

General Information

OVERVIEW

The Department of English offers the B.A., M.A., M.F.A., and Ph.D. degrees. M.A. students may choose one of three courses of study, while students admitted to the Ph.D. program may tailor their programs to their research and teaching interests. A student may expect to finish the M.A. in approximately two to three years, the M.F.A. in three years, and the Ph.D. in four to five years. Students who must find employment while they complete their graduate degrees may need additional time.

The Graduate Program is administered by the faculty of the Department of English. While the Voting Department—a body comprised of all full-time, tenure-track faculty, plus representatives of the lecturers and SAGE—approves requirements for the M.A., M.F.A., and Ph.D. in English, the Office of Graduate Affairs of the College of Liberal Arts and Sciences (CLAS) oversees the student's completion of all requirements.

In the Department of English, the Graduate Committee, headed by the Graduate Director, reviews departmental requirements, proposes new policies, and acts on student petitions. The Graduate Admissions Committee is responsible for reviewing applications for admission and recommending students for available fellowships. The Graduate Director provides first-semester advising, aid in forming exam and thesis committees, and final graduation checks. Graduating students seeking employment may consult, in addition to other faculty, Professor Katie Conrad, the Job Placement Advisor.

ADVISING AND THE GRADUATE COMMITTEE

During their first year at KU, students are advised by the Director of Graduate Studies (DGS), with whom they are expected to confer about enrollment. After a year of coursework, Ph.D. students must find an advisor among the faculty in his or her intended area of study. M.A. and M.F.A. students are required to find advisors no later than the end of their second year. Advisees are encouraged to meet with their advisers regularly to discuss progress and plans. Each Ph.D. student should confer regularly with the Graduate Director regarding his or her progress toward the comprehensive examination and the doctorate. Three graduate student members of SAGE (see below) sit as voting members of the Committee during discussions of general policy. Among the important functions of the Graduate Committee is the consideration of student petitions for the waiver or modification of departmental requirements in individual cases. Such petitions are always discussed carefully, normally by the faculty members of the Committee, and sometimes lead ultimately to changes in Department policy.

Students need have no doubt as to their academic standing and should not hesitate to approach the DGS and appropriate graduate faculty member for counsel about scholarly, academic, or professional matters. In each course, the instructor will be glad to discuss the student's work with him or her. Regarding more general questions, the Director is available for consultation during scheduled office hours and by appointment.

GRADUATE STUDENT ORGANIZATION

In 1967, students in the Department organized the Student Association of Graduates in English (SAGE) for the purpose of stimulating and coordinating student activity in such areas as curriculum, academic standards, ethics, graduate teaching assistantships, and orientation of new graduate students. All graduate students in English become members of SAGE when they begin their graduate studies, and the association encourages active participation. In addition to an annual picnic at the beginning of the school year, SAGE sponsors colloquia and readings, and publishes a graduate student newsletter, *SAGE Advice*.

Ann Martinez and Kristen Lillvis are the SAGE Steering Committee co-presidents for 2009-2010. SAGE is represented by voting members on the following departmental committees: Advisory, Graduate Committee, Freshman-Sophomore English, Graduate Assembly, GTA/Lecturers Committee, Lecturers and Readers Committee, Library Committee, and SAGE Events committee. Other SAGE Officers include Secretary, SAGE Advice Editor, and Treasurer. For additional information, see: <http://groups.ku.edu/~sagegroup/>

ANNOUNCEMENTS AND COMMUNICATIONS

All graduate students are urged to consult the department bulletin boards frequently for announcements of particular interest to them. Whenever possible, announcements will appear on the Department listserv or the graduate student listserv. To subscribe to the Department listserv, please contact Robert Elliott, 864-2519. All graduate students are

automatically registered to the grad student listserv, although posting rights are limited. If you wish to submit an item to the graduate student listserv, please contact the Graduate Secretary, Lydia Ash.

MAIL

All English GTAs and first-year graduate students have a mailbox. Non-teaching graduate students who wish to keep their mailbox after their first year must request one from the Graduate Secretary, Lydia Ash. These mailboxes should be checked frequently, and they should not normally be used for the transmission of valuables or confidential communications, since they cannot be locked. Graduate students should keep the departmental office informed of any changes in their names, mailing addresses, and e-mail addresses.

Graduate students may use departmental stationery for professional correspondence such as letters regarding participation in conferences and submission of articles for publication. The Department will also pay for mailing articles to journals. Ask the secretaries for letterhead paper. Leave items to be mailed in the appropriate outgoing basket, and the secretaries will apply the postage for you. Please be prudent in order to conserve supplies and to avoid impropriety. Using State property for private benefit is illegal.

PROFESSIONAL DEVELOPMENT

The Department sponsors events that provide an opportunity for students to gain valuable professional experience through the presentation of a paper, or perhaps a dissertation chapter, before fellow students and faculty. Among these opportunities are periodic conferences and events sponsored by SAGE. Also, the Graduate Director and the Job Placement Advisor, in conjunction with SAGE, organizes regular sessions on the job market, interviewing, and “getting into print.” Students are encouraged to participate, receive important criticism of their work, and prepare for the presentation of research and creative efforts at scholarly and professional conferences and for publication.

FUNDS FOR PROFESSIONAL DEVELOPMENT

The Travel Funds Committee invites applications from graduate students and part-time lecturers to support professional development activities. Funds are available to support a trip of significant distance to (in order of preference):

- present a paper or read from creative work at a regional or national conference,
- conduct research at a library or archive, or
- engage in a project at a major workshop or institute.

Applications requesting reimbursement of job hunting expenses cannot be accepted.

Graduate student applicants should first seek support from the Office of Graduate Studies, which maintains funds to underwrite travel for conference presentations and dissertation research. See http://www.graduate.ku.edu/02-00_abt_funding.shtml

Departmental travel awards this year will be \$500, based on the merit of the proposal. Applicants are encouraged to submit their materials well in advance, preferably six weeks before the travel dates. Applications should consist of:

1. Cover letter detailing the professional activity to be completed, including title(s) of any presentation(s), dates of travel, destination, and an explanation of how the activity will help the applicant meet his or her professional goals;
2. Copy of presentation abstract or research project description;
3. (graduate students only) Current ARTS form.

The Committee urges applicants to write their presentation abstracts or research project descriptions in language accessible to non-specialist readers.

Please direct questions to committee chair Prof. Iris Smith Fischer at ifischer@ku.edu.

LOAN FUND

The Kansas University Endowment Association manages a small English Department Student Loan Fund. Graduate students in English, as well as undergraduate English majors, may borrow up to \$500, interest free, for periods up to a year from this fund, as long as the money lasts. Potential borrowers should speak to the Chair of the Department about

their needs; he or she will ascertain if these can be met from available resources at any given time, and will write the necessary note of introduction to KUEA.

ACADEMIC MISCONDUCT

According to the University Senate Rules and Regulations (Article II, Section 2.6.1.), “Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of academic work.” For discussion of procedures and penalties, see the University Senate Rules and Regulations: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>

In addition, the departmental Graduate Committee has approved the following statement: **“Written work done for one class will not be accepted in another class. Questions of interpretation of this rule must be cleared with the instructor in advance. Work submitted for any course is expected to be substantially original (i.e., original with the student) and designed to meet the requirements of the course.”**

GRIEVANCE PROCEDURES

Should a grievance arise, the student affected should make the circumstances known to the DGS, either directly or through the SAGE Ombudsman. If the matter cannot be satisfactorily resolved at the departmental level, the next recourse is the University Ombudsman. The last resort, if neither the Department nor the College has been able to adjudicate the problem, is the College Office of Graduate Affairs.

GRADES, INCOMPLETES, AND EVALUATIONS

Only the grades of A or B are normally taken as indications that a graduate student has done satisfactory work in the courses in which they were received. Under current Graduate School regulations, A designates above average graduate work; B, average work; C, passing but below average graduate work; D and F, failing graduate work. At least a 3.0 average in graduate work is required for the M.A.; a 3.5 average or higher is expected of Ph.D. aspirants.

The grade “I” (Incomplete) is used to indicate work of passing quality in a course, some part of which is, for good reason, unfinished. It is given only by advance arrangement between instructor and student. Some instructors may reserve the right not to give I’s. The Department discourages the taking of I’s except in truly unusual emergency situations; students are advised to make the removal of any I’s on their record a matter of first priority.

The Faculty Senate recently changed the policies on incompletes. The bolded text below has been added to the University Senate Code:

2.2.3.1 The letter I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, for reasons beyond the student’s control, not been done, while the rest has been satisfactorily completed. At the time an I is reported on the electronic roster, the character and amount of work needed, as well as the date required for completion and lapse grade if further work is not completed by this date, should be indicated.

2.2.3.2 A student who has an I posted for a course must make up the work by the date determined by the instructor, in consultation with the student, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An I not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor, and shall be indicated on the student’s record.

2.2.3.4 No graduate student will be allowed to take oral comprehensive exams if an I grade is currently listed on the student’s transcript.

The letters P or S are used in this system to indicate participation in M.A. exam, M.A. thesis, comprehensive exam, dissertation defense, and in the first semester enrollment of a two-semester sequence course. In any semester, an instructor may, at his or her option, assign a letter grade of A, B, C, D, or F when evidence about the student’s performance is available. Upon completion of a two-semester sequence course, the instructor shall assign a letter grade (A, B, C, D, and F) for each P or S given. P or S grades may remain unchanged, but a letter grade (A, B, C, D, or F)

will be assigned in the last semester of enrollment to characterize the quality of the final product. The I grade is not appropriate for enrollment in thesis, exam hours, or dissertation and will not be accepted.

ENROLLMENT IN GRADUATE COURSES

Graduate work is considerably more demanding, and involves much more independent investigation, than undergraduate study. For this reason, students who have been used to carrying fifteen or eighteen (or more) hours per semester in college must learn to cut down their loads in graduate school. The Department regards **nine credit hours** as a normal, desirable full-time load in a fall or spring semester; a comparable load in a Summer Session would be three to six hours. **Graduate teaching assistants** are expected to reduce their graduate course load according to the amount of time they spend teaching; **for a teaching assistant, six hours** is the normal course load.

KINDS OF GRADUATE COURSES

The students will be aware that there are great differences between the typical graduate course and the typical undergraduate course. It may be less clear, especially at the outset of one's graduate studies, that differences among graduate courses may be just as great. In general, the following descriptions hold true, in the Department of English:

600-level courses--rather broad coverage of subject-matter areas; little previous knowledge of the field under study expected. These courses include both undergraduate and graduate students, and there are very few offered in any given semester.

N.B.: Courses numbered below 600 (e.g., 500-level courses) may not be taken for graduate credit. 500-level courses do not satisfy any requirement towards the M.A., M.F.A., or Ph.D. degrees.

700-level and 800-level courses--coverage likely to be more intensive, field likely to be more limited, than 600-level courses; amount of writing and student participation in class work, much of it reflecting independent study, likely to be greater than in 600-level courses; classes likely to be smaller than in 600-level courses.

900-level courses--coverage likely to be quite limited; amount of writing and student participation in class work, a great deal if not all of it reflecting independent investigation, likely to be larger than in 700-level and 800-level courses; classes likely to be smaller than in 700-level and 800-level courses (normal maximum for seminars: twelve students); previous knowledge of the field, normally acquired in formal coursework, essential. English 800 is a prerequisite for all seminars.

English 800: Introduction to Graduate Study in English

English 800 is designed to introduce graduate students to the history, methods, resources, conventions, and issues peculiar to English studies and to prepare them to go forward in their graduate careers. Its basic divisions are the history and present status of English studies; the nature and analysis of texts; reference sources and bibliographical tools in all areas of English studies; current critical and theoretical approaches to language, literature, and rhetoric. Required for entering M.A. students and for Ph.D. students who did not have a similar course in their master's program. **The graduate director will decide whether a course taken elsewhere may fulfill this requirement. The course is ordinarily offered in the spring semester.**

Instructors should teach English 800 as a service course. Its focus is the field as a whole (with the exception of creative writing), and the course should benefit students who plan to emphasize literary history and criticism, literary theory, composition and rhetoric, or language study. It should not be confined to the instructor's individual interests.

