

# **POLICIES & PROCEDURES** **of the English Graduate Programs at Temple University** **2022 – 2023 Academic Year**



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This **HANDBOOK** is designed for students and covers a wide range of rules and practices relating to the MA, 4+1, and PhD Graduate Programs. Please consult the Table of Contents for specific information and also see the Appendices for further information and sample forms that are used in the program.

NB: In addition to the departmental forms included in the Appendices, some processes require University forms as well. These are maintained by the Graduate School and thus subject to change, so they are not included in this Handbook. You may find them on TUPortal > Student Tools > University Forms.

The HANDBOOK strives to be current, but if you have any doubt, it's a good idea to confirm policies and procedures with the Graduate Director or with the Graduate 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**

## GENERAL REQUIREMENTS AND REGULATIONS FOR ALL PROGRAMS

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### 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; 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.

### **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. Only courses taken within the previous five years are eligible for consideration. Courses must be passed with a letter grade of B+ or higher. All transfer credit must be approved prior to advising for the final semester of coursework. **(See Appendix: Request for Transfer Credit).**

### **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 Appendix 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 session.

### **Annual Review**

Students in the MA program receive a first-year review in their second semester, to ensure they are in good academic standing and on-track to finish the degree.

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 for more information.

In addition, students in their first two years 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.

Beginning in their third year, PhD students will be asked to submit a Doctoral Progress Report, including a brief self-assessment by the end of the Spring semester.

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.

### **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 request form available

on TUPortal (Student Tools > University Forms) and submitting it to the Graduate English Office 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 on TUPortal (Student Tools > University Forms) and should be submitted to the Graduate English Office 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 M.A. PROGRAM IN ENGLISH

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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 Paper 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 Administrative 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 under Ph.D. requirements. (The requirement is the same for Ph.D. and for master's degree students.)

### **Qualifying Paper**

The Qualifying Paper 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 Paper 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 (see **Appendix: MA Qualifying Paper Cover Sheet**). Papers can be submitted via email; no hardcopies are necessary.

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 double-spaced, with a margin of 1 1/2 inches on the left side of the page, and 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 Qualifying Paper should be submitted electronically to the Graduate Administrative Coordinator.

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

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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

### 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 15<sup>th</sup> and must include:

1. English Department Accelerated MA Application Cover Sheet, available from the Graduate English Office.
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.

### 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 4<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> year.

In their 5<sup>th</sup> 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 5<sup>th</sup> 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 Paper and submit the Qualifying Paper by the spring semester deadline for approval by the

program.

### **Master's Qualifying Paper**

The Qualifying Paper 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 Paper 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 (see **Appendix: MA Qualifying Paper Cover Sheet**).

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 double-spaced, with a margin of 1 1/2 inches on the left side of the page, and 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 Qualifying Paper should be submitted electronically to the Graduate Administrative Coordinator.

### **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 under Ph.D. requirements. (The requirement is the same for Ph.D. and for master's degree students.)

### **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 Ph.D. IN ENGLISH

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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 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.

1. ENG 5001: Introduction to Graduate Studies

ENG 5502: Current Directions in Critical Theory [or equivalent]

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: 18<sup>th</sup> c. British

ENG 5018: 19<sup>th</sup> c. British

ENG 5021: 19<sup>th</sup> 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 Graduate Director, 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, *before the final semester*. 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 of coursework who 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, coursework, 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.

Please note that official documentation is required to fulfill the foreign language requirement. If a student takes a reading examination, a letter on official letterhead is needed from the exam proctor, detailing what exam was taken and when it was passed. If a student

wants to satisfy the requirement with prior coursework, transcripts are required. Contact the Graduate Administrative Coordinator with questions.

## PRELIMINARY EXAMINATIONS REQUIREMENT

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*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 at the beginning of your penultimate semester of course work, in order to have your committee in place by advising for the final 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: Forming Your Dissertation 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 narrative, 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 start of the final semester of course work and after consulting with the Committee Chair, the student submits to the Graduate Director a **Preliminary Examination Proposal**, including a description of the major area and the research area (known as the **protocol**), together with **two lists of readings**. The protocol should, in approximately 350-500 words, justify the composition of each list and describe how the two fields work together in terms of the candidate's professional aims in scholarship and teaching. The Graduate Director 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. (See **Appendix for a full description of the proposal and its requirements**).

