

# **The Graduate Handbook in English**

**Emory University  
Department of English  
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## **I. Introduction**

Emory's small, selective doctoral program in English offers training in a wide range of fields within literary studies, including traditional historical fields (from Medieval to contemporary), as well as theoretical and interdisciplinary approaches that cross national and chronological boundaries. Our students benefit from faculty strengths in a variety of areas, including early modern studies, African American literature, modern poetry and poetics, and nineteenth- and twentieth-century American literature, and Irish literature. In addition, the graduate program has been successful in cultivating a close relationship with several related departments and programs at Emory, including Comparative Literature, Women's Studies, African American Studies, Studies in Sexualities, Psychoanalytic Studies, and the Institute of Liberal Arts. Our students are able to take classes -- and sometimes pursue certificates -- in these other programs, and graduate courses in English frequently enroll students from those other departments. The small size of the graduate programs across Emory makes this kind of cross-disciplinary traffic possible, and it is one of our greatest intellectual advantages.

The doctoral program has been designed to balance a number of competing needs: the need for students to develop a breadth of knowledge as well as to specialize in their chosen fields; the need for students to develop their skills as researchers while also becoming professional teachers; the need for students to be versed in traditional periods of literary history while also learning about interdisciplinary and theoretical approaches to literature. During your time as a doctoral student in the department, you will be challenged to balance these demands; in doing so, you will be preparing for a professional life beyond the doctorate.

All students admitted to the graduate program now receive five-year funding packages. However, your funding is contingent upon your making satisfactory progress toward your degree. A graduate career can be roughly divided into three phases: During the first phase, students immerse themselves in coursework, define their interests, and serve in teaching assistantships; in the second phase, students teach their own courses, take their exams, and prepare to write a dissertation; in the final phase, students write their dissertations and teach.

The following timelines provide an overview of the doctoral program. One timeline is provided for students entering with a bachelor's degree ("full standing"); the other is for students entering with a master's degree ("advanced standing"). Each of the components of the degree is described in this Handbook at greater length in the pages that follow.

**Timeline for Ph.D. in English** (students entering with “full standing”)

- 56 credit-hours graduate course work required (not including Pedagogy [791], the Dissertation Colloquium, and English Pro-Seminar in Teaching)
- following the first 6 seminars of four-credit course work, up to 16 hours of the remaining 32 credit-hours may be taken as two-credit courses
- 2 two-credit-hour course maximum per semester

		<b>Teaching Duties</b>
Year 1	Fall: 3 four-credit seminars (including “Survey of English”) + 1 two-credit seminar	None
	Spring: 3 four-credit seminars + 1 two-credit seminar Foreign Language Requirement (fall or spring)	None
	Summer: TATTO	
Year 2	Fall: 3 four-credit seminars or (2 four-credit seminars + 2 two-credit seminars)	TA
	Spring: 3 four-credit seminars or (2 four-credit seminars + 2 two-credit seminars) Teaching of Composition, 791 (two-credit hours) Meet with Advisory Committee Select Faculty Teaching Mentor	TA
Year 3	Fall: 1 four-credit seminar <u>or</u> 2 two-credit seminars Directed Reading toward Oral Exam	Teaching Assoc. (101 / 181)
	Spring: Ph.D. Exam by April 15	Teaching Assoc. (101 / 181)
	Summer: Dissertation Prospectus	
Year 4	Fall: Dissertation Colloquium (two credit-hours)	None
	Spring: Pro-Seminar in Teaching of Literature (two-credit-hours)	None
Year 5	Fall: Dissertation work	One course teaching assignment in fall <i>or</i> spring
	Spring: Deposit Dissertation	

**Timeline for Ph.D. in English** (students entering with “advanced standing”)

- 40 credit-hours graduate course work required (not including Pedagogy [791], the Dissertation Colloquium, and English Pro-Seminar in Teaching)
- following the first 6 seminars of four-credit course work, up to 16 credits of the remaining 32 credit-hours may be taken as two-hour courses
- 2 two-credit-hour course maximum per semester

		<b>Teaching Duties</b>	
Year 1	Fall:	3 four-credit seminars (including “Survey of English” course) + 1 two-credit seminar	None
	Spring:	3 four-credit seminars + 1 two-credit seminar Foreign Language Requirement (fall or spring)	None
	Summer:	TATTO	
Year 2	Fall:	3 four-credit seminars or (2 four-credit seminars + 2 two-credit seminars)	TA
	Spring:	Teaching of Composition, 791 (two-credit-hours) Meet with Advisory Committee Select Faculty Teaching Mentor	TA
Year 3	Fall:	Course work to be determined with Advisory Committee Directed Reading toward Oral Exam	Teaching Assoc. (101 / 181)
	Spring:	Ph.D. Orals by April 15	Teaching Assoc. (101 / 181)
	Summer:	Dissertation Prospectus	
Year 4	Fall:	Dissertation Colloquium (two credit-hours)	None
	Spring:	Pro-Seminar in Teaching of Literature (two credit-hours)	None
Year 5	Fall:	Dissertation work	one course teaching assignment in fall <i>or</i> spring
	Spring:	Deposit Dissertation	

## II. Course Requirements

### A. General

Students entering the program in *Full Standing* (with the B.A., but not an M.A.) are expected to take at least 56 hours of coursework, generally thirteen seminars for four credit-hours and an additional two seminars for two credit-hours. Normally, this means the following:

- in the first year, three four-credit seminars and one two-credit seminar per semester
- in the second year, three four-credit seminars per semester; or two four-credit seminars and two two-credit seminars per semester
- in the third year, a final four-credit seminar or two two-credit seminars

Note that this course load does not include courses in the Teaching of Composition (English 791), the Dissertation Colloquium, and English Pro-Seminar in Teaching.

If you enter with the B.A. degree alone, you should strongly consider devoting your first year primarily to broadening the scope of your literary background. Take courses in areas you have studied superficially or not at all. Do not be overly concerned about specialization during your first year. If an area is completely unfamiliar, you may take for graduate credit a maximum of two undergraduate courses as preparation for future seminar work in those areas. These courses, however, will not count toward the Department's minimum course requirements.

Students entering the program with *Advanced Standing* (with an M.A. in English) must take at least 40 hours of coursework, generally nine seminars for four credit-hours and an additional two seminars for two credit-hours. Normally, this means the following:

- in the first year, three four-credit seminars and one two-credit seminar per semester
- in the second year, three four-credit seminars or two four-credit seminars and two two-credit seminars, usually in the fall semester.

Again, note that this course load does not include credits in the Teaching of Composition (English 791), the Dissertation Colloquium, and English Pro-Seminar in Teaching.

These coursework recommendations for students in both full and advanced standing should be considered the minimum requirement. In consultation with the Director of Graduate Studies or your individual advisor(s), you should plan your program carefully, taking time to assess your individual strengths and weaknesses and to define your professional goals. The DGS or your advisor may recommend additional courses beyond the minimum for the best possible preparation in your field. You may want to take more than the minimal number of courses to strengthen your preparation in pertinent areas. Also, more course work may be required for students pursuing a Certificate in Women's Studies or Comparative Literature (see Section IX, Certificate Programs Available to Ph.D. Students in English.). You will normally devote your

final two or three semesters to exploring courses primarily in your area of specialization or to increasing your competence by taking complementary courses outside the Department.

### **B. Two-credit seminars**

Graduate seminars normally award four credits per semester. However, students should also elect during their first two semesters to take a seminar for two credits. The requirements for this two-credit option vary from seminar to seminar, but they generally involve completing the requirements for the seminar with the exception of the major writing project. The seminar professor will explain the specifics for his or her individual course. Please note that this option will not usually be available for courses offered outside the English Department.

