

English Graduate Student Handbook



The Ph.D. Program in English

Department of English

Washington University in St. Louis

(Revised in August 2017)

Contents:

- 1. Overview of the Program**
- 2. Fellowships and Funding**
- 3. Schedule for the Six-Year Ph.D.**
- 4. Academic Performance Requirements and Academic Probation and Dismissal**
- 5. Review of Progress**
- 6. Foreign Language Requirement**
- 7. Interdisciplinary Certificates and the Teaching Citation**
- 8. The Major Field Process**
- 9. Teaching and Teacher Training**
- 10. The Dissertation Prospectus and Interview**
- 11. Dissertation Fellowships**
- 12. The Dissertation Defense Timeline and Checklist**
- 13. Dissertation and Article-Writing Workshops**
- 14. Financial Support for Conferences, Research Trips, and MLA Job Interviews**
- 15. Department and University Prizes**
- 16. The Combined Ph.D. Program in English and Comparative Literature**
- 17. Graduate Student Resources and Organizations**
- 18. The Graduate School's New Child Leave Policy**
- 19. Appendix: Purpose and Procedures of the Graduate Advisory Panel**

1. Overview of the Program

The Ph.D. program in English at Washington University in St. Louis is a six-year course of study leading to a doctorate in English, American, and other Anglophone literatures. Students take a minimum of twelve elective three-credit courses on the 400 or 500 level, along with two compulsory classes: Introduction to Graduate Study and the Practicum in the Teaching of Composition. Aside from these two classes, there are no specific course requirements, though students must take at least two courses in historical periods before 1780 (not in the same period) and at least two in historical periods after 1780 (again, not in the same period). For students entering in the fall semester of 2014 and after, at least six of twelve elective courses must be 500-level, graduate-only seminars (four such 500-level seminars must be taken by students who entered in the fall of 2013 or earlier). Students are encouraged to enroll in courses of special interest in other departments or programs whether or not they are cross-listed with the English department. But at least eight of their twelve electives must be home-based English courses, including (save in exceptional cases) all of their seminars.

In certain instances it may be desirable for a student to take a 400-level course for 500-level credit. In these cases the student(s) and professor may propose a course of study to the Graduate Committee that would elevate the course to the level of a seminar. Additional work will usually include extra reading, more substantial writing assignments, and additional meetings. Students may use up to two such courses towards the total seminar requirement. Proposals are due to the DGS at least one month before the start of the semester.

It is assumed that all entering graduate students are working toward a Ph.D.; the English department does not admit students aiming for a terminal M.A. The M.A. is awarded during the course of study when a student has completed 36 credit hours, usually at

the end of the second year. To satisfy the Graduate School requirement of demonstrated excellence, candidates for the M.A. may also be asked to submit a graded seminar essay (or the equivalent) for review by the English Graduate Committee.

Students entering the program with an M.A. degree in hand normally follow the standard first-year curriculum. At the end of their third semester, the Director of Graduate Studies (DGS) will review their M.A. work done elsewhere and determine how many credits (normally a limit of nine to twelve) may be applied toward the Ph.D. at Washington University. Although students receiving transfer credit may be able to complete the Ph.D. in fewer than six years, it is to their advantage to enter the program as first-year students since this ensures them four full semesters of study without teaching responsibilities. If, after three semesters and the review of transfer credit, the DGS determines that the student has fulfilled the course requirements for the Ph.D., the student may elect not to take classes in semester four and to begin work on the Major Field reading instead. During the first seven semesters, forty-eight (48) credits are earned by coursework, independent study, and directed reading: more precisely, thirteen courses and thirty-nine (39) credits in years one and two; the Practicum in Teaching in the fifth semester, and three credits of Directed Reading for each semester of Major Field research. Full-time student status is maintained via registration in LGS 9000 once a student has completed coursework.

2. Fellowships and Funding

All incoming graduate students are fully funded through (at least) a tuition scholarship and a University Fellowship for the duration of the six years of the program. Typically, students focus on coursework during their first two years, beginning to gain teaching experience (“mentored teaching experience,” or “MTE”) in year three. Students gain a range of pedagogical experience (see section #X below) during the latter years of the program, but funding is not tied to “service” in the classroom. Students will spend at least one year dedicated solely to research and writing the dissertation.

To ensure that Ph.D. students have time to learn foreign languages, study for examinations, and conduct independent research over the summer, the Graduate School may supplement fellowship stipends for the academic year with summer funding. Contingent on budgetary constraints, such funding is available both (1) to students who have satisfactorily completed course work in years one or two; and (2) to students in good standing in years three to five who have been enrolled full-time in the spring semester. No summer funding is available after the sixth year of fellowship. According to Graduate School policy, if a student has additional sources of university support (e.g., from an Olin or Chancellor’s Fellowship or other special award), the combined total income during the summer must not exceed \$6,900. If it does exceed this amount, the Graduate School will adjust the amount of summer funding accordingly.

3. Schedule for the Six-Year Ph.D.

The recommended six-year schedule for students entering the English Ph.D. program is as follows:

Year 1

Fall: Students take three electives and the Introduction to Graduate Study class.

Spring: Another three electives. No teaching is required in either semester.

Summer: First-year review by the English faculty. Language study, if needed.

Year 2

Fall: Students take three electives.

Spring: Another three electives. No teaching is required in either semester. Declaration of the Major Field area and selection of the Major Field advisor by the close of the spring semester.

Summer: Second-year review by the English faculty. Further language study, if needed. The minimum language requirement should be fulfilled by the close of this summer.

Year 3

Fall: Students take the Practicum in the Teaching of Composition class and teach one section of Writing 1.

Spring: Students begin directed reading (taken for three credits per semester) for their Major Field exam and teach one section of Writing 1.

Year 4

Fall: Students continue directed reading for their Major Field exam, now in the specific area of their projected dissertation, and teach one section of Writing 1.

Spring: Students take their Major Field exam by early March. Students may now enroll in Mentored Teaching Experience units associated with an undergraduate English literature courses or with courses in other departments and programs such as American Culture Studies, Film and Media Studies, and Women, Gender, and Sexuality Studies, or they may teach a section of Writing 1.

