

ENGLISH DEPARTMENT GRADUATE HANDBOOK

Saint Louis University

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Students should consult the current [Graduate Education Catalog](#) for all general policy matters pertaining to graduate education at SLU. This handbook references policies specific to the College of Arts and Sciences and/or the graduate programs in English.

SECTION 1: PROGRAM OBJECTIVES

The graduate program provides students with scholarly training in English language and literature. Encountering courses that span the full experience of works in the English language – from Old English to Mark Twain and Gertrude Stein, and from Chaucer and Shakespeare to contemporary and postcolonial writing – students in the program have the opportunity to pursue specializations in a wide variety of literary fields and in the study of rhetoric and composition.

Responsive to interdisciplinary interests and to all of the theoretical discourses that connect the study of English language and literature to other literatures and cultures, the program is committed to equipping students with the disciplines and methods of linguistic and literary analysis that will prepare them professionally for the careers they seek.

Both our M.A. and Ph.D. students select their own examination advisors and have a prominent voice in shaping their examination and thesis committees. Reinforcing the voice our students have in important elements of their degree programs is the English Graduate Organization (EGO), an active group that sponsors social events and works with the faculty to promote the professionalization of graduate students through activities such as workshops on career preparation, trips to learned conferences, and on-campus symposia.

Student Outcomes Assessment

The department deploys various forms of assessment to monitor the success of its degree programs in meeting programmatic goals. These assessment protocols, promulgated in 2015, are rooted in a broad spectrum of outcome-based evaluative measures, and include a proactive feedback loop that begins with issues raised in various fora, including EGO, runs through the department's graduate committee, and from there develops into policy proposals and programmatic change petitions that are considered and acted upon by the full tenure-track faculty acting as a committee of the whole.

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SECTION 3: CURRICULAR OVERVIEW

Master of Arts

The basic M.A. requires 30 hours of coursework beyond the B.A. Among their courses, master's students are required to take, preferably in their first year, courses in the methods of literary research (ENGL 5000) and literary theory (ENGL 5110),¹ and graduate assistants are required to take a course in the teaching of writing (ENGL 5010) in their first semester of enrollment. At the conclusion of what is normally a two-year program, M.A. candidates take a one-hour oral examination on works drawn from a list that is made available to these students at the outset of their program of study. As a precondition to sitting for this examination, each M.A. candidate is required to submit to the director of graduate studies an electronic copy of what s/he regards as the best two seminar papers written while a master's student or his/her M.A. thesis in order to facilitate program assessment.

The M.A. (Thesis) is the recommended degree for those planning to go on to doctoral study, and it affords students the option of substituting a thesis for six hours of coursework. Under this option, students select a topic in consultation with a director and have their completed work reviewed by a committee consisting of the director and two other faculty readers. In addition to the assessments a student receives on the thesis, s/he is examined orally on both the thesis and the general M.A. reading list in separate one-hour examinations.

Both the M.A. and M.A. (Thesis) programs are offered in St. Louis and at the Saint Louis University campus in Madrid, Spain. Students who enroll at the Madrid campus are required to spend one semester during the academic year or a six-week summer term in residence at the St. Louis campus. For further information on the Madrid campus and the M.A. program there, see spain.slu.edu.

Ph.D.

The Ph.D. requires a minimum of 24 hours of coursework beyond the M.A.² and completion of the foreign language requirement, prior to taking the doctoral competency exam, which has a written and an oral component. All Ph.D. candidates must display reading proficiency in one modern foreign language relevant to their research; those concentrating in Medieval or Renaissance literature also need to demonstrate competence in either Latin or classical Greek. More detailed information about the language requirement may be found in Section 4 of this handbook. Doctoral students are also encouraged to review the Graduate Education document [Process for Students Pursuing a Doctor of Philosophy](#).

The written component of the doctoral exam takes the form of a competency essay, written over the course of seven days, in response to a question based on the 50 texts on one of the doctoral reading lists as well as 20 supplementary texts unique to each student's program of

¹ Students who began matriculating in the program prior to 2014 have the option of taking ENGL 5000 or ENGL 5110.

² Beginning in 2014, Ph.D. students must also take ENGL 5000, 5010, and/or 5110 if they have not successfully completed these three courses, or comparable ones, as part of their M.A. programs; beginning in 2016, ENGL 5970, Placement Practicum, is also required for doctoral students nearing degree completion.

study. This exam question is selected from a set of choices developed by the three faculty members on the student's dissertation committee. If the candidate is judged to have performed acceptably in the written portion of the examination, an oral competency examination committee comprised of the dissertation committee and two other faculty members agreed upon by the student and the student's dissertation advisor in consultation with the graduate director and the department chair meets to administer the oral portion of the exam. The oral exam, which involves questioning about the student's competency essay as well as texts on the preparatory reading list, lasts two hours. Within one week following successful completion of the oral examination,³ the dissertation committee meets with the student to discuss and consider giving final approval to the dissertation prospectus. If the student performs acceptably, s/he achieves two goals simultaneously: passing the doctoral competency exam and having the dissertation prospectus approved by the dissertation committee. The student then files the (now approved) copy of the dissertation prospectus with the graduate director and proceeds to write the dissertation. Completed dissertations are assessed by each student's dissertation committee and are formally accepted after a public defense.

Currently, a student may choose among a dozen doctoral reading lists:

- [Anglo-Saxon and Medieval Literature](#)
- [Medieval and Early Sixteenth-Century British Literature](#)
- [Early Modern British Literature](#)
- [The British Long Nineteenth Century](#)
- [19th-Century American Literature](#)
- [Modern Irish Literature](#)
- [20th-Century British Literature and Cultural Contexts](#)
- [20th/21st-Century American Literature](#)
- [Transatlantic Modernisms](#)
- [Contemporary Postcolonial/Non-Western Literatures and Cultures](#)
- [Rhetoric and Composition](#)
- [Life Writing](#)

M.A. and Ph.D. advising worksheets which allow students to track their degree progress may be found in the Appendices to this handbook.

SECTION 4: GENERAL PROGRAM POLICIES

Five departmental policies appear in this section:

- Rules Governing Graduate Coursework outside the Department,
- The Foreign Language Requirement,
- Guidelines for Graduate Student Teaching of Composition Courses,
- Policy on Graduate Student Teaching of Literature Courses, and
- College Graduate Student Teaching Load Policy

³ This timing is not a precondition for those on the "old" (pre-2010) Ph.D. program.

Rules Governing Graduate Coursework outside the Department

The following guidelines provide basic information about the way in which the Department of English handles graduate coursework taken in another SLU department as well as coursework taken at an area university as part of SLU's Inter-University program.

Consistent with College of Arts & Sciences and Graduate Education guidelines, the policy governing graduate students in English indicates that they may:

► **Take no more than 6 hours of non-SLU and/or non-English coursework as part of an English degree program.** Before enrolling in such courses, students should both consider how they will be able to pay for the courses and be certain how the courses, if successfully completed, will or will not apply to their degree program. With respect to payment, students on graduate assistantships have up to 9 hours of tuition scholarship per semester, so most GAs can pay for external courses with their assistantship funds. However, in order to graduate, all doctoral students need to have registered for 12 hours of ENGL 6990 and all M.A. (Thesis) students need to have registered for 6 hours of ENGL 5990, in addition to their traditional coursework. So students should carefully consider all their registration requirements (for courses and for research) before enrolling in external courses.

► Use their 6 external hours to take courses at area universities (such as Washington University in St. Louis) that will count toward meeting SLU degree requirements because the coursework deals with English literature, culture, media, or writing, as these topics are understood by SLU's Department of English. Before a student may take extramural coursework for this purpose, however, s/he must fill out and submit an [Inter-University Registration Form](#).

► Use their 6 external hours to take courses, either at SLU or another area university, that may count toward their degree program, but are *not* in/about English literature, culture, media, or writing. *Before taking such courses, however, students must petition to have them count toward their degree programs; students should be aware that not all petitions will be approved. A petitioning student will need to prove that such coursework is integrally related to his/her degree program in some significant way. All such petitions must receive approval by the director of graduate studies prior to enrollment if credit is to be granted.* This approval process involves:

1. completing a [Graduate Education General Petition](#),
2. explaining why the course(s) should count toward the degree (e.g., they are directly linked to your research and/or teaching interests in such non-English disciplines as history or women's studies), and
3. providing a syllabus or detailed outline of the course(s).

► Use their 6 external hours to take courses for cultural enrichment, either at SLU or another area university, that will *not* fulfill a degree requirement. *Before taking such courses, however, students must make certain that they are making timely progress toward degree completion and that they have the permission of their mentors.*

The Foreign Language Requirement

Prior to taking his/her qualifying examinations,⁴ every student in the doctoral program must certify a reading competence in scholarship drawn from one modern foreign language relevant to his/her literary study. French, German, and Spanish are the modern languages in which the university has been able to provide regular support and instruction, but other relevant languages are equally acceptable.

