresses a problem that has consequence within the field of the study, and c. projects a coherent and persuasive sequence of chapters that offer a plausible solution to the “problem” addressed. Once the committee has formed a consensus on this point and approved the prospectus it will be distributed to the Graduate Faculty at large.
2. The committee will meet upon completion of the first chapter to determine if the plan of the prospectus is carried out in a way that is coherent with the original document. Or the committee will determine that whatever the divergences from the original plan, they are constructive and on a good trajectory for completion of the project.
3. The committee will meet upon completion of the second chapter of the dissertation to determine that the “development” of the project is now well under way: a clear and consistent frame of reference for argumentation has been established; the terms of engagement with the field of inquiry are well articulated; a logical conclusion is inferable.
4. All subsequent meetings will be held at the discretion of the committee. A written record of these annual meetings, including the findings of the committee and the suggestions made, will be placed in the student’s file. A copy will be given to the student.

Dissertation Prospectus

The dissertation prospectus consists of a brief plan and a preliminary working bibliography for the proposed dissertation. Normally it will define the problem to be addressed, including key research questions; it will explain how the dissertation will be situated within its general field and how it will be related to other associated areas and topics in the profession; it should demonstrate a critical understanding of the literature and scholarship in the field and promise a substantial contribution to scholarship on the topic. The prospectus is not expected to present a detailed plan for the dissertation, but it should include brief descriptions of the intended chapters. Generally it will be about 7 pages long, excluding the bibliography. A one-page abstract is also required when submitting final prospectus.

After exams but before approval of dissertation prospectus, students register for English 9998, Pre-Dissertation Research.

Students should meet with the entire dissertation committee before submitting the prospectus

for approval. A form signed by all dissertation committee members must be submitted to the Graduate Director along with the prospectus. The prospectus will be distributed to all members of the graduate English faculty for comments. Any recommendations for changes must be presented to the Director within two weeks. These will be sent on to the candidate and the Chair. If, after a two week period, there are no rejections or suggestions for significant revision, the proposal is considered accepted. If there are rejections or significant revisions, the Director will present the prospectus to the Dissertation Review Committee and/or the Graduate Executive Committee which may: accept the prospectus, ask for revision, or reject the prospectus after consultation with the sponsoring dissertation committee. In cases of revision or rejection, the Graduate Executive Committee will transmit to the student a written summary of objections made to the prospectus. In these cases, another meeting with the student's committee must be held. After the dissertation prospectus has received its final approval, the student is advanced to candidacy for the Ph.D.

Once the prospectus is passed by the entire faculty, the Chair of the Doctoral Advisory Committee schedules a conference of the entire dissertation committee. At this meeting the candidate and faculty supervisors discuss the prospectus, issues and questions related to it, and arguments raised by it. The candidate should be able to defend the methods of scholarship and arguments proposed and to explain the contribution of the work to scholarship. The committee and candidate should also discuss thoroughly, and come to a consensus on, the methods and procedures to be followed in the course of research for and the writing of the dissertation. Finally, the committee should decide such matters as the course of research to be followed, time and methods of reporting to the faculty supervisors, and circulation of drafts, and distribution of responsibilities among members of the committee.

After approval of the prospectus and during every semester while working on dissertation, students register for English 9999, Dissertation Research. Students must register for at least 2 credits of Dissertation Research (even if they finish a dissertation in fewer than two semesters) and must be registered during the semester in which the dissertation is defended.

Graduate Dissertation Forum

Twice during each semester, the DGS will schedule a Graduate Dissertation Forum, where students working on their dissertations will present a brief (10 min.) talk about their work. Although preference will be given to those toward the end of their thesis, candidates at all stages of their projects, including the beginning, will be welcome. Two students will be featured at each forum, and they will describe their project and offer a brief excerpt. Designated faculty will respond briefly to each presentation, based on an advance copy of the student's remarks, leaving 20 to 30 minutes for discussion.

Nature of the Dissertation

The doctoral dissertation in English is a small book in which the candidate demonstrates his/her ability as a scholar and critic. The book may be a work of literary history, biography, intellectual history, critical theory, or critical assessment; it may be a series of clearly related essays in these areas. Alternatively, it may be a critical edition of a significant literary text with a long critical introduction. Normally, the dissertation should be about 175-250 typewritten pages long, (not counting the bibliography) except when the student is preparing a critical edition. (Students working on foreign writers should normally have a reading knowledge of the language of the writer in question. Ideally, the student's advisor should be conversant in the language.)

Specifications for the Dissertation

For information on formatting the dissertation, students should consult the Graduate School's "Dissertation and Thesis Handbook," available at the Graduate School's web site.

Defense of the Dissertation

When the dissertation is complete, students defend it orally before their Dissertation Examining Committee. Before an oral defense may be held, a majority of the members of the Dissertation Advisory Committee must stipulate in writing that the written dissertation or research project is of sufficient quality to be defended.

The Examining Committee is the dissertation committee supplemented by at least one outside examiner not previously involved with the dissertation writing or the Dissertation Advisory Committee. The outside examiner must be a member of the graduate faculty and may be either from Temple or another university. The advisor should ensure that the outside examiner is in place by the beginning of the semester in which the defense is to take place. Copies of the completed dissertation must be sent to all members of the Dissertation Examining Committee four weeks before the defense.

The Chair of the Dissertation Examining Committee must be a member of the graduate faculty but may not be the Chair of the candidate's Doctoral Advisory Committee.

Every dissertation defense must be publicly announced in writing at least ten days in advance and must be open to the academic community. The chair of the defense must be appointed at the time of public announcement.

Students planning to defend should notify the Graduate Administrative Coordinator at least two weeks in advance so that the announcement can be made in time. Summer defenses will be scheduled no later than June 15Th. The Graduate Director and the chair of the dissertation committee must approve exceptions to this rule.

At the oral defense, only the members of the Dissertation Examining Committee have the authority to decide whether or not the candidate passes or fails. A dissertation defense passes at the unanimous vote of the committee. Together, the dissertation itself and the candidate's performance in the oral examination form the basis of the committee's decision to pass or fail. The dissertation defense may be graded "Pass with Distinction," "Pass," or "Fail."

Doctoral candidates may pass the oral defense but still be required to revise the dissertation. It is the responsibility of the dissertation advisor to review and approve minor revisions to the dissertation. Dissertations requiring either minor revisions or no revisions must be submitted to the Graduate School in final form within 30 days of the concluded defense. If the dissertation is not received in the Graduate School within that time period, the defense is nullified and a new oral defense must be scheduled. When major revisions are required, the defense should be suspended until the majority of the members of the Dissertation Advisory Committee agree that the dissertation has been sufficiently revised and is now defensible. At this point, the oral defense should be reconvened. Reconvened defenses must be announced in writing at least ten days in advance. Students and advisors should be aware of the four-week rule before they schedule a defense.

The Graduate School has moved to electronic dissertation submission. You must now pay the microfilming and copyright fees directly through the submission site (<http://dissertations.umi.com/temple/>). Temple will no longer accept paper applications for doctoral graduation.

Job Placement

In the year prior to going on the job market, candidates should consult with the Director of Graduate Studies and their dissertation committee members about preparing for a job search. The Placement Committee, appointed by the Graduate Director, helps with the preparation of the c.v., the cover letter, the dossier; and stages mock interviews. Candidates will find useful information in the department's "Job Placement Handbook." Also see **APPENDIX: Planning Ahead for the Job Search.**

REQUIREMENTS FOR THE M.A. PROGRAM IN ENGLISH

For a master's degree in English, students complete a total of 30 credits by taking 27 credits of course work (9 courses), including at least one advanced-level seminar, plus 3 credits of Master's Essay (9996). A maximum of 6 graduate credits can be transferred from another program. Students must also write one qualifying paper while enrolled in Master's Essay (9996), typically a substantial revision of a paper submitted for a course, and demonstrate reading knowledge of one foreign language.

Students enrolled in the Ph.D. program have the option of acquiring the M.A. either by terminating their degree with an M.A. or acquiring the M.A. while progressing towards the Ph.D. Students who take this option must complete the requirements for the M.A., with the exception that they may complete all 30 credits required for the M.A. in the form of course work (10 courses), and work independently with their faculty mentor on the qualifying essay rather than by enrolling in 3 credits of Master's Essay (9996).

Students admitted to the M.A. program may apply to the Ph.D. in the second year of their M.A. study. The application must be submitted by the regular deadline for new students and will be considered in competition with other prospective students. It must include: (1) the application form and financial aid form, as obtained from the Graduate Coordinator, (2) the personal statement required of all applicants, (3) a writing sample, and (4) at least two new letters of reference from Temple faculty members. Transcripts and GRE scores which were submitted with the original M.A. application need not be submitted again, although (depending on initial GRE scores) it might be wise to re-take the general test and the subject test for literature early enough for the scores to reach Temple before decisions are made. Students admitted into the Ph.D. program will be allowed to transfer all of their Temple University coursework taken for the M.A. in English.

Independent Study

Ordinarily, English M.A. students may not take independent study during the course of the program. Any exceptions must be approved by the Graduate Executive Committee in the semester preceding that proposed for independent study.

The Foreign Language Requirement

Students admitted to the terminal master's degree program are required to demonstrate a reading knowledge of a language approved by the graduate program. See full description of Foreign Language Requirement above, under Ph.D. requirements. (The requirement is the same for Ph.D. and for master's degree students.)

Qualifying Essay

The Qualifying Essay normally develops out of work done in a graduate course and is written in the final semester under the guidance of a graduate faculty mentor, who must also approve the essay for submission. The Qualifying Essay demonstrates of the student's ability to write coherently, clearly, and at length (4,000-6,000 words) on a literary subject, incorporating relevant secondary research and entering into a critical dialogue on the chosen subject.

