

## Graduate Handbook

### Ph.D. in English

2025-2026

#### Degree Requirements

Coursework: Students entering in Full Standing (no M.A. in English) must take at least 43 hours of coursework. A minimum of 30 credit hours (10 seminars) must be taken on a graded basis. The remaining 13 credit hours (4 seminars, plus a one-credit directed study) may be taken satisfactory/unsatisfactory (S/U). No more than two S/U courses may be taken in a single semester.

Students entering the program with Advanced Standing (with an M.A. in English) must take at least 31 hours of coursework. A minimum of 24 credit hours (8 seminars) must be taken on a graded basis. The remaining 7 credit hours (2 seminars, plus a one-credit directed study) may be taken S/U. No more than two S/U courses may be taken in a single semester.

This course load includes required courses ENG 796 Survey of English: Histories, Theories, and Methods (first year, first semester) and ENG 791 Composition Pedagogy (second year, first semester), exclusive of ENG 798R: Seminar in Pedagogy and Professionalization (offered in the fourth year).

During 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; and
- one course organized by genre or theory.

This broad training equips our students both to develop a historical sense of the development of the discipline of English literary studies and to apply for generalist positions which are increasingly in demand at a variety of academic institutions. These requirements may be fulfilled with either a graded or an S/U course but cannot be fulfilled by coursework at other universities or in other departments.

Taking a seminar S/U generally involves completing the requirements for the seminar with the exception of the major writing project. Before enrolling on an S/U basis, students should consult with professors to clarify their expectations.

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

Ph.D. exam. Students may pursue directed readings independently or in small groups. A faculty member will typically lead only one such directed reading in a given semester.

No more than one course per semester may be taken outside the English department without permission from the Director of Graduate Studies (DGS).

**Please note:** JPE, TATTO courses, ENG 798R: Seminar in Pedagogy & Professionalization are required courses, but do not count toward the required minimum number of credit hours to receive a Ph.D. Undergraduate courses and any courses taken to fulfill the non-English language requirement 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 in order to remain in status and receive stipends and benefits. After coursework requirements are met, students register for Master's Thesis (ENG 599R) until they reach candidacy, and then for Doctoral Dissertation (ENG 799R) following the achievement of candidacy. These are placeholder hours to ensure that students remain in full-time status at Emory and do not count toward the minimum number of required hours to receive the Ph.D. in English.

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

TATTO 600 must be completed in the summer before the second year. All second-year students enroll in TATTO 605 in the fall and spring semesters while they serve as teaching assistants. All students enroll in TATTO 610 in the fall and spring semesters of the third year 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 the 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.

Ph.D. students typically teach ENDRD 101 (rhetorical composition/critical reading) in their third year (1-1) after taking a required graduate seminar in composition pedagogy in their second year. Ph.D. students collaborate over the summer with the Director of First-Year Writing on their syllabi, assignments, and course scaffolding; attend a pre-semester orientation in the fall; are observed in the classroom by the Director and receive pedagogical feedback; and are encouraged to attend pedagogical workshops throughout the year. The pedagogical training Ph.D. students undertake in their third year normally amounts to 10-13 hours.

Language Requirement: All areas of specialization require reading ability in one language other than English relevant to the study of English literature. Reading proficiency in a language or languages may be demonstrated in either of two ways: passing a translation examination or passing an approved foreign language course. The translation exam, arranged by the Director of Graduate Studies (DGS), consists of translating an excerpt from a scholarly article within a two-hour time limit. Students may retake the exam as needed. Those entering the program with an M.A. degree may request a waiver if they have recently passed a similar exam at another institution, subject to DGS approval. Alternatively, students may satisfy the requirement by taking an approved graduate or advanced undergraduate language course. Recommended options include specialized reading courses (e.g., *French for Reading*, *Spanish for Reading*), as they focus on comprehension rather than verbal or written fluency. Prior approval from the DGS or advisor is required before enrolling in such a course. Many qualifying courses are offered during the summer at the 200-300 level. The language requirement should be completed during or

before the summer of the second year and is a requirement for candidacy.

