

**2016-2017 Graduate Handbook:
Department of English
Emory University**

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I. Introduction

Emory's small, selective doctoral program in English offers training in a wide range of fields within literary studies, including traditional historical fields (from medieval to contemporary), as well as theoretical and interdisciplinary approaches that cross national and chronological boundaries. Our students benefit from faculty strengths in a variety of areas, including post-colonial literature, African American literature, modern poetry, nineteenth-century fiction, literature and science, disability studies, and early modern studies.

The Department of English complements its rigorous literary training with a well-rounded approach to pedagogical preparation through our innovative Writing Program. This program offers English graduate students a thorough introduction to composition theory and digital pedagogy, as well as enhanced fellowship opportunities and the chance to design forward-thinking classes featuring digital student publications.

In addition to our commitment to providing expert literary training and pedagogical development for our students, the Department of English is also deeply committed to interdisciplinary study and has cultivated close relationships with several related departments and programs at Emory, including:

- Comparative Literature
- Bioethics
- The Department of Women's, Gender, and Sexuality Studies
- Psychoanalytic Studies
- Film and Media Studies
- Philosophy
- History

Our students frequently enroll in classes and pursue certificates in these partner programs, which in turn encourage their students to conduct coursework in the Department of English. The small size of the graduate programs across Emory is one of the University's greatest strengths and makes this kind of cross-disciplinary traffic possible.

The doctoral program is designed to offer students a balanced and rigorous training to prepare them for a competitive job market. During your time as a doctoral student in the Department of English, you will develop:

- A breadth of knowledge about the history and periods of literature in English
- A specialized proficiency in a particular field of interest, which may include a historical period, genre, or literary theory
- Expert skills as a professional researcher
- Comprehensive teacher training to prepare you to design and execute courses on literature and composition

All students admitted to the graduate program now receive five-year funding packages. Funding is, however, contingent upon adequate progress toward degree. A graduate career can be roughly 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 dissertated).
- **Phase 3: Dissertation**, during which students teach independent sections of undergraduate courses in literature 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 Clifford Clark, the Department's Graduate Program Coordinator** at cclark8@emory.edu, (404) 727-1793, or in his office in Callaway N303.

II. Achieving Candidacy

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
- Present and secure committee approval for their dissertation prospectus

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 August of their 5th year of graduate study. However, in order to ensure that students complete their degrees in five years, **the Department of English strongly recommends that students achieve candidacy by the end of the spring semester of the third year of study.**

To adhere to this timeline, the Department of English strongly recommends that students meet the following benchmarks throughout their first three 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 third and fourth 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 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

Minimum requirements for coursework depend on whether a student is admitted to the program in **full standing** or **advanced standing**. Typically, students are admitted to the program in advanced standing if they have a master's degree in a related field. Students admitted in full standing usually have a bachelor's degree and achieve advanced standing after completing their first 18 credit hours of course work.

All graduate seminars are worth 3-credit hours, so students admitted in full standing achieve advanced standing after completing their first six seminars. Students are notified upon their admission to the program of their standing. If you are unsure, contact the Graduate Program Coordinator, Clifford Clark.

The following requirements represent the minimum number of credit hours that students must complete to earn a Ph.D. in English at Emory University. Each of these requirements is covered in more detail later in the handbook:

- **Requirements for Students Admitted in Full Standing:**
 - **42 credit hours** (14 seminars) of graduate course work are required. A minimum of 30 credit hours must be taken graded. The remaining 12 may be taken satisfactory/unsatisfactory (S/U).

- **Requirements for Students Admitted in Advanced Standing:**
 - **30 credit hours** (10 seminars) of graduate course work are required. A minimum of 24 credit hours must be taken graded. The remaining 6 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 receive the Ph.D. 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 may 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, TATTO courses, Dissertation Colloquium, and the English Proseminar in Teaching are required courses **but do not count toward the required minimum number of credit hours to receive a Ph.D.** Additional information on each requirement is provided below.

 - TATTO 600 must be completed in the summer before the second year. TATTO 605 is fulfilled by the second year Teaching Assistantship and TATTO 610 is fulfilled by the third year Teaching Associateship. Each of these classes will appear on student transcripts. The Graduate Program Coordinator is responsible for enrolling all students in these courses. All TATTO hours are S/U.

 - JPE 600 must be taken the summer before the fall semester of the first year. Four JPE 610 workshops must be completed by all students before applying to graduate (not before applying for candidacy, but before applying to graduate with the Ph.D.) from Emory University. All JPE courses appear on a student's transcripts. 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.