In addition, during your second year you may substitute taking two seminars for two credits for taking a single seminar for four credits. You may exercise this option once per semester (taking, for instance, two two-credit seminars and two four-credit seminars instead of three four-credit seminars). Doing so will allow you to gain greater breadth in your studies.

### **C. Distribution requirement**

During your coursework at Emory, Ph.D. students must take at least one course in each of the following areas:

- one course in early modern or medieval literature
- one course in the literatures of the eighteenth or nineteenth centuries
- one course in the literatures of the twentieth or twenty-first centuries
- one course organized by genre or theory

Note that this requirement cannot be fulfilled by coursework that you may have taken elsewhere (including graduate coursework at other universities). Please consult the Director of Graduate Studies if you have a question about whether a particular course fulfills one of these requirements.

### **D. Grades in Coursework**

Students in graduate school (whether at Emory or elsewhere) are often perplexed by how to interpret the grades that they receive for their coursework. The faculty wishes students to understand that it uses a range of grades to evaluate the performance of a student in a course. “A” grades are generally reserved for superior work throughout the semester, particularly written work of the top caliber. “A-” grades are usually awarded for work that meets the professor’s expectations and shows signs of further potential. The faculty gives “B+” grades as a way of signaling the need for improvement either in a student’s writing or in other intellectual contributions to a course. A grade lower than “B+” often signals a concern on the part of the professor about the student’s performance, and suggests that the student is not performing at a level commensurate with his or her peers. Of course, individual professors may also articulate their own criteria for how they assign letter grades.

For students who are in coursework, grades play a large part in the review of graduate students conducted by faculty at the conclusion of each academic year. However, the faculty does not measure a student's success against defined GPA benchmarks, nor does the faculty attribute too much weight to a grade in a single seminar. Rather, the faculty looks for patterns across one or more semesters, and considers where the student stands in the graduate program. Regardless of the grades that a student receives in the first semesters of course work, the faculty expectation is that all students will be receiving a combination of "A" and "A-" grades by the time that they complete their coursework, take their Ph.D. examination, and move on to the dissertation.

### **E. The "Survey of English: Histories, Theories, Methods" Seminar**

As one of their required seminars, all students enroll in "Survey of English: Histories, Theories, Methods" during their first semester in the program. The course addresses a range of methodological and theoretical approaches in order to help students orient themselves within the field; it also provides some background in the history of the discipline. By offering students a preliminary perspective on crucial debates that have shaped English literary studies, the seminar aims to give them foundations on which they will build in future course work and research.

*Note that this course is required of students entering in the fall of 2008 and later.*

### **F. Pedagogical Training**

The Department of English participates in the Graduate School's Teaching Assistant Training and Teaching Opportunity Program (TATTO). As part of their pedagogical training, students are required to complete the following requirements:

- A summer workshop, run by the Graduate School, held in August before the second year of graduate study.
- English 791, the Teaching of Composition. This course is taken in the spring of the fourth semester of coursework, before the students teach their own course.
- Teaching Mentorship. Also in the spring of the fourth semester of coursework, each student selects a member of the faculty as an advisor on matters relating to teaching. This faculty member must not be the student's primary advisor, and no faculty member may serve as mentor to more than one student from each class.
- A two-credit Pro-Seminar in the Teaching of Literature, usually taken in the fourth year of graduate study.

### **G. Dissertation Colloquium**

During their fourth year of residence, graduate students are required to participate in a two-credit Dissertation Colloquium. This Colloquium offers students an opportunity to share their writing with their peers and serves as a forum for discussion of the dissertation writing process. In some circumstances -- such as if a student has research that demands he or she relocate elsewhere -- this requirement may be postponed or waived.

## H. Graduate School Policies

There are certain Graduate School procedures and requirements relating to coursework about which students should know:

1. After completing the first year (or 24 semester-hours of course work in good standing), students who entered the program with the B.A. will attain Advanced Standing.
2. Students who enter with a regular M.A. in English from another institution are usually admitted in Advanced Standing.
3. One Graduate School requirement differs from English Department policy (see the Graduate Catalogue's description of "Course Work and Residence" for the Doctor of Philosophy): once you have reached Advanced Standing, the Graduate School requires an additional 48 hours, 24 of which must be taken in courses. You will notice that while the Department's minimum course requirement in Advanced Standing (at least 28 hours) exceeds the Graduate School's minimum, it falls short of the total 48 hours the Graduate School requires. This presents no problem, however. You simply register for the additional hours as Doctoral Dissertation Research, English 799 (if you have advanced to candidacy) or English 599 (if you have yet to advance to candidacy) once you have completed the number of seminars required by the Department plus additional ones recommended by your advisor. Of course, you are free to take the full 48 hours in course work if that suits your needs.

### **III. Annual Review**

As a condition of their fellowship, all students on fellowship are subjected to an annual review by the faculty of the department. This review usually takes place near the end of the spring semester. During the course of the review, the faculty considers whether students are making satisfactory progress toward the degree. For beginning students, this generally means a review of grades in seminars, including any “incomplete” grades the student has accumulated. For more advanced students, the faculty seeks to learn whether the student is preparing for and taking the Ph.D. Examination in a timely fashion, and whether the student is engaged in satisfactory work on the dissertation. If the faculty deems that a student is not making satisfactory progress toward the degree, the faculty may advise the student on how to address the deficiencies or even, in extreme cases, to leave the doctoral program.

#### **IV. Foreign Language Requirement**

All areas of specialization require reading ability in one foreign language relevant to the study of English literature. Advisory Committees may require reading proficiency in one or more additional foreign languages if this is felt necessary for students' chosen areas of specialization.

You need to acquire sufficient familiarity with a language to be able to consult and translate scholarly materials for sustained research. Reading proficiency in a foreign language or languages may be demonstrated in either of two ways:

a) Passing a translation examination: A two-hour translation examination is offered twice a year: at the beginning of the Spring and Fall semesters. The DGS normally issues a memo announcing a set of examinations a month before they are to occur; students are asked to specify which language they have chosen. Students may repeat an exam without penalty until they pass. In some cases, students entering the program with the M.A. degree may receive the DGS's approval of language examinations they have recently passed at other institutions.

-or-

b) Passing an approved foreign language course: The language requirement also may be fulfilled by passing with a grade of "B" or better an approved graduate or advanced undergraduate course in a foreign language. Students who select this option must have the permission of their Advisory Committees or the DGS prior to taking the course.

Because you may not take the Oral Examination until all other Departmental requirements have been completed, the faculty urges you to complete your foreign language requirements as soon as possible during your course of study.

As an incoming student, consult the DGS about the probable language requirements for your intended area of interest and prepare your languages as soon as possible to avoid hindering your progress in the program. Courses in reading comprehension are offered regularly in German, French, Spanish, and Latin by the departments of foreign languages. Watch for these offerings each semester and take reading courses as necessary while completing your regular course work.

## **V. The Advisor and the Advisory Committee**

The Director of Graduate Studies serves as the advisor for all entering graduate students. However, by the end of your second year, you should identify a faculty advisor who will be able to support you in your chosen field(s) of study. The advisor can be either a senior (tenured) or junior (non-tenured) member of the faculty; however, the advisor must be a member of the faculty of the Department of English. Your advisor will generally become the chair of your Ph.D. Examination committee (see below) and is also a prospective dissertation advisor. When a member of the faculty has agreed to serve as your Advisor, please notify the graduate program coordinator.