By the close of the spring semester all students will submit a Dissertation Prospectus and participate in a follow-up interview on this document with their dissertation committee and at least one member of the Graduate Committee. By the end of year four, in accordance with Graduate School guidelines, students must have completed all the pre-dissertation requirements including the minimum language requirement. By August 15, they must submit to the English department Graduate Coordinator a formal Title, Scope, and Procedure Form for the dissertation, to be signed by Major Field committee members and forwarded to the Graduate School.

Years 5 and 6

Fall and spring semesters: Students research and write the Ph.D. dissertation and enroll in MTE units each semester. During two semesters they will dedicated themselves solely to researching and writing the dissertation. Students complete and defend the Ph.D. dissertation by April of their sixth year.

4. Academic Performance Requirements and Academic Probation and Dismissal

All students in the Ph.D. program in English are expected to satisfy the academic performance requirements of the Graduate School, which can be found in the “General Requirements” section of the *Graduate School Bulletin* (see http://graduateschool.wustl.edu/files/graduate/Graduate_School_Bulletin.pdf). Moreover, all students beginning in the fall semester of 2015 and after are expected to satisfy the English department’s own performance requirements, described below.

According to these departmental requirements, English Ph.D. students in good standing must:

- (a) Fulfill their course distribution requirements in their first two years of coursework, except in exceptional circumstances (e.g., enrollment in the combined Ph.D. program in English and Comparative Literature) (see section 1 of the *English Graduate Student Handbook*);
- (b) Maintain good standing during the first two years of study. Standing is assessed during the annual review (see below and section 5 of this *Handbook*). A number of factors influence this yearly assessment: the student’s demonstration of professionally appropriate curiosity and diligence; his or her demonstration of both analytic skill and the increased range and flexibility of that skill; and his or her achievement in course work. To be considered in good standing, a student must maintain a grade point average of 3.7, or A- (the Graduate School minimum requirement, by contrast, is an average of 3.0, or B), with no more than three grades of B+ or below recorded in any given year;

- (c) Secure a field-specific Major Field advisor by the start of their third year in the program (see section 8 of this *Handbook*) and then demonstrate diligence and accomplishment in the reading courses taken to prepare for the Major Field exam;
- (d) Satisfy their Foreign Language requirement by the end of their third year in the Program at the latest (see section 6 of this *Handbook*);
- (e) Pass their Major Field Exam on the first or second attempt by the end of their fourth year in the program (see section 8 of this *Handbook*);
- (f) Show the potential to undertake an original, dissertation-length scholarly project at the level of excellence expected for a Washington University English Ph.D. To meet this requirement, a student's written work in courses and during the Major Field process must demonstrate an ability to produce clear, well-researched, and consistently well-argued literary-critical arguments that are novel and sophisticated;
- (g) Except in extraordinary circumstances, complete all requirements for the Ph.D., including a successfully defended dissertation, by the end of the sixth year.

The academic performance of all English Ph.D. students is reviewed on an annual basis. For students in their first two years in the program, this annual review begins with a May meeting of the English faculty led by the Director of Graduate Studies (DGS). The faculty's discussion addresses the quality and promise of each student's course grades, seminar papers, oral reports, and other class assignments. Students then receive a detailed letter from the DGS summarizing this meeting's conclusions and advice (see section 5 of this *Handbook*). In years three through five, the annual evaluation of English Ph.D. students is conducted chiefly by their Major Field advisors and by the faculty on their Major Field and dissertation committees, in conjunction with the DGS and the English Graduate Committee.

Students in their fourth year and beyond must write an annual letter of self-assessment addressing their progress toward the Ph.D. degree, complete with news of academic and professional activities (e.g., teaching reports, conferences attended, publications placed) and any special circumstances that have impeded or may impede progress. This letter must also include intellectual and professional goals for the academic year to come, and must be signed by the dissertation advisor (see sections 5 and 8 of this *Handbook*).

The department has designated the English Graduate Committee to manage decisions regarding placement on probation, removal from probation, recommendations for dismissal after a probationary period, and recommendations for immediate dismissal due to extreme underperformance. This committee is chaired by the Director of Graduate Studies and made up of three appointed faculty members in addition to the Chair of the department, who serves as an ex officio advisor and tiebreaker. If it is determined by the English Graduate Committee by a majority vote that the student is not satisfactorily meeting the academic requirements of the program based on the above criteria, then this committee will consider whether the student should be placed on probation or, in cases of extreme underperformance, immediately dismissed from the program in accordance with the GSAS Policy on Probation and Dismissal for Academic Reasons. Normally, a probationary period will be no less than three months and, in cases where the probation criteria involve coursework, will normally consist of one semester.

The student will be notified of the decision of the English Graduate Committee in writing, including an explanation of the academic performance issues leading to probation or immediate dismissal and, if applicable, any requirements for what must be done within a specified period of time during the probationary period in order for the student to return to good standing. The written notice of probation will be accompanied by the opportunity for

the student to meet with the DGS for a clarifying discussion, and will be copied to the Dean of GSAS.

Each student on probationary status will be reviewed by English Graduate Committee after each semester to determine whether he or she should be (a) removed from probation and returned to good standing; (b) continued on probation; or (c) dismissed from the program. The student will be notified of the Graduate Committee's decision in writing.

If a student is dismissed from the program, he or she will be formally notified in writing and will have the opportunity to appeal such dismissal in accordance with the GSAS Policy on Probation and Dismissal.

5. Review of Progress

In addition to periodic informal conversations between students and the Director of Graduate Studies, the English faculty annually reviews the progress of first- and second-year students. After their first and second years in the program, students are evaluated at a meeting of the faculty, usually held in May, that involves a wide-ranging conversation about their course grades, seminar papers, oral reports, and other class assignments. The faculty at this meeting may also discuss written comments submitted by absent professors—some based outside the English department—with direct experience of the work of English Ph.D. students over the course of the academic year. Students then receive a letter from the Director of Graduate Studies summarizing this meeting's conclusions and advice.

