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I. Introduction

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

All students admitted to the graduate program receive five-year funding packages. Funding is, however, contingent upon adequate progress toward degree. A graduate career can be divided into three phases:
- **Phase 1: Coursework**, during which students define their interests and serve in a teaching assistantship
- **Phase 2: 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**, during which students teach independent sections of undergraduate courses and compose their dissertations

The pages that follow detail the requirements for each phase of the graduate program in English. Please note that the policies below explain the expectations of the Department of English only. Additional requirements for graduation are explained in the Laney Graduate 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 at (404) 727-1793 or in Callaway N303.

## II. Candidacy and the Dissertation Prospectus

### A. Overview

The first major milestone for all students in the PhD program at Emory is the achievement of candidacy. In order to qualify for candidacy, students must:
- Complete all of their minimum course requirements
- Prove proficiency in a foreign language
- Successfully pass their written and oral examinations

Each of these requirements is spelled out in detail in the pages below. 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.

Students should achieve candidacy by the end of the spring semester of their third year, and should also obtain an approved dissertation prospectus by that time.

This candidacy policy is effective starting fall semester 2017, and applies to all students immediately, 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.
An approved dissertation prospectus is no longer required in order to achieve candidacy. **March 15th of the fourth year** is the **absolute deadline** to present documentation of your approved prospectus and dissertation committee to the DGS and to LGS. 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 files a dissertation committee form. However, the Department of English **strongly encourages** students to obtain an approved prospectus and file a dissertation committee form with LGS by the end of the spring semester of the third year in order to finish the program in five years.

The Department of English recommends that students meet the following benchmarks throughout their first three years of study to give ample time for the composition of the dissertation in the fourth and fifth years of study.

- Select an advisor by January of the second year and approach that prospective advisor with a rough draft of the major exam list
- Complete minimum course requirements by the end of the spring semester of the second year
- Prove foreign language proficiency by the end of the spring semester of the second year
- Assemble the exam committee by the end of the spring semester of the second year
- 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
- Successfully pass oral and written examinations by March 15th of the third year
- Assemble the dissertation committee and obtain committee approval for the dissertation prospectus by the end of the spring semester of the third year
- Submit a fully signed and executed dissertation committee, candidacy form, and approved and signed copy of the dissertation prospectus to LGS and the Graduate Program Coordinator by the end of the spring semester of the third year.

These benchmarks will be explained in more detail below and appear in the recommended timelines for study that have also been provided. Adhering to this timeline will ensure that students receive **three summers and two years** to complete their dissertations, which will allow them to complete their degrees within the five-year period of guaranteed funding. Though sixth year fellowships are available, **they are not guaranteed**, and it is highly recommended that students not rely on their availability in order to complete their degrees.

**All questions and concerns about this process or any policy-based issues that impact progress to degree should be communicated to the Graduate Program Coordinator Clifford Clark.**

**B. Course Requirements**

**1. General**

Laney Graduate School requires all students to complete 54 credit hours (this includes seminar hours, JPE, TATTO, Masters hours, and dissertation 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.

- **Requirements for Students Admitted with a Bachelor’s degree:**
  - 42 credit hours in seminars (14 seminars) of graduate coursework. A minimum of 30 credit hours (10 seminars) must be taken on a graded basis. The remaining 12 (4 seminars) may be taken satisfactory/unsatisfactory (S/U).

- **Requirements for Students Admitted in Master’s Degree:**
  - 30 credit hours in seminars (10 seminars) of graduate coursework. A minimum of 24 credit hours (8 seminars) must be taken on a graded basis. The remaining 6 (2 seminars) may be taken satisfactory/unsatisfactory (S/U).

- **Requirements and Policies for All Students:**
  - ENG 796R: Survey in English and ENG 791: Composition Pedagogy 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 PhD in English.
  
  - During their coursework at Emory, Ph.D. students must take at least one course in each of the following areas:
    - One course in early modern or medieval literature
    - One course in the literatures of the eighteenth or nineteenth centuries
    - One course in the literatures of the twentieth or twenty-first centuries
    - One course organized by genre or theory

  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. Please consult the Director of Graduate Studies if you have a question about whether a particular course fulfills one of these requirements.

  - JPE and TATTO courses count toward the minimum 54 credits required for PhD candidacy, but do not fulfill the Department’s requirements for coursework.

  - 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.

- 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. Students enroll by presenting their Emory cards at the respective events. All JPE hours are S/U.

- ENG 798R: Dissertation Colloquium in Fall of Year 4. English Proseminar (ENG 789R: Special Topics in Literature: Pedagogy of Literature) in Spring of Year 4. Both classes will be graded S/U.

- No more than 2 S/U courses may be taken in a single semester.

- 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.

- The Department of English does not require a minimum number of credit hours be taken in the English Department. 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.

- After coursework requirements are met, students register for Master’s Thesis Hours (ENG 599R) until candidacy is reached and Dissertation Hours (ENG 799) following the achievement of candidacy. These hours ensure that students remain in full-time status at Emory. 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. Students should ensure that they meet this mandatory enrollment requirement or they risk being unenrolled from the university and losing financial support and PDS funds.

**A Note about S/U Courses**: Students may take graduate seminars for a letter grade or as satisfactory/unsatisfactory (S/U). The requirements for this 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.

**2. Suggested Timelines for Students with Bachelor’s and Master’s Degrees**

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.