Additional language competence is required of students working in Medieval or Early Modern British Literature, who must demonstrate their ability to read literature written in Latin, classical Greek, or, upon special request, Hebrew.

Courses taken to demonstrate language proficiency do not count toward the 24 hours of required coursework for the doctorate.

There are four ways to demonstrate one's reading competence in a foreign language:

1. A student may meet the foreign language requirement by documenting that s/he demonstrated reading competence as an M.A. student. Documentation of this proficiency is subject to the review and approval of the director of graduate studies. The director's decision is subject to review by the department chairperson.
2. A student may also meet the requirement by performing satisfactorily in an accelerated reading course in the language designed for SLU graduate students by the Department of Languages, Literatures, & Cultures, which can provide information regarding when these courses are offered. Students with tuition scholarship hours may apply the hours to these designated 500-level classes.
3. A third way to demonstrate one's language competence is to successfully complete a 400-level course in the Department of Languages, Literatures, & Cultures with a heavy concentration of reading in the original language. Those wishing to claim credit for such a course must petition the director of graduate studies in writing and provide a course syllabus and course grade. The director's decision is subject to review by the department chairperson.
4. Finally, students can elect to demonstrate language proficiency through a two-hour examination administered by the English department and graded by courtesy of the Department of Languages, Literatures, & Cultures. Typically, the student chooses a scholarly monograph, chapter from a scholarly book, or substantial scholarly article of at least 25 printed pages in the relevant modern language and presents it, several weeks in advance of the proposed examination time, to the director of graduate studies for approval. In most cases, the director will consult with a member of the English department who is fluent in the language of the text before making a determination of the text's utility for competency-testing purposes. Alternatively, the student may inform the director of his/her intention to be examined in a particular modern language and leave it to the English department to select a suitable scholarly text. Students opting to demonstrate reading proficiency in Latin or Greek may either negotiate

⁴ This timing is not a precondition for those on the "old" (pre-2010) Ph.D. program.

approval of a text they have selected or work from a set text announced by the English department at the beginning of each calendar year. Students opting for Hebrew must make their intention known at least four weeks prior to the desired date of the translation examination, and a suitable text will be negotiated.

On the day scheduled for the examination, the student is given a passage of approximately 80-100 lines from the designated text to translate and is expected to prepare a grammatically accurate, idiomatically sensible translation in two hours with the aid of no materials other than a dictionary. A student choosing the examination option may elect either to write the translation longhand or to produce it electronically, but must indicate in advance which writing medium s/he will use.

NOTE: Any student choosing the examination option must arrange an examination date *at least one full month in advance of the date on which s/he would prefer to take his/her doctoral exams*. The English department relies upon the Department of Languages, Literatures, & Cultures to grade the examination, and ample time must be allowed for the receipt, grading, and return of the translation.

Guidelines for Graduate Student Teaching of Composition Courses

Anyone wishing to teach in the department's composition program must have successfully completed or be enrolled in ENGL 5010, The Teaching of Writing, or must have successfully completed an equivalent course at another university. The normal composition assignment is ENGL 1900, Advanced Strategies of Rhetoric and Research. The department's "stretch" composition sequence, ENGL 1500/1900, is primarily assigned to experienced teachers, including doctoral students with strong teaching records who have rolled off assistantship, since students in this sequence need more help than do typical ENGL 1900 enrollees. Priority assignment for instruction in ENGL 4000, Business and Professional Writing, goes to students in the Rhetoric & Composition program, but consideration is also given to:

- those with strong teaching records who, though not focused primarily in Rhetoric & Composition in their doctoral programs, have a secondary interest in the teaching of writing, and
- those with prior professional experience writing in the workplace.

ENGL 1900 and 4000 are typically offered in the summer as well as the fall and spring semesters, and summer teaching is primarily assigned to Ph.D. students at the dissertation stage. When suitable students in this category are not available, assignments have gone to Ph.D. students not quite at scrutiny level. At the Madrid campus, M.A. students must have successfully completed ENGL 5010, The Teaching of Writing, in order to teach in the composition program; student teachers are assigned either ENGL 1500 or ENGL 1900.

Policy on Graduate Student Teaching of Literature Courses

The department appreciates the need for its students to have strong teaching records when they enter the job market. This document sets out the departmental policy for offering graduate students opportunities to teach undergraduate literature and film courses.

The department's first priority is to assign literature courses to regular full-time faculty and to any post-docs, pre-docs (if a condition of their award), or visiting faculty. The department then assigns 2000-level literature and film courses to Ph.D. students. Provided they meet the criteria outlined below, all doctoral students can expect to teach 2000-level literature and/or film classes during their careers at SLU. Please note that to be eligible to teach at SLU at any level, all graduate students must complete ENGL 5010, The Teaching of Writing, or its equivalent.⁵

Once a Ph.D. student has taught either ENGL 1900 or ENGL 4000 (both of which are largely staffed by graduate students) and with the recommendation of the director of writing programs, that student is eligible to teach a 2000-level literature or film course. Teaching assignments will take into consideration both departmental needs and students' research and teaching interests. *Such teaching assignments are contingent on successful (1) progress through the Ph.D. program and (2) prior teaching evaluations.* A student with weak teaching evaluations may be asked to complete a Certificate in University Teaching Skills (CUTS) at the [Reinert Center for Transformative & Learning](#) before being invited to teach a literature or film course.

The prioritization of TA assignments follows:

- **First priority:** a Ph.D. student beyond the second year of doctoral coursework who *has taught* either ENGL 1900 or ENGL 4000 and *has not yet taught* a 2000-level course. If the department cannot staff all needed courses for a given semester with graduate students from this first group, it will consider students in the second-priority category.
- **Second priority:** a Ph.D. student in his/her second year of doctoral coursework who *has taught* either ENGL 1900 or ENGL 4000 and *has not yet taught* a 2000-level course. If the department cannot staff all needed courses for a given semester with graduate students from the first and second groups, it will consider students in the third-priority category.
- **Third priority:** a Ph.D. student who *has taught* either ENGL 1900 or ENGL 4000 and *has also taught* a 2000-level course. Students will only be asked to teach a second 2000-level literature or film course if all other eligible students have been offered 2000-level teaching.
- **Summer courses:** SLU's three summer terms provide limited opportunities for graduate students to teach at the 1000 and 2000 levels. Priority for limited summer teaching will be given to students who have passed their doctoral qualifying exams and who have not yet had the opportunity to teach in the summer. Such appointments will take into consideration a student's prior teaching evaluations and his/her progress through the program.

⁵ In rare circumstances of extraordinary departmental need, advanced doctoral students *may* be called upon to teach at the 3000 level in an area of their expertise, but such assignments are uncommon.

College Graduate Student Teaching Load Policy

Beginning with the Fall 2016 semester, master's students as well as doctoral students who have not yet passed their qualifying examinations may teach no more than one 3-credit course per semester. Doctoral students who both have advanced to candidacy and are within normal time to degree may teach no more than two 3-credit courses per semester. Doctoral students whose normal time to degree has expired are also limited to teaching two 3-credit courses per semester as an adjunct instructor.

SECTION 5: THE STRUCTURE OF THE PH.D. PROGRAM

Major revisions to the doctoral program were instituted in the fall of 2010. The text that follows describes the structure of this program, including a proposed timeline for degree completion and examination procedures. An underlying expectation of the timeline is that the Ph.D. will typically be completed in four or, more commonly, five years.

Year 1:

The First-Year Advisor

By, or shortly after, the time of matriculation, incoming doctoral students are assigned first-year advisors based on their research interests and sense of their future direction in the discipline. Each student's first-year advisor will provide him/her an immediate contact within the department who can field basic programmatic questions and assist with course selection. Students may, at a later date, request a change of advisor.

Selection of a Doctoral Track

Students begin taking coursework in the first semester of matriculation. They also select a track of doctoral study by choosing from those defined by the department. As of this writing, there are 12 tracks, most of which are defined by literary period (e.g., "Early Modern British Literature"). Each track is associated with an established reading list of approximately 50 texts designated by the SLU graduate faculty in English. A list of the tracks with links to the reading lists appears in Section 3 above.

Students should begin to familiarize themselves with the works on the list for their track, as well as with key secondary and theoretical material for their particular area(s) of interest, defined through consultation with appropriate SLU graduate faculty. Students will also be responsible for selecting, in consultation with the faculty, 20 supplemental texts that they deem particularly appropriate for their research agenda and methodological interests. These 20 texts, along with the original 50 texts for the doctoral track, will be the basis for questions on the doctoral competency exam, which is described in the Year 3 section below.

A student may change his/her track of specialization later in the program. Note, however, that such a change may necessitate retaking the doctoral exam if one has already advanced to candidacy, will likely prolong one's time to degree, and may in turn compromise one's eligibility for certain forms of university and departmental financial support.

