
GRADUATE HANDBOOK

Emory Department of English



AUGUST 2024

INTRO

Emory's small, selective doctoral program in English offers training in a wide range of fields within literary and cultural studies, including traditional historical fields (from medieval to contemporary), as well as theoretical and interdisciplinary approaches that cross national and chronological boundaries.

The Department of English combines literary training with pedagogical preparation in literary study and college writing. This program introduces graduate students to composition theory, multimodal writing, and course and curriculum design.

We encourage interdisciplinary inquiry. Our students frequently enroll in classes and pursue certificates in other graduate programs, which in turn encourage their students to conduct coursework in the Department of English.

During your time as a doctoral student in the Department of English, you will develop:

- A breadth of knowledge about English-language literary history
- A specialized proficiency in a particular field of interest
- Research skills and fluency in critical methods
- Comprehensive teacher training to prepare you to design and execute courses on literature and composition

WELCOME TO EMORY'S DEPARTMENT OF ENGLISH

All students admitted to the graduate program now receive five-year funding packages and are welcome to apply for sixth-year funding. Funding contingent upon satisfactory progress toward degree. A graduate career can

Phase 1: COURSEWORK

Coursework, during which students define their interests and serve as teaching assistants.

Phase 2: ADVANCING TO CANDIDACY

Examinations, during which students teach independent sections of undergraduate courses in composition, take their oral and written exams, and compose their dissertation prospectus. After coursework, examinations, and the prospectus have been completed, students are admitted to candidacy and known as ABD (all but dissertation).

Phase 3: DISSERTATION

Dissertation, during which students teach independent sections of undergraduate courses and compose their dissertations.

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The pages that follow detail the requirements for each phase of the graduate program in English. Additional requirements for graduation appear in the [LGS Student Handbook](#) and on the Laney Graduate School [website](#).

Students are expected to be thoroughly familiar with each of these resources. Should students have any questions about any policies or procedures, they should contact the Department's Graduate Program Coordinator.

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CREDIT REQUIREMENTS

Laney Graduate School requires all students to complete 54 credit hours (this includes seminar hours, JPE, TATTO, and Masters Thesis hours) at the 500 level or above, regardless of grading status, before applying to candidacy. All graduate seminars are worth 3-credit hours. The English PhD program requires different total number of credit hours through coursework depending on whether a student is admitted to the program with a bachelor's degree or a master's degree.

Each graduate student will enroll in a one-credit Directed Study (ENG797R) on an S/U basis at some point between the second semester of Year One and the second semester of Year Three. The expectation is that these courses will help to support Ph.D. student work in areas not being covered by the graduate seminars and/or to prepare for the Ph.D examination. These one credit offerings will also enable graduate students to build closer relationships with faculty with whom they are considering developing mentoring relationships. Reading assignments are to be developed by the graduate student and professor together and should generally aim to cover no more than half of what might be expected in a regular graduate seminar on the same topic. No major research or writing project attaches to these courses, though some writing may be involved: examples include discussion questions, reading responses, an annotated bibliography, an abstract and short conference paper submission, a reflective essay on the field covered, or a practice essay for the Ph.D exam. Students may pursue directed readings independently or in small groups. A faculty member will typically lead only one such directed reading in a given semester.

CREDIT HOURS

43

REQUIREMENTS FOR STUDENTS ADMITTED WITH A BACHELOR'S

43 credit hours of graduate course work are required.

A minimum of 30 credit hours (10 seminars) must be taken on a graded basis.

The remaining 13 (4 seminars plus Directed Study) may be taken satisfactory/unsatisfactory (S/U). No more than two courses may be taken S/U in a single semester.

CREDIT HOURS

31

REQUIREMENTS FOR STUDENTS ADMITTED WITH A MASTER'S

31 credit hours of graduate course work are required.

A minimum of 24 credit hours (8 seminars) must be taken on a graded basis.

The remaining 7 (2 seminars plus Directed Study) may be taken satisfactory/unsatisfactory (S/U). No more than two courses may be taken S/U in a single semester.

PLEASE NOTE

JPE, TATTO courses, ENG 798R Seminar in Pedagogy & Professionalism are required courses but do not count toward the required minimum number of credit hours to receive a Ph.D.

Undergraduate courses and any courses taken to fulfill the foreign language requirement do not count toward the minimum number of required hours to receive the Ph.D. in English.

ACHIEVING CANDIDACY

The first major milestone for all students is the achievement of candidacy. In order to qualify for candidacy, students must:

- Complete all of their minimum course requirements
- Prove proficiency in a language other than English
- Successfully pass their written and oral examinations
- Obtain committee approval of their dissertation prospectus

Students should aim to achieve candidacy by the end of the spring semester of their third year. The Laney Graduate School requires that all students be in candidacy by September 15th of their 4th year of graduate study. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy. Observe the following benchmarks in the first three years of study in order to give ample time for the composition of the dissertation in the fourth and fifth years of study.

1. ADVISING

Identify a prospective advisor by January of the second year and meet with that prospective advisor to discuss the major exam list.

3. LANGUAGE PROFICIENCY

Prove non-English language proficiency by the end of the spring semester of the second year.

5. COMPILE EXAM LISTS

Finalize two of the three exam lists by the end of the spring semester of the second year to allow for substantive reading during the summer between the second and third years.

7. PROSPECTUS

Assemble the dissertation committee and obtain committee approval for the dissertation prospectus by the end of the spring semester of the third year.

