

ENGLISH LITERATURE
AND
WRITING STUDIES AND RHETORIC
MA PROGRAMS
2019-2020



Graduate Student Handbook

1. Introduction

The MA and PhD program in English at the University of Maryland is characterized by scholarly engagement across various fields. The programs have a wide reach within the English Department not only through ENGL graduate courses, but also lectures, colloquia, and academic events that speak to the interdisciplinary focus of its students and professors. The Programs also afford graduate students the opportunity of receiving credit for interdisciplinary work in a variety of fields. Certificates are available in Critical Theory, Digital Studies in the Arts and Humanities, Jewish Studies, and Women's Studies.

The program is designed to open academic and professional opportunities to our students by preparing them for entry into a competitive PhD program leading to an academic career at the college level or by enhancing their existing careers in extra-academic settings through professional development, specialization, and advancement. The MA program exposes students to a wide variety of opportunities not only through regular graduate courses but also through special lectures, colloquia, and academic events that speak to the interdisciplinary focus of its students and professors.

The Department's Center for Literary and Comparative Studies gives graduate students the opportunity to encounter the work of scholars from across campus and other universities through lectures, symposia, readings, and other events as well as to present their own work. MA students are invited to participate in the lively intellectual life of our large and active department and to take advantage of the multiple opportunities it affords for individualized attention and mentorship.

2. Whom to contact

Most of the administrative details of your program will be coordinated through the Graduate Studies Office (GSO), which is located in 2116 Tawes Hall.

GerShun Avilez is Director of Graduate Studies (DGS). He consults on academic questions and is available for questions and guidance. In addition, he oversees student progress to degrees, recruits prospective students, and is the main adviser to the MA students. (2116B Tawes Hall, avilez@umd.edu)

Heather Dias is the graduate coordinator for the MA Program. She provides stamps for graduate courses; keeps track of the various forms you will need and every deadline set forth by the department and the Graduate School. (2116C Tawes, hdias@umd.edu)

Sara Wilder is the faculty Rhetoric and Composition adviser (3123 Tawes, swilder@umd.edu). She advises students pursuing the MA with a Concentration in Writing Studies and Rhetoric.

Shannon Bobbitt is the Business Manager for English. Her office coordinates payroll, fellowship disbursement, and benefits. Visit the Department's Business Office in 2119 Tawes for paperwork regarding payroll, benefits and travel compensation. (2119 Tawes, sbobbitt@umd.edu)

Scott Eklund is the Academic Writing Office's administrative coordinator. He is in charge of office and desk assignments for all graduate students with funding. Scott is available for any concerns related to teaching ENGL 101. He will also explain proper use of the copy machines in 2106 Tawes, the graduate student copy and mail room. (1116 Tawes, seklund@umd.edu)

3. Advising and Course Registration

Advising. All MA students are advised by the graduate coordinator. During the first year of your program, you will meet with the graduate coordinator at the beginning of each semester to discuss course registration for the next term as well as your program of study. Students are thereafter required to meet with the coordinator at least once an academic year (but are highly encouraged to meet every semester). The DGS and other faculty members are also available for advising, but the coordinator is your official advisor during the course of your program.

Registration Process. University Account IDs and passwords are required to access most online university services (registration, parking permits, emails accounts, library databases, etc.) Accounts can be created following your acceptance to the University using the following link and instructions:

<http://it.umd.edu/new/>

Following creation of an ID and password, you will be able to activate your accounts. Accounts can take a few days to be activated and you will need an account to register for classes.

As soon as you register for your UMD account, your default e-mail address for all university related business will become your userid@umd.edu.

Course descriptions are located on the English Department website:

<http://www.english.umd.edu/academics/courses>

The schedule for a given semester (including day/times and waitlists) is found on Testudo:

<http://testudo.umd.edu/>

The graduate coordinator is responsible for helping you with the registration process. Once you have chosen your classes, you will need to email the graduate coordinator to obtain "stamps" (essentially a lifting of a registration block) before you register for classes. After you have received approval from the graduate coordinator, you can register for classes via Testudo (this site also maintains the waitlist for courses that are full).