Year 2:

By the end of the second year, each student should:

- complete or be close to completing the 24 hours of coursework required for the doctorate;
- if a “minor field” is desired, achieve that designation by successfully completing at least three courses in the same area, or by equivalent means approved by one’s dissertation director and the department chairperson;
- finalize, in consultation with one’s dissertation director, the choices for one’s doctoral reading list; and
- assemble a committee of three graduate faculty members who will oversee the development, writing, and completion of the dissertation. The dissertation committee will, in turn, form the core of the student’s committee for the doctoral competency exam.

Year 3:

By the end of the third year, each student should:

- Complete any outstanding coursework, including courses fulfilling the language requirement(s).⁶ Departmental rules governing the language requirement appear in Section 4 above.
- Develop and write a draft of the prospectus for one’s dissertation. For the guidelines regarding the structure and content of the dissertation prospectus, see the [Program Resources page](#) on the department’s website.
- Obtain, well before one’s competency exam is scheduled, approval from one’s entire dissertation committee for both the 20 supplemental texts on one’s exam list and the dissertation prospectus text. In the event that these approvals are not obtained, the committee should be afforded an established amount of time to read the prospectus and suggest modifications before the written competency essay is scheduled. *It is the responsibility of the dissertation director to ensure that, before the competency essay is scheduled, the student has the approval of the entire committee regarding both the 20 supplemental texts for the competency essay as well as the prospectus draft. Dates for competency essays may not be scheduled until these approvals have been obtained from the entire committee.*
- Pass the doctoral competency exam, which has a written and an oral component. This exam consists of the following:

⁶ For students working in Medieval or Early Modern British Literature, proficiency must be demonstrated in two languages, one modern (e.g., French, German, or Spanish) and one classical (e.g., Latin or classical Greek). For all others, only proficiency in one modern language is required.

The Written Component

This component takes the form of a competency essay, written over the course of seven days, in response to a question based on the texts on the preparatory reading lists and selected by the student from a set of choices (typically three) developed by the examiners in his/her major field. (For example, a student who receives his/her questions at noon on a Monday would be responsible for submitting the competency essay by the following Monday at noon.) The successful competency essay will be approximately 20-25 pages in length and will present an argument that:

- offers and analyzes specific supporting textual examples chosen from the student's preparatory reading lists;
- situates the analysis within aesthetic, cultural, and historical frames in the particular field;
- identifies major scholarly approaches that have been applied to this problem/question; and
- demonstrates familiarity with appropriate research resources.

If the three primary examiners designate the competency essay a "pass," the student then applies to take the oral portion of the exam. If the three primary examiners are not unanimous about designating the competency essay a pass, they must meet to determine, by majority vote following discussion, whether the student should be advanced to orals or not. Per university Graduate Education policy, an interval of at least two weeks must occur between the student's passing the written component and the date of the oral exam.

Should a student fail the written portion of the examination, s/he may retake it a second time, but anyone failing the examination a second time is automatically dismissed from the Ph.D. program. Full-time students needing to retake the examination are expected to do so in the semester immediately following the first attempt to pass the exam, excluding summer; part-time students are expected to retake the examination within one calendar year.

The Oral Component

The oral competency examination committee is comprised of the three faculty members on the student's dissertation committee and two other faculty agreed on by the student and the student's advisor in consultation with the graduate director and the department chair. The oral exam lasts for two hours. The examination committee will ask the student about the competency essay, as well as texts on the preparatory reading lists. At the conclusion of the exam, the five examiners meet to discuss whether or not the student has passed the oral examination; passing requires a positive vote of the majority. A student who does not pass may request to retake the oral examination through his/her dissertation chairperson, following established university procedures.⁷

⁷ For details regarding a request to retake the oral exam, see the "Oral Examination" section of the Graduate Education Catalog.

Preparing for Doctoral Qualifying Examinations. A doctoral student preparing to take qualifying examinations should speak with his/her major professor and other committee members *prior* to taking the written portion of the exam not only to clarify expectations for the written test but also to ensure that the candidate possesses a clear understanding of the way in which the subsequent oral examination will be structured. Some students have also found that group study with others in the same area of specialization has proved useful in preparing for qualifying exams.

After having passed the written exam, the candidate should again review expectations for the oral with his/her committee both in the context of answers on the written test, since the written examination often serves as a springboard for questioning during the oral, and to arrive at a practical understanding of the demands placed on one taking an oral exam which, unlike the written test, requires a candidate to move among shifting topics, broad and narrow. At the time of the oral examination, the major professor should make available to the candidate, for reference purposes, a copy of his/her list *with the dates removed*. Of course, the obligation of knowing the publication dates and basic plot elements of each item on the list, resides with the candidate, who should also be able to name, and demonstrate an understanding of the implications of, the *forms* of individual works.

The department also offers these practical suggestions to guide candidates' preparation:

- While it is prudent for candidates to consider how committee members' academic interests might impact their choice of examination questions, written and oral, students providing answers to these questions should be prepared to—indeed, are encouraged and expected to—articulate their own ideas, readings, and understandings, not to state what they believe committee members might want to hear.
- Candidates should be prepared both to demonstrate close-reading skills with respect to items on their reading lists and to discuss their texts within the context of current disciplinary trends, the works' critical reception, and the works' theoretical underpinnings, especially insofar as these contexts are provided in works on one's reading list.
- Candidates should be prepared to discuss works both individually and in relation to one another.
- Developing and being prepared to demonstrate a sound grasp of literary history, including movements and trends, is also important.

Advancing to Candidacy

Within one week following successful completion of the oral examination, the dissertation committee will meet with the student to discuss and give final approval to the prospectus. If the student performs acceptably, s/he achieves two goals simultaneously: passing the doctoral competency exam and having the dissertation prospectus approved by the dissertation committee. The student is then viewed by the department as having advanced to candidacy.

Years 4-5:

The student completes a dissertation which demonstrates original research and typically runs to between 200 and 225 pages. This normally occurs between the end of the 4th and the end of the 5th year of doctoral study.

Departmental guidelines regarding the circulation of completed drafts of dissertations to faculty, the distribution of faculty feedback, the scheduling of the dissertation defense, and the format of the defense follow.

Writing the Dissertation

The guidelines below aim to establish a clear and consistent timeline for students as they write, revise, and prepare to defend their dissertations. For the candidate to set a date for the public defense, both the dissertation committee and the candidate should have completed the following stages of reading, review, and correction:

1. The dissertation director has primary authority to supervise the student's research and writing. However, committee members should have considerable input throughout the drafting of the dissertation. As individual chapters are approved by the director, the student then will submit those chapters to the rest of the committee for further comment and guidance.⁸ Committee members will forward their comments and revision suggestions both to the dissertation director and to the student.
2. When the candidate and the dissertation director agree that the dissertation as a whole is ready for examination, the student will submit a copy of the dissertation to his/her entire committee. This copy will conform to guidelines in the most recent edition of the university's *Policies and Procedures for Thesis, Project, and Dissertation Formatting* and utilize the most recent edition of *The MLA Style Manual*; in the details of its presentation (e.g., notes, citations), the document will be formatted thoroughly and professionally as if it were the final version.
3. Three to six weeks (three as a minimum, six as a maximum) after the submission of this document, the dissertation director will call a meeting of the entire committee and the candidate to discuss the submitted draft.
 - At this stage, any final concerns about the dissertation should be aired. Committee members discuss any remaining reservations about the dissertation's scope, coherence, methodology, or presentation with the candidate.
 - The candidate should receive clear and explicit written guidelines from the dissertation director about what remains to be done regarding the criteria listed above before scheduling the public defense.
4. In turn, the dissertation director and the candidate agree on a timetable for alterations or revisions, which might range from as little as a week (minor corrections) to as long as a semester or more (when there are extensive reservations about the scope and content of the dissertation).

⁸ Note, however, that during those times when a project director may be unable to respond to a student's draft for an extended period of time, s/he is expected to elicit reaction to the draft from another member (or other members) of the project committee rather than allowing the draft to go unread.

5. The dissertation director will ensure that corrections, revisions, and emendations have been completed in the agreed-upon time. A paper copy of the corrected, final version will then be made available to all the dissertation committee members so that they may provisionally approve the dissertation. Any member of the committee may ask for a second meeting if s/he perceives continuing deficiencies in the dissertation.
6. When all three members of the committee agree that the candidate is ready to advance, the candidate may schedule the public defense.