Students should plan their program of study carefully in consultation with the DGS and/or their advisor, taking time to assess their strengths and weaknesses and to define their professional goals. The DGS or advisor may recommend additional courses beyond the minimum to best prepare students to conduct work in their field(s).
Recommended Timeline for Students Entering with a Bachelor’s Degree

Total program hours refer to hours completed in seminars and do not include hours in TATTO, JPE, thesis hours, or dissertation hours. These totals are to help you work with the DGS and/or your advisor to plan your time in seminars and meet the Department of English’s minimum coursework requirements.

Year One:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 1 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>796R: Survey of</td>
<td>None</td>
<td>JPE 600 Summer before Year 1</td>
<td>18 graded</td>
<td>18 graded</td>
</tr>
<tr>
<td>English (graded)</td>
<td></td>
<td>TATTO 600: Summer after Year 1</td>
<td>6 S/U</td>
<td>6 S/U</td>
</tr>
<tr>
<td>2 Graded Seminars</td>
<td></td>
<td></td>
<td>24 total</td>
<td>24 total</td>
</tr>
<tr>
<td>1 S/U Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Graded Seminars</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 S/U Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Two:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Expectations</th>
<th>Year 2 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>Teaching Assistantship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 791 Composition Pedagogy</td>
<td></td>
<td>Choose an advisor by start of Spring semester</td>
<td>12-18 graded</td>
<td>30-36 graded</td>
</tr>
<tr>
<td>Pedagogy (graded)</td>
<td></td>
<td>Complete foreign language requirement by end of year</td>
<td>0-12 S/U</td>
<td>6-18 S/U</td>
</tr>
<tr>
<td>2 Graded seminars or</td>
<td></td>
<td>Assemble Exam Committee by end of year</td>
<td>18-24 total</td>
<td>42-48 total</td>
</tr>
<tr>
<td>1 Graded and 2 S/U Seminars</td>
<td></td>
<td>Select a faculty teaching mentor by end of year</td>
<td></td>
<td>Minimum 42 seminar hours met. Additional coursework should be at Advisor’s recommendation</td>
</tr>
<tr>
<td>TATTO 605 S/U</td>
<td></td>
<td>Draft exam lists by end of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring:</td>
<td>Teaching Assistantship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Graded Seminars or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Graded, 2 S/U Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TATTO 605 S/U</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Timeline for Students Entering with a Bachelor’s Degree (cont.)

#### Year Three:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Expectations</th>
<th>Year 3 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
</table>
| **Fall:**  
- Remaining Seminar Requirements (usually 1-2 seminars)  
- TATTO 610 | Teaching Associate: ENG 101/181 | - Finalize all exam lists by October  
- Schedule written and oral examinations in the fall  
- Complete Ph.D. exams by March 15th  
- Assemble the dissertation committee, if different from the exam committee  
- Have dissertation committee approve and sign prospectus by end of spring semester  
- Submit Diss. Committee form and signed approved prospectus by end of spring semester  
- If you do not have an MA in English upon achieving candidacy, apply for one. | - 3-6 total | - 33-39 graded  
- 6-18 S/U  
- 45-51 total |
| **Spring:**  
- None  
- TATTO 610 | Teaching Associate: ENG 101/181 | | | |
Recommended Timeline for Students Entering with a Bachelor’s Degree (Cont.)

Year Four:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 4 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>• Dissertation Colloquium (S/U)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pro-Seminar in Teaching of Literature (S/U)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Fall: 33-39 graded
- 6-18 S/U
- 45-51 total

Year 5:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 5 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TATTO 610 in either Fall or Spring, depending on when the student teaches.</td>
<td>One Course Assignment in Fall or Spring</td>
<td>• Attend four JPE 610 trainings by end of Year 5; trainings should occur throughout graduate training, not just in Year 5. • Participate in the placement workshop</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

- 33-39 graded
- 6-18 S/U
- 45-51 total
**Recommended Timeline for Students Entering with a Master’s Degree**

Total program hours refer to hours completed in seminars and do not include hours in Tatto, JPE, Master’s hours, or dissertation hours. These totals are to help you work with the DGS and/or your advisor to plan your time in seminars and meet the Department of English’s minimum coursework requirements.

**Year One:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 1 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>None</td>
<td>• JPE 600 Summer before Year 1</td>
<td>• 18 graded</td>
<td>• 18 graded</td>
</tr>
<tr>
<td>• 796R: Survey of English (graded)</td>
<td></td>
<td>• TATTO 600: Summer after year one</td>
<td>• 6 S/U</td>
<td>• 6 S/U</td>
</tr>
<tr>
<td>• 2 Graded Seminars</td>
<td></td>
<td></td>
<td>• 24 total</td>
<td>• 24 total</td>
</tr>
<tr>
<td>• 1 S/U Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3 Graded Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 S/U Seminar</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Year Two:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 1 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>Teaching Assitantship (TATTO 605)</td>
<td>• Choose an advisor by start of Spring semester</td>
<td>• 6-9 graded</td>
<td>• 24-27 graded</td>
</tr>
<tr>
<td>• ENG 791 Composition Pedagogy (graded)</td>
<td></td>
<td>• Complete foreign language requirement by end of year</td>
<td>• 0-6 S/U</td>
<td>• 6-12 S/U</td>
</tr>
<tr>
<td>• 1 Seminar Minimum</td>
<td></td>
<td>• Assemble Exam Committee by end of year</td>
<td>• 9-12 total</td>
<td>• 33-36 total</td>
</tr>
<tr>
<td>• Additional optional seminars in consultation with advisor</td>
<td></td>
<td>• Select a faculty teaching mentor by end of year</td>
<td></td>
<td>Minimum 30 credit hours met. Additional coursework should be at Advisor’s recommendation</td>
</tr>
<tr>
<td>• TATTO 605</td>
<td></td>
<td>• Draft exam lists by end of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring:</td>
<td>Teaching Assistentship (TATTO 605)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional optional seminars in consultation with advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• TATTO 605</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Timeline for Students Entering with a Master’s Degree (cont.)