All graduate students must register for courses and pay associated tuition and fees each semester, not including summer and winter sessions, until the degree is awarded. Please consult the graduate coordinator with any questions.

Transfer credit. The ENGL MA degree only accepts transfer credit for courses taken at the University of Maryland as a Non-Degree Seeking Student (formerly Advanced Special Student).

4. Mentoring

Mentoring vs. Academic Advising. All graduate students participate in the department's comprehensive mentoring program. Please note the difference between academic advising and mentoring: academic advising offers information on program requirements, course registration, departmental and university deadlines, and matters of policy. Mentoring is primarily designed to engage with and further your professional goals, to help you choose a plan of study to meet these goals, and to offer suggestions for academic opportunities and development. Mentoring discussions may also engage interpersonal issues and work/ life balance.

Academic advising for ENGL MA students is done by the Director of Graduate Studies (DGS) and the Coordinator of Graduate Studies (CGS).

Mentoring Programs. Graduate students participate in several separate but complimentary mentoring schemes: a peer-to-peer buddy system, a faculty mentoring program, and a pedagogical mentoring program for those students whose funding package includes teaching experience.

4.1. Peer-to-Peer Mentoring. The Graduate English Organization (GEO) assigns all incoming graduate students a "buddy," a more advanced graduate student in his/ her program who shares similar academic interests. The GEO buddy is available to answer questions about the program, about settling into College Park and the UMD community, and about graduate student life more generally. These assignments are made prior to students' arrival on campus.

4.2. Faculty Mentoring. Each graduate program has its own mentoring process. ENGL MA students are assigned a faculty mentor on arrival. As you complete your coursework, this faculty mentor will be replaced by either your Capstone Project Director or Thesis Director.

Faculty Mentor. Each MA student will be assigned a faculty member who will act as a mentor and with whom you should meet at least once a semester. The purpose of these meetings will not be a discussion of your progress in the fulfillment of the program requirements (for which you should continue to meet with the graduate coordinator); rather, the purpose will be to discuss your intellectual experience and progress in the program relevant to your particular field(s) of interest, your participation in the department's intellectual life as relevant to your field(s) of interest, as well as your professional plans for the remainder of the program and beyond.

For the purpose of these meetings, the GSO has a short self-evaluation form with a few prompts for you to complete and email to your mentor before the meeting:

http://www.english.umd.edu/sites/english.umd.edu/files/MA_self_evaluation_form.pdf

During the meeting, you should discuss the form and obtain your mentor's signature, afterward returning it to the GSO. The purpose of this form is simply to give you some points of discussion for your meetings with your mentor and to ensure that you are in touch with a faculty member in the department. The faculty mentor will be available to discuss any questions or concerns with regard to

your professional and intellectual development. We intend this program to be a service to you, not as an additional requirement. While it is preferred that you meet with your mentor in person, we recognize that some of you are in the program as part-time students and have jobs outside the department that may make it difficult for you to meet with your mentor in person. As such, you have the option of conducting these meetings by phone or Skype. After the conversation, your mentor can simply forward your self-evaluation form to the GSO, in lieu of you submitting a hard copy with his or her signature.

Basic Expectations for Student Mentees. Students are expected to meet with your mentor(s) at least once every semester. It is up to you to contact your mentor (via email) to set up these meetings. If you have difficulty making contact with your mentor, please contact the DGS. All students should fill out the self-evaluation form and share it with the mentor in advance of the meeting. It is also a good idea to take your program's plan of study and share it with your mentor so that everyone is on the same page about timelines and expectations. Meetings will be most productive when you accept responsibility for leading the meeting. Your role is to raise the issues and questions, while the professor's role is to respond.

Basic Expectations for Faculty Mentors. Mentoring is consistently cited by graduate students as an important aspect of graduate programs. A good faculty mentor will take an active interest in all aspects of the professional life of her mentees. Faculty mentors should meet frequently with students, at least once a semester; preferably more often. This is a time to discuss the student's goals, to share fellowship opportunities, information about conferences and publication opportunities, new library resources, etc. as well as to offer intellectual guidance in terms of how to carve out a research and/or professional niche. Mentors should review and return student work promptly, with explicit feedback, establishing a timeframe for responding when the student turns in the work.

