

ENGLISH PHD PROGRAM

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.

Professionalization is one of the Program's primary concerns, and students find support in this area through mentorship by the Director of Graduate Studies, the Placement Director, and the graduate faculty; through workshops and round tables organized by the Graduate English Organization; as well as by teaching at various levels of undergraduate study.

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, reading groups, and other events as well as opportunities to present their own work. Students benefit tremendously from being part of a large and active English Department that also succeeds in providing each student with individualized attention.

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 serves as an adviser to the PhD 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)

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)

Zita Nunes is the Associate Chair of the English department. She is responsible for teaching assignments. (2119C Tawes, znunes@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. 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. See note under "Teaching" for more information regarding ENGL 101. (1116 Tawes, seklund@umd.edu)

3. Academic Advising and Course Registration

Advising. During the first year of your program, you will meet with DGS at the beginning of each semester to discuss course registration for the next term as well as your program of study. After the first year, you are required to meet with the DGS once a year until the completion of your degree.

These meetings are an opportunity for you and the DGS to evaluate your progress toward the degree and to discuss any other pertinent matters, such as course selection, committee members, examination scheduling, etc. The DGS encourages you to be in contact throughout all stages of the program.

Advising is also available from your mentors. When you arrive, the DGS will appoint teams of two to three graduate faculty members for this purpose. The members of your advising team will help you to select courses, to navigate the program, to advise on professionalization, and to act as general resources for you. Additionally, all of these mentors will need to sign off on your self-evaluation form each semester.

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.

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 PhD 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.

I. 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.

II. Faculty Mentoring. Each graduate program has its own mentoring process. ENGL PhD students are assigned an initial team of two mentors on arrival. After the completion of coursework, this mentoring team is replaced by the Qualifying Exam committee (four faculty). After advancing to candidacy (i.e., “ABD”), the Exam committee will be replaced by the dissertation committee (four departmental faculty and one member from another UMD department).

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.

III. Pedagogical Mentoring. When you begin to teach, you will be assigned a pedagogical mentor. 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 or the director of the relevant program 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

1. Coursework

The PhD requires a minimum of 12 courses (36 credits) for students entering the program without an MA. There are three required courses for the PhD:

- ENGL601: Literary Research and Critical Contexts
- ENGL602: Critical Theory and Literary Criticism
- ENGL611: Approaches to College Composition

In addition, you will select a minimum of 9 additional graduate courses, at least five of which must be seminars, which are usually 700 level courses. The degree assumes conversance with the major body of English and American literature as well as familiarity with bibliography, research methods, and other necessary tools of the trade. All PhD students should select courses with two primary goals in mind: 1) filling in gaps in their knowledge of literary history, and 2) developing an area of scholarly expertise and the skills necessary to work independently in that area.

Students may take up to two independent study courses to fulfill 600 level electives. If you are interested in taking an independent study, you and the professor with whom you are interested in working should write up an intended course of study and file it with the Graduate Office for approval before the first day of classes for that semester. Please see the graduate coordinator for additional registration details for independent studies. Students may also make arrangements to do additional work in their 600 level courses to have those courses count as a seminar/700 level course. However, students may not take an independent study for seminar/700 level credit except in extreme circumstances and only after receiving permission from the DGS.

Newly admitted PhD students entering the program with an MA from another institution should meet with the DGS to have your academic record evaluated; the DGS will establish what courses taken during the previous MA can count toward the PhD distribution requirements or recommend courses that will enable their completion. Students who begin the PhD program having earned an

MA in English from another institution would be expected to complete a minimum of 9 courses (27 credits) of coursework, but may be required to complete more at the DGS's discretion.

All coursework must be completed with a minimum of a 3.6 GPA. Students are discouraged from taking Incompletes (the grade given when a student fails to complete all assigned work by the end of term), particularly in the first 15 credit hours of coursework (see Section 5: Satisfactory Progress).

The DGS will help you select courses and act as the general advisor for your first year of classes. You will also have a faculty advising team that will be act as a resource for choosing a program of study. Please consult with both DGS and your advising team regularly.