 - **As of Fall 2016, ENG 790** (formerly Composition Theory, now Special Topics in Rhetoric and Composition) **is no longer required to receive the Ph.D. in English.**

- 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.
- Currently, the Department of English does not require a minimum number of credit hours be taken in the English Department in order to receive a Ph.D. However, we do ask that students limit the number of classes that they take outside of the department to **1 a semester during coursework**. If students would like to take more than one class outside of the department in a single semester, they must obtain approval 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 (ENG 599R) until candidacy is reached and Doctoral Dissertation Research (ENG 799) following the achievement of candidacy. These are place holder 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. **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.**
- Coursework completed at another institution, even through the University's ARCHE program, and counted toward the Ph.D. in English will be counted as S/U credit. This should be taken into consideration when attending to the minimum degree requirements.

A Note about S/U Courses: Students may take graduate seminars, each worth 3 credit hours, 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 what will be expected of you. Please note that this option will not usually be available for courses offered outside the English Department.

2. Suggested Timelines for Students in Full and Advanced Standing

The following timelines provide an overview of the doctoral program. One timeline is provided for students in full standing, another for students in advanced standing. Each of the components of the degree referenced in these timelines is described in this Handbook at greater length in the pages that follow.

Students should plan their program of study carefully in consultation with the DGS 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).

Students entering the program with the B.A. degree alone should strongly consider devoting their first year primarily to broadening the scope of their approach to literature, writing, and critical analysis and take courses in areas they have studied superficially or not at all. Students should not be overly concerned about specialization during their first year. If an area is completely unfamiliar, students may take undergraduate courses as preparation for future seminar work in those areas. These courses, however, will not count toward the Department's minimum course requirements.

The following coursework recommendations for students in both full and advanced standing are strongly encouraged and are designed to broaden their training and prepare them to conduct rigorous scholarship. Students adhering to these timelines will conduct more than the minimum course requirements to obtain the Ph.D. in English. This additional coursework is not required but may be considered necessary by a student's advisor to provide additional training. **The minimum credit hour requirements detailed above will be the only criteria used to assess a student's completion of coursework to qualify for candidacy.** Any additional coursework should be selected in close consultation with a student's advisor and should not delay achieving candidacy by the conclusion of the third year. Please note that additional degree requirements are detailed following these timelines.

Timeline for Students in Full Standing

Year One:

Semester Course Load	Teaching Duties	Additional Requirements	Year 1 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • 796R: Survey of English (graded) • 2 Graded Seminars • 1 S/U Seminar 	None	<ul style="list-style-type: none"> • JPE 600 Summer before Year 1 • TATTO 600: Summer after year one • Schedule meeting with Clifford in Spring to discuss courses and degree progress 	<ul style="list-style-type: none"> • 18 graded • 6 S/U • 24 total 	<ul style="list-style-type: none"> • 18 graded • 6 S/U • 24 total
Spring: <ul style="list-style-type: none"> • 3 Graded Seminars • 1 S/U Seminar 	None			

Year Two:

Semester Course Load	Teaching Duties	Additional Requirements	Year 1 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • ENG 791 Composition Pedagogy (graded) • 2 Graded seminars or 1 Graded and 2 S/U Seminars 	Teaching Assistantship	<ul style="list-style-type: none"> • Choose an advisor by start of Spring semester • Complete Foreign language requirement by end of year • Assemble Exam Committee by close of 2nd year • Select a faculty teaching mentor by close of 2nd year • Finalize 2 of your 3 exam lists by close of 2nd year 	<ul style="list-style-type: none"> • 12-18 graded • 0-12 S/U • 18-24 total 	<ul style="list-style-type: none"> • 30-36 graded • 6-18 S/U • 42-48 total • Minimum 42 credit hours met. Additional coursework should be at Advisor's recommendation
Spring: <ul style="list-style-type: none"> • 3 Graded Seminars or 2 Graded, 2 S/U Seminars 	Teaching Assistantship			

Timeline for Students in Full Standing (cont.)