The paper is due to the Graduate English Office in the final semester by the date specified in the Graduate English Calendar; it must be accompanied by a signed sponsorship form, which students can pick up from the Graduate English Office. After submission to the Graduate Director, Qualifying papers are sent to the MA Qualifying Paper Committee for review. One member of the committee may review it, grading it Superior; Acceptable; Not Acceptable; Acceptable with revisions. If revisions are called for, the reviewing faculty member or the GRADUATE DIRECTOR will review the revised paper. If the paper is judged Not Acceptable, it will be read by the other member of the Qualifying Paper Committee. If both members of the committee judge it Not Acceptable, the Graduate Director will advise the student on further options, which typically include registering for an Independent Study in the next semester, during which the essay will be written under faculty supervision and submitted again.

Specifications for the Preparation of the Qualifying Paper

The Qualifying Paper should be submitted in duplicate, on 8 1/2 x 11-inch paper, 20-pound weight. The paper must be printed double-spaced. A margin of 1 1/2 inches must be kept on the left side of the paper, a 1-inch margin on the right side and at the top of the page. The title page should include the title neatly spaced, the name of the writer, and the following statement: "A paper submitted for the Master of Arts degree at Temple University," followed by the date.

REQUIREMENTS FOR THE ACCELERATED BA/MA DUAL DEGREE (“4+1”) PROGRAM IN ENGLISH

Prospective applicants to the program should be Temple English majors who are able to complete the undergraduate English B.A. in four years. (In rare instances, a student who will be able to complete the requirements of the English major in the course of a 5 year program will be allowed to enter the BA/MA program.) Students are expected to complete both the B.A. and M.A. in five years; transfer students who will be able to complete both programs in five years are eligible to apply.

The “4+1” Accelerated BA/MA Dual Degree Program is designed for high achieving Temple English undergraduates who have excelled in the first three years of their undergraduate studies. Current Temple English majors may apply to the program in the spring semester of their junior year. Students admitted to the “4+1” Accelerated BA/MA Dual Degree program earn both an undergraduate BA and a 30 credit hour Master’s Degree in English by completing the following requirements within 5 years of matriculating at Temple University.

Eligibility

Student has completed 21 of the required 36 required English courses in order to apply.
GPA of approximately 3.8 in English.

Overall GPA of 3.5 in at least 45 credits taken at Temple.

By the end of the student’s junior year, all of required 2000 level courses will have been completed:

English 2001, Interpreting Literature

TWO OF THE FOLLOWING:

English 2501: Introduction to British Writing

English 2502: Introduction to American Writing

English 2503: Introduction to Global Writing

TWO 2000 level electives

Overview of Requirements

All students in the “4+1” Accelerated BA/MA Degree Program must complete all the requirements for the undergraduate B.A. degree in English by the end of their 4th year. For the specific requirements of the undergraduate B.A. degree in English, please consult the Temple Undergraduate Bulletin or the English Department website.

In addition to fulfilling all the requirements for the English B.A. by the end of their 4th year, students in the “4+1” Accelerated BA/MA Degree Program must also complete all of the following requirements for the English M.A. by the end of their 5th year:

1. 9 English graduate courses (27 credits), one of which must be at the advanced level (8000-9000).
 - a. 3 graduate courses in the 4th or senior year. These 3 graduate courses will substitute for 3 required courses (2000-3000 level electives) for the undergraduate major.
 - b. 6 graduate courses in their 5th or M.A. year.
2. English 9996: Master’s Essay (3 credits) in spring semester of fifth year.
3. Language Requirement

Coursework

Nine courses (27 credits) plus 3 credits of 9996-Master's Essay are required for the M.A. degree in English (30 credits total). In their 4th undergraduate year, students are required to take three graduate courses. In the fall semester, students take Eng 5001: Introduction to Graduate Studies. In the spring semester, students take two graduate courses that should also be at the 5000-7000 level. (8000 level courses can be substituted, depending on offerings.) In addition to counting towards the total of nine courses required for the M.A., the three graduate courses taken in the senior year will also count towards the undergraduate B.A. by substituting for three undergraduate courses required for the English undergraduate major—one of the required 2000 level courses, and two of the required 3000 level courses. Students are required to complete any and all remaining requirements for the undergraduate English B.A. degree by the end of their 4th year.

In their 5th or M.A. year, students are required to take a total of six graduate courses, plus Eng. 9996 (see below). Three courses are taken in the fall and three courses in the spring. These courses may be selected from any of the 5000-9000 level courses, and one of these courses must be an advanced, 8000-9000 level course.

English 9996: Master's Essay: In the final semester of their 5th year, students must also enroll in 3 credits of English 9996: Master's Essay. While enrolled in ENG 9996, the student will work under the guidance of a faculty mentor on the Master's Qualifying Essay and submit the Qualifying Essay by the spring semester deadline for approval by the program.

Master's Qualifying Essay

The Qualifying Essay normally develops out of work done in a graduate course and is written in the final semester under the guidance of a graduate faculty mentor, who must also approve the essay for submission. The Qualifying Essay demonstrates of the student's ability to write coherently, clearly, and at length (4,000-6,000 words) on a literary subject, incorporating relevant secondary research and entering into a critical dialogue on the chosen subject.

The paper is due to the Graduate English Office in the final semester by the date specified in the Graduate English Calendar; it must be accompanied by a signed sponsorship form, which students can pick up from the Graduate English Office. After submission to the Graduate Director, one member of the graduate faculty (other than the sponsor) will review it. The reader may accept the essay, ask for revisions, or fail it. If revisions are called for, the reviewing faculty member or the GRADUATE DIRECTOR will review the revised paper. If it is failed, the GRADUATE DIRECTOR will send it to another faculty reviewer, under the same conditions. The paper must receive a passing grade from one non-sponsoring reader.

An essay that has been failed by two readers will not be accepted as an M.A. Qualifying Paper, and the student will need to register for an Independent Study in the next semester during which the essay will be written under faculty supervision and submitted again.

Specifications for the Preparation of the Qualifying Paper

The Qualifying Paper should be submitted in duplicate, on 8 1/2 x 11-inch paper, 20-pound weight. The paper must be printed double-spaced. A margin of 1 1/2 inches must be kept on the left side of the paper, a 1-inch margin on the right side and at the top of the page. The title page should include the title neatly spaced, the name of the writer, and the following statement: "A paper submitted for the Master of Arts degree at Temple University," followed by the date.

The Foreign Language Requirement

Students admitted to the accelerated master's degree program are required to demonstrate,

before graduation, a reading knowledge of a language approved by the graduate program. See full description of Foreign Language Requirement above, under Ph.D. requirements. (The requirement is the same for Ph.D. and for master's degree students.)

Application Process

Temple students interested in the "4+1" Accelerated BA/MA Degree Program should apply for admission in the spring semester of their junior year. Applications are due to the English Graduate Office by March 15th and must include:

1. English Department Accelerated MA Application Cover Sheet, available from the Graduate Program.
2. Two confidential letters of recommendation from full-time Temple University faculty, including at least one from a tenure-track member of the English Department graduate faculty
3. A statement of purpose outlining the student's goals for entering the accelerated BA/MA program
4. A writing sample that shows the student's ability to complete graduate level courses: students will supply a writing sample drawn from an upper-division English course taken at Temple University

Applications will be evaluated by an English department committee comprising the undergraduate chair, the English undergraduate advisor, the graduate director, and one member of the GEC (Graduate Executive Committee). Students will be notified of the committee's decision in April. Students will receive admission to the program conditional on their successful completion of necessary major requirements in the spring semester of their senior year, as well as on maintaining a 3.5 overall GPA and a 3.8 English GPA.

Review of Academic Progress

During the **student's first year** in the Accelerated MA program--i.e. the senior year of college-- the Graduate Program will review the progress and performance of students in both fall and spring semesters. Students must maintain their average in English courses in order to ensure their continuation into the graduate year of the program, past the BA. Undergraduate courses should average 3.8. Students must maintain a B average (3.0) in graduate courses.

REQUIREMENTS FOR THE M.F.A. PROGRAM IN ENGLISH: CREATIVE WRITING

Degree Requirements

The Creative Writing Program requires 33 credit hours of coursework. The curricular requirements are as follows:

- 1) Four fiction workshops or four poetry workshops, one each semester. 12 credits
- 2) Three courses focused on craft in fiction or poetry; special topics in creative writing; or manuscript tutorial in the second year, ideally one of each. 9 credits
- 3) Two graduate literature, writing, arts, humanities, or social sciences courses. 6 credits
- 4) One elective course or, if a teaching assistant, the required composition practicum (English 8985) 3 credits
- 5) Master's project (thesis). 3 credits
- 6) Comprehensive examination in either poetry or fiction, consisting of a 10–15-page paper

In addition to the curricular requirements for the M.F.A. in Creative Writing, students are subject to the general requirements and regulations for all programs set forth in this Handbook, including policies on incompletes, grade point average, renewal of financial aid, leaves of absence, and reasonable academic progress.

Independent Study

A formal Independent Study course can be used as a replacement only for the elective or one of the required literature, writing, arts, humanities, or social sciences courses; in general, it cannot be used to replace one of the workshop, craft, tutorial, or special topics course requirements. A student may contract for an Independent Study course with any member of the graduate faculty who agrees to it; the faculty member need not be a member of the Creative Writing faculty. The Creative Writing Director must approve Independent Study proposals during the semester prior to registration.

Creative Writing Comprehensive Examination

The M.F.A. exam is administered once a year for full-time students, due on the Friday immediately preceding the day on which the spring semester begins. Students are examined in their genre.

The M.F.A. exam requires the student to write a ten-to-fifteen-page paper discussing three-to-five authors/books of fiction or five poets/books of poetry that the students have found connect with their practice and ideally will be relevant to their thesis plans.

The essay should address issues of craft and aesthetics, but may include other points of reference. The paper should demonstrate a facility for critical discourse and indicate a breadth of knowledge of literary traditions. Outside research or citations from other sources are not required.

M.F.A. exams are read by two graders (both members of the Creative Writing faculty), or three if the original readers do not agree on passing or failing it. Exams are graded “Pass“ or “Fail.”