2. COURSEWORK

Complete minimum course requirements by the end of the second year.

4. COMMITTEE SELECTION

Assemble the exam committee by the end of the spring semester of the second year.

6. EXAMINATIONS

Successfully pass oral and written examinations by April 15th of the third year.

8. APPLICATION FOR CANDIDACY

Submit candidacy and dissertation committee form through Laney Connect Hub by the end of the third year. Students should also submit an approved dissertation prospectus to the Graduate Program Coordinator.

This candidacy policy is effective starting fall semester 2017, and applies to all students, with two exceptions: students who started their programs before the fall of 2017 must meet the candidacy deadline in effect when they first enrolled, and must be in candidacy no later than August 1 before their fifth year of study; and students who started their programs before the fall of 2017 will not be placed on probation if they fail to meet the candidacy deadline.

GENERAL REQUIREMENTS

FOR ALL STUDENTS.

SURVEY / PEDAGOGY

ENG 796R: Survey of English: Histories, Theories, Methods (fall of first year) and ENG 791: Composition Pedagogy (fall of second year) are required for all students and must be taken on a graded basis. Both courses count toward the minimum required number of credit hours to advance to candidacy and to receive the

ADVANCED COURSEWORK

ENG 798R: Seminar in Pedagogy and Professionalization in Spring of Year 4, graded S/U.

AREAS OF FOCUS (COURSEWORK)

During their coursework at Emory, Ph.D. students must take at least one course in each of the following areas (see right). These requirements may be fulfilled with either a graded or an S/U course. Note that this requirement cannot be fulfilled by coursework that you have taken elsewhere, including graduate coursework at other universities or in other departments.

- 1 course in early modern or medieval literature
- 1 course in the literatures of the 18th or 19th centuries
- 1 course in the literatures of the 20th or 21st centuries
- 1 course organized by genre or theory

JPE SEMINARS

JPE 600 must be taken the summer before the fall semester of the first year. All students must complete four JPE 610 workshops before applying to graduate. All JPE courses appear on a student's transcript. All JPE hours are S/U.

ENG 599R / ENG 799R

After coursework requirements are met, students register for Master's Thesis (ENG 599R) until candidacy is reached and Doctoral Dissertation (ENG 799R) following the achievement of candidacy. These are placeholder hours to ensure that students remain in full-time status at Emory and do not count toward the minimum number of required hours to receive the Ph.D. in English.

TEACHING ASSISTANT TRAINING

TATTO 600 must be completed in the summer before the second year. All second-year students will enroll in TATTO 605 in the fall and spring semesters while they serve as teaching assistants.

All third-year students will enroll in TATTO 610 in the fall and spring semesters and again in either the fall or the spring of the fifth year; during this time, students will serve as lead instructors (teaching associates) for courses taught in the Department of English. Teaching responsibilities are detailed further in sections below.

All TATTO hours are S/U. Only TATTO 600 and 605 are required to qualify for candidacy. TATTO 610 is required before students apply to graduate.

As part of their pedagogical training as teachers of writing, all teachers of a first year writing course are required to attend a fall and spring orientation and two or three pedagogical workshops or events each semester, normally comprising 10-13 extra hours of training.

OUTSIDE COURSEWORK & FULL-TIME ENROLLMENT

No more than one course per semester may be taken outside of the English Department without permission from the DGS. Credit hours taken for certificate programs can be counted toward the minimum required number of credit hours to receive the Ph.D. in English.

Students must be enrolled in 9 credit hours in the Fall, Spring, and Summer sessions in order to remain in full-time status and receive stipends and benefits. When students are enrolling in classes, they should ensure that they meet this mandatory enrollment requirement or they risk being unenrolled from the university.

NOTE ABOUT S/U COURSES

Students may take graduate seminars for a letter grade or as satisfactory/unsatisfactory (S/U). The requirements for the S/U option vary from seminar to seminar, but generally involve completing the requirements for the seminar with the exception of the major writing project. Students should consult their professors to clarify expectations for the course before enrolling on an S/U basis. Students are encouraged to take S/U courses in addition to their graded seminars in order to broaden their training in the Department. Please note that each department has different expectations for S/U coursework. If you want to take a class that is cross-listed or housed outside of the Department of English on an S/U basis, be sure to check with the professor to see whether this is a possibility and what will be expected of you.

TIMELINES

The following timelines provide an overview of the doctoral program. One timeline is provided for students entering with a bachelor's degree, another for students entering with a master's degree.

Please note that a student's course load may vary from these templates. Students should plan their program of study carefully in consultation with the DGS and/or their advisor, taking into account their professional goals and the need to combine breadth with depth.

Many students take a sixth year, supported by a dissertation completion fellowship, to complete their dissertation and professional training.