It is your responsibility to schedule regular meetings -- usually at least once a semester -- with your advisor in order to discuss your course selection, your teaching, and your progress toward the degree. In addition, your advisor can help you to assemble your advisory committee, which is generally made up of three members of the faculty (or more) who will sit on your Ph.D. Examination. This committee should represent the full range of your interests, and can include members of departments outside of English (though it is unusual to have more than one committee member outside of English). In addition, candidates for certificates in Women's Studies or Comparative Literature should usually plan to enlist one faculty person affiliated with those programs on the three-person committee. Students should attempt to assemble this committee by the end of their second year at Emory, so as to begin preparation for the Ph.D. Examination. Again, your advisor will play a crucial role in deciding upon the composition of a committee that can help you to pursue your academic interests.

One of the most important skills that a student learns in graduate school is how to solicit and evaluate advice. It is your responsibility to meet regularly with all of the members of the committee, and to seek their guidance on professional matters. Failure to do so can often have unfortunate repercussions during later stages of your graduate career.

## **VI. Filing the “Intent to Proceed” Form**

At the start of your final year of course work--your second or third year at Emory--you must officially indicate your plans for finishing course work and sitting for the Oral Examination. This “Intent to Proceed” must include the following information and signatures:

1. A list of graduate courses taken at Emory and elsewhere. You must list the courses that fulfill the distribution requirement listed described above in Section II.C.
2. Designation of the intended fields of preparation for the Ph.D. Examination. List the areas, periods, or genres you are preparing for the Ph.D. Examination and include any necessary explanation.
3. The names and signatures of the three members of your Advisory Committee. You need to present this “Intent to Proceed” for approval to your committee, whose members may recommend further course work if your background seems deficient in some areas.

Once the “Intent to Proceed” form is approved by a student’s Advisory Committee, it is to be forwarded to the DGS. Until this form is on file, the Department assumes that a student has not yet reached the final term of course work.

## **VII. The Ph.D. Examination**

### **A. General**

The Ph.D. Examination is the last requirement that a student completes before proceeding to his or her dissertation. The Examination should be both a culmination of what the student has learned in graduate school thus far as well as an introduction to the independent research that will follow.

A student generally prepares three areas for the Ph.D. Examination, and often one of the reading lists is larger than the others. Two of these areas should be broad historical/geographical fields (e.g., British literature of the “long” 18th-century: 1660-1800; U.S. Literature to 1865; British and American literature of the Romantic period). Normally these first two areas will be parallel, contiguous, or otherwise related to each other (e.g. Nineteenth- and Twentieth-Century American Literature, or Twentieth-Century American and British Literatures). In the first field, students should be able to demonstrate ability to engage in research and to teach beginning graduate-level courses. In the second field, they must show mastery sufficient for teaching an upper-division undergraduate course.

Students should also prepare a third examination area that focuses on a major author, a theoretical approach, a literary genre, pedagogy, or some other body of knowledge that is somehow complementary to the first two areas. Material in this third area will differ from, but may overlap with, material in the first and second fields. For students in Certificate Programs, this third area may be used to satisfy requirements for that program. (See section IX on Certificate Programs Available to Ph.D. Studies in English.)

Reading lists for each of these three fields should be formulated by the student in close consultation with members of his examination committees. The faculty views the formulation of these lists as an important part of the examination process. A student should be able to explain his or her construction of his field(s) and speak knowledgeably about why some authors and works are included in the list, why others are excluded. This will necessitate reading widely in the field in both primary and secondary sources.

The responsibility for scheduling the oral component of the Ph.D. Examination rests with the student. Because it can be difficult to schedule a time suitable for all of the faculty members of a committee, students should begin this process by consulting with their advisor -- who serves as the chair of the Ph.D. Examination -- as early as possible. Note that it is a department policy not to schedule Ph.D. Examinations during the last five days of a semester or later. Once a suitable time has been agreed to by all the members of the committee, the student should schedule a space through the department staff. (Usually the oral examinations take place in the Kemp Malone library, though other spaces are also used.)

The Ph.D. Examination has two components: a written component and an oral component.

## **B. The Written Component to the Ph.D. Examination**

No later than two weeks prior to the oral component of the Ph.D. Examination, the student will pick up from the graduate coordinator (currently Melanie Tipnis) questions for the written component of the examination. (If the chair of the committee prefers, the student may pick up the exam directly from the chair.) These questions will be formulated by the chair of the examination committee after consulting with and soliciting suggestions from the remainder of the committee.

*The student will be required to answer three questions.* The exam will usually offer the student five or six questions from which to choose. The questions may be divided according to the fields on which the student is being examined, with the student being asked to write one question for each field.

The student can turn in *no more than ten double-spaced pages per question.* The student may refer to notes, books, or other sources in the course of writing the examination. However, the ideas and words of others must be documented either through footnotes or parenthetical citation.

The student will have 72 hours to turn in the exam after receiving it from the graduate coordinator or the committee chair. The exam should be turned into either the graduate coordinator or the committee chair. If the deadline for turning in the examination does not fall on a business day, then the student may meet the deadline by submitting an electronic copy by the appropriate time. However, the student should then provide a hard copy to the graduate coordinator on the next business day.

The graduate coordinator will then provide copies of the written examination to all of the members of the student's examination committee.

The purpose of the examination is not for the committee to provide detailed feedback on a piece of writing, but rather for the student to have an opportunity to articulate his or her intellectual interests and to formulate them in a precise manner. While the committee may ask the student questions about the written portion of the examination during the oral portion, the purpose of the oral examination is to encompass a breadth that goes beyond those topics and texts that the student has discussed in the written examination.

The written component of the examination will not be evaluated separately from the oral examination. Rather, the committee will evaluate both the written and oral components together after the oral examination.

## **C. The Oral Component of the Ph.D. Examination**

The oral component of the Ph.D. Examination occurs during a two-hour period. The nature and the style of the questions will vary from examination to examination; however, questions will often begin with responses to the written component of the examination and proceed to other matters related to the lists. Students should consult with the chair of their examination

committee to determine how the chair plans to allot the time for questioning among the different members of the committee.

At the conclusion of the oral component of the Ph.D. Examination, the committee will deliberate on both the written and oral performance of the students. The committee may award the student a “pass,” fail the student on the entire examination, or fail the student for one or more parts of the examination. In the last instance, the student would then re-take only the part(s) of the examination in question. A student may repeat the Ph.D. Examination only once.

### VIII. The Dissertation Prospectus and the Dissertation

Following a successful Ph.D. Examination, students devote most of their remaining time in the program to the writing of the dissertation under the supervision of a dissertation committee. The doctoral dissertation is defined as a book-length study that demonstrates a candidate's ability to make a significant contribution to the discipline through sustained, independent work or research. It is often useful, in fact, to conceive of a dissertation as the rough draft of a monograph that will eventually be suitable for publication by an academic press.

As early as possible after having passed the Ph.D. Examination (normally within two or three months), a student should present the dissertation prospectus. This document is a formal statement of some fifteen to twenty pages in length, plus a preliminary research bibliography, which lays out a plan, as detailed as possible at this early stage, for the writing of the dissertation. It should include a discussion both of the dissertation's central arguments and what will be necessary to sustain them, as well as an appraisal of the nature and availability of the evidence you will need.

The prospectus must be submitted to, discussed with, and approved by your advisory committee, which should include no fewer than three members of the faculty, and which should be chaired by a member of the English Department faculty. (Generally, students will form their dissertation committees out of the members of their Ph.D. Examination committees, though this does not have to be the case.) After the prospectus has met the preliminary approval of your committee, you should also set a date for the formal presentation of the prospectus to your Committee--a meeting at which your advisor and the other members of your committee discuss the document with you and, if all is in order, formally approve it by affixing their signatures to a clean copy of the prospectus, which is then submitted to the DGS.