II. Language Requirement

General. The student must demonstrate, by equivalencies or exam, reading knowledge of one language other than English. When satisfying this requirement, students are encouraged to choose a foreign language that is appropriate for his or her area of doctoral studies. The DGS, the student's mentors, and the student will coordinate in determining the appropriate language. In addition to the foreign language requirement administered by the GSO, the student's dissertation committee may also recommend more advanced proficiency in the language selected and/or work in an additional language; however, the student is obliged to be tested on (or to provide an equivalent for) only one language.

Equivalencies. Equivalencies include: native speaking ability; undergraduate major; passage of an equivalent requirement in another graduate program; a grade of B or better in a 300-level course in the language taken at the University of Maryland after starting the PhD program. A 300-level course must emphasize the fluent use of the language in a variety of formats and all major assignments in the course must be conducted in the language and not in English. The written work for the course must be evaluated for language and style as well as for organizational accuracy and coherence. The DGS will determine whether coursework or other equivalencies are appropriate and sufficiently recent to attest to proficiency.

Timeline. If foreign language equivalency is not fulfilled prior to admission, students have the option of taking a foreign language exam at the end of their first or second semester of the PhD program. Students who have not fulfilled the foreign language requirement by the end of their second semester will test out of or enroll in a pre-requisite entry-level foreign language class in their third semester. Students will have the opportunity of (re-) taking the exam during the first week of their third semester. Students who pass the exam can drop the pre-requisite language class. Students who do not pass will complete (or test out of) the pre-requisite class and have another opportunity of taking the language exam at the end of their third semester. Students who have not fulfilled the foreign language requirement by the end of their third semester will take a

300-level language class in their fourth semester. Students who do not receive a grade of “B” or better in the foreign language class during their fourth semester will re-take the class or/and the language exam in their fifth semester. The foreign language requirement must be fulfilled before the student can be admitted to his or her Qualifying Exam. We encourage all students to satisfy the requirement during the first year of study; however, the absolute deadline for taking the language examination is the end of the fifth semester in order to maintain satisfactory progress toward the degree.

The Foreign Language Examination. **At least one month** prior to the exam, students will choose and submit to the GSO for its approval two books of at least 200 pages in the foreign language, one primary work and one secondary work. The GSO will determine the appropriateness of the student’s choice. Once the student’s choice of texts has been approved, the GSO will assign an appropriate faculty member to administer the exam and provide this faculty member with a set of guidelines and expectations for the foreign language exam. The faculty member administering the exam will choose a 250- to 300-word passage from each, the primary and the secondary work. The student will have three hours to prepare the translation with the help of a dictionary. The faculty administrator will evaluate the translations and determine whether or not the student passed or failed, based on the guidelines provided by the GSO. The GSO will keep on file all exams and make them available to students preparing for the exam.

III. Qualifying Examination

To advance to candidacy, all PhD students must complete the oral Qualifying Examination (QE). Before scheduling the QE, the student will have finished coursework (including any outstanding Incompletes) and satisfied the language requirement. This exam is normally taken in the fifth semester (the exam may be taken no later than the seventh semester). The reading list must be approved by the QE committee **at least eight weeks** before the examination. To schedule the QE, the student should contact the GSO **at least eight weeks** before the proposed exam date. During the QE semester, students must be registered for at least 6 credit hours in order to meet the university’s continuing registration policy; international students may be required to register for more credit hours. Please contact the graduate coordinator to register for ENGL898: Pre-Candidacy Research (or an equivalent course).

Examination Committee. The student will assemble an examination committee in consultation with the DGS and the advising team. The examination committee consists of four members, including a chair and three committee members. From this point until the constitution of the dissertation defense committee, the examination committee serves as the student’s advising committee. In many cases, the QE committee will ultimately become the dissertation committee (or at least share many of the same members though this is not a requirement). Students are expected to meet regularly with the chair and are encouraged to meet regularly with committee

members. (If students wish to consider adding a QE committee member from another department or from another university, please contact the DGS.)