TIMELINE:

STUDENTS WITH A BACHELOR'S DEGREE

YEAR ONE

SEMESTER COURSE LOAD

FALL

✓ 796R: Survey (*graded*)

✓ 2 Graded Seminars

✓ 1 S/U Seminar

SPRING

✓ 3 Graded Seminars

✓ 0-1 S/U Seminar(s)

YEAR 1 CREDIT HOURS

✓ 18 Graded

✓ 3-6 S/U

✓ **21-24 TOTAL**

ADDITIONAL REQUIREMENTS

✓ JPE 600 (*Summer before YEAR ONE*)

✓ Schedule meeting with the DGS in Spring to discuss courses and degree progress

TOTAL COURSEWORK CREDIT HOURS

✓ 18 Graded

✓ 3-6 S/U

✓ **21-24 TOTAL**

TIMELINE:

STUDENTS WITH A BACHELOR'S DEGREE

YEAR TWO

SEMESTER COURSE LOAD

FALL

- ✓ ENG 791 Composition Pedagogy (*Graded*)

- ✓ 2 Graded Seminars *or* 1 Graded Seminar & 1 S/U Seminar

- ✓ TATTO 605 (*S/U*)

SPRING

- ✓ 2 Graded Seminars & 1 S/U Seminar

- ✓ TATTO 605 (*S/U*)

YEAR 2 CREDIT HOURS

- ✓ 12 - 15 Graded

- ✓ 3-6 S/U

- ✓ **18 TOTAL**

ADDITIONAL REQUIREMENTS

- ✓ Teaching Assistantship (*FALL and SPRING*)

- ✓ Choose advisor (*before SPRING*)

- ✓ Complete non-English language requirement (*year-end*)

- ✓ Assemble Exam Committee (*year-end*)

- ✓ Select faculty teaching mentor (*year-end*)

- ✓ Finalize 2 of 3 exam lists (*year-end*)

- ✓ TATTO 600 (*Summer before YEAR TWO*)

TOTAL COURSEWORK CREDIT HOURS

- ✓ 30 - 33 Graded

- ✓ 6 - 12 S/U

- ✓ **39 - 42 TOTAL**

TIMELINE:

STUDENTS WITH A BACHELOR'S DEGREE

YEAR THREE

SEMESTER COURSE LOAD

FALL

- ✓ 0-1 S/U Seminar(s)

- ✓ TATTO 610

- ✓ One-hour directed study S/U, if not already completed

SPRING

- ✓ TATTO 610

YEAR 3 CREDIT HOURS

- ✓ 1-4 S/U

- ✓ **1-4 TOTAL**

ADDITIONAL REQUIREMENTS

- ✓ Teaching Associate (*ENGRD 101*)

- ✓ Finalize all exam lists (*October*)

- ✓ Schedule Spring oral exams and prospectus presentation early in 3rd year through Program Coordinator

- ✓ Complete exams and apply for candidacy (*April 15th*)

- ✓ Assemble dissertation committee (if different from exam committee)

- ✓ Submit Diss. committee form and approved prospectus to Program Coordinator and LGS (*end of SPRING*)

TOTAL COURSEWORK CREDIT HOURS

- ✓ 30 - 33 Graded

- ✓ 10 - 13 S/U

- ✓ **43 TOTAL (Credit Requirements met)**

TIMELINE:

STUDENTS WITH A BACHELOR'S DEGREE

YEAR FOUR

SEMESTER COURSE LOAD

FALL

- ✓ None

SPRING

- ✓ ENG 798: Seminar in Pedagogy and Professionalization (S/U)

ADDITIONAL REQUIREMENTS

- ✓ None

YEAR FIVE

SEMESTER COURSE LOAD

FALL/SPRING

- ✓ TATTO 610 (*in either FALL or SPRING, depending on when student teaches*)
- ✓ One Teaching Assignment (*in either FALL or SPRING*)

ADDITIONAL REQUIREMENTS

- ✓ Apply for completion fellowships and/or submit dissertation (by LGS Spring or Summer Deadline)
- ✓ Attend 4 JPE 610 trainings (*year-end, but trainings should occur throughout graduate training, not just Year Five*)
- ✓ Participate in placement workshops; conduct job search

TIMELINE:

STUDENTS WITH A MASTER'S DEGREE

YEAR ONE

SEMESTER COURSE LOAD

FALL

✓ 796R: Survey (*graded*)

✓ 2 Graded Seminars

✓ 0-1 S/U Seminar(s)

SPRING

✓ 2-3 Graded Seminars

✓ 0-1 S/U Seminar(s)

YEAR 1 CREDIT HOURS

✓ 15-18 Graded

✓ 0-6 S/U

✓ **18-21 TOTAL**

ADDITIONAL REQUIREMENTS

✓ JPE 600 (*Summer before YEAR ONE*)

✓ Schedule meeting with DGS in Spring to discuss courses and degree progress

✓ TATTO 600 (*Summer before YEAR TWO*)

TOTAL COURSEWORK CREDIT HOURS

✓ 15-18 Graded

✓ 0-6 S/U

✓ **18-21 TOTAL**

TIMELINE:

STUDENTS WITH A MASTER'S DEGREE

YEAR TWO

SEMESTER COURSE LOAD

FALL

- ✓ ENG 791 Composition Pedagogy (*Graded*)
-

- ✓ 1 Graded Seminars *or* 1 S/U Seminar
-

- ✓ TATTO 605 (*S/U*)
-

SPRING

- ✓ 1-2 Graded Seminars & 0-1 S/U Seminars(s)
 - ✓ TATTO 605 (*S/U*)
-

YEAR 2 CREDIT HOURS

- ✓ 6 - 12 Graded
-

- ✓ 0 - 6 S/U
-

- ✓ **9 - 12 TOTAL**

ADDITIONAL REQUIREMENTS

- ✓ Teaching Assistantship (*FALL and SPRING*)
-

- ✓ Choose advisor (*before SPRING*)
-

- ✓ Complete non-English language requirement (*year-end*)
-

- ✓ Assemble Exam Committee (*year-end*)
-

- ✓ Select faculty teaching mentor (*year-end*)
-

- ✓ Finalize 2 of 3 exam lists (*year-end*)
-

- ✓ TATTO 600 (*Summer before YEAR TWO*)
-

TOTAL COURSEWORK CREDIT HOURS

- ✓ 24 - 30 Graded
-

- ✓ 0 - 6 S/U
-

- ✓ **30 TOTAL**

TIMELINE:

STUDENTS WITH A MASTER'S DEGREE

YEAR THREE

SEMESTER COURSE LOAD

FALL

- ✓ TATTO 610

- ✓ One-hour directed study S/U, if not already completed

SPRING

- ✓ TATTO 610

YEAR 3 CREDIT HOURS

- ✓ 1 S/U

- ✓ **1 TOTAL**

ADDITIONAL REQUIREMENTS

- ✓ Teaching Associate (*ENGRD 101*)

- ✓ Finalize all exam lists (*October*)

- ✓ Schedule Spring oral exams and prospectus presentation early in 3rd year through Program Coordinator

- ✓ Complete exams and apply for candidacy (*April 15th*)

- ✓ Assemble dissertation committee (if different from exam committee)

- ✓ Submit Diss. committee form and approved prospectus to Program Coordinator and LGS (*end of SPRING*)

TOTAL COURSEWORK CREDIT HOURS

- ✓ 24 - 30 Graded

- ✓ 1 - 7 S/U

- ✓ **31 TOTAL (Credit Requirements met)**

TIMELINE:

STUDENTS WITH A MASTER'S DEGREE

YEAR FOUR

SEMESTER COURSE LOAD

FALL

- ✓ None

ADDITIONAL REQUIREMENTS

- ✓ None

SPRING

- ✓ ENG 798: Seminar in Pedagogy and Professionalization (S/U)

YEAR FIVE

SEMESTER COURSE LOAD

FALL/SPRING

- ✓ TATTO 610 (*in either FALL or SPRING, depending on when student teaches*)

ADDITIONAL REQUIREMENTS

- ✓ Apply for completion fellowships and/or submit dissertation (by LGS Spring or Summer Deadline)

- ✓ One Teaching Assignment (*in either FALL or SPRING*)

- ✓ Attend 4 JPE 610 trainings (*year-end, but trainings should occur throughout graduate training, not just Year Five*)

- ✓ Participate in placement workshops; conduct job search

GRADES IN COURSEWORK

“A” grades are generally reserved for superior work throughout the semester, particularly written work of the top caliber. “A-” grades are usually awarded for work that meets the professor’s expectations. “B+” grades signal the need for improvement either in a student’s writing or in other intellectual contributions to a course.

A grade lower than “B+” suggests that the student is not performing at the graduate level. Individual professors may also articulate their own criteria for assigning letter grades.

For students who are in coursework, grades play a role in the review of graduate students conducted by faculty at the conclusion of each academic year. However, the faculty does not measure a student’s success against defined GPA benchmarks, nor does the faculty attribute too much weight to a grade in a single seminar.

Rather, the faculty looks for patterns across one or more semesters, and considers where the student stands in the graduate program. Regardless of the grades that a student receives in the first semesters of coursework, the faculty expectation is that all students will be receiving a combination of “A” and “A-” grades by the time

ANNUAL REVIEW

All students will receive an annual review by the faculty of the department. This review takes place at the end of the spring semester. The faculty considers whether students are making satisfactory progress toward the degree.

For beginning students, this generally means a review of grades in seminars, including any “incomplete” grades. For more advanced students, the faculty considers student progress toward the examinations and the dissertation.

If the faculty deems that a student is not making satisfactory progress toward the degree, the faculty may advise the student on how to address the deficiencies or, rarely, to leave the doctoral program.

REQUIRED COURSES

1

SURVEY OF ENGLISH: HISTORIES, THEORIES, METHODS

All students enroll in “Survey of English: Histories, Theories, Methods” during their first semester in the program. Taught every fall as an introduction to the field, this required three-credit course introduces a range of methodological and theoretical approaches to literary and cultural study in order to help students orient themselves within the field; it also provides some background in the history of the discipline. The seminar aims to give students foundations on which they will build in future course work and research. This course must be taken on a graded basis.

2

COMPOSITION PEDAGOGY

This course prepares graduate students in English to design and teach courses in Emory’s first-year writing program. It is required for all second-year graduate students in English during the fall term. This course must be taken on a graded basis.

3

JONES PROGRAM IN ETHICS (JPE)

All entering students must take JPE 600, a one-day training session in ethics offered by the Center for Ethics the summer before they begin classes. LGS also requires that each department provide six credit hours of program-based instruction, which the graduate program in English offers through ENG 796R: Survey of English and ENG 791 Composition Pedagogy.

Before graduation, students are required to complete 4 additional training workshops, known as JPE 610 courses. Workshop opportunities will be announced by the graduate school each semester. For the most current information on this requirement and for a complete schedule of workshop events, visit [the JPE website](#).

Participation is recorded on each student’s transcript.

4

SEMINAR IN PEDAGOGY AND PROFESSIONALIZATION

In the spring of the fourth year, students will enroll in this course on an S/U basis in order to prepare for teaching a literature section in the fall or spring of the fifth year. Students will also gain experience in preparing key documents for fellowship applications and job searches, and they will explore professional and career opportunities beyond the professoriate.