Failure of the Comprehensive Examination

A student who fails the comprehensive exam may be asked to revise his or her exam, at the discretion of the Creative Writing Director in consultation with the graders. If the revision is not deemed adequate, the student must wait until the next semester to take it again. **IF A STUDENT FAILS THE EXAM ON THE SECOND ATTEMPT, THE STUDENT WILL BE DISMISSED FROM THE CREATIVE WRITING PROGRAM.**

Master's Project: Book-Length Manuscript of Creative Work

The deadline for submission of finished master's project is the second Tuesday in April.

The M.F.A. manuscript must be evaluated and found satisfactory by a thesis advisor and a reader, both of whom are members of the Creative Writing faculty. It is recommended that either the advisor or the reader be the faculty member with whom the student has studied in the required tutorial course. Decisions on the manuscript will be made within two weeks after it has been submitted.

While there is no absolute length requirement for the manuscript, students should consider a rough minimum of 50 manuscript pages of poetry or 100 manuscript pages of fiction as appropriate. Hybrid genres fall under the category of poetry in this program. While there is currently no provision for the submission of nonfiction or translation manuscripts, these will be considered through petition to the Creative Writing Executive Committee. Dual genre manuscripts (poetry and fiction) are allowed, but only if the Creative Writing Executive Committee judges them to be coherent.

Master's Project Submission Extensions

A student may be granted an extension beyond the required date for manuscript submission. The Creative Writing Director, in consultation with the student's thesis advisor, makes extension decisions.

Once an extension is granted, the student must sign a contract naming a specific date prior to which the manuscript must be submitted. The date must be no earlier than the day after Labor Day and no later than the 15th of October of the subsequent semester. The procedures for reading the manuscript are as above.

Failure of the Master's Project Submission

If one or both of the required readers should fail a manuscript, the manuscript fails. Readers who fail manuscripts must write an explanation of their judgment, one that contains an outline of changes that would make the manuscript acceptable. A student whose manuscript fails must be given a copy of these comments and must register for an additional master's project credit beyond the 33-credit program. The student must wait one full semester, or one summer, before resubmission of the manuscript.

Once a failed manuscript is revised and resubmitted, the faculty member who failed it when it was first submitted will reevaluate it. If the faculty member passes the manuscript, the manuscript passes. If the faculty member fails it for the second time, the Creative Writing Director and the members of the Creative Writing Executive Committee must read the manuscript. If at least two Executive Committee members (excluding the faculty member who failed it, should that person be a member of that committee) fail it, the manuscript fails.

IF A STUDENT'S MANUSCRIPT FAILS FOR A SECOND TIME, THE STUDENT WILL BE DISMISSED FROM THE CREATIVE WRITING PROGRAM.

MAINTAINING SATISFACTORY PROGRESS

L. THE Ph.D. PROGRAM

Students maintain reasonable academic progress when they complete course work and the foreign language requirement within the first three years, the preliminary examinations and the dissertation prospectus within the next year, and the dissertation within the final two years. We encourage students to complete the Ph.D. in five or six years, depending on whether they enter with Master's degree. (See chart in Appendix section.) The time limit for the doctoral program is seven years. Students who have a dissertation well under way when they reach the seven-year limit may petition for additional time if necessary. Part-time students must arrange a detailed schedule with the Graduate Director. Students who elect the M.A. option must complete degree requirements within three years. Following the Second Year Review in the Fall, the progress of all Ph.D. students is evaluated in the spring semester of their second year by the graduate faculty; students receiving unsatisfactory evaluations in course work will be dismissed from the program. Failure to produce an approved dissertation prospectus by the end of the fifth year will be deemed failure to make satisfactory progress toward degree and constitute grounds for dismissal.

Doctoral Second Year Review

At the beginning of the third semester of course work all doctoral students will be given a Second Year Review. The quality of their progress towards the degree will be assessed by a committee of graduate English faculty approved by the Graduate Executive Committee, according to the following criteria:

1. Student grades should indicate a consistent or developing pattern of excellence in coursework.
2. Faculty end of term reports in the student's file should testify to a pattern of DEVELOPMENT over the course of the first two semesters in areas needing improvement. The committee will examine the record to see that problems appearing in the first-term assessments do not reappear in second-term assessments. The committee will especially look for evidence of the student's strong participation in class discussions, a facility with oral presentations, punctuality with assignments and a responsiveness to criticism of written work that results in a more polished performance on the final paper and/or exam.
3. At the beginning of the second year of coursework, the student will submit to the Second Year Review Committee one final research paper representing his/her best work from the first year of course work. The paper should demonstrate: a. the ability to formulate a significant and precisely focused question/thesis, b. evidence of an ability to construct a persuasive argument, c. structural coherence at the level of the sentence and at the level of thematic exposition and d. evidence of an ability to draw a logical and persuasive conclusion. In addition, students must submit a self-evaluation that addresses their progress to date, including any relevant comments on their performance and/or statement of revised goals.

If the committee finds the student's work acceptable, the student will be notified that good progress towards the degree is being made in accordance with the department rules and procedures.

If the committee finds that the student work does not satisfy the above-mentioned criteria, the student will have a probationary semester in which to produce a paper that does meet expectations and/or demonstrate an acceptable level of performance in coursework. In this event, a representative of the Second Year Review Committee will meet with the student to discuss areas of needed improvement. The student will be re-evaluated by the committee at the end of the probationary semester of course work. If the probationary review deems that work unacceptable, the student will be directed to take a terminal MA degree.

The Second Year Review Committee will report results to the Graduate Director indicating the student's satisfactory or unsatisfactory progress towards the degree. The result of the review will then be communicated to the student by the Graduate Director. A written summary of the assessment will be incorporated into the student's file. Student will have the right to appeal adverse decisions according to the Academic Appeals procedures.

2. M.A. PROGRAM IN ENGLISH

Students enrolled in the M.A. Program in English must complete all degree requirements, including 27 credits of course work, 3 credits of Master's Essay (9996), a foreign language requirement and a qualifying paper within two years. Students are expected to enroll full time. In exceptional circumstances, students may change their status to part-time for a semester, with the approval of the Graduate Director, but students will need to plan carefully to meet the program's time limit.

3. "4+1" ACCELERATED BA/MA DUAL DEGREE PROGRAM IN ENGLISH

Students in the "4+1" Accelerated BA/MA Degree Program must complete all the requirements for the undergraduate B.A. degree in English within 4 years of matriculating at Temple University, and must complete all of the requirements for the English M.A. degree by the end of their 5th year, including 27 credits of course work, 3 credits of Master's Essay (9996), a foreign language requirement, and qualifying essay.

4. M.F.A. PROGRAM IN CREATIVE WRITING

Full-time MFA students in creative writing are expected to complete all degree requirements, including 33 credits of coursework and a master's project, within two years. Part-time students are expected to complete the degree requirements within three years.

Continuous Study

Student must be registered every semester from the time of admission until the final awarding of the degree, unless the Dean upon recommendation of the English Department has granted a leave of absence. While studying for exams or preparing dissertation prospectuses, students may register for 1 credit of Preliminary Exam Preparation or Pre-Dissertation Research. After completing exams and obtaining approval for dissertation prospectuses, students should sign up for Dissertation Research. Students who are working on their dissertations are required to register for 1 credit hour of dissertation research each semester until the completion of their degree.

Annual Review of All Students

Students in the literature programs (M.A. and Ph.D.) will submit, at the conclusion of the

Spring semester, a one-page self-assessment to the Director, describing their progress during the year, including any special achievements and/or special challenges. In addition, faculty who are chairing Preliminary Examination Committees and Dissertation Committees, will be asked to submit brief reports on the progress of students they are supervising.

Dismissal from the Program Due to Lack of Reasonable Progress

Students whose progress lags behind the time limits for their program may be dismissed. To avoid dismissal, students are advised to consult with either the Graduate Director or Creative Writing Director to make arrangements for completing the program's requirements in a timely fashion. Students who are dismissed due to lack of reasonable progress will be sent one letter by mail notifying them that they have been dismissed from the program. Students will have three weeks to respond in the form of an appeal to the English Faculty Appeals Committee or the Graduate Board. Please consult the Appendix to this Handbook on Academic Appeals Procedures.

Extensions of Time

The time limit (7 years) for the doctoral degree can be extended for a maximum of three years. Only students who have been elevated to candidacy are eligible for such extensions of time. Requests must be endorsed by the student's advisor, the Graduate Director, the College of Liberal Arts and the Graduate School. Requests for extensions beyond the three-year limit require the additional approval of the Graduate Board.

Every request for an extension of time must include a reasonably detailed, realistic plan for completing the degree within the time period covered by the requested extension of time. Specific dates by which remaining requirements are to be completed must be included. Appeals to the Graduate Board for extensions of time and explanations must also include such a plan along with all such plans submitted with previous requests for extensions of time and explanations of why previous plans could not be met.

Requests for extensions of time from students who have been at candidacy for five or more years will not be considered until the student has retaken and passed all written and/or oral examinations (other than the language examinations) required for candidacy.

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APPENDIX: Graduate School Forms

See Graduate School webpage: <https://www.temple.edu/grad/forms/>

You'll find most of the forms you'll need here, as you progress through the program. Some other forms you will need to request from the Graduate English office. See the Graduate Program Coordinator for advice on forms and where to find them. You can print your own copy (1) to see what steps are required and what the deadlines are or (2) to begin getting signatures. Access forms through your student portal.

Forms on the site that are initiated by students (rather than by supervisors or the department) include:

Application for graduation for doctoral degrees

Application for graduation for master's degrees

Dissertation committee change

Doctoral and terminal master's project completion grants student application

Extension of time request

Full time loan deferral

Leave of absence request

Request for other employment

APPENDIX: Request for Transfer Credit

INSTRUCTIONS: Please provide a separate cover sheet for each transfer request. Each request must be accompanied by a copy of the syllabus for each course, including writing assignments.

Also, include one copy of your transcript, which can cover all courses. For example, if you apply for five courses, only one transcript is needed, unless you are asking for transfer credit from different institutions, in which case we'll need a copy for each institution. See point 4 below.

SUBMIT ALL MATERIAL AS HARD COPIES TO THE GRADUATE ENGLISH OFFICE.