Seminars

Though agreement on the definition of a seminar is difficult to reach, in view of the diversity to be found among graduate faculty members and graduate students, and among possible seminar subjects, the Graduate Committee believes that all of our seminars should share certain aims and general characteristics. English 800 is a prerequisite for admittance to all seminars, **except by instructor approval.**

A seminar should develop:

- A student's skill in doing research and formulating and articulating the results of such research.
- A student's ability to form an extended critical or scholarly synthesis of materials.
- As a challenging intellectual enterprise for advanced graduate students, a seminar will strike some balances:

- Between the interests, qualifications, and responsibilities of the professor and those of the students.
- Between independent investigation and group interaction.

English 897: Preparation for the MA Exam

An independent reading course for students preparing to take the M.A. examination and not otherwise enrolled in the semester of the examination. Does not count in the thirty hours required for the M.A. degree. The grade in the course will be S or U, as determined by performance on the examination.

English 997: Preparation for the Comprehensive Examination

Students will normally enroll for this course during the semester or Summer Session immediately preceding the comprehensive examination. There is no formal work required; rather, students use this time to read widely and review intensively, and to consult freely the members of their examining committees and other members of the graduate faculty about appropriate subjects for study. The grade in the course is an S, which is changed to an A or B if the exam is judged Satisfactory. Students are strongly discouraged from enrolling in this course for a total of more than 12 hours. (During the semester in which a student takes the comprehensive examination, he or she should enroll for Dissertation, English 999.) English 997 does not count toward the residence requirement.

Courses Required of Graduate Teaching Assistants

All new graduate teaching assistants are required to take English 801 and 802, Practicum in the College Teaching of English I and II, during their first two years, unless excused by the Director of Freshman-Sophomore English on the basis of appropriate teaching experience elsewhere. These courses carry three and one credits respectively. English 801 and 802 appear, graded S, U, or I, on his or her transcript.

For the Master of Arts

COURSE REQUIREMENTS

M.A. students enrolling for the first time after Fall 2000 must choose one of the three options listed

Option Ia -Literature

1. One graduate course from Field A, English Language and Literature in Old and Middle English, and one from Field B, English Literature 1500-1800.
2. One graduate course in each of two of the following fields: C, English Literature post 1800; D, American Literature; E, Composition/Rhetoric and Literary Theory.
3. English 800, Introduction to Graduate Study in English (to be taken at the first opportunity).
4. A total of 30 hours in English courses carrying graduate credit. These must include at least one seminar passed with a grade of A or B. No more than six credit hours may be taken at the 600-level.
5. Thesis or Exam Option: students electing the MA exam will take the final oral examination described below. For students electing the MA thesis, the thesis defense will constitute the final oral examination. Students may enroll in ENG 899 (Thesis/Exam hours) as necessary, but 899 will not count toward the 30-hour course requirement.

NOTE on Fields: Please see Appendix A for M.A. Fields. A student may count an appropriate graduate course in a department or program other than English as meeting the requirement for Field E of the exam, subject to the approval of the Graduate Director.

NOTE on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement, and no more than 3 hours of English 998 may be used to fulfill the Field distribution requirement for the M.A. degree.

Option Ib - Literature and Literary Theory

1. One graduate course from Field A, English Language and Literature in Old and Middle English, or one from Field B, English Literature 1500-1800.
2. One graduate course from Field C, English Literature post 1800, or from Field D, American Literature.
3. Two graduate courses in literary theory from Field E, Composition/Rhetoric and Literary Theory;.
4. English 800, Introduction to Graduate Study in English (to be taken at the first opportunity).
5. A total of 30 hours in English courses carrying graduate credit. These must include at least one seminar passed with a grade of A or B. No more than six credit hours may be taken at the 600-level.
6. Thesis or Exam Option: students electing the MA exam will take the final oral examination described below. For students electing the MA thesis, the thesis defense will constitute the final oral examination. Students may enroll in ENG 899 (Thesis/Exam hours) as necessary, but 899 will not count toward the 30-hour course requirement.

NOTE on Fields: Please see Appendix A for M.A. Fields. A student may count an appropriate graduate course in a department or program other than English as meeting the requirement for Field E, subject to the approval of the Graduate Director.

NOTE on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement, and no more than 3 hours of English 998 may be used to fulfill the Field distribution requirement for the M.A. degree.

Option II -Language, Literature, and Composition

1. Courses in literature: At least 6 hours, including at least 3 hours from Field B, English Literature 1500-1800, and 3 hours from either Field C, English literature post 1800, or Field D, American literature.
2. Courses in language and composition: At least 6 hours in English Language courses (from Field A) and/or in Composition/Rhetoric courses (from Field E).
3. English 800, Introduction to Graduate Study in English.
4. A total of 30 hours in English courses carrying graduate credit. These must include at least one seminar passed with a grade of A or B. No more than six credit hours may be taken at the 600-level.
5. Thesis or Exam Option: students electing the MA exam will take the final oral examination described below. For students electing the MA thesis, the thesis defense will constitute the final oral examination. Students may enroll in ENG 899 (Thesis/Exam hours) as necessary, but 899 will not count toward the 30-hour course requirement.

NOTE on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director, who will indicate that approval by countersigning the graduate adviser's signature on the enrollment card. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement, and no more than 3 hours of English 998 may be used to fulfill the course distribution requirements in either literature or language and composition.

FOREIGN LANGUAGE OR RESEARCH SKILL (FLORS) REQUIREMENTS

For Masters students, the Department requires a reading knowledge of one approved foreign language or research skill: Old English, French, German, Spanish, Italian, Russian, Japanese, Greek, Latin, or Hebrew. Upon successful petition, a candidate may substitute a reading knowledge of another language that is studied at the University or is demonstrably appropriate to the candidate's program of study.

Masters students must complete the FLORS requirement before the MA exam. Students are permitted three attempts at passing the foreign language or research skill.

Three methods of demonstrating reading knowledge for all approved languages except Old English are acceptable:

1. Presenting 16 hours or four semesters of undergraduate credit, earned with an average of C or better.
2. Passing a graduate reading course at the University of Kansas (e.g., French 100, German 100, etc.) with a grade of C or higher. In the past, some of these reading courses have been given by correspondence; check with the Division of Continuing Education for availability.
3. Passing a translation examination given by a designated member of the English Department faculty or by the appropriate foreign language department at KU. The exam is graded pass-fail and requires the student to translate as much as possible of a representative text in the foreign language in a one-hour period, using a bilingual dictionary.

To fulfill the FLORS requirement using Old English, students must successfully complete ENG 710 (Introduction to Old English) and ENG 712 (Beowulf).

THE M.A. THESIS

After his or her graduate program is well-launched, normally in the semester in which he or she expects to complete 15 hours of graduate credit, a student should confer with the Graduate Director about the way in which he or she expects to carry on the independent investigation that the Department and the Graduate School consider to be an essential feature of the M.A. degree. If the student elects to write a thesis, he or she will ask a member of the graduate faculty of the Department (preferably his/her advisor) to direct the thesis and be the chairperson for the thesis defense.

The other two members of the committee and the topic for the thesis will be chosen in consultation with the thesis director by the end of the semester prior to enrollment in thesis hours. At this time, the roles of the readers should be agreed upon. At the beginning of the first thesis semester, the student must submit to all members of the thesis committee a short (1-2 page) prospectus and initial bibliography that makes clear the contribution of the thesis to the field. The thesis itself requires substantial research and original argument and is written with the aspiration toward eventual publication. Although there is no set page requirement for the thesis, the average length is between 30-60 pages; longer theses are typically divided into two or three chapters of article length.

At least three calendar weeks prior to the defense date, the student will submit the final draft of the thesis to all the committee members and inform the graduate secretary. **Failure to meet this deadline will necessitate rescheduling the defense. There are no exceptions to this rule.**

After a successful defense, a student must submit his or her thesis in an electronic version to the Graduate Studies Division of the Office of Research and Graduate Studies, as well as to the Department, in order to fulfill graduation requirements. Instructions and guidelines for submitting the thesis may be found at the Graduate Studies ETD (Electronic Thesis and Dissertation) website: http://www.graduate.ku.edu/04-02_etd.shtml .

It is the responsibility of the student to bring to his or her thesis defense a printed copy of the Title Page and Acceptance Page. These two pages must be signed by the appropriate committee members and submitted to the Graduate Division by the deadline for graduation (Appendix F). The correct format and layout for these may be found at the web site above, or in Appendix D.

FINAL ORAL EXAMINATION

If the student elects to take the final oral exam rather than write a thesis, he or she will ask a member of the graduate faculty of the Department (preferably his/her advisor) to be the chairperson of the examining committee. The other two members of the committee will be chosen in consultation with the committee chair. To be eligible for the examination, the candidate must have satisfied the departmental foreign language requirement and virtually completed coursework. It is the obligation of the candidate to advise the Graduate Director that he or she plans to take the oral examination; **this must be done at least one month before the date of the examination.**

At least one week before the examination, the student must submit to each member of the examining committee a list, prepared in consultation with the chair of the examining committee, of twenty "items" on which he or she wishes to be examined. At the same time, the Graduate Director should be given a copy of the student's list.

If the student chooses Option Ia, he or she prepares a list consisting of the required texts in List A of the "Reading List for Candidates for the M.A. Degree in English" and ten additional titles or sets, well-distributed by type and period, from List B--See Appendix B.

The student in Option Ib selects ten titles from List A and ten titles from List C; **at least three weeks before the exam the student's M.A. exam chairman must approve the list**, and a copy of approved list must be filed with the Graduate Director.

If Option II is chosen, the student selects, in addition to the required texts in List A, ten significant works from an ample list of books in language and composition (see List D, Appendix B) that **must be approved by the student's M.A. exam chairman at least three weeks in advance of the exam** (a copy of the lists of books to be discussed on the examination must be filed with the Graduate Director).

The oral examination is normally one and a half hours long. In Options Ia, Ib, and II, it is based on the student's reading list and assesses the student's understanding of the works on it and his or her ability to make analytical, critical, synthetic, and historical judgments. The candidate should regard the examination as an opportunity to demonstrate his or her highest scholarly achievement.

The procedure of the exam usually allows for rounds of questions from each committee member. The chair generally divides the ninety-minute period into two sections of sixty and twenty minutes, leaving the final ten minutes for committee deliberation. In the first hour, each of the three committee members has twenty minutes to pose questions. The second round provides five to eight minutes for each committee member to pursue follow-up questions or ask about new material. The candidate usually consults with the chair and committee to determine the order of committee members and so forth. Note that this procedure is a matter of tradition and experience, but not a formal requirement. If the candidate and committee agree on an alternate procedure, they may pursue it. For the student's official University record, the examiners will report one of three grades: Honors, Satisfactory, or Unsatisfactory.

For dates concerning the M.A. Oral Examination and graduation, see the Academic Calendar (Appendix F). The Department gives no oral examinations between the end of Summer Session and the beginning of fall semester.

APPLICATION FOR DEGREE

Early in the semester in which he or she expects to complete degree requirements, a graduate student should complete the online Application for Graduation form through the Enroll & Pay website. This form must be completed by the deadline set by the Graduate Division (Appendix F).

RESIDENCE REQUIREMENTS AND TRANSFER CREDIT

Thirty semester hours of resident graduate work must be done at this University, though six hours of transferred graduate credit (eight if the student holds a Bachelor's degree from the University of Kansas) may be applied toward this total. Attendance at four summer sessions is considered the equivalent of one year in residence for M.A. candidates.

Students planning to transfer graduate credit from other institutions are urged to secure advance approval from the Director; in order to have the Director consider counting this credit, they must submit, to the Department, two official transcripts showing the work done elsewhere and graded A or B, and indicating clearly that it was taken for graduate credit while enrolled in a graduate program but was not counted toward a degree.

Graduate Studies will not accept for transfer:

1. Courses taken at a university outside of the United States.
2. Courses from any non-accredited domestic school.
3. Courses listed as workshops or institutes.
4. Distance-learning classes.
5. Courses graded lower than a B.