**Year Three:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Expectations</th>
<th>Year 3 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • TATTO 610 | Teaching Associate: ENG 101/181 (TATTO 610) | • Finalize all exam lists by October  
• Schedule written and oral examinations in the fall  
• Complete Ph.D. exams by March 15th  
• Assemble the dissertation committee, if different from the exam committee  
• Have dissertation committee approve and sign prospectus by end of spring semester  
• Submit Diss. Committee form and signed approved prospectus by end of spring semester  
• If you do not have an MA in English upon achieving candidacy, apply for one. | • 3 graded  
• 3 total | • 27-30 graded  
• 6-12 S/U  
• 36-39 total |
| **Spring:** | Teaching Associate: ENG 101/181 (TATTO 610) | | | |
Recommended Timeline for Students Entering with a Master’s Degree (cont.)

Year Four:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Requirements</th>
<th>Year 4 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall:</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>27-30 graded</td>
</tr>
<tr>
<td>• Dissertation Colloquium (S/U)</td>
<td></td>
<td></td>
<td></td>
<td>6-12 S/U</td>
</tr>
<tr>
<td>Spring:</td>
<td>None</td>
<td></td>
<td></td>
<td>36-39 total</td>
</tr>
<tr>
<td>• Pro-Seminar in Teaching of Literature (S/U)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 5:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Teaching Duties</th>
<th>Additional Expectations</th>
<th>Year 5 Credit Hours</th>
<th>Total Program Hours</th>
</tr>
</thead>
</table>
| TATTO 610 in either Fall or Spring, depending on when the student teaches. | One course assignment in Fall or Spring | • Attend four JPE 610 trainings by end of Year 5; trainings should occur throughout graduate training, not just in Year 5.  
• Participate in the placement workshop | None                                | 27-30 graded  
6-12 S/U  
36-39 total |
3. 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 large part 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 they complete their coursework.

4. Required Courses

a. “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 coursework and research. This course must be taken on a graded basis.

b. English 791: Composition Pedagogy

This course prepares graduate students in English to design and teach courses in academic and professional writing, including those classes in which the theme is writing.
c. Dissertation Colloquium

During the fall of their fourth year of residence, graduate students are required to participate in a Dissertation Colloquium. This Colloquium offers students an opportunity to share their writing with their peers and serves as a forum for discussion of the dissertation writing process. In some circumstances – such as if a student has research that demands he or she relocate elsewhere – this requirement may be postponed or waived. This class is graded on an S/U basis.

d. Proseminar in the Teaching of Literature

In the spring of the fourth year, students will enroll in the Proseminar in the Teaching of Literature 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 the job market, like the statement of teaching philosophy.

5. Pedagogical Training, Mentoring, and TATTO

The Department of English provides graduate students with comprehensive pedagogical training in the teaching of literature and composition. The Department accomplishes this, in part, by participating in the Graduate School’s Teaching Assistant Training and Teaching Opportunity Program (TATTO). As part of their pedagogical training, students 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
- Serve as a Teaching Assistant (TATTO 605) in the fall and spring of the second year for an undergraduate course in the Department of English. The Graduate Program Coordinator will enroll students in these hours.
- Serve as a Teaching Associate (TATTO 610) during the fall and spring of the third year, during which graduate students will teach one section of ENG 101 and/or ENG 181. 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.
The Graduate Program Coordinator will enroll students in these hours.

- **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 can provide students with valuable guidance on course design and individual lesson planning. Teaching mentors can also write letters and statements attesting to the efficacy of a student’s performance in the classroom.

- An S/U Pro-Seminar in the Teaching of Literature, taken in the spring of the fourth year of graduate study, in order to prepare students to teach a literature course in either the fall or spring of their fifth year.

For additional information on the Laney Graduate School’s TATTO program and for a list of events geared towards additional pedagogical training and professional development, please visit the [TATTO page](http://example.com) on the Laney website.

### 6. Jones Program in Ethics (JPE)

The graduate program in English supports the Laney Graduate School’s initiative to provide every enrolled student with instruction in ethics. 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 its ENG 796R: Survey of English and ENG 791 Composition Pedagogy and Practicum courses.

**ENG 796 Survey of English: Histories, Theories, Methods**

Ethical issues arise in nearly all meetings of this course as an ongoing topic and concern. In discussions of theoretical works, students reflect on intellectual and pedagogical practices. Class discussions also address ethical issues broached by the *Chronicle of Higher Education* such as hiring practices, accessibility, and whether graduate education should be changed to fit the evolving job market.

**ENG 791 Composition Pedagogy and Practicum**

Among the PSI-related questions the course might typically cover are authorship, public scholarship, and collaboration; ethics in research design, including interaction with human subjects and approaches to qualitative research across disciplines; publishing and digital sharing; multilingualism in teaching, research, and literature review; and using student writing in research.
Before graduation, students are required to complete 4 additional training workshops, known as JPE 610 courses. Notification of workshop opportunities will be disseminated 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 page of the Laney website. Students enroll in these trainings by presenting their Emory card at each event. Participation is recorded on each student’s transcript.

C. Foreign Language Requirement

The Department requires reading ability in one foreign language relevant to the student’s program of study. Examination and/or Dissertation Committees may require reading proficiency in one or more additional foreign languages, if this is felt necessary for students’ chosen areas of specialization. However, proficiency in one foreign language is all that is required to receive the Ph.D. in English.