These letters are both constructive and evaluative; they are meant candidly to apprise students of areas of perceived strength and areas, if any, of concern. First-year students are expected to address any such areas of concern during their second year. Should serious doubts arise, students may be placed on academic probation and possibly dismissed from the program (see section 4 of this *Handbook*). Cases of this sort are rare, but ongoing review is important both for the quality of graduate training and for the career plans of our students.

After the second year, the evaluation of Ph.D. students is conducted chiefly by their Major Field advisors and Major Field and dissertation committees, in conjunction with the Graduate Committee. Students in their fourth year and beyond are asked to write an annual letter of self-assessment addressing their progress toward the Ph.D. degree, complete with news of academic and professional activities (e.g., teaching reports, conferences attended, publications placed) and any special circumstances that have impeded or may impede progress. This letter should also include intellectual and professional goals for the academic year to come, and must be signed by the dissertation advisor.

6. Foreign Language Requirement

The English department requires a minimum of competency in one foreign language, ancient or modern, for all doctoral candidates. “Competency” is understood as a basic comprehension of the grammar, structure, and core vocabulary of a language. Native speakers of languages other than English or students who have had two full years of undergraduate language study (it must be the same language across the two years) with a grade average of B+ or better will be considered to have satisfied the competency requirement. Other students may demonstrate competency either by taking an introductory reading course designed for graduate students or by passing a translation exam administered by the appropriate foreign language department.

Given the academic challenges of the initial years of the graduate program, introductory language courses are usually best taken during the summer following the first or second year of graduate study. All graduate students who do not enter the program having already satisfied the competency requirement can expect to receive funding for one summer language course whether or not it is directly related to their proposed field of concentration. Students may elect to take additional summer language courses, but to be eligible for full funding such courses must be field-related. Students may also take languages courses on a fully funded basis during the academic year.

The minimum foreign language competency requirement is precisely that: a minimum. Students working in certain historical periods or pursuing particular dissertation topics may need to build upon basic competency in depth (by studying a single language further) and/or in breadth (by studying multiple languages). In some cases, additional language study might be pursued in the third and/or fourth year as the requirements of a student’s Major Field or dissertation topic come into greater focus. The degree of language

study appropriate in a particular case will be determined by the student and his or her advisor. Students in fields with unusually heavy language requirements may require an additional year to complete the Ph.D. Funding for a seventh year of study is granted at the discretion of the Dean of the Graduate School, but students in need of such a year who are progressing satisfactorily toward their degree can expect the endorsement of the English department.

7. Interdisciplinary Certificates and the Teaching Citation

As an enhancement of the English Ph.D. program, students may elect to pursue a graduate certificate in one of these interdisciplinary areas: American Culture Studies; Film and Media Studies; Translation Studies (via the Program in Comparative Literature); Women, Gender, and Sexuality Studies; and Data Science in the Humanities (DASH). Certificates usually require fifteen credit hours of study, six of which may derive from home-based English courses cross-listed with the certificate program and also counted toward the English Ph.D. Certificate classes are taken as part of the student's two years of course work and do not, except in the case of Lynne Cooper Harvey Fellows in American Culture Studies, extend the time to degree. Aside from supplementing the focus of the traditional English Ph.D., certificate programs often provide expanded teaching opportunities for participants, though in some cases these opportunities may also be extended to non-certificate students.

In conjunction with the Teaching Center, the Graduate School also offers a Teaching Citation aimed at enhancing the pedagogical knowledge and skills of Ph.D. students. Earning this citation requires participation in non-credit workshops at the Teaching Center; the successful completion of varied teaching appointments; the submission of teaching evaluations by both faculty and students; and the development of a teaching philosophy statement (a statement now often required of those on the academic job market as well).

8. The Major Field Process

The Major Field process is divided into five major stages: the choice of a specialized scholarly field; the construction of Major Field reading lists; two semesters of directed reading involving regularly scheduled tutorial meetings with the Major Field advisor and the writing of two field-related essays; the Major Field examination; and the dissertation prospectus and follow-up dissertation interview (covered in section 9 of this *Handbook*).

(a) *The Choice of the Major Field:* By the end of their fourth semester, students must declare a field of specialization, choose a field-based faculty advisor, and, drawing on his or her advice, select two additional Major Field committee members. Generally, students will choose an advisor with whom they have taken one or more courses and have begun to establish an intellectually rewarding relationship.

Faculty advisors guide students through their third- and fourth-year Major Field readings and subsequently in the challenging process of planning, writing, and revising the Ph.D. dissertation. Advisors also play an important role as sources of information and writers of reference letters when students come to apply for academic or other jobs. Students are strongly encouraged to select an advisor from among the tenured faculty (i.e., at the rank of associate or full professor), though in some cases—due to the special nature of their scholarly interest or their rapport with a particular faculty member—they may choose an untenured faculty member, subject to approval by the Director of Graduate Studies. In consultation with their advisor, students will select two regular faculty members (tenured or untenured, with no more than one coming from outside the English department) who will also serve on their Major Field committee and assist them in developing their reading list.

Major Field areas are most often aligned with the historical periods that have traditionally structured the profession of English. Within British literature, these fields

include medieval literature; renaissance literature; seventeenth-century literature; eighteenth-century literature; nineteenth-century literature; and twentieth- and twenty-first century literature. Within American literature, these fields include early American literature; nineteenth-century literature; modern and post-1945 or contemporary literature; and American literature with a concentration in African-American writing and culture. However, subject to the approval of both the Major Field and the Graduate committees, students may design alternative fields according to considerations of theme, genre, theory, period, and geography—fields commensurate in scope and intellectual coherence with the established major fields.

