

GUIDE TO GRADUATE STUDIES IN ENGLISH CASE WESTERN RESERVE UNIVERSITY

2011-12_(NOV 2011)

CONTENTS

ABOUT THE GUIDE	2
GENERAL INFORMATION	2
PEOPLE	3
ADMISSIONS, ENROLLMENT, AND FUNDING	6
GRADUATE LIFE	10
TEACHING OPPORTUNITIES, TRAINING, MENTORING, AND POLICIES	14
ACADEMIC ADVISING AND PROFESSIONAL PLACEMENTS	14
CURRICULAR OPTIONS AND GRADING	15
GENERAL EDUCATION REQUIREMENTS: ENGLISH GRADUATE DEGREES	18
DEGREE REQUIREMENTS: MA IN ENGLISH	21
DEGREE REQUIREMENTS: MA IN WORLD LITERATURE	23
DEGREE REQUIREMENTS: PHD IN ENGLISH	23
WRITING HISTORY AND THEORY CONCENTRATIONS	33

ABOUT THE GUIDE

This Guide supplements both the Graduate Student Handbook published annually by the School of Graduate Studies and the related policies and procedures posted to the SGS website at www.case.edu/gradstudies. The Guide provides program-specific information that clarifies or elaborates SGS policies and their application to graduate study in English, but in no way should be construed as taking precedence over or contradicting information provided in the Graduate Student Handbook.

All graduate students are responsible for knowing what is in the Graduate Student Handbook and in this Guide to Graduate Studies in English. All official SGS forms can be found in the Handbook or on the SGS website; all official English Department forms can be found on the English Grad Studies website at www.case.edu/artsci/engl/GradProgram.

GENERAL INFORMATION

The Department of English offers programs in English Literature and Language (comprising American, British, and world literatures in English) leading to the MA and PhD degrees. It also offers a concentration in Writing History and Theory (WHIT) that examines the practice of “writing” as historically, culturally, and technologically situated. The department, with a faculty of 22 Professors and Instructors, covers many areas of literary study, particularly the literatures of the English Renaissance period; of the Eighteenth, Nineteenth, and Twentieth Centuries in Britain and the Commonwealth; of the Nineteenth and Twentieth Centuries in the US; and of the contemporary period. Our doctoral concentration in Writing History and Theory capitalizes on faculty expertise in medical rhetoric, visual rhetoric, authorship and intellectual property, and other fields related to the study of rhetoric and writing.

These programs are supported by faculty research interests in Medicine, Language and Literature and Cultures of Authorship and Exhibition. Graduate students also can choose to pursue coursework and research in film studies and creative writing.

Faculty and graduate student research interests intersect at many points with University Circle and Cleveland institutions, including the Dittrick Museum of Medical History, the Cleveland Museum of Art, the Cleveland Botanical Garden, the Cleveland Museum of Natural History, the Western Reserve Historical Society, the Cleveland Psychoanalytic Association, the Cleveland MetroParks Zoo, and the Cleveland Playhouse, as well as with CWRU’s Theater Arts and Art History departments, Special Collections in the Kelvin Smith Library, and the Law School.

Our program prepares students for academic careers at colleges and universities and for work in closely related fields. The faculty in the Department offer extensive preparation in methods for working in English Studies and supplement the official curriculum with a series of professional development workshops, colloquia, and miniseminars.

PEOPLE

DEPARTMENT FACULTY

Michael Clune. *Assistant Professor (PhD Johns Hopkins University).* American literature. Author of *American Literature and the Free Market*. Has articles in such journals as *Representations*, *Criticism*, and *Behavioral and Brain Sciences*.

Kimberly Emmons. *Associate Professor (PhD University of Washington).* Director of Composition. Discourse analysis, medical discourse, gender and language, composition/rhetoric. Author of *Black Dogs and Blue Words: Depression and Gender in the Age of Self-Care*. Has articles in *Composition Studies*, *Rhetoric of Healthcare*, and *Genre in a Changing World*, and co-edited *Studies in the History of Language II: Unfolding Conversations*.

Christopher Flint. *Associate Professor (PhD University of Pennsylvania).* Eighteenth-century literature, history of the novel, narrative and critical theory, print culture, history of sexuality. Author of *Family Fictions: Narrative and Domestic Relations in Britain 1688-1798* and *The Appearance of Print in Eighteenth-Century Fiction*. Has articles in such journals as *PLMA*, *ELH*, *SEL* and *ECS*, and is a contributor to *The Blackwell Companion to the Eighteenth-Century Novel* and *The Secret Life of Things: Animals, Objects, and It-Narratives*.

T. Kenny Fountain. *Assistant Professor (PhD University of Minnesota).* Rhetorical theory, scientific and technical communication, visual cultural studies, and queer studies. Has articles in the *Journal of Technical Writing and Communication* and *Pluralizing Plagiarism*.

Jessica Gerard. *Instructor (PhD University of Arizona).* Director of ESL. TESOL pedagogy, teacher training and development, second language writing, corpus linguistics and computer aided language analysis.

Sarah Gridley. *Assistant Professor (MFA University of Montana).* Poetry. Author of *Weather Eye Open* and *Green is the Orator*. Has published poetry in *Crazyhorse*, *Denver Quarterly*, *Gulf Coast*, *jubilat*, *New American Poetry*, and elsewhere.

Mary Grimm. *Associate Professor (MA Cleveland State).* Department Chair. Fiction writing, the graphic novel, contemporary fiction. Author of *Left to Themselves* and *Stealing Time*. Has published in *The New Yorker* and elsewhere.

Megan Swihart Jewell. *Instructor (PhD Duquesne University).* Director of the Writing Resource Center. Poetry, American literature, gender studies, and writing pedagogy. Has articles in *Contemporary Women's Writing*, *The Nathaniel Hawthorne Review*, *The Journal of Pharmacy Teaching*, and is a contributor to *A Companion to Twentieth-Century American Poetry* and *The Greenwood Encyclopedia of Multiethnic American Literature*.

Kurt Koenigsberger. *Associate Professor (PhD Vanderbilt). Director of Graduate Studies.* Nineteenth- and twentieth-century British literature, colonial and postcolonial literatures. Author of *The Novel and the Menagerie: Totality, Englishness and Empire*. Has articles in *Genre, Twentieth-Century Literature, Studies in Romanticism*, and *Studies in the Novel*, and is a contributor to *Locating Woolf, Leaving Springfield*, and *The Oxford Encyclopedia of British Literature*.

James Kuzner. *Assistant Professor (PhD Johns Hopkins University).* English Renaissance literature, Shakespeare, Milton. Author of *Open Subjects: Renaissance Republicans, Modern Selfhoods and the Virtue of Vulnerability*. Has articles in *Criticism, Shakespeare Quarterly*, and *Shakespeare Yearbook* and is a contributor to *ShakesQueer*.

William Marling. *Professor (PhD California, Santa Barbara).* American art and literature, American studies, popular culture. Author of *William Carlos Williams and the Painters; Dashiell Hammett; Raymond Chandler; The American Roman Noir; Hard Boiled Fiction; and How American is Globalization?* Has articles in such journals as *Poe Studies, American Studies, LIT, Semiotica, Literature/Film Quarterly* and *Twentieth-Century Literature*.

Marilyn Sanders Mobley. *(PhD Case Western Reserve University). Vice President for Inclusion, Diversity and Equal Opportunity.* African-American Studies, cultural studies, Toni Morrison. Author of *Folk Roots and Mythic Wings in Sarah Orne Jewett and Toni Morrison: The Cultural Function of Narrative*. Has contributed to *Scandalous Fictions: The Twentieth-Century Novel in the Public Sphere, The Cambridge Companion to the African American Novel, Sister Circle: Black Women and Work, Approaches to Teaching Toni Morrison*, and *Research on Race and Ethnic Relations*.

Erika Olbricht. *Instructor (PhD University of New Hampshire). SAGES Instructional Coordinator.* Medieval and Renaissance literature and theater, gender studies, historic landscape conservation studies. Has articles in *Representing Elizabeth I in Seventeenth Century England, Insect Poetics*, and elsewhere.

John Orlock. *Samuel B. and Virginia C. Knight Professor of Humanities (MFA., Pennsylvania State University).* Author of *Indulgences in the Louisville Harem* and *The End-of-Summer Guest*. Theater, playwriting, screenwriting.

Judith Oster. *Professor (PhD Case Western Reserve University).* American literature, modern poetry, rhetoric and composition theory, cross-cultural literature. Author of *Crossing Cultures: Creating Identity in Chinese and Jewish American Literature, Toward Robert Frost: The Reader and the Poet*, and *From Reading to Writing*. Has articles in such journals as *Philip Roth Studies, Journal of the Short Story in English, MELUS*, and *The Robert Frost Review* and is a contributor to *The Cambridge Companion to Robert Frost*.