5

PEDAGOGICAL TRAINING, MENTORING, AND TATTO

The Department of English provides graduate students with comprehensive pedagogical training in the teaching of literature and composition. Students participate in the Graduate School's Teaching Assistant Training and Teaching Opportunity Program (TATTO) and they are required to complete the following:

- A two-day summer TATTO workshop (TATTO 600), run by Laney Graduate School, held in August before the second year of graduate study.
- Department-based pedagogical training offered through ENG 791.
- Teaching Assistantship (TATTO 605) in the fall and spring of the second year for an undergraduate course in the Department of English.
- Teaching Associateship (TATTO 610) during the fall and spring of the third year, during which graduate students will teach one section of ENGRD 101 Rhetorical Composition/ Critical Reading. Both courses are focused on composition. Students will be enrolled in TATTO 610 again in either the fall or spring of the fifth year, when they will teach one course at the 200-level or above.

Teaching Mentorship: in the spring of the second year of graduate study, students select a member of the faculty to advise them on matters related to teaching. This faculty member must not be a student's primary advisor, and no faculty member may serve as mentor to more than one student from each cohort. The teaching mentor provides students with guidance on course design and lesson planning. Teaching mentors perform class visits and write letters attesting to the student's performance in the classroom.

GUIDELINES FOR TEACHING AND ASSISTING IN COURSES

TEACHING ASSISTANTS

Graduate students in the department of English will serve as teaching assistants for one course in the fall and the spring semesters of their second year. The Department regards the Teaching Assistantship as an essential part of preparation for the professional role of the teacher. TAs in the Department normally serve as assistants for survey courses or upper-level undergraduate courses. Placement in these courses is based on departmental need and, when possible, on the research interests of the student. The anticipated workload for any TA in any course approximates ten hours per week, and in all cases faculty supervisors will give fair consideration to students' seminar responsibilities before assigning duties during the semester.

PLACEMENT OF TAs

Undergraduate enrollment in these courses is the critical factor when assigning Teaching Assistants. The Director of Undergraduate Studies and the Director of Graduate Studies place TAs according to the following criteria, listed in order of priority:

- Departmental course needs: survey courses must be staffed first; then 300-level courses. Undergraduate enrollment in these courses is the critical factor when assigning Teaching Assistants.
- The field interests of each graduate student.
- Students' course schedules. The DUS/DGS work to minimize conflicts between TA assignments and graduate courses, though such conflicts cannot always be avoided.
- Student and faculty requests, which the DUS/DGS consider but cannot always grant.

The DGS typically notifies students of their fall assignment by May of their first year and of their spring assignment by December of the second year.

GUIDELINES FOR TEACHING

CONT'D

TAs IN SURVEY COURSES

In a survey course, a normal workload for a TA involves attending all class meetings and taking responsibility for one one-hour “section” meeting a week, which will normally include preparation and lesson planning, lecturing or leading discussion, holding conferences with students, and grading assignments. A discussion group will normally not exceed twenty-five students in size.

At the beginning of the course, the faculty member in charge will consult with TAs concerning their responsibilities regarding the syllabus, instruction of students, and the grading of assignments. TAs are expected to keep office hours for meeting with undergraduate students and will normally attend several meetings with the professor and other TAs in the course during the semester. The professor will provide TAs with grading guidelines and retains ultimate responsibility for assigning final grades.

The professor will also arrange to visit each TAs section-meeting at least once a semester and provide a written evaluation of the TAs performance at the end of the term. The TA should take the initiative in arranging this visit by providing the professor with a range of possible dates when a visit would be appropriate.

TAs IN UPPER LEVEL COURSES

TAs assigned to upper-level courses may be expected to assume a level of responsibility equivalent to that of the TA in a survey course, with particular responsibilities to be worked out at the discretion of the full-time faculty instructor. Faculty are expected to offer TAs the opportunity to lead two class periods. No TA should be expected to complete all the work of assessing, grading, and commenting on student work for a course. The professor will provide a written evaluation of the TAs work at the end of the semester.

TEACHING ASSOCIATES

FORMAL PREPARATION FOR TEACHING

Graduate students in the Department of English serve as lead instructors, referred to here as Teaching Associates, three times during their time at Emory: twice in the third year and once in the fifth year. Students will teach one section of ENGRD 101 in the fall and the spring of their third year. Students will apply to schedule the time and semester of these sections in February of the second year and will be notified of their teaching schedules in March. In either the fall or the spring of the fifth year, students will serve as an associate for a third time by teaching a 200 level course in English literature. The range of courses available for teaching depend on undergraduate student interest and department need. Students will apply to teach these courses in February of the fourth year and are notified of their section in March

TEACHING ASSIGNMENTS

The Director of Undergraduate Studies and Writing Program administrators make the teaching assignments for graduate students and attempt to accommodate students' needs in special situations.

Associates should be reminded that placement is dependent on the size of the entering first year class as well as the course selections it makes. As a result, there are often unavoidable and last-minute changes in teaching assignments.

CLASSROOM OBSERVATIONS

It is the policy of the Department, in accordance with TATTO guidelines, to ask a faculty member or the teaching mentor to observe Associates' teaching each semester. It is in one's own best interest to be observed frequently while teaching at Emory, and to have one's dissertation director observe at least one of those times. Aside from providing constructive feedback, reviews written by faculty members after each visit are an essential part of graduate students' files, giving faculty recommenders a valuable pedagogical point of reference. Teaching Associates may also provide faculty recommenders with examples of their feedback on student work.

NON-ENGLISH LANGUAGE REQUIREMENT

The Department requires reading ability in one language other than English relevant to the student's program of study. Examination and/or Dissertation Committees may require reading proficiency in one or more additional languages, if this is felt necessary for the chosen areas of specialization.