After the prospectus is approved, students should consult with the graduate coordinator to file the "Admission to Candidacy" form with the Graduate School. **It is important that all graduate students file for candidacy with the Graduate School after passing the Ph.D. Examination.**

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

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

Plan to consult the members of your dissertation committee early in the semester in which you plan to complete the draft of your dissertation and earn the degree. To allow time for reading and last-minute revisions, you should deliver the draft to the committee no later than 30 days before the Graduate School submission deadline for that semester. Ask about deadlines. They occur well before the end of the semester.

Indeed, check with the Graduate School very early about important deadlines, forms, and written instructions for preparation of the dissertation. You must formally apply for the degree (on a simple form). When your committee has approved your dissertation in its final form (barring minor revisions, corrections, and final printing), you should circulate a "Clearance Form," available from the graduate coordinator, for your committee's signatures. If you are not in Atlanta, you may ask the graduate coordinator to do this for you. This form must precede the dissertation, whose deadline is only a few days later. Other forms such as a University Microfilm agreement (which requires a fee) and Survey of Earned Doctorates must also be turned in with the dissertation, along with a check to cover binding in book form. Again, you should request all of these materials from the Graduate School office early in the semester to avoid last-minute worry.

Students must be registered during the semester in which they receive the degree.

No formal defense of the Dissertation is required in the Department of English.

## **IX. Certificate Programs Available to Ph.D. Students in English**

### **A. The Certificate in Women's Studies**

The Certificate in Women's Studies is designed to provide doctoral students in English and American literature with opportunities to pursue an interdisciplinary component through comparative, historical, sociological, anthropological, and literary study of women's writings. All students admitted to the doctoral program in English are eligible, but *must* register with the Women's Studies Program to indicate their intent to earn the Certificate. In addition, students should notify their advisors of their intent to complete the Certificate.

In order to receive the certificate, the students must do the following:

- Take three courses in Women's Studies, one of which must be Feminist Theory (WS 751R).
- Register for and attend the Women's Studies colloquium for one term.
- Incorporate feminist theories into their Ph.D. Examination reading lists, in consultation with the student's committee.
- Complete an interdisciplinary paper, of approximately 20-30 pages, involving a substantial focus on women's studies or feminist theories. This paper may develop out of a seminar or it can be drawn from the student's thesis work.

Further information is available from the Department for Women's Studies (<http://womensstudies.emory.edu>).

### **B. The Certificate in Comparative Literature**

Available to students enrolled in the doctoral program in English and American Literature, the Certificate in Comparative Literature provides another option to students who want to combine the study of a single literary tradition with literary and theoretical issues outside traditional, historical, cultural, or generic boundaries.

The requirements for the Certificate in Comparative Literature are:

- Demonstrated competency in two languages other than English, one of which must be demonstrated at fluency level and the other at reading level.
- Completion of the core course Comparative Literature 750: Literary Theories.
- Completion of five courses in Comparative Literature in addition to the core course. These courses may include courses in Comparative Literature, courses cross-listed with Comparative Literature and individual directed readings.

- Integration of Comparative Literature into Ph.D. exams. The Comparative Literature component should encompass approximately one-third of the entire examination.
- Incorporation of Comparative Literature into the dissertation. Again, the Comparative Literature component should encompass approximately one-third of the entire dissertation.
- Inclusion of a Comparative Literature faculty member on both the exam and dissertation committees.

For further information, consult with the Department of Comparative Literature (<http://www.comparativelit.emory.edu>).

### **C. The Graduate Minor in Psychoanalytic Studies**

Students from English with an interest in psychoanalysis can complete a graduate minor in Emory's robust Psychoanalytic Studies Program (PSP). The requirements for the PSP minor are:

#### *1. Coursework and participation*

The seminar "Introduction to Psychoanalytic Studies," required of all psychoanalytic studies students, is offered every three semesters. Three additional four-semester-hour course electives must be completed. Each semester the PSP will make available a list of courses across the curriculum that will count toward the minor.

Each student is also required to participate in the Brownbag and Colloquium series. Participation includes regular attendance at both series and at least one brown-bag presentation. Brownbags regularly meet the first Tuesday or Wednesday of each month. The colloquia are held the third Wednesday of each month. A program for each series will be available at the beginning of each semester.

#### *2. Writing Requirement*

Students are required to submit a paper of length and quality appropriate for a publishable journal article to a three-person committee chosen from among PSP affiliated faculty. The paper may be a revision or an outgrowth of a research paper prepared during coursework.

#### *3. Exams*

A section on Psychoanalytic Studies should be included in the Ph.D. Examination.

For further information, consult the Psychoanalytic Studies Program ([www.psp.emory.edu](http://www.psp.emory.edu)).

### **D. The Ph.D. Certificate in Film Studies**

Students with an interest in the analysis of film and relationship to written literatures can pursue the Ph.D. Certificate in Film Studies. The requirements for the Certificate are as follows:

*Course Requirements*

Students in the Certificate Program will fulfill all requirements of the Ph.D. programs of their respective major departments. Of the candidate's total semester hours, the certificate will require a minimum of sixteen semester hours (four courses) in seminars on theory, history/criticism and genres/national cinemas. This does not include any necessary leveling work in film studies. The precise coursework will be determined by each student's needs and the availability of courses.

*Advising*

Students in the Certificate Program will follow the standard advising procedures of the English Department. In addition, each entering Ph.D. student will consult with the Director of Graduate Studies in Film Studies to determine a curriculum appropriate to the student's overall interests and to the specific goals of study he or she has selected. During the second year, the student chooses a secondary advisor from among the Film Studies faculty, in addition to the major department advisor, who will guide the student through all phases of work, including the Ph.D. Examination and dissertation.

*Ph.D. Examination*

Film Studies must be incorporated into the Ph.D. Examination. The student will draw up an appropriate reading list for the film studies component, and the film studies advisor will serve on the examination committee and formulate examination questions according to departmental procedures.

*The Dissertation*

The student consults with his or her major advisor and Film Studies advisor to determine the dissertation topic. For those who have fulfilled the requirements of the Certificate in Film Studies, the dissertation must utilize film and the methodologies appropriate to film studies in a manner consistent with doctoral-level work in the major area of study.

For further information, consult the Department of Film Studies ([www.filmstudies.emory.edu](http://www.filmstudies.emory.edu)).

## **X. 4+1 BA/MA Program**

### **Introduction:**

This program, which bridges the senior year with a fifth year of graduate study, is designed to give advanced students in-depth exposure to graduate study in literature and to further their research and critical skills. Students admitted to the program will undertake limited graduate work in their senior year and then will stay on for a fifth year to concentrate exclusively on graduate studies. The 4+1 program is designed for students seeking additional preparation before applying for PhD programs in English and related fields, as well as for those pursuing other career tracks (such as secondary teaching and publishing) in which an MA degree in English is valuable. Additionally, it will allow students to work more closely with both faculty mentors and with the doctoral students who come to Emory from other institutions. Applicants must be Emory English majors in their junior year.

### **How does the new program work?**

Enrolled students take limited graduate coursework during their senior year, and then divide time between additional coursework and work on a Masters thesis during the fifth year of study. In the fifth year, students will enroll in the Laney Graduate School rather than Emory College.

In the fall semester of the senior year, students will register for ENG 796, the introductory graduate seminar in “Theories, Histories, and Methods,” in order to orient them toward critical approaches associated with graduate-level work in literary studies. That fall, they will take one additional graduate course at two credits, which means that they are responsible for the reading and for participating in the seminar, but they will not be required to write a major paper. During the spring of the senior year, students will take two additional graduate seminars – one at four credits and one at two credits. During the fifth year, students will take two to three graduate seminars per semester while working on a Masters thesis in close conjunction with a faculty mentor. The precise number of credit hours for thesis coursework is flexible, depending upon the scope of the research involved.