Scheduling the QE. To schedule the QE, the student should contact the GSO **at least eight weeks** before the proposed exam date. At this time, the student must file a copy of the reading list along with the signed QE form. The graduate coordinator will assist the student with scheduling an exam date and reserving a room.

The QE Reading List. The reading list must be approved by the QE committee **at least eight weeks** before the examination. The QE is based on a reading list compiled by the student in consultation with his or her committee. The list will include roughly 80-120 works, chosen to cover two of the following categories: a literary period; a recognized field; the proposed area of the dissertation. For students planning to work in literature, it is assumed that a 100-year period will be covered. The field may be interpreted as any discrete literary concern that has accrued a body of serious critical thought, and may include such diverse subjects as genre; literary, linguistic, or theoretical criticism or methodology; a sub-period. Typically, students develop a literary period or field list of approximately 75 works and a more focused list of 25 works on the proposed dissertation topic; also typically, around 80 percent of the list consists of primary texts and 20 percent of secondary titles. But there are wide varieties in lists (some will be longer than others; some will have more criticism than others; etc.). When devising a period or field list, it may be useful to consult the MLA's Job Information List (<http://www.mla.org/jil>) to see how departments currently orient their hiring.

The reading list must be approved by the committee chair and one other committee member **at least eight weeks** prior to the examination. A copy of the reading list, signed by the committee chair and one other committee member, must be turned into the GSO **at least six weeks** before the student intends to take his or her exam.

The Qualifying Examination. The oral exam consists of two 60-minute parts: 1) a presentation by the student and follow-up discussion of the presentation; and 2) a general examination on the reading lists.

Working in consultation with other members of the committee and the student, the committee chair prepares 2-4 topics for the student's oral presentation. The student will receive the topics from the GSO one week before the oral examination and will prepare an oral presentation on ONE of the topics of his or her choice. The exam begins with the 15-20-minute presentation on the selected topic. The student may bring to the exam a copy of the reading list, handouts with excerpts or pointers, and brief notes to him- or herself, but not a full script of presentation. Power Point or any other technological aids may also be used for their presentation. A 35-40 minute discussion follows the presentation. The criteria for evaluation of this part of the exam include:

the student's ability to use specific textual evidence in the construction of an argument; the coherence and persuasiveness of the presentation's overall argument and local interpretations; and its theoretical grounding as well as its critical and historical contextualization.

Part Two is an approximately one-hour oral examination on the period/field and focus reading lists. The emphasis here is on breadth.

At the conclusion of the examination the student leaves the room, and the committee discusses and votes on the performance. Three passing votes constitute a passing grade on the exam. The chair of the examining committee informs the DGS in writing about the result of the exam by submitting the appropriate form.

If the student fails the exam, s/he can retake the exam only once. The student will receive a written assessment from the chair of the committee indicating the reasons for the failure. The examination committee and reading list should remain the same from the initial to the second attempt. Changes must be requested, in writing, to the DGS, and may be made only upon approval by the DGS. The DGS or a representative from the Graduate Studies Committee will be present at the second attempt to ensure procedural fairness. Failing the exam a second time disqualifies the student from continuing in the PhD program.

IV. Advancement to Candidacy

Once the student passes the Qualifying Examination, he or she must submit the Application for Advancement to Candidacy Form to the GSO. Candidacy forms can be found on the Graduate School's website under General Forms for Graduate Students:

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

The student will receive a step promotion and a small raise in stipend once he or she has advanced to candidacy. Students generally complete the dissertation in 2-3 years.

V. Dissertation Prospectus

The prospectus is to be submitted **within four months** of passing the qualifying exam. The prospectus establishes that the student has defined a research question that is worth pursuing and has the knowledge base to pursue it. The prospectus should be developed in consultation with the dissertation committee.

Dissertation Committee: Students should begin to think about assembling a Dissertation Committee while identifying areas of specialization for the Qualifying Examination. In many cases (but not all), the dissertation committee is the same as the Qualifying Examination committee. Students should consult with the DGS and their advising team/Qualifying Exam committee concerning the selection of the Dissertation Committee.