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.)*

*Please note: Preliminary Exams cannot be taken between May 1<sup>st</sup> – August 15<sup>th</sup> or between November 18<sup>th</sup> – January 15<sup>th</sup>.*

**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 Graduate Director.) 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 (**See Appendix**).

**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.

*Please note: a University form is required to report the student's preliminary examination result to the Graduate School. The Graduate Administrative Coordinator will initiate completion of this form.*

## THE DISSERTATION

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### **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 Doctoral Advisory 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.

We strongly recommend students complete the prospectus within 6 months of passing the preliminary exams. After exams but before approval of dissertation prospectus, students register for English 9998, Pre-Dissertation Research.

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. 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 research and writing of the dissertation. Finally, the committee should decide on plan of work and methods of reporting to the faculty supervisors, circulation of drafts, and distribution of responsibilities among members of the committee.
2. Once the committee has approved the prospectus it will be distributed to the Graduate Faculty at large.
3. 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.
4. 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.

5. 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 7-10 pages long, excluding the bibliography. A one-page abstract is also required when submitting final prospectus.

A form signed by all dissertation committee members must be submitted to the Graduate Director along with the prospectus (**see Appendix for Prospectus Cover Sheet**). The prospectus will be distributed to all members of the graduate English faculty for comments. Any recommendations for changes must be presented to the Graduate 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 Graduate 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. (*Please note that there is a university form required for this process. The Graduate Administrative Coordinator will initiate completion of this form*).

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 English Forum**

Once or twice during each semester, the DGS will schedule a Graduate English Forum, where students working on their dissertations are expected to 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. All students are expected to attend.

### **Nature of the Dissertation**

The doctoral dissertation in English is a book-length work 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.

Spring defenses can be held between January 15<sup>th</sup> and May 15<sup>th</sup>; Fall defenses can be held between August 15<sup>th</sup> and December 15<sup>th</sup>. No defenses will be held during summer or winter break.

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. Doctoral candidates may pass the oral defense but still be required to revise the dissertation. The dissertation, together with the defense, may be graded "Pass" or "Fail," according to the Graduate School. In addition, the Dissertation Committee may nominate dissertations that are distinguished by virtue of their originality, scholarly significance, research, and writing for the English Dissertation Award for Excellence.

*Please note: there are two Graduate School forms that must be completed to submit a student's defense results to the University. The Graduate Administrative Coordinator will initiate completion of these forms.*

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 processing and copyright fees directly through the submission site (<https://www.etsadmin.com/temple>). Temple will no longer accept paper applications for doctoral graduation.

The English Department follows the policies of the Graduate School, as outlined here: <https://bulletin.temple.edu/graduate/graduate-policies/#dissertationtext>

## **Job Placement**

In the year prior to going on the job market, candidates should consult with the Graduate Director 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.**

## MAINTAINING SATISFACTORY PROGRESS

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### **1. 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.**) 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 the Qualifying Paper within two years. (The Qualifying Paper is written while registered for 9996). 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. Students in the MA Program are reviewed annually (grades and course evaluations).

## **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 the Qualifying Paper. (The Qualifying Paper is written while registered for 9996). Students in the Accelerated MA Program are reviewed annually (grades and course evaluations).

## **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.

Students who do not register for courses for two consecutive semesters will be considered inactive and must reapply to continue their studies.

### **Annual Review of All Students**

Please see the section on "Annual Review" in GENERAL REQUIREMENTS, above.

### **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 the Graduate 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**

Most of the Graduate School forms you'll need as you progress through the program can be found on TU Portal > Student Tools > University Forms.

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

In addition, there are some other forms you will need to request from the Graduate English office. Contact the Graduate Administrative Coordinator for advice on forms and where to find them.

**APPENDIX: Graduate Literature Faculty: 2022-2023**

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

*Committee on American Literature (Early):*  
Orvell, Salazar

*Committee on American Literature (Later):*  
Abdul-Ghani, Joyce, Lee, Léger, McGrath, Orvell, Osman, Williams

*Committee on Rhetoric and Composition:*  
Omizo, Walters

*Committee on Digital Humanities:*  
McGrath, Newman, Omizo

*Committee on African American Studies:*  
Abdul-Ghani, Joyce, Léger, Williams

*Committee on Ethnic and Postcolonial Studies:*  
Ford, Joshi, Lee, Orvell, Salazar

*Committee on Popular Culture and Visual Studies:*  
Harris, McGrath, Newman, Orvell, Osman, Salazar, Walters, Williams

*Committee on Genre Studies and Poetics:*  
Harris, Joshi, Leger, McGrath, Miller, Newman

*Committee on Gender and Sexuality*  
Ford, Harris, Joyce, Walters

## **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, everything you publish

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

##### TEMPLE FORMS FOR GRAD SCHOOL:

TU Portal > Student Tools > University Forms.