(b) The Major Field Reading Lists: The first semester of the third year is devoted chiefly to pedagogy as students take the Practicum in Teaching and teach their first section of Writing 1. In preparation for their Major Field reading and tutorials the following spring, students will also, in discussion with their advisor and other members of their field committee, compile a reading list of primary and secondary texts in their field, to be submitted to the Graduate Committee for approval by the first week in November. This reading list should include (1) major primary writings in the student's chosen field; (2) other writings, canonical and non-canonical, that speak to the student's special interests; and (3) a broad range of criticism, history, and theory reflecting the development of the field to the present and the various significant approaches taken to it. Sample reading lists are available from the Graduate Coordinator. Reading lists should be inclusive enough to provide a strong foundation in the field but should also be of manageable length; they form the basis for students' general reading during the spring semester of their third year. Reading lists for the fall of year four focus more specifically on a probable dissertation area as it emerges from students' discussions with their advisor and Major Field committee. This second list need

not be submitted to the Graduate Committee for approval, but it must be incorporated into the final reading list that students submit to their Major Field committee members and to the Graduate Committee prior to taking the major field exam.

(c) The Major Field Tutorials and Essays: En route to their Major Field exams, students are expected to meet with their major advisor in at least four tutorial sessions held during each of two semesters; in both of these semesters they will also write an essay of 20-25 pages (to be submitted by the end of the term) on a topic agreed upon by the student and the advisor. The first semester's essay should center on a prominent theme or scholarly/critical problem within the field. The second semester's essay should be more sharply focused and, in most cases, point ahead to the student's likely dissertation topic. The two Major Field essays are intended to help students consolidate their thoughts about their reading; they should not be understood as formal seminar papers, potential submissions for publication, or abstracts of the dissertation. The essays will be read by the Major Field committee but should not, except as they suggest questions for common discussion, be subjects on the Major Field exam.

(d) The Major Field Exam: The Major Field exam, taken by early March of the fourth year, is a two-hour oral exam chaired by the student's advisor and including the other members of his or her Major Field committee. The examination is intended as a measure of the student's mastery of the field as represented by the reading list only, which should be distributed to all committee members at least two weeks prior to the exam. During the exam, the student is expected to demonstrate a command of primary materials, show familiarity with important events, debates, and developments in the field, and articulate an individual perspective on the material. The exam is graded pass/fail. A student who fails the exam may retake it, once only, within 60 days of the first attempt. In the event of a second failing

grade, a student, on the advice of his or her committee and with the concurrence of the Director of Graduate Studies, will be dropped from the Ph.D. program.

9. The Mentored Teaching Experience and Teacher Training

Professional development in the teaching of composition and the teaching of literature is an essential component of a Ph.D. in English Literature. Learning how to convey the principles and practices of successful critical analysis and communication is intricately tied to the larger project of training as a literary scholar. Formal support in preparing doctoral students for academic careers as English professors is one aim of our teacher preparation, but not the only aim. Our approach to teacher preparation readies graduate students for long-term engagement in education, communication, and scholarship—both within and outside academia. For each semester that students participate in a Mentored Teaching Experience (MTE), they must also enroll in LGS 600 “Mentored Teaching Experience” units.

The outline below represents a typical path, but the sequence of semesters may be changed as deemed productive by students and their advisors, in consultation with the Director of Graduate Studies:

Third Year: MTE (Writing 1) + Pedagogy Seminar / MTE (Writing 1)

Fourth Year: MTE (Writing 1 or Literature) / MTE (Literature)

Fifth Year: MTE (Literature) / MTE (Literature—Possible Co-teaching/Independent Course)

Sixth Year: Dissertation only / Dissertation only

(a) *Writing 1*: The foundational teaching experience for students in the English Ph.D. program comes in Writing 1, an introductory course in composition taken by first-year undergraduates at Washington University regardless of their intended major. Graduate students are instructed in teaching Writing 1 through a required three-credit practicum seminar taken in the fall of their third year, concurrently with their first semester of teaching. This seminar is typically taught jointly by a member of the College Writing Program faculty and a member of the English department. The course focuses on the practical aspects of teaching: graduate students will review their assignments, produce handouts and other

material for class, discuss approaches to teaching specific texts, and refine the consistency of their grading of student work. In each semester spent teaching a section of Writing 1, the faculty member who serves as the instructor of record also serves as a mentor for each graduate student. Students should teach at least two and ideally three iterations of Writing 1 in order to prepare properly for the academic job market, as the majority of positions require the teaching of writing courses.

Some Washington University freshmen participate in special First-Year Programs (FYPs) associated with specific sections of Writing 1. The structure and aims of these sections are similar to those of Writing 1 generally, but their content is linked to that of their larger FYP. Mentored teachers of Writing 1 tied to First-Year Programs work closely with faculty in the area and may be asked to attend a related course or event.

(b) MTEs in English Literature and Related Courses: The English department offers its advanced Ph.D. students the opportunity to assist tenured and tenure-track faculty members in 300- and 400-level English literature courses, where students will learn to teach effective literature classes of their own. Certificate programs in American Culture Studies, Film and Media Studies, and Women, Gender, and Sexuality Studies also often provide teaching opportunities for English graduate students. During MTE semesters associated with literature courses, the student will attend every class, assist with lecture and/or leading discussion, assist with grading (although mentees will not be asked to grade the work of other graduate students in 400-level classes), and hold office hours for student meetings. The student will also be required to produce a syllabus for a similar course. The faculty mentor (i.e. the professor teaching the class) will offer feedback on the syllabus as well as feedback on all aspects of course participation. We encourage students to enroll in an MTE with a

variety of faculty members, in a variety of courses, in order to be exposed to different teaching styles and to different subject matter at different levels.

(c) Applying for Mentored Teaching Experience (MTE): Early in each semester, the Director of Graduate Studies canvases faculty members for requests for teaching mentors for the following semester, asking for brief descriptions of their scheduled course and of the role and duties they expect to assign to their mentees. The completed list of MTE opportunities is circulated to all graduate students who will have completed three semesters of Writing 1. Interested students then submit formal applications (available from the Graduate Coordinator) for specific mentored experiences to the Graduate Committee, which will review the students' academic records and their performance in teaching Writing 1. The applications of qualified candidates will be forwarded to individual instructors, who will then decide among applicants and contact the Director of Graduate Studies, who will in turn notify the students concerned. Other departments and external certificate programs (e.g., Women, Gender, and Sexuality Studies, Film and Media Studies, and American Culture Studies) that wish to work with English Ph.D. students as teaching mentees should notify the Director of Graduate Studies and submit formal requests early in the preceding semester according to these same guidelines. Here, too, instructors may freely choose among applicants, but teaching opportunities in other departments and certificate program areas must be publicized to all eligible English graduate students.