James Sheeler. *Shirley Wormser Professor of Journalism and Media Writing (MA University of Colorado).* Multimedia storytelling, feature writing, journalism. Pulitzer Prize-winning author of *Final Salute* (National Book Award finalist) and *Obit: Inspiring Stories of Everyday People Who Lived Extraordinary Lives*, and co-author of *Life on the Death Beat*.

William Siebenschuh. *Professor (PhD California, Berkeley).* Eighteenth-century and Victorian literature, autobiography. Author of *Form and Purpose in Boswell's Biographical Works; Fictional Techniques in Factual Works;* and *Contact: A Guide to Writing Skills;* coauthor of *The Struggle for Modern Tibet, A Tibetan Revolutionary,* and *The Struggle for Education in Modern Tibet.* Has articles in such journals as *SEL, Biography, Studies in Eighteenth-Century Culture, Eighteenth-Century Life, Modern Philology,* and *Studies in the Novel* and is a contributor to *Approaches to Teaching Sterne's Tristram Shandy, Domestick Privacies, Fresh Reflections on Samuel Johnson,* and *Johnson and Boswell: New Questions, New Answers.*

Robert Spadoni. *Associate Professor (PhD University of Chicago).* Film history, film reception, the horror genre. Author of *Uncanny Bodies: The Coming of Sound Film and the Origins of the Horror Genre.* Has articles in *The Velvet Light Trap, Film History, Conrad on Film, Literature/Film Quarterly, Cinémas,* and *Horror Studies.*

Gary Lee Stonum. *Professor of English (PhD Johns Hopkins).* American literature, critical theory. Author of *Faulkner's Career* and *The Dickinson Sublime.* Has articles in *American Literary Scholarship, New Literary History, Diacritics,* and *Modern Language Notes* and is a contributor to *A New Introduction to Literature, Emily Dickinson: Critical Assessments, The Emily Dickinson Handbook,* and *Hermeneutics: Questions and Prospects.*

Thrity Umrigar. *Professor (PhD Kent State University).* Fiction writing, creative nonfiction, minority and ethnic literatures. Author of *Bombay Time, The Space Between Us, If Today Be Sweet, The Weight of Heaven,* and *First Darling of the Morning.* Journalism in *Akron Beacon Journal, Washington Post, Boston Globe* and elsewhere.

Athena Vrettos. *Associate Professor (PhD University of Pennsylvania).* Victorian literature, cultural studies, gender studies, the novel, literature and medicine, literature and psychology. Author of *Somatic Fictions: Imagining Illness in Victorian Culture.* Has articles in such journals as *Victorian Studies, RaVoN,* and *Women's Studies,* and is a contributor to *Disciplinary at the Fin de Siecle, The Blackwell Companion to the Victorian Novel, Britain,* and *Representation and Nineteenth-Century History.*

Martha Woodmansee. *Professor (PhD Stanford).* Eighteenth- and nineteenth-century cultural studies, critical theory, law and literature. Author of *The Author, Art, and the Market;* coeditor of *The Construction of Authorship: Textual Appropriation in Law and Literature;* *The New Economic Criticism: Studies at the Intersection of Literature and Economics;* and *Making and Unmaking Intellectual Property: Creative Production in Legal and Cultural Perspective.* Has articles in such journals as the *Cardozo Arts & Entertainment Law Journal, Centrum, College English, Cultural Critique, Eighteenth-Century Studies,* the *Houston Law Review,* and *Modern Language Quarterly.*

AFFILIATED FACULTY:

Todd V. Oakley. *Associate Professor and Chair of Cognitive Sciences; secondary appointment in English (PhD Maryland).* Cognitive linguistics, conceptual blending, metaphor theory.

DEPARTMENT ADMINISTRATORS AND STAFF

Professor Mary Grimm is Chair of the Department and authorizes and signs graduate student contracts.

Professor Kurt Koenigsberger is Director of Graduate Studies and is responsible for graduate admissions, curriculum, advising, professional development, and academic career placement.

Professor Kim Emmons is Director of Composition and coordinates graduate student teaching and consultation work, as well as training and mentoring programs.

Ms Latricia Robinson is the English Department Assistant, and is responsible for processing contracts and other paperwork for graduate students, maintaining the graduate program budget, and facilitating all key and access requests.

Ms Susan Grimm Dumbrys is the English Department Secretary, and is responsible for facilitating graduate admissions, coordinating the Department's calendars of events, and maintaining the graduate program website.

THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies (gradstudies.case.edu) is the final authority on all graduate degrees. In many cases – petitions for exceptions to regulations, for waivers of fees, leaves of absence, thesis and dissertation filing and defense scheduling, and so on - graduate students should correspond with Mr Brandon Bowman, Manager of Graduate Academic Affairs. On occasion, in the case of grievances, award or fellowship applications, and for non-degree advising, students might be in touch with Dr Denise Douglas, Senior Associate Dean. *If you correspond with the School of Graduate Studies, please be sure to cc- the Director of Graduate Studies so the Department is fully aware of the conversation.*

ADMISSIONS, ENROLLMENT, AND FUNDING

APPLYING TO THE PROGRAM

In addition to fulfilling the requirements of the School of Graduate Studies for admission, a candidate for graduate work in English should present an undergraduate major in English or a minimum of eighteen semester hours of English beyond the freshman level. In some cases, students will be required to make up deficiencies without receiving graduate credit and/or may be admitted only on a provisional status. The Department requires all candidates for admission to submit their scores on the general sections of the Graduate Records Examination. We pay close attention to the verbal and analytical writing scores. We do not require the specialized test in English literature, though we welcome any evidence of strong preparation in the field that such scores might provide.

Candidates must submit directly to the English Department one or two examples of their expository writing (amounting to about twenty double-spaced pages), normally papers written for undergraduate

or graduate courses in English literature and language. The admissions committee reads writing samples carefully for evidence of scholarly promise.

For information on admission, financial assistance, general requirements, and application forms, see the School of Graduate Studies website (<http://www.case.edu/gradstudies/>). Current course descriptions and additional information on the program are also available at the department website (<http://www.case.edu/artsci/engl>).

ADMISSION OFFERS AND THEIR DURATION

Applications are due January 15 for consideration for the following academic year (beginning in August), and applications are not reviewed until files are complete. Admission to the program is good for one year from the beginning of the semester for which the student is accepted. Admission can be deferred for up to 12 months, but not longer; teaching assistantships may *not* be deferred. Thus, if an accepted applicant defers admission, he or she must reapply for a teaching assistantship the following year. After one year, a previously admitted student who wishes to attend must have his or her application “reactivated”; i.e., the applicant’s complete file must be evaluated again by the Department’s admission committee. If two years have passed since acceptance, the applicant must re-apply through the School of Graduate Studies.

I. FULL ADMISSION

1. Generally requires at least a B undergraduate average.
2. Generally requires a rank in upper third of class.
3. If not an undergraduate English major, the applicant must have completed at least 18 semester hours (or equivalent) in advanced English courses.
4. Requires a strong dossier of GREs, letters of recommendation, statement of purpose, and writing samples.

II. PROVISIONAL ADMISSION

Provisional admission is awarded when the student’s preparation is difficult to determine and the reviewers have some reservations. Provisionally admitted students are reviewed no later than at the end of their 2nd semester of enrollment (after 12 credit hours) and either given full standing or separated from the University. The “provision” of such admission is usually that the student must achieve a GPA of 3.25 in the first four courses, but other criteria sometimes apply.

III. CONDITIONAL ADMISSION

Conditional admission means that the student still needs to submit GREs, TOEFL, transcripts, or letters, or to document a previous degree. All conditions must be fulfilled within one year or the student will be separated from the program.

IV. ADDITIONAL REQUIREMENTS

The department may require students to take extra courses or to remedy other perceived deficiencies; requirements might include further English language study. Students will be notified about such requirements in writing.

V. NON-DEGREE STUDENTS

1. Must hold the BA.
2. Must secure the consent of each course instructor.
3. Must get proper forms from the Office of Graduate Studies (online, and Tomlinson Hall).
4. May subsequently apply to enter the program.
5. Must later petition to the Department and College to have their 400-level courses accepted toward a degree. No 300-level courses count.
6. The earliest course taken by the non-degree student is used as date of entrance into the program for a student who is subsequently accepted into the program. The gap between the earliest course and acceptance cannot be more than 5 years.