Ph.D. Examination: The Ph.D. Examination is the last requirement that students complete before proceeding to write their dissertation. A student generally prepares three areas for the Ph.D. Examination, and the major list is often larger than the others. Depending on genre, at the discretion of the committee, each list should contain 20-30 substantial primary works. Two of these areas should be broad historical/geographical fields. In the first field, students should be able to demonstrate the ability to engage in research and to teach advanced or upper-division undergraduate courses. In the second field, they must show mastery sufficient for teaching an undergraduate course in a recognizable field. Students should also prepare a third examination area that focuses on a theoretical approach, a methodology, or some other body of knowledge that complements the first two areas and helps define a dissertation project.

The Ph.D. Examination has two components: a written component and an oral component. Two weeks prior to the oral component of the Ph.D. Examination, the graduate coordinator or committee chair emails the student the questions for the written component of the examination. These questions are formulated by the chair of the examination committee after consulting with and soliciting suggestions from the other members of the committee. The student is required to answer three questions, typically one per list. The student may turn in no more than ten double-spaced pages per question. The student may refer to notes, books, or other sources, with proper documentation, in the course of writing the examination. Use of AI or AI-enhanced tools for any purpose in the writing of the exam (including but not limited to conceiving, outlining, drafting, revising, or polishing exam answers) is explicitly forbidden. The student has 72 hours to turn in the exam after receiving it from the graduate coordinator or the committee chair.

After the written examination and before the oral examination, the student writes a 1000-word statement that introduces the dissertation research question and method. Please note that the 1000-word statement is different from the longer dissertation prospectus, the details of which are discussed in the dissertation section below. This statement is given to the committee 48 hours before the oral examination and discussed as part of the oral 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. 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.

Prospectus: One month after the oral examination, a student shall submit a prospectus of ten to fifteen pages to the committee, along with a bibliography of primary and secondary works. After the prospectus is approved, students consult with the graduate coordinator and Director of Graduate Studies to file the Candidacy Signature Form and Dissertation Committee Signature Form with the Graduate School.

After being admitted to candidacy, a Ph.D. student who has not previously earned an M.A. in English can apply for an M.A. Degree for Continuing Students. No thesis is required.

Dissertation: Following a successful Ph.D. Examination, students devote most of their remaining time in the program to the writing 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.

No formal defense of the dissertation is required in the Department of English. Students are, however, invited to present 5-7 minute-long formal presentations on their dissertations for the Graduate Showcase at an event scheduled for the last weeks of the Spring semester of their year of graduation.

**Teaching:** All students must satisfy TATTO requirements as laid out by the Laney Graduate School. As part of their degree requirements, students serve as teaching assistants in their second year, typically for 200- or 300-level courses. Students teach one section of ENGRD 101 Rhetorical Composition/Critical Reading each semester in their third year, and another course of their own design, often a 200-level literature course, in their fifth year. As part of program-specific pedagogical training, students are required to take ENG 791: Composition Pedagogy in the fall of the second year, to select a teaching mentor (see below) by the end of the second year, and to take ENG 789R Seminar Pedagogy & Professionalization in the fourth year.

### **Teaching Mentorship**

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

### **Milestones (Please consult comprehensive Timelines below)**

- Identify a prospective advisor by January of the second year and meet with that prospective advisor to discuss the major exam list.
- Complete minimum course requirements by the end of the second year.
- Assemble the exam committee by the end of the spring semester of the second year.
- Prove non-English language proficiency by the end of the summer semester of the second year.
- Successfully pass oral and written examinations by April 15th of the third year.
- Assemble the dissertation committee and obtain committee approval for the prospectus by the end of the summer of the third year.
- Submit candidacy and dissertation committee form through Laney Connect Hub by September 15 of the fourth year. Students should also submit an approved dissertation prospectus to the Graduate Program Coordinator.