Students need to acquire sufficient familiarity with a language to be able to consult and translate scholarly materials for research. Reading proficiency in a foreign language may be demonstrated in either of two ways:

- **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-

- **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 foreign language. 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. Credit hours taken to fulfill the foreign language requirement do not count toward the total minimum required credit hours to receive the Ph.D. in English.

Because you may not take the Oral Examination until all other Departmental requirements have been completed, the faculty urges students to complete their foreign language
requirements as soon as possible during their course of study and before the beginning of the third year.

D. The Advisor, Exams, and Committees

1. 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 be able to support them in their chosen field(s) of study.

Students should consult the DGS throughout their first year to help select the most appropriate faculty member to serve as the 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.

The Laney Graduate School, in consultation with Executive Council, DGSs, and graduate students developed the following mentor guides and resources that may also be of assistance as you develop a working relationship with your advisor.

2. The Ph.D. Examination 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.

3. The Ph.D. Examinations

a. 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.

b. The Written Component to the Ph.D. Examination

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.

c. The Oral Component of the Ph.D. Examination

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.

d. The Dissertation Prospectus and Dissertation Committee

As early as possible after passing the Ph.D. Examination, a student should present the dissertation
prospectus. Approving the dissertation prospectus is the final step in a student’s process toward
being admitted to candidacy.

The prospectus is a formal statement of some ten to fifteen pages in length, plus a preliminary
research bibliography, which lays out a plan, as detailed as possible at this early stage, for the
writing of the dissertation. It should include a discussion both of the dissertation’s central
arguments and what will be necessary to sustain them, as well as an appraisal of the nature and
availability of the evidence you will need.
The prospectus must be approved by the student’s dissertation committee. If the dissertation committee is different from the examination committee, the student must obtain the approval of the prospectus from the dissertation committee. Ideally, students would have this document formally approved by the conclusion of the spring semester of the third year. Passing the written and oral examinations by February 15th affords each student over two months to approve the prospectus before the close of the academic year. Students can begin composing their prospectus before they formally pass their Ph.D. examinations to have it ready to circulate to their committees immediately following passing their examinations.

The prospectus must be submitted to, discussed with, and approved by the dissertation committee, which should include no fewer than three members of the Laney Graduate faculty, and which should be chaired by a member of the English Department faculty. Generally, students will form their dissertation committees out of the members of their Ph.D. Examination Committees, though this does not have to be the case.

Students must have their committees chaired by a member of the English Faculty and must have an additional member of the English faculty serve on the committee. The third position must be filled by a member of the Emory faculty, but this person may have their home outside of the English Department. All three faculty members must also have appointments to the Laney Graduate School.

Adding additional committee members, including members outside of Emory University, require additional approval from a student’s advisor and the DGS. Full details for the rules of assembling a dissertation committee and for accommodating faculty members who leave Emory University during a student’s dissertation process may be found on pages 3 and 4 of the Laney Graduate Handbook.

After the prospectus has met the preliminary approval of your committee, you should also set a date for the formal presentation of the prospectus to your Committee – a meeting at which your advisor and the other members of your committee discuss the document with you and, if all is in order, formally approve it by affixing their signatures to a clean copy of the prospectus, which is then submitted to the DGS and the Graduate Program Coordinator, Clifford Clark, for filing. This meeting should be scheduled as students are scheduling their oral examinations, since most of this will be happening at the end of the semester. Having a presentation date will also give a helpful deadline to the student and the committee for approving the prospectus.

After the prospectus is approved, students should consult with the Graduate Program Coordinator to file the “Application for Admission to Candidacy” and “Dissertation Committee” forms with the Graduate School. Students will not be officially in candidacy until they have successfully submitted both of these forms to the graduate school. It is important that all graduate students file for candidacy with the Graduate School after passing the Ph.D. Examinations. Students who do not already have an M.A. in English should work with the Graduate Program Coordinator to file to receive one immediately upon achieving candidacy. Students who have not advanced to candidacy by September 15th at the start of their fourth year of study will...
have their fellowships interrupted. It is, of course, highly recommended that students achieve candidacy well in advance of this deadline.

III. 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. For complete instructions about graduation and degree completion, visit the Laney website here.

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.

IV. The Job Market and Placement

For nearly all students in the Department, a graduate education is also pre-professional training for employment in an institution of higher learning as a scholar and teacher. Each year, two members of the English Department faculty serve as placement officers to all students seeking
positions in the professoriate. At the conclusion of the fourth year, students should begin working with these placement officers to begin preparing documents over the summer to go on the job market at the beginning of their fifth year. Students who are their 6+ year in the program and recent alumni on the job market should also participate in the placement workshops.

The following chart presents a general overview of the documents and timing of the job application process that students will participate in the fifth year of the program and subsequent years as they search for a position:

**Fall 2016 Job Application Information:**

**Document Checklist**

<table>
<thead>
<tr>
<th>Document</th>
<th>Submission Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Letter of Application</td>
<td>Submitted in the first round of all applications</td>
</tr>
<tr>
<td>● Curriculum Vitae</td>
<td></td>
</tr>
<tr>
<td>● Dissertation Abstract</td>
<td></td>
</tr>
<tr>
<td>● Writing Sample of Roughly 25 Pages</td>
<td>Often solicited in the first round of applications; virtually always requested by the second round of applications</td>
</tr>
<tr>
<td>● Dossier of Letters of Recommendation</td>
<td></td>
</tr>
<tr>
<td>● Statement of Teaching Philosophy</td>
<td>Often solicited in the first round of applications, especially by more teaching-focused institutions</td>
</tr>
<tr>
<td>● Teaching Portfolio</td>
<td>A package of materials including the statement of teaching philosophy, sample syllabi, and sample course evaluations; occasionally solicited during the applications process; may be distributed during interviews (it’s a good idea to provide sample syllabi to interview committees even if they don’t ask for them)</td>
</tr>
<tr>
<td>● Diversity Statement</td>
<td>Occasionally solicited during the application process</td>
</tr>
<tr>
<td>● Second Writing Sample</td>
<td>Occasionally solicited in the second round of applications by research-focused institutions</td>
</tr>
<tr>
<td>● Job Talk</td>
<td>A paper to be presented during campus visits; usual presentation length is 30-40 minutes</td>
</tr>
</tbody>
</table>

**Standard Fall Job-Search Timeline:**

- September 12th: MLA Job Information List Opens
- September 30th: The earliest typical deadline for job applications
- October 15th: Standard application deadline
- November 1st: The latest typical application deadline for jobs interviewing at MLA
- November-Early December: Second round: search committees will contact applicants still under consideration with requests for additional documents (note: positions that ask for a writing sample and dossier in the first round may skip this step)
• December: Committees will contact a short list of applicants (usually between 5-15) to schedule an interview at MLA or over Skype
• January 5th-8th: The 2017 MLA Convention will be held in Philadelphia; most interviews will take place during the convention
• January post-MLA: Committee will contact 3-4 finalist to schedule a campus visit
• Late January-February: Finalists will visit campus, engage in a number of interviews, and give a job talk and/or teaching presentation

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 papers to conferences and for publication
• Periodically consult the MLA Job Information List and The Chronicle of Higher Education to keep abreast of the kinds of positions available, trends in the profession, type and number of hiring institutions, and so on
• Try to obtain a broad range of teaching experience
• Create a strong cluster of supporting Departmental faculty (candidates need four, even five strong letters of recommendation)
• Sit in on the meeting(s) the Department Placement Officers hold for graduate students going on the market
• And, finally, start reserving funds for the job search

The Laney Graduate School has established a relationship with Interfolio to cover the cost of sending documents to potential employers. For questions about Interfolio, ask the Department Placement Officers and the Graduate Program Coordinator.

Students who are on the job market may apply to the Graduate School, through its conference travel funding, for financial support to attend MLA for interviews.

The candidate must establish a dossier with the Emory Career Center. Typically, the dossier includes a detailed form with information much like that on a curriculum vitae, a list of courses taken, and four to six letters of recommendation, which hiring institutions seem to emphasize most. Job seekers should work on their dossiers the summer before the fall in which they wish to apply for jobs, typically the summer following the fourth year. The letter of application takes a long time to write and should be prepared weeks before deadlines. Since students are encouraged to apply for as many jobs as possible for which they are qualified, they need to set aside a great deal of time for assembling materials to send off to
each school. Furthermore, faculty members usually need several weeks to write letters of recommendation because of their own busy schedules.

Note: during application season students should regularly check with the Career Center or Interfolio to make certain materials are mailed off on time.

The English Department subscribes to the MLA Job List in both its print (available in the lounge) and electronic forms. Please see the Graduate Program Coordinator for the password to the electronic Job List.

V. Annual Review

All students will receive an annual review by the faculty of the department. This review usually takes place near the end of the spring semester. During the course of the review, 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.

VI. Certificate and Dual Degree Programs

The Department of English partners with a number of programs, including the Department of Women’s, Gender, and Sexuality Studies, Comparative Literature, Psychoanalytic Studies, Film Studies, Bioethics, and many others, all of whom offer graduate certificate programs. The Laney Graduate School also allows Ph.D. students to enroll in a number of dual degree programs as well, like the Ph.D/MPH program.

Graduate certificate and dual degree programs provide graduate students with interdisciplinary expertise that is invaluable for careers within and outside of the professoriate. They are intended to enhance student education and research, and to expand students’ professional competencies. All credit hours taken toward certificate training will count toward the minimum number of credit hours required for the Ph.D. Each dual degree program has its own credit hour stipulations and should be reviewed carefully to ensure appropriate progress toward both degrees. Please meet with the DGS and Graduate Program Coordinator well before applying to any dual degree program to ensure that you lay out a multi-year progress to degree plan and fully understand all participation requirements.

Students interested in pursuing a certificate program may review all active programs here, and students interested in dual degree programs may review relevant guidelines here. Certificate and dual degree programs are housed in the department or school offering the applicable training. For complete policies and requirements, students should consult the program’s home department and website.
VII. M.A. Degrees for Continuing Students

A Ph.D. student who has not previously earned a Master’s degree in English may apply for one after being formally admitted to Ph.D. candidacy. It is strongly recommended that all students who do not have an M.A. upon entering candidacy apply to receive one. Work with Clifford Clark, the Graduate Program coordinator, to navigate this process. This is the only instance when the Graduate School confers the Master’s degree without a thesis. When Ph.D. students who have not yet been admitted to candidacy or received the MA apply for positions at local colleges, they are often asked to supply proof of an MA. In such cases the DGS will write a letter stating that the job applicant has completed the equivalent of an MA and explaining the Department’s procedures for awarding the degree.

VIII. Financial Aid

Each Fall the Department, through the Laney Graduate School, awards fellowships that include a stipend, tuition scholarship, and health care coverage to its entering students. Normally, Fellows who enter with either the B.A. or M.A. and maintain a high level of performance can expect five full academic years of financial support as long as they make good progress.