### **Is the new program right for me?**

If you are planning to pursue a PhD in English or if you are interested in secondary teaching, having an MA can be advantageous. An MA degree is not usually a requirement for entering a PhD program, but it can significantly improve one’s chances of getting into competitive programs (approximately half of Emory’s PhD students have done MA work elsewhere); it can also prepare one for the rigorous work demanded within them. Additionally, many school districts and private schools favor teaching applicants with MA degrees, and a good number pay them higher salaries than they pay teachers who have only the BA.

Students planning to apply should complete at least seven English courses by the end of the junior year. While there is no precise GPA requirement for the program, the program will only be accepting students with strong records within the major and a clear rationale for undertaking graduate work.

### **Will I still be able to do an Honors thesis?**

Yes. If you are enrolled in the new 4+1 program and plan to do Honors as well, you will take

ENG 796 in lieu of the honors seminar (ENG 496) in the fall of your senior year. During the course of that year, you will write an Honors thesis. During your fifth year, you will have the opportunity to expand and significantly revise your Honors thesis, which in most cases will become the basis of your MA thesis. This will provide continuity between the project you have undertaken as a senior and the work you will do as a graduate student. If, on consultation with your advisor, you decide to pursue a different research topic for your M.A. thesis, you may do so. If you are not enrolled in the Honors program, your M.A. thesis will be written during the fifth (“+1”) year.

### **A. Coursework**

36 hours of graduate credits are required for the M.A. degree. This includes 24-32 credits of graduate seminar work, plus 4-8 hours of work on an M.A. thesis (see below).

#### ***Timeline for Coursework:***

##### **Fall, Year 4:**

ENG 796, “Histories, Theories, Methods” (Honors students will take this in lieu of the Honors seminar)

One other graduate seminar at 2 credits

##### **Spring, Year 4:**

Two graduate seminars, one at 4 credits and one at 2 credits

(Honors students will also write their theses during this semester.)

##### **Fall, Year 5:**

Two graduate seminars at 4 credits OR One graduate seminar at 4 credits + two graduate seminars at 2 credits

AND

4 hours of MA thesis work

##### **Spring, Year 5:**

Three graduate seminars at 4 credits

OR

Two graduate courses at 4 credits + two graduate courses at 2 credits

OR

Two graduate seminars at 4 credits + 4 hours M.A. thesis work (typically, students who have not enrolled in the Honors program will take this option)

### **B. Masters Thesis**

Each candidate chooses a major advisor and a second faculty member to help define a suitable subject for the Masters Thesis, which is defined as an essay of 50-120 pages representing a substantial piece of independent work based on a wide and intensive study of a single author or topic. The two advisers will help direct research and must approve the thesis.

Students who have written the Honors Thesis in their senior year may choose to continue working on the same project for their Masters Thesis in the fifth year of study. In such cases, the Masters Thesis must constitute a substantial reworking and/or expansion of the original project. Typically, if a Masters student reworks the Honors Thesis, s/he will register for four hours of thesis credits (ENG 599) in the Fall of the fifth year. Students whose thesis work will begin in the fifth year will also register for four credits of ENG 599 in the Spring semester.

A Master's candidate must be registered during the semester in which he or she anticipates receiving the degree. The processes of filing for the degree, submitting a clearance form, and preparing the thesis itself are the same as for the Ph.D. Check very early with the graduate coordinator for help with these requirements and for important deadlines and instructions.

## **XI. MA Degrees for Continuing Students**

A PhD student who has not previously earned a Masters degree in English may apply for one after being formally admitted to PhD candidacy. Check with the graduate coordinator for the procedures. This is the only instance when the Graduate School confers the Masters degree without a thesis. When PhD students who have not yet been admitted to candidacy or received the MA apply for positions at local colleges, they are often asked to supply proof of an MA. In such cases the DGS will write a letter stating that the job applicant has completed the equivalent of an MA and explaining the Department's procedures for awarding the degree.

## **XII. Financial Aid Guidelines**

Each fall the Department awards fellowships that include a stipend, tuition remission, and partial health care coverage to its entering students. Normally, admitted students who enter with either the B.A. or M.A. and maintain a high level of performance can expect *five* full academic years of financial aid, including tuition and an annual stipend of at least \$16,500, through the Department or the Graduate School.

### **A. Departmental Fellowships**

Fellows do not normally teach in the first year, and are thus able to concentrate fully on course work. Their stipends are paid in 9 installments on the last working day of each month, from September through May.

In their second year, students on departmental fellowships usually work as Teaching Assistants in accordance with the Graduate School's Teaching Assistant Training and Teaching Opportunity (TATTO) program. They work with faculty members who teach large undergraduate survey courses or smaller, upper-level courses for English majors.

Because the Department's own policy conforms with the Graduate School's in stipulating that every graduate student leave Emory with some independent teaching experience, departmental fellows serve as Teaching Associates in their third year. Teaching Associates are responsible each semester for either a section of English 101, Seminar in Writing, or one of English 181, Writing about Literature. They are paid monthly from September through August.

Fellows who have reached the point of beginning formal work on the dissertation--in practice those who have satisfied the foreign-language requirement and have passed, or expect to pass, the Oral Examination by the end of their third year of residence--can expect to be classified as Dissertation Fellows. Dissertation Fellows have no teaching obligations in their fourth year at Emory, and teach one course during their fifth year.

Since the purpose of the Dissertation Fellowship is to provide for uninterrupted study and writing, Fellows should not hold teaching positions or other employment outside the Department during the tenure of the award. Dissertation Fellows are paid in 12 monthly installments from September through August.

### **B. Woodruff Fellowships and Graduate Arts and Sciences Fellowships**

These fellowships are awarded to entering students by the Graduate School and provide an additional monetary award beyond the standard fellowship package. Stipends are paid over 12 months, on a monthly basis. Please see the website of the Graduate School ([www.graduateschool.emory.edu](http://www.graduateschool.emory.edu)) for a more complete description of the qualifications.

### **C. Emory Graduate Diversity Fellowships**

Emory Diversity Graduate Fellowships (EGDF) are awarded to exceptional minority applicants who have demonstrated outstanding academic achievement. Applicants must be U.S. citizens or permanent residents who plan to pursue doctoral degrees. EGDFs provide an additional monetary award beyond the standard fellowship package. Stipends are paid over 12 months, on a monthly basis.

### **D. Loans and Work/Study**

Information concerning loans and Work/Study employment will be furnished by the Emory Financial Aid Office upon request. (404) 727-6039.

### **E. Outside Aid**

For information on grants and fellowships from sources outside the University, students should contact the Graduate School's Grants and Fellowships Advisor. Students are also encouraged to attend the Grants and Fellowships Workshops sponsored by the Graduate School. In the past a number of fifth- and sixth-year students have obtained research funding from outside sources like the Mellon Foundation and the American Association of University Women. Moreover, the Department strongly encourages its students to apply for outside funds from libraries and research centers to support travel and research expenses.

### **F. Income Taxes**

Students receiving any form of income-- including stipends-- from the University need to fill out W-4 and G-4 (State of Georgia) tax withholding forms before or immediately upon arrival. Until these forms, as well as the I-9 Employment Eligibility Form, are completed and on file, no payment is possible. (The graduate coordinator has all the necessary forms, should you misplace the ones provided by the Graduate School.)