Year Three:

Semester Course Load	Teaching Duties	Additional Requirements	Year 3 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • 1 Graded Seminar: A Directed Reading toward the Oral Exam 	Teaching Associate: ENG 101 – Counts as the TATTO 605 Requirement	<ul style="list-style-type: none"> • Finalize all exam lists by October • Schedule spring oral examinations and prospectus presentation at the same time early in the third year through Clifford • 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, Candidacy form, and signed approved prospectus to Clifford by end of spring semester • If you do not have an MA in English upon achieving candidacy, work with Clifford to apply for one. 	<ul style="list-style-type: none"> • 3 graded • 3 total 	<ul style="list-style-type: none"> • 33-39 graded • 6-18 S/U • 45-51 total
Spring: <ul style="list-style-type: none"> • None 	Teaching Associate: ENG 181 – Counts as the TATTO 605 Requirement			

Timeline for Students in Full Standing (Cont.)

Year Four:

Semester Course Load	Teaching Duties	Additional Requirements	Year 4 Credit Hours	Total Program Hours
Fall: • Dissertation Colloquium (S/U)	None	None	None	<ul style="list-style-type: none"> • 33-39 graded • 6-18 S/U • 45-51 total
Spring: • Pro-Seminar in Teaching of Literature (S/U)	None			

Year 5:

Semester Course Load	Teaching Duties	Additional Requirements	Year 5 Credit Hours	Total Program Hours
Fall: None	One Course Assignment in Fall or Spring: Counts as TATTO 610 Requirement	<ul style="list-style-type: none"> • Submit Dissertation by LGS Spring Deadlines • 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 and go on the job market 	None	<ul style="list-style-type: none"> • 33-39 graded • 6-18 S/U • 45-51 total
Spring: None				

Timeline for Students in Advanced Standing

Year One:

Semester Course Load	Teaching Duties	Additional Requirements	Year 1 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • 796R: Survey of English (graded) • 2 Graded Seminars • 1 S/U Seminar 	None	<ul style="list-style-type: none"> • JPE 600 Summer before Year 1 • TATTO 600: Summer after year one • Schedule meeting with Clifford in Spring to discuss courses and degree progress 	<ul style="list-style-type: none"> • 18 graded • 6 S/U • 24 total 	<ul style="list-style-type: none"> • 18 graded • 6 S/U • 24 total
Spring: <ul style="list-style-type: none"> • 3 Graded Seminars • 1 S/U Seminar 	None			

Year Two:

Semester Course Load	Teaching Duties	Additional Requirements	Year 1 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • ENG 791 Composition Pedagogy (graded) • 2 Graded seminars or 1 Graded and 2 S/U Seminars 	Teaching Assistantship	<ul style="list-style-type: none"> • Choose an advisor by start of Spring semester • Complete Foreign language requirement by end of year • Assemble Exam Committee by close of 2nd year • Select a faculty teaching mentor by close of 2nd year • Finalize 2 of your 3 exam lists by close of 2nd year 	<ul style="list-style-type: none"> • 6-9 graded • 0-6 S/U • 9-12 total 	<ul style="list-style-type: none"> • 24-27 graded • 6-12 S/U • 33-36 total • Minimum 30 credit hours met. Additional coursework should be at Advisor's recommendation
Spring: <ul style="list-style-type: none"> • none 	Teaching Assistantship			

Timeline for Students in Advanced Standing (cont.)

Year Three:

Semester Course Load	Teaching Duties	Additional Requirements	Year 3 Credit Hours	Total Program Hours
Fall: <ul style="list-style-type: none"> • 1 Graded Seminar: A Directed Reading toward the Oral Exam 	Teaching Associate: ENG 101 – Counts as the TATTO 605 Requirement	<ul style="list-style-type: none"> • Finalize all exam lists by October • Schedule spring oral examinations and prospectus presentation at the same time early in the third year through Clifford • 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, Candidacy form, and signed approved prospectus to Clifford by end of spring semester • If you do not have an MA in English upon achieving candidacy, work with Clifford to apply for one. 	<ul style="list-style-type: none"> • 3 graded • 3 total 	<ul style="list-style-type: none"> • 27-30 graded • 6-12 S/U • 36-39 total
Spring: <ul style="list-style-type: none"> • None 	Teaching Associate: ENG 18 – Counts as TATTO 605 Requirement			

Timeline for Students in Advanced Standing (cont.)