Dissertation Defense Format

The following steps typically occur at a dissertation defense:

- The director briefly introduces the student and his/her dissertation topic.
- The student presents the central argument of the dissertation, explains how the argument is developed, and provides a basic outline of the dissertation's structure, including the reasoning, evidence, and conclusions of the piece. S/he also explains how the project might be developed for publication and/or post-doctoral work. This presentation, which runs about 20-30 minutes, can range from somewhat informal to quite formal.
- Following this presentation, the director and committee members ask questions and engage in dialogue with the student, with discussion being moderated by the director.
- Following the exchange with the committee, audience members (if present) may add their questions.
- When the questioning has concluded, the student ordinarily makes a closing comment, including thanking the committee and all present.
- The timeframe for the above steps is generally between one and two hours, but there is no designated length.
- The director closes the defense, asks all but the committee members to leave the room, and has the committee complete the balloting.

SECTION 6: PROGRAM ADMISSION POLICIES & PRACTICES

General

Degree-seeking graduate students on the St. Louis campus are only admitted in the fall semester, and the department's focus in St. Louis since the 2012-13 academic year has been to accept high-ability, full-time students and to provide financial support for all new, full-time matriculants in the form of a graduate assistantship (or, failing that, a tuition waiver). Part-time students are only admitted by exception; typically, part-time students would be members of the 1818 ACC teaching corps or SLU staff members seeking an advanced degree. Students may enter the M.A. program during any semester on the Madrid campus, where the policies on full-time students and financial support differ.

Prerequisites

For those seeking admission to the M.A. program, a B.A. in English (or at least 18 hours of successful work in upper-division English courses) is normally required. Applicants with different

majors who possess strong backgrounds in English and American literature will also be considered.

The ordinary prerequisite for those seeking admission to the Ph.D. program is an M.A. in English, though students from other fields with strong backgrounds in English and American literature will also receive consideration. Students with a B.A. seeking admission directly to the Ph.D. program still need to complete the M.A.

Normative Expectations for Admission

The department seeks creative and ambitious graduate students who have achieved high levels of distinction and sophistication at well-regarded colleges and universities with rigorous B.A./M.A. programs. While the evaluation of candidate files is holistic, admitted students on the St. Louis campus typically have high GPAs (3.7 and above in English) from these institutions; have scored at or above the 90th percentile in the Verbal portion of the GRE General Test and/or 4.5 or above on the Writing portion of the test; and should be able to identify a field/area of study, a possible thesis/dissertation topic, and specific faculty in the department with whom the students would like to work.

Specific admission requirements may vary over time, including the application deadline. These requirements may be found on the departmental website. Currently, application requirements include:

- An official transcript of one's undergraduate record and, for applicants to the Ph.D. program, graduate record.
- GRE General Test results (the GRE Subject Test is *not* required).
- A recent *curriculum vitae*.
- Three letters of recommendation assessing the applicant's promise in graduate studies.
- A statement, in 750 words or less, of the applicant's professional and intellectual goals, and interest in graduate studies in English. This statement should address four points: the specific field of English studies in which one is interested; how the applicant would like to contribute to existing research and criticism in his/her area of interest; the critical and scholarly approaches to literature the applicant has found most productive; and the SLU faculty members with whom one is looking to work. While an individual's plans may well change as a result of further study, this statement will help the graduate committee assess the applicant's grasp of the field as well as the applicant's ability to describe his/her ideas coherently and compellingly.
- A 10-page writing sample which demonstrates competence in analyzing literary texts or researching a topic within rhetoric & composition studies, and which may be an excerpt from a longer piece.

Protocol for SLU Master's Students Seeking to Transition to the Ph.D. Program

Current master's students seeking to transition to the Ph.D. program are required to provide two documents: (1) a one-page statement of intention that includes the doctoral track the student wishes to pursue and the faculty member(s) under whom the person wishes to write his/her dissertation and (2) a writing sample from the student's master's program, preferably in

the intended area of doctoral study. The graduate admissions group will review these materials, along with the student's M.A. transcript and the results of a poll of both the student's M.A. instructors and any other departmental faculty members who have interacted with the student in a substantial way and wish to comment on his/her admissibility. Using a form expressly designed for this purpose, faculty completing the poll will provide a rating of Admit, Admit with Reservations, or Not Admit, along with a brief prose statement supporting the rating.

Policy for 1818 ACC Teachers

As noted above, certain exceptions are made for high school teachers who participate in the university's 1818 ACC dual-credit program in recognition of the fact that these teachers are offering college-level work to their students under the SLU banner. The application process for 1818 ACC English instructors seeking admission to Saint Louis University is described below in four categories:

- **Those Wishing to Take One or Two Courses.** 1818 ACC English instructors seeking to take one or two graduate classes in English at Saint Louis University may do so on a space-available basis, with permission of the instructor.
- **Those Wishing to Take 18 Hours for the Purpose of Teacher Certification.** Two 1818 ACC English instructors per year seeking to take 18 graduate hours in English for the purpose of teacher certification may be admitted for this explicit purpose following recommendation by the 1818 ACC Program director and concurrence by the department's 1818 ACC liaison, director of graduate studies, and chairperson. Applicants seeking admission for this expressed purpose are required to complete ENGL 5000, 5010, and 5110 as part of their program of study and should submit a current *c.v.* as well as a signed letter in which they request admission and indicate that they understand the limited scope of their prospective enrollment.
- **Those Wishing to Pursue an M.A. Degree.** 1818 ACC English instructors seeking admission to the master's program in English should, in general, follow the admission guidelines that appear on the departmental website. However, in consideration of candidates' experience in the 1818 ACC program, they may apply directly to the department rather than through Graduate Admissions, may apply as late as April 15 in the year for which they are seeking admission, and will *not* be required to provide academic transcripts. These applicants will, however, be reviewed by the department's graduate committee and will be admitted insofar as they are able to meet or come very close to meeting the department's admission expectations, numerical components of which are outlined in the preceding sub-section.
- **Those Wishing to Pursue a Ph.D. Degree.** The application process for 1818 ACC English instructors seeking admission to the doctoral program in English will be the same as that required for M.A. applicants, except for the fact that Ph.D. applicants will need to meet the department's admission expectations fully.

SECTION 7: ADVISEMENT, PROJECT DIRECTION, AND COURSE REGISTRATION

Departmental Graduate Advising Guidelines

The term *graduate advising*, as used here, has two principal meanings: (1) supervising a student's master's essay/thesis or doctoral dissertation and (2) working with a graduate student to appropriately support his/her successful completion of course and language requirements. Basic expectations regarding both forms of advising are provided below.

Master's Essay/Thesis and Dissertation Direction

Master's essay/thesis and dissertation directors have primary responsibility for guiding the student's culminating project; thesis and dissertation directors are also obliged to keep other members of the student's thesis/dissertation committees informed of all major aspects of the project, including sharing drafts of the project at appropriate times and securing approval of each doctoral student's reading list and dissertation prospectus prior to allowing him/her to take qualifying exams.⁹ During those times when a project director may be unable to respond to a student's draft for an extended period of time, s/he is expected to elicit reaction to the draft from another member (or other members) of the project committee rather than allowing it to go unread. In addition, directors have the obligation to closely monitor candidates' academic progress on their culminating projects, especially their time-to-degree,¹⁰ and report on it annually to the director of graduate studies using the approved departmental progress reporting form. A more detailed list of directorial responsibilities, including scheduling students' qualifying and final examinations, may be found in Section 5 above (for doctoral students) and Section 9 below (for master's students).

Graduate Student Advising

Faculty members advising students who have not begun their theses or dissertations, or those on the non-thesis master's track, have primary responsibility for providing guidance, as needed, during these students' period of coursework. In addition, each student's faculty advisor has the obligation to closely monitor candidates' academic progress toward degree completion, especially their time-to-degree (see fn. 10 above), and report on it annually to the director of graduate studies using the approved departmental progress reporting form. A more detailed list of faculty advisors' responsibilities, including scheduling the final examinations of master's students, may be found in Section 9 below.

Enrollment and Registration

Unless on university-approved leave, matriculating students must enroll each fall and spring semester. Current university policy on the St. Louis campus dictates that *students must register*

⁹ The requirement for obtaining approval of the prospectus prior to taking qualifying exams applies only to students following the "new" doctoral program approved in 2010-11 and described in Section 5 above. Note also that, should a candidate's thesis or dissertation director leave the university for any reason, including retirement, (1) that individual may remain on the committee as its co-chair but may not continue as its sole chair since university policy dictates that the chair of thesis/dissertation committee must be a full-time SLU faculty member and (2) the College's associate dean and candidacy advisor need to be informed whenever one's committee structure is set or changed.

¹⁰ See the sub-section "Expected Academic Progress," which is included in Section 8 below.

for classes themselves. Of course, faculty advisors and the departmental office staff are still available to serve as resources as questions might arise. Students at the Madrid campus should discuss enrollment with their faculty advisors, who will facilitate registration through the Advising Office.