No one at the University can offer personal tax advice. Books such as J. K. Lasser's *Your Income Tax* can be helpful, and of course you may always ask the IRS about current regulations (and certainly should if you have a complicated tax situation). In past years, the Graduate School has sponsored a spring workshop on taxes, conducted by a representative of the IRS.

The graduate coordinator may be able to respond to broad questions about general tax principles. The following is some general information:

- All income, regardless of source, is taxable income. This means fellowship money, assistantship money, and anything else you earn. Students have no special status where taxes are concerned (though full-time students are exempted from Social Security contributions on Emory income).
- Emory University is only allowed to withhold taxes (in an amount determined entirely by the W-4 and G-4 forms you turn in) on work income (assistantships, etc.). This means

that fellowship money will be paid to you entire, and although your pay stub will say “NONTAXABLE INCOME,” this does not bind or even apply to the IRS. This income is taxable, and the IRS requires not only payment of taxes, but timely payment. If too little money is being paid to the government through withholding, you can do a new W-4 form and specify an exact additional amount you would like to have withheld from each work paycheck. Students receiving only fellowship money might consider making quarterly estimated tax payments to the IRS if a tax liability is foreseen. What you are trying to avoid in either case is a penalty for underwithholding when you file your tax return in April.

### **XIII. CONFERENCE, SUPPLEMENTARY, and RESEARCH FUNDING**

#### **A. Requests for Conference Funding**

The Graduate School revised its procedures for funding conference travel in 2007. What follows is an attempt to give an overview of the process and procedures. However, graduate students are advised to consult the Graduate School guidelines and forms posted on the Graduate School website: <http://www.emory.edu/GSOAS/current/forms>.

Graduate students have both an annual limit of \$650 and a career limit of \$2500 during their time as a doctoral student. These funds are generally for students to deliver papers or chair conference sessions; however, in some cases, they may also cover simply attending a conference. In addition, students can apply for these funds to attend MLA for interviews. The \$650 annual limit can be extended to \$1000 for international conferences.

To apply for funds, students should download and fill out the Graduate School application for conference funds. This form must be signed by the student's advisor and the Director of Graduate Studies. The student should then submit the form to the Graduate School. There is a monthly deadline on the 15th of every month, and the student should receive an e-mail notifying him or her about the funding within two weeks. The student can then submit receipts for reimbursement to the department's graduate coordinator (Melanie Tipnis).

In addition, students may be able to apply for an additional \$100 of funding from the Graduate Student Council (GSC). See the GSC website, <http://www.students.emory.edu/GSC/travel.htm>, for details.

#### **B. Conference Guidelines**

When thinking about conferences, graduate students should keep the following guidelines in mind:

- Conferences offer opportunities for you to share your research and to engage with scholarly communities beyond Emory. However, they also take away time from your research and your teaching. Consider your teaching and research schedule when planning conference presentations. Think of a conference presentation as a step toward publication or a dissertation chapter rather than an end in itself. While some conference presentations are expected on a vita, they are not as significant as journal publications.
- Involve your advisor as you make decisions about submitting abstracts to and presenting at conferences. Your advisor can help you to evaluate the suitability of a conference for your work and review your abstract.
- For some projects and fields, international conferences may be suitable; however, consider carefully the expense and travel time involved before applying to them. (The department's funding cap makes it unlikely that the department will be able to cover the

entire expense of the conference.). It is particularly important that you consult your advisor before applying to international conferences.

- Not every student will follow the same pattern of conference presentations during his or her graduate career. Generally, though, graduate students should select regional or graduate-student sponsored conferences for their first conference presentation. For example, the regional MLA conferences (such as SAMLA and NEMLA) are good forums for a 2nd or 3rd-year graduate student. More advanced graduate students who are working on their dissertations should seek national forums (for instance, the American Literature Association, the Modernist Studies Association, the American Society for Eighteenth-Century Studies, and, of course, the MLA) to present their work.
- Finally, do not forget about conferences meeting in Atlanta and other nearby locations. In particular, if you are a beginning graduate student who wishes to simply see what an academic conference is like, these can be excellent opportunities. Students can apply to the Graduate School to pay for registration fees in these cases.

### **C. Supplementary Training Support**

Students are eligible to apply to the Graduate School for funding to support “supplementary training” — which includes language training as well as summer training institutes such as the Yeats International Summer School (Sligo, Ireland), the School of Criticism and Theory (Cornell), and the Futures of American Studies Institute (Dartmouth). The forms and guidelines related to this funding is on the Graduate School website at <http://www.emory.edu/GSOAS/current/forms>.

Students may apply for any amount of funding for these activities. In all cases, an application will require the signatures of the student’s advisor and the Director of Graduate Studies. However, the student has a \$2500 career threshold for these funds. What that means is that if a student has requested \$2500 or less for supplementary training over the course of his or her career, then an application will be granted after only a cursory review by the Graduate School. On the other hand, if a student seeks more than \$2500, or if the student is making a second request that would place his or her funding over this threshold, then the application will be reviewed through a competitive, Graduate School-wide process.

Please see the Graduate School guidelines for application deadlines.

### **D. Supplementary Research Funds**

Students are eligible to apply for supplementary research funds, usually to support travel to archives and libraries outside the Atlanta area. The forms and guidelines related to this funding is on the Graduate School website at <http://www.emory.edu/GSOAS/current/forms>.

Students may apply for any amount of funding for these activities. In all cases, an application will require the signatures of the student’s advisor and the Director of Graduate Studies.

However, the student has a \$2500 career threshold for these funds. What that means is that if a student has request \$2500 or less over the course of his or her career, then an application will be granted after only a cursory review by the Graduate School. On the other hand, if a student seeks more than \$2500, or if the student is making a second request that would place his or her funding over this threshold, then the application will be reviewed through a competitive, Graduate School-wide process.

Students should plan their research travel carefully, and involve their advisors in discussions about when to apply for research funding. As a student progresses, it is absolutely crucial that he or she also apply to outside sources for research funding. When successful, outside funding applications can be a tremendous boost to an emerging scholar's reputation; when unsuccessful, they help a student demonstrate to Emory that he or she has made a good faith effort to seek all available sources of funding.

#### **XIV. Guidelines for Teaching and Assisting in Courses**

The Department participates in the Graduate School's Teaching Assistant Training and Teaching Opportunity Program (TATTO), which includes several different components, the most important of which are five semesters spent in the classroom first as a Teaching Assistant and then as a Teaching Associate.

Students are also required, during the spring of the second year, to choose a faculty teaching mentor. The mentor should not be the student's primary advisor, and no faculty member may serve as teaching mentor to more than one student in a particular cohort. The student and mentor should meet several times before and during the student's teaching associateship to discuss course goals and design, as well as teaching goals and techniques. The mentor will observe the student in a classroom setting and offer feedback at least once per semester. Written feedback is encouraged, as this may provide the basis for a future letter of recommendation.

##### **A. Teaching Assistants**

The Department regards the Teaching Assistantship as an essential part of preparation for the professional role of the teacher. TAs in the Department normally serve as assistants for survey courses or upper-level undergraduate courses. The anticipated work-load in each capacity is no more than ten hours per week, and in all cases faculty supervisors should give fair consideration to student's seminar responsibilities before assigning duties during the semester.

##### **Selection and Placement of TAs**

Placement is essentially a personnel matter: the departmental officers -- the Director of Undergraduate Studies in consultation with the Director of Graduate Studies -- place TAs according to the following criteria, listed in order of priority:

- Departmental course needs: survey courses must be staffed first; then 300-level courses. Undergraduate enrollment in these courses is *the* critical factor when assigning Teaching Assistants.
- TA-applicant's level of expertise in the available courses' subject matter, as demonstrated by previous course work or other indications.
- The department officers will work to minimize conflicts with TA assignments and graduate courses, though such conflicts cannot always be avoided.
- The department officers also try to honor the requests of faculty and students, though it is not always possible to do so.