(d) RA-ships: In some cases, students will spend a semester or more as research assistants in lieu of the MTE (in which case the student would still enroll in MTE). These positions could include working as an RA on the Spenser Project, for the Humanities Digital Workshop, or in other capacities.

If students secure fellowships or residencies in archives outside St. Louis, then they may substitute a semester of off-site research for a semester of MTE.

(e) Co-Teaching: In some instances, students will have the opportunity to co-teach a literature course with a member of the English faculty. These students will share equally in the design and teaching of the course, but will also be given extensive feedback by the faculty member who will serve as a teaching mentor for the duration of the course (the student will enroll in MTE credit associated with this course). There is no formal application process for co-teaching. Instead, the initiative comes from the faculty member and his or her potential co-teacher, who will consult directly with the Director of Graduate Studies. Graduate co-teachers frequently are, but do not need to be, major advisees of the faculty instructor, but there must of course be a close and comfortable relationship between co-teachers if the arrangement is to succeed.

(e) Independently Taught Literature Courses: In other limited instances, students will have the opportunity to independently teach a literature course. The student will need to have enrolled in an MTE associated with a literature course prior to this teaching experience; the student must also be ABD at the time of teaching. The department has an application for such assignments, including the submission of a potential syllabus. These materials will be reviewed by the department's Graduate Committee and Curriculum Committee, which provides specific feedback to applicants. If selected to teach, the student is assigned a faculty mentor (typically the dissertation advisor) who will observe the class on 2-3 occasions and provide feedback on class sessions, assignments, and grading. The student will enroll in MTE credit associated with this course.

(f) "Pedagogy Seminars:" Pedagogy Seminars are attached to some of the department's large lecture courses (e.g., those on Shakespeare or the novel as a genre) and are intended to

help introduce Ph.D. students to the teaching of literature. They involve concrete training in class organization, pedagogy, and grading.

10. The Dissertation Prospectus and Interview

Within 60 days of passing the Major Field exam, students must submit a dissertation prospectus to the Graduate Committee. This prospectus, generally 12-15 pages in length (including a bibliography of important primary and secondary materials), should describe the subject of the dissertation, summarize its major arguments, indicate the probable organization of chapters, and locate the dissertation within traditional and emerging scholarship in its field. Before being sent to the Graduate Committee for review, the prospectus must be accepted by the student's Major Field advisor and two other faculty members who agree to serve as members of the student's dissertation committee. In most cases, but not necessarily, these two additional readers will be those who served on the student's Major Field committee. They may be tenured or untenured faculty, but no more than one may be based outside the English department. In appropriate circumstances, a faculty member from another university may serve on the dissertation committee with the approval of the Director of Graduate Studies and subject to the guidelines (available from the Graduate Coordinator) established by the Graduate School.

Like the Major Field exam, the dissertation prospectus provides an important basis for student education and evaluation. The prospectus must demonstrate to committee members both the student's preliminary command of his or her proposed subject and those qualities of mind and expression necessary for writing a successful dissertation. If the dissertation prospectus is judged unacceptable by any of the committee members, the student, after discussion with the committee, may revise and resubmit it for evaluation within 30 days. During this period of revision, it is expected that the major advisor will work closely with the student to maximize the likelihood of success. However, if the revised prospectus also proves unsatisfactory to the major advisor or to both of the other committee

members (a single dissenter other than the advisor may be replaced by another committee member, should one agree to participate) the student will be dropped from the Ph.D. program.

Once a dissertation prospectus has been approved by the student's committee and reviewed by the Graduate Committee, a formal interview will be arranged between the student, the dissertation committee, and the Director of Graduate Studies or at least one other member of the Graduate Committee (a dissertation committee member on the Graduate Committee may also represent this latter committee). The purpose of the interview is constructive: to help the student clarify the dissertation topic and consider pressing matters of content, method, and prospective argument. The interview is intended as an intellectual conversation and an early guide to the dissertation writing process, not an examination or a make-or-break evaluation. At the end of the dissertation prospectus interview, committee members will sign a form, to be forwarded to the Graduate School, certifying that the student has completed all requirements for the Ph.D. degree except the dissertation itself.

11. Dissertation Research

Once students have completed all requirements for the degree except the dissertation, they become eligible for a \$1,000 travel fund. These funds may be used for a visit to an archive or library to complete research for the dissertation, or to present a conference paper. In the event the Dissertation Fellowship is awarded to a student who is not residing in St. Louis during the award period, the award may not be used for travel between their residence and St. Louis. In addition to these guidelines, reimbursement for travel also must follow all standard university guidelines. Students receiving these awards will not be eligible for the Graduate School's regular program of matching department travel awards for presentations at meetings. Approval of travel requests and reimbursements will be handled within the English department.

12. The Dissertation Defense Timeline and Checklist

When the student author and the dissertation director have agreed that he or she is within a semester of completing the Ph.D. dissertation (thus generally in the fall of the sixth year), the following steps should be taken to move towards graduation, the dissertation defense, and official dissertation deposit and publication:

(a) Each Ph.D. student is required to file an Intent to Graduate form through WebSTAC (<https://acadinfo.wustl.edu/>) in order to graduate or to participate in Commencement exercises. For a May commencement, the online filing deadline is around December 20. For an August commencement, the deadline is around August 1. For a December commencement, the deadline is around September 30. If the student has trouble filing online or misses the deadline, he or she can contact the Academic Coordinator for help. If the semester of graduation is delayed or otherwise changes, the student must file a new form.