Registration for 5/6950, 5980, and 5/6990

The types of registration that seem to cause students the greatest confusion involve enrollment in ENGL 5/6950 and 5/6990. The guidelines covering these enrollments are described below:

- M.A. students must register for zero credit hours of ENGL 5950, Special Study for Exams, in the semester in which they intend to take their final oral examination. A second enrollment in 5950 is possible, but not a third, unless special approval is given by the Dean's Office. Among other things, enrollment in ENGL 5950 serves as a graduation marker for M.A. students.
- All Ph.D. students must register for zero credit hours of ENGL 6950, Special Study for Exams, in the semester in which they intend to take their doctoral qualifying exams. A second enrollment in 6950 is possible, but not a third, unless special approval is given by the Dean's Office. ENGL 6950 does *not* serve as a graduation marker, but as an indicator that one is preparing to move on to doctoral candidacy.
- M.A. students who elect to write a master's essay rather than a full-blown thesis are required to enroll in 3 credit hours of ENGL 5980, Graduate Reading Course, in the semester during which they undertake this project; these 3 hours count toward the required 30 hours of master's coursework.
- M.A. (Thesis) students are required to enroll in 6 credit hours of ENGL 5990, Thesis Research, and typically do so in the second year of master's study; these 6 hours count toward the required 30 hours of master's coursework. A student who has accrued 6 hours of 5990 credit but not yet completed his/her thesis may remain actively enrolled by registering for zero hours of ENGL 5990.
- All Ph.D. students must enroll in 12 credit hours of ENGL 6990, Dissertation Research, during their programs of study. Typically, students begin accruing dissertation hours in the third year of doctoral study, although they may begin to accrue 6990 hours as early as the second year. Once a student has accrued 12 hours of 6990, s/he may remain actively enrolled by registering for zero hours of 6990. Unless a student is specifically instructed to enroll in more than 12 hours of 6990 (e.g., as a condition of a time-to-degree extension), s/he should not do so.

Requests for a Time-to-Degree Extension

Students who have not completed their degrees within the time periods stipulated in the Graduate Catalog under which the student began matriculation¹¹ must request an extension

¹¹ Beginning in 2014, most of those entering the doctoral program with a master's degree will not need to file a time-to-degree extension request until seven years are about to lapse (up from five), but a *maximum* of two one-year extensions will be allowed. However, those who take both their master's and doctoral degrees at SLU should note that they have a total of eight years *from the start of their M.A.*

using [the form provided for this purpose](#). A supporting document that provides a concise summary of principal work accomplished to date, the remaining requirements, and a month-by-month work plan for completing the work remaining must be appended to the form. *This petition should be submitted one full month in advance of the expiration of one's current time to degree.* A typical condition of an approved extension is the requirement to enroll in one or more additional hours of 5/6990 at the student's expense, although it is often possible for the department to provide a tuition scholarship to cover this cost.

Tuition Scholarships

Each year, the department is allotted a specified number of tuition scholarship hours. *All requests for tuition scholarships should be made to the director of graduate studies.*

Leaves of Absence

A student requesting a leave of absence should make that request prior to the beginning of a semester, although under some extenuating circumstances (e.g., serious illness), retroactive leaves may be granted. These leaves are designed to address exceptional circumstances, and are never approved for the purpose of allowing a student to complete work from a prior semester.

SECTION 8: INFORMATION FOR THOSE ON ASSISTANTSHIP/FELLOWSHIP, DEPARTMENTAL STANDARDS FOR ACADEMIC PROGRESS & RETENTION, AND ACADEMIC APPEALS

Assistantship Funding Restrictions¹²

Normally, a full-time English graduate student holds an assistantship for two years while pursuing a master's degree and four years while pursuing the doctorate. However, a fifth year of funding for a doctoral student is possible provided that three conditions exist:

- funding for this purpose is available to the department;
- the student has advanced to candidacy; and
- the student's advisor, the graduate program director, and the department chairperson all approve the awarding of an additional year.

Doctoral students on time-to-degree extensions are normally ineligible for additional assistantship funding; however, in exceptional cases, the department has successfully obtained special consideration for such students from the Office of Graduate Education. In unusual circumstances, the department may also petition the the Office of Graduate Education to permit the awarding of a third year of funding for an M.A. (Thesis) student, although this would be unlikely to occur.

program before they need to file a time-to-degree extension request. Those pursuing a master's degree have five years before needing to request an extension.

¹² Madrid students should consult spain.slu.edu regarding funding opportunities and assistantships.

Compliance Issues for Those on Assistantship/Fellowship

Students on assistantship or fellowship should carefully review the Graduate Education document [Policies and Procedures Manual for Graduate Assistants and Fellows](#) as well as the kindred document [Regulations Governing Graduate Awards/Appointments](#). Key things to keep in mind include:

- The university orientation session for new GAs and Fellows prior to the fall semester is *mandatory*.
- Ordinarily, GAs and Fellows may not accept employment, either within the university or elsewhere, during their period of appointment (typically the fall and/or spring semesters).
- GAs on 11-month appointments *must* enroll for coursework in the summer session during which they are receiving a stipend. Those at dissertation stage who have already enrolled in 12 hours of ENGL 6990 may meet this requirement by enrolling in 6990 for zero hours.
- At the conclusion of each semester, each GA in the English department is *required* to file a brief report of his/her principal duties and achievements with the director of graduate studies using the departmental form provided for this purpose.

Expected Academic Progress

All students matriculating in a university graduate program are expected to demonstrate appropriate and continuing progress toward the completion of their master's or doctoral degrees. In the English department, the principal indicators of appropriate and continuing progress are:

- maintaining at least a 3.0 GPA (master's) or 3.3 GPA (doctoral), with no more than one grade of "C" or below;
- carrying no more than one "I" (incomplete) grade or missing grade into a new semester;
- for those who entered the program as a full-time student, successfully completing at least 12 graded credit hours per year until one's coursework requirements have been met, and being on track to complete *all* requirements for the degree within two (master's) or five (doctoral) years¹³; *and*
- for those who entered the program as a part-time student, being on track to complete *all* requirements for the degree within five (master's) or seven (doctoral) years.

Through the department's progress-reporting system, students' success in meeting these expectations is monitored on an annual basis, and those failing to meet them are subject to being placed on academic probation, a condition which, if not remedied within the terms specified by the department's director of graduate studies, subjects the student to dismissal from the program. Per university policy, a doctoral student may not be advanced to candidacy while on academic probation.

¹³ Full-time English students pursuing both the M.A. and Ph.D. at SLU are expected to complete both degrees in a total of seven years.

Program Withdrawal and Readmission Processes

For a variety of personal reasons, a student from time to time seeks to withdraw from his/her degree program; such withdrawals may be easily achieved by completing and submitting the form provided by Graduate Education for this purpose. Moreover, students who do not believe they will be able to successfully complete the degree program in which they are matriculating within the time allotted by the university typically find withdrawal a prudent alternative to facing academic dismissal. Withdrawals are not permitted in cases that involve serious violations of academic integrity.

In the extremely rare case of a student's seeking readmission to an English graduate program from which s/he has withdrawn, the department has developed a review process that is outlined below:

- Following the candidate's applying for readmission using established Graduate Education procedures, the voting faculty members of the Graduate Committee will review a written petition from the candidate that includes the reason(s) for his/her leaving the program, a detailed rationale for his/her seeking readmission, a month-by-month timeline for degree completion (of the sort required for filing a time-to-degree extension), a statement regarding the need to file an extension request (if relevant), and a statement regarding the need for funding (if relevant).
- With this information in hand, the departmental review body will request the candidate's former faculty advisor to provide information that s/he considers relevant to the candidate's readmission request.
- With both the candidate's and advisor's statements in hand, the review body will consider the candidate's reapplication request in the context of these two statements, along with the candidate's record of relative progress toward degree completion at the time s/he left the program.
- If, based on the evidence presented, the review body believes that the candidate's readmission request has considerable merit and that the candidate would have a high likelihood of successfully completing the program of study within the time likely to be allotted him/her based on departmental and university guidelines, the review body could recommend readmission; absent either of these conditions, the review body would be bound to refuse readmission.
- A positive recommendation for readmission is forwarded to the Associate Dean for Graduate Affairs in the College of Arts & Sciences for administrative review. A departmental decision to refuse readmission concludes the review process.

Academic Dismissal

When the department believes that a student warrants dismissal from his/her academic program, the student's advisor and the director of graduate studies make a dismissal recommendation, notifying the student in writing of the grounds. When the reason for making such a recommendation has to do with academic failings (typically substandard progress toward

degree completion), the student is offered the opportunity to withdraw from the program rather than face dismissal charges.

College of Arts & Sciences Graduate Program Appeals Procedures (Approved Spring 2016)

All adverse decisions regarding graduate student conduct or performance considered unsatisfactory (as defined in individual graduate program handbooks) must be made in writing dated and sent to the student and copied to the Program Director and Department Chairperson (or Center Director) (the *Initial Faculty Decision – Document A*). The *Initial Faculty Decision* must include a statement advising the student that **s/he has a right to appeal the decision**, and the *Appeals Procedures* document should thence be directly shared with the student or an accessible internet link to this protocol provided. The *Initial Faculty Decision* will not be valid unless and until this directive has been met.