Contact the Graduate Administrative Coordinator with questions about forms.

#### BE AWARE OF DEADLINES: SOME ARE MONTHS IN ADVANCE!

- Application for graduation for doctoral degrees
- Application for graduation for master's degrees
- Nomination for service on a doctoral committee
- 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: 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: 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

Following their meetings, the student should prepare a brief summary of each meeting, shared with the mentor, which might include topics discussed, reflections, goals, etc. The summary is a self-assessment, designed to increase the student's awareness of key aims in graduate school and should be based on objectives like the following:

- Knowledge of primary works in student's special areas of interest
- General knowledge of literature outside student's special areas of interest
- Knowledge of relevant critical theory and scholarship
- Ability to write a research paper (style, research skills, argument, organization)
- Digital Humanities methods and skills
- Oral Presentation skills and experience (in class)
- Ability to submit an article for publication
- Ability to write a conference proposal
- Ability to present a paper or participate in panel discussion at conference

**APPENDIX: Request for Transfer Credit:** Use this form when requesting 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. Submit all materials to the Graduate English Office.

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.

All transfer credit must be approved before advising for the final semester of coursework.

*Please note: there is also a university form required for this process, which can be found in TUPortal > Student Tools > University Forms. Contact the Graduate Administrative Coordinator with questions.*

---

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: 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: 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:

- the ability to formulate a significant and precisely focused question/thesis
- the ability to construct a persuasive argument, incorporating secondary research
- ability to write clearly in prose that is coherent and free of grammatical errors
- 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: 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.

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

**Entering with B.A. (Five Year Plan)**

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

**APPENDIX: Graduate Certificates**

Temple University offers many graduate certificates that can be taken alongside your graduate courses and may count toward your English electives. Students interested in taking a certificate should first consult the certificate director, after which they must consult with the English Graduate Director, submitting a statement on the relevance and importance of the certificate program to the student's program of study. Funded students may have all or part of their certificate programs covered by tuition remission, to be determined on a case-by-case basis. Any plans to incorporate a certificate into the regular graduate program should be formulated and discussed with the Graduate Director as early as possible in the student's career.

Here is a partial list of graduate certificates at Temple:

- College Access and Success
- Cultural Analytics
- Disability Studies
- Diversity Leadership
- Documentary Arts and Ethnographic Research
- English Language Teaching
- English as a Second Language
- Gender, Sexuality, and Women's Studies
- Institutional Effectiveness
- Leadership in Instructional Technology for Higher Ed
- Non-Profit Management
- Public Policy
- Scientific Writing
- Strategic Communication and Cross-Cultural Leadership
- Teaching in Higher Education
- Teaching in Higher Education for the Creative Disciplines
- Urban Education

**APPENDIX: Foreign Language Exam Form**

Please submit this form during your first semester in the program. You may wish to consult with the Graduate Director regarding various options. *Doctoral students: keep in mind that you must satisfy the Language Requirement BEFORE you can take the preliminary 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 coursework previously taken:

Through coursework you are taking or will take at Temple:

Through a language exam:

Through some other form of documentation of your qualifications:

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## **APPENDIX: Calendar for MA Qualifying Paper**

NB: these are the latest dates for the various steps outlined. Student and Supervisor are advised to follow an earlier schedule. See **Handbook for a description of the MA Qualifying Paper.**

### **FOR STUDENTS PLANNING TO GRADUATE IN MAY**

**Nov. 15.** Student pre-registers for MA Supervision in Spring (English 9996, 3 credits). At this time, students should decide which essay they wish to develop into their MA Qualifying Paper. 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 Paper 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. 10.** Meeting with Supervisor: continued discussion on plans and revisions

**Jan. 25.** Student submits first draft to Supervisor

**Feb. 10.** Supervisor returns draft with suggestions for revision.

**Feb 25.** Second draft submitted to Supervisor

**Mar. 10.** Supervisor returns second draft.

**March 25.** Students submits completed Qualifying Paper to DGS with signed cover sheet.

**March 25.** DGS assigns Paper to Faculty Reader.

**April 5.** Faculty Reader returns Paper to DGS with any suggested revisions. (If failed, DGS finds second Faculty Reader.)