(b) At the start of the student's final semester, he or she should visit <http://graduateschool.wustl.edu/files/graduate/ApprovedDissCommForm.pdf> and print and fill out the Dissertation Defense Committee form. The Director of Graduate Studies then signs the form and forwards it to the Graduate School. The scheduling of the dissertation defense cannot be completed until the Associate Dean of the Graduate School officially approves the Dissertation Defense Committee.

(c) Around four weeks before the defense, the student should provide the department's Graduate Program Coordinator with an electronic copy of the dissertation. (The dissertation director must first approve the version of the dissertation that is to be distributed to committee members.) The Graduate Program Coordinator will then make and distribute hard copies of the dissertation to each on-campus committee member. Unless

otherwise requested, electronic copies of the full dissertation will be e-mailed to off-campus and/or out-of-town committee members.

(d) At least 15 days prior to the dissertation defense, the Graduate Program Coordinator will email the Graduate School to notify the Registrar of the student's defense arrangements. This email will provide the defense date, time and location, as well as a list of the dissertation committee members and dissertation title. This e-mail should also include an attached copy of the student's CV.

(e) A copy of the Examination Approval Form (to be found at http://graduateschool.wustl.edu/files/graduate/Examination_Approval_form.pdf) should be filled out and brought to the defense. If the defense is a "pass," the form is signed by all faculties on the dissertation committee and by the English department Chair, and then forwarded to the Graduate School. Please note that Graduate School regulations require that "[a]ttendance by a minimum of four members of the dissertation defense committee, including the committee chair and an outside member, is required for the defense to take place."

(f) Following the defense, the student is required to provide information to the online Survey of Earned Doctorates. Information on the nature of the Survey can be found here (http://graduateschool.wustl.edu/Survey_of_Earned_Doctorates), while the Survey itself is located here (<https://sed.norc.org/doctorate/showRegister.do>). The Survey should be completed by 5:00 p.m. on the Friday of the last week of April for the May degree. For information on the timing for December or August degrees, please consult with the Graduate School.

(g) After making appropriate edits and revisions, if requested, the student will need to submit a completed and correctly formatted dissertation to the Graduate School online by

5:00 p.m. on the Monday of the last week of April for a May graduation, by the first Monday of September for an August graduation, or by January 2 for a December graduation.

ProQuest will then ask the student to choose a publishing option. The Washington University Libraries will cover the cost of traditional publishing. If the student chooses Open Access Publishing, however, he or she will be responsible for paying the difference between the fees for the two options. If the dissertation is not explicitly embargoed, it will be openly accessible through the Libraries' website soon after the student's degree is conferred; as a result, he or she may prefer not to spend money making it immediately accessible. Once the dissertation has been successfully submitted, the student will receive an e-mail confirmation.

(h) Students should not print out final copies of their dissertation until after the Graduate School has approved their electronic submission. If the student wants printed bound copies, the paper copies to be bound must be identical to the approved electronic copy, so students must wait for that approval before proceeding. Printed copies may be single- or double-sided. Students are responsible for covering the cost of printing the final dissertation copies and the binding, which is done through www.thesisondemand.com.

(i) Following Commencement exercises, Ph.D. recipients are encouraged to update the Graduate School on their post-graduation plans by filling out and submitting the survey form at <http://graduateschool.wustl.edu/graduate-school-post-graduation-job-survey>. Graduate students can refile this form later to update the university on their career changes.

Additional general information on the dissertation process may be found online at http://graduateschool.wustl.edu/files/graduate/Doctoral_Dissertation_Guide.pdf.

13. Dissertation and Article-Writing Workshops

The Dissertation Workshop is a student-run study group whose participants meet periodically during the course of a single semester or full academic year to discuss the research and writing of the dissertation; meetings may also take place during the summer. Most if not all participants have completed their Major Field exams and are at some stage of dissertation writing. The Director of Graduate Studies may also be invited to attend to offer a veteran perspective. Each year students elect a workshop convener from among their number to organize and introduce sessions. The format of these sessions is flexible and determined by the participants. In recent years, students have circulated a draft of a dissertation chapter or a prospective article (25-40 pages of proof-read material) in advance of the session. An assigned student then sometimes introduces the piece, summarizing its argument and outlining a few questions to explore, after which discussion is opened to the group with the aim of providing constructive suggestions for revision and development.

Since 2013, an Article Writing Workshop has been offered annually in the fall to students who hope to transform a successful seminar paper into a published academic article and thus to gain a greater understanding of the requirements of academic publishing and to better prepare themselves for the academic job market. The format of this workshop too is flexible. It differs from the Dissertation Workshop, however, in being organized by the Director of Graduate Studies and in being led by a well-published senior faculty member. Students interested in participating in the workshop are invited to apply during the summer before the Fall semester, and are expected to pre-identify, in conversation with their advisor, a specific essay they intend to revise during the course of the workshop.

14. Financial Support for Conferences, Research Trips, and MLA Job Interviews

Graduate students who present papers at academic conferences may receive reimbursement for registration fees, transportation, and lodging and meal costs associated with trips over the course of the Ph.D. degree. In the first through the sixth years, the maximum amount reimbursed for these trips in total is \$2000, with \$1400 provided by the English department and \$600 provided by the Graduate School. Students may request reimbursement from the English department as many times that add up to \$1400, and the Graduate School will provide contributing funds in the amount of \$300 up to two times. Note that during any semester in which a student is receiving Dissertation Travel Funding, he/she is ineligible for this \$300 Graduate School contribution, but may still rely on department reimbursement for travel. Due to budgetary constraints, conference funding may in rare occasions be limited in a given semester and preference will then be shown to advanced students presenting research related to their dissertations. Funds do roll over for future use until a student has received \$1400 in total travel reimbursements from the English department. To apply for reimbursement, students must complete *in advance of their trip* an application form, available from the Graduate Coordinator, on which they (1) indicate how the conference contributes to their research agenda and professional development; and (2) list the conference registration fee and estimated travel and lodging costs. Forms need to be signed by the Director of Graduate Studies, as well as the student's major field advisor, and should be submitted to the Graduate Coordinator at least four weeks before the conference trip will be taken. Students whose conference funding requests are approved must submit original receipts to the department's Office Manager no later than five days after returning from their trip.