GRADUATE ASSISTANTSHIPS

Graduate Teaching Assistantships are awarded by the Dean of Arts and Sciences on the recommendation of the Department; application is made on the regular Admission form. The continuation of assistantships is dependent upon acceptable progress toward the degree and teaching performance, evaluated annually.

Both MA and PhD Teaching Assistants are expected to teach the equivalent of 2 courses per year while they are completing their graduate coursework.

At the Master's degree level, teaching assistantships may be renewed for a second year, but are not normally available for a third year. At the PhD degree level, teaching assistantships may be held for up to five years, and are not usually available after that.

The award of a TAship represents a significant investment by the University; in return, students are expected to devote their full attention to their degree programs, to their intellectual and professional development, and to their teaching and related obligations at CWRU. The Department expects that TAs will not accept employment outside the University during the academic year. Teaching overloads at CWRU and other University employment require the advance approval of the Director of Graduate Studies in English.

OTHER FUNDING

The Department has a fund, created by donations from alumni, for scholarly and professional use by graduate students. The Graduate Alumni Fund supports travel students undertake to conduct research in collections, as well as conference and symposia expenses. The "Application for Alumni Funds," the form you must submit to the Graduate Director to request support from this source, can be found in the list of forms on the English Graduate website. Grants usually amount to a few hundred dollars. The Graduate Dean also has funds, including the Verhosek Fund (or "V Fund"), that may be available for travel and conference expenses. See the "Funding Opportunities" section of the SGS site.

The Department also awards several competitive fellowships designed to support those completing dissertations. The Arthur Adrian Award provides a year of service-free writing time for an advanced doctoral student; the Roger B. Salomon Award provides a semester free of teaching duties. The Adrian and Salomon Award competitions are announced by the Director of Graduate Studies annually. Fellowship awards are made not as a matter of course, but to proposals of high quality and promise. Both awards are contingent upon endowment payouts for their continuation, and may be suspended in some years to conserve the principal funds.

Women enrolled at the University are eligible to apply for the Eva L. Pancoast Memorial Fund, administered through the Office of Undergraduate Studies. In the past, English students have had sizable research projects funded quite generously through Pancoast awards.

Modest grant awards are offered by Phi Beta Kappa in competitions in the fall and spring semesters. Proposals require detailed budgets and letters of support from research advisors, in addition to a careful rationale.

The College funds an Arts and Sciences Dissertation Seminar on a biennial basis that carries with it a significant stipend. Other offices in the University also sometimes make available funding for graduate student travel (the Baker-Nord Center for the Humanities, for instance) and other research projects.

Contact the Director of Graduate Studies for a current list of awards, their eligibility requirements, and application procedures.

INTERNATIONAL STUDENTS

The English Department welcomes international students. Students admitted to graduate study in English over the past two decades have come from Germany, Japan, France, Hungary, Lebanon, Morocco, Italy, South Korea, Croatia, Poland, and India. International students must meet all entrance standards and submit TOEFL scores that meet the minimum specified by the School of Graduate Studies (note that the Department might have higher expectations in its admissions process, especially in the award of Teaching Assistantships, where native fluency is normally expected).

International students typically need to be registered for 9 hours to meet visa requirements; however, the Office of International Students usually accepts a statement from the English Department that 6 hours constitutes a “full load” of English graduate coursework. International Ph.D. students beyond coursework should see the Graduate Director.

International students will want to acquaint themselves with Elise Lindsay, the Director of International Student Services as soon as possible (210 Sears Hall, 368-2517, FAX 368-4889, <http://studentaffairs.case.edu/international/>). This office sends out I-20 and DS-2019s forms, verifies immigration information, can affirm or deny or upgrade visa status, and affirms full/part time status of international students.

TRANSFER CREDIT

A maximum of six semester hours of transfer credit for graduate-level courses will be accepted from another institution, subject to approval by the Director of Graduate Studies, the Department, and the Dean of Graduate Studies. Such courses must have been taken within five years of matriculation at Case Western Reserve University and passed with grades of B or better. Please consult with the DGS prior to undertaking study at another institution during your time at CWRU.

REINSTATEMENT AND READMISSION

If unregistered for 12-24 months without an official leave of absence, a student must petition for reinstatement to both the Department Graduate Director (first) and the Dean of the Graduate School (second), and be approved by both. If unregistered for over 24 months, students must petition the Dean of the Graduate School for “re-admission” and go through the admissions process again.

LEAVES OF ABSENCE

All leaves must be requested in writing and endorsed by the student’s advisor and the department’s Director of Graduate Studies. A leave does not extend the maximum permitted time to graduation. Leaves are granted for a maximum of one year at a time. During leave, a student may not consult the faculty, work in the libraries, or make use of any other University resources.

GRADUATE LIFE

HOUSING

The University offers on-campus graduate housing at premium pricing (<http://studentaffairs.case.edu/living/housing/graduate>).

Off-campus housing in Cleveland is abundant and reasonably-priced. Rental costs are somewhat lower on the west side of the city and its suburbs, but most graduate students choose to live on the east side, because its proximity to campus makes for a very short commute. The University’s Office of Housing and Residence Life maintains an extensive listing of off-campus housing at

<http://studentaffairs.case.edu/living/services/aloha>. The listing is updated regularly and is extremely useful. Nevertheless, a listing in ALOHA is not a guarantee of quality, so please exercise caution.

Many English graduate students live in nearby Cleveland Heights or in colorful Murray Hill on the edge of campus. The best time to find rentals in these neighborhoods is May 1 through July 1. Cleveland Heights (http://www.clevelandheights.com/relocation_rentals.asp) and Shaker Heights (<http://www.shakeronline.com/relocation/renting/>) have rental listings and services, but Murray Hill vacancies are usually posted in rental windows, at restaurants, or at the Church of the Holy Rosary parish house on Mayfield Rd.

International graduate students often live at the Steiner International House, one block from the department at 11408 Bellflower (<http://www.case.edu/affil/steiner/index.htm>). This is a cooperative, where students share tasks from cooking to cleaning.

LIBRARY, PARKING, E-MAIL AND COMMUNICATION

I. LIBRARIES

Graduate students in good standing are entitled to borrowing privileges at all University Libraries, including access to holdings of institutional participants in Ohio's library consortium OhioLink; Cleveland Institute of Art libraries; and the library of the Siegal College of Judaic Studies. The graduate student borrowing period is 21 days with up to four renewals. The per day fee for late books for graduate students is 25 cents for Case books and 50 cents for Ohiolink books.

CWRU faculty, students, and staff have limited borrowing privileges at the Cleveland Institute of Music. Individual arrangements (entailing separate applications, fees, and references) must be made to use the holdings of the libraries at the Cleveland Museum of Art and the Western Reserve Historical Society.

The Director of Graduate Studies can provide letters of reference for any graduate student who might need to use access-controlled collections for research purposes.

II. PARKING

Parking can be challenging in University Circle. On-street metered spaces are available throughout the Circle area with two-to-four-hour limits, but at 50 cents per hour they can be pricey and generally fill up at 8 a.m. CWRU is well served by the RTA's bus and light rail system. Parking arrangements are made through Access Services (<http://parking.case.edu>) and students can apply for permits – sold on a first-come first-served basis – online (<http://parking.case.edu>) or in person at the Office of Access Services in the basement of Crawford Hall (Room 18), 368-CARD. Commuter parking rates run from roughly \$50 to \$140 per month depending on the proximity of lots to population centers on campus. After-hours permits (for night and weekend access only) are available for between \$15 and \$30 per month, depending on the lot. Note that metered spaces throughout University Circle tend to be free after 6 p.m. weekdays and all day on weekends and holidays.

III. E-MAIL

When new graduate students' admissions paperwork has been processed, they may activate their University network user accounts/e-mail accounts by visiting the network ID activation wizard at <https://www.case.edu/wizard/wizard.html?idcheck> . A "New to CWRU" guide to computing at the University for graduate students is available at <http://www.case.edu/its/newtocwru.html>.

Network IDs provide your access to e-mail, to course management software, to the suite of Google Docs provided all members of the University community, and to e-mail distribution lists maintained by the Department, Graduate School, and Graduate Student Senate. While network IDs do not change, e-mail aliases reflecting common usage of your name can be established from the ITS site at <http://www.case.edu/its> .

Graduate students can expect to receive e-mail within the Department from English-grads@case.edu (in their capacities as students) and writing-faculty@case.edu (in their capacities as TAs); please set your filters to ensure receipt.

You should give your network ID, name, phone number, and residential address to the Department Assistant or Secretary so that it can be published in The Guilford House Directory, our comprehensive Departmental roster.

IV. COMMUNICATION

1. E-mail is the de facto method of making announcements in the Department and the University. In most cases, official correspondence from the graduate program, the Department, the Graduate School, and the University comes only by e-mail. Therefore, students are expected to check e-mail daily. Students who tend to check personal accounts exclusively should make sure that University accounts forward to personal accounts.