**April 15.** Student submits revised Paper (if needed) to DGS. (Or, Second Faculty Reader submits review to DGS.)

**April 15.** DGS reviews Paper and approves. (Or, student revises, based on Second Reader)

**April 25:** 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 Fall (English 9996, 3 credits). At this time, students should decide which essay they wish to develop into their MA Qualifying Paper. 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 Paper 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.

**Aug. 25.** Meeting with Supervisor: continued discussion on plans and revisions

**Sept. 8.** Student submits first draft to Supervisor

**Sept. 23.** Supervisor returns draft with suggestions for revision.

**Oct. 8.** Second draft submitted to Supervisor

**Oct. 24.** Supervisor returns second draft.

**Nov. 3.** Student submits completed Qualifying Paper to DGS with signed cover sheet.

**Nov. 3.** DGS assigns Paper to Faculty Reader.

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

**Nov. 23.** Student submits revised Paper (if needed) to DGS. (Or, Second Faculty Reader submits review to DGS.)

**Nov. 23.** DGS reviews Paper and approves. (Or, student revises, based on Second Reader)

**Nov 28.** Any needed revisions submitted in final form to DGS, to be approved for graduation.

**APPENDIX: MA Qualifying Paper Cover Sheet**

*NB: Student should complete form, with signature of faculty sponsor. Please submit form with the Qualifying Paper to the Graduate Director and Graduate Administrative Coordinator.*

---

**M.A. Qualifying Paper Cover Sheet**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Expected M.A.** \_\_\_\_\_

**Title of Paper:** \_\_\_\_\_

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**FACULTY SPONSOR**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Signature:** \_\_\_\_\_

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## **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. *Please note: Preliminary Exams cannot be taken between May 1<sup>st</sup> – August 15<sup>th</sup> or between November 18<sup>th</sup> – January 15<sup>th</sup>.* 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 Calendar for Preliminary Exams earlier in the Handbook). The student may change the exam date, as long as Chair and Committee are in agreement.

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

*Please email the following information as an attachment to the Graduate Director and the Graduate Administrative Coordinator.*

---

### APPLICATION FOR PHD PRELIMINARY EXAMINATION

NAME: \_\_\_\_\_

PREFERRED  
EMAIL(S): \_\_\_\_\_

AREAS: \_\_\_\_\_  
\_\_\_\_\_

APPROVED BY SUPERVISING COMMITTEE (ALL MEMBERS MUST SIGN):

\_\_\_\_\_ (CHAIR)

\_\_\_\_\_

\_\_\_\_\_

DATE (APPLICATION):

APPROXIMATE DATE OF EXPECTED PRELIM EXAM:

WRITTEN:

ORAL:

FOREIGN LANGUAGE REQUIREMENT:

PASSED (DATE):

EXPECTED TO PASS (DATE):

DEPARTMENT APPROVAL: \_\_\_\_\_  
(DIRECTOR OF GRADUATE STUDIES)

DATE: \_\_\_\_\_

---

## **APPENDIX: Doctoral Areas for Preliminary Exams**

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 earlier in the Handbook for a description of the exam process, and consult with the Graduate Director on the format for the Preliminary Examination Proposal (statement plus lists).

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.

### **Teaching Areas:**

- Early British Literature (beginnings to 1660)
- 18<sup>th</sup> Century British (1660-1810)
- 19<sup>th</sup> Century British (1780-1910)
- 20<sup>th</sup> Century British (1890 to 2000)
- Contemporary British (1960 to present)
- Early American Literature (beginnings to 1800)
- 19<sup>th</sup> c. American (1790 to 1900)
- 20<sup>th</sup>c. 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

In their last semester of course work, students will be focused on preparing for their preliminary exams (registering for English 8900), following a calendar (see Calendar for Preliminary Exams earlier in the Handbook) that will structure their progress toward that goal.

## **APPENDIX: Forming Your Dissertation 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 three TU Grad Faculty (two of the members need to be from the student’s department) and then an additional outside reader for the defense. If any of the committee are external to Temple or are not Graduate Faculty at Temple, students need to submit a “Nomination of Service” form and provide the prospective member's CV. Approval must be given by the Graduate School of Temple University.