A Dissertation Committee consists of five faculty members, including a Dean's Representative from another department at UMD. One member serves as the dissertation director. If two faculty members are to serve as co-directors, permission from the graduate school must be obtained. IN some cases, a committee member from another university may serve on the committee if his/her area of expertise is needed. The faculty member must be approved by both the department and by the graduate school; please contact the graduate coordinator for more details on this process. This committee should be assembled by the time that the prospectus is submitted.

The prospectus should demonstrate that the student:

- has defined and delimited an interesting research question
- can explain the importance of the research question and the contribution that it will make to the field
- is familiar with the existing scholarship related to the research question and can describe the relationship of the dissertation project to that scholarship.
- has developed a theoretical framework for the argument and a methodology for the project.

The prospectus should be between 8-12 pages in length. It should be written in clear prose and include a bibliography. The prospectus, including a one-page abstract and the completed prospectus form (signed by all of the committee members), should be turned in to the graduate coordinator. The prospectus form may be found at:

<http://www.english.umd.edu/sites/english.umd.edu/files/Prospectus%20Approval%20Form.pdf>

VI. Dissertation

Students at this stage of the program have successfully passed the Qualifying Examination and have advanced to candidacy. PhD candidates are expected to file an approved dissertation prospectus within four months of passing the qualifying exam. At least three of the four members of the dissertation committee are expected to meet annually with the student to review progress. A successful defense of dissertation is the final requirement for the degree. Students must defend within four years of advancing to candidacy.

Dissertation Workshop: We urge PhD candidates to enroll in the Dissertation Workshop (1 credit of ENGL 898) in the semester following successful passage of your Qualifying Examination. Taught by members of the department's faculty and convened as a seminar that meets every few weeks, the Workshop concentrates on helping students advance their work on the dissertation, whether they are developing a prospectus or writing individual chapters.

Dissertation Defense Committee: When the dissertation is nearly complete and the director (or directors) has approved moving on to this penultimate step, students will need to arrange for the defense. At the beginning of the term that you intend to defend, you must notify the GSO and the Graduate School of your intent to defend by submitting the “Nomination of Thesis or Dissertation Defense Committee” form:

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

The official deadline to submit this form varies by semester and can be found here:

<https://gradschool.umd.edu/calendar/deadlines/academic-deadlines>

Consisting of five faculty members, the Dissertation Committee normally includes the four members of the candidate's Dissertation Committee and an additional member from the University's graduate faculty who serves as the Graduate Dean's representative. In accordance with Graduate School regulations, that representative must be from outside the department. All members of the Defense Committee appointed by the Graduate School must attend the defense. Students should discuss the format of the defense with their directors.

Scheduling the Defense. Once the committee has been constituted and the form submitted, please contact the graduate coordinator to schedule the day/time/ place for the dissertation defense. This event will be announced to the department in advance of the defense.

We urge students to defend in either the fall or spring terms. Because tuition remission does not cover summer term, students who choose to defend in the summer would be responsible for paying out-of-pocket to register for course credits and fees on account of the graduate school's continuous registration policy (currently, these costs run anywhere between \$900 and \$1700).

The Defense Examination. Typically, the defense is a two-hour discussion of the dissertation. The defense usually begins with a presentation from the candidate on the experience of writing the dissertation (key discoveries, important changes in critical perspectives, main critical contributions, etc.).

The department of English follows the Graduate School's policy on the Open Dissertation Examination. The dissertation examination will consist of two parts: Part 1 will be a public presentation by the candidate on the main aspects of the research reported in the dissertation. During Part 1, questions from the audience to the candidate will be permitted. For questions from persons who are not members of the Dissertation Examining Committee, the Chair of the Dissertation Examining Committee will have discretion to decide whether such questions are germane to the topic of the dissertation and how much time will be allotted for the answers. Part

2 will be a formal examination of the candidate by the Dissertation Examination Committee. This part will be open only to the Dissertation Examination Committee, other members of the Graduate Faculty, and graduate students from the candidate's graduate program. During Part 2, only members of the Dissertation Examination Committee will be permitted to ask questions. Programs may vote to establish a policy to have Part 2 be open only to members of the Dissertation Examining Committee and members of the Graduate Faculty.