### **Annual Review**

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

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

**Grading Criteria:**

"A" = Superior work, especially top-tier writing. "A-" = Meets expectations. "B+" = Needs improvement in writing or intellectual contributions. Below "B+" indicates performance below graduate level. Professors may set additional criteria.

**Grade Review Process:**

For coursework students, annual faculty reviews consider grades but avoid strict GPA benchmarks or overemphasizing single-course grades. Faculty evaluate performance trends across semesters and progress in the program. All students are expected to achieve mostly "A" and "A-" grades by their final coursework semesters.

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.

NOTE: To facilitate the annual review, students are expected to complete annual reporting using Slate in April every year.

**Choosing your advisor**

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

Students should consult the DGS to help select the most appropriate faculty member to serve as the advisor. The advisor must be a member of the graduate faculty. Your advisor will generally become the chair of your Ph.D. Examination committee (see above) and your 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 selections, your teaching (including syllabi), and your progress toward the degree.

**Job Placement**

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

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

Job search information, sample documents, and other guidance are located on the English Grad Program Canvas site. The Graduate Program Coordinator also maintains a listserv for active job seekers. LGS offers [Career Development resources](#) and workshops as well.

**PDS Funds**

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

### **Grievance Policy**

Students who have a grievance related to some aspect of their Ph.D. 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 which will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within this committee or the framework of the English Program administrative structure, the DGS will forward the grievance to the Office of the Senior Associate Dean of the LGS. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the LGS Student Handbook. If the issue is with a DGS, the student should contact the Senior Associate Dean of the LGS.

### **Conduct Code**

For information regarding Conduct Code, please refer to Article III: Honor, Conduct, and Grievance in the [LGS Handbook](#). The English Department upholds a culture of respect in all interactions between faculty, students, staff, and others in the department and outside it.

### **Awards and Prizes**

Information about several awards and prizes for graduate students is available [here](#).

### **EEO Statement**

Emory is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

**TIMELINE: STUDENTS WITH A BACHELOR'S DEGREE**

<b>YEAR ONE</b>							
<b>Summer before starting:</b>		JPE 600					
<b>Fall:</b>		796R: Survey (graded)		2 Graded Seminars		1 S/U Seminar	
<b>Spring:</b>		3 Graded Seminars		0-1 S/U Seminar(s)			
<b>Additional Requirements:</b>		Schedule meeting with the DGS in Spring to discuss courses and degree progress					
<b>YEAR TWO</b>							
<b>Fall:</b>		ENG 791 Composition Pedagogy (Graded)	2 Graded Seminars or 1 Graded Seminar & 1 S/U Seminar		Teaching Assistantship: TATTO 605 (S/U)		
<b>Spring:</b>		2 Graded Seminars	1 S/U Seminar Teaching Assistantship: TATTO 605 (S/U)				
<b>Additional Requirements:</b>		TATTO 600 ( <i>Summer before YEAR TWO</i> )	Choose advisor ( <i>before Spring</i> )	Assemble Exam Committee ( <i>by end of Spring</i> )	Finalize 2 of 3 exam lists ( <i>by end of Spring</i> )	Select faculty teaching mentor ( <i>by end of Spring</i> )	Complete non-English language requirement ( <i>by end of Summer</i> )
<b>YEAR THREE</b>							
<b>Fall:</b>		0-1 S/U Seminar(s)	Teaching Associate (ENGRD 101) TATTO 610	One-hour directed study S/U, if not already completed			
<b>Spring:</b>		Teaching Associate (ENGRD 101) TATTO 610					
<b>Additional Requirements:</b>		Finalize all exam lists ( <i>October</i> )	Schedule oral exams for Spring early in 3rd year through Program Coordinator	Complete exams ( <i>April 15</i> )	Assemble dissertation committee (if different from exam committee) and submit draft prospectus within 30 days of oral exam	Submit approved prospectus to Program Coordinator, apply for candidacy, and submit dissertation committee form in Laney Connect ( <i>by end of Summer</i> )	