4.3. Pedagogical Mentoring. If you have a funding package that includes teaching, you will also be assigned a pedagogical mentor in those semesters when you are teaching. These mentors are assigned on a semester-by-semester basis by the Director of Academic Writing (101 sections), the Director of Professional Writing, or the DGS.

Mentoring of Academic Writing Program (AWP) and Professional Writing Program (PWP) Instructors. New teachers are individually mentored by one of the assistant directors/administrative fellows or the director. The mentor is available to answer course questions and concerns. Additionally, the mentor observes one or two of the mentee's classes and reviews the mentee's responses to student essays at two different points over the course of the semester. Mentees also meet regularly in larger mentoring groups to discuss the semester's work (specific assignment goals and related class activities), to address any issues that may arise, and to help plan for future classes.

Mentoring of Lecture Course TAs and 200-level Instructors. All graduate students assigned as TAs for large lecture courses or instructors of record for 200-level courses are assigned teaching mentors (usually either the course lecturer or a member of their own QE/ Dissertation committee). Mentor groups for the lecture courses meet regularly to discuss grade-norming, topics for discussion sections, and student progress. Mentors and mentees for free-standing courses meet to discuss aspects of pedagogy that are relevant to the particular needs of the instructors. Mentors visit instructors' individual 200-level classes or discussion sections at least once per semester. The classroom visit is

followed by an informal meeting with the instructor to discuss classroom pedagogy and a brief written report is shared with the student and filed with the Graduate Studies Office (GSO).

Questions or Concerns about the Mentoring Process. You may find that the faculty member(s) initially assigned to you (or later chosen by you) may not end up being the best for advising your course selection or chairing your research project. If this turns out to be the case, please contact the DGS in order to discuss the situation and/ or to change your mentor(s). More details and a fuller sense of expectations can be found on the Mentoring page on our departmental website.

5. Degree Requirements

I. Coursework: Concentration in Literature

The MA with a Concentration in Literature requires 30 hours of graduate coursework including the successful completion of either an MA Capstone Project or an MA Thesis. All students must meet the following course distribution requirements:

1. **Either** ENGL 601: Literary Research and Critical Contexts **or** ENGL 602: Critical Theory and Literary Criticism (3 credits)
2. One course in Critical Theory, Genre, or Rhetoric (3 credits)
3. One course in each of the following (12 credits):
 - a) Medieval and/or Early Modern
 - b) The Long Eighteenth Century
 - c) The Long Nineteenth Century
 - d) Modern and Contemporary

The anticipated period for completion is two years of full-time study. The degree must be completed in five years.

The distribution of the remaining 12 hours depends upon whether the student selects the MA Capstone Project or the MA Thesis option. All students, however, must take at least 9 of their 30 credits in 700-level seminars or their equivalent. Students may take up to six credits of independent-study courses to fulfill 600-level elective requirement. Students may also, in place of three credits of an independent-study class, take one 400 level course to fulfill the elective requirement. Students interested in taking an independent-study course for 600-level course credit should collaborate with their professor in writing up an intended course of study and file it with the GSO for approval by the DGS before the first day of classes each semester. (Please email the graduate coordinator for the Independent Study form). Students may also make special arrangements to do additional work in their 600-level courses to have those courses count as a seminar/700 level course. Students wishing to take a 600-level class as a seminar must provide the GSO with a proposal and syllabus detailing the

additional work that will be undertaken in order for the course to be counted as a 700-level seminar. The proposal and syllabus must be signed by both student and instructor and submitted to the GSO for approval by the DGS at the beginning of the semester. Students may not take an independent study for seminar/700 level credit except in extreme circumstances and only after receiving permission from the DGS. ENGL611 can be counted to fulfill either an Elective requirement or the requirement in “Critical Theory, Genre, or Rhetoric” in the coursework that you need to complete toward your MA degree.