TIME TO DEGREE

According to the Graduate Catalogue, "Master's degree students are allowed seven years for completion of all degree requirements." Ph.D. students who arrive with an MA from another institution "complete all degree requirements in eight years," and those "who complete the master's degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees."

The College is intent upon enforcing these time limits. Accordingly, students should not expect the Department to grant extensions of the above limits.

Students may take a leave of absence. However, after an absence of five years "a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division."

In addition, the Office of Student Financial Aid has the following guidelines for Satisfactory Academic Progress, viz.:

- Complete a Master's degree within 7 years of the first day of enrollment;
- Complete a Doctoral degree within 8 years of the first day of enrollment;
- Complete a combined Master's/Doctoral program within 10 years of the first day of enrollment.

ADMISSION TO THE PH.D. PROGRAM

To apply to the Ph.D. program, M.A. students must complete all requirements for the degree and then submit the materials required of any new applicant, including a new application form and fee. The student need not resubmit transcripts that were included in the M.A. application, but the applicant must submit two copies of a current KU transcript that shows all M.A. coursework.

Please note that forms allowing the student to waive access to letters of recommendation are available from the Graduate Secretary, in Appendix D of this handbook, or on the department website. Students seeking letters are advised to sign and give a copy to each recommender.

For the Master of Fine Arts

COURSE REQUIREMENTS

1. Four graduate courses in literature, English or American.
2. Four graduate courses (12 hours) in creative writing.
3. No more than six hours may be taken at the 600-level.
4. Seven to nine hours in electives or practica (including ENGL 803: Practicum in the Teaching of Creative Writing), chosen from graduate courses in the Department of English, or approved courses in another department.
5. English 899, Thesis (15 hours). Original writing in prose fiction, poetry, drama, or nonfiction prose.

NOTE on ENGL 803: This is a one-hour course for graduate teaching assistants pursuing the M.F.A. or Ph.D. with emphasis in Creative Writing. Normally it is taken in the third year. It concerns primarily the pedagogy of creative writing: workshop techniques, approaches to conferencing, revision strategies, and the like. It includes weekly group meetings as well as class visitations and individual conferences. It may not be repeated for credit towards a graduate degree. The course is graded S/U. Prerequisites for enrollment are ENGL 801 and 802.

NOTE on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement, and no more than 3 hours of English 998 may be used to fulfill the course distribution requirements in either literature or language and composition.

FOREIGN LANGUAGE OR RESEARCH SKILL (FLORS) REQUIREMENTS

For M.F.A. students, the Department requires a reading knowledge of one approved foreign language or research skill: Old English, French, German, Spanish, Italian, Russian, Japanese, Greek, Latin, or Hebrew. Upon successful petition, a candidate may substitute a reading knowledge of another language that is studied at the University or demonstrably appropriate to the candidate's program of study.

M.F.A. students must complete the FLORS requirement before the thesis defense. Students are permitted three attempts at passing the foreign language or research skill.

Three methods of demonstrating reading knowledge for all approved languages except Old English are acceptable:

1. Presenting 16 hours or four semesters of undergraduate credit, earned with an average of C or better.
2. Passing a graduate reading course at the University of Kansas (e.g., French 100, German 100, etc.) with a grade of C or higher. In the past, some of these reading courses have been given by correspondence; check with the Division of Continuing Education for availability.
3. Passing a translation examination given by a designated member of the English Department faculty or by the appropriate foreign language department at KU. The exam is graded pass-fail and requires the student to translate as much as possible of a representative text in the foreign language in a one-hour period, using a bilingual dictionary.

To fulfill the FLORS requirement using Old English, students must successfully complete ENG 710 (Introduction to Old English) and ENG 712 (Beowulf).

THE M.F.A. THESIS

The M.F.A. thesis consists of original writing in fiction, poetry, drama, or prose. After the fall semester of the second year, normally halfway through the program, the student asks a member of the creative writing faculty to serve as the director of the thesis. The thesis in creative writing is the culmination of the student's training and preparation and constitutes the most significant requirement for the student to complete the program and receive the terminal degree.

The thesis will consist of a portfolio of the student's best work in poetry, fiction, creative nonfiction, playwriting, or some combination thereof. In completing the thesis, the student will work under the supervision of the thesis director and two other members of the faculty, at least one of whom must be in creative writing. It is required that the thesis be

of publishable quality, in parts or as a whole, and be of substantial length: at least one hundred pages of prose; at least fifty pages of poetry; or at least two one-act plays or one full-length play. More specific requirements will be determined for each thesis by the thesis director and other members of the thesis committee. **Toward the end of the third year**, the student will present the thesis in a timely manner to his or her committee members, and a defense will be scheduled. The student must satisfactorily pass the thesis defense in order to receive the M.F.A. degree.

To be eligible to defend, the candidate must have satisfied the departmental foreign language requirement, virtually completed coursework, and finished the thesis. It is the obligation of the candidate to advise the Graduate Director that he or she plans to take the thesis defense; this must be done **at least one month before the date of the defense**.

At least three calendar weeks prior to the defense date, the student will submit the final draft of the thesis to all the committee members and inform the graduate secretary. **Failure to meet this deadline will necessitate rescheduling the defense. There are no exceptions to this rule.**

After a successful defense, students must submit their thesis in an electronic version to the Graduate Studies Division of the Office of Research and Graduate Studies, as well as to the Department, in order to fulfill graduation requirements. Instructions and guidelines for submitting the thesis in may be found at the Graduate Studies ETD (Electronic Thesis and Dissertation) website: http://www.graduate.ku.edu/04-02_etd.shtml . Instructions for sending your thesis electronically to a local bindery may also be found at the ETD website.

It is the responsibility of the student to bring to his or her thesis defense a printed copy of the Title Page and Acceptance Page. These two pages must be signed by the appropriate committee members and submitted to the Graduate School by the deadline for graduation (Appendix F). The correct format and layout for these may be found at the web site above, or in Appendix E.

For dates concerning the defense and graduation, see the Academic Calendar (Appendix F). The Department gives no oral examinations between the end of summer session and the beginning of fall semester.

APPLICATION FOR DEGREE

Early in the semester in which he or she expects to complete degree requirements, a graduate student should complete the online Application for Graduation form through the Enroll & Pay website. This form must be completed by the deadline set by the Graduate School (Appendix F).

RESIDENCE REQUIREMENTS AND TRANSFER CREDIT

Thirty semester hours of resident graduate work must be done at this University, though six hours of transferred graduate credit (eight if the student holds a Bachelor's degree from the KU) may be applied toward this total. Attendance at four summer sessions is considered the equivalent of one year in residence for M.F.A. candidates.

Students planning to transfer graduate credit from other institutions are urged to secure advance approval from the Director; in order to have the Director consider counting this credit, they must submit, to the Department, two official transcripts showing the work done elsewhere and graded A or B, and indicating clearly that it was taken for graduate credit while enrolled in a graduate program but was not counted toward a degree.

The Graduate School will not accept for transfer :

1. Courses taken at a university outside of the United States.
2. Courses from any non-accredited domestic school.
3. Courses listed as workshops or institutes.
4. Distance-learning classes.
5. Courses graded lower than a B.

TIME TO DEGREE

According to the Graduate Catalogue, "Master's degree students are allowed seven years for completion of all degree requirements." Ph.D. students who arrive with an MA from another institution "complete all degree requirements in eight years," and those "who complete the master's degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees."

The College is intent upon enforcing these time limits. Accordingly, students should not expect the Department to grant extensions of the above limits.

Students may take a leave of absence. However, after an absence of five years “a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division.”

In addition, the Office of Student Financial Aid has the following guidelines for Satisfactory Academic Progress, viz.:

- Complete a Master’s degree within 7 years of the first day of enrollment;
- Complete a Doctoral degree within 8 years of the first day of enrollment;
- Complete a combined Master’s/Doctoral program within 10 years of the first day of enrollment.

ADMISSION TO THE PH.D.PROGRAM

To apply to the Ph.D. program, M.F.A. students must complete all requirements for the degree and then submit the materials required of any new applicant, including a new application form and fee. The student need not resubmit transcripts that were included in the M.F.A. application, but the applicant must submit two copies of a current KU transcript that shows all M.F.A. coursework.

Please note that forms allowing the student to waive access to letters of recommendation are available from the Graduate Secretary, in Appendix D of this handbook, or on the department website. Students seeking letters are advised to sign and give a copy to each recommender.

For the Doctor of Philosophy (Literary Studies and Creative Writing)

COURSE REQUIREMENTS

1. At least 24 hours of credit in appropriate formal graduate courses beyond the M.A. or M.F.A. At least 15 hours (in addition to 800 if not taken for the M.A.) of this course work must be taken from among courses offered by the Department of English at the 700-level and above. English 997 and 999 credits cannot be included among the 24 hours. Students may petition to take up to 6 hours outside the Department.
2. English 800.
3. Two seminars (courses numbered 900 or above) offered by the Department of English at the University of Kansas, beyond the M.A. or M.F.A.
4. English 999, Dissertation (at least 24 hours).

NOTE : Students with M.A.s or M.F.A.s earned elsewhere may be required by the Graduate Director, acting on behalf of the Graduate Committee, to take additional course work.

Each student beyond the Master's degree should confer regularly with the Graduate Director regarding his or her progress toward the comprehensive examination and the doctorate.

Doctoral students may take graduate courses outside the English Department if, in their opinion and that of the Graduate Director, acting on behalf of the Graduate Committee, those courses will be of value to them. Their taking such courses will not, of course, absolve them of the responsibility for meeting all the normal departmental and Graduate School requirements.

Note on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the graduate faculty member with whom he or she intends to work. Six hours of ENGL 998 may be counted toward the 24-hour course credit required.

COMPREHENSIVE EXAMINATION

The comprehensive oral examination has the following purposes:

1. To establish goals, tone, and direction for the pursuit of the Ph.D. in English for the Department and for individual programs of study;
2. To make clear the kinds of knowledge and skills that, in the opinion of the Department, all well-prepared holders of the degree should have attained;
3. To provide a means for the Department to assess each candidate's control of such knowledge and skills in order to certify that the candidate is prepared to write a significant dissertation and enter the profession; and
4. To enable the Department to recommend to the candidate areas of strength or weakness that should be addressed.

In consultation with the Graduate Director, a student will ask a member of the Department's graduate faculty (preferably his/her advisor) to be the chairperson of the examining committee. The choice of examination committee chair is very important, for that person's role is to assist the candidate in designing the examination structure, preparing the rationales (see below), negotiating reading lists and clarifying their purposes, and generally following procedures here outlined. The other three English Department members of the committee will be chosen in consultation with the committee chair. (At some point an additional examiner from outside the Department, who serves as the Graduate School representative, will be invited to join the committee). Any unresolved problems in negotiation between a candidate and his or her committee should be brought to the attention of the Graduate Director, who may choose to involve the Graduate Committee. A student may request a substitution in, or a faculty member may ask to be dismissed from, the membership of the examining committee. **Such requests must be approved, in writing, by the faculty member leaving the committee** and by the Graduate Director.

The semester before an exam may be scheduled, the reading lists for the student's three areas of study must receive written approval by his or her examining committee and be filed with the Graduate Director. Copies of some approved reading lists are available from the Graduate Secretary. Despite the goal of fairness and equity, some unavoidable unevenness and disparity will appear in the length of these lists. It remains, however, the responsibility of the

examining committee, and especially the student's chair, to aim toward consonance with the most rigorous standards and expectations and to insure that areas of study are not unduly narrow.

The student will write a substantial (minimum 6 double-spaced pages) rationale for each of his/her lists. The three rationales together should not exceed 25 double-spaced pages. Each rationale should demonstrate an advanced awareness of the current critical and/or methodological tendencies and the dominant debates that guide work in the field. To achieve this goal, the rationale will include an overview of critical discussions of the defining attributes of the field, as well as a recent (past 30-40 years) history of major issues and debates in the field. For example, for a literary period, the student might include an overview of critical definitions of the period as a coherent "field" (i.e. an overview of primary formal and thematic elements, of the relationship between literary and social/historical developments, of prominent movements, etc.) as well as of recent critical debates and topics. If one were doing a genre, the rationale might include major theories of its constitution and its significance, as well as of its changes over time.