1. Student's name:
2. Institution: where was the course taken?
3. Number of course as it appears on your transcript and SEMESTER/YEAR when it was taken.
4. Number of course as it appears on your syllabus? (Usually the same)
5. Title of course as it appears in transcript.
6. Title of course as it appears in syllabus.
7. Your grade in the course:
8. Assign a reference number to this course, with corresponding number in copy of transcript. If you have more than one request, number them 1,2,3, etc., on separate cover sheets, with corresponding numbers in margin of your transcript. Only one transcript copy is needed. *The number should appear here, and also on the syllabus and on the transcript in the margin next to the course.*
9. Is there anything else we need to know regarding your request?

DO NOT WRITE BELOW THIS LINE

- TEMPLE EQUIVALENT COURSE NUMBER:
- TEMPLE EQUIVALENT COURSE TITLE:
- SIGNED BY:
- DATE APPROVED:

APPENDIX: RIGHTS AND RESPONSIBILITIES

YOUR RIGHTS

To be treated fairly and with decency.

To have your work constructively criticized.

FOLLOW UP: if you haven't heard back from someone on a crucial matter, don't hesitate to remind them; it might have slipped by. E.g. letters of recommendation.

GETTING FEEDBACK: if you don't receive papers back from instructors, then what do you do?

GETTING FEEDBACK ON CHAPTERS: what to do if you don't get a timely reading of your chapters? How much time to allow?

YOUR RESPONSIBILITIES

KNOW THE REQUIREMENTS FOR THE DEGREE:

- Keep a timeline of your progress toward degree;
- Keep track of your courses
- Plan ahead
- Keep track of requirements, including Foreign Language, etc.

EMAILS: **respond to emails in a timely manner: within one day is advised.** The Graduate Office and faculty sometimes need immediate information--regarding your applications, letters of reference, etc.--so it's important that you check your email at least once a day. Also, opportunities occasionally arise where you need to act very quickly.

BUILD YOUR ARCHIVE: Keep a folder of your accomplishments for your CV:

- Check out the samples in the JOB SEARCH HANDBOOK--sample letters, CV, etc.
- Email correspondence with your professors.
- Syllabi and assignments and student evaluations for every course you teach
- the letter notifying you of every award you win
- the exact title of every academic job you do
- the name and dates of any fellowship you hold
- the program for every conference at which you give a paper
- the proposal for every paper you don't have accepted
- any communication you get about your work from any scholar or editor
- any teaching philosophy you work up for any purpose
- a brief abstract of your dissertation (or proposal)
- and, of course, every thing you publish

THE STAGES OF YOUR CAREER ARE MARKED BY FORMS YOU SUBMIT:

TEMPLE FORMS FOR GRAD SCHOOL:

<https://www.temple.edu/grad/forms/>

Be AWARE OF DEADLINES: SOME ARE MONTHS IN ADVANCE!

- Application for graduation for doctoral degrees
- Application for graduation for master's degrees
- Dissertation committee change
- Doctoral and terminal master's project completion grants student application
- Extension of time request
- Full time loan deferral
- Leave of absence request
- Request for other employment

DEFINING YOURSELF: THIS IS YOUR MAJOR RESPONSIBILITY

- Marketplace considerations: what jobs are available
- What are YOUR strengths? Be open to change
- What special interests can you develop? (e.g. digital, environmental sciences, spatial, visual topics)

YOUR GOAL IN EDUCATING YOURSELF:

- To prepare yourself for teaching in a recognizable field
- To prepare yourself for advanced research
- To develop a project that might be publishable
- How soon should you publish? Discuss with your mentors
- To prepare yourself for a position in educational administration and/or foundations, publishing, and other careers where an advanced degree is useful and/or necessary

ATTEND OUR PROFESSIONALIZATION WORKSHOPS

- publication, conference presentation, etc.

APPENDIX : Guidelines for Mentors and Students

For **MA students, including MA 4+1**, mentors will serve in an advisory capacity throughout the degree program.

For **doctoral students**, the mentor will serve in an advisory capacity for the student until the penultimate semester of course work, at which point the student will form his/her exam committee. In the penultimate semester of course work (or earlier), students will consult with the GRADUATE DIRECTOR regarding the formation of the exam committee.

The GRADUATE DIRECTOR advises students on course selection, requirements of the program, fellowship opportunities and generally monitors the student's progress through the degree program. The mentor serves as a guide to departmental practices and course expectations and can help the student exploit the resources of the university.

Meetings: Mentors should initially contact their assigned student(s) in order to set up a first meeting, after which students can feel free to consult as needed, and generally twice a semester.

Mentors should discuss with students such things as:

- The student's areas of interest
- Course expectations at the graduate level
- Temple faculty who might be able to help them achieve their goals
- The student's strengths
- Areas the student wants to develop
- Career plans, either academic or non-academic
- A Learning Contract for the year*

*Following their meetings, mentors and students are encouraged to write brief summaries, which can serve as reference points as the student progresses. They are also asked to fill out the Learning Contract for the year, which can be included in the student's folder for reference in advising, at the student's discretion.

APPENDIX : Learning Contract for Mentors and Students

As part of the Mentoring process at the Master's and Doctoral levels, students and Mentors, including Doctoral Supervisors, are asked to fill out the Learning Contract each year. The LC should identify the student's present strengths and future goals for the coming Academic Year. It may be filed at the beginning of Fall semester with the Graduate English office for inclusion in student's folder, at the student's choice. To keep it brief, you can just circle the number which applies for each category, with 1 lowest and 5 highest. (This contract is meant to enrich the student's awareness of the learning process and is not evaluative.)

Student's name:

Mentor/Doctoral Supervisor:

Knowledge of primary works in student's special areas of interest (courses at undergraduate and/or Master's levels)

Present level: 1 2 3 4 5
Future goal: 1 2 3 4 5

General knowledge of literature outside student's special areas of interest (courses at undergraduate and/or Master's levels)

Present level: 1 2 3 4 5
Future goal: 1 2 3 4 5

Knowledge of relevant critical theory and scholarship

Present level: 1 2 3 4 5
Future goal: 1 2 3 4 5

Ability to write a research paper (style, research skills, argument, organization)

Present level: 1 2 3 4 5
Future goal: 1 2 3 4 5

Digital Humanities methods and skills

Present level: 1 2 3 4 5
Future goal: 1 2 3 4 5

Oral Presentation skills and experience (in class)

Present level: 1 2 3 4 5

Future goal: 1 2 3 4 5

Ability to submit an article for publication

Present level: 1 2 3 4 5

Future goal: 1 2 3 4 5

Ability to write a conference proposal

Present level: 1 2 3 4 5

Future goal: 1 2 3 4 5

Ability to present a paper or participate in panel discussion at conference

Present level: 1 2 3 4 5

Future goal: 1 2 3 4 5

-

APPENDIX . What are the differences between 5000 level courses and 8000 level?

Traditional fields: Courses at the 5000 Level

The 5000 level foundational courses are designed to model the delineation of a critical field and examine scholarship that engages the existing professional debates in that field. Secondary texts will focus on nodal points as defined by the instructor, including scholarship that is commonly cited as foundational to the field as well as current scholarship that expands its boundaries or introduces new lines of inquiry. Primary texts will be selected not with the aim of coverage, but as key or representative texts that serve as anchors for discussing the nodal points the class will explore. Students will be asked to read the texts not only for their contributions to the ongoing arguments, but also for how and where they position themselves in relation to the larger field—as both (possible) sources and models for their own future scholarship.

Requirements for the course will generally include a short research paper (10 to 15 pages). In addition, assignments will be designed to give students practice in the kind of writing that engages the scholarship in deep and complex ways. Such assignments might include a narrative account of how several scholars have treated a particular concept or text, imagined either as a long footnote or as a paragraph or two in the body of an essay; a summary of a particular scholarly debate, bringing the major participants into conversation with one another; or a brief close reading of a primary text, situating the analysis within a larger scholarly debate or context. Emphasis should be on the development of practical skills in writing about texts that will be applied as the student advances through coursework. Students should also present brief reports during the course of the semester on aspects of the readings.

Traditional fields: Courses at the 8000 Level

Courses offered at the 8000 level will explore focused topics within the broad subject or title of the course. They might include, for example, the study of a particular movement, the study of a single author or group of authors, the study of a limited time period (e.g. a decade), a problematic theme or technique, etc. In addition to whatever other reports and assignments the instructor requires, students in the doctoral program will be expected to write a seminar paper that should aim to be the start of a publishable paper or a conference presentation.

Instructors should allow sufficient time during the semester for students to formulate topics that are narrow enough to allow for the integration of relevant materials (theoretical, historical, critical) in a paper that can demonstrate original thinking and research--approximately 20 pages.

In addition, 8000 level courses should build into the structure of course student presentations on weekly readings and on the student's research, occasions that will develop oral presentation skills.

Courses in special topics and emerging fields

A number of our courses at the 5000 and 8000 levels are not in the traditional areas (i.e. British, American) but are focused on more recent fields or have a broader, more synthetic purview, covering genres, cinema, critical theory, translation, literacy, rhetoric, etc. For these courses, the distinctions outlined above regarding 5000 and 8000 level courses will be followed, where the 5000 course aims to provide a broader foundation in the subject, while the 8000 allows for a narrow focus.

APPENDIX : Foreign Language Exam Form

Please submit this form during your first semester in the program. You may wish to consult with the Director of Graduate Studies regarding various options. Keep in mind that for DOCTORAL STUDENTS, the Language Requirement must be passed BEFORE you can take the exam.

Name:

Date:

What is the Foreign Language you are planning to submit?

Is the language relevant to your future research and/or teaching, and if so, how?

How will you satisfy the language requirement (see Graduate Policies Handbook for details on options):

Through course-work previously taken:

Through course-work you are taking or will take at Temple: Through a language exam:

Through some other form of documentation of your qualifications:

APPENDIX : Sample Courses of Study in the Ph.D. Program

The following charts plot general timelines for speedy completion of program requirements. Actual courses of study will vary with the availability of courses, teaching assignments, and other contingencies.

Entering with M.A. (Five Year Plan)

The following chart assumes the maximum of 15 transfer credits.