A. Standard Fellowship

Each student receives a 12-month stipend of $24,000/year paid in 12 monthly installments (Sept-Aug), a tuition scholarship, and 100% health insurance subsidy for five years, as long as they make good progress. Students are responsible for all other university fees. Please see the following spreadsheet to determine what you owe each semester, depending on your year. Be sure you are looking at the Standard Scholarship portion of the spreadsheet. The gray column to the far right gives the owed amount by semester. All other amounts are there as a breakdown of expenses for your reference.

B. Woodruff Fellowships

The George W. Woodruff Fellowship is awarded to students who have demonstrated outstanding academic achievements and who show excellent promise as future leaders in their fields. The fellowship covers the cost of health insurance as well as all tuition and fees and provides a $5,000 supplement to the standard program stipend for up to five years.

Stipends are paid over 12 months on the last business day of each month. Please see the following spreadsheet to determine what you owe each semester, depending on your year. Woodruff Fellows typically pay a one-time $70 transcript fee in the Fall of the first year and then owe nothing else to the graduate school for the duration of their first five years. Be sure you are looking at the Woodruff Fellowship portion of the spreadsheet when determining what is owed. The gray column to the far right gives the owed amount by semester. All other amounts are there as a breakdown of expenses for your reference.
C. Laney Fellowships

The Laney Graduate School Fellowship is awarded to entering doctoral students in all fields. The fellowship covers the cost of health insurance, the enrollment fee, and tuition for up to five years and provides a $2,500 supplement to the base stipend. These fellowships are paid over 12 months on the last business day of each month.

Students are responsible for all other university fees. Please see the following spreadsheet to determine what you owe each semester, depending on your year. Be sure you are looking at the Laney Graduate School Fellowship portion of the spreadsheet. The gray column to the far right gives the owed amount by semester. All other amounts are there as a breakdown of expenses for your reference.

D. Emory Graduate Diversity Fellowships

The Emory Graduate Diversity Fellowship (EGDF) is awarded to applicants who have demonstrated outstanding academic achievement and who will contribute to the development of a richly diverse student body. To be considered for the EGDF, applicants must be U.S. citizens or permanent residents who plan to pursue a program of doctoral study. The fellowship covers the cost of health insurance as well as all tuition and fees and provides a $5,000 supplement to the standard program stipend for up to five years.

Stipends are paid over 12 months on the last business day of each month. Please see the following spreadsheet to determine what you owe each semester, depending on your year. Diversity Fellows typically pay a one-time $70 transcript fee in the Fall of the first year and then owe nothing else to the graduate school for the duration of their first five years. Be sure you are looking at the Emory Diversity Fellowship portion of the spreadsheet when determining what is owed. The gray column to the far right gives the owed amount by semester. All other amounts are there as a breakdown of expenses for your reference.

E. Writing Program Fellowships

After admittance, first-year Emory students across disciplines are invited to apply for Writing Program Fellowships, which provide an additional monetary award through the fifth year, and which may provide a pathway to a sixth-year completion fellowship at full funding. These highly competitive fellowships provide significant experience in digital publication, pedagogy and leadership to qualified candidates. Please see the Writing Program website for details.

F. Loans and Work/Study

Information concerning loans and Work/Study employment will be furnished by the Emory Financial Aid Office upon request.

G. External Grants and Fellowships
For information on grants and fellowships from sources outside the University, students should consult the resources available on the University’s Grant Writing Program website. Students are encouraged to attend the Grants and Fellowships Workshops sponsored by the Graduate School throughout the year. Information can be found on the above website and will be communicated over the listserv by the Graduate Program Coordinator. In the past a number of fifth- and sixth-year students have obtained research funding from outside sources such as the Mellon Foundation and the American Association of University Women. Moreover, the Department strongly encourages its students to apply for outside funds from libraries and research centers to support travel and research expenses.

H. Income Taxes

Students receiving any form of income—including stipends—from the University need to fill out W-4 and G-4 (State of Georgia) tax withholding forms before or immediately upon arrival. Until these forms, as well as the I-9 Employment Eligibility Form, are completed and on file, no payment is possible. The Graduate Program Coordinator will be in close communication with you close to the start of each student’s first semester with complete instructions for completing this process.

No one at the University can offer personal tax advice. Books such as J. K. Lasser’s Your Income Tax can be helpful, and of course you may always ask the IRS about current regulations (and certainly should if you have a complicated tax situation). In past years, the Graduate School has sponsored a spring workshop on taxes, conducted by a representative of the IRS.

The following is some general information:

- All income, regardless of source, is taxable income. This means fellowship money, assistantship money, and anything else you earn. Students have no special status where taxes are concerned (though full-time students are exempted from Social Security contributions on Emory income).

- Emory University is only allowed to withhold taxes (in an amount determined entirely by the W-4 and G-4 forms you turn in) on work income (assistantships, etc.). This means that fellowship money will be paid to you entire, and although your pay stub will say “NONTAXABLE INCOME,” this does not bind or even apply to the IRS. This income is taxable, and the IRS requires not only payment of taxes, but timely payment. If too little money is being paid to the government through withholding, you can do a new W-4 form and specify an exact additional amount you would like to have withheld from each work paycheck. Students receiving only fellowship money might consider making quarterly estimated tax payments to the IRS if a tax liability is foreseen. What you are trying to avoid in either case is a penalty for under-withholding when you file your tax return in April.
IX. Professional Development Funds (PDS) for Conferences, Research, and Training

A. General

PDS funds are designated for LGS doctoral students and are allocated in three separate categories: Training, Research, and Conferences.