2. Every admitted graduate student has a pigeonhole or file for receiving paper mail. You should check it at least twice a week. However, to save paper, the Department normally makes announcements electronically.

OFFICES, WORKSHOP, AND GRADUATE SPACES IN GUILFORD HOUSE

All PhD students with TA duties are assigned to offices on the 4th floor of Guilford House. These offices are to be used for consultations with students and for teaching preparation. Each TA office has a telephone, bookcase, and file cabinet. In most cases, desks are to be shared among those assigned to the office. PhD students with TA duties have public-access pigeonholes in Guilford 211 where undergraduate students can submit work and TAs can receive official correspondence.

MA students and PhD students without TA duties are assigned to office space in Guilford 107, where they have a mail center to receive official correspondence. Desks are to be shared among those assigned to 107.

Four computer systems and one laser printer in Guilford 107 serve all graduate students. Personal laptops can be configured to print to the printer. Please contact Dan Farst (Daniel.farst@case.edu) to schedule a time to configure your system.

The north end of 107 serves as the Workshop and Resource Center for professional development purposes. The space can be reserved for workshops, reading groups, dissertation and thesis defenses, and other group meetings using the reservation calendar posted on the wall of the room. Please note that because official graduate program meetings and events have priority, the Graduate Committee and Grad Director have priority to the workshop space. Please direct questions about the computer system to Daniel Farst; questions about the SmartBoard system should go to MediaVision.

The materials in the Workshop and Resource Center are open-access and maintained by graduate students. If you borrow a book or a binder of materials, be sure to replace it promptly. Computers are maintained by the College, and are designed for short-term individual use. Please do not monopolize the computers; in particular, use the computer connected to the SmartBoard only when no meeting is scheduled in the 107 workshop space and all other systems are in use. Computers are not to be used for recreation. Do not load or download any software to the computers. Be sure to save our work to disk and/or university server. Files saved to the common computers are subject to erasure without notice.

Furniture, phones, computers, and printers are property of the English department, accumulated by frugality and guile. They are not to be removed or abused, and must be used in conformance with all University policies pertaining to computer use and access. Phones may not be used for long-distance calls.

Keys for fourth-floor offices and Guilford 107 are obtained by application to Latricia Robinson, English Department Assistant.

RESEARCH AND WRITING SPACES

Private and secure research spaces are available in Kelvin Smith Library. Karen Oye oversees these provisions in the library, and can help with any questions. Graduate students might consider the following:

- Carrels with lockable space for books and research materials are available upon application to graduate students for a full calendar year, beginning in late-August/early-September each year. These are available on a first-come first-served basis. For more information, please see <http://library.case.edu/ksl/services/libraryservices/carrels/>
- In addition to carrels, lockers in KSL can be checked out on a daily or semesterly basis. Please see <http://library.case.edu/ksl/services/libraryservices/lockers/>
- The KSL Research Commons (the Mather Reading Room) is a comfortable reading and writing space reserved for the exclusive use of graduate students and faculty. See <http://library.case.edu/ksl/howeare/researchcommons.html>

Faculty and graduate students have often found the Allen Memorial Medical Library (at the corner of Euclid and Adelbert Road) a more traditionally congenial environment for reading and writing. Check for its opening hours <http://www.case.edu/chsl/library/hours.html>; they tend to be more limited than those of KSL.

TEACHING OPPORTUNITIES, TRAINING, MENTORING, AND POLICIES

Training and practice in teaching is an integral part of graduate students' professional and intellectual development at CWRU. Please consult the *Teaching Handbook* maintained by the Director of Composition for current information about training and mentoring programs, teaching opportunities, and policies, practices, and resources of the University's Writing Programs.

ACADEMIC ADVISING AND PROFESSIONAL PLACEMENT

ADVISORS

MA students in their first year are advised by the MA advisor, Prof. Robert Spadoni, whose office is Guilford 218. His phone is 368-6681 and his e-mail is robert.spadoni@case.edu. MA students normally see the MA advisor at least once during each semester, usually during pre-registration periods in the second part of each semester. The MA advisor is available whenever needed and should be closely consulted about projects such as theses, exams, and independent studies. At the end of their first year, MA students should choose an advisor from among the entire faculty and meet with this person for advising and registration until the point of graduation. For all other questions of scheduling, advising, and programs of study, MA students can consult the Director of Graduate studies.

PhD students are advised by the Director of Graduate Studies, Prof. Kurt Koenigsberger (Guilford 321). His phone is 368-6994; his e-mail is kurt.koenigsberger@case.edu. PhD students normally see the Graduate Director at least once during each semester, usually during pre-registration periods in the second half of each semester. The DGS is available whenever needed and should be updated by candidates at the end of coursework, during the reading for comprehensive exams, and during the planning of the prospectus. The Director should be briefed regularly on the progress of the dissertation as well. PhD students should consult closely with their research advisors about their intellectual and professional development on all other matters.

The MA Advisor and Director of Graduate Studies are the only faculty who can lift advising holds and authorize enrollment. The student is responsible for consulting with the MA Advisor of the DGS about adding, dropping, or withdrawing from course.

Petitions for exceptions to regulations must be made to the Director of Graduate Studies, and in some cases to the Dean of the School of Graduate Studies. Unusual exceptions should be endorsed by the Department's Graduate Committee.

PLACEMENT OFFICER, CAREER SERVICES, AND INTERNSHIPS

The Director of Graduate Studies serves as the Department's placement officer for the purposes of academic job searches and coordinates sessions on application letters, CVs, writing samples, interviews, and campus visits.

For non-academic jobs, including primary and secondary teaching posts, and for internship opportunities, graduate students should consult with the Career Center (<http://studentaffairs.case.edu/careers/graduates/>), which offers counseling services, schedules job fairs, and provides a number of other events for graduate students. Kimberly Paik, Assistant Director for Graduate Career Services, can be reached at 368-2004 or Kimberly.paik@case.edu.

The Director of Graduate Studies maintains a database of summer opportunities graduate students have pursued in recent years.

TRANSCRIPTS

Transcripts of grades and degree programs are obtained from the Registrar's Office, 110 Yost Hall. Requests for transcripts may also be made by mail, in person, by fax, or online at <http://www.case.edu/registrar/transcripts.html>. Transcripts will usually not be sent if a student has outstanding fees or books overdue from the library.

DOSSIER SERVICE

The University does not maintain a dossier service, but instead recommends as its service of choice Interfolio.com. MA and PhD students can establish accounts there to distribute letters of recommendation and reference, resumes and CVs, and other materials appropriate to job searches and applications for professional or graduate school study.

AFTER THE DEGREE: KEEPING IN TOUCH

The English Department is eager to keep in touch with graduates of our programs. Please do let the Director of Graduate Studies know when your contact information changes so we can stay in contact. We particularly welcome news of our graduates' employment opportunities, promotions, publications, and other enterprises, which we will be glad to share with our Departmental community!

CURRICULAR OPTIONS AND GRADING

FELLOWSHIP COURSES

Students may take classes in other Departments without paying additional tuition by completing and having approved a Fellowship Course application available from the School of Graduate Studies. Please note that a Fellowship Course cannot count toward required degree credits and that graduate

students must petition to use the Fellowship Course Option to take 100- or 200-level undergraduate courses. (Such petitions are *not* normally approved.) Fellowship Course paperwork must be approved by the School of Graduate Studies before students register for the course on SIS. Failure to follow this procedure will result in students being charged full tuition for the course.

The Fellowship Course Option is recommended to satisfy the Department's language requirement for doctoral students (though note that the credits earned will not count toward the graduate degree).

For more information about the Fellowship Option and its procedures, please see the SGS Graduate Handbook.

INDEPENDENT STUDY (ENGLISH 590)

English 590 is intended for the motivated, self-disciplined student who wishes to pursue specialized research in the latter part of MA or PhD work. It is not recommended for students with fewer than 15 hours of coursework in their respective degree programs. The primary purpose of English 590 is to explore a subject that may lead to a thesis or dissertation, though on rare occasions it may also be approved for the exploration of a figure, period, genre, or topic not normally offered by the department. Permission to enroll in 590 rests with the Graduate Committee and the instructor; it will not be given if the proposal substantially replicates the content of a regularly offered course. Independent Study does not replace a required course or distribution requirement unless special permission is obtained ahead of time with the Director of Graduate Studies.