Year Four:

Semester Course Load	Teaching Duties	Additional Requirements	Year 4 Credit Hours	Total Program Hours
Fall: • Dissertation Colloquium (S/U)	None	None	None	<ul style="list-style-type: none"> • 27-30 graded • 6-12 S/U • 36-39 total
Spring: • Pro-Seminar in Teaching of Literature (S/U)	None			

Year 5:

Semester Course Load	Teaching Duties	Additional Requirements	Year 5 Credit Hours	Total Program Hours
Fall: None	One Course Assignment in Fall or Spring: Counts as TATTO 610 Requirement	<ul style="list-style-type: none"> • Submit Dissertation by LGS Spring Deadlines • 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 and go on the job market 	None	<ul style="list-style-type: none"> • 27-30 graded • 6-12 S/U • 36-39 total
Spring: None				

3. Grades in Coursework

Students in graduate school (whether at Emory or elsewhere) are often perplexed by how to interpret the grades that they receive for their coursework. The faculty wishes students to understand that it uses a range of grades to evaluate the performance of a student in a course.

“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 and shows signs of further potential. The faculty gives “B+” grades as a way of signaling the need for improvement either in a student’s writing or in other intellectual contributions to a course.

A grade lower than “B+” often signals a concern on the part of the professor about the student’s performance, and suggests that the student is not performing at a level commensurate with his or her peers. Of course, individual professors may also articulate their own criteria for how they assign 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 course work, the faculty expectation is that all students will be receiving a combination of “A” and “A-” grades by the time that they complete their coursework, take their Ph.D. examination, and move on to the dissertation.

4. Required Courses

a. “Survey of English: Histories, Theories, Methods”

As one of their required seminars, 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 offers students an overview of scholarship in English literature and **must be taken on a graded basis**. It is an intense, intellectually demanding seminar in which theoretical approaches to literature are examined in light of research and teaching practices. The course addresses a range of methodological and theoretical approaches in order to help students orient themselves within the field; it also provides some background in the history of the discipline. By offering students a preliminary perspective on crucial debates that have shaped English literary studies, the seminar aims to give them foundations on which they will build in future course work and research. *Note that this course is required of students entering in the fall of 2008 and later.*

b. English 791: Composition Pedagogy.

This course prepares graduate students in English to design and teach innovative, engaging courses in academic and professional writing, including those classes where the theme is writing

about literature. It addresses such topics as digital publication, undergraduate research, and civic engagement; active, collaborative, problem- and project- based learning; responding to students; using literary works to teach writing; multimodality and media production in assignment design; approaches to usage, vernacular, dialect, and multilingualism; theories of pedagogy; collaboration; courseware; distance learning; social media; and writing in the disciplines. In lieu of a final paper, students will engage in significant, inquiry-driven activities designed to generate and digitally publish complete syllabi, engaging and original assignment sequences, supporting documentation, statements of teaching philosophy, and the like. This course is required for all second-year graduate students in English during the fall term. **3 credit hours, graded only.**

Note that the course in this form is required of all students entering in the fall of 2013 and after. Additionally, as of Fall 2016, **ENG 790 (formerly Composition Theory, now Special Topics in Rhetoric and Composition)** is no longer required to receive the Ph.D. in English.

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 to prepare them for their future careers. 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 **summer TATTO** workshop (TATTO 600), run by the Graduate School, held in August before the second year of graduate study.
- **Department-based pedagogical training** offered through the ENG 791 course
- Serve as a **Teaching Assistant (TATTO 605)** in the fall and spring of the second year. 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 ENG 181. 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, which will be invaluable when seeking job and additional funding opportunities.

- 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](#) 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. Starting in August 2013, all entering students must take the brief core course in ethics offered by the Center for Ethics the summer before they begin classes. This course is known as JPE 600 and is a one-day training opportunity offered just before the start of 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 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 790 Composition Theory

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 (not before candidacy, but before graduation) students are further required to complete 4 additional training workshops, known as JPE 610 courses.

Notification of these 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

All areas of specialization require reading ability in **one foreign language** relevant to the study of English literature. 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 sustained research. Reading proficiency in a foreign language or languages may be demonstrated in either of two ways:

- 1) **Passing a translation examination:** A two-hour translation examination is offered twice a year: at the beginning of the spring and fall semesters. The exam is designed by a member of the faculty and involves the translation of a 400-600 word passage from a scholarly article. The DGS normally issues a memo announcing a set of examinations a month before they are to occur; students are asked to specify which language they have chosen. 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 better an approved graduate or advanced undergraduate course in a foreign language. **Students who select this option must have the permission of their exam committee or the DGS prior to taking the course.**

Many graduate courses that fulfill this requirement are offered during the summer with a 200-300 course number. Check the description to make sure that the course is intended for graduate students. 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 no later than the spring of the second 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 are strongly encouraged to approach their potential advisor with a draft of their intended major field exam list to give the faculty member a better sense of what they intend to study.**

Students should consult the DGS throughout their first year in the Department to help select the most appropriate faculty member to serve as the advisor. The advisor must be either a senior (tenured) or junior (non-tenured) member of the faculty; however, the advisor must be a member or affiliate member of the faculty of the Department of English. 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, Clifford Clark. Students may change their advisor if both agree that it is in the student's interest to do so.