The student who chooses to complete the MA Capstone Project will complete 30 credits of coursework. The student who chooses the MA Thesis option will take a total of eight courses (24 credits) and will register for six credits of thesis research (English 799).

II. Coursework: Concentration in Writing Studies and Rhetoric

The MA with a Concentration in Writing Studies and Rhetoric likewise requires 30 hours of graduate coursework. This coursework may be undertaken in any one of three areas: the rhetorical study of texts, the teaching of writing, or professional/non-academic writing. The student selects courses on various aspects of the theory of writing/composition, rhetoric, and language studies, and successfully completes either an MA Capstone Project or an MA Thesis.

All students must meet the following course distribution requirements:

1. Two required courses (6 credits):

ENGL607: Readings in the History of Rhetoric to 1900

Either ENGL775: Seminar in Composition Theory **or** ENGL776: Seminar in Modern Rhetorical Theory

2. Four courses chosen from the following (12 credits):

ENGL 605: Readings in Linguistics

ENGL 609: Technologies of Writing

ENGL 611: Approaches to College Composition

ENGL 612: Approaches to Professional and Technical Writing

ENGL 618: Writing for Professionals

ENGL 649: Readings in Rhetoric, Composition, and Literacy

ENGL 668: Readings in Digital Studies

ENGL 708: Topics in Rhetoric

ENGL 779: Topics in Language Study

3. Four electives (12 credits, unless a thesis is chosen, then two electives (6 credits) plus 6 credits of Thesis hours.)

Students may take up to six credits of independent-study courses to fulfill 600-level elective requirement. Students may also, in place of three credits of an independent-study class, take one 400 level course to fulfill the elective requirement. Students interested in taking an independent-study course for 600-level course credit should collaborate with their professor in writing up an intended course of study and file it with the GSO for approval by the DGS before the first day of classes each semester. (Please email the graduate coordinator for the Independent Study form). Students may also make special arrangements to do additional work in their 600-level courses to have those courses count as a seminar/700 level course. Students wishing to take a 600-level class as a seminar must provide the GSO with a proposal and syllabus detailing the additional work that will be undertaken in order for the course to be counted as a 700-level seminar. The proposal and syllabus must be signed by both student and instructor and submitted to the GSO for approval by the DGS at the beginning of the semester. Students may not take an independent study for seminar/700 level credit except in extreme circumstances and only after receiving permission from the DGS.

Students may also elect to take a course in another discipline (Communication, iSchool, Education, Classics, etc.). The course must be approved by the DGS and by the Rhetoric and Writing advisor prior to the start of the semester.

At least three seminar-level courses are required, which may be counted toward any of the above requirements. The student who chooses to complete the MA Capstone Project will complete 30 credits of coursework. The student who chooses the MA Thesis option will take a total of eight courses (24 credits) and will register for six credits of thesis research (English 799).

III. Critical Writing Component: MA Capstone Project or MA Thesis

In the second year, students will choose to pursue either an MA Capstone Project or an MA Thesis. The student who chooses the MA Capstone Project will complete 30 credits of coursework. The student who chooses the MA Thesis option will take a total of eight courses (24 credits) and will register for six credits of thesis research (ENGL 799).

MA Capstone Project

The MA Capstone project is a graduate-level piece of critical inquiry that contributes to an established area in English language, literary studies, composition studies, or rhetoric. The MA Capstone can take various forms, including an article-length critical essay based on a traditional seminar paper, revised in collaboration with the student's faculty advisor; a pedagogy portfolio with a critical component; a digital project with a critical component; a personal essay or literary ethnography with a critical component; or a translation or edition with a critical component. The form of the project should be determined collaboratively by the student, his or her faculty adviser, and the DGS.

Completion of the MA Capstone Project does not involve any additional registration beyond the 30 credits of coursework. An independent study to revise an existing paper cannot be used as one of the 10 required classes for the MA.

Committee. The committee consists of a Director, a Reader, and a representative of the Graduate Office (the DGS or a member of the Graduate Steering Committee). In cases involving a paper revision, the Director will be the professor for whom the paper was written and the Reader will be a professor in the same field of study. In all cases, the Director and Reader oversee the Capstone project; the representative of the Graduate Office reads only the final version of the project.