The rationales will not be produced in an exam context, but in the manner of papers that are researched and developed in consultation with advisors. They need to be **approved** by the committee **at least three weeks prior to the exam date**. The rationales will constitute one basis for questions during the exams, although all questions will not necessarily be drawn from them. The rationales will figure into the evaluation of the exam.

Each portion of the oral examination must be deemed passing before the student can proceed to the Dissertation Proposal Review. If a majority of the committee judges that the student has not answered adequately on one of the three areas of the exam, the student must repeat that portion in a separate oral exam of one hour, **to be taken within one month. Failure in two areas constitutes failure of the exam and requires a retake of the whole.** The comprehensive examining committee will render a judgment of Honors, Pass, or Fail on the entire examination. A student who fails the exam twice may, upon successful petition to the Graduate Committee, take it a third and final time.

For students pursuing the Ph.D. in Literature or Creative writing:

During the oral examination (not to exceed three hours in length), a student will be tested on his or her comprehension of a literary period or movement and two of the following six areas of study:

1. an adjacent or parallel literary period or movement,
2. an author or group of related authors,
3. a genre,
4. criticism and literary theory,
5. composition theory, and
6. English language.

N.B.: No title from any field list may appear on either of the other two lists.

Comprehension of a literary period (e.g., British literature of the 18th c.; Romanticism; US literature of the 19th c.; Modernism) entails sufficient intellectual grasp of both the important primary works of and secondary works on the period or movement to indicate a student's ability to teach the period or movement and undertake respectable scholarship on it.

Comprehension of an author or group of related authors (e.g., Donne, the Brontës, the Bloomsbury Group, the Black Mountain Poets) entails knowledge, both primary and secondary, of a figure or figures whose writing has generated a significant body of interrelated biographical, historical, and critical scholarship.

Comprehension of one of several genres (e.g., the short story, the lyric poem, the epistolary novel). To demonstrate comprehension of a genre, a student should possess sufficient depth and breadth of knowledge, both primary and secondary, of the genre to explain its formal characteristics and account for its historical development.

Comprehension of criticism and literary theory entails a grasp of fundamental conceptual problems inherent in a major school of literary study (e.g., historicist, psychoanalytic, feminist, poststructuralist, etc.). To demonstrate comprehension of that school of criticism and literary theory, a student should be able to discuss changes in its conventions and standards of interpretation and evaluation of literature from its beginning to the present. Students will

be expected to possess sufficient depth and breadth of theoretical knowledge to bring appropriate texts and issues to bear on questions of literary study.

Comprehension of composition theory entails an intellectual grasp of fundamental concepts, issues, and theories pertaining to the study of writing. To demonstrate comprehension of composition theory, students should be able to discuss traditional and current issues from a variety of perspectives, as well as the field's historical development from classical rhetoric to the present.

Comprehension of the broad field of English language studies entails a grasp of the field's theoretical concepts and current issues, as well as a familiarity with significant works within given subareas. Such subareas will normally involve formal structures (syntax, etc.) and history of the English language, along with other subareas such as social linguistics, discourse analysis, lexicography, etc. Areas of emphasis and specific sets of topics will be arranged through consultation with relevant faculty.

For the Doctor of Philosophy (Composition and Rhetoric)

[N.B.: The following section (and degree path) is new for the 2009-10 Academic Year]

Each student admitted to the Ph.D. in Rhetoric and Composition program will be assigned a graduate advisor from among the faculty in Rhetoric and Composition, who will help the student plan an initial course of study. After the first semester, students may ask other faculty members in the field to serve as their graduate advisors, depending on availability. The students and their graduate advisors will together design and monitor a coherent program of study, individualized to serve each student's goals within current expectations for a PhD in Rhetoric and Composition. As an interdisciplinary field, study in Rhetoric and Composition might involve work in other departments, program, or schools as well as English, including, for example, Communication Studies, Linguistics, Education, Psychology, American Studies, Women's Studies, or History.

Each student's individualized program of study must meet the minimum requirements detailed below.

Course Requirements

1. At least 36 hours of credit in appropriate formal graduate courses beyond the B.A. At least 30 hours of this course work must be taken from among courses offered at the 700-level and above. English 997 and 999 credits cannot be included among the 36 hours.
2. Students in this specialization may take up to 12 hours outside the Department without petition, with written approval by the students' graduate advisors. Students may petition to take more hours outside the Department, with the approval of their graduate advisors and provided they can demonstrate how the courses fit within their programs of study.
3. An introduction to the field: either English 800 Introduction to Graduate Study in English or English 780 Composition Studies
4. At least 3 seminars (numbered 900 or above) offered by the Department of English at the University of Kansas, at least two of which should be in Rhetoric and Composition.
5. English 999, Dissertation (at least 12 hours).

Note on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the graduate faculty member with whom he or she intends to work and the approval of the Graduate Director. Six hours of English 998 may be counted toward the 36-hour course credit required.

Note on the M.A. degree: This 5-year program is designed for students who wish to pursue the Ph.D. degree without an intermediary M.A. degree. Students who decide not to pursue the Ph.D. after at least 30 hours of coursework may elect to stop at a Master of Arts degree by successfully passing the Department's Option II Final Oral Examination. Note that this examination requires knowledge of literature from a range of periods, for which students would need to prepare themselves.

Note for students with M.A. degrees: Students with M.A. degrees, either from the University of Kansas or elsewhere, may apply to and be admitted to this Ph.D. program. Prior coursework that is relevant to this specialization may reduce the number of required hours if approved by the student's graduate advisor in consultation with the Department's Graduate Director.

Comprehensive Examination

During the oral examination (not to exceed three hours in length), a student will be tested on three areas:

1. The literature of Rhetoric and Composition;
2. Two other areas of study selected in consultation with the student's committee
 - a. rhetorical history
 - b. a contemporary body of theory
 - c. English language and linguistics
 - d. a literary period

- e. program studies
- f. another major area defined in consultation with the student's committee

N.B.: No title from any field list may appear on either of the other two lists.

Comprehension of the literature of Rhetoric and Composition entails wide-ranging knowledge of the theories, research, methods, history, debates, and trends of scholarship in the field. Students should be able to discuss traditional and current issues drawing upon their knowledge of the field's emergence and development.

Comprehension of rhetorical history entails historical knowledge of major themes, concepts, issues, figures and events in the field of rhetoric, with a demonstrated awareness of their relevance to modern rhetoric and composition.

Comprehension of one of several contemporary bodies of theory that bears demonstrable relevance to rhetoric and composition: genre, discourse, cultural, feminist, literary, critical, dialogic, pedagogical, theories of composing, et al. In consultation with appropriate faculty, students will choose a theoretical emphasis and be expected to discuss the significance of their chosen theory for rhetoric and composition.

Comprehension of English language and linguistics entails an overall grasp of the field's theoretical concepts, research, and current issues, as well as a familiarity with significant works within given sub areas, the specific topics of which will be arranged through consultation with appropriate faculty.

Comprehension of one of the following literary emphases: period (e.g., nineteenth-century British), movement (e.g., Romanticism), genre (e.g. fiction), author (e.g. Chaucer, Donne), author grouping (e.g. the Beats, the Bloomsbury Group), or specialty (e.g. Caribbean literature, Native American literatures). In consultation with an appropriate faculty member, students will choose a specific emphasis and be able to demonstrate knowledge of both primary and secondary works relevant to that selection.

Comprehension of one of several institutional programs related to university writing instruction: writing program administration, writing centers, writing across the curriculum, service learning, English as a second language. In consultation with appropriate faculty, students will choose a single program focus and be expected to discuss the significance of its published literature for rhetoric and composition.

Comprehension of another major area of study that cannot be encompassed within one of the above will be developed in consultation with members of the student's committee but will include knowledge of the area's history, major texts, theories, methods, and current significance.

See below for a description of the Dissertation Proposal Review, which all PhD candidates take, the, semester after passing the Comprehensive.

For All Doctoral (Ph.D.) Students:

FOREIGN LANGUAGE OR RESEARCH SKILL (FLORS) REQUIREMENTS

For Doctoral students, the Department requires either a reading knowledge of two approved foreign languages or research skills or fluency in one: Old English, French, German, Spanish, Italian, Russian, Japanese, Greek, Latin, or Hebrew. Upon successful petition, a candidate may substitute reading knowledge of another language that is studied at the University or is demonstrably appropriate to the candidate's program of study.

Doctoral students must fulfill the FLORS requirement before they take their comprehensive examination. Students are permitted three attempts at passing each foreign language or research skill.

Three methods of demonstrating reading knowledge for all approved languages except Old English are acceptable:

1. Presenting 16 hours or four semesters of undergraduate credit, earned with an average of C or better.
2. Passing a graduate reading course at the University of Kansas (e.g., French 100, German 100, etc.) with a grade of C or higher. In the past, some of these reading courses have been given by correspondence; check with the Division of Continuing Education for availability.
3. Passing a translation examination given by a designated member of the English Department faculty or by the appropriate foreign language department at KU. The exam is graded pass-fail and requires the student to translate as much as possible of a representative text in the foreign language in a one-hour period, using a bilingual dictionary.

To fulfill the FLORS requirement using Old English, students must successfully complete ENG 710 (Introduction to Old English) and ENG 712 (Beowulf).

TEACHING REQUIREMENT

At least one year of supervised quarter-time teaching is required of Ph.D. candidates, except for those who do not plan to undertake a teaching career or who have already had extensive teaching experience. Students in either category must confer with the Graduate Director and receive his/her written permission to be excused from the teaching requirement.

The Department offers a number of graduate teaching assistantships to highly qualified graduate students each year. Contact the Director of Freshman-Sophomore, Professor Michael L. Johnson, for more information.

RESIDENCE REQUIREMENT

An important element in the prior planning of a student's doctoral program is the residence requirement, which may not be waived or satisfied merely by identification of formal enrollment. Two semesters, which may include one summer session, must be spent in resident study at the University of Kansas. During this period of residence, the student must be involved full-time in academic or professional pursuits, which may include an appointment for teaching or research, if the teaching/research is directed specifically toward the student's degree objectives.

We have typically used the following combinations of credit hours/employment to satisfy the residency requirement.

SEMESTER	Hours	%Employment
	12	--
	6	50%
	9	25%
SUMMER	Hours	%Employment
	6	--
	3	50%
	5	25%

Employment outside the department may be used to fulfill part of the residency requirement, as long as the student can show how the employment relates to his or her degree. Any questionable employment will have to be petitioned, with support from the student's department.

Note: Even though foreign students are only required to enroll in nine (9) credit hours to be considered full-time by the Immigration and Naturalization Service, the Graduate Studies Office requires full-time enrollment as noted above in order to fulfill the Ph.D. residence requirement.

THE DISSERTATION PROPOSAL REVIEW

As soon as possible following successful completion of the Comprehensive Exam, the candidate should establish his or her dissertation committee, and then expeditiously proceed to the preparation of a dissertation proposal. **Within the semester following completion of the comprehensive exam**, the student will present to the chair of his or her dissertation committee a written narrative of approximately **10-15 pages**, not including bibliography, of the dissertation proposal. Copies of this proposal will be submitted to the members of the dissertation committee no later than **three weeks prior** to the scheduled examination date. In the proposal, students will be expected to define: the guiding question or set of questions; a basic thesis (or hypothesis); how the works to be studied relate to that (hypo)thesis; the theoretical/methodological model to be followed; the overall formal divisions of the dissertation; and how the study will be situated in the context of prior scholarship (i.e., its importance to the field). The narrative section should be followed by a bibliography demonstrating that the candidate is conversant with *the basic* theoretical and critical works pertinent to the study. Students will be expected to consult with their projected dissertation committee concerning the preparation of the proposal. The review will focus on the proposal, although it could also entail determining whether or not the candidate's knowledge of the field is adequate to begin the composition process. The examination will be graded pass/fail. If it is failed, the committee will suggest areas of weakness to be addressed by the candidate, who will rewrite the proposal and retake the review **by the end of the following semester**. If the candidate abandons the entire dissertation project for another, a new Dissertation Proposal Review will be taken. (For such a step to be taken, the change would need to be drastic, such as a move to a new field or topic. A change in thesis or the addition or subtraction of one or even several works to be examined would not necessitate a new proposal and defense.) **If the student fails to complete the Dissertation Proposal Review within a year of the completion of the comprehensive exams, s/he will have fallen out of normal academic progress and may not be reappointed to graduate teaching assistantships for the following academic year.** After passing the Dissertation Proposal Review, the student should forward one signed copy of the proposal to the Director of Graduate Studies.