TAs-to-be should be reminded that placement is entirely dependent on the vagaries of course-selection by undergraduates. *They should therefore be prepared for last-minute changes.*

### **TAs in Survey Courses**

In a survey course a normal workload for a TA involves attending all class meetings and taking responsibility for one one-hour “section” meeting a week, which will normally include preparation and lesson planning, lecturing or leading discussion, holding conferences with students, and grading papers and examinations. A discussion group will normally not exceed twenty-five students in size. At the beginning of the course the faculty member in charge will consult with TAs concerning their responsibilities regarding the syllabus, instruction of students, and the grading of papers and examinations. TAs are expected to keep office hours for meeting with undergraduate students, and will normally attend several meetings with the professor and other TAs in the course during the semester. The professor should provide TAs with guidelines for grading tests and papers; he or she retains ultimate responsibility for assigning final grades.

The professor will also arrange to visit each TA’s section-meeting at least once a semester and provide a written evaluation of the TA’s performance at the end of the term. The TA should take the initiative in arranging this visit by providing the professor with a range of possible dates when a visit would be appropriate.

### **TAs in 300-Level Courses**

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

## **B. Teaching Associates**

### **Formal Preparation for Teaching**

For many graduate students, the Teaching Associateship marks their first experience as independent instructors in a classroom. New Associates must have taken English 791, The Teaching of Composition, in the spring before they begin teaching. The course does not, however, count toward minimum course requirements. Aside from presenting different approaches to teaching composition, the course furnishes TAs and Associates with models for teaching organization and structure, criteria for evaluating papers and textbooks, techniques for aiding the writing process, and the latest research on the teaching of composition. It also provides some instruction on the use of technology in the classroom.

### **Teaching Assignments**

The Director of Undergraduate Studies makes the teaching assignments for graduate students and attempts to accommodate students’ needs in special situations. It should be noted that more sections of English 101 are normally needed than of English 181.

Associates should be reminded that since placement is dependent on the size of, and course selections made by, the entering freshmen class, there are often unavoidable and last-minute changes in teaching assignments.

### **Classroom Observation**

It is the policy of the Department, in accordance with TATTO guidelines, to ask faculty members to observe Associates' teaching each semester. It is in one's own best interest to be observed frequently while teaching at Emory, and to have one's dissertation director observe at least one of those times. Aside from providing constructive feedback, reviews written by faculty members after each visit are an essential part of graduate students' files, giving faculty recommenders a valuable pedagogical point of reference and offering potential employers eyewitness evidence of one's teaching ability. Also, in conjunction with the actual visit by a faculty member, it is a good idea for you to ask him or her to look over a set of graded papers before handing them back to your students; this allows for more informed comments on your abilities as a teacher of writing.

### **Administrative Concerns**

Generally, Associates teach no more than eighteen students per term.

The Registrar's Office frequently does not distribute initial class rolls until late afternoon on the first day of classes. Associates without initial class rolls can circulate a sign-up sheet of some kind at the first class session and reconcile the sheet to the roll once the latter is available.

Associates may not grant overloads or allow students not appearing on the roll to remain in the class after the drop/add period ends. They should direct any other administrative questions immediately to the secretaries of the Department or the DUS.

### **C. Teaching Beyond the Degree Requirements**

Students may occasionally have opportunities to teach or TA outside their normal degree requirements. Sometimes this means teaching sections of English 101 or 181 here at Emory; sometimes it means teaching or serving as a teaching assistant for courses outside the department, or outside Emory. The Graduate Program does not serve as a broker in such arrangements. In fact, the department faculty *strongly encourages students to refrain from taking on extra teaching obligations during the fellowship period*. In all cases students should do the following:

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

## **XV. Other Information for Graduate Students**

### **A. Seminars and Courses**

Most formal course work is conducted in graduate seminars. The Department provides course descriptions for each seminar before preregistration periods. Graduate seminars are courses numbered 500 and above and are generally limited to twelve students. Because the topic of a seminar may vary from semester to semester, and from year to year, students may repeat a seminar with the same number if the subject matter is different.

Specific procedures in seminars may vary greatly from teacher to teacher, subject to subject, group to group. Fundamental to all seminars, however, is the understanding that every member is equally responsible for its effectiveness and success. Because a seminar is a microcosm of the world community of scholars, its members have an obligation to contribute to each other's education. Thus, as a seminar member, a student will be expected to prepare assigned papers and reports on time, faithfully attend all seminar meetings, and participate in discussions.

The Department welcomes suggestions from students concerning new seminars or approaches. Whenever faculty interest and scheduling permit, the Department tries to honor such requests. Students should make requests through their GEAC representatives or submit their proposal directly to the DGS.

### **B. Textbooks**

Required texts for graduate courses are found in the English section of the Emory University Bookstore, located in the Dobbs University Center. You should note that this bookstore also carries a good selection of titles in literary criticism, along with a solid collection of fiction, poetry, and other literature.

### **C. Research Facilities**

#### **University Libraries**

The library resources of Emory University are housed in nine facilities throughout campus.

Graduate students in English will find most of what they need in the **Robert W. Woodruff Library**, located just off the quadrangle on Asbury Circle. Circulation services are located on the Library's third floor, along with the Reserve Desk (where you will find course materials placed on reserved status by professors in your seminars).

The Woodruff Library provides excellent facilities for study and research, including graduate-student carrels and dissertation studies. Since space is limited, interested students should apply for study carrels and dissertation studies as soon as possible. Carrels are renewable each year, and assignments are based on need and usage. Note: As far as the library is concerned, "adequate use" of a carrel or dissertation study means regularly having books checked out to them. Even students who regularly study in carrels may lose them if books are not issued to them.

The **EUCLID** system contains all catalog entries. The library staff will instruct students on the use of the system, most actively at the beginning of the fall semester. The library also has many essential on-line data bases, including the MLA Bibliography, accessible through the EUCLID “Gateway” system and available through computer terminals on the Main Floor of the Woodruff Library. Electronic access to EUCLID is also possible from one’s home computer at home through free software available at [www.it.emory.edu](http://www.it.emory.edu).

**Special Collections**, located on the top floor of the Woodruff Library, houses rare books and manuscripts. Significant holdings include letters and rare editions of William Butler Yeats and Lady Gregory, the papers of Ted Hughes, James Dickey, and a number of contemporary Irish poets, an impressive collection of original and rare editions of eighteenth- and nineteenth-century English and American literature, and a major selection of titles in the literature of the American South. Special Collections also occasionally hosts visiting exhibitions of rare materials of special interest to students and faculty.

Researchers needing books that Emory does not own can request them from **Interlibrary Loan**. Consult a reference librarian for further information at the Interlibrary Loan office located in the Woodruff Library.

#### **D. The Kemp Malone Library**

When Professor Kemp Malone, the noted medievalist, died in 1971, he donated his personal library of 20,000 volumes to Emory, his alma mater. This extensive and valuable collection is especially rich in material on Old and Middle English; the majority of these books are housed in the Woodruff Library. Approximately 5,000 volumes, ranging over all periods of English and American literature, are shelved in the English Department’s Kemp Malone Library, located in Room 301 Callaway Center North. This Library also has a modest selection of reference materials, some standard editions of the major American and English authors, and journals. Only faculty members are allowed to borrow books from the library, but students are welcome to read any volume or browse through the collection.

The Library is open as a quiet retreat for Department faculty and graduate students and may be reserved occasionally for small group study. It also functions as the site of colloquia, Department faculty meetings, and most Ph.D. oral examinations.