<p><u>Year 1: Courses</u> <i>Fall: 2 courses</i> <i>Spring: 3 courses</i></p>	<p><u>Year 1: Other</u> Complete foreign language requirement</p>
<p><u>Year 2: Courses</u> <i>Fall: 2 courses</i> <i>Spring; 2 courses: Preliminary Exam Areas</i></p>	<p><u>Year 2: Other</u> >In mid-Fall semester, student forms Exams Committee and prepares for Ph.D. Preliminary Exams. >M.A. qualifying paper (if M.A. option is elected)</p>
<p><u>Year 3: Exams and Dissertation Prospectus</u> <i>Fall: Prelim exams</i> <i>Spring: Submit dissertation prospectus</i></p>	
<p><u>Years 4, 5: Dissertation</u> Write and defend dissertation Job search</p>	

Entering with B.A. (Five Year Plan)

<p><u>Year 1: Courses</u> <i>Fall: 3 Courses</i> <i>Spring: 3 courses</i></p>	<p><u>Year 1: Other</u> <i>Complete foreign language requirement</i></p>
<p><u>Year 2: Courses</u> <i>Fall: 3 courses</i> <i>Spring: 3 courses</i></p>	<p><u>Year 2: Other</u> <i>In mid-Spring semester, student forms Exams Committee and prepares for Ph.D. Preliminary Exams.</i></p>
<p><u>Year 3: Courses & Exams</u> <i>Fall: 2 courses: Preliminary Exam Areas</i> <i>Spring: Preliminary Exam & Dissertation Prospectus</i></p>	<p><u>Year 3: Other</u> <i>Fall: Ph.D. Preliminary Exam taken beginning of Spring semester.</i> <i>M.A. qualifying paper (if M.A. option is elected)</i></p>
<p><u>Years 4, 5:</u> Dissertation <i>Write and defend dissertation Job search</i></p>	

APPENDIX . What types of awards are available?

Teaching Assistantships

Teaching Assistantships are the main form of award made each year by the committee. They carry a stipend and include full tuition remission plus health insurance benefits. Teaching Assistants are funded for five years, provided that the student is making satisfactory progress and has received satisfactory faculty evaluations in course work. To retain funding, students must maintain a GPA of at least 3.25, have no incompletes and have acceptable teaching evaluations. After five years of financial aid, if needed, doctoral students may apply for a limited number of Dissertation Completion Fellowships, along with other opportunities for support.

Teaching Assistantships are contingent upon both reasonable progress to degree and satisfactory teaching performance. Teaching performance will be judged satisfactory by a committee comprised of the Director of Graduate Studies, the Department Chair and the Director of the program to which the student is assigned.

Students who receive Teaching Assistantships may serve as graders, course section leaders, or teachers of record. In their first semester of teaching, students are required to attend an orientation before the semester in which their assistantship begins and to fulfill any teaching responsibilities assigned by the department. Students are also required to register for a teaching practicum course (English 8985) unless they have taken a comparable course at another institution. In this case, they can petition the Graduate Director to have the practicum requirement waived. The terms of the teaching assistantship are governed by the contract negotiated by TUGSA, the graduate student union. Inquiries about teaching load, benefits, and compensation should be directed to the graduate student union.

Teaching Assistants will usually teach composition. Occasionally, other courses become available to advanced graduate students. Students in the PhD program are eligible for such courses after attaining candidacy; students in the M.F.A. Creative Writing program are eligible in their second year in the program. The major criteria for being assigned to a literature or other advanced course include departmental needs and the student's position in the program, area of expertise, previous teaching opportunities, and previous teaching success in the program.

Presidential and University Fellowships

A limited number of special fellowships are available to incoming students. The Presidential and University Fellowships are awarded in a university-wide competition: all incoming students' applications are reviewed for eligibility. (You cannot nominate yourself.) These awards offer five-year support, with no teaching in two of the five years. The main criteria for consideration include: GRE scores, GPA, Personal Statement, Writing Sample, and letters of recommendation.

Future Faculty Fellowships

Newly admitted graduate students from under-represented groups in their discipline who show exceptional leadership and have a desire to enter the professorate are eligible. All potential nominees are reviewed by the English Admissions Committee. Nominees must be American citizens or resident aliens. (You cannot nominate yourself.)

Dissertation Completion Fellowships

Usually twice each academic year, the Awards Committee can nominate a student for university-wide Dissertation Completion Fellowships for six months of uninterrupted work on their

dissertation. These fellowships are competitively available to students who have completed all degree requirements except the dissertation and are in the final stages of their dissertations. The award is for six months. Students who receive a Dissertation Completion Fellowship are not eligible for further aid from Temple University, nor can they be hired as adjunct instructors until all requirements for the doctoral degree have been completed. Students may nominate themselves for consideration by speaking with the Director of Graduate Studies. Other fellowships are available from the Center for the Humanities at Temple (CHAT), and students should check their website.

APPENDIX : Graduate English Awards and Prizes

NB: Deadlines for submission will be announced early in the Fall semester.

NEWTON AWARD IN LITERARY AND CULTURAL STUDIES BEFORE 1900

This award honors a former Chair of the English Department and Renaissance scholar, Richard Newton.

The Newton Award is given for an essay on literature or culture before 1900. It should have been written for a graduate course in our program in the last 12 months.

BEEBE AWARD COMPETITION IN 20/21st CENTURY STUDIES

The Beebe Award, honors long-time editor of the *Journal of Modern Literature* at Temple, Maurice Beebe.

The Beebe Award is given for the best essay on a subject relating to twentieth or twenty-first century literature or culture. Essays should have been written for a graduate course in our program in the last 12 months.

DABUNDO GRADUATE AWARD FOR EXCELLENCE

The Laura S. Dabundo Graduate Award was established in 2013 by Laura S. Dabundo, Ph.D. '87.

It is given to an English graduate student exemplifying great academic promise through course work or essay, with a preference given to students in English Romanticism.

APPENDIX : Class Evaluation Form

Graduate faculty fill out this form for each member of the class. It is designed to give the Graduate Program information on how successfully we are achieving our learning goals, in connection with our Strategic Learning Objectives. It will also give the student an assessment that can be used to further develop the skills needed for successfully advancing toward the degree.

These assessments are shared with students. FACULTY NAME:

COURSE NUMBER AND TITLE:

SEMESTER/YEAR:

If you have a brief statement about the content, goals, or requirements of the course, please add it here:

STUDENT'S NAME:

STUDENT'S PROGRAM (e.g. MA, PhD, CW):

STUDENT'S YEAR IN PROGRAM:

GRADE IN COURSE:

Please indicate the number you are assigning for each category, along with any additional comments that might be helpful to the student and the program. *For all of the categories, 1 indicates minimal achievement of the skill, and 4 indicates exceptional success.*

1. **Critical reading** skills, including textual understanding and analysis, as demonstrated by class participation and writing:

1 2 3 4

2. **Creativity**, including ability to choose an original research project and define a manageable topic.

1 2 3 4

3. **Research skills**, including ability to evaluate and utilize relevant primary and secondary materials.

1 2 3 4

4. **Writing skills**, including ability to organize an effective argument using appropriate evidence.

1 2 3 4

5. **Class participation and oral presentation**, including ability to respond to issues raised in class and to contribute constructively to class discussion.

1 2 3 4

ADDITIONAL COMMENTS:

Please add any additional comments regarding the student's work in your class, including any strengths and/or weaknesses not covered by the points above.

APPENDIX: What does a B- grade mean?

- Students receiving two grades of B- (or lower) will not be allowed to continue in the program. Students receiving a B- may wish to consult with the GRADUATE DIRECTOR and have the right to grieve the grade.
-
- CRITERIA:
- Students receiving a grade of B- or lower in a graduate class will generally have failed to meet the minimal standards for graduate writing, including the following criteria:
 -
 - o the ability to formulate a significant and precisely focused question/thesis
 - the ability to construct a persuasive argument, incorporating secondary research
 - o ability to write clearly in prose that is coherent and free of grammatical errors
 - o ability to draw a logical and persuasive conclusion
-
- In addition, a B- may be given when students have failed to satisfy two or more of the following expectations of student responsibility:
 - Attendance: Student has two or more absences that are not excused and have not been cleared in advance with instructor.
 - Class Participation: Student has rarely participated in class or has done so in ways that are disruptive to the classroom objectives.
 - Assignments: Student has not turned in all of the required work or has done so late and without prior authorization

APPENDIX: What Happens After Coursework? Forming Your Graduate Committee

When do I choose a dissertation committee?

It is never too early to start thinking about your committee. Take courses from a range of faculty and especially from faculty you might want to have on your committee. Begin to approach faculty at least the semester before you finish course work to ask them about serving on your committee.

What is the composition of a dissertation committee?

A committee is usually made up of three faculty members, the dissertation chair (or director, or supervisor) and a second and third reader. Two members of the committee must be from the Temple English Department. The members of the committee can play different roles. Sometimes committees operate with a very active second reader, almost a co-chair of the committee. Third readers will often have a less active role. In some cases, you may choose also to have a fourth reader, perhaps to provide guidance in a certain critical method or in an area that has only a tangential relationship to your project. Do not confuse a fourth committee member of this sort with the outside examiner (often informally called the fourth reader). An outside examiner is selected when you are almost ready to defend the dissertation, and should not have any role in advising you on the research and writing of your dissertation.

Is the exam committee the same people as the dissertation committee?

Sometimes, sometimes not; it depends on how you have planned your areas. Usually you will want the same members on the exam and dissertation committees. Sometimes, however, the graduate director will suggest adding an additional member at the exam stage to cover a particular aspect of your reading list. You might want to add a member to the exam committee if your exams cover a broad area -- 18th and 19th century American literature, for example -- but your dissertation will be on late 19th century American literature. You might ask an Early American literature scholar to serve on your exam committee (and, eventually, to write a letter of reference about your expertise in this field), although your dissertation committee might be more focused on the late 19th century.