An Independent Study approximates the reading, writing, and guidance of a regular course. The Department approved the following guidelines in March 1997 (the Graduate Committee clarified approval procedures in October 2011):

- Student and professor have at least 10 contact hours over the semester;
- The reading list is the equivalent of a normal graduate English course;
- The student, in consultation with the professor, compiles a list of primary and secondary materials;
- A research paper of about 20 pages, or the equivalent, is written for a grade. Papers should be submitted by the end of the semester, even if the intent is to revise them for subsequent presentation or publication.

Proposals for English 590 must have the signed permission of a faculty member and be approved by the Graduate Committee. The Committee will consider the justification in relation to the student's program of study and to the Department's course offerings. In general, the Committee is unlikely to approve more than three credits of 590; more than six credits of 590 in a single degree program will be approved only in exceptional circumstances.

Proposals for Independent Studies should be formulated well in advance of the beginning of a semester. It is the student's responsibility to research and compose the proposal, to obtain the sponsoring faculty's signature, and to present the proposal to the Graduate Director for full

Committee for consideration prior to the regular registration period. Proposals will not ordinarily be considered after the end of regular registration. Sponsoring faculty members, the Director of Graduate Studies, or the Graduate Committee may suggest revisions of proposals or decline to approve a proposal.

Please use the form included in the list of forms on the English Graduate website for English 590 proposals.

SPEAKERS, COLLOQUIA, AND WORKSHOPS

The English Department and the Baker-Nord Center for the Humanities sponsor a number of scholars and creative writers presenting from their work throughout the year. When possible, these readings/lectures will be announced at the beginning of each semester, though students can expect additional programming as terms unfold. Your attendance is strongly encouraged and attendance at events is recorded. These readings offer a glimpse of important work by influential professionals and are thus valuable to your professional development.

Other Departmental programming – including such things as professional development workshops, colloquia for grad students, and Departmental research colloquia – will be announced at the start of the term. In some cases, the Graduate Committee or Director of Graduate Studies will invite assistance from graduate students in the planning and presentation of programs.

GRADING

The English Department's regulations state that all courses taken toward the required 27 (MA) or 24 (PhD) hours of coursework must be graded A-F (under the MA-Plan A [thesis option], 21 hours must be graded). When a Ph.D. student has completed coursework, s/he normally begins to take English 701, which is graded S/U. Receiving a U in 651 (Thesis MA) or 701 (Dissertation PhD) places the student on probationary status. It must be followed in the next semester by an S in the same course for the same number of hours. Receipt of two U grades in succession separates the student from the University.

I. INCOMPLETES

The English Department strongly discourages taking incompletes (a grade of I) in coursework. In the event that unavoidable medical or personal circumstances require an incomplete, the student must request one from the instructor before the due date of significant final work, such as research papers, and well before the end of the semester. Instructors may approve or deny requests for incompletes. If approved, the instructor and student must jointly fill out an "Agreement to Resolve a Grade of Incomplete" form and submit copies to the Graduate School and to the department. Any incomplete not resolved by the last day of classes of the following semester automatically becomes a permanent incomplete or an F, depending on the instructor's request. Such courses do not count toward graduation requirements. Students with outstanding incompletes may not take the M.A. exam, defend an M.A. thesis, take the Ph.D. comprehensive exam, or be advanced to candidacy. Students who have

requested multiple incompletes or who have two incompletes outstanding at any given time are not considered to be making normal academic progress and may be separated from the program.

II. MAINTAINING GOOD STANDING

Students maintain “good standing” in the School of Graduate Studies by registering each fall and spring semester, unless on a leave of absence, until the degree is finished, and by meeting the standard of “normal progress” set by the English Department. The SGS Grad Handbook sets forth several situations illustrative of a failure to maintain good standing. These include receiving an excessive number of incompletes and receiving a grade of U in 651 or 701. “Good standing” is also jeopardized by the following:

- GPA under 2.5 after two semesters or 12 hours.
- GPA under 2.75 after four semesters or 24 hours.
- Failure to complete M.A. exam within 5 years (can petition to extend)
- Failure to complete Ph.D. within 5 years of first 701 (one year extensions possible on recommendation of dissertation advisor, chair, and Dean of Graduate Studies).

In these last four cases the School of Graduate Studies may move to separate the student from the University. The Department may establish standards higher than those of the Graduate School; in particular, the Graduate Committee expects students to have more As than Bs after the first year of study, and a grade of C in any course shall automatically jeopardize “good standing.” Other circumstances that may initiate separation include a student’s failure to maintain appropriate standards of conduct or integrity, student conduct that compromises the integrity of the Department, and student behavior that creates concern for the safety and welfare of others.

III. APPEALS

The normal first course of appeal of a grade is a conference with the instructor to clarify the criteria for the grade and to review the written, oral, and other assignments that form the record. If no resolution is found, the student may ask the Graduate Director or Chair to review the situation. If necessary, the School of Graduate Studies has procedures for both student academic infractions and appeals of grades.

GENERAL EDUCATION REQUIREMENTS FOR GRADUATE STUDENTS IN ENGLISH

I. RESEARCH CORE (3 CREDITS)

All graduate students are required to take the Research and Methods Seminar (English 510)

Research and Methods

This course focuses on methods and resources for research in English, including substantial treatments of narrative, poetics, and close-reading skills. It typically introduces graduate students to questions of textuality, genre, medium, authorship, reception, historiography, and bibliography. It features an introduction to the library, special collections, InterLibrary Loan, and print and computer databases (including internet resources and the *Oxford English Dictionary*). Over the semester, students will develop a sense of the history of the profession and its current structures, norms, and functions. The Research and Methods course invites students to develop professional attitudes toward the study of English language and literature, presents forms of study meant to remain useful to students throughout their careers, and offers a common base and vocabulary to students whose professional interests will inevitably diverge in the course of their study.

II. COMPOSITION CORE, PEDAGOGY SEMINARS, AND UNIV 400A (3 CREDITS +)

All MA students are required to take the seminar in teaching composition (English 400). All PhD students are required to take the seminar in technical and professional communication (English 506). PhD students who have not had the equivalent of English 400 as part of their MA training are strongly encouraged to take 400 as an elective.

These seminars are offered in alternate years. Students for whom a seminar is not a requirement may take it as an elective.

All new students working under TAs are required by CWRU to complete University 400A in their first year of study. New TAs in the Department will be contacted by the Director of Composition about additional requirements pertaining to the Department's Pedagogy Seminar Series.

III. THEORETICAL DISTRIBUTION (3 CREDITS)

All graduate students are required to take at least one of the following courses that treat intensively theoretical concepts and critical reading. Students who have not had a comprehensive introduction to theory at the MA or undergraduate level should take English 487. Students who have taken an introductory course should consider one of the Topics in Theory courses.

CRITICAL THEORY (ENGLISH 487)

This course introduces graduate students to literary and critical theory. English 487 presumes no prior knowledge of theory, but students should have taken Research and Methods and demonstrate strong close-reading skills.

TOPICS IN THEORY

These courses treat intensively a focused area of theoretical inquiry. Topics in Theory courses include our current regular offerings in Composition Theory (500) and Rhetorical Theory (501), as well as a range of topics offered under the designations English 502 and English 524. These seminars may include Narrative Theory, Poetics and Prosody, Linguistics and Semiotics, Feminist Theory, Film Theory, Cultural Studies, and The Construction of Authorship. Independent Study (590) may also be appropriate for some students fulfilling this distribution. The courses counting toward the Topics in Theory distribution presume that students have been exposed to literary and critical theory at the MA or undergraduate level (i.e., in a prior course or its equivalent). Students should also have taken the Research and Methods course, and demonstrate strong close-reading skills.

IV. PREPROFESSIONAL WORKSHOPS FOR GRADUATE STUDENTS

The graduate program offers an annual program of workshops and information sessions designed to introduce graduate students to issues in the profession. All graduate students are invited to attend these sessions. The series typically includes an overview of the academic job search, including how to read the *MLA Job List*, to make contacts, to construct an academic vita, to write a dissertation abstract, to draft cover letters for jobs for different institutions, to interview, and to construct a teaching portfolio. Additional sessions typically address grant and proposal writing, summer internship possibilities, and working with archives.

In addition, students seeking a doctorate in English are required to enroll in the graduate-level Publication Workshop, which is not offered for credit, but is required by the English Department for graduation.

PUBLICATION WORKSHOP

In this workshop, students rework a paper for publication in a journal or an essay collection. Upon choosing a project, the student identifies a journal or a volume (in response to a call for papers) and tailors his or her project according to the format and focus of that publication. The workshop involves regular peer-review, and at the conclusion of the workshop one or more faculty members gives an impartial reading of the student's final article to determine its readiness for submission and to offer further advice. The Publication Workshop should be taken in the spring of the second, third, or fourth year; it may be audited in the spring of the first or fifth year. Students may enroll in the Workshop more than once.