Timing. Full-time MA students should begin the process of choosing a project and finding a Director and Reader, preferably in their third and no later than the beginning of their fourth semester of study. Part-time students should consult the DGS about the timing of the Capstone Project. The student must sign up for the Capstone Project no later than the second week of the semester in which the student plans to complete and defend the project. Students should defend the Capstone Project sometime in the first ten weeks of their final semester in the MA program. Students work with their Directors to schedule the defense and must submit the project to their committee members at least two weeks before the defense. The GSO should be notified of the defense date **at least 6 weeks in advance.**

Defense. The one-hour defense of the Capstone Project begins with the student giving a brief presentation of the project, focusing on the work completed for the Capstone. In the cases of revised papers, this includes a focus on the revision process. The presentation is followed by an open discussion of the paper by the committee members and the student. At the conclusion of the discussion, the committee assigns to the Writing Project one of three grades: "High Pass," a recognition of truly exemplary work requiring agreement of all committee members; "Pass," a judgment by at least two committee members that the paper fulfills the main goals of the Writing Project; and "Fail," a judgment by at least two committee members that the paper does not fulfill those goals. Students who receive a "High Pass" or "Pass" will make final revisions at the discretion of the Director; the final revision must be submitted to the Director no later than the end of the

semester. Students who receive the grade of "Fail" may resubmit a revised paper in a subsequent semester. A second "Fail" will disqualify the student from receiving the MA.

MA Thesis

The MA Thesis is a critical and scholarly work (approximately 75 pages in length) produced under the close supervision of a Director chosen by the student in consultation with the DGS.

Committee. The student must identify and secure the agreement of a faculty member who will direct the MA Thesis. Two additional members of the faculty, chosen by the student in consultation with the Director, comprise the Thesis Committee. The Committee reads the completed thesis.

Timing. Full-time MA students should begin the process of choosing a project and finding a Director and Reader in their third semester of study. Part-time students should consult the DGS about the timing of the thesis. Unlike the MA Capstone Project, the MA Thesis must be deemed ready for defense before the defense is scheduled. The student who chooses the Thesis option must submit to the Graduate School the Nomination of Thesis Committee form by the posted deadline:

http://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/nomination_of_thesis_or_dissertation_committee_form.pdf

Students should work with their Directors to schedule the defense well in advance of its anticipated occurrence; the GSO should be notified **at least 6 weeks in advance** of the defense date.

Defense. The defense runs approximately one hour. Typically, the defense begins with a statement by the student on the project, which is then followed with either consecutive questioning by the examiners or a more open discussion. At the conclusion of the discussion, the committee assigns to the MA Thesis one of three grades: "High Pass," a recognition of truly exemplary work requiring agreement of all committee members; "Pass," a judgment by at least two committee members that the finished product fulfills the main goals of being a fully realized critical and scholarly work; and "Fail," a judgment by at least two committee members that the paper does not fulfill those goals. Students who receive a "High Pass" or "Pass" will make final revisions at the discretion of the Director; the final revision must be submitted to the Director no later than the end of the semester. Students who receive the grade of "Fail" may have a second defense in a subsequent semester. A second "Fail" will disqualify the student from receiving the MA.

Sample Course of Study for a Full-Time MA with Capstone Project

Year 1	Semester 1 Take 3 courses	Semester 2 Take 3 courses
Year 2	Semester 3 Take 2 courses	Semester 4 Take 2 courses + write and defend Capstone Congratulations—you have an MA!

Sample Course of Study for a Full-Time MA with a Thesis

Year 1	Semester 1 Take 2 courses	Semester 2 Take 2 courses
Year 2	Semester 3 Take 2 courses + ENGL799 Thesis Research	Semester 4 Take 2 courses + ENGL799 Thesis Research Congratulations—you have an MA!

Notes: Please consult 'Section 4: Degree Requirements' for the distribution requirements for each concentration. It is important to plan ahead as some required courses are only offered once a year.