***What if I 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 Director
- 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. 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 okay 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 Administrative Coordinator or print it from Student Tools > University Forms in TUPortal.

***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 a 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: Dissertation Prospectus Cover Sheet**

Submit the below to the Graduate Director and Graduate Administrative Coordinator. *Please note: to be elevated to candidacy, a university form is required as well. The Graduate Administrative Coordinator will initiate completion of this form.*

---

DEPARTMENT OF ENGLISH  
DISSERTATION PROSPECTUS COVER SHEET

Student's name:

Dissertation title:

Student signature:

Date:

**COMMITTEE APPROVAL: Signatures (Permission for proxy signatures may be emailed to the Graduate Office Administrative Coordinator.)**

Advisor's Signature:

Date: \_\_\_\_\_

Second Member:

Date: \_\_\_\_\_

Third Member:

Date: \_\_\_\_\_

Fourth Member [if applicable]:

Date: \_\_\_\_\_

**DEPARTMENT APPROVAL:**

Graduate Director:

Date: \_\_\_\_\_

**To:** Members of the English Graduate Faculty

**From:** Director of Graduate Studies in English

**Subject:** Abstract for Department Approval

This abstract is circulated for your information and describes the proposed dissertation; you need not indicate approval. The prospectus will be regarded as approved within ten days unless serious objections are raised. You are, of course, welcome to raise such objections if you wish, or to comment in any way on the substance of the prospectus.

**Name:**

**Date:**

**Committee Members:**

**Title:**

Abstract (200 words):

**Dissertation Proposal (between 2500 and 7000 words, including bibliography):**

---

## **APPENDIX: Preparing the PhD 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 suggestions, and you may have a professional contact who might be willing to serve; 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. Please note that 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 (via TUPortal) in order to have your degree posted; otherwise it will not appear on your transcript.

Typically, students who defend their dissertation between November and early April can graduate in May; students who defend between late April and mid-November can graduate in January.

***How do I apply for graduation?***

You can apply for graduation through TUPortal under Student Tools. Contact the Graduate Administrative Coordinator with questions.

***Can I defend my dissertation in the summer or during winter break?***

No. Defenses can only be held between January 15<sup>th</sup> and May 15<sup>th</sup> for spring, and between August 15<sup>th</sup> and December 15<sup>th</sup> for 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: 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 comprising the Graduate Director, 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. 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. (Typically, they cover Fall or Spring, but they are also available for completion during the summer.) 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: 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: English TA: Special Research Support**

Doctoral students who enrolled in Fall 2019 or later can take advantage of additional research funds (RAADS) and a work-free semester. See below for more information.

### **Research Award for Advanced Doctoral Students (RAADS)**

Doctoral students who enrolled in Fall 2019 or later can now apply for \$5,000 in research funding.

#### **Eligibility**

- Student must be in good standing and making academic progress
- Students should have passed preliminary exams and been elevated to candidacy. Exceptions will be considered on a case-by-case basis.
- Students must have been offered 5 years of funding in the form of a TA/RA contract upon entrance into the graduate program. *Please note: University Fellowship and Future Faculty Assistantship recipients are not eligible for RAADS funding.*
- Students must still be within the first 5 years of their PhD. Students beyond the 5-year mark are no longer eligible to apply.

#### **Use of Funds**

RAADS funding is intended to support advanced doctoral students' research, including:

- Research related expenses (subject fees, access to specialized data sets, purchase archival material, IRB approved participant incentives).
- Research-based travel not associated with a course (e.g. off-campus data collection, access to libraries, archives or historical sites).
- Intensive off-campus study of foreign languages needed for research. Proposals will only be considered when instruction is not available at Temple.
- Off-campus study of specialized methodologies or techniques needed for research. Proposals will only be considered when such training is not available at Temple.
- Support for general expenses associated with summer research.