DEPARTMENT COLLOQUIUM

Approximately once a month, faculty, Lecturers, and graduate students convene for a research colloquium. One of these sessions annually features the winner of the Neil MacIntyre Prize for best graduate paper. Attendance at Department Colloquium sessions is expected, and records of attendance will be made.

ADDITIONAL PROGRAMMING

Regular and occasional programming will be announced by the Department or the Director of Graduate Studies (in 2011-12, for example, a pilot program of miniseminars supplementing the Department's curricular offerings will be conducted by Department Lecturers).

READING GROUPS

The Department strongly encourages student-organized reading groups and provides a workshop space in Guilford 107 for this purpose. Reservations can be made on the calendar posted opposite the workshop room. Recent reading groups have been devoted to current issues in critical theory; contemporary science fiction; and James Joyce's *Finnegans Wake*. Groups to discuss texts on the MA exam reading list are particularly encouraged.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH

I. HOURS AND COURSES

The English Department operates primarily under Plan B, as specified in the University Bulletin and described at length in the Graduate Handbook. This plan requires 27 hours of course work and a written examination. Students must take a minimum of THREE 500 level seminars (9 credits). English 590 (Special Reading or Research—Independent Study) does NOT count toward this 9 credit minimum. Six hours of graduate work may be transferred from another institution or another CWRU department, on application to the Director of Graduate Studies. Students must take English 510 (Research and Methods), English 400 (Teaching Composition), and English 487 (Critical Theory); in addition they may take a maximum of four courses in any one of the areas listed below, and must take at least one in each of the other three. These areas are:

1. British Literature through the 18th Century
2. 19th -and 20th -Century British Literature (including Commonwealth/postcolonial literature)
3. American Literature
4. Other department offerings including linguistics, rhetoric, critical theory, film, and creative writing.

EXPECTED MA PROGRESS TIMETABLE

Year 1	Fall - 3 courses	Spring - 2 courses + Reading for MA Exam
Year 2	Fall - 2 courses + MA exam	Spring - 2 courses

II. THE MA EXAM (PLAN B)

In normal circumstances, students should take the MA examination in the fall of their second year. Even in exceptional cases, students must take the MA examination no later than one semester after

completing courses and credit-hour requirements for the degree. The examination is administered primarily in the fall, usually during the first week of November. In the occasion it is offered in the spring, it will ordinarily be administered in the week following Spring Break in March.

The exam reading list of 15 works (in the case of poetry, selections constitute a “work”) is posted on the Department’s Graduate Website as soon as it is approved by the Graduate Committee each year. Each year in December, two new works are added and two older works are removed. The new list is good for both semesters of the next academic year. Students are responsible for reading critical materials on these texts as well as on the genres and historical periods they come from and are welcome to consult faculty with expertise in the periods and genres as they prepare.

A file of questions used on past MA exams is available from the Department Administrator for students to photocopy and use. There are also a few sample answers available to study.

The exam itself is a take-home exam, completed over the course of one week, consisting of TWO essays based on TWO comparative questions, one provided by the student and one provided by the committee.

These essays will be approximately 10-12pp. each and will require each student to write a critically informed comparison of texts from different genres and historical periods. They will also require the student to demonstrate competence in close reading in both essays. Each student will be responsible for formulating ONE of these questions based on his or her individual interests; the Graduate Committee will formulate the second question and give it to the student one week before the due date of the exam.

Each student should work with his or her MA advisor to formulate an individualized question which shall be submitted to the graduate committee in October of the fall semester (February, if the exam is offered in the spring). The graduate committee will then approve, amend, or send the question back for revision and resubmission. For the essay that is based on the student’s own question, the texts will be chosen by the Graduate Committee. For the essay based on the Graduate Committee’s question, the texts will be chosen by the student. Students will be required to discuss at least FIVE texts over the course of these two essays, and to include close readings (on passages of their choice) in each. Students will have ONE WEEK to complete and submit the essays after receiving the committees designated question and instructions about texts.

A student must be registered during the semester in which the examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600, Comprehensive Examination, in order to take the exam.

FAILURE ON THE EXAM:

If an exam is deemed inadequate, the student will be required to retake the exam in the following semester with the same list of texts but new questions. This may include the summer term if the student feels adequately prepared for the retake and if there are enough members of the Graduate Committee available (minimum 3) to evaluate the exam.

If an exam is deemed not strong enough to pass, but not a clear failure, the Graduate Committee, instead of issuing an outright failure, will have the option to conduct an oral exam of one hour, asking the student questions about various texts on the list. If the student fails this oral exam, then the written exam will need to be retaken in the following semester, as described above. Failure a second time on the written exam will result in separation from the program without the award of the degree.

III. THESIS OPTION (PLAN A):

Students permitted to write a thesis will take, as part of the 27-hour requirement, six hours of thesis work (English 651), including an oral defense of thesis before a committee consisting of the student's thesis director and two other examiners appointed by the Chair of the Department (who may delegate this authority to the Graduate Director). The vote of the examining committee to accept the thesis must be unanimous.

- Coursework: 21 hours (minimum of 9 hours of 500 level seminars)
- Thesis: 6 hours
- Total: 27 hours

Once registered for 651 (always for a minimum of 3 hours), a student must continue to be registered until graduating. After two semesters of 651 at three hours per semester, a student may register for 651 at 1 credit hour for two semesters at her or his own expense. This is an inducement to finish. After this, the student must go back to registering for 3 credit hours at her or his expense. These hours would be above the 27 hours required for the degree, and beyond tuition covered by a TAship.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN WORLD LITERATURE (ENGLISH AND FRENCH, GERMAN, OR SPANISH)

Please contact the Director of Graduate studies for details of the MA in World Literature.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH

Students receiving the MA from the Department who wish to continue toward the PhD need not make a separate application through the School of Graduate Studies but are required to make a formal application to the Department. MA students wishing to continue for the PhD may apply when they have completed three semesters of coursework and have no outstanding incompletes, and must apply no later than the regular application deadline. Applicants in their second year of MA study at CWRU should supply a new statement of purpose and a new writing sample drawn from coursework at CWRU. In addition to a cover letter of application, a statement of purpose, and a writing sample, the Graduate Committee will take into consideration teaching performance and evaluations, grades and course evaluations, and performance on the MA exam as it assesses an application. Decisions are made during the Committee's annual admissions and funding meeting in the spring. If granted, admission is conditional until completion of the MA degree. A student denied admission may request a second review upon presentation of additional evidence (consult with the Graduate Director).

I. RESIDENCY REQUIREMENT

The University requires each PhD student to spend a substantial amount of time in residence, which entails continuous registration in each regular semester for at least six consecutive semesters (excluding summers), or six semesters in two consecutive calendar years (i.e., including summers), at any time from matriculation until all degree requirements are completed. The requirement may be fulfilled with course work toward the the PhD or with ENGL 701 (Dissertation PhD).

In general, the English Department encourages students to remain in residence in Cleveland throughout their degree programs. Only by being in residence can students take advantage of the many workshops, colloquia, and reading groups the Department considers essential to graduate training. Those holding TAs are expected both to be in residence and to refrain from accepting employment outside the University. Though writing dissertations with the support of Departmental Fellowships are encouraged to remain in residence, and are prohibited from accepting outside employment.

II. HOURS AND COURSES

The PhD degree requires 24 hours of course work beyond the MA Students must take a minimum of FOUR 500 level seminars (12 credits). ENGL 590 (Special Reading or Research—Independent Study) does NOT count toward this 12 credit minimum. A maximum of six hours of graduate work from another institution or a related department at CWRU may be counted toward the PhD on application to the Director of Graduate Studies; such courses will count toward the coursework requirements for the degree, but not toward the grade point average standards for Advancement to Candidacy.

Beyond coursework, PhD students must complete a minimum of 18 credits of English 701 (Dissertation PhD). Students beyond coursework register for 5 credits of 701 and 1 credit of EXAM 700 in the semester in which they take the Qualifying Exam (usually the fall of the third year). The subsequent semester they take 6 credits, and thereafter students should register for only three (3) credit hours of tuition for English 701 per semester until they reach the mandated minimum total of eighteen (18), and 1 credit per semester after that threshold has been met, as long as they remain in the program and teach for the department. (See chart for expected progress below.) PhD TAs in this situation must plan ahead. Students planning to defend dissertations on accelerated schedules should make special arrangements to reach the 18-hour minimum prior to the semester in which they plan to defend. Students with some kinds of government and private loans normally need to be registered for 6 hours a semester. The English Department does not award tuition hours simply to meet this regulation.