THE DOCTORAL DISSERTATION

Normally, the dissertation will present the results of the writer's own research, carried on under the direction of the dissertation committee. Though accepted primarily for its scholarly merit rather than for its rhetorical qualities, the dissertation must be stylistically competent. The Department has accepted the *MLA Handbook* as the authority in matters of style. The writer may wish to consult also the *Chicago Manual of Style* and Kate L. Turabian's *A Manual for Writers of Dissertations, Theses, and Term Papers*.

Naturally, both the student and the dissertation committee have responsibilities and obligations to each other concerning the submitting and returning of materials. The student should plan on working steadily on the dissertation; if s/he does so, s/he should expect from the dissertation committee a reasonably quick reading and assessment of material submitted.

The Graduate Catalog states that the doctoral candidate "must present a dissertation showing the planning, conduct and results of original research, and scholarly creativity." While most Ph.D. candidates in the Department of English write dissertations of a traditional, research-oriented nature, a candidate may elect to do a creative-writing dissertation involving fiction, poetry, drama or nonfiction prose. **Such a dissertation must contain a section of scholarly research related to the creative writing.** The precise nature of the scholarly research component should be determined by the candidate in consultation with the dissertation committee and the Graduate Director. Candidates wishing to undertake such a dissertation must complete all Departmental requirements demanded for the research-oriented Ph.D. degree.

The dissertation committee will consist of at least **four members**. It may include (with the Graduate Director's approval) members from other departments and, with the approval of the University's Graduate Council, members from outside the University. The candidate's preferences as to the membership of the dissertation committee will be carefully considered; the final decision, however, rests with the Department and with the Graduate Studies Division of the Office of Research and Graduate Studies. All dissertation committees must get approval from the Director of Graduate Studies before scheduling the final oral exam (defense). Furthermore, any changes in the make-up of the

dissertation committee from the Dissertation Proposal Review committee must be approved by the Director of Graduate Studies.

Membership of the dissertation committee should remain constant. However, under extraordinary circumstances, a student may request a substitution in, or a faculty member may ask to be dismissed from, the membership of the dissertation committee. Such requests must be approved, in writing, by the faculty member leaving the committee and by the Graduate Director.

FINAL ORAL EXAMINATION (DISSERTATION DEFENSE)

When the dissertation has been tentatively accepted by the dissertation committee, the final oral examination will be held, on the recommendation of the Department. Although the dissertation committee is responsible for certification of the candidate, any member of the graduate faculty may be present at the examination and participate in the questioning, and two "additional examiners" are appointed who, in addition to the members of the dissertation committee, bring the total number of examiners to five; one of these two "additional examiners" must be from outside the Department. The examination normally lasts no more than two hours. It is the obligation of the candidate to **advise the Graduate Director that he or she plans to take the oral examination; this must be done at least one month before the date proposed for the examination. At least three calendar weeks prior to the defense date, the student will submit the final draft of the dissertation to all the committee members and inform the graduate secretary. Failure to meet this deadline will necessitate rescheduling the defense. There are no exceptions to this rule.**

The final oral examination for the Ph.D. in English is, essentially, a defense of the dissertation. When it is passed, the dissertation itself is graded by the dissertation committee; the student's performance in the final examination (defense) is graded by the entire five-person committee. In those exceptional cases where a student's committee determines that the oral defense is impracticable and unnecessary, it may--through the Graduate Director--petition the Graduate Division for a waiver of the requirement.

The Department gives no oral examinations between the end of Summer Session and the beginning of the fall semester.

PRIOR PUBLICATION OF DOCTORAL DISSERTATION

Portions of the material written by the doctoral candidate may appear in article form before completion of the dissertation. Prior publication does not ensure the acceptance of the dissertation by the dissertation committee. Final acceptance of the dissertation is subject to the approval of the dissertation committee. Previously published material by other authors included in the dissertation must be properly documented.

PROCESSING OF THE DISSERTATION

After a successful defense, students must submit their dissertation in an electronic version to the graduate school, as well as to the Department, in order to fulfill graduation requirements. Instructions and guidelines for submitting the dissertation may be found at the Graduate School ETD (Electronic Thesis and Dissertation) website: http://www.graduate.ku.edu/04-02_etd.shtml .

It is the responsibility of the student to bring to his or her defense a printed copy of the Title Page and Acceptance Page. These two pages must be signed by the appropriate committee members and submitted to the Graduate School by the deadline for graduation (Appendix F). The correct format and layout for these may be found at the above web site, or in Appendix E.

APPLICATION FOR DEGREE

Early in the semester in which he or she expects to complete degree requirements, a graduate student should complete the online Application for Graduation form through the Enroll & Pay website. This form must be completed by the deadline set by the Graduate School (Appendix F).

SUMMER RESEARCH FELLOWSHIP COMPETITION

The Department nominates two applicants to the Graduate Division each year for this fellowship. The Graduate Committee will accept and judge applications for the Summer Research Fellowships. For this award, the Graduate Division gives preference to those actively writing dissertations.

Students must apply on their own behalf by submitting a c.v. and a letter describing the project, its significance, and outlining the proposed research plan for the fellowship period. No faculty letters will be considered in the selection

process, but once the nominees are chosen, a faculty member (usually the dissertation director) will be asked to write a letter on the nominee's behalf. The Department will nominate two students for the award.

TIME TO DEGREE

According to the Graduate Catalogue, "Master's degree students are allowed seven years for completion of all degree requirements." Ph.D. students who arrive with an MA from another institution "complete all degree requirements in eight years," and those "who complete the master's degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees."

The College is intent upon enforcing these time limits. Accordingly, students should not expect the Department to grant extensions of the above limits.

Students may take a leave of absence. However, after an absence of five years "a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division."

In addition, the Office of Student Financial Aid has the following guidelines for Satisfactory Academic Progress, viz.:

- Complete a Master's degree within 7 years of the first day of enrollment;
- Complete a Doctoral degree within 8 years of the first day of enrollment;
- Complete a combined Master's/Doctoral program within 10 years of the first day of enrollment.

EMPLOYMENT

During the early fall of the academic year in which a graduate student plans to apply for full-time teaching or non-teaching positions, he or she should make his or her availability and particular needs known to the Job Placement Advisor (JPA) --the faculty member in the Department primarily responsible for helping graduate students find employment. After one or more such conversations, each candidate should register with the University Placement Office, Burge Union, and file copies of his or her curriculum vitae or resume with the JPA. The Department is notified of many job openings and will make such notices available to interested and qualified graduate students who are known to be looking for positions; in order to get on the list of job seekers, the candidate should contact the JPA. He or she regularly posts e-mail notices of job openings to those on the list. The Department also offers access to the on-line Job Information List published by the MLA.

Each year, the Department holds meetings for those who intend to put themselves "on the market." Normally sessions are held on both academic and non-academic employment. Job seekers are strongly advised to attend all relevant meetings, as well as to schedule at least one conference with the JPA. They should also watch for relevant information and advice dispensed through periodic announcements in the "Departmental News Bulletin" and in "JOB."

It seems fairly clear that, for the foreseeable future, those who confine themselves exclusively to traditional literary specialties will have a relatively hard time finding teaching positions. There appears to be appreciable demand for those who have studied and written about --or who have acquired practical experience in--one or more of the following: composition, including not only freshman English but also technical and creative writing; humanities and/or world literature; linguistics; critical theory; minority and/or postcolonial literature; and the teaching of English as a second language. It would be prudent for graduate students interested in full-time teaching positions after leaving the Department to include appropriate courses in such areas in their programs of study. Those considering applying for jobs in smaller institutions or community colleges should carefully consider the advantages of doing some work in fields like education, journalism, speech and drama, film, linguistics, or foreign languages, since many positions at these schools call for candidates proficient in more than one subject.

Many English graduate students who do not want to pursue an academic career find rewarding positions in business, industry, and government, all of which remain extremely interested in job seekers with the skills afforded by an English degree. However, students seeking such employment should be aware of the requirements and expectations of the non-academic world. For information, contact the JPA and/or visit the University Placement Center.

It is impossible to generalize about some of these questions: the best advice we can give here is to work as closely as possible with the JPA and to use the information about employment that the Department makes available.

Appendix A

(N.B.: the following list has changed substantially, following a major renumbering of courses in 2008-09)

GRADUATE COURSES IN ENGLISH, ARRANGED BY M. A. FIELDS

Field A. English Language and Literature in Old and Middle English

- 610, The Literature of England to 1500
- 710, Introduction to Old English
- 712, Beowulf
- 714, Middle English Literature
- 720, Chaucer: _____
- 785, History of the English Language
- 787, Modern English Grammar
- 905, Seminar in the English Language: _____
- 915, Seminar in Medieval English Literature: _____
- 916, Seminar in Chaucer

Field B. British Literature 1500-1800

- 620, Renaissance English Literature: _____
- 630, 17th Century Poetry and Prose
- 633, Milton
- 640, British Literature, 1660-1800: _____
- 725, Shakespeare: _____
- 730, Topics in Early Modern Literature: _____
- 920, Seminar in Renaissance English Literature: _____
- 926, Seminar in Shakespeare
- 932, Seminar in Milton
- 940, Seminar in Restoration and 18th Century British Literature: _____

Field C. British and Irish Literature post 1800

- 650, Romantic Literature: _____
- 655, Victorian Literature: _____
- 750, British Literature of the 19th Century: _____
- 760, British Literature of the 20th Century: _____
- 764, Modern Irish Literature
- 767, Studies in Modern Drama: _____ (depending on subject)
- 950, Seminar in 19th Century British Literature: _____
- 960, Seminar in 20th Century British Literature: _____

Field D. American Literature

- 767, Studies in Modern Drama: _____ (depending on subject)
- 774, Topics in the Literatures of Africa and African Diaspora
- 776, American Literature to 1900: _____
- 777, American Literature since 1900: _____
- 779, U.S. Poetries since 1900
- 970, Seminar in American Literature: _____
- 971, Seminar in African-American Literature and Culture: _____

Field E. Composition/Rhetoric and Literary Theory

- 707, Literary Criticism to 1800
- 708, Literary Criticism after 1800
- 709, Critical Theory: Problems and Principles: _____
- 770, Studies in Life Writing: _____
- 780, Composition Studies
- 781, Criticism and the Teaching of Literature

- 880, Topics in Composition Studies & Rhetoric: _____
- 885, Writing Center Theory and Administration
- 904, Seminar in Composition Theory
- 908, Seminar in Literary Criticism: _____

Other courses which may appear in different fields, depending on subjects

- 674, African Literature
- 690, Studies in _____
- 770, Studies in Life Writing: _____
- 774, Topics in the Literatures of Africa and African Diaspora
- 790, Studies in _____
- 974, Seminar in the Literatures of Africa & African Diaspora
- 980, Seminar in _____

Appendix B

READING LIST FOR CANDIDATES FOR THE M.A. DEGREE IN ENGLISH

The final oral examination for the MA is based on twenty texts or line items representing British and American literature and, if you elect MA options Ib or II, criticism and theory or language and composition studies. The first group of ten items is selected from List A, below, and applies to all candidates.

For Option I, Literature, the second group of ten items is selected from List B. The candidate's final list of twenty items should include works of the major genres and should represent the major periods of British and American literature. For Option Ib, Literature and Literary Theory, the second group of ten items is selected from List C, Criticism and Theory. Similarly, for Option II, Language, Literature, and Composition, the second group of ten items is chosen from the corresponding lists D and E.