It is your responsibility to schedule regular meetings – usually at least once a semester – with your advisor in order to discuss your course selection, your teaching, and your progress toward the degree.

2. The Ph.D. Examination Committee

Once students have selected their advisor by January of the second year, they should go about assembling their examination committees and composing 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. However, 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 department in the exam and dissertation committee. Students are responsible for fully understanding the expectations of their Ph.D. and certificate programs. Regardless, the examination committee should represent the full range of a student's interests.

Typically, the examination committee also serves 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. However, faculty members may be unwilling to direct a candidate's dissertation without participating in the examination stage. If students intend to have different dissertation and examination committees, they should make this decision in close consultation with their advisors and the DGS and make sure as soon as possible that faculty

members that will only serve on the dissertation committee are willing to direct a dissertation without participating in the examination stage.

It is highly recommended that students finalize their examination committees by the end of the spring semester of the second year. There is no mandatory notification process to inform the graduate school or Department of a student's examination committee. Students only need to formally declare their dissertation committees. The examination committee will inform the Graduate Program Coordinator and the DGS when a student passes or fails their examinations.

3. The Ph.D. Examinations

a. General

The Ph.D. Examination serves as both a culmination of what a student has learned in graduate school thus far as well as an introduction to the independent research that will follow in order to compose the dissertation. **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 disciplinary 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, Digital Humanities; or Rhetoric and Composition). Normally these first two areas will be parallel, contiguous, or otherwise related to each other (e. g. Nineteenth- and Twentieth-Century American and British Literatures).

In the major field, students should be able to demonstrate ability to engage in research and to teach advanced or upper-division undergraduate courses. **In the minor field,** they must show mastery sufficient for teaching an undergraduate course in a recognizable field. Depending on genre, at the discretion of the committee, the major list should contain at least 30 substantial primary works; the minor list, at least 20.

Students **should also prepare a third examination area that focuses on a theoretical approach, a literary genre, pedagogy, or some other body of knowledge** that is somehow complementary to the first two areas. Material in this third area will differ from, but may overlap with, material in the first and second fields.

Reading lists for each of 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.

In order to make timely progress toward degree, it is highly recommended that students finalize their examination committees and two of their three examination reading lists by

the end of the spring of the second year. It is further recommended that students finalize the third reading list by October of the third year and that no substantive changes be made to the examination lists after this point. Adhering to this benchmark will ensure that students receive ample time (particularly over the summer between years two and three) to read and prepare for their examinations.

It is further recommended that students complete their written and oral examinations by March 15th of the third year, in order to allot enough time to authorize the dissertation prospectus by the conclusion of the spring semester of the third year.

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, Clifford Clark, 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.

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 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 provide copies of 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 the student to have an opportunity to articulate his or her intellectual interests and to formulate them in a precise manner. While the committee may ask the student questions about the written portion of the examination during the oral portion, the purpose of the oral examination is to encompass a breadth that goes beyond those topics and texts that the student has discussed in the written examination.

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. Students should consult with the chair of their examination committee to determine how the chair plans to allot the time for questioning among the different members of the committee. **The oral examination must be completed no later the 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 schedule a space with the help of the Graduate Program Coordinator, Clifford Clark.

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 March 15th affords each students over one month 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 and having their prospectuses approved. 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 August 1st at the start of their fifth 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 defined as a book-length study that demonstrates a candidate's ability to make a significant contribution to the discipline through sustained, independent work or research.

It is often useful to conceive of a dissertation as the rough draft of a monograph that will eventually be suitable for publication by an academic press.

The dissertation marks the beginning of your career as a professional critic and scholar, and it plays a crucial role in the attainment of academic employment. You should strive to make an original contribution to the discipline of English. Many good dissertations grow out of work done for a seminar, and it is a good idea to begin thinking about possible general topics while completing course requirements. **In defining a dissertation topic, carefully consider the amount of time needed for thoughtful planning, writing, and revision.** As you will find, the difficulty of writing a dissertation rests in balancing your intellectual ambitions with the exigencies of the calendar as you strive to complete the degree.