All PhD Students must take English 510 (Research and Methods) and either English 487, Introduction to Critical Theory, or an advanced course in critical theory and enroll in the Preprofessional Workshops. All PhD students must also take English 506 (Professional Writing: Theory and Practice). English 400 is an elective course for PhD students; it is strongly recommended

for any doctoral student on TAsip who did not complete 400 or an equivalent course as part of the MA degree.

III. ADVISORY COMMITTEE:

When a student has satisfactorily completed 12 hours of coursework toward the PhD (normally at the end of the second semester), the Director of Graduate Studies in consultation with the student will appoint a three-person advisory committee (a primary adviser and two other faculty members) to guide the student's progress toward the PhD qualifying exam. The committee's duties will include advising the student in

- Selection of remaining coursework;
- Selection of areas of focus;
- Preparation of a book list (50-75 works) in the student's areas of concentration;
- Preparation of questions for the written component of the qualifying exam.

IV. ENGLISH PH.D. FOREIGN LANGUAGE PROFICIENCY REQUIREMENT

Prior to advancement to candidacy, all Ph.D. students must demonstrate reading proficiency in one foreign language (including Latin and ancient Greek) by earning a grade of A or B in a 300-level CWRU course that requires the student to read literature extensively in the language. (These will normally be courses in the Departments of Classics and Modern Languages and Literatures. Note that advanced courses in business writing, composition, and conversation will not normally fulfill the requirement.) Such courses will not count toward the 24-credit doctoral course requirement. However, if students register for the course using the Fellowship Course Option, tuition will not be charged for completing the Foreign Language Competency Requirement.

Prior expertise in a foreign language, attested by an undergraduate major or minor or a previous graduate degree in the language, can demonstrate proficiency. Proficiency in these cases will normally be certified by the Graduate Committee, in consultation with faculty in Modern Languages and/or Classics. Students for whom English is a second language will be understood to have demonstrated linguistic proficiency by their enrollment in the graduate program in English.

If 300-level literature courses in the student's approved language are not available at CWRU in the semester(s) in which the student is to have established proficiency, the student may petition the Graduate Committee to accept an alternative method of fulfilling the requirement.

Completing upper-division courses in a foreign language or literature at another institution will **not** normally be an acceptable way to fulfill the language requirement.

V. ADVANCING TO CANDIDACY

When students have completed 24 credits of course work beyond the MA and fulfilled the foreign language requirement, they must apply for formal advancement to PhD candidacy by completing the

form available from the Graduate School and securing the signed approval of their research advisor, the Director of Graduate Studies, and the Department Chair. Eligibility is based on grades earned at CWRU. Students with more A's than B's are advanced to candidacy; students with more B's than A's are not advanced to candidacy. A case of an equal number of As and Bs on the record, or other anomalies, will be referred to the Graduate Committee of the English Department for a final decision. Students not advanced to candidacy are separated without the award of the degree.

The department reports its decisions on formal advancement to the Dean of Graduate Studies. Upon being advanced, students have five years to complete all requirements for the Ph.D. During this period they must register for at least eighteen hours of ENGL 701 (Dissertation), taking at least three credit hours per term until the eighteen are complete. According to current Graduate School regulations, this five-year time period begins with early registration in 701 while the student is preparing for the Qualifying Examination. (Consult with the Graduate Director for specific limitations.)

EXPECTED PHD PROGRESS TIMETABLE:

Year 1	Fall	2 courses
	Spring	2 courses + Plan to fulfill language requirement
Year 2	Fall	2 courses
	Spring	2 courses + Language requirement complete
	Summer	Director and committee approve reading lists
Year 3	Fall	5 hrs. ENGL 701; 1 hr. EXAM 700 – take exams by Oct 30
	Spring	6 hrs. ENGL 701 – Prospectus approved by end of February
Year 4	Fall	3 hrs. ENGL 701 – Write dissertation
	Spring	3 hrs. ENGL 701 – Write dissertation
Year 5	Fall	1 hr. ENGL 701 – Write dissertation
	Spring	1 hr. ENGL 701 – Finish dissertation and defend

VI. TAKING THE QUALIFYING EXAM

No later than one semester after students have been advanced to candidacy, in cooperation with their Advisory Committee, and subject to the Committee's approval, the student will

- Decide on either two or three areas of concentration, one of which must be a literary area, from broad disciplinary fields such as those recognized in the MLA Divisions and Discussion Groups, and represented in current department expertise. The Advisory Committee will have final approval of these areas and will take into account such issues as contiguity, relevance, and relation to possible dissertation interests.
- Prepare a list of 50-75 primary and secondary sources in these focus areas. The list should not be more than 75 works.

No later than the second semester after advancing to candidacy (i.e., registering for 701 credits), the student will prepare four questions based on the readings on the approved book list and schedule the written exam, which must take place within a calendar year of advancement. The questions should be designed to allow the student to demonstrate his or her knowledge of the field or focus area, drawing upon both primary and secondary texts from the list.

The usual progress for a PhD student receiving financial support from the department (i.e., a TAship or Fellowship) should follow the chart above. Because the department can usually only obligate itself to a maximum of five years of funding for each Ph.D. student receiving support, it is essential for students to keep to this schedule in order to have enough funding left to write the dissertation.

All students taking the exam during the fall semester should complete the oral section of the comprehensive exam by November 15. If a student should need to take the exam in the spring, the oral section must be complete by April 10. The orals follow the written exam by ten days to two weeks; therefore students should schedule their written exams before Oct. 30 in the fall (typical) and before March 25 in the spring (in exceptional cases).

The chair of the exam committee (the Research Director, in University parlance) will facilitate most aspects of the exam for the other committee members, though the candidate is responsible for communicating and consulting with all members of the committee. The candidate should draft questions at least six weeks before the scheduled date of the exam so that each committee member has a chance to read, make suggestions, and approve the questions. The candidate should first present the proposed questions to the committee chair for suggestions and approval. The revised questions should then be circulated by the student to other committee members for their revision and approval. If the chair feels it is necessary, the committee may meet as a whole to discuss, edit, and revise the questions. Any conflicts should be resolved by the committee chair, or, if necessary, in a meeting of the committee without the candidate. It is important for both the student and the chair to make sure that the committee has a common understanding of the language of the questions. Once approved, the questions may not be altered. The committee will select two of the four questions submitted for the exam. The chair of the exam committee must submit the approved questions, along with the final approved lists, to the DGS to be put in the student's file.

PREPARATION FOR THE EXAM AND COMPOSITION OF THE EXAM ANSWERS:

The exam must represent the student's own writing and may not include any written material previously submitted for a seminar or other coursework.

Candidates may discuss the slate of four revised questions with the chair but are never given advance sign about which two will be selected. While students may consult faculty about the texts on their lists and in very general terms strategies for composing answers before the exam, they may not submit drafts, sketches, or outlines of their exam answers to faculty. They are, however, encouraged to draft answers to all four questions in advance of the formal exam period on their own.

The Department acknowledges that intellectual exchange is at the heart of our discipline, and therefore we recognize that students preparing exams will as a matter of course consult with and discuss ideas with their examination committees and with other faculty and students. Nevertheless, in strict observance of the Academic Integrity standards of the University and the School of Graduate Studies, students may not receive outside assistance of any sort in the written conception, composition, or editing or proofreading of their examinations. This includes the sharing of draft

outlines, paragraphs, and individual pieces of answers. Students submitting examinations affirm that the work they turn in is their own and that they have not received any outside assistance.

SUBMITTING AND RESPONDING TO THE EXAM:

On the day of the exam the student will be given the two questions chosen by the Advisory Committee and will have a maximum of seventy-two (72) hours to write substantial responses in the form of two well-organized and carefully-argued essays, one in response to each question. The exam answers must be submitted both to the committee members and to the Director of Graduate Studies by the deadline. The DGS must have both a hard copy and an electronic copy. The committee may decide in what form it wishes to receive the written exam, and it is the student's responsibility to get it to each committee member.

Within one week of completion of the written exam, the Advisory Committee, through its chair, should report to the candidate whether that portion has been passed or failed. The committee members should send their comments to the committee chair (not directly to the student). The committee chair should then write up a report for the student and the Director of Graduate Studies (for the student's file) that puts together the various responses he or she has received from the committee members. The committee chair should try to resolve any contradictions in advice among the committee members before responding to the student. The report should give the student a sense of the exam's strengths as well as any weak points that might need to be worked on for the oral. The report may be communicated to the student by e-mail (with a copy to the DGS), but the committee chair should also meet with the student in person to go over the report and to provide general suggestions for the oral. Committee members will not, however, tell the student specific questions that will be asked in the oral. The oral exam, which usually takes place ten days to two weeks after the candidate has passed the written exam, will address any questions that arise from the written exam, and may range to any work on the student's reading list.