CLARIFICATION OF RULES FOR COMMITTEE MEMBERSHIP:

Preliminary Exam Committees: policy [02.27.11.04](#) states that "Three of more members of the Graduate Faculty must approve the content of the doctoral preliminary examination." These should be TU graduate faculty in English.

Doctoral Dissertation Committee: all dissertation committees should have 3 TU Grad Faculty (2 of the members need to be from the student's department) and then an outside reader for the defense. If any of the committee are external to Temple or not Graduate Faculty (which needs special approval and not always guaranteed), students need to submit a "Nomination of Service" form and provide the prospective member's CV.

What if decide later to change my committee after exams?

It's not unusual to shift committee members -- and sometimes even supervisors -- after you have a better idea about your dissertation. Talk it over with the people you have been working with, and then have the members of your new committee sign off on the dissertation proposal. Your "committee," formally, is made up of the people who supervise your dissertation, not the people who write and read your prelims.

What should I look for in a dissertation committee?

Your dissertation director, or the chair of your committee, is the captain of the later years of your graduate career: choose wisely and well. On the practical side, you want a director who will:

- Meet deadlines, such as turning in letters of recommendation

- Return your work in a timely manner
- Write effective letters of recommendation for you

On the intellectual side, you will want a director who:

- Has intellectual interests similar to your own
- Has written on, or has interests in, the areas or topics that interest you
- Has name recognition in the field(s) in which you will search for a job
- Has an active scholarly life and contacts in the profession

(The other members of your committee should also fit these criteria, but they are particularly crucial with the chair.)

Ideally, your chair (and other members of the committee) will help in guiding you in all aspects of your beginning career, e.g. helping you to frame and organize your thesis, setting deadlines, proposing conference papers, writing grant proposals, turning dissertation into a book or articles, finding a publisher, reviewing your job letters, introducing you to colleagues, helping navigate politics and personalities in the Department and field.

You also want a chair with whom you can work: if you need a lot of direction, don't select someone who gives students a great deal of room when working on exams or writing a dissertation. If you don't respond well to a very hands-on director, don't choose someone who will want to micro-manage. In other words, think about your own work habits and design a committee that will aid you in your intellectual development, prompt you to do your best work, and motivate you to produce your dissertation in a timely manner.

Other members of the committee may have certain interests, or knowledge of certain fields, that make each a good addition to your committee. You want to design a committee that can work effectively together; the members should have similar or at least compatible intellectual interests, and able to function reasonably well as a group.

What resources are available to help me make these decisions?

- Consult the graduate office
- Ask other students about their experience with faculty on their committees
- Use your coursework experience to help narrow your choices
- Do some research (ABELL and the online MLA bibliography are useful) to see what faculty are currently writing and publishing
- Make appointments to talk with faculty about the shape of their field

How do I ask a faculty member to serve on my dissertation committee?

If you have had a faculty member in a class and have performed well in the class, make an appointment and ask the question. If you have not taken a class with the faculty member, you should probably provide a seminar paper or some other piece of your work to look at. Be prepared to offer a reasonably specific preliminary idea about your possible dissertation and to explain your theoretical or methodological interests. The faculty member may agree to work with you or may make suggestions of other faculty whose work is closer to your own.

What if someone is not willing to serve?

Faculty members make their decision based on how well their intellectual interests mesh with yours and on the number of dissertations they are currently directing as well as on their assessment of your work -- if someone says "no" it does not mean that your project is not worth doing. Get advice from the

graduate office about arranging a workable committee. Sometimes there is a person in another field, or even in another department, who can contribute a useful outside perspective.

What if I want to change my committee after I've turned in my proposal?

That's o.k. too. Speak to the graduate director about your options. An official form must be submitted to the Graduate School; get a copy from the graduate secretary or print it from the grad school's website.

How can I be a full-time student when I'm only taking one credit?

Doctoral students who have finished coursework, do not hold teaching assistantships, and are registered for one credit hour of 9994 (exam prep), 9998 (pre-dissertation research; i.e., preparing proposal), or 9999 (after proposal has been accepted), can maintain full-time status to defer loans and/or satisfy visa requirements by filing the Full Time Loan Deferral form each semester. Print it from the Graduate School website and send it to your supervisor if you're not in Philadelphia.

When can I register for 9999 instead of 9998?

You can register for English 9999 (Dissertation Research) once your approved dissertation proposal has been filed with the Graduate School, and you can change your registration from 9998 to 9999 if that happens before the final day for drop/add for the semester.

APPENDIX: DOCTORAL AREAS FOR PRELIMINARY EXAMS

Exams are based on reading lists in the student's chosen areas--one exam in the Teaching Area and one exam in the Research Area. SEE DESCRIPTION OF EXAMS IN HANDBOOK UNDER REQUIREMENTS FOR THE DOCTORAL PROGRAM.

NB: These areas are reviewed periodically in order to stay current with the fields in English studies. The Graduate Program is also open to some modification in the Teaching and Research areas, upon petition to the Graduate Director, who may consult with the GEC.

Teaching Areas:

- Early British Literature (beginnings to 1660)
- 18th Century British (1660-1810)
- 19th Century British (1780-1910)
- 20th Century British (1890 to 2000)
- Contemporary British (1960 to present)
- Early American Literature (beginnings to 1800)
- 19th c. American (1790 to 1900)
- 20thc. American (1890 to 2000)
- Contemporary American (1960 to present)
- Postcolonial and Global Literatures
- Multi-Ethnic American Literatures
- African American Literature
- Critical and Cultural Theories
- Composition and Rhetoric

Research Areas:

- Poetry and Poetics
- Fiction and Narrative Theory
- Ethnic American Literatures
- African American Literature
- Transnationalism
- Atlantic Studies
- Gender and Sexuality Studies
- Disability Studies
- Environmental Literature and Criticism
- Folklore
- Popular Literature
- Children's Literature
- Science Fiction/Speculative Fiction
- Literature and Society
- Literature and the Visual Arts
- Literature and Film
- Literature and Photography
- Literature and Psychology
- Literature and Medicine
- Literature and Science/Technology
- Sociology of Literature
- Digital Humanities



APPENDIX: Scheduling the PRELIMINARY EXAMS

Students may schedule the exam during the semester preceding the exam or during the semester when the exam will be taken. Consult Graduate Calendar.

Student should discuss the date with the Chair, who can consult with the student's committee to confirm the date.

The calendar for the exam itself begins four weeks before the exam date (see Handbook).

Once the exam date is agreed upon, the student must file the Request to take Preliminary Exams (below).

The student may change the exam date, as long as Chair and Committee are in agreement.

Please email the following information as an attachment to the Director of Graduate Studies and the Graduate English Coordinator.

Request to take Preliminary Exams

1. Name of student:
2. TU ID:
3. Student's email, where exam will be sent. (Provide more than one email, if possible, in order to have a backup)
4. Student's phone number, in case of needed contact during exam.
5. Date of exam:
6. What are the two exam fields?
7. Student's Chair and members of Committee

APPENDIX: THE DISSERTATION

Preparing the Ph.D. Dissertation

What font do I use? Can I have subheads? What do I need besides the chapters and the bibliography?

You must carefully follow the rules in the Dissertation and Thesis Handbook which you can print from the Graduate School's website. It's a good idea to check the specifications for font, margins, and spacing fairly early and set up templates so you don't have to reformat everything at the last minute.

What kind of citations should I use?

For documentation, students in the English department may use either the *MLA Style Manual* or the *Chicago Manual of Style* but you may not mix the styles; you must specify one or the other. Discuss the choice with your supervisor.

NOTE: The rules for spacing the bibliography as specified in the Temple Dissertation and Thesis Handbook are slightly different from those in *MLA* or *Chicago* -- you must follow the Temple forms

How do I get a fourth reader?

It is your supervisor's duty to find a fourth reader/outside examiner. You may make a suggestion but it is not your responsibility to locate and invite someone. Since the outside examiner's role is to read the dissertation objectively and provide a critical analysis of your work, it is not appropriate to choose someone with whom you have an extensive previous relationship (such as, for example, a professor who supervised your undergraduate honors thesis or taught M.A. courses you took at another university).

Who can serve as outside examiner (fourth reader)?

The outside examiner may not be a faculty member in the English department at Temple. The examiner may be from another department at Temple or may be a faculty member from another university. If the examiner is not a member of Temple's Graduate Faculty, your dissertation supervisor must submit a request for approval and a current *curriculum vitae* to the Dean of the Graduate School at least four weeks before the scheduled defense. In rare and specialized instances, the Graduate School may approve an outside examiner with unique professional experiences who is not an academic.

When do I schedule my defense so I can graduate this year?

The dates change somewhat from year to year; check the graduate English calendar or the Graduate School calendar to make sure. In this year, people who defend their dissertation between November 11 and April 4 can graduate in May and people who defend between April 5 and November 10 graduate in January. The calendar is very confusing, though, because you must apply for graduation several weeks before the last possible date for a defense. Even if you do not plan to attend the graduation ceremony, you must file the application for graduation in order to have your degree posted; otherwise it will not appear on your transcript.

How do I apply for graduation?

There's a form on the Graduate School website. If you're not in Philadelphia to get it from the English department graduate secretary, print the form and mail it to the secretary or to your supervisor for the needed signatures; also enclose a check for the graduation fee.

Can I defend my dissertation in the summer?

Summer examinations are not encouraged, but may be held if all members of the committee agree and will be available to attend. If you defend in the summer, you must be registered for one credit of 9999 during the summer session. If you defend late in the summer, you will not have to register for fall semester even if the 30-day deadline for making revisions means that the final copy of your dissertation is not handed in to the graduate school until the fall semester has begun. If you defend after the first day of fall semester, you do not have to register for 9999 during the summer but you must be registered in the fall.

When does my final draft have to be done?

A textually complete examination copy of your dissertation must be in the hands of your entire committee (including the outside examiner) four weeks before your defense. "Textually complete" means that there will be no significant changes to the text of the dissertation. You are, however, encouraged to spend the four weeks before the defense in verifying all of the references, checking the bibliography, and slow careful proofreading.