Reading proficiency in a language other than English may be demonstrated in either of two ways:

- 1** Passing a translation examination: The exam is designed by a member of the faculty and involves the translation of an excerpt from a scholarly article. Students are asked to notify the DGS which language they have chosen in order to arrange a two-hour examination in a timely fashion. Students may repeat an exam without penalty until they pass. In some cases, students entering the program with the M.A. degree may receive the DGS's approval of language examinations they have recently passed at other institutions.

-or-

- 2** Passing an approved foreign language course: The language requirement also may be fulfilled by passing with a grade of "B" or higher in an approved graduate or advanced undergraduate course in a language other than English. Students who select this option must have the permission of the DGS and/or their advisor prior to taking the course.

Many graduate courses that fulfill this requirement are offered during the summer with a 200-300 course number. It is recommended that students take a course intended to increase reading proficiency (i.e. French for Reading, Spanish for Reading, etc.), as these are often more appropriate than undergraduate seminars dedicated to the development of verbal and written communication skills.

ADVISING



Choosing the advisor

The Director of Graduate Studies serves as the advisor for all entering graduate students. However, by January of the spring of the second year, students should identify a faculty advisor who will direct them in their chosen field(s) of study.

Students should consult the DGS to help select the most appropriate faculty member to serve as the advisor. The advisor must be a member of the graduate faculty. Your advisor will generally become the chair of your Ph.D. Examination committee (see below) and your dissertation advisor. The advisor must be a tenured or tenure-track member of the faculty. Your advisor will generally become the chair of your Ph.D. Examination committee (see below) and is also a prospective dissertation advisor. When a member of the faculty has agreed to serve as your advisor, please notify the Graduate Program Coordinator.

You should meet with your advisor regularly to discuss your course selection, your teaching, and your progress toward the degree. LGS provides a [Mentoring Guide for Students](#).

EXAM COMMITTEE



Choosing the Committee

Once students have selected their advisor, they should assemble their examination committees and compose their written and oral examination lists (see below). Examination committees must involve at least three members of the Emory faculty. Each member must have an appointment to the Laney Graduate School and at least two must be members of the faculty of English.

Students may have more than three committee members and may involve faculty members outside of Emory University. Students should make these decisions in close consultation with their advisors and the DGS. Additionally, students completing certificate programs often must include faculty members from the certificate program in the exam and dissertation committee.

The examination committee may also serve as the student's dissertation committee, with a student's advisor serving as the chair of both. The examination committee should be assembled with the dissertation in mind. Students may add or remove members from the examination committee to form the dissertation committee.

PH.D. EXAMINATIONS



GENERAL

The Ph.D. Examination has two components: a written component and an oral component.

In order to prepare for these examinations, students compose reading lists in three areas for the Ph.D. Examination. Two of these areas should be broad historical, geographical, or generic fields (e. g. British literature of the “long” 18th century: 1660-1800; U. S. Literature to 1865; British and American literature of the Romantic period; post-colonial literature).

In these two fields, students must show mastery sufficient for teaching an undergraduate course. In at least one of these fields, students should be able to demonstrate ability to engage in research and to teach advanced or upper-division undergraduate courses. Depending on genre, at the discretion of the committee each list should contain 20-30 substantial primary works.

Students should also prepare a third examination area that focuses on a theoretical approach, a methodology, or some other body of knowledge that is complementary to the first two areas and helps define a dissertation project. Reading lists for these three fields should be formulated by the student in close consultation with members of the examination committee. The faculty views the formulation of these lists as an important part of the examination process. Students should be able to explain the construction of their field(s) and speak knowledgeably about why some authors and works are included in the list, and why others are excluded. This will necessitate reading widely in both primary and secondary sources so that the student is aware of important critical approaches to the field.

WRITTEN COMPONENT of Exams

Normally (at the discretion of the Committee Chair), two weeks prior to the oral component of the Ph. D. Examination, the Graduate Program Coordinator will e-mail the exam questions to the student. These questions will be formulated by the Chair of the examination committee after consulting with and soliciting suggestions from the other members of the committee.

The student will be required to answer three questions. The exam will usually offer the student five or six questions from which to choose. The questions may be divided according to the fields in which the student is being examined, with the student being asked to write one question for each field; some questions may run across fields.

The student can turn in no more than ten double-spaced pages per question. The student may refer to notes, books, or other sources in the course of writing the examination. However, the ideas and words of others must be documented either through footnotes or parenthetical citation.

The student will have 72 hours to turn in the exam after receiving it from the Graduate Program Coordinator. Extensions are possible only if there is a documented major illness or emergency, and they can be made at the discretion of the Chair. The exam should be turned in to the Graduate Program Coordinator by e-mail. The Graduate Program Coordinator will then forward the written examination to all of the members of the student's examination committee.

The purpose of the examination is not for the committee to provide detailed feedback on a piece of writing, but rather for students to have an opportunity to articulate their intellectual interests and to formulate them in a precise manner. The written component of the examination will not be evaluated separately from the oral examination. Rather, the committee will evaluate both the written and oral components together after the oral examination.

After the written examination and before the oral examination the student will write a 1000 word statement that introduces the dissertation research question and method. This statement is to be given to the committee 48 hours before the oral exam. The committee will discuss this statement as part of the oral examination.