Washington University's preferred method of travel is by air. If conference-going students choose to travel by car, they will be reimbursed according to mileage amounts. The university's accounting department requires special justification for car travel and this must be submitted along with the initial application for conference funding.

In recent years, \$1,000 worth of conference and/or research support has been granted to all students through a Dissertation Travel Fund, though the continuation of this support, financed outside the English department, cannot be guaranteed. This funding is generally used to support a conference appearance or research trip related to the dissertation project.

Students are also eligible to apply for a summer travel reimbursement from the Graduate School for \$500 to \$1000 for summer fieldwork. To be eligible for these funds, the student must be enrolled full-time and be fully-funded for both semesters preceding the summer fieldwork. The student must not be beyond his or her penultimate year of guaranteed support, the fieldwork must be relevant to his or her dissertation, and the travel time must fall between June 1 through July 31.

All English Ph.D. students receiving job interviews at the annual MLA convention are eligible to receive up to \$600 of their travel and lodging costs reimbursed by the English department with help from the Graduate School, even when funded by the Dissertation Travel Fund. As soon as possible after a student receives an invitation to an MLA interview, he or she should consult with the Graduate Coordinator about applying for this funding, designed to allow students to compete for academic positions without financial distress.

15. Department and University Prizes

The English department and the wider university sponsors a number of annual teaching and writing prizes meant to recognize the accomplishments of its graduate students. The application deadline for English department writing prizes typically falls in March. Entry forms and other information about these prizes can be found online (see <https://english.artsci.wustl.edu/awards>) as well as in the main department office. All Ph.D. students actively enrolled in the English department may enter, though some contests require support from a faculty member. Entrants for writing prizes should (1) submit their entries online if possible; (2) keep their names off of their submitted texts (entries will be assigned a number for judging); and (3) keep copies of their poems, stories, and essays, since manuscripts cannot be returned. Only one entry per contest is permitted, and all entries should be printed and double-spaced on 8-1/2 by 11-inch paper. A separate entry form should accompany each entry for each contest.

Poems and stories published or accepted for publication by periodicals other than student-only journals are ineligible. However, poems and stories still under consideration for publication will be accepted. Winners will be notified via e-mail. Prizes will be awarded publicly at the final all-department meeting held every spring semester. English Ph.D. students are invited to compete for the following writing prizes (any changes in award amounts will be posted online each academic year):

(a) *The Cornelison English Graduate Prize*, awarded to two English department graduate students for excellence demonstrated by an essay in literary criticism written for a class taught at Washington University. Essays may be nominated by professors or by students themselves; in the latter case, submissions must be accompanied by a brief message of support from the instructor of the 400- or 500-level course in which they originated. The

first-place winner receives a cash prize of \$2,500 and the second-place winner a prize of \$1,500.

(b) *The Norma Lowry Memorial Fund Prize*, established by Mrs. Lowry's friends in 1963 to encourage student writing in poetry at Washington University. Mrs. Lowry, herself a poet, took a sustained and lively interest in verse as practiced on campus. The competition awards \$150 to a graduate winner as well as \$150 to an undergraduate winner.

(c) *The Dramatics Club of St. Louis Prize*, established in 1929 to encourage creative work in the study of dramatic literature. The competition is open to graduate and undergraduate students and awards two \$1,000 prizes.

(d) *The Carrie S. Galt Fiction Prize*, sponsored by the Wednesday Club of St. Louis in honor of a writer and graduate of Washington University, was established in memory of Mrs. Galt by two of her grandchildren. The prize contest is open only to graduate students, and awards \$200 to the winner.

(e) *The Academy of American Poets Prize*. This award is established at a college or university for a five-year term, at the end of which it may be renewed for another five years. Washington University students have benefited from this award since 1967. The Academy pledges \$50 to each of two winners, one a graduate and one an undergraduate student.

(f) *The Kathy Schneider Prize for Graduate Work*. The prize honors Kathy Schneider, Advising and Student Record Coordinator for the Washington University English department from 2001 to 2014. Because Kathy fostered a healthy and supportive graduate student community, the prize is awarded to graduate students by graduate students for scholarly work shared in a workshop setting. Competition is open to participants in the Dissertation Workshop and carries a \$300 award.

The prize will be awarded by popular vote of the participants in the Dissertation Workshop, as conducted by the workshop's student convener via secret e-mail ballot. Participants are defined as individuals who have presented a piece of dissertation writing to the workshop during the current academic year. Participants may not vote for their own writing.

The Director of Graduate Studies or other faculty advisor to the Dissertation Workshop will be asked to vote to break any ties. The vote must be held by May 1, or at least one week in advance of the final English department meeting, whichever comes first. The convener will communicate the result to the department Chair and the Chair's assistant immediately after determining the outcome. The prize will be \$300 or the maximum amount permitted under the terms by which the prize funds are made self-sustaining.

In addition to these writing awards, the Dean of the Graduate School sponsors the annual Dean's Award for Teaching Excellence. Each spring, members of the English faculty are invited to nominate outstanding graduate instructors for this award. A single graduate instructor is then selected by the Director of Graduate Studies and the Graduate Committee as the English department nominee and is advanced to the School-wide pool of candidates. Many English nominees have won this award over the past decade, which comes along with a cash prize of \$1,500 and is presented at an annual ceremony hosted by the Dean.

16. The Combined Ph.D. Program in English and Comparative Literature

This joint degree program combines the breadth and depth of the English Ph.D. with advanced study of other languages and literatures. Detailed information on the combined program can be found at the Comparative Literature website at <https://complit.artsci.wustl.edu/graduate/combined-phd-programs/>. In outline, obtaining a doctorate in Comparative Literature as well as English means receiving advanced training in literatures or languages other than English. The joint degree candidate will formulate his/her comprehensive exam and dissertation in a way that reflects comparative inquiry (understood very broadly) or expertise gained as a result of the joint degree.