#### **E. Departmental Locations and General Information**

All students in residence have mailboxes in the English Lounge where general and personal communications can be found. (Oddly, the Lounge is not named for the discipline we all follow, but for a beloved faculty colleague, Professor Thomas Hopkins English, 1895-1992, whose career in our Department spanned 40 years.) Students should check their mailboxes regularly for important Departmental information or announcements of upcoming deadlines and events.

The English Lounge is a gathering place for students and faculty. Calls for papers and job announcements are regularly posted on the bulletin board and on clipboards.

All graduate students in the program subscribe to GSENG-L, the Department's e-mail listserv for graduate students, faculty and staff. Once you obtain a campus e-mail account, be sure to give your "address" to Jacque Aly, who will see that your name is added to the list. (Be aware that a message you post to fellow graduate students on the GSENG-L list will also reach faculty and staff). Since the GSENG list is the only place some information is posted, it is important that you check your e-mail account regularly. If you change your e-mail address, let Jacque Aly (jaly@emory.edu) know immediately.

Graduate Students also regularly post items to a Learnlink conference devoted to discussion of departmental matters. The software for Learnlink, the Emory intranet bulletin-board system, can be downloaded through software.emory.edu.

### **F. The Use of Personal Computers and Other Office Equipment**

The Department has PC and Macintosh computers in Room N-208 and one printer available for students' use free of charge. Students, however, must supply their own paper. In addition, a refrigerator is there for graduate student use.

The Department has its own copy machine located in a small room opposite the Kemp Malone Library. Graduate students may use the machine for teaching purposes free of charge. There is, however, a charge for personal use, (3¢ per page for single-sided copies; 4¢ per page for double-sided copies) including photocopying for job searches and of articles, dissertations, and examination material. See the department staff for further information on the use of this machine.

A fax machine is also available on the counter across from the main reception desk. Its telephone number--for receiving communications--is (404) 727-2605. Students may also send on a limited basis. They should ask for instructions from one of the staff members or a work-study student.

### **G. Advisory, Governing, and Social Groups**

The Graduate English Advisory Committee (GEAC) acts as a forum to discuss such matters as policies, course offerings, and degree requirements. GEAC is composed of seven members: three faculty members elected for two-year terms by the Graduate Faculty, three graduate students elected for two-year terms by the resident graduate students, and the Director of Graduate Studies. At least one graduate student is elected each year.

The student members of GEAC serve as the major representative body for the graduate students, and act as a conduit to relay graduate student concerns to the faculty. They meet regularly with the Director of Graduate Studies. The full GEAC membership, both faculty and students, meet less frequently. However, the DGS may consult GEAC via e-mail or convene the faculty members to deliberate on particular matters.

Finally, the student members of GEAC hold regular meetings for all graduate students so that they can express their concerns and interests. These meetings are important to the life of the

department, and all graduate students are urged to attend them. An active graduate student body is crucial to the efforts of Department faculty to meet student needs.

Each year, graduate students in the Department elect two representatives (one for each thirty students) to the Graduate Student Council (GSC). This organization appoints representatives to the University Faculty Senate and the Student Government Association (SGA). The GSC provides financial support for graduate student activities, including the annual Graduate School Symposium, travel to conferences for presentations of papers (the current, nearly automatic grant is \$100), and other University and Departmental academic and social functions.

## **H. Departmental Speakers and Colloquia**

The Department regularly hosts visiting lecturers and urges all graduate students to attend these events. Doing so is both an opportunity to learn from leading scholars beyond Emory as well as a chance to participate in departmental life. In addition, the Department encourages students to take advantage of the wide range of speakers hosted by other departments, programs, and institutes on the Emory campus.

Beginning in 2004, the graduate students in English have invited a distinguished scholar for the **Kemp Malone Lecture Series**. The Kemp Malone Lecturer gives a public lecture, presents a colloquium in conjunction with a seminar-in-progress, and is available for less formal interaction with graduate students. The Kemp Malone Lecturer is selected and invited by a committee of graduate students in consultation with the Director of Graduate Studies.

Finally, GEAC presides over a **Brown Bag Colloquia Series**, a series of lunch-time panels and discussions related to professional and graduate-student matters. Graduate students are encouraged to propose topics and participate in the organization of these events.

## **I. Professional Organizations**

The Department encourages graduate students to join both the Modern Language Association (MLA) and the South Atlantic Modern Language Association (SAMLA). The SAMLA convention is held in Atlanta nearly every fall, and students will find it a convenient place to begin mixing with other members of the profession and to exchange ideas and information; one's graduate-student years are not too early to begin attending conventions and meeting people in one's field. Students will also receive the journals, newsletters, and other publications from these organizations and receive information on meetings, conferences, calls for papers, special issues of journals and other information difficult to obtain in any other way. Both the MLA ([www.mla.org](http://www.mla.org)) and SAMLA ([www.samla.org](http://www.samla.org)) offer reduced membership rates for students. In addition, the department encourages all students to join the professional organizations relevant to their chosen specialties, such as the American Studies Association, the Modernist Studies Association, the Shakespeare Society of America, the North American Society for the Study of Romanticism, etc. This is not a complete list, and students should consult faculty in their fields to learn of the relevant organizations.

In addition, students should be aware that calls-for-papers are frequently posted through the University of Pennsylvania's website: <http://cfp.english.upenn.edu>.

## XVI. Job Placement

For nearly all students in the Department, a graduate education is also pre-professional training for employment in an institution of higher learning as a scholar and teacher. Although the job search is several years away for incoming graduate students, they should begin taking preparatory steps for it. Graduate students at all stages of the program should:

- maintain contacts at their undergraduate institutions;
- establish a new network of contacts from readings, conferences, and lectures;
- submit papers to conferences and for publication;
- periodically consult the *MLA Job Information List* and *The Chronicle of Higher Education* to keep abreast of the kinds of positions available, trends in the profession, type and number of hiring institutions, and so on;
- try to obtain a broad range of teaching experience;
- create a strong cluster of supporting Departmental faculty (candidates need four, even five strong letters of recommendation);
- sit in on the meeting(s) the Department Placement Committee holds for graduate students going on the market;
- and, finally, start reserving funds for the job search.

Students who have gone through the process report that the job search is expensive. The Career Center's Placement Office ([http://career.emory.edu/students/grad\\_students\\_main.html](http://career.emory.edu/students/grad_students_main.html)) charges a fee to set up a file and to send dossiers to schools or other potential employers. Additionally, students may choose to set up dossier services through Interfolio (<http://www.interfolio.com/>), an on-line portfolio service.

Students who are on the job market may apply to the Graduate School, through its conference travel funding, for financial support to attend MLA for interviews.

The Department's Placement Officer advises job candidates, keeps files of sample dossier material and applications, checks job listings, and generally provides as much assistance as possible to help graduate students find jobs.

The candidate must establish a dossier with the Emory Career Center. Typically, the dossier includes a detailed form with information much like that on a curriculum vitae, a list of courses taken, and four to six letters of recommendation--which hiring institutions seem to emphasize most. Veterans of job searches encourage candidates to work on their dossiers the summer before the fall in which they wish to apply for jobs. The letter of application takes a long time to write and should be prepared weeks before deadlines. Since students are encouraged to apply for as

many jobs as possible, they need to set aside a great deal of time for assembling materials to send off to each school. Furthermore, faculty members usually need several weeks to write letters of recommendation because of their own busy schedules.

Note: during application season students should regularly check with the Career Center to make certain materials are mailed off on time.

The English Department subscribes to the MLA Job List in both its print (available in the lounge) and electronic forms. Please see Jacque Aly for the password to the electronic Job List.