After the defense you may be required to make some revisions, and members of the committee may also have noted typographical and other minor errors in addition to the errors you have found on your own copy. The final revised dissertation must be deposited with the graduate school electronically within 30 calendar days of the oral defense.

APPENDIX: Calendar for MA Qualifying Essay

NB: these are the latest dates for the various steps outlined. Student and Supervisor are advised to follow an earlier schedule. SEE THE POLICIES AND PROCEDURES HANDBOOK FOR DESCRIPTION OF THE MA QUALIFYING ESSAY.

FOR STUDENTS PLANNING TO GRADUATE IN MAY

Nov.15. Student pre-registers for MA Supervision in Spring. At this time, students should decide which essay they wish to develop into their MA Qualifying Essay. It can be a paper that is being written during the Fall semester, or previously. Student should meet with faculty member in whose class paper was written and confirm "sponsorship" of the paper. Student can then submit a brief proposal to DGS with title of Qualifying Essay and name of Supervising Faculty, who has agreed in advance to work with student on the essay. Student and Supervisor are given copy of this calendar. Students in doubt about which essay to select should consult with DGS.

Dec. 1. Preliminary discussion with Supervising Faculty on revisions.

Jan. 15. Meeting with Supervisor: continued discussion on plans and revisions

Feb. 1: Student submits first draft to Supervisor

Feb. 15: Supervisor returns draft with suggestions for revision.

Mar. 1: Second draft submitted to Supervisor

Mar. 15: Supervisor returns second draft.

April 1: Students submits completed Qualifying Paper to DGS with signed cover sheet.

April 1. DGS assigns Paper to Faculty Reader.

April 15: Faculty Reader returns Paper to DGS with any suggested revisions. (If failed, DGS finds second Faculty Reader.)

April 20: Student submits revised Paper (if needed) to DGS. (Or, Second Faculty Reader submits review to DGS.)

April 20: DGS reviews Paper and approves. (Or, student revises, based on Second Reader)

May 1: Any needed revisions submitted in final form to DGS, to approved for graduation.

FOR STUDENTS PLANNING TO GRADUATE IN FALL

April 1. Student pre-registers for MA Supervision in Spring. At this time, students should decide which essay they wish to develop into their MA Qualifying Essay. It can be a paper that is being written during the Fall semester, or previously. Student should meet with faculty member in whose class paper was written and confirm "sponsorship" of the paper. Student can then submit a brief proposal to DGS with title of Qualifying Essay and name of Supervising Faculty, who has agreed in advance to work with student on the essay. Student and Supervisor are given copy of this calendar. Students in doubt about which essay to select should consult with DGS.

May 1. Preliminary discussion with Supervising Faculty on revisions.

Sept. 1. Meeting with Supervisor: continued discussion on plans and revisions

Sept. 15: Student submits first draft to Supervisor

Sept. 30: Supervisor returns draft with suggestions for revision.

Oct.15: : Second draft submitted to Supervisor

Oct. 30: Supervisor returns second draft.

Nov. 10: Student submits completed Qualifying Paper to DGS with signed cover sheet.

Nov. 10. DGS assigns Paper to Faculty Reader.

Nov. 22: Faculty Reader returns Paper to DGS with any suggested revisions. (If failed, DGS finds second Faculty Reader.)

Nov.30: Student submits revised Paper (if needed) to DGS. (Or, Second Faculty Reader submits review to DGS.)

Nov. 30: DGS reviews Paper and approves. (Or, student revises, based on Second Reader)

Dec. 5: Any needed revisions submitted in final form to DGS, to be approved for graduation.

APPENDIX: MA QUALIFYING PAPER COVER SHEET**M.A. Qualifying Paper Submission Form**

NB: Student should complete form, with signature of faculty sponsor. Please submit form with the Qualifying Paper.

Name: _____ **Date:** _____

Date of Expected M.A. _____

Title of Paper: _____

FACULTY SPONSOR

Name: _____ **Date:** _____

I approve the submission of the above work as a qualifying paper for the M.A.

Signature: _____

APPENDIX: What about teaching assignments?

What kind of T.A. assignments can I get?

By the time you're in your second year of course work you should be thinking ahead to the kind of employment you hope to get and the profile you'll need to present. You need to think about what teaching (or other) assignments you should ask for in order to give you the experiences that will make you competitive. Should you teach introduction to literature or technical writing? How about getting experience with online instruction? You should be talking about such issues with your supervisor, with the director of the graduate program, with some of the junior faculty and the teaching faculty who have recent experience in the academic marketplace.

How can I get teaching experience if I don't have a teaching assistantship?

Talk to the graduate director about your situation. It may be possible to work as an adjunct in the composition program or the undergraduate program. Also keep your eye on the graduate listserv. The director sometimes gets last-minute requests from nearby colleges and community colleges that urgently need staff.

APPENDIX: How do people get to deliver conference papers?

First, know that presenting at one major conference is worth more on your *c.v.* than giving three or four papers a year at local or graduate conferences. And second, it's probably not worth your time to research and write something completely new just to fit the theme announced in a call for papers.

With those two provisos, keep your eye on the conference announcements for suitable meetings, and if you have a seminar paper or research in progress that can be shaped to fit an announced topic, send in a proposal. Any faculty member should be willing to look over your draft and give you suggestions. And remember, most of us don't actually write the paper until it's accepted: a proposal is merely a promise to present something along these lines if you are invited to present the proposed paper.

Can I get funding to go to conferences?

Yes, the English Department has limited funding, and the College does as well. Send an email to the DGS requesting funding, along with your acceptance notice from the conference and other details.

How about publishing?

Your professors and dissertation committee ought to be nudging you in suitable directions; ask specific questions if they are not making suggestions. Not all seminar papers and dissertation chapters have the makings of an article, but you should be exploring the journals in your field to see what kind of thing they take and how it's put together. (This is a different kind of reading than you do when you're looking at an article to see someone's theoretical argument or textual analysis.) You can get current information about journals (addresses, submission instructions, response time, etc.) from the MLA Directory of Periodicals; it's now on the library's list of research databases.

APPENDIX: TRAVEL SUPPORT

English Department Graduate Student Travel Program

The **English Department Graduate Student Travel Program** is meant to reimburse graduate students for travel to conferences where they are participating and representing Temple University.

Eligibility and Criteria

Students must be currently enrolled in an English graduate program.

Students may apply who are participating in conferences and appear on the program in such roles as: presenting papers or other professional work, chairing, commenting, or participating in a roundtable.

For other travel support (e.g. professional development workshops), please consult with the Director of Graduate Studies regarding eligibility.

Students can receive financial assistance more than once within an academic year if there are enough funds available. *Second requests* will be considered only after awards are made to applicants at the March 1 deadline.

The Department generally will allow between \$300 and \$500 for domestic travel, depending on overall cost and distance; up to \$700 can be allowed for international travel. All support is contingent on available funds.

Matching funds from the Graduate School may also be available and can be requested **after** the student has received funds from the department; a special University form is needed. ***University funds are only available for students presenting papers or other professional work as first author.*** Please consult with DGS.

Application Procedures

To apply for funding from the English Department, please email DGS with your request, including the following attachments:

- The English Travel Application Form. (In *Policies and Procedures Guide*.) The form asks you to estimate your total cost. Do not fill out Section 3 on the form.

- Evidence of acceptance of your paper from the conference organizer, as well as the topic of paper, name of conference, and any other relevant details. You can attach the email containing the acceptance to your email.

When to apply:

For travel during the Academic Year (July 1 to June 30), applications may be submitted at any time and will be held for the next funding decision.

July 1 through May 1: Funding decisions made on a bi-monthly basis for travel during the fiscal year (July 1 to June 30).

NB: Students requesting travel for July and August of the next fiscal year, may apply by May 1 of the preceding year.

Second Requests for travel support can be submitted anytime, but decisions will be made only after March 1 decisions on first requests. Travel support is contingent on available funds.

Procedures: for reimbursement

Important: BEFORE MAKING YOUR RESERVATIONS, please consult with the English Administrative Coordinator on arranging travel bookings and on reimbursement procedures through the University's Concur system. **The program will reimburse incurred costs according to the Temple University Travel and Expense policy.** After completing travel, please submit receipts for your expenses, which are considered "business expenses." Use the CLA travel expense report.

APPENDIX: Travel Fund Request for Graduate Students

Instructions: Complete this form and submit it to the Director of Graduate Studies along with a copy of both your presentation abstract and your letter of acceptance from the professional organization at which you will present.

SECTION 1: STUDENT INFORMATION

Name (Last, First)

TUId

SECTION 2: TRAVEL INFORMATION

Professional Organization

Reason for Travel: e.g., *first-authored presentation at national or international conference*

Title of Paper or Presentation:

Place of Travel

Dates of Travel

Estimate of Costs; NB: *Temple University requires that all airfare be purchased through Concur. Therefore, before making any airfare arrangements, please contact Stephanie Morawski at morawski@temple.edu.*

Airfare or train Lodging

Registration Fees Taxi, parking

Other

Total

By signing below, I certify that the information in Sections 1 and 2 is accurate and that the awarded funds will be utilized solely by the primary graduate student presenter for travel to a meeting of a national or international professional organization related to the student's field of study.

Signature of Graduate Student Date

SECTION 3: APPROVAL

Signature of Graduate Director

Amount approved

APPENDIX: HOW DO I PLAN AHEAD FOR THE JOB SEARCH?

Plan ahead for the job search

Work with the Graduate English Placement Committee. Get the current copy of the department's job search handbook. It has many examples of letters and *c.v.*'s -- and even if you are several years away from the point of sending out that material, this is the time to "write" your *c.v.* by figuring out what experiences and accomplishments you want to list on it when the time comes, and then planning how to achieve those aims.

- Also, save everything. Keep a file with a copy of
- the syllabus and assignments and student evaluations for every course you teach
- the letter notifying you of every award you win
- the exact title of every academic job you do
- the name and dates of any fellowship you hold
- the program for every conference at which you give a paper
- the proposal for every paper you don't have accepted
- any communication you get about your work from any scholar or editor
- any teaching philosophy you work up for any purpose
- a brief abstract of your dissertation (or proposal)
- and, of course, everything you publish

Having all of this information available in one place makes it much easier to prepare a special-purpose *c.v.*, to answer the questions that may be needed to apply for grants or fellowships, and to produce the materials that may be required by one or another of the jobs you apply for.