To provide added support, **the department requires that all resident students at work on the dissertation take part in a dissertation colloquium** designed to help ease the transition from studying in a seminar setting to the normally quite solitary work of full-time research and writing. This workshop provides the opportunity to share the trials and errors of getting the project under way while receiving encouragement and advice from fellow participants. The Dissertation Colloquium is graded on an S/U basis.

Plan to 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.** Ask about deadlines. They occur well before the end of the semester.

Check with the Graduate School very early about important deadlines, forms, and written instructions for preparation of the dissertation. 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

Document	Submission Guidelines
<ul style="list-style-type: none"> • Letter of Application • Curriculum Vitae • Dissertation Abstract 	Submitted in the first round of all applications
<ul style="list-style-type: none"> • Writing Sample of Roughly 25 Pages • Dossier of Letters of Recommendation 	Often solicited in the first round of applications; virtually always requested by the second round of applications
<ul style="list-style-type: none"> • Statement of Teaching Philosophy 	Often solicited in the first round of applications, especially by more teaching-focused institutions
<ul style="list-style-type: none"> • Teaching Portfolio 	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)
<ul style="list-style-type: none"> • Diversity Statement 	Occasionally solicited during the application process
<ul style="list-style-type: none"> • Second Writing Sample 	Occasionally solicited in the second round of applications by research-focused institutions
<ul style="list-style-type: none"> • Job Talk 	A paper to be presented during campus visits; usual presentation length is 30-40 minutes

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

As a condition of their fellowship, all students on fellowship 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 the student has accumulated. For more advanced students, the faculty seeks to learn whether the student is preparing for and taking the Ph.D. Examination in a timely fashion, and whether the student is engaged in satisfactory work on 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 even, in extreme cases, 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 awards fellowships that include a stipend, tuition remission, 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 aid through the Department.**

A. Standard Fellowship

Standard stipends are paid in 12 monthly installments (Sept.-Aug.) on the last working day of each month. Standard stipends cover tuition, the cost of health insurance, and the enrollment fee for incoming students and pay \$24,000 per year. 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. Outside Aid

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 strongly 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 Conference

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 his or her 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 SAMLA 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

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. The anticipated work-load in each capacity is no more than ten hours per week, and in all cases faculty supervisors should give fair consideration to students' seminar responsibilities before assigning duties during the semester.

1. Selection and Placement of TAs

Placement is essentially a personnel matter: the departmental officers – the Director of Undergraduate Studies in consultation with 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 expertise of each TA applicant relative to the subject matter of a potential course as demonstrated through previous coursework.
- The department officers will work to minimize conflicts with TA assignments and graduate courses, though such conflicts cannot always be avoided.
- The department officers also try to honor the requests of faculty and students, though it is not always possible to do so.
- TAs-to-be should be reminded that placement is entirely dependent on the vagaries of course selection by undergraduates. *They should therefore be prepared for last-minute changes.*

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 should 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 300-Level Courses

TAs assigned to 300-level courses may be expected to assume a level of responsibility roughly equivalent to that of the TA in a survey course, with particulars to be worked out at the discretion of the full-time faculty instructor. A TA in this situation should expect to perform a significant amount of the work of the course as a kind of junior colleague. 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

For many graduate students, the Teaching Associateship marks their first experience as independent instructors in a classroom. New associates must have taken ENG 79: Composition Pedagogy before they begin teaching their own writing courses.

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 fact, the department faculty *strongly encourages students to refrain from taking on extra teaching obligations during the fellowship period*. In all cases students should do the following:

- * Be sure to discuss the possible teaching with your advisor before making a commitment.
- * Be sure that the expectations for the teaching assignment are clear.
- * Be sure that you have received an agreement about the amount of compensation in writing.

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

A graduate student who has a grievance related to some aspect of the PhD program in English should initially report it to his or her academic advisor. If the student and advisor are unable to resolve the grievance, or if the grievance directly involves the advisor, the student should communicate the grievance to the Director of Graduate Studies (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, the Director will take the issue to the English Department Executive Committee, who will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within the Executive Committee or within the framework of the English Department's administrative structure, the DGS will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the Laney Graduate School Handbook. If the issue is with the DGS, the student should go directly to the Senior Associate Dean of the Laney Graduate School.