Broadly speaking, PDS funds are important on two fronts:

1. Helping students prepare to apply for funding from external agencies; and
2. Helping students acquire training pertinent to their degree not offered at Emory, conduct research for their dissertations and research projects, and network and present at conferences.

The PDS program at Emory is unique and robust, and all students are strongly encouraged to take full advantage of these funds and opportunities. Students are eligible for $2,500 in the three categories of training, research, and conferences. Funds are not guaranteed, but are subject to application and review. Additionally, for training and research, students may also apply for more than the $2,500 through a competitive process that, like many grants and fellowships, involves committee review.

For full information on guidelines and application deadlines, thoroughly read the PDS handbook and the PDS website.

B. Attending and Planning for Conferences

When thinking about conferences, graduate students should keep the following guidelines in mind:

- Conferences offer opportunities for you to share your research or pedagogy and to engage with scholarly communities beyond Emory. However, they also take away time from your research and your teaching. Consider your teaching and research schedule when planning conference presentations. Think of a conference presentation as a step toward publication or a dissertation chapter rather than an end in itself. While some conference presentations are expected on a vita, they are not as significant as journal publications.

- Involve your advisor as you make decisions about submitting abstracts to and presenting at conferences. Your advisor can help you to evaluate the suitability of a conference for your work and review your abstract.

- For some projects and fields, international conferences may be suitable; however, consider carefully the expense and travel time involved before applying to them. (The department’s funding cap makes it unlikely that the department will be able to cover the entire expense of the conference). It is particularly important that you consult your advisor before applying to international conferences.
Not every student will follow the same pattern of conference presentations during their graduate career. Generally, though, graduate students should select regional or graduate-student sponsored conferences for their first conference presentation. For example, the regional MLA conferences (such as SAML and NEMLA) are good forums for a 2nd or 3rd-year graduate student. More advanced graduate students who are working on their dissertations should seek national forums (for instance, the American Literature Association, the Modernist Studies Association, the American Society for Eighteenth-Century Studies, the Conference on College Composition and Communication, or the MLA).

Finally, do not forget about conferences meeting in Atlanta and other nearby locations. In particular, if you are a beginning graduate student who wishes to simply see what an academic conference is like, these can be excellent opportunities. Students can apply to the Graduate School to pay for registration fees in these cases.

X. Guidelines for Teaching and Assisting in Courses

A. 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. There is no application process for these assignments. Students are notified of their fall course assignment in May of their first year and of their spring assignment in November of the second year. 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.

1. Selection and Placement of TAs

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
- The DUS/DGS will work to minimize conflicts with TA assignments and graduate courses, though such conflicts cannot always be avoided.
• The DUS/DGS also consider the requests of faculty and students, though it is not always possible to do so.

2. 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 papers and examinations. 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 papers and examinations. 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 guidelines for grading tests and papers; he or she retains ultimate responsibility for assigning final grades.

The professor will also arrange to visit each TA’s section-meeting at least once a semester and provide a written evaluation of the TA’s 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.

3. 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. The professor provides a written evaluation of the TA’s work at the end of the semester.

B. Teaching Associates

1. 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 ENG 101 or 181 in either the fall or the spring of their third year, depending on department need. 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. For many graduate students, the Teaching Associateship marks their first experience as independent
instructors in a classroom. New associates must have taken ENG 790 Composition Pedagogy before they begin teaching English 101 and 181 and Pedagogy for Literature before teaching a 200-level course in the fifth year.

2. 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. It should be noted that more sections of English 101 are normally needed than of English 181.

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.

3. Classroom Observation

It is the policy of the Department, in accordance with TATTO guidelines, to ask faculty members 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 and offering potential employers eyewitness evidence of one’s teaching ability. Also, in conjunction with the actual visit by a faculty member, it is a good idea for you to ask that faculty member to look over a set of graded papers before handing them back to your students; this allows for more informed comments on your abilities as a teacher of writing.

4. Administrative Concerns

Generally, Associates teach no more than eighteen students per term. Associates may not grant overloads or allow students not appearing on their roll sheets to remain in the class after the drop/add period ends. They should direct any other administrative questions immediately to the Writing Program administrators, the Graduate Program Coordinator, and the DUS.

C. Teaching Beyond the Degree Requirements

Students may occasionally have opportunities to teach or TA outside their normal degree requirements. Sometimes this means teaching sections of English 101 or 181 here at Emory; sometimes it means teaching or serving as a teaching assistant for courses outside the department, or outside Emory. The Graduate Program does not serve as a broker in such arrangements. In all cases students should do the following:
* Be sure to discuss the possible teaching with your advisor and the DGS before making a commitment to ensure that additional teaching does not impede your progress toward degree completion, and that it advances your intellectual/professional goals.

* Be sure that the expectations for the teaching assignment are clear.

* Be sure that you have received a written agreement about the amount of compensation.

XI. Other Information

A. University Libraries

The library resources of Emory University are housed in nine facilities throughout campus. Graduate students in English will find most of what they need in the Robert W. Woodruff Library, located just off the quadrangle on Asbury Circle. Circulation services are located on the Library’s second floor, along with the Reserve Desk (where you will find course materials placed on reserved status by professors in your seminars).

The library also has a number of excellent subject librarians to assist with any number of research projects, from seminar papers to dissertations. Katie Rawson serves individuals interested in British and American Literature. Students are highly encouraged to reach out to her and introduce themselves. She may be reached at katie.rawson@emory.edu or 404-727-1061. For a full list of subject librarians, please visit the Woodruff Library website.