Remote participation in dissertation defense by a committee member other than the chair is subject to Graduate School policy.

<http://apps.gradschool.umd.edu/Catalog/policy.php?doctoral-degrees#procedures-for-the-oral-dissertation-examination>

Candidates and committee members need to keep in mind that if the remote connection fails at any time during the defense, the Dean's Representative will deem the defense as failed and will need to be rescheduled. It is important also that the remote participant is visible to the committee and the candidate.

More details about the Defense Examination are to be found on the Graduate School website or by consulting the graduate coordinator.

Four of the five members of the Dissertation Defense Committee must approve the dissertation in order for the candidate to pass. Candidates are frequently asked to make revisions to the dissertation before submitting it to the Graduate School. Upon satisfactory completion of the oral defense and the electronic submission of the dissertation to, and its approval by, the Graduate School, students will be awarded the PhD.

Submission of Dissertation: The approved dissertation must be submitted electronically to the Graduate School by the deadlines posted for graduation in a given semester. Graduate School Deadlines can be found here:

<http://gradschool.umd.edu/calendar/deadlines/academic-deadlines>

Information about all aspects of electronic submission of the dissertation is available on the Graduate School's Information for Current Students under Thesis and Dissertation Resources:

http://apps.gradschool.umd.edu/current_students/electronic_thesis_and_dissertations_at_um.html

Sample Course of Study for a PhD Student Entering with a BA (full TAship)

Year 1	Semester 1 No teaching Take 3 courses Take foreign language exam	Semester 2 No teaching Take 3 courses (Retake foreign language exam if necessary)
Year 2	Semester 3 TA one course Take 3 courses	Semester 4 TA one course Take 3 courses Get Qualifying Examination reading list and committee approved Suggested: Apply for Summer funding to support QE study
Year 3	Semester 5 TA/ Teach one course Take Qualifying Examination Suggested: Begin applying for conference funding from department and ARHU if you have not already	Semester 6 TA/ Teach one course Write Dissertation Prospectus (due 4 months after QE) and organize Dissertation Committee Suggested: Enroll in ENGL 898 and/or 809*
Year 4	Semester 7 TA/ Teach one/two courses (for a total of 3 for the academic year) Write first chapter of dissertation Suggested: Have your teaching observed by all members of your dissertation committee this year Enroll in ENGL 898 and/or 809*	Semester 8 TA/ Teach one/two courses (for a total of 3 for the academic year) Continue writing the dissertation Suggested: Apply for Dissertation fellowships Discuss job opportunities with committee and Graduate Placement Director Enroll in ENGL 809*
Year 5	Semester 9 TA/ Teach one/two courses (for a total of 3 for the academic year)** Continue writing the dissertation Prepare for the job market	Semester 10 TA/ Teach one/two courses (for a total of 3 for the academic year)** Finish dissertation and schedule defense Congratulations—you have a PhD in English Literature!

Notes:

*ENGL 809 (Academic Publication Workshop) and ENGL 898 (Dissertation Writing Workshop) can be taken at any point from Semester 6 forward.

**Competitive Dissertation Fellowship may take the place of teaching in Year 5.

Sample Course of Study for a PhD Student Entering with an MA (full TAship)

This schedule assumes 9 credit hours (3 courses) of transfer credit from the previous MA.