ORAL COMPONENT of Exams

The oral component of the Ph.D. Examination occurs during a two-hour period. The nature and the style of the questions will vary from examination to examination; however, questions will often begin with responses to the written component of the examination and proceed to other matters related to the lists. The oral examination must be completed no later than two weeks after the completion of the written examination.

At the conclusion of the oral component of the Ph.D. Examination, the committee will deliberate on both the written and oral performance of the students. The committee may award the student a “pass,” fail the student on the entire examination, or fail the student for one or more parts of the examination. In the last instance, the student would then re-take only the part(s) of the examination in question. A student may repeat the Ph.D. Examination only once.

The responsibility for scheduling the oral component of the Ph.D. Examination rests with the student. Because it can be difficult to schedule a time suitable for all of the faculty members of a committee, students should begin this process by consulting with their advisor, who serves as the chair of the Ph.D. Examination, as early as possible. (Note that it is a department policy not to schedule Ph.D. Examinations during the last five days of a semester or later.) Once a suitable time has been agreed upon for the oral examination by all the members of the committee, the student should reserve a space with the help of the Graduate Program Coordinator.

DISSERTATION PROSPECTUS & COMMITTEE

One month after the oral examination the student shall submit a prospectus of ten to fifteen pages to the committee, plus a bibliography of primary and secondary works. The prospectus should feature a research question that is the subject of the dissertation, it should appraise the nature and the availability of the relevant evidence, and it should outline the proposed method for using the evidence to answer the research question. The student and committee recognize that it is the nature of such a document to change as work progresses.

After the prospectus is approved, students should consult with the Graduate Program Coordinator to file the Candidacy Signature Form and Dissertation Committee Form with the Graduate School. Students will not be officially in candidacy until they have successfully submitted both of these forms to the graduate school.

WRITING THE DISSERTATION

After students are formally admitted to candidacy, they will devote their fourth and fifth years to the composition of the dissertation under the supervision of a dissertation committee. The doctoral dissertation is usually defined as a book-length study that demonstrates a candidate's ability to make a significant contribution to the discipline through sustained, independent research.

Consult the members of your dissertation committee early in the semester in which you plan to complete the draft of your dissertation and earn the degree. To allow time for reading and last-minute revisions, you should deliver the draft to the committee no later than 30 days before the Graduate School submission deadline for that semester

Students must be registered during the semester in which they receive the degree. No formal defense of the Dissertation is required in the Department of English.

JOB PLACEMENT

Each year, two members of the English Department faculty serve as placement officers for students seeking positions in the professoriate and beyond. At the conclusion of the fourth and/or fifth year, students should begin working with these placement officers to prepare documents over the summer to apply for jobs in the upcoming academic year. Students in year 6+ and recent alumni who are conducting job searches are also welcome to participate again in the placement workshops.

Students are encouraged to apply for as many jobs as possible for which they are qualified and should plan well ahead for their job search. Application materials take a great deal of time to write and need to be revised many times, as well as tailored for each position. Furthermore, faculty members usually need several weeks' advance

Job search information, sample documents, and other guidance are located on the English Grad Program Canvas site. The Graduate Program Coordinator also maintains a listserv for active job seekers. Please ask the placement officers about how to access Interfolio with a waiver provided by the Laney Graduate School. LGS offers [Career Development](#) resources and workshops, as well.

Although the job search is several years away for incoming graduate students, they should begin taking preparatory steps for it. Graduate students at all stages of the program should:

- ✓ Maintain contacts at their undergraduate institutions

- ✓ Establish a new network of contacts from readings, conferences, and lectures

- ✓ Submit their work to conferences and for publication

- ✓ Periodically consult the MLA Job List and other academic job sites

- ✓ Seek out a range of teaching experience and invite your teaching mentor and advisor to observe you

- ✓ Create a strong cluster of supporting Departmental faculty (candidates need three to five strong letters)

- ✓ Consider attending the placement officers' spring informational sessions before the fourth year

CERTIFICATE PROGRAMS

Graduate certificates provide graduate students with interdisciplinary expertise for careers within and outside of the professoriate. They are intended not only to enhance student education and research, but also to expand students' professional competencies. Graduate students in English have pursued interdisciplinary certificates in Bioethics; Comparative Literature; Digital Scholarship and Media Studies; Mind, Brain and Culture; Psychoanalytic Studies; and Women's, Gender, and Sexuality Studies, among other programs.

All credit hours taken toward certificate training will count toward the minimum number of credit hours required for the Ph.D. Please meet with the DGS and Graduate Program Coordinator before applying to a certificate program to ensure that you fully understand all participation requirements.

M.A. DEGREES FOR CONTINUING STUDENTS

A Ph.D. student who has not previously earned a Master's degree in English should apply for one after being formally admitted to Ph.D. candidacy. No thesis is required.

PDS FUNDS

PDS funds are designated for LGS doctoral students and are allocated in three separate categories: Training, Research, and Conferences. Please consult [the Laney website](#).

KEMP MALONE LIBRARY

When Professor Kemp Malone, the noted medievalist, died in 1971, he donated his personal library of 20,000 volumes to Emory, his alma mater. This extensive and valuable collection is especially rich in material on Old and Middle English; the majority of these books are housed in the Woodruff Library. Approximately 5,000 volumes, ranging over all periods of English and American literature, are shelved in the English Department's Kemp Malone Library, located in Room 301 North Callaway Center. Students are welcome to read any volume or browse through the collection.