<b>YEAR FOUR</b>			
<b>Fall:</b>	None		8
<b>Spring:</b>	ENG 798: Seminar in Pedagogy and Professionalization (S/U)		
<b>Additional Requirements:</b>	None		
<b>YEAR FIVE</b>			
<b>Fall/Spring:</b>	TATTO 610 (in either FALL or SPRING, depending on when student teaches)	One Teaching Assignment (in either FALL or SPRING)	
<b>Additional Requirements:</b>	Apply for completion fellowships and/or submit dissertation (by LGS Spring or Summer Deadline)	Attend 4 JPE 610 trainings ( <b>year-end, but trainings should occur throughout graduate training, not just Year Five</b> )	Participate in placement workshops; conduct job search

<b>YEAR SIX</b>		
<b>Fall</b>	Fellowship responsibilities	Dissertation research/writing
<b>Spring</b>	Fellowship responsibilities	Dissertation research/writing

**TIMELINE: STUDENTS WITH A MASTER'S DEGREE**

<b>YEAR ONE</b>							
<b>Fall:</b>	796R: Survey (graded)	2 Graded Seminars		0-1 S/U Seminar(s)			
<b>Spring:</b>	2-3 Graded Seminars	0-1 S/U Seminar(s)					
<b>Additional Requirements:</b>	JPE 600 ( <b>Summer before YEAR ONE</b> )	Schedule meeting with the DGS in Spring to discuss courses and degree progress		TATTO 600 (Summer before YEAR TWO)			
<b>YEAR TWO</b>							
<b>Fall:</b>	ENG 791 Composition Pedagogy ( <b>Graded</b> )	1 Graded Seminar <i>or</i> 1 S/U Seminar	TATTO 605 (S/U)				
<b>Spring:</b>	1-2 Graded Seminars & 0-1 S/U Seminar(s)	TATTO 605 (S/U)					
<b>Additional Requirements:</b>	Teaching Assistantship ( <b>FALL and SPRING</b> )	Choose advisor ( <b>before SPRING</b> )	Complete non-English language requirement ( <b>year-end</b> )	Assemble Exam Committee ( <b>year-end</b> )	Select faculty teaching mentor ( <b>year-end</b> )	Finalize 2 of 3 exam lists ( <b>year-end</b> )	TATTO 600 ( <b>Summer before YEAR TWO</b> )

<b>YEAR THREE</b>							
<b>Fall:</b>	TATTO 610	One-hour directed study S/U, if not already completed				9	
<b>Spring:</b>	TATTO 610						
<b>Additional Requirements:</b>	Teaching Associate ( <i>ENGRD 101</i> )	Finalize all exam lists ( <i>October</i> )	Schedule Spring oral exams and prospectus presentation early in 3rd year through Program Coordinator	Complete exams and apply for candidacy ( <i>April 15th</i> )	Assemble dissertation committee (if different from exam committee)	Submit Diss. committee form and approved prospectus to Program Coordinator and LGS ( <i>end of SPRING</i> )	
<b>YEAR FOUR</b>							
<b>Fall:</b>	None						
<b>Spring:</b>	ENG 798: Seminar in Pedagogy and Professionalization (S/U)						
<b>Additional Requirements:</b>	None						
<b>YEAR FIVE</b>							
<b>Fall/Spring:</b>	TATTO 610 (in either FALL or SPRING, depending on when student teaches)			One Teaching Assignment (in either FALL or SPRING)			
<b>Additional Requirements:</b>	Apply for completion fellowships and/or submit dissertation (by LGS Spring or Summer Deadline)			Attend 4 JPE 610 trainings ( <b>year-end, but trainings should occur throughout graduate training, not just Year Five</b> )		Participate in placement workshops; conduct job search	
<b>YEAR SIX</b>							
<b>Fall</b>	Fellowship responsibilities			Dissertation research/writing			
<b>Spring</b>	Fellowship responsibilities			Dissertation research/writing			