Year 1	Semester 1 No teaching Take 3 courses Take foreign language exam	Semester 2 No teaching Take 3 courses (Retake foreign language exam if necessary)
Year 2	Semester 3 TA /Teach one course Take 3 courses Get Qualifying Examination reading list and committee approved Suggested: Begin applying for conference funding from department and ARHU if you have not already	Semester 4 TA / Teach one course Take Qualifying Examination
Year 3	Semester 5 TA/ Teach one course Write Dissertation Prospectus (due 4 months after QE) and organize Dissertation Committee Suggested: Enroll in ENGL 898 and/or 809*	Semester 6 TA/ Teach one course Write first chapter of dissertation Suggested: Enroll in ENGL 898 and/or 809*
Year 4	Semester 7 TA/ Teach one/two courses (for a total of 3 for the academic year) Continue writing the dissertation Suggested: Apply for Dissertation fellowships Have your teaching observed by all members of your dissertation committee this year Enroll in ENGL 809*	Semester 8 TA/ Teach one/two courses (for a total of 3 for the academic year) Continue writing the dissertation Suggested: Apply for Dissertation fellowships Discuss job opportunities with committee and Graduate Placement Director Enroll in ENGL 809*
Year 5	Semester 9 TA/ Teach one/two courses (for a total of 3 for the academic year)** Continue writing the dissertation Prepare for the job market	Semester 10 TA/ Teach one/two courses (for a total of 3 for the academic year)** Finish dissertation and schedule defense Congratulations—you have a PhD in English Literature!

Notes:

*ENGL 809 (Academic Publication Workshop) and ENGL 898 (Dissertation Writing Workshop)

**Competitive Dissertation Fellowship may take the place of teaching in Year 5.

6. Satisfactory Progress

Please note: **all funding/financial aid offers are contingent upon making satisfactory progress.**

You are expected to keep in regular contact with the DGS and your mentors/advisors throughout all stages of the program. Measures to be used to assess progress include your grades, other evidence of the quality of coursework, schedule for meeting requirements for candidacy, and schedule for completing the dissertation.

I. Self-evaluation forms. Every semester you will be asked to submit a self-evaluation form that documents your accomplishments during the current semester and outlines goals for the future.

During your first two years, you will need to arrange meetings with each member of your advising team at least once each semester. You will need to file a report documenting your progress each semester with the GSO (no more than a page).

As you progress through your program, your advising team will be replaced first with your qualifying examination committee and then your dissertation defense committee. Every semester, it is your responsibility to fill out the self-evaluation form, send it to your advisors, and then arrange to meet and discuss it. You are expected to file all relevant self-evaluation forms (with the appropriate signatures) with the GSO by the posted deadlines every semester. The forms can be found at:

<http://www.english.umd.edu/academics/graduate/phd/deadlines>

II. Minimum Grade Point Average (GPA). All coursework must be completed with a minimum of a 3.6 GPA. You will meet with your advising team and the Graduate Director to assess progress and the advisability of your intended degree track at the start of the third semester. Students whose GPA for the first 15 credits of coursework is 3.0 or lower will be offered the option of pursuing the terminal MA degree or resigning from the graduate program altogether.

III. 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. Students may not take their qualifying exams until all outstanding Incompletes have been converted to a regular grade.

IV. Expected Time to Degree and University Deadlines

In most cases, the English Department has offered students a funding package for five years and assumes that you will complete your degree in that time frame. The timeline below gives you, first, the semester benchmark time that you are expected to meet (barring any exceptional circumstances), followed by the absolute last deadline that a student can meet and remain in good standing. In order to complete your degree in a timely fashion, you should aim to meet the expected deadline.

You are expected to complete your coursework by the fourth semester (the official deadline is the fifth semester).

You are encouraged to meet the foreign language requirement by the end of your second semester (the official deadline is no later than the fifth semester).

You are expected to advance to candidacy by successfully passing your qualifying examination in your fifth semester (the official deadline is by the seventh semester).

You must file an approved dissertation prospectus no later than four months following the qualifying examination. The prospectus is usually written in the sixth semester.

The dissertation should be completed by the tenth semester (the university stipulates that the dissertation needs to be submitted within four years of advancement to candidacy or within nine years of admission).

For extensions to this schedule, you may petition the DGS through your advising committees.

7. Funding and Fellowships

Departmental Funding/Fellowships. Admission to the PhD program includes a 5-year funding package, which is structured through a combination of teaching and fellowships. As part of the funding package, students are eligible for the University's health care program, the cost of which can be automatically deducted from the stipend. Students' funding is contingent upon maintaining a 3.6 GPA and making satisfactory progress to degree. (See Section 5. Satisfactory Progress). In

addition to the funding package, internal fellowship competitions exist to fund summer research and additional dissertation writing time.