6. Satisfactory Progress

Self-Evaluations. Every semester the student is expected to meet with your faculty mentor and to file a self-evaluation form with the GSO. The faculty mentor person will serve as your primary point of contact and will be available to talk to you about your intellectual and professional experience and development in the program and beyond. The self-evaluation form is intended to serve as a basis for discussion during your meetings. You should complete the form and email it to your mentor before the meetings. Please make sure that you obtain the signature from your mentor on this form and that you return this form with his or her signature to the GSO. If you are not able to meet with your mentor in person, you may conduct your conversation by phone or Skype.

Minimum Grade Point Average. According to university policy, every graduate student must maintain a cumulative grade point average (GPA) of at least 3.0 for all courses taken at the University.

Time to Degree. The anticipated period for completion is two years of full-time study. The degree must be completed in five years.

Incompletes. If a student is unable to finish the assigned work for a course due to illness or other circumstance beyond the student's control, he or she may be given an "Incomplete"—this grade necessitates a contract between the student and the instructor as to when the work will be completed. Although we recognize emergencies can occur that may warrant a student's requesting an Incomplete, we discourage students from taking this option as it potentially slows down the degree. Requests for an Incomplete must be made to the GSO **before** the end of the semester in which the Incomplete is taken. The required incomplete contract form can be found at

http://www.gradschool.umd.edu/current_students/general_forms_for_graduate_students.html

The Incomplete Contract must be signed by both student and instructor and returned to the graduate coordinator. If an Incomplete is necessary in the first 15 credits of coursework, the DGS must be consulted in addition to the instructor of the course. Coursework related to the Incomplete must be finished by the end of the next semester.

7. Funding and Travel Support

Funding. The MA program has a handful of half-TAships to support students; however, many students apply for graduate assistantships to fund their program of studies. These GAships are available in other departments around campus, some of which include tuition remission and other benefits. For more information, visit:

<https://ejobs.umd.edu/>

Overloads. Students working more than 20 hours per week on a full-time TAship/ GAship are considered to be working an Overload. (Note that students are never permitted to work more than

30 hours per week). Overloads require the permission of the student's advisor as well as the DGS. An overload will only be approved when it is anticipated that it will not interfere with the progress of the student's plan of study. Overloads are not granted to students who currently have incompletes or are otherwise behind in meeting program benchmarks. Overloads are granted on a semester by semester basis. When requesting a continuation of an existing overload, the DGS will assess progress based on degree work completed. Questions about applying for an Overload should be addressed to the CGS and the business office.

Travel Support. The English Department will provide financial assistance to graduate students presenting their research at academic and professional conferences. In order to receive departmental travel funds, students must be delivering a presentation/ poster at a regional, national, or international conference, including no more than one Graduate student conference.

For MA students, the department offers one-time funding of up to \$400. In addition to these funds, the department will provide up to \$400 in matching funds for external travel awards, such as the ARHU Travel Award, the Graduate School's Goldhaber Travel Award, and the ICSSA. Students who have exhausted their non-matching funds and who have applied for, but did not receive one of these awards, should contact the Business Office. For more details, see

<http://www.english.umd.edu/academics/graduate/current/financial/travelresearch>

8. Teaching and Professionalization

Some opportunities for teaching are provided for those MA students who enter with a half TAship. Funding packages are structured so that students will not have to teach during the first semester in the program. Students will then TA (depending upon availability of teaching opportunities and need for TAs) one course during the three succeeding semesters.

ENGL 611: Approaches to College Composition, is a required course and will help prepare students to teach their first English 101 course. For more information, please visit the Academic Writing Office's website (<http://www.english.umd.edu/academics/academicwriting>).

The best option for finding your way through the curriculum and preparing for teaching is by talking to fellow graduate students. Many of them will be happy to meet with you several times before and during the semester to discuss teaching. The Academic Writing Office also assigns you a mentor for the semester, and she or he observes your class twice during the term, providing at the end an assessment of your work and progress for your record. During your first semester as a 101 instructor, the Academic Writing Program will require that you attend weekly discussion sessions in which program mentors address teaching strategies and questions, as well provide guidelines for ensuring your adherence to the established curriculum.