In all cases, the twenty items on the candidate's list should be chosen in consultation with the committee chairperson and be **approved** by the chairperson **at least three weeks in advance of the examination. Failure to do so will necessitate rescheduling the exam.** Copies of the finalized list, including specific titles in all cases where options or selections are indicated, should be given to the other examiners and to the Graduate Director as soon as they are available and well before the date of the examination.

The questions will be concerned primarily with the texts on the list. The candidate should know these thoroughly, should be prepared to make relevant comparisons and contrasts, and should be able to demonstrate his or her critical acumen. The candidate will be expected to demonstrate a general knowledge of literary history and should know something of the literary-historical background of each work on his or her list.

LIST A

Required Texts for candidates in all options

1. Chaucer: Prologue to the *Canterbury Tales* and three tales
2. Spenser: "Epithalamion"; Book I, *The Faerie Queene*
3. Shakespeare: Candidate's choice of three plays
4. Milton: *Paradise Lost*
5. Choice of one: Sidney: *An Apology for Poetry*
Johnson: *Preface to Shakespeare*
Cary, *The Tragedy of Mariam*
6. Choice of one: Swift: *Gulliver's Travels* or *A Tale of a Tub*
Defoe: *Robinson Crusoe*
7. Choice of two: Blake: *Songs of Innocence* and *Songs of Experience*, *Marriage of Heaven and Hell*
Wordsworth: "Michael," "Lines Composed a Few Miles above Tintern Abbey," "Ode: Intimations of Immortality," Preface to the Second Edition of *Lyrical Ballads*
Coleridge: *The Rime of the Ancient Mariner*; *Biographia Literaria*, chapters XIII, XIV, and XV; "Kubla Kahn," *Christabel* "The Eolian Harp," "Frost at Midnight," "Dejection: An Ode"
Keats: "Ode on a Grecian Urn," "Ode to a Nightingale," "To Autumn," "Ode on Melancholy," "The Eve of St. Agnes," "Hyperion," "The Fall of Hyperion"; Letters on imagination (to Bailey, 11/22/1817), on negative capability (to G. and T. Keats, 12/21/1817), on the poetic character (to Woodhouse, 10/27/1818), on the "Chamber of Maiden-Thought" (to Reynolds (5/3/1818), on the "Vale of Soul-Making" (to G. and G. Keats, 2/14-5/3/1819)
Shelley: *Prometheus Unbound*, "Defence of Poetry," "Hymn to Intellectual Beauty," "Mont Blanc"
Byron: *Don Juan*, *Manfred*
Tennyson: "Ulysses," "The Lotus-Eaters," "The Lady of Shalott," "Tithonus," "Locksley Hall," selections from *In Memoriam* (7-10 poems)
Browning: "My Last Duchess," "Soliloquy of the Spanish Cloister," "Fra Lippo Lippi," "Porphyria's Lover," "Caliban Upon Setebos," "The Bishop Orders His Tomb at Saint Praxed's Church," "A Grammarian's Funeral"

8. Choice of one: Whitman, Preface to the 1855 edition of *Leaves of Grass*, “Song of Myself,” “Out of the Cradle Endlessly Rocking,” “When Lilacs Last in the Dooryard Bloom’d”
Dickinson: selections from *Final Harvest* (15-20 poems)
9. Choice of one pair: Austen: *Emma*, *Pride and Prejudice*
Brontë: *Jane Eyre* and Rhys: *Wide Sargasso Sea*
Dickens: *Great Expectations*, *Bleak House*
Eliot: *Middlemarch*, *The Mill on the Floss*
Hardy: *Tess of the d’Urbervilles*, *Jude the Obscure*
Conrad: *Heart of Darkness* and Achebe: *Things Fall Apart*
Lawrence: *The Rainbow*, *Women In Love*
Woolf: *Mrs. Dalloway*, *To the Lighthouse*
10. Choice of one pair: Hawthorne: *The Scarlet Letter* and three tales
Melville: *Moby-Dick*; “Benito Cereno”
Douglass: *Narrative of the Life of Frederick Douglass* and Jacobs: *Incidents in the Life of a Slave Girl*
James: *The Portrait of a Lady*, *The Turn of the Screw*
Wharton: *The House of Mirth*, *The Age of Innocence*
Cather: *My Antonia*, *The Professor’s House*
Faulkner: *Absalom, Absalom!* and Morrison: *Beloved*
Wright: *Native Son* and Ellison: *Invisible Man*

LIST B

Literature for candidates in Option I

Choice of Ten

1. *Beowulf*
2. Choice of one: *Sir Gawain and the Green Knight*
Piers Plowman
The Wakefield Mystery Plays
3. Chaucer: *Troilus and Criseyde*
4. Marlowe: one play
5. Jonson: one play
6. Choice of one: Milton: *Areopagitica*
Lanyer: *Salve Deus Rex Judaeorum*
7. Donne: Choice of one: *Songs and Sonnets*, *Anniversaries*, *Devotions*
8. Bunyan: Part I, *The Pilgrim’s Progress*
9. Choice of one: Dryden: Choice of one: *Absalom and Achitophel*, *Religio Laici*, *The Hind and the Panther*
Pope: Choice of one: *The Rape of the Lock*, *An Essay on Criticism*, *An Essay on Man*,
Satires and Epistles of Horace Imitated
10. Choice of one: Burke: *Reflections on the Revolution in France*
Hobbes: Part I, *Leviathan*
Locke: *Essay Concerning Human Understanding*
Wollstonecraft: *A Vindication of the Rights of Woman*
11. Choice of one: Richardson: *Clarissa* or *Pamela*
Goldsmith: *The Vicar of Wakefield*
Johnson: *Rasselas*
Sterne: *Tristram Shandy*
Fielding: *Tom Jones*
12. Choice of one: Congreve: *The Way of the World*
Goldsmith: *She Stoops to Conquer*
Sheridan: *The Rivals* or *School for Scandal*
Behn: *The Rover*
13. Choice of second romantic poet from List A, #7
14. Choice of one: Bradstreet: selected poems
Taylor: selected poems
Edwards: “Personal Narrative” and “Sinners in the Hands of an Angry God”

- Crèvecoeur: *Letters from an American Farmer*
 Franklin: *The Autobiography*
 Rowson: *Charlotte Temple*
 Brown: *Wieland* or *Edgar Huntly*
15. Choice of one 19th century novel from List A, #9, or:
 E. Brontë: *Wuthering Heights*
 Scott: *Waverley*
 Shelley: *Frankenstein*
 Thackeray: *Vanity Fair*
16. Choice of one 19th century novel from List A, #10, or:
 Irving: *The Sketch Book*
 Cooper: one Leather-Stocking tale
 Sedgwick: *Hope Leslie*
 Child: *Hobomok*
 Poe: four tales, or *Arthur Gordon Pym* plus two tales
 Stowe: *Uncle Tom's Cabin*
 Stoddard: *The Morgesons*
 Howells: *The Rise of Silas Lapham*
 Chesnut: *The Marrow of Tradition*
17. Twain:
Adventures of Huckleberry Finn
18. Choice of one:
 Carlyle: Choice of one: *Past and Present*, *Sartor Resartus*, *On Heroes and Hero-Worship*
 Arnold: *Culture and Anarchy*
 Ruskin: selections from *Modern Painters* and *The Stones of Venice*
 Christina Rossetti: selected works
19. Choice of one:
 Emerson: *Nature*, or "The American Scholar," "Self-reliance," "The Poet," "The Divinity School Address"
 Thoreau: *Walden*
 Fuller: *Woman in the Nineteenth Century*
 Cooper: *A Voice from the South*
 Adams: *The Education of Henry Adams*
 Christina Rossetti: selected works
20. Choice of selected poems by Bryant, Longfellow, Melville, Poe, Sigourney, or Whittier
21. Choice of one 20th century novel from list A, #9, or:
 Conrad: *Lord Jim* or *Nostramo*
 Mansfield: selected short stories
22. Joyce:
 Choice of one: *Portrait of the Artist*, *Dubliners*, *Ulysses*
23. Choice of one:
 Dreiser: *Sister Carrie*
 Chopin: *The Awakening*
 Locke: *The New Negro*
 Fitzgerald: *Great Gatsby* or *Tender Is the Night*
 Hemingway: *The Sun Also Rises* or *The Snows of Kilimanjaro*
 O'Connor: *Everything That Rises Must Converge*
24. Choice of a play by Beckett, Churchill, Friel, Pinter, Shaw, Stoppard, or Wilde
25. Choice of play by Albee, Baraka, Glaspell, Hellman, O'Neill, T. Williams, A. Wilson,
26. Choice of selected poems by Auden, Hardy, Heaney, Graves, Larkin, Loy, T. Hughes, Sitwell
27. Yeats:
 selected poems
28. Selected poems by H. Crane, Frost, H.D., Moore, Stevens, W. C. Williams, or L. Hughes
29. Choice of one:
 Eliot: "The Waste Land," "The Love Song of Alfred J. Prufrock," "Tradition and the Individual Talent"
 Pound: Selected poems and selected *Cantos*
 Stein: *Three Lives*, *Tender Buttons*
30. Choice of one:
 Larsen: *Passing*
 Bontemps: *Black Thunder*
 J.W. Johnson: *The Autobiography of an Ex-colored Man*
 Hurston: *Their Eyes Were Watching God*
 Toomer: *Cane*

31. Choice of one: Nabokov: *Lolita*
 Momaday: *House Made of Dawn*
 Pynchon: *The Crying of Lot 49*
 DeLillo: *White Noise*
 Kingston: *The Woman Warrior*
 Erdrich: *Tracks*
 Silko: *Ceremony*
 Welch: *Winter in the Blood*
 Reed: *Mumbo Jumbo*
32. Choice of one: Rushdie: *Midnight's Children*
 Achebe: *The Arrow of God*
 Greene: *The Quiet American*
 Lessing: *The Golden Notebook*
 Kureishi: *The Buddha of Suburbia*
 Gordimer: *July's People*
 McCabe: *The Butcher Boy*
 Kincaid: *The Autobiography of My Mother*
 Naipaul: *A Bend in the River*
33. Choice of a major contemporary novel, play, or work of nonfiction (whether American, American Indian, British, Irish, Canadian, Caribbean, Anglo-African, or Anglo-Indian), or selections from the work of a major contemporary poet.

LIST C

Criticism and Theory for candidates in Option Ib

Choice of Ten

NOTE: "selections" indicates that individual essays or excerpts in an established anthology are acceptable and should be finalized in consultation with the candidate's committee. Selections may be drawn from any established anthology that is approved by the exam committee. It is the candidate's responsibility to consult with committee members in order to arrive at a finalized group of ten items. Recommended anthologies include (but are not limited to) these examples:

- Adams: *Critical Theory Since Plato*, revised ed.
- Davis and Schleifer: *Contemporary Literary Criticism: Literary and Cultural Studies*, 4th ed.
- Leitch: *The Norton Anthology of Theory and Criticism*
- Richter: *The Critical Tradition*
- Rivkin and Ryan: *Literary Theory: An Anthology*, revised ed.

Note also that "choice of 2" or "choice of 3," followed by the names of several different theorists, indicates that the candidate should choose different writers, as opposed to different texts by a single writer. In cases where the same writer appears in multiple categories (e.g., Fanon appears in items 37 and 41), the candidate will avoid repetition and use that writer as a selection in only one category.