Policies Governing TAs and GAs. The half-fellowship in Year 1 is in place of an additional half-TA and overloads are not allowed. Students who accept a full TA elsewhere on campus will need to resign their half-TA and their half-fellowship with the department. Students who accept a half-TA elsewhere on campus will need to resign their half-TA with the department but can keep their half-fellowship. Students with full TAs can work a full GA during the 8 weeks in the summer, but not during the academic year. During the academic year, they can work on a semester by semester overload basis for 10 hours per week (a half-GA) subject to the approval of both their advisor and the DGS.

Overloads. Students working more than 20 hours per week on a full-time TA/ GA 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.

Summer Fellowships. Whether awarded by the department, the Graduate School, or an external funder, summer fellowships are intended to allow a student to devote herself full time to the plan of study. Therefore, students may not concurrently hold either a half- or full-time TA or GA. Additionally, students cannot hold more than one summer fellowship simultaneously. To discuss the possibility of a deferral, please consult the DGS. For summer funding opportunities, please consult:

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

Dissertation fellowships. Students who have advanced to candidacy are eligible for several competitive dissertation fellowships. Applications for University fellowships and awards will be administered through the GSO. For the application process, please see

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

Please pay attention to the website and the mailing list for the deadlines for these competitions each academic year.

Travel Funds. All students are encouraged to apply for travel funding. The English Department provides 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 PhD students, the department offers funding of up to \$400 in a given Academic Year (AY) for 5 years. Unused funds may roll over into another academic year. While these funds are intended primarily for presenting research at professional meetings, they may also be used for supporting travel to a conference for the purposes of a job interview or for necessary research expenses (such as photography, transcription, language study, etc.). If a student would like to use these funds for purposes other than conference travel, she/ he will need to obtain the prior approval of the DGS. In addition to these funds, the department will provide up to \$1600 in matching funds for external travel awards, such as the ARHU Travel Award, the Graduate School's Goldhaber Travel Award, and the International Conference Student Support Award (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 information, please see

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

Continuous Enrollment. 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.

Pre-candidacy doctoral students who will be away from the University for a semester or a year may request a waiver of continuous registration and its associated tuition for the semester or year. Waivers of registration will be granted only if a student is making satisfactory progress toward the degree and can complete the degree requirements within the required time limits. Permission for non-registration is obtained from the DGS and the waiver must be filed with the Graduate School. A request for a waiver of registration should be filed 30 days before the beginning of the semester or year for which the waiver is sought. Tuition waiver requests will be granted only when a student affirms in writing that he or she will not be using any University resources, including the time of faculty members, during the waiver period.

Doctoral candidates are not eligible for Waivers of Continuous Registration. Each doctoral candidate must maintain continuous registration in 899 (Doctoral Dissertation Research) until the degree is awarded. Waivers of Registration may be granted only under the University's policy for Leave of Absence for Graduate Students for Childbearing, Adoption, Illness or Dependent Care (see below).

A waiver of Mandatory Fees may be granted to any graduate student, including Doctoral Candidates, if he or she will be away from the University for a semester or a year. An application for waiver of Mandatory Fees must be submitted to the Graduate School 30 days before the beginning of the semester for which the waiver is sought. The waiver may be granted for a semester or a year.

Leave of Absence for Childbearing, Adoption, Illness or Dependent Care. In recognition of the effects that childbirth, adoption, illness, and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence (LOA) of up to two semesters during which time they do not intend to make academic progress toward the completion of their degree. The time taken on an approved LOA is not included in the time limitations for degree completion and advancement to candidacy.

Application for a LOA may be made on a one- or two-semester basis. A LOA ordinarily will not be granted for more than one academic year. A LOA must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should be addressed to the Dean of the Graduate School and should provide a detailed explanation of the circumstances leading to the request and a justification of the time requested (one semester or one year). The request must be approved by your faculty advisor and the DGS prior to submission to the Graduate Dean.

Students on approved leaves of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. Students must be registered during a semester in which they fulfill a University or departmental degree requirement, such as taking qualifying exams or submitting a dissertation/thesis. In addition, students must also be registered in order to be eligible for any form of University financial aid (e.g., a teaching or research assistantship) and to be certified as a full-time student.