*Please note: Proposals for stipends will only be considered in certain disciplines as long as the student has reached candidacy and the expected outcome will be the advancement of a clearly identified and justified research agenda.*

*Additionally, the award will not cover conference related travel/publication costs/computers/Temple fees.*

#### **How to Apply**

More information and the RAADS application can be found here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=74FucSK1c0SOMRC9Asz25YUTQ2IOTiRHsiOxVuRDceNUNIAyQU42QUxYVkJSMVpOVzk2TDFTU040Ry4u>

Applications must include:

- Research Proposal  
1,500 word maximum. Please be sure to include selected citations to relevant literature that will be helpful in understanding how your proposal fits into the scholarly literature. The proposal should also explain why the award is critical to the research and include a timeline with estimates of how long various aspects of the project will take.
- Research Budget  
The research budget must match the activities described in the proposal. It should explain in detail the costs associated with each of the activities. If the anticipated costs are greater than the amount requested, explain what other resources are already available to support the remaining expenses. A budget template has been included in the online application for your use.
- Unofficial Transcript
- Letter from the Graduate Director in consultation with the Doctoral Advisory Chair, which confirms that student is in good academic standing and their application materials have been reviewed

Students have the option to apply more than once based on funds needed but cannot apply more than twice. Up to \$5,000 total across a maximum of two applications may be requested.

For students on a 9-month TA/RA contract, we recommend applying for RAADS funding in the summer.

Applications are accepted on a rolling basis, please allow about six (6) weeks of processing time. For summer funding, completed applications should be submitted by April 15<sup>th</sup>.

Please contact the Graduate Director or the Graduate Administrative Coordinator with questions.

### **Work-free Semester for Doctoral Students**

Doctoral students who enrolled in 2019 or later are now eligible for a work-free semester. During the work-free semester, students will receive the TUGSA stipend, tuition remission, and health insurance for the semester without service (teaching or research) to the department/college. The work-free semester was designed to give students the space to focus on their research and make significant academic progress.

Eligibility:

- Student must be in good standing and making academic progress

- Students should have passed preliminary exams, and been elevated to candidacy
- Students must have been offered 5 years of funding upon entrance into the graduate program. *Please note: University Fellowship recipients are not eligible for the work-free semester. Future Faculty Fellowship recipients, however, are eligible.*

Students do not need to apply for the work-free semester, but they should let the Graduate English Office know of their preferences as far in advance as possible, and not later than February 1 of the previous Academic Year--e.g. request by Feb.1, 2023 for Fall or Spring of Academic Year 2023-24.

## **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: Events**

### **Graduate English Forum Series**

Once or twice during each semester, the DGS will schedule a Graduate Dissertation Forum, where students working on their dissertations are expected to 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. All students are expected to attend.

### **Distinguished Alumni Lecture Series**

The Distinguished Alumni Series recognizes the outstanding achievements of graduates of Temple's Doctoral English Program, whose work and career exemplify the highest goals of the profession, whether in the academy or in other accomplishments related to the humanities. Each year, we typically invite two speakers, one in each semester, to present a talk to the Graduate English faculty and students that is also open to the Temple University community and the interested public. We invite our speakers to present their work in the form of a talk or in some other form, and we invite them to reflect on the path of their careers following their graduation from the Program.

### **English Working Papers Series**

The English Working Papers series features the work of Temple faculty from all ranks, including instructional faculty, who are engaged in active research. Faculty can discuss their projects at any stage—from their initial conception to more advanced formulation, and they might choose to focus on an overview, on a chapter, or on a smaller unit of work. We also welcome the discussion of recently completed work that reflects on the project in terms of its reception or evolving significance. The series typically features two talks each year, with faculty responding, and presentations are open to the entire English Department, including Graduate Students, as well as to members of the University community.

## **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 University does as well. **See the separate Appendix on Travel Support.**

### ***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: Eligibility**

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 the Graduate Director.

### **Application Procedures**

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

- The English Travel Application Form (**see Appendix: Travel Fund Request for Graduate Students**). 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 Graduate 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 (found on TUPortal > Student Tools > University Forms).

## **APPENDIX: Travel Fund Request for Graduate Students**

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

*This form can also be found on TU Portal > Student Tools > University Forms.*

---

### **SECTION 1: STUDENT INFORMATION**

Name (Last, First)

TU ID

### **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 LaTasha Goodman at [latasha.goodman@temple.edu](mailto:latasha.goodman@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=sharing>

### **Job Search**

- HigherEdJobs.com: <https://www.higheredjobs.com/>
- Idealist.org: <https://www.idealists.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 Center**

[www.temple.edu/careercenter](http://www.temple.edu/careercenter)

215-204-7981

**Handshake**

[temple.joinhandshake.com](http://temple.joinhandshake.com)

**Follow us on Twitter and Instagram**

@Templecareers

**Contact Information:**

Mark P. Kaloko, Ed.D.

Senior Career Coach

[mark.kaloko@temple.edu](mailto:mark.kaloko@temple.edu)