1. Plato: selections from Republic and either Ion (complete) or Phaedrus (complete)
2. Aristotle: Poetics
3. Horace: The Art of Poetry
4. Medieval and Scholastic (choose 3): selections from Augustine, Boethius, Aquinas, Dante, Macrobius
5. Renaissance to 1800: Sidney: *An Apology for Poetry* and choice of 2: Dryden: *An Essay of Dramatic Poesy*; Behn: selections; Corneille: selections; Boileau-Despreaux,: selections
6. English 18th century (choose 3): Pope: *An Essay on Criticism*; Dennis: selections; Addison: selections; Hume, "Of the Standard of Taste"; Johnson: selections; Young: selections
7. The Sublime: selections from Longinus, Burke, Kant
8. Sturm und Drang & early Romanticism: selections from Lessing, Schiller, Fr. Schlegel
9. English Romantics (choose 3): selections from Blake, Wordsworth, Coleridge, Keats, Shelley

10. US Romantics: Emerson, "The Poet"; Poe, "The Poetic Principle" and "The Philosophy of Composition"; Fuller "Woman in the Nineteenth Century"
11. Victorian (choose 3): Carlyle, "Symbols"; Mill, "What is Poetry?"; Arnold, selections; Pater, selections; Wilde, "The Decay of Lying"
12. Nietzsche: "On Truth and Lies in an Ultramoral Sense" and selections.
13. Marx and Engels: selections from Marx: *The German Ideology, A Contribution to the Critique of Political Economy, Eighteenth Brumaire*; Engels: "Against Vulgar Marxism" and "On Realism"
14. Psychoanalysis I (choose 2): Freud, chapters 5-7 of *Interpretation of Dreams*; "Creative Writers and Daydreaming"; *Totem and Taboo; Civilization and Its Discontents; Beyond the Pleasure Principle*; "The Dissolution of the Oedipal Complex"
15. Psychoanalysis II (choose 2): Lacan, "The Agency of the Letter in the Unconscious, or Reason since Freud," "The Mirror Stage"; "The Function and Field of Speech and Language in Psychoanalysis"; "Seminar on The Purloined Letter" selections from *Course in General Linguistics*
16. Saussure: selections from Shklovsky, Tynyanov, Tomashevsky, Propp, Eichenbaum
17. Russian Formalists (choose 3): selections from Mukarovsky, Jakobson, Barthes, Eco, Kristeva
18. Semiotics (choose 3): selections from W. James, Dewey, Mead, Moen, C. Morris, Rorty
19. Pragmatism (choose three): 3 selections from *The Essential Peirce*
20. Peirce: Bakhtin, "Discourse in the Novel" and one essay chosen from the following: Bakhtin, "Discourse in Dostoevsky" (chap. 5 of *Problems of Dostoevsky's Poetics*), "Introduction" to *Rabelais and His World*, "The Problem of Speech Genres" (from *Speech Genres and Other Essays*); Volosinov, "Discourse in Life and Discourse in Art" (from *Marxism and the Philosophy of Language*)
21. Bakhtin Circle: selections, or two essays from *Poetry, Language, and Thought*
22. Heidegger: *A Room of One's Own*
23. Woolf: selections from Lukacs, Adorno, Horkheimer, Brecht, Benjamin, Sartre, or preface to Barthes' *Mythologies*
24. Western Marxism, 1918-68 (choose 3): selections from Eliot, Leavis, Brooks, I.A. Richards, Wimsatt and Beardsley, Empson
25. The New Criticism (choose 3): selections from Barthes, Levi-Strauss, Frye
26. Structuralism: "Structure, Sign and Play," "The White Mythology," "Difference," "Plato's Pharmacy," "Signature, Event, Context"
27. Derrida (choose 2): one major work (*The Order of Things, Discipline and Punish, or History of Sexuality* vol. I) or three essays chosen from: "Truth and Power," "What is an Author," "Las Meninas," "Nietzsche, Genealogy, History"
28. Foucault: Gramsci, selections; Althusser: "Ideology and Ideological State Apparatuses"; Williams: "Base and Superstructure in Marxist Cultural Theory"; Zizek: *The Sublime Object of Ideology*
29. Ideology theory (choice of 3): 3 essays from Tompkins, ed., *Reader Response Criticism*; or 3 essays from Suleiman and Crosman's *The Reader in the Text*; or (choose 3) from Jauss, Iser, Holland, Fish, Fetterly, Tompkins
30. Reader-Response & Reception Theory: individual essays from De Man, Hillis-Miller, Hartman, Jacobs, Felman, Johnson
31. Yale Deconstruction (choose 2): selections from Showalter, Kolodny, Robinson, Gilbert and Gubar, Mulvey, Cixous, Irigaray, Kristeva
32. Feminism, 1960s-80s (choose 3): Greenblatt: *Renaissance Self-Fashioning* or *Shakespearean Negotiations*; or Lentricchia, "Foucault's Fable for Humanists" and (choose 2) from Greenblatt, Montrose, Sinfield, Veenser
33. The New Historicism: either a major work (*Culture and Society, The Long Revolution, Marxism and Literature*) or three essays from Higgins, ed., *The Raymond Williams Reader*
34. Raymond Williams: "On Interpretation" (preface to *The Political Unconscious*) and "Postmodernism or the Cultural Logic of Late Capitalism" (essay version)
35. Fredric Jameson:

36. Gender and Queer theory (choose 3): selections from Butler, Sedgwick, Warner, Rubin, Weeks, de Lauretis, Chodorow, Rich, Wittig
37. Postcolonialism (choose 3): selections from Fanon, Said, Bhabha, Appiah, Ahmad, Hall, Spivak, JanMohamed, Guha
38. African American studies (choose 3): selections from Gates, West, Baker, Stepto, Morrison (*Playing in the Dark*), hooks, Spillers, B. Smith
39. Border Theory: Anzaldúa: *Borderlands* chapters 1, 5, and 7; plus 2 essays chosen from the following: Saldívar: *Border Matters*; Michaelson and Johnson, eds.: *Border Theory*; Singh and Schmidt: "On the Borders Between U.S. Studies and Postcolonial Theory" (in *Postcolonial Theory and the United States*); Hicks: "Border Writing as Deterritorialization" (in *Border Writing*)
40. Cultural Studies & of Culture (choose 3): selections from Hebdige, Bennett, Hall, Fiske, Bordo, Johnson, Sociology Gilroy, Bourdieu
41. Race theory (choose 3): selections from Kant, Hegel, Appiah, Du Bois, Fanon, C. Mills, Eze, Gordon, Mohanty, Lott, Alcoff
42. Choice of an important text in criticism or theory

LISTS D and E

Language and Composition for candidates in Option II

List D: Language

Students electing the language option will choose one work from each of the eight categories below. To complete a set of ten works, candidates may select another two works from this list or may seek their committee's approval for other works in language that pursue a candidate's particular interests. Candidates may also represent each category below with different works, with their committee's approval.

1. Grammar: Quirk & Greenbaum: *Comprehensive Grammar*
Berk: *English Syntax*
Laurel J. Brinton: *Structure of Modern English*
2. Semantics: Lakoff and Johnson: *Metaphors We Live By*
Lakoff: *Women, Fire, and Dangerous Things*
Kittay: *Metaphor*
3. History of English: Strang: *History of English*
Baugh & Cable: *History of English* or Algeo & Pyles: *History of English*
Graddol, Leith, et al.: *English History, Diversity and Change*
4. Periods of English: Burnley: *A Guide to Chaucer's English*
Barber; Early Modern English or Manfred Gorlach: *Early Modern English*
Bailey: *Nineteenth-Century English*
5. American English: Wolfram: *Dialects and American English*
Mencken and McDavid: *The American Language*
Charlton Laird: *Language in America*
6. Variation: Labov: *Sociolinguistic Patterns*
Biber: *Variation across Speech and Writing*
Scott and Machan: *English in its Social Contexts*
7. Discourse: Schiffrin: *Approaches to Discourse*
Halliday: *Spoken and Written Language*
Halliday and Hasan: *Cohesion in English*
DeBeaugrande: *Text: Discourse and Process*
Sally Johnson and Ulrike Hanna Meinhof, eds.: *Language and Masculinity*
Deborah Cameron: *Feminism and Linguistic Theory*. 2nd ed.
Ron Scollon and Suzanne Wong Scollon: *Intercultural Communication*. 2nd ed.
8. Literacy and Usage: Finegan: *Attitudes Toward English Usage*
Milroy and Milroy: *Authority in Language*
Baron: *Grammar and Good Taste: Reforming American English*
Pattison: *On Literacy: The Politics of the Word from Homer to the Age of Rock*

Ong: *Orality and Literacy*
 Landau: *The Art and Craft of Lexicography*
 David R. Olson: *The World on Paper*

List E: Composition and Rhetoric

Students electing the composition and rhetoric option will choose ten works in addition to the literature list. Those ten will include one work chosen from each of the seven categories listed below, along with three works concentrating on an area of special interest to the candidate (for example, three works on a theoretical topic like genre theory or civic discourse, a theorist like Mikhail Bakhtin or Anne Berthoff, a teaching area like technical writing or writing centers, or a teaching issue like collaboration or evaluating writing). The combination of works should be chosen in consultation with the candidate's committee. Candidates may also represent each category below with different works, with their committee's approval.

1. Classical Rhetoric:
 - Plato: *Gorgias, Phaedrus*
 - Cicero: *De Oratore*
 - Quintilian: *Institutio Oratoria*, books 1-3, 7-9
 - Aristotle: *Rhetoric*
 - Augustine: *On Christian Doctrine* (complete)
2. 20th Century Rhetoric:
 - Chaim Perlman: *The Realm of Rhetoric*
 - Richard Weaver: *The Ethics of Rhetoric* or *Language is Sermonic*
 - Kenneth Burke: *A Grammar of Motives* or *A Rhetoric of Motives*
 - Mikhail Bakhtin: *Speech Genres and Other Late Essays*
3. History of Writing:
 - James Berlin: *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*
 - Joseph Harris: *A Teaching Subject: Composition Since 1966*
 - James J. Murphy: *A Short History of Writing Instruction: From Ancient Greece to Modern America*
4. Literacy:
 - Robert Pattison: *On Literacy: The Politics of the Word from Homer to the Age of Rock*
 - Shirley Brice Heath: *Ways with Words: Language, Life, and Work in Communities and Classrooms*
 - Elspeth Stuckey: *The Violence of Literacy*
 - Barton, et al.: *Situated Literacies*
5. Language & Exclusion:
 - Mike Rose: *Lives on the Boundary*
 - Paolo Freire: *Pedagogy of the Oppressed*
 - Ira Shor: *When Students Have Power*
6. Pedagogy:
 - Tate, Rupiper, Schick: *A Guide to Composition Pedagogies*
 - Sondra Perl, ed.: *Landmark Essays on Writing Process*
 - Victor Villanueva: *Cross-Talk in Composition Theory*
7. Institutional Contexts:
 - Murphy and Law, eds.: *Landmark Essays on Writing Centers*
 - Bullock and Trimbur, eds.: *The Politics of Writing Instruction: Postsecondary*
 - Sharon Crowley: *Composition and the University*

Appendix C

STATEMENT OF POLICY ON APPOINTMENT AND REAPPOINTMENT OF GRADUATE TEACHING ASSISTANTS

POLICY: Appointment to a Graduate Teaching Assistantship is based on the candidate's record as a student and potential as a teacher as suggested by personal qualifications, and, where applicable, successful teaching experience. (Usually a student who is a non-native speaker of English may not be considered for appointment unless he or she has been enrolled in graduate course work in the Department of English for at least one academic year and has successfully completed a minimum of 12 hours of such work.) Reappointment is based on teaching ability and progress toward an advanced degree. The Freshman-Sophomore English Office, acting in compliance with the policies of the College of Liberal Arts and Sciences, hires Graduate Teaching Assistants, by the usual procedures, only from those graduate students who are seeking and making normal progress toward degrees in the Department of English or, rarely, in other departments or programs. Graduate Teaching Assistants who started studies in the English Department and were employed as GTAs but who are now seeking and making normal progress toward degrees in other departments, programs, or schools, may also be reappointed if they have satisfactory teaching records in the Department of English. (In the event that graduate teaching assistantships must be terminated for reasons of budgetary exigency, a special subcommittee constituted from the Graduate Committee and the Graduate Teaching Assistants and Lecturers Committee will make decisions for individual terminations on the basis of criteria concerning normal progress.) Additional information on the appointment and reappointment of Graduate Teaching Assistants is included in the Memorandum of Agreement between the University of Kansas, Lawrence, the Kansas Board of Regents and the Kansas Association of Public Employees (KAPE). The full text of that Memorandum can be found on the Provost's Office web site via KUFACTS.