**Program Structure (Condensed)**

<b>Year One</b>	Fall	JPE 600 (in August before the fall semester begins) ENG 796 Survey of English: Histories, Theories, Methods + 2-3 additional seminar
	Spring	3-4 seminars
	Summer	Language study or other training
<b>Year Two</b>	Fall	TATTO 600 workshop (August) and TATT 605: Teaching Assistantship (1 of 2) ENG 791 Composition Pedagogy + 1-2 additional seminars Choose advisor
	Spring	TATT 605: Teaching Assistantship (2 of 2) Take 2-3 graduate seminars Assemble exam committee and faculty teaching mentor
	Summer	Begin exam reading Language study, if not yet completed
<b>Year Three</b>	Fall	TATT 610: Teaching Associateship / instructor of record for ENGRD 101 Continue exam reading and finalize exam lists ENG 797R Directed Study, if not yet completed
	Spring	TATT 610: Teaching Associateship / instructor of record for ENGRD 101 PhD exams: 72-hour written exam, 2-hour oral exam two weeks later Prospectus draft submitted within a month of the oral exam
	Summer	Submit Candidacy & Dissertation Committee forms once the prospectus approved Begin dissertation research
<b>Year Four</b>	Fall	Dissertation research/writing
	Spring	ENG 798 Seminar in Pedagogy and Professionalization Dissertation research/writing
	Summer	Dissertation research/writing
<b>Year Five</b>	Fall OR Spring	TATT 610: Teaching Associateship / instructor of record for ENG 200- or 300-level course
	Fall	Dissertation research/writing Job placement workshops (encouraged but not required) Applications for external and LGS completion fellowships
	Spring	Dissertation research/writing
	Summer	Dissertation research/writing
<b>Year Six</b>	Fall	Fellowship responsibilities Dissertation research/writing
	Spring	Fellowship responsibilities Revise and submit dissertation

## **Guidelines for Teaching Assistants**

### **TA Roles & Workload**

- Students serve as TAs in one course per semester (fall/spring) in their second year.
- Students assist in survey or upper-level undergraduate courses based on departmental need and (when possible) student research interests.
- Expected workload: ~10 hrs/week, may be less some weeks and more when grading.
- Faculty can take into account students' seminar commitments when assigning duties.

### **How TA Assignments Are Determined**

1. Departmental needs: survey and high-enrollment courses receive priority
2. Students' field interests
3. Graduate students' schedule conflicts (minimized but not always avoidable)
4. Student/faculty requests (considered but not guaranteed)

### **Assignment Timeline**

- Fall TA position: Notified by May (first year).
- Spring TA position: Notified by December (second year).

### **TAs in Survey Courses**

- Attend all class meetings and lead one weekly one-hour section ( $\leq 25$  students).
- Hold office hours for students and attend meetings with the professor.
- Faculty will clarify TA duties with respect to instruction and grading at the start of the semester.
- Faculty are ultimately responsible for assigning final grades.
- Professor observes each TA's section once per term (TA schedules possible dates).
- Written feedback provided by faculty at semester's end.

### **TAs in Upper-Level Courses**

- Responsibilities similar to survey courses, determined by faculty.
- Opportunity to lead at least two class sessions.
- Not solely responsible for all grading/feedback.
- Written feedback provided by faculty at semester's end.

## **Guidelines for Teaching Associates (Instructors of Record)**

- Third Year: Teach one section of ENGRD 101 each semester (fall & spring).
- Fifth Year: Teach one 200-level (or 300-level if there is curricular need) ENG course in literary and cultural studies (fall or spring).
- Teaching times/semesters are assigned in the spring semester of Year 2 by the Writing Program for ENGRD 101 and in the spring semester of Year 4 by the DUS for courses in ENG, taking into consideration department needs as well as graduate student preferences.
- There may be last-minute changes to assignments due to undergraduate enrollment.
- Classroom observations by faculty allow for constructive feedback and are essential for recommendation letters

- In accordance with TATTO 610, a Teaching Associate should ask their teaching mentor and/or another faculty member to observe their teaching each semester.
- The dissertation advisor should also observe them teach at least once.