The Woodruff Library provides excellent facilities for study and research, including graduate-student carrels and dissertation studies. Since space is limited, interested students should apply for study carrels and dissertation studies as soon as possible. Carrels are renewable each year, and assignments are based on need and usage. **Note: As far as the library is concerned, “adequate use” of a carrel or dissertation study means regularly having books checked out to them. Even students who regularly study in carrels may lose them if books are not issued to them.** To apply for a carrel, fill out the application at the following link.

The DiscoverE system contains all catalog entries. The library also has many essential on-line databases, including the MLA Bibliography.

**Special Collections**, located on the top floor of the Woodruff Library, houses rare books and manuscripts. Significant holdings include letters and rare editions of William Butler Yeats and Lady Gregory, the papers of Ted Hughes, James Dickey, and a number of contemporary Irish poets, an impressive collection of original and rare editions of eighteenth- and nineteenth-century English and American literature, and a major selection of titles in the literature of the American South. Special Collections also occasionally hosts visiting exhibitions of rare materials of special interest to students and faculty.

Researchers needing books that Emory does not own can request them from Interlibrary Loan system Iliad. Consult a reference librarian for further information at the Interlibrary Loan office located in the Woodruff Library on the second floor.

B. The 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 just next to the English office. This library also has a modest selection of reference materials, some standard editions of the major American and English authors, and journals. Only faculty members are allowed to borrow books from the library, but 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.

C. Departmental Locations and General Information

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.

The English Lounge is a gathering place for students and faculty. Calls for papers and job announcements are regularly posted on the bulletin board and on clipboards.

All graduate students in the program subscribe to GSENG-L, the Department’s e-mail listserv for graduate students, faculty and staff. Once you obtain a campus e-mail account, be sure to give your “address” to the Graduate Program Coordinator, who will see that your name is added to the list. (Be aware that a message you post to fellow graduate students on the GSENG-L list will also reach faculty and staff). Since the GSENG list is the only place some information is posted, it is important that you check your e-mail account regularly.

D. The Use of Personal Computers and Other Office Equipment

The Department has PC and Macintosh computers in Room N-208 and N-205 for student use. In addition, a refrigerator and microwave are available in N-208 for graduate student use.

The Department has its own copy machine located in Callaway N-304. Graduate students may use the machine for teaching, research, dissertation, examination, job search, and other professional purposes free of charge. They are asked, as are the faculty and staff, not to use this machine to reproduce personal documents.

A fax machine is also available on the counter across from the main reception desk. Its telephone number--for receiving communications--is (404) 727-2605. Students may also send on a limited basis. They should ask for instructions from one of the staff members or a work-study student.
E. Advisory, Governing, and Social Groups

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 seven members: three faculty members elected for two-year terms by the Graduate Faculty, three graduate students 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 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.

Finally, the student members of GEAC hold regular meetings for all graduate students so that they can express their concerns and interests. These meetings are important to the life of the department, and all graduate students are urged to attend them. An active graduate student body is crucial to the efforts of Department faculty to meet student needs.

Each year, graduate students in the Department elect two representatives (one for each thirty students) to the Graduate Student Council (GSC). This organization appoints representatives to the University Faculty Senate and the Student Government Association (SGA). The GSC provides financial support for graduate student activities, including the annual Graduate School Symposium, travel to conferences for presentations of papers (the current, nearly automatic grant is $100), and other University and Departmental academic and social functions.

F. Departmental Speakers and Colloquia

The Department regularly hosts visiting lecturers and urges all graduate students to attend these events. Doing so is both an opportunity to learn from leading scholars beyond Emory as well as a chance 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 presides over a Brown Bag Colloquia Series, a Works in Progress Series, and the Department Colloquy. 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.

G. Professional Organizations

The Department encourages graduate students to join both the Modern Language Association (MLA) and the South Atlantic Modern Language Association (SAMLA). The SAMLA convention is held in Atlanta nearly every fall, and students will find it a convenient place to begin mixing with other members of the profession and to exchange ideas and information; one’s graduate-student years are not too early to begin attending conventions and meeting people in one’s field. Students will also receive the journals, newsletters, and other publications from these organizations and receive information on meetings, conferences, calls for papers, special issues of journals and other information difficult to obtain in any other way. Both the MLA (www.mla.org) and SAMLA (www.samla.org) offer reduced membership rates for students. In addition, the department encourages all students to join the professional organizations relevant to their chosen specialties, such as the American Studies Association, the Modernist Studies Association, the Shakespeare Society of America, the North American Society for the Study of Romanticism, etc. This is not a complete list, and students should consult faculty in their fields to learn of the relevant organizations.

Students should be aware that calls-for-papers are frequently posted through the University of Pennsylvania’s website: http://cfp.english.upenn.edu.

H. 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 Handbook. If the issue is with a DGS, the student should go directly to the Senior Associate Dean of the LGS.

I. Student Support Services

Graduate school can be a stressful time on your body and mind. Be sure you are taking care of yourself. Go to Laney Graduate School student support page and the LGS/GDBBS support page for links to all student support services available to you:
http://www.gs.emory.edu/guides/students/support.html

Office of Accessibility Services (OAS)
“Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Office of Accessibility Services (OAS), part of the Office of Equity and Inclusion, assists qualified students, faculty and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed.” OAS “is committed to providing access to campus resources and opportunities to allow students with disabilities to obtain a quality educational experience.” Qualified students need to register with OAS and make a request for services. Confidentiality is honored and maintained. (Emory OAS website):

http://accessibility.emory.edu/students/index.html

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.”

https://ombuds.emory.edu/index.html

Office of Equity and Inclusion:
http://www.equityandinclusion.emory.edu/