APPLICATION OF POLICY: Graduate Teaching Assistants are usually appointed on an annual basis, and their appointment is based on recommendations to the Director of Freshman-Sophomore English and the Department Chair by the Graduate Admissions Committee. Reappointment is made by the Director, usually on an annual basis. In unusual circumstances, the Director seeks the advice of the Department Chairperson and Graduate Teaching Assistants and Lecturers Committee.

Evaluation of Teaching Ability: The new agreement between KU and its GTAs requires that all GTAs be evaluated each semester. In order to give GTAs semestery evaluation of their work as teachers in a way both helpful to the teachers and manageable for the Department, the Department has instituted a system of Teaching Advisors to supplement the existing academic advisors.

At the beginning of each year after the GTA's first, the FSE Director, in consultation with the Chair, will assign each GTA a Teaching Advisor, a member of the full-time faculty whose task will be to become familiar with the work of the GTA, to advise the GTA about teaching issues, and to give feedback each semester about the quality of the GTA's teaching. In order to increase the contact between full-time faculty and GTAs and to give a range of response to their teaching, GTAs may be assigned a different Teaching Advisor each year. In their first year, GTAs will be reviewed by their 801 and 802 instructors.

Progress toward an Advanced Degree: Graduate Teaching Assistants are expected to remain in good standing as graduate students and to proceed toward their degrees according to the schedule outlined in the *Information for Graduate Students in English*.

Time-Limits on Appointments: Though reappointment is ultimately subject to thorough annual evaluation, a GTA who has been successful as both teacher and student, and who is making satisfactory progress toward her or his graduate degree in English, may hold a GTAship for a maximum of ten semesters (not including summer appointments); service as a GTA in other departments counts towards this total. The BA to MA period should normally take no more than six of these semesters.

For those pursuing a Ph.D., an extension, not to exceed one year, may, in unusual and clearly documented circumstances, be granted by the GTAL Committee, but only if the petitioner has successfully completed the Comprehensive Examination by the end of his or her fourth year in the Ph.D. program.

Voluntary Resignation during a semester, unless it results from an emergency, is a breach of contract. The Director of Freshman-Sophomore English may, at his/her discretion, accept such resignation, provided the GTA finds a suitable replacement from among the teaching staff in the Department of English. A letter noting the circumstances of resignation will be placed in the GTA's permanent file.

TEACHING LOAD: A half-time Graduate Teaching Assistant in English teaches twelve credit hours (four sections) per academic year; assignments beyond this half-time load are at the discretion of the Provost, and, when available, will usually be offered only to those who are judged to be making good progress toward their degrees and who have demonstrated their excellence as teachers. (Non-teaching assignments through the Departmental budget will be considered equivalent to teaching assignments in proportion to the fraction of equivalent-full-time involvement.) Normally, the teaching load is divided equally between the two semesters. (Out-of-state GTAs should remember that they must teach six hours in a given semester in order to qualify for the in-state tuition rate.) For certification as a full-time student, one of three conditions must be met: 1) enrollment in twelve credit hours, 2) enrollment in nine credit hours plus a quarter-time employment as a GTA or GRA, or 3) enrollment in six credit hours plus a half-time appointment as a GTA or GRA.

Course Assignments: GTAs usually teach English 101 and 102 alternately during their first two years of employment, and then they may request assignment to English 203, 209, 210, and 211. Sections of 200-level courses will be assigned, as the schedule permits, first to those who have at least two years of experience teaching 101 and 102, who have made adequate academic progress, and who have demonstrated their excellence as teachers.

Assignments of GTAs to teach upper-level courses: The following criteria should be used to decide which GTAs and lecturers are assigned to teach upper-level courses (which occurs only on those occasions when there are not sufficient faculty to teach a given course). Priority goes to PhD students who:

1. have passed their comprehensive exams;
2. are studying the specific field (312, 332, 466, etc.) or a closely related one;
3. have received high merit evaluations of their teaching;
4. have not had a previous opportunity to teach an upper-level course.

The Director of Graduate Studies will identify students who meet criteria 1 and 2.

The Director of Freshman-Sophomore English will then choose students based on criteria 3 and 4.

Departures from guidelines 3 and 4, required by shifts in enrollment patterns, sometimes occur.

Research Assistantships for graduate students at the dissertation stage: A certain number (which will vary from year to year or semester to semester) of advanced graduate students will be selected as research assistants, in order to facilitate their research and progress toward the degree. Students must be assigned to a faculty mentor, whom they are expected to assist with research. Research not directly related to the student's dissertation may be minimal in many cases, but that is for the faculty mentor and GRA to work out together. Students are expected to benefit and learn from assisting the faculty mentor's research as well as having more time to work on their own research.

Students who are working towards a PhD may apply to the Graduate Committee for a Research Assistantship, using a form to be supplied by the Graduate Director's office. The applications will be judged by faculty members of the Graduate Committee on the basis of how much progress the graduate student has already made toward the degree and whether or not the research assistantship is likely to facilitate degree completion. All things being equal, students who have never received the assistantship will be given preference. GTAs and Lecturers who were not granted the assistantship but applied for it receive official notification indicating why they did not receive it so that they can make the changes necessary to be eligible in the future.

Schedule of Base Stipends (2008-2009)

- | | |
|---|----------|
| 1.) B.A. with or without experience teaching | \$12,250 |
| 2.) M.A. with one year's experience teaching English at KU (including Engl. 801 and 802),
or M.A. with two years' experience teaching college English elsewhere..... | \$12,400 |
| 3.) M.F.A. with one year's experience teaching English at KU (including Engl. 801 and 802)
or M.F.A. with two years' experience teaching college English elsewhere | \$12,600 |

- 4.) M.A. (or equivalent) with successful completion of the Ph.D. comprehensive examination.....\$12,800

The above rates are for initial half-time GTAs (i.e., those teaching twelve credit hours per academic year). Lighter teaching loads will result in a corresponding decrease of salary; the normal appointment, however, is a half-time one. The above stipend figures are approximate and may increase as the budget allows. Please refer to your contract for a specific stipend amount.

Academic-year appointments are considered to extend for nine months, from mid-August to mid-May. Graduate Teaching Assistants will receive checks on a biweekly basis. The first paycheck (for one week's pay) is distributed on or about the first week of September. All subsequent checks are for the full two weeks' pay, with the last check received on or about May 31.

A GTA's status with respect to these criteria is determined as of 1 February for the following academic year. Satisfactory completion of any requirements after that date cannot be reflected in pay increases for that academic year.

Priorities for Appointing GTAs and Lecturers and Assigning Courses: The following priorities will be used in determining which GTAs and lecturers are assigned FSE and other relevant courses, presuming competent performance or promise in the classroom and good academic standing.

1. **New GTAs: at least 15 GTA lines** will be used for incoming graduate students. The Graduate Admissions Committee will meet to consider the academic as well as teaching promise of those graduate students admitted in deciding these GTAship offers.
2. Continuing GTAs who are below the 10-semester limit of eligibility and PhD students who have been in the doctoral program fewer than 5 years;
3. Full-time lecturers;
4. Graduate student lecturers who have taught 10-16 semesters beyond the MA. Recent PhDs are allowed **one year** of teaching beyond completion of the degree in order to support them during their job searches.
5. Adjunct part-time lecturers and graduate student lecturers who have taught more than 16 semesters; sections will be awarded according to merit, as judged by the GTAL Committee.

V-6 PROGRAM (Training for New Teachers)

All new GTAs are required to attend a pre-semester orientation and to take English 801: The Study and Teaching of Writing and English 802: Practicum in the Teaching of College English, historically called the "V-6 Program," during their first year of teaching in the Department.

English 801: Study and Teaching of Writing (3): A survey of major concepts and issues in the study of writing, especially as applied to teaching composition. Practices in writing pedagogy are also discussed, and students' teaching of composition is observed and explored. Required of, and enrollment limited to, new teachers of English 101. May not be repeated for credit toward graduate degree.

English 802: Practicum in the Teaching of College English (1): A practicum concerned with teaching English 102. Includes weekly group meetings, individual conferences, and class visitations. Required of, and enrollment limited to, new teachers of English 102. May not be repeated for credit toward graduate degree.

Appendix D

**The University of Kansas
DEPARTMENT OF ENGLISH
Wescoe Hall, 1445 Jayhawk Blvd, Room 3001
Lawrence, KS 66045-7590**

Please write this recommendation so that it may be used in this person's credentials to evaluate his or her strengths and weaknesses. Indicate the circumstances under which you knew this person and the length of time you observed his or her performance.

Please attach this sheet to your letter typed on institutional letterhead.

REFERENCE

Please indicate (Y) one choice below

_____ I wish to have access to this statement and understand that under Public Law 93-380 I shall have the right to read this document.

_____ I wish this statement to be confidential, and I hereby waive any and all rights of access granted me by Public Law 93-380 to this document.

Candidate's Signature _____ Date _____

Candidate's Name _____

If this section has not been completed, and signed by the candidate, the assumption will be made that the candidate will have access to it

Signature

Employer

Name

Address

Title

Address

Date

Email Address

Telephone

Return this form and attachments to the address above.

Appendix E

Example of Title Page and Acceptance Page for Dissertations and Theses

MARK TWAIN, NOVELIST

By

Copyright 2008
John Richard Doe

M.A./M.F.A./Ph.D., University of Kansas 2008

Submitted to the Department of English and the
Faculty of the Graduate School of the University of Kansas
In partial fulfillment of the requirements for the degree of
Master of Arts/Master of Fine Arts/Doctor of Philosophy

Chairperson

Committee members* _____*

_____*

_____*

_____*

Date defended_____

#Please use full name as you normally use it on official documents.

*Use number of lines needed, one for each member of the Committee

Example of Acceptance Page for Dissertations and Theses

The Dissertation Committee for Edward Jones certifies
that this is the approved version of the following thesis/dissertation:

MARK TWAIN, NOVELIST

Committee:

Chairperson*

Date approved _____

*Adviser (if applicable, co-adviser) original signature(s) are required. Other committee members' signatures are optional **only** on Acceptance Page.

Appendix F ACADEMIC CALENDAR

FALL 2009

- August 20** Classes begin.
- September 3** Last day to meet all requirements for December 2009 graduation to avoid enrolling for Fall 2009.
- September 7** Labor Day Holiday.
- October 15-18** Fall Recess.
- November 25-29** Thanksgiving Recess.
- December 04** Last day for May 2010 doctoral aspirants to take comprehensive oral examinations.
- December 10** Last day of classes.
- December 14-18** FINALS.
- December 18** Last day for December 2009 master's and doctoral candidates to take final examinations, submit online Application for Graduation, take final exams or defend, file theses, dissertations, and other materials in their graduate divisions' offices. **No extensions by Graduate Divisions.**
- December 31** December degrees awarded (formally conferred at May 2010 commencement).

SPRING 2010

- January 14** Classes begin.
- January 18** Martin Luther, King, Jr. Holiday.
- January 28** Last day to meet all requirements for May 2010 graduation to avoid enrolling for Spring 2010.
- February 1** Last day to file applications for Graduate Studies Fellowships.
- February 8** Last day for August 2010 doctoral aspirants to take comprehensive oral examinations.
- March 15-21** Spring Break.
- April 28** Last day for May 2010 master's and doctoral candidates to take final examinations, submit online Application for Graduation, take final exams or defend, file theses, dissertations, and other materials in their graduate divisions' offices. **No extensions by Graduate Divisions.**
- May 6** Last day of classes.
- May 10-14** FINALS.
- May 15** Doctoral hooding ceremony (tentative date).
- May 16** Commencement (tentative date).

SUMMER 2010

- June 8** Classes begin.
- June 15** Last day to meet all requirements for August 2010 graduation for Spring 2010 enrollees to avoid enrolling for Summer 2010.
- July 16** Last date for December 2010 doctoral aspirants to take comprehensive oral examinations.
- July 30** Last date for August 2010 master's and doctoral candidates to take final examinations, submit online Application for Graduation, take final exams or defend, file theses, dissertations, and other materials in their graduate divisions' offices. **No Extensions by Graduate Divisions.**
- July 30** Last day of classes.
- August 1** August degrees awarded (formally conferred at May 2010 commencement).