The student may elect to appeal the Initial Faculty Decision to the Department Chairperson (or Center Director) (the *Student Appeal to Department Chairperson (or Center Director) – Document B*). The appeal must be made in writing within **10 business days** (not including the period May 15-August 15) after the student's receipt of the *Initial Faculty Decision* and sent to the Department Chairperson (or Center Director) with copies sent to the faculty member and Program Director. The appeal will not be considered if it is not submitted within the prescribed time limit. The Department Chairperson (or Center Director) shall review the *Initial Faculty Decision* and *Student Appeal* documents and either uphold the faculty member's recommendation or determine an appropriate alternative outcome. This decision (the *Department Chairperson (or Center Director) Response to Student – Document C*) must be made in writing (dated) and sent to the student within **10 business days** of receipt of the *Student Appeal to Department Chairperson (or Center Director)* and copied to the faculty member and Program Director.

Should the student wish to continue the appeals process, the next step involves the Board of Graduate Education (BGE) of the College (the *BGE Appeal*). The student must request that the College of Arts & Sciences (CAS) Associate Dean for Graduate Education forward his/her appeal to the BGE within **10 business days** of the student's receipt of the *Department Chairperson (or Center Director) Response to Student*. The appeal will be dismissed if the request is not made within the prescribed time limit. The Associate Dean will notify the student, faculty member, and BGE Chairperson of the *BGE Appeal*. Written submission to the BGE will be composed of *Documents A-C* only.

The *BGE Appeal* shall be heard as an agenda item at one of the regularly scheduled BGE meetings, or a special meeting may be called if the BGE does not meet within **20 business days** of the *BGE Appeal* submission. A quorum of the BGE, excluding ex officio members, must be in attendance. When the BGE meets as an appeals board, a graduate student selected by the Graduate Student Association (GSA) will be appointed to the board as a voting member. The GSA representative must be a CAS graduate student but not from any departments involved in the appeal. The appealing student may be accompanied by an advisor of his/her choosing who is not acting as an attorney, as this is an internal and not a legal procedure. The CAS Associate

Dean for Graduate Education shall be present throughout the entire process, but shall not be allowed to propose or second any motion, or to cast a vote on any motion related to the appeal.

The BGE shall hear the case presented by the student and others supporting the student's appeal and will also hear the presentation of the faculty member or other departmental representative. Then, the student and all other parties to the proceedings will be excused and the BGE and GSA representative will conduct a closed discussion. If the BGE finds that insufficient information has been presented, it may request a period of no longer than **20 business days** to obtain the information, meet again, and reach a decision. The BGE will consider the merits of the student's appeal and the adequacy of procedures followed in the department. The BGE may support the decision being appealed, overturn it, or change the penalty imposed (the *BGE Decision – Document D*). The CAS Associate Dean for Graduate Education will inform the student in writing (dated) of the BGE's decision and copy the faculty member, Program Director, and Department Chairperson.

Should the student wish to appeal the decision beyond the College, the student may request that the CAS Associate Dean for Graduate Education submit his/her appeal to the Associate Provost (AP) for Graduate Education (the *AP Appeal*). This must occur within **10 business days** of the student's receipt of the *BGE Decision*. The appeal will be dismissed if the request is not made within the prescribed time limit. Written submissions to the AP will be composed of *Documents A-D* only. The AP will review the documents submitted to the BGE along with the *BGE Decision* and may request additional information to determine whether or not the process as outlined in this section was appropriately followed. The AP cannot overturn a decision but can remand the decision back to the BGE for further investigation if the procedure was not properly followed.

Itemized List of Documents (signed and dated formal letters) Required to be Considered for the *BGE Appeal*:

- *Document A* (the *Initial Faculty Decision*). Must include notification of the student's right to appeal.
- *Document B* (the *Student Appeal to Department Chairperson (or Center Director)*). Limited to 5 pages of single-spaced, font size 12 text. The appeal is dismissed if not submitted within the prescribed time limit.
- *Document C* (the *Department Chairperson (or Center Director) Response to Student*). The student may automatically submit *Document B* to the CAS Associate Dean for Graduate Education (and BGE) if *Document C* is not provided within the prescribed time limit. *Document C* is not required for the *BGE Appeal* if it is not provided within the prescribed time limit.

Additional Document (signed and dated formal letter) Required to be Considered for the *AP Appeal*:

- *Document D* (the *BGE Decision*).

SECTION 9: PROGRAM-SPECIFIC GRADUATION REQUIREMENTS

Required Courses

As noted in Section 3 above, successful completion of, or concurrent enrollment in, ENGL 5010, The Teaching of Writing, or its equivalent, is required before a graduate student may be given a teaching assignment. Moreover, every master's student entering the program after 2013 is required to take both ENGL 5000, Methods of Literary Research, and ENGL 5110, Literary Theory, as part of his/her program of study. (Those who entered prior to 2014 must take ENGL 5000 *or* ENGL 5110, although taking both has long been recommended.) Entering doctoral students who have not taken ENGL 5000, 5010, and 5110—or their equivalents—are also required to take these courses, and students beginning doctoral study in the fall of 2016 and beyond are also required to take ENGL 5970, Placement Practicum.

M.A. Distributive Requirements

Beginning in the fall of 2016, students entering the M.A. program must, beyond completing ENGL 5000 and ENGL 5110, take 12 (of 30 required) hours in *four* of the following five fields:

1. Anglo-Saxon and/or Medieval Literature (3 hrs.)
2. Renaissance / Early Modern Literature (c. 1500-1800) (3 hrs.)
3. Literature of the long 19th century (c. 1789-1914): British, American, African American, or Transatlantic (3 hrs.)
4. Modern and/or contemporary literature: British, Irish, American, African American, Transatlantic, or Postcolonial (3 hrs.)
5. Rhetoric and/or Composition exclusive of ENGL 5010 (3 hrs.)

Ph.D. Distributive Requirements

Beginning in the fall of 2016, students entering the Ph.D. program who have taken coursework in four of the five following fields as master's students, beyond completing ENGL 5000, 5010, and 5110, need only take 9 (of 24 required) hours in *three* of the five fields as part of their doctoral coursework. Doctoral students who have not met the threshold master's level criterion must take 12 (of 24 required) hours in four of the following five fields:

1. Anglo-Saxon and/or Medieval Literature (3 hrs.)
2. Renaissance / Early Modern Literature (c. 1500-1800) (3 hrs.)
3. Literature of the long 19th century (c. 1789-1914): British, American, African American, or Transatlantic (3 hrs.)
4. Modern and/or contemporary literature: British, Irish, American, African American, Transatlantic, or Postcolonial (3 hrs.)
5. Rhetoric and/or Composition exclusive of ENGL 5010 (3 hrs.)

The Ph.D. Examinations and Dissertation

The guidelines governing the Ph.D. examination sequence and the writing and vetting of the doctoral dissertation are detailed in Section 5 above.

The Master's Thesis and the Master's Essay

M.A. candidates planning to apply to the doctoral program are strongly encouraged to complete a written project testifying to their sustained ability to work independently. This requirement can be satisfied in either of two ways:

- **Thesis Option.** Students electing to write a thesis enroll in English 5990 (6 hours), usually in the spring of a candidate's second year, and produce a study of at least 60 pages that involves one or a few authors (or cultural/textual phenomena) using a particular method or theory. The thesis is typically divided into chapters. The student writes a thesis under the direction of an advisor of his/her choosing and defends the completed thesis orally in a one-hour exam before the thesis advisor and two other faculty members selected by the candidate. The examiners on this committee may be, but do not have to be, the same three faculty who serve as examiners on the student's M.A. exam. Students who successfully complete a thesis receive an M.A. (Thesis) degree.
- **Essay Option.** Alternatively, students contemplating advancement to doctoral study may enroll in English 5980 (3 hours) and complete a master's essay in one semester. Written under the direction of a faculty member chosen by the student, the master's essay is shorter than a thesis (approximately 25-30 pages) but also demonstrates a candidate's ability to independently frame and complete an article-length project of his/her own design.

Students seeking a terminal M.A. are not required to produce a thesis or master's essay.

Departmental Guidelines for the M.A. Examination

In order to graduate with a master's degree in English, all candidates must pass a one-hour oral exam covering a list of 12 literary texts and 1 influential theoretical or critical work which the student selects from among 10 options. This list, which is posted on the department's website, is determined every three¹⁴ years by the department as a whole, represents a variety of periods and genres, and is made available to entering M.A. students when they begin their programs of study. The outstanding candidate will demonstrate his/her ability to move with dexterity among close readings of the texts, the texts' critical heritage, and the list's cultural and historical contexts. The examining committee for the M.A. oral exam consists of three faculty members whose expertise covers a range of areas within the discipline; it is incumbent upon the degree candidate, in his/her second year of study, to approach and successfully identify three faculty members who are amenable to serving as the examiners.