(a) The English Focus: Like other Comparative Literature combined programs, the English and Comparative Literature Ph.D. focuses on one national literature, in which the student virtually duplicates the courses and other preparations expected of a doctoral candidate in that literature. The joint degree student normally completes 39 hours of coursework under the auspices of the home department and 12 hours of coursework in Comparative Literature.

(b) Course Work in Comparative Literature: Students who began the program in 2012 or later complete the 12-unit core requirement for the Comparative Literature Ph.D. program, which includes the class L16 402/502 Introduction to Comparative Literature and three additional Comparative Literature courses distributed among designated categories. For a full description of this core, please see <http://complit.artsci.wustl.edu/graduate/core-course-requirements-phd>.

(c) Language requirements: Students in the joint English and Comparative Literature Ph.D. program must demonstrate, in addition to superior skills in English, a superior ability

in at least a second language. The choice and number of languages required correspond to the students' areas of concentration.

(d) Study Abroad: Students studying Comparative Literature are encouraged to spend time abroad either for language immersion or research or both. Extended periods of study abroad may be supported through Washington University grants or funding from external sources, such as Fulbright Fellowships and awards from the U.S. and other governments. Washington University maintains relations with many universities, research centers, and libraries in the U.S. and beyond that can provide research assistance to qualified students.

17. Graduate Student Resources and Organizations

(a) *The Graduate Advisory Panel:* The Graduate Advisory Panel (or GAP) includes all Ph.D. students enrolled in the English department. It aims to provide an open forum on all matters involving graduate student life in the department; to advise the faculty on graduate student interests; and to publicize, organize, and report on graduate student activity groups and graduate student committees. Meetings are held once a month during the semester (see the Appendix to this *Handbook* for the GAP constitution).

(b) *The Graduate Student Senate:* The Graduate Student Senate, including students from all departments within the Graduate School, addresses larger institutional questions regarding graduate students and their quality of life (e.g., health care, housing, and parking). It also maintains a Career Advising Panel. The English department's senator is elected annually and represents the concerns of English Ph.D. candidates to the university community. The senator is also a member, along with the Director of Graduate Studies, of the Graduate Council, the most important legislative body of the Graduate School.

(c) *Job Search Committees:* Ph.D. students are sometimes invited to serve on job search committees for junior faculty positions in English. The selection of graduate students for these committees lies with the Chair of the department and the faculty involved in each job search.

(d) *The Peer Mentoring Committee:* The Peer Mentoring Committee, consisting of two or three advanced graduate students, helps first-year Ph.D. students manage the transition to graduate school. It provides an informal (and confidential) channel of communication and advice; it also sponsors social events across the academic year to ease new students into the community life of the department. Peer Mentors are trained within a larger Peer Mentoring program organized by the Graduate School.

(e) The Graduate Colloquium Series: Graduate Colloquia are twice-yearly events that offer English Ph.D. students the opportunity to present their written work to an audience of peers and faculty in a conference-like setting. There are two presentations of formal papers at each colloquium, one held in the fall, and the other in the spring. Students at all levels of graduate study are encouraged to submit possible presentations to the elected student organizer of the series.

18. The Graduate School's New Child Leave Policy

The recently adopted Graduate School New Child Leave policy seeks to accommodate the needs of graduate students as they assume care for a new child. Full-time graduate students in Arts and Sciences may take a New Child Leave under the following conditions. They must maintain full-time student status, either by registering for at least nine credit hours (such as Independent Study) or as Continuing Students. Students on New Child Leave are eligible to receive their normal stipend payments for 34 working days. Additional time off without pay for up to eight weeks will ordinarily be granted by the Graduate School with permission of the student's home department. If longer periods of leave are desired, students will be expected to renew academic registration as Non-Resident Candidates. In this case, continuation of health insurance coverage must be arranged directly with the university's insurance provider (without a university subsidy) or elsewhere. Students are advised to consult with Graduate School and departmental staff as they contemplate their long-term plans. Students who receive support from external agencies should consult the policies and guidelines of the sponsor. For further, up-to-date information on the Graduate School's New Child Leave policy, please see http://graduateschool.wustl.edu/prospective_students/family-friendly/new-child-leave-policy.

19. Appendix: Purpose and Procedures of the Graduate Advisory Panel [i.e., the GAP Constitution]

(a) The Graduate Advisory Panel (GAP) consists of all graduate students in the English department. Its purpose is to provide an open forum to discuss matters relating to graduate student life, to advise the faculty on graduate student interests, and to publicize, organize, and report on graduate student activity groups and graduate student committees.

(b) Meetings of the GAP are called by its convener, elected from a pool of nominees and/or volunteers at the first GAP meeting at the beginning of the academic year. In addition to scheduling meetings, the convener receives graduate student concerns and reports them to the full GAP. The Director of Graduate Studies may also call GAP meetings.

(c) The Graduate Advisory Panel cooperates with smaller graduate student activity groups. Activity groups are open to all members of the Graduate Advisory Panel. Such groups may include, but are not limited to, the Dissertation Writing Group, the Graduate Student Colloquium Group, and the Peer Mentoring Group.

(d) The Graduate Advisory Panel establishes, oversees, and dissolves graduate student committees. Committees are open to all members of the Graduate Advisory Panel. There are no standing committees. Committees are established to respond to issues of emerging importance that cannot be addressed effectively by the Graduate Advisory Panel. Committees may gather information, seek advice, prepare discussions, and make recommendations to the Graduate Advisory Panel on how to proceed on special issues. All committees must report to the Graduate Advisory Panel at least once a semester.

(e) The Graduate Advisory Panel can make decisions by a simple majority vote. Votes can be held during the monthly Graduate Advisory Panel meeting. Votes can also be held in an electronic form open to the entire English graduate student community. To bring

an issue to a vote at a Graduate Advisory Panel meeting, at least two graduate students present at the meeting must request such a vote. To bring an issue to a vote by the entire graduate student community, at least five graduate students present at the Graduate Advisory Panel meeting must request such a vote. The Director of Graduate Studies has no vote and cannot call for a vote. The GAP convener has a vote, but cannot call for one.