The University's Teaching and Learning Transformation Center (<http://tltc.umd.edu/>) also organizes workshops, round tables, and lectures, as well offers several programs for enrichment.

The Graduate English Organization, together with the Graduate Placement Committee, organizes enrichment activities that support graduate students in their professionalization.

9. Certificates, Symposia, and Other Opportunities for Intellectual Community

Graduate students are eligible to complete interdisciplinary certificates in Critical Theory, Digital Studies in the Arts and Humanities, Jewish Studies, and Women's Studies. Every semester, the English Department offers a one-credit Critical Theory Colloquium as part of the Critical Theory Certificate Program. In order to be eligible for these certificate programs, a student must be accepted into or currently enrolled in our master's or doctoral degree programs. For more information on these certificates, please see <http://www.arhu.umd.edu/graduate/academics/degrees>.

Students interested in film also have the opportunity to participate in the Film Studies Curriculum, organized by the Graduate Field Committee in Film (<http://film.umd.edu/>). The Committee supports student research through its Graduate Colloquium in Cinema and Theory each spring and film-related events such as symposia, screenings, and seminars throughout each year and its faculty are also available to advise graduate students on their research in Film Studies.

The English department also houses the Center for Literary and Comparative Studies (CLCS). CLCS provides grants to support academic programming—conferences, symposia, reading groups, speakers and other events. Graduate students are encouraged to become involved with CLCS, to attend their events, and to develop their own multidisciplinary projects with the Center's support. For information on their activities, see <https://www.english.umd.edu/academics/clcs>.

The department runs many lecture series and reading groups. Represented areas include British Performances on Stage & Screen, Digital Studies, Eighteenth Century Studies, Language, Writing, and Rhetoric, LGBT Studies, Local Americanists, Marshall Grossman Lecture Series (Medieval and Early Modern), Nineteenth-Century Transatlantic Studies, Transatlantic Poetics, Washington Area Romanticists Group, and Writers Here and Now. Information and schedules can be found at <http://www.english.umd.edu/academics/clcs/lectures>.

Other avenues for becoming involved in the intellectual life of the University include participation in its many interdisciplinary programs. Here are just a few are:

Center for Global Migration Studies <http://www.newamerica.umd.edu/>

David C. Driskell Center for the Study of Visual Arts and Culture of African Americans and the African Diaspora <http://www.driskellcenter.umd.edu/>

LGBT Studies <http://www.lgbts.umd.edu/>

Medieval and Early Modern Field Committee <http://www.arhu.umd.edu/memum>

Maryland Institute for Technology and the Humanities <http://mith.umd.edu/>

The University of Maryland is also a member of the Consortium of Universities of the Washington Metropolitan Area. Other institutions currently associated with the consortium include American University, The Catholic University of America, the University of the District of Columbia, Gallaudet College, George Mason University, Georgetown University, George Washington University, Howard University, Marymount College, Mount Vernon College and Trinity College. Students enrolled in any one of these institutions are able to attend certain classes at the other institutions and have the credit considered "residence" credits at their own institutions. In order to take courses at one of these universities, you will need the written permission of both the DGS and the professor whose course you wish to take. For more information, see

<http://www.arhu.umd.edu/graduate/academicsandadmissions/consortiumclasses>

<http://www.registrar.umd.edu/current/registration/consortium.html#Mdgrads>

10. Campus Resources

The Graduate English Organization. The Graduate English Organization (GEO) serves all of the graduate students in the English Department, including those pursuing MA, MFA, and PhD degrees in English, Creative Writing, and Comparative Literature, by developing, managing, and overseeing programs that enhance their social, intellectual, pedagogical and professional interests. Major GEO programs include the annual GEO conference, professionalization events, reading and study groups, and social gatherings. GEO represents the interests of graduate students on matters of policy in governing bodies of the English Department, including the Departmental Assembly. GEO fosters ties between graduate students and other important campus organizations, including the English Undergraduate Organization. GEO acts primarily through an elected executive committee, each of whose members has a specific role in its governance and programs. Students in all degree programs administered by the English Department, including Comparative Literature, are welcomed to participate in GEO events and to serve on the executive board.