The Library is open as a quiet retreat for Department faculty and graduate students and may be reserved occasionally for small group study. It also functions as the site of colloquia, Department faculty meetings, and most Ph.D. oral examinations. If you would like to reserve Kemp Malone, please contact the Graduate Program Coordinator.

DEPARTMENT LOCATION & GENERAL INFO

All students in residence have mailboxes in the English main office in Callaway N302 in the English Lounge where general and personal communications can be found. (Oddly, the Lounge is not named for the discipline we all follow, but for a beloved faculty colleague, Professor Thomas Hopkins English, 1895-1992, whose career in our Department spanned 40 years.) Students should check their mailboxes regularly for important Departmental information or announcements of upcoming deadlines and events

English graduate students are welcome to utilize the shared graduate lounge space in Callaway, located in Suite N128A & N128B.

GEAC

The Graduate English Advisory Committee (GEAC) acts as a forum to discuss such matters as policies, course offerings, and degree requirements. GEAC is composed of faculty members elected by the departmental faculty, graduate student representatives elected by the resident graduate students, and the Director of Graduate Studies. Usually, two graduate students are elected each year. The students serve two-year terms unless the person elected is a fourth-year student, in which case that student serves a one-year term.

The student members of GEAC serve as the major representative body for the graduate students, and act as a conduit to relay graduate student concerns to the Director of Graduate Studies and the graduate faculty. They meet regularly with the Director of Graduate Studies. The full GEAC membership, both faculty and students, meet less frequently. However, the DGS may consult GEAC via e-mail or convene the faculty members to deliberate on particular matters.

DEPARTMENTAL SPEAKERS & COLLOQUIA

The Department regularly hosts visiting speakers and urges all graduate students to attend these events. Doing so is both an opportunity both to learn from leading scholars beyond Emory and to participate in departmental life. In addition, the Department encourages students to take advantage of the wide range of speakers hosted by other departments, programs, and institutes on the Emory campus.

Since 2004, the graduate students in English have invited a distinguished scholar for the Kemp Malone Lecture Series. The Kemp Malone Lecturer gives a public lecture, presents a colloquium in conjunction with a seminar-in-progress, and is available for less formal interactions with graduate students. The Kemp Malone Lecturer is selected and invited by a committee of graduate students in consultation with the Director of Graduate Studies.

GEAC also coordinates academic programming such as a Brown Bag Colloquia Series, a Works in Progress Series, and the Department Colloquy. Graduate students are encouraged to propose topics and participate in the organization of these events. The Brown Bag Colloquia involve lunch-time panels and discussions related to professional and graduate-student matters. In the Works in Progress talks, faculty and students discuss ongoing research, with a faculty member commenting on a student's pre-circulated paper or vice-versa. In the Department Colloquy, graduate students present research projects in formal talks, followed by discussions among students and faculty. Graduate students are encouraged to propose topics and participate in the organization of these events, which are usually coordinated by second-year students.

GRIEVANCE POLICY

Students who have a grievance related to some aspect of their PhD program in English should report it to the DGS. The student should describe the grievance and relevant details in a letter addressed to the DGS, who will try, if possible, to resolve the grievance in conversation with the student and relevant parties. If this is not successful, a DGS will take the grievance to the English program's Executive Committee who will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within this committee or within the framework of the English Program administrative structure, the DGS will forward the grievance to the Office of the Senior Associate Dean of the LGS. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the LGS Student Handbook. If the issue is with a DGS, the student should contact the Senior Associate Dean of the LGS.

HONOR CODE

For information regarding **Honor Code** please refer to Article III: Honor, Conduct, and Grievance in the [LGS Student Handbook](#).

CONDUCT CODE

For information regarding **Conduct Code**, please refer to Article III: Honor, Conduct, and Grievance in the [LGS Student Handbook](#).

STUDENT SUPPORT SERVICES

[Department of Accessibility Services \(DAS\)](#)

“Emory University is committed to providing equal access to employment and educational opportunities for persons with disabilities. Emory University recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from university educational programs, services, and activities, and to have equal employment opportunities. Applicants for admission and students requesting reasonable accommodations for a disability should contact the Department of Accessibility Services at 404-727-9877 or accessibility@emory.edu. Questions regarding reasonable accommodations and/or discrimination on the basis of disability should be directed to the Director and ADA Compliance Officer in the Accessibility Services office.”

[Ombuds Office](#)

“The Emory Ombuds Office is here for you as a confidential, safe space where you can discuss issues and where those communications are kept confidential to the fullest extent possible. A resource for faculty, staff, and students, we invite Emory community members at every level to bring us concerns about misunderstandings, incivility, or possible wrongdoing. Our role is to promote mutual respect, civility, and ethical conduct, and to alert university leadership to concerns that might justify policy changes.”

[Office of Diversity, Equity, and Inclusion](#)

“The purpose of the Office of Diversity, Equity, and Inclusion (ODEI) is to support Emory’s institutional mission ‘to create, teach, preserve, and apply knowledge in the service of humanity’ by championing the principles of diversity, equity, inclusion, and human and social justice that undergirds that mission.”

[Emory Counseling & Psychological Services](#)

“Counseling and Psychological Services (CAPS) seeks to create a welcoming environment in which all members of the Emory community feel safe and valued. Our goal is to support the academic mission of the university by fostering the intellectual, emotional, social, spiritual, and psychological well-being of Emory students through the provision of various clinical services, community-level interventions, consultation, collaboration with campus partners, advising of student groups, and clinical training.”

DEPARTMENT OF
ENGLISH

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