¹⁴ Prior to 2016, a new list was developed every two years.

SECTION 10: DEGREE CONCENTRATIONS, CAREER PREPARATION & PLACEMENT, AND AWARDS

Degree Concentrations

It is possible to obtain a concentration in combination with an M.A. or Ph.D. in English. The concentrations most commonly taken by our students are:

- **Graduate Concentration in Medieval and Renaissance Studies.** The Center for Medieval and Renaissance Studies offers a Graduate Concentration in Medieval Studies that allows students enrolled in humanities graduate degree programs to acquire an interdisciplinary understanding of their chosen fields. The concentration helps to broaden the student's intellectual vista, exposing him/her to the methodologies, practices, and perspectives of other allied disciplines. In addition, the concentration can provide a powerful advantage to students as they pursue additional studies or professional positions. For more information, click [here](#).
- **Interdisciplinary Minor in Women's and Gender Studies.** The Graduate Concentration in Women's and Gender Studies provides graduate students the opportunity to integrate the study of gender issues into their chosen field of study. The 9 graduate-level credit hours required include the Feminist Theory course (offered in the fall), the Feminist Epistemologies course (spring semester), and a graduate-level course that is cross-listed with [Women's and Gender Studies](#).
- **Graduate Concentration in Rhetoric and Composition Studies.** For graduate students not working primarily in rhetoric and composition, this concentration allows graduate students to pursue additional interdisciplinary study of rhetorical theory and writing pedagogy. The concentration requires 12 hours of coursework, 6 in English and 6 in Communication. Students also complete an independent research project (a 25-page paper or equivalent). For full requirements, please consult the [Writing Program](#) office.
- **Certificate in University Teaching Skills.** The Reinert Center for Transformative Teaching & Learning offers two programs for graduate students: the Participation Concentration in University Teaching Skills and the more comprehensive concentration in University Teaching Skills, each of which requires a minimum of two semesters for completion. For more information, please click [here](#).
- **Concentration in Computer-Assisted Instruction.** This concentration requires attendance at four CAI presentations (or two CAI presentations and two computer-oriented presentations from the Reinert Center for Transformative Teaching & Learning) and displayed proficiency in the use of the computer lab in writing pedagogy. For more information, please consult the director of the [CAI Lab](#).
- **Trainer Concentration: Computer-Assisted Instruction.** Recipients of this concentration have displayed comprehensive knowledge in certain computer applications and taught seminars on specified applications to faculty, graduate students, and others. For more information, please consult the director of the [CAI Lab](#).

Graduate Career Preparation and Placement

English faculty are committed to assisting graduate students to prepare for successful job searches. Graduate mentors, members of dissertation committees, and other faculty work closely with students to aid them in developing a strong record of professional achievement throughout their years at SLU, and to presenting that record effectively in applications for particular positions. But even the most committed mentor cannot manufacture achievements for those with whom they work and about whom they care. They can only provide guidance and encouragement, and help their mentees shape and effectively present the skills, abilities, and accomplishments these students have to offer.

For this reason, students should be mindful, *from the outset of their graduate experience*, that diligent study, good grades, and strong student evaluations of one's teaching, while important, are but three of the professional dimensions that most academic employers are seeking. Well in advance of a job search, those seeking a position that involves instruction (which is to say greater than 99 percent of the advertised academic job openings for those with English degrees) should actively solicit class visitations from faculty whom they anticipate asking to write on their behalf for an academic position, since such visitations allow one's recommenders to complement their knowledge of a student's class participation and academic writing with a first-hand understanding of the individual's instructional practice. Additionally, students seeking employment at the ever-increasing number of institutions which expect their faculty members to be successful researchers as well as skilled teachers should, during their graduate years, be working to develop a portfolio of published research and conference presentations which bespeak future success in the research domain.

It is against this background of anticipated achievement that the department's placement director each fall offers a zero-credit course, ENGL 5970, Placement Practicum, for doctoral students preparing to seek academic or "alt-ac" employment. And the department has also organized presentations ranging from seeking academic employment at four-year institutions, to careers at community colleges, to employment outside of academe. In addition, some of our graduate students have the opportunity to glean signal insights into the academic hiring process by serving on departmental hiring committees.

Those considering non-academic employment are also strongly encouraged to take advantage of the many support opportunities, including actual and practice interviews, arranged through the university's [Office of Career Services](#).

Support for Professional Travel

Departmental funding is available to help support graduate students' travel to do necessary thesis/dissertation-related research, present conference papers, or attend workshops at which one can develop a skill set intimately related to his/her thesis or dissertation topic. Those applying must be in good academic standing and have exhausted extra-departmental funding opportunities, including the monies made available for professional travel through the Graduate Student Association (GSA). Because departmental funding is limited, priority is given to those who are preparing to enter the job market and/or can demonstrate that they are making timely progress to degree. Funding requests are made to the director of graduate studies and should

include the traveler's name; the purpose of the travel (including place and basic objective); a brief explanation of the relevance of the trip to one's thesis/dissertation project, job search, and/or professional development more generally; and a basic budget.

Departmental Awards

Graduate students in the department on the St. Louis campus are eligible to participate annually in two award competitions:

- The **Rev. Walter J. Ong, S.J., Award**, named in honor of a long-time SLU faculty member and one of the great scholars of the 20th century, is presented annually to a doctoral student in the department in recognition of genuinely exceptional research and scholarly achievement and promise. Submissions are evaluated on the basis of the portfolio each candidate submits to the director of graduate studies (see item 2 below) and the information supplied in the supporting letters of faculty nominators (see item 1). The award is made by the graduate director and the graduate committee, acting on behalf of the English department. All current English Ph.D. students who are in good standing and are making appropriate progress toward the Ph.D. degree are eligible for consideration. Although a student may be considered for the award during more than one review cycle, s/he may only hold the award once in his/her graduate career at Saint Louis University.

Application & Review Procedure:

1. In the first week of May the director of graduate studies sends out a call for nominations to the English faculty and, at the same time, alerts graduate students to the initiation of the year's process. This call for nominations is repeated in the first week of August and again at the start of the fall semester. Nomination letters, which are submitted to the graduate director, should assess a nominee's scholarly achievements and promise to date, and should specify the nominee's current progress toward completing the dissertation. Normally, the deadline for nominations is in early September. Self-nominations are not permitted.
2. Nominees who wish to be considered for the award must submit a portfolio to the graduate director by the established deadline, normally the third week of September. This portfolio must include:
 - A statement, up to one page in length, of the candidate's research achievements and plans,
 - A full vita, and
 - A research dossier which emphasizes original and creative scholarship that is published or in the publication stream. Normally, this dossier includes copies of any published work, work that is due to be published, and/or work that has been submitted for publication in a peer-reviewed journal or by a reputable press. Any pre-publication work submitted should be in its "final" form. Web-based work (research tools, blogs, videos, databases, contributions to online journals, etc.) may also be submitted, but online works that do not appear in peer-reviewed venues should be accompanied by a brief written account (composed by the nominee) of

the scholarly and/or intellectual impact and significance of these items within the nominee's field.

3. These materials are reviewed by the graduate committee, which either chooses the winning submission or determines, at its discretion, that no award should be made during a given year. The determination to make an award requires a simple majority of the committee membership. The committee does not consider incomplete or late submissions.
 4. No later than October 15, the graduate director will announce the Ong Award winner to the department chairperson, who in turn will inform the Library Associates, which group also recognizes the recipient.
 5. Research dossiers are returned to nominees in due course.
- The **Fournier Award** is named after a long-time faculty member in the department, Lucien "Lou" Fournier, and is given annually for teaching excellence through a faculty nominating process initiated in the spring semester. Self-nominations are not permitted.

Submissions are judged based on: the information supplied in a nominating letter provided by a faculty member (see item 1 below), the portfolio a candidate submits to the director of graduate studies (see item 2), and the student's SLU course evaluations. The award is made by the graduate director and the graduate committee, acting on behalf of the English department. All current English graduate students who are in at least their fourth semester of teaching at SLU and are making appropriate progress toward their M.A. or Ph.D. degree are eligible for consideration. Although a student may be considered for the award during more than one review cycle, s/he may only hold the award once in his/her graduate career at SLU.