In addition to academic teaching, you should consider other possible employment opportunities for holders of the Ph.D. See APPENDIX: Diverse Careers in the Humanities.

APPENDIX: Diverse Careers in the Humanities

The scope of possible employment, with a Ph.D. in the Humanities, encompasses the following broad fields, among others:

- Advocacy
- Communications, Public Relations and Marketing
- Consulting
- Development
- Diplomacy and Mediation
- Entrepreneurship
- Higher Education Administration
- Human Services
- K-12 Education
- Organizational Management
- Research and Analysis
- Academic Research and Teaching

The Temple University Career Center has many resources and has gathered a list of places to consult as you begin your planning:

Career Exploration

IMAGINE PHD: <https://www.imaginephd.com/>

BEYOND THE PROFESSORiate: <https://beyondprof.com/>

TEMPLE CAREER CENTER: <https://careercenter.temple.edu/resources/versatilephd>

VERSATILE PHD: : <https://versatilephd.com>

CV and Resume Writing

•Career Center Samples:

<https://drive.google.com/drive/folders/148GmCbHigORihuglWPJSiKLgihX6olyz?usp=s>
haring

Job Search

•HigherEdJobs.com: <https://www.higheredjobs.com/>

•Idealist.org: <https://www.idealist.org/en/>

•Indeed.com: <https://www.indeed.com/>

Networking

•LinkedIn: <https://www.linkedin.com/>

•Informational Interviewing: <https://www.insidehighered.com/advice/2021/01/28/advice-making-most-informational-interviews-opinion#.YBLLdqzA2OI.linkedin>

You can also contact the Career Center directly:

Temple University Career Centerwww.temple.edu/careercenter

215-204-7981

Handshaketemple.joinhandshake.com**Follow us on Twitter and Instagram**

@Templecareers

Contact Information:

Mark P. Kaloko, Ed.D.

Senior Career Coach

mark.kaloko@temple.edu

APPENDIX: Statement of Academic Honesty

The following statement is taken from the Temple University Graduate Bulletin.

Temple University believes strongly in academic honesty and integrity; therefore, any kind of academic dishonesty is prohibited. Essential to intellectual growth is the development of independent thought and of a respect for the thoughts of others. The prohibition against academic dishonesty is intended to foster this independence and respect. Primarily, the two types of academic dishonesty include the following: Plagiarism and Academic Cheating.

Plagiarism is the unacknowledged use of another person's labor, ideas, words, or assistance. Normally, all work done for courses--papers, examinations, homework exercises, laboratory reports, oral presentations--is expected to be the individual effort of the student presenting the work. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. All these forms of plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University. Our education and our research encourage us to explore and use the ideas of others, and as writers we will frequently want to use the ideas and even words of others. It is perfectly acceptable to do so; but we must never submit someone else's work as if it were our own, without giving appropriate credit to the originator.

Academic Cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. Some examples include falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheating from one's own or another's work; or actually doing the work of another person.

The penalty for academic dishonesty can vary from reprimand and receiving a failing grade for a particular assignment, to a failing grade in a course, suspension, or expulsion from the University. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

For more information about what constitutes Academic Dishonesty or about disciplinary and/or academic grievance procedures refer to the University's Statement on Academic Honesty and the Student Code of Conduct or contact the Student Assistance Center at 215 204-8531.

APPENDIX: Academic Appeals Procedures

Students may appeal any academic matter in which they feel they have been treated unfairly, after having first attempted to resolve the issue through communication with the instructor or Graduate Director. A student may rescind the grievance at any point, thus halting the process. All appeals are in accordance with the general principles set forth in the Graduate School and College of Liberal Arts policies.

Informal stage

1. The student should first attempt to resolve the issue through communication with the instructor and/or Graduate Director, who will try to resolve disputes between students and faculty during the informal stage.
2. A Student Ombudsperson is available to assist students in this process and should be consulted during the informal stage. Ombudspersons are appointed annually by the Graduate English Association to facilitate the resolution of disputes and advocate on the student's behalf. Information communicated to the Student Ombudsperson is confidential.
3. In the event the issue is not resolved informally, the student may initiate a formal appeal by notifying the Graduate Director in writing of the nature of the dispute no later than the semester following the disputed incident. The Student Ombudsperson may assist the student in preparing the written appeal.

Formal stage

4. The Graduate Director is responsible for carrying out the review according to the following procedures. This review and the response will be completed within twenty-one business days of receipt of the student's written appeal.
5. The Graduate Director forwards the appeal to an ad hoc Appeals Committee, which is charged with investigating, documenting, and deciding graduate student appeals. The Committee consists of three members of the graduate English faculty who are not serving on the Graduate Executive Committee and are not a party to the dispute. At least one of these must be eligible to direct dissertations according to the CLA criteria for graduate faculty.
6. As appropriate, the Appeals Committee will review all documents pertinent to the case and interview the parties involved. Students may have the Student Ombudsperson assist them in any interview with the Committee. After completing its investigation, the Committee will make a decision in the case that is binding on the Department.
7. The Appeals Committee communicates its decision on the grievance in writing to the student, the Graduate Director, and the Chair.
8. It also informs the student of the procedure to appeal the Department's decision.
9. Within ten days of notification by the English Faculty Appeals Committee, the student may further appeal the decision to the Associate Dean for Graduate Affairs in the College of Liberal Arts.

APPENDIX: GRADUATE LITERATURE FACULTY: 2021-22

<i>Talissa Ford</i>	<i>Romanticism</i>
<i>Carissa Harris</i>	<i>Medieval Literature, Gender, Sexuality, and Obscenity</i>
<i>Katherine Henry</i>	<i>19th Century American Literature</i>
<i>Priya Joshi</i>	<i>19th & 20th Century Literature of Empire, Postcolonial Theory, Novel Theory, History of the Book, Indian Popular Film</i>
<i>Joyce Ann Joyce</i>	<i>African American Literature and Criticism, Feminist Theory</i>
<i>Michael Kaufmann</i>	<i>Early American Literature, Post-Secular Studies</i>
<i>Sue-Im Lee</i>	<i>Contemporary U.S. Fiction, Asian American Literary Studies</i>
<i>Natalie Léger</i>	<i>Caribbean Literature</i>
<i>Laura McGrath</i>	<i>Digital Humanities</i>
<i>Nichole Miller</i>	<i>Renaissance, Literary and Political Theory, Gender Studies</i>
<i>Steven L. Newman</i>	<i>British Literature of the Long 18th Century Literature</i>
<i>Miles Orvell</i>	<i>American Studies, American Literature (19th and 20th c.), Visual & Material Culture Studies</i>
<i>Ryan Omizo</i>	<i>Composition, Rhetoric, and Digital Studies</i>
<i>Jena Osman</i>	<i>Creative Writing, 20th Century American Poetry and Poetics</i>
<i>James Salazar</i>	<i>19th Century American Literature, Race and Gender Studies</i>
<i>Shannon Walters</i>	<i>Composition/Rhetoric, Disability Studies, Women's Studies</i>
<i>Roland Williams</i>	<i>African-American Literature, Film</i>

Faculty Committees

In addition to individual faculty areas of specialization, we list here areas of faculty cooperation. Students are not required to form committees from this list, but it can serve as a starting point for thinking about your committee and the possible faculty who might work with you. In forming your committee, you should discuss possibilities first with the DGS, and then secure a chair for your committee. With the chair's advice, you can then form the rest of your committee.

Committee on British Literature (Early):

Harris, Miller, Newman

Committee on British Literature (Later):

Newman, Ford, Joshi

Committee on American Literature (Early):

Kaufmann, Salazar, Henry, Orvell,

Committee on American Literature (Later):

Lee, Léger, Orvell, Osman, Williams, Joyce, McGrath

Committee on Rhetoric and Composition:

Walters, Omizo

Committee on Digital Humanities:

McGrath, Omizo, Newman, Kaufmann

Committee on African American/ Studies:

Joyce, Léger, Williams

Committee on Ethnic and Postcolonial Studies:

Joshi, Ford, Henry, Lee, Orvell, Salazar

Committee on Popular Culture and Visual Studies:

Orvell, Williams, Osman, Harris, Kaufmann, Newman, Salazar, Henry, McGrath,
Walters

Committee on Genre Studies and Poetics:

Harris, Miller, Newman, Osman, Léger, Joshi, Osman, McGrath,

Committee on Gender and Sexuality

Ford, Harris, Joyce, Walters

PRELIMINARY EXAMINATION AREAS

Exams are based on reading lists in the student's chosen areas--one exam in the major area and one exam in the research area. SEE Handbook for description of exam process, and consult with DGS on the format for the Preliminary Examination Proposal (statement plus lists).

The areas for the two exams are listed below:

Teaching Areas:

- Early British Literature (beginnings to 1660)
- 18th Century British (1660-1810)
- 19th Century British (1780-1910)
- 20th Century British (1890 to 2000)
- Contemporary British (1960 to present)
- Early American Literature (beginnings to 1800)
- 19th c. American (1790 to 1900)
- 20thc. American (1890 to 2000)
- Contemporary American (1960 to present)
- Postcolonial and Global Literatures
- Multi-Ethnic American Literatures
- African American Literature
- Critical and Cultural Theories
- Composition and Rhetoric

Research Areas

- Poetry and Poetics
- Fiction and Narrative Theory
- Ethnic American Literatures
- African American Literature
- Transnationalism
- Atlantic Studies
- Gender and Sexuality Studies
- Disability Studies
- Environmental Literature and Criticism
- Folklore
- Popular Literature
- Children's Literature
- Science Fiction/Speculative Fiction
- Literature and Society
- Literature and the Visual Arts
- Literature and Film
- Literature and Photography
- Literature and Psychology
- Literature and Medicine
- Literature and Science/Technology
- Sociology of Literature
- Digital Humanities