Libraries. McKeldin Library is the University's main library (<http://www.lib.umd.edu>). The Library provides a wide range of services for graduate student research, including several librarians who specialize in individual areas and information sessions on how to use library sources on and off campus. You enjoy the same lending privileges as faculty members. The Library also participates in a consortium—the Chesapeake Information and Research Library Alliance (CIRLA)— that extends lending privileges to graduate students in all participant universities. In order to gain lending privileges at the university libraries in the consortium, graduate students should apply for a CIRLA card at the Library's Information Desk.

Due to the University's strategic location around various universities and research centers, graduate students enjoy access to a wonderful network of sources for research. The University belongs to the Folger Shakespeare Library Consortium and our graduate students and faculty regularly participate

in their courses and programs (<http://www.folger.edu/folger-institute>). The University's Library partners with the Library of Congress to facilitate research (<http://www.lib.umd.edu/PUB/lcpartnership.html>). Additionally, the National Archives and Dumbarton Oaks are all in close proximity to College Park.

Maryland Institute for Technologies in the Humanities. The Maryland Institute for Technologies in the Humanities (MITH), located in Hornbake Library, was founded in 1999 as collaboration among various camps in the College of Arts and Humanities, the Libraries, and the Office of Information Technology. MITH has grown to become one of the leading institutes of its kind in the country. MITH is the University's primary support center for scholars and practitioners of digital humanities, electronic literature, and cyberculture, as well as the home of the Bill Bly Collection of Electronic Literature and Deena Larsen Collection of early-era personal computers and software. Graduate students interested in digital studies will find a vast range of materials and intellectual support through MITH, including fellowships that help students advance their research and dissertation work. For more information about the interest and research areas supported by MITH, visit their website (<http://mith.umd.edu>).

International Students. More than ten percent of students enrolled in the University come from outside the United States. International students who have questions about visa requirements and other practical matters should contact the International Student & Scholar Services (<http://globalmaryland.umd.edu/offices/international-students-scholar-services>). Among other things, the Office of International Students (OIS) organizes a graduate student orientation that helps student transition to life in Maryland. Please check their website for more details about this year's orientation and for access to their Arrival Guide (<http://globalmaryland.umd.edu/offices/international-students-scholar-services/arrival-guide>), which offers more information about life off and on campus, including local attractions, religious services, child care and schools, and campus activities.

Ombuds Office for Graduate Students. The Ombuds Office for graduate students is located in 2100F Lee Building. The Office provides confidential and informal assistance in resolving problems and conflicts within the university community, and promotes fair and equitable treatment. For more information see <http://gradschool.umd.edu/about-us/ombuds-office>

Campus Health and Counseling Services. The University Health Center has been nationally accredited for over 30 years by the Accreditation Association for Ambulatory Health Care and is available to graduate students as well as undergrads. See <http://www.health.umd.edu/> for more information.

The University's Counseling Center (<http://www.counseling.umd.edu/>), located in Shoemaker Building, offers several services intended to help students through a variety of challenges. Contact their office or call 301-314-7651 for more information.

The University also provides a free resource center and referral service for families in need of child care. The Family Care Resource and Referral Service has specialists available to meet one-on-one with students (https://uhr.umd.edu/benefits/family_care/). Another important source for information about family life and childcare is the Office of International Services' "Arrival Guide." See section under "International Students" for more information.

Transportation. The university's shuttle bus service is a great means of traveling to and from campus and is included in your mandatory student fees. Shuttle routes and schedules can be found under <http://www.transportation.umd.edu/shuttle.html>. Public transportation is also available; the UMD 104 shuttle runs frequently from campus to the College Park Metro Station and many Metro Buses stop on or near campus, including the C2, C8, F6, J4, 86 and 83 buses. For more information about DC's public transportation system, visit <http://www.wmata.com/>.

If you plan to drive to campus and want to park your car in a lot close to Tawes Hall, be sure to register your car's tag number with DOTS, the university's transportation services (<http://www.transportation.umd.edu/>). Registration is online, and you are given the option of semester or year-long parking privileges.