Application & Review Procedure:

1. Near the beginning of the spring semester the director of graduate studies sends out a call for nominations to the English faculty. Nominating letters, which are submitted to the graduate director, should be no more than one page in length and require the faculty nominator to have observed the nominee's teaching and be prepared to assess his/her overall instructional competencies, including those observed at first hand.
2. Nominees who wish to be considered for the award must submit a portfolio to the graduate director by the established deadline. This portfolio must include:
 - A statement, up to one page in length, of the candidate's teaching philosophy,
 - A full vita that includes a list of courses and course sections taught, and
 - One or two syllabi that the nominee regards as representative of his/her instructional practice.
3. These materials, along with the nominee's student evaluations, are reviewed by the graduate committee, which either chooses the winning submission or determines, at its discretion, that no award should be made during a given year. The determination to make an award requires a simple majority of the committee membership. The committee does not consider incomplete or late submissions.

Other Awards

Information regarding the awards sponsored by Graduate Education and the Graduate Student Association may be found on their respective websites, which are referenced in the final appendix to this document.

APPENDICES

Master's Advising Form

Ph.D. Advising Form

Key Web Links

Master's Program Advising Worksheet
Saint Louis University
English Department
 Effective Fall 2014

Student Name _____

Advisor Name _____

Semester _____

**COURSE NUMBER & NAME
HOURS**

SEMESTER & CREDIT

1 ENGL 5000, Intro to Research Methods	_____ 3
2 ENGL 5110, Literary Theory	_____ 3
3 _____	_____ 3
4 _____	_____ 3
5 _____	_____ 3
6 _____	_____ 3
7 _____	_____ 3
8 _____	_____ 3
9 _____	_____ 3
10 _____	_____ 3

TOTAL: 30

NOTES

- **English 5010:** Students who intend to teach in the first-year writing program must successfully complete English 5010 *prior to or concurrently with* their first semester of teaching.
- **4000-Level Courses:** No more than 2 courses at the 4000 level may count toward meeting master's coursework requirements.
- **Extra-Departmental Courses:** No more than 6 credit hours of non-SLU and/or non-English coursework may be counted toward the degree. Non-English courses require *prior* approval by the Director of Graduate Studies, using the petition process described in the "Rules Governing Coursework Outside the Department."
- **English 5980:** No more than 3 hours of 5980 may be taken for credit toward graduation.

- **M.A. Thesis:** Those pursuing the thesis option for the M.A. will substitute 6 hours of ENGL 5990, Thesis Research, for courses 9 and 10. Accumulation of these credits may begin after the student has concluded his/her first semester of coursework, although a grade of “IP” should be assigned for these credits until the thesis has been successfully completed.

M.A. Exam Registration

1. All M.A. students must register for zero credit hours of ENGL 5950, Special Study for Exams, in the semester in which they intend to complete their oral exams. A second enrollment in 5950 is possible, but not a third, unless special approval is given by the Dean’s office.
2. All M.A. students must complete the Application for Degree forms in the semester in which they intend to graduate.

M.A. Exam Information
Committee
1.
2.
3.
Exam Semester/Date:
M.A. Thesis Information
Advisor:
Title:
Defense Semester/Date:

Doctoral Program Advising Worksheet
Saint Louis University
English Department
 Revised Fall 2016

Student Name _____

Advisor Name _____

Semester _____

Coursework

COURSE NUMBER & NAME	SEMESTER & CREDIT HOURS
1 _____	_____ 3__
2 _____	_____ 3__
3 _____	_____ 3__
4 _____	_____ 3__
5 _____	_____ 3__
6 _____	_____ 3__
7 _____	_____ 3__
8 _____	_____ 3__
	TOTAL: 24
Language Requirement 1	_____ 0-3__
[Language Requirement 2]	_____ 0-3__
ENGL 6990, Dissertation Research	_____ 3__
ENGL 6990, Dissertation Research	_____ 3__
ENGL 6990, Dissertation Research	_____ 3__
ENGL 6990, Dissertation Research	_____ 3__
[ENGL 5970, Placement Practicum]	_____ 0__

NOTES

- **English 5000, 5010, & 5110:** Beginning in 2016, ENGL 5000, 5010, and 5110, or their equivalents, are required of all entering doctoral students. Prior to that time, successful completion of ENGL 5010, or its equivalent, was only required of students seeking to teach in the first-year writing program.
- **400-Level Courses:** No more than 2 courses at the 4000 level may count toward meeting doctoral coursework requirements.
- **Extra-Departmental Courses:** No more than 6 credit hours of non-SLU and/or non-English coursework may be counted toward the degree. Non-English courses require *prior* approval by the Director of Graduate Studies, using the petition process described in the “Rules Governing Coursework Outside the Department.”
- **English 5970:** Those entering the doctoral program beginning in 2016 are also required to take 5970 in the fall semester they plan to enter the job market.
- **English 6980:** No more than 3 hours of 6980 may be taken for credit toward graduation.
- **English 6990:** All doctoral students must accumulate a minimum of 12 credit hours of Dissertation Research, but they may distribute these research registrations over several academic terms, preferably taking numbers of hours per term commensurate with the

anticipated intensity of research involvement. A grade of “IP” should be assigned for these credits until the dissertation has been successfully completed.

Exams and Dissertation

Registration

1. All Ph.D. students must register for zero credit hours of ENGL 6950, Special Study for Exams, in the semester in which they intend to take their doctoral qualifying exams. A second enrollment in 6950 is possible, but not a third, unless special approval is given by the Dean’s office.
2. All Ph.D. students must complete their Application for Degree forms in the semester in which they intend to graduate.

Exam Committee (Written*, Oral, and Prospectus*)
*1. Advisor
*2.
*3.
4.
5.
Dates (Completion Semester and Date)
Competency Essay
Oral Defense
Prospectus Defense
Dissertation Committee
1. Director
2.
3.
Title
Defense (Completion Semester/Date)

KEY WEB LINKS

[General]

Graduate Education Catalog

http://www.slu.edu/Documents/graduate/graduate_education/Graduate_Catalog_2015-16.pdf

Office of Graduate Education

<http://www.slu.edu/graduateeducation>

Graduate Student Association

<http://gsa.slu.edu>

General Petition

<http://www.slu.edu/Documents/graduate/GeneralPetitionIA.pdf>

Inter-University Registration Form

https://www.slu.edu/Documents/eas/Inter-University_Registration_Form.pdf

Petition for an Extension of the Time Period to Complete Degree Requirements

http://www.slu.edu/Documents/graduate/graduate_education/Petition%20for%20Extension%20-%20Revision%202015.pdf

Student Leave of Absence Request Form

<http://www.slu.edu/Documents/enrollment/registrar/forms/Form4-Leave.pdf>

Course Audit Form

<http://www.slu.edu/Documents/enrollment/registrar/forms/Form3-Audit.pdf>

Form to Withdraw from Degree Program

<http://www.slu.edu/Documents/enrollment/registrar/forms/Form9-Withdrawal.pdf>

Academic Integrity Policy

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf

[M.A.]

Thesis Proposal Form

<http://www.slu.edu/Documents/graduate/FormMastersThesisProposallA.pdf>

Application for Master's Degree Form

<http://www.slu.edu/Documents/graduate/FormApplicationForDegreeMastersIA.pdf>

[Ph.D.]

Doctoral Oral Exam Form

http://www.slu.edu/Documents/graduate/graduate_education/Doc%20Oral%20Exam%20Form.pdf

Dissertation Prospectus Form

<http://www.slu.edu/english-department/graduate-program/program-resources>

Public Dissertation Defense Form

http://www.slu.edu/Documents/graduate/graduate_education/Notification%20of%20Readiness.pdf

Application for Doctoral Degree Form

http://www.slu.edu/Documents/graduate/graduate_education/DocAppForDegreeIA2012a.pdf

[Faculty/Assessment]

Academic-Year M.A. Student Progress Report

http://www.slu.edu/Documents/arts_sciences/english/MA Annual Progress Report.docx

Academic-Year Ph.D. Student Progress Report

http://www.slu.edu/Documents/arts_sciences/english/PhD Annual Progress Report.docx

Faculty Assessment of M.A. Student Performance in a Graduate Course

http://www.slu.edu/Documents/arts_sciences/english/Course-Level Assessment of MA Student.docx

Faculty Assessment of Ph.D. Student Performance in a Graduate Course

http://www.slu.edu/Documents/arts_sciences/english/Course-Level Assessment of PhD Student.docx

M.A. Oral Examination Assessment Reporting Form

http://www.slu.edu/Documents/arts_sciences/english/MA Oral Exam Assessment.docx

Ph.D. Qualifying Examination Assessment Reporting Form

http://www.slu.edu/Documents/arts_sciences/english/PhD Qualifying Exam Assessment.docx

Ph.D. Prospectus/Dissertation Defense Assessment Reporting Form

http://www.slu.edu/Documents/arts_sciences/english/PhD Prospectus-Dissertation Assessment.docx

Ph.D. Teaching Success Observation form (OPTIONAL)

http://www.slu.edu/Documents/arts_sciences/english/OPTIONAL PhD Teaching Observation form.docx