The GSO may permit deferment of TAsip funding due to an approved LOA in cases of childbirth and serious illness for a maximum of one semester. Students may request a LOA with deferment of funding due to childbirth for a maximum of one semester only if they have not already availed themselves of the Graduate School's Parental Accommodation policy. The English GSO shall not consider for approval any requests for deferments of TAsip funding due to a LOA without being provided with official documentation by a licensed medical authority in support of the request of a LOA. In addition, no deferment of TAsip funding shall be granted for any LOA approved during the first semester of a student's graduate program. The DGS may consider requests for a LOA with deferment of funding for a subsequent semester filed no later than half-way into that given semester. Any deferment of TAsip funding must be taken immediately, continuously, and entirely

following the last semester of the student's original funding package. If a graduate student is granted a LOA after the beginning of the semester, only the number of pay periods not yet completed on the TAship stipend can be deferred to a later semester. During the semester to which funding is deferred, the student may apply for a partial lectureship to cover the remainder of the semester if benefits are required for the entire semester. Any departmental fellowship money supplementing the TAship stipend but not yet disbursed during the semester of a LOA can be deferred for the semester immediately following the regular expiration of the student's departmental financial aid package and will be paid out only to students who return and claim the accompanying deferred TA funding. Students currently enrolled in the PhD program who have lost their TAship funding for the period of a LOA, or students who have been informed that they would lose their TAship funding for the period of a LOA, can request a retroactive deferment. The same standards shall apply to the DGS's approval of retroactive requests for deferments of TAship funding as do to the approval of current requests.

Students are advised to consult with all sources of funding to determine whether a LOA might involve a long-term financial loss. Because English financial aid packages are constructed and sequenced over a period of years, taking a LOA may result in a loss of future funding. Whenever a LOA is being considered, students should meet with their advisors to develop a plan for resumption of study. International students are advised to consult with the staff of the Office of International Educational Services for additional considerations before deciding to take a leave of absence. For more information, please visit:

http://apps.gradschool.umd.edu/catalog/financial_policies.htm

8. Teaching and Professionalization

An important part of the five years' work at Maryland is teaching. Funding packages are structured so that students will not have to teach during your first year in the program. Students will TA or teach (depending upon availability of teaching opportunities and need for TAs) two courses during the second year, three courses during the third and fourth years and two during the fifth.

ENGL 611, Approaches to College Composition, is a required course and will help prepare students to teach their first ENGL 101 course. For more on ENGL 101 policy, 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.

Once you have gained experience as a 101 instructor, you will have the chance to request a position in other types of courses. The associate chair will coordinate teaching requests and your assignment will have you lead either a discussion section as part of a larger lecture course or a free-standing 200 or 300-level literature course. The English Department provides various tools to assist you in preparing for teaching a literature course, including sample syllabi.

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. For example, the two-and-a-half day Graduate Teaching Assistant Portfolio Retreat encourages students to write their statement of teaching philosophy in the company other graduate students who seek to enter the job market. International students might also be interested in The International Teaching Fellow Program, a one-year program that pairs first- and second-year International Graduate Teaching Assistants with a faculty mentor outside of their departments to foster their teaching skills and help them build their teaching portfolio (<http://tltc.umd.edu/international-teaching-fellows>).

The Graduate English Organization organizes enrichment activities that support graduate students in their professionalization. Within the Department, the Director of Graduate Placement is available to guide you through the process of applying for academic and extra-academic positions. The Graduate Placement committee holds meetings (open to all graduate students) that provide information about the diverse job opportunities for PhD students. The Department also offers a semester-long Publications Workshop (ENGL 809) in which students and a faculty member exchange criticism to aid in the preparation of one's work for publication. Students have been particularly well-served in the recent past by these offerings, publishing papers in reputable journals and rehearsing conference papers for a well-informed audience. The Graduate School also provides its own series of events around professionalization, see <http://www.arhu.umd.edu/graduate/career/pathways>.

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.