After the oral exam, the committee chair should write up a brief report about the exam for the student's file, describing the student's performance. This report may either be submitted separately to the DGS or added to the previous report on the written exam and submitted as one document. In either case, a copy of the report goes to the DGS.

After being notified of the results of both parts of the exam, the DGS is responsible for filing the reports and sending any paperwork to the School of Graduate Studies.

FAILURE ON THE WRITTEN QUALIFYING EXAM:

Students who fail either question of the written exam must retake that part. They are given a grade of U in English 701 or Exam 700 for that semester; they must ordinarily retake the failed section(s) of the exam the following semester and receive a passing grade. The exam may be retaken during summer semester only at the discretion of the chair of the exam committee and if all members agree. The grade of U remains on the student's transcript. On the retake, the Advisory Committee may ask

for two new questions from the student for each section failed, if so desired. Aside from this possibility, guidelines above for the first attempt apply.

In the event of failure the student meets with the committee chair as soon as possible. In this meeting the Research Director will summarize the committee members' responses on the exam. After this meeting, the chair will write a one-page report evaluating the exam; this becomes the official grade report and is sent to the DGS for placement in the student's file. The student may request to meet with the entire committee or may choose to meet with individual committee members to discuss the exam and preparation for the retake.

FAILURE ON THE ORAL QUALIFYING EXAM:

A student who passes the written exam the first time but fails the oral will have a grade of U in English 701 or Exam 700 recorded for that semester and will retake the oral early in the following semester. As in the case of a failed written exam, the Research Director writes a summary report on the performance and sends it to the DGS for inclusion in the student's file. If, after one failure on the written exam, the oral exam results in a failure, a second oral exam must be scheduled for the same semester in order for the student to receive a grade of S in English 701 or Exam 700 for that term. Failure a second time on either the written exam or the oral exam will result in separation from the program.

ADVICE FOR THE WRITTEN QUALIFYING EXAM:

The PhD qualifying exam is designed to test your knowledge of your chosen fields or focus areas. While you should have a thorough knowledge of the individual works on your list, you should also be able to situate them in the context of wider critical debates and relevant theoretical issues in your area of concentration. It is expected that each student will be familiar with some background reading of a general critical, theoretical, or scholarly nature that will help to provide the student with knowledge of current debates and scholarship in the chosen focus areas.

The function of the exam is not simply to test your knowledge of isolated texts from your list, but rather to test your ability to provide a focused, substantive, and intelligent discussion of those texts in relation to the wider field(s) that they have been chosen to represent. It is thus important to design your questions and answers in such a way as to highlight your own readings of the chosen texts in relation to significant issues in the contemporary critical discourse of the field. An exam which merely summarizes the critics without providing any original argument or readings, or an exam which fails to situate readings of the primary texts in a wider critical and theoretical context, will not provide an adequate demonstration of your ability to synthesize the primary and secondary materials.

VII. THE DISSERTATION COMMITTEE

The composition of the dissertation committee is commonly, though not always, the same as that of the qualifying exam committee. Students should confer with the Director of Graduate Studies early in

this process. The following regulations of the School of Graduate Studies must be observed in forming the dissertation committee.

- The committee consists of at least four members, comprising a chair and two members selected from the Department's research faculty.
- The fourth member must be from another department within Case Western Reserve University. For English Dept. dissertations, this member has typically come from Modern Languages, History, American Studies, Religion, Philosophy, etc. The practice of appointing fourth readers from other universities is no longer followed. See below for information on readers from other universities.
- Emeritus faculty of CWRU may serve as directors or faculty as long as they have not left the university.
- Faculty who have left CWRU may serve as chairs or readers for 18 months after the date of their last formal employment.
- Faculty at other universities with appropriate credentials may only serve as additional readers, i.e. fifth readers.

VIII. THE PROSPECTUS

Within one semester after passing the qualifying examination, the student will select a dissertation committee and submit a dissertation prospectus. The prospectus must be approved within one year of passage of the comprehensive exams.

The prospectus should include:

- A clear statement of the student's thesis, theoretical approach, and a summary of anticipated evidence;
- A discussion of the likely contribution of the study: what gaps in our knowledge will it fill?
- An outline/summary of proposed chapters or sections;
- A bibliography.

The prospectus must be reviewed by all of the departmental members of the Dissertation Committee and discussed at a meeting with the student. Once the dissertation director has approved the prospectus, it is filed in the student's permanent file and circulated to all faculty in the department. Circulation of the prospectus is required and is the student's responsibility.

IX. THE DISSERTATION

Students must register for a minimum of eighteen hours of dissertation credit (ENGL 701) during dissertation writing; if the dissertation is not complete by the time this requirement is fulfilled, they

will then normally register for one credit hour per semester. Students must complete all requirements for the Ph.D., including the dissertation, within five years of the semester in which they are advanced to Ph.D. candidacy or in which they begin 701 registration.

Regulations concerning dissertation credit and fees, terminal dates for degrees, and possible extensions are published separately by the School of Graduate Studies.

In addition to more traditional kinds of dissertations, the department will accept the following:

- A part of a larger project, provided that the part submitted is substantial and coherent in itself;
- A collection of related essays;
- Edited translations, scholarly editorial projects, and transcripts of documents--with quality and significance, not length, as criteria.

The Department requires that students follow the documentation procedures of the current MLA Style Manual. Regulations concerning the format of the dissertation and other procedures must be obtained from the School of Graduate Studies.

CONTACT WITH THE DISSERTATION COMMITTEE

The doctoral student is responsible for managing the progress of the dissertation and is expected to arrange meetings and maintain periodic contact with each committee member. A meeting of the full committee for the purpose of assessing the student's progress should occur at least once a year until the completion of the dissertation, according to the CWRU *General Bulletin*.

THE ORAL DEFENSE

The student defends the dissertation in a formal, public two-hour oral examination before the committee. A student must be registered for ENGL 701 during the semester in which the final oral examination is taken. All committee members must be physically present for the duration of the oral defense. Any exception must be approved by the Dean of the School of Graduate Studies at the point at which the defense is scheduled.

Students should apprise committee members of their progress on the dissertation throughout its writing. Departmental readers should have opportunities to read and provide formative feedback to substantial pieces of the dissertation project along the way. When all committee members agree that the project is ready to go to defense, the final completed dissertation (the "defense copy") is submitted to the Departmental committee plus one faculty member from outside the Department at least 10 working days (two work weeks) before the oral defense. It is not advisable to press these deadlines.

Students must schedule the dissertation defense with the Director of Graduate Studies and the School of Graduate Studies according to the schedule specified by the School, at least three weeks in advance of a date agreed upon by the entire Committee. The School will advertise the defense on its calendar to the University community; the defense will be announced to the Department as a public event by the Director of Graduate Studies.

Only one dissent of the four members is permitted for the dissertation to receive a pass. Readers of the dissertation will file with the Director of Graduate Studies a report including comments on style, originality, and scope; on the quality and value of the argument; and on the publishability of the material. Copies of the reports will be given to the candidate and placed in the candidate's Departmental file.

The School of Graduate Studies maintains a set of regulations and forms that must be completed with the version of the dissertation submitted to the School as the finished copy on the basis of which the degree is conferred. (This is the "copy to be filed.") Please consult the Graduate Studies calendar for filing deadlines and the Handbook for current guidelines. Note that dissertations are now digitally available through OhioLink; a request to stay digital publication (in cases in which immediate publication through a press is anticipated) can be submitted, if appropriate.

TIME LIMITS

All requirements for the Ph.D. must be finished within five consecutive calendar years from the date of the first English 701 taken. Candidates may petition for a one year extension on the recommendation of the dissertation advisor and with the approval of the Chair or Graduate Director and the Dean of Graduate Studies. If an extension is granted, the candidate must register for 3 hours of 701 each term. The English Department does not award tuition credits for this purpose.

GRACE PERIOD FOR SUBMISSION OF DISSERTATION

If the oral defense is passed, but the dissertation has corrections or required changes, the candidate may notify the School of Graduate Studies in writing of a desire to use the "grace period." This is granted only once: it is a one month extension granted from the date of commencement for that semester. The degree is then awarded the next semester, but without additional registration.

WRITING HISTORY AND THEORY (WHIT) CONCENTRATION FOR MASTER OF ARTS AND DOCTOR OF PHILOSOPHY DEGREES

English Graduate students at both the M.A. and Ph.D. levels can elect to take the concentration in Writing History and Theory (WHIT) as part of their graduate coursework. The WHIT program can function as a primary or secondary concentration: You can elect WHIT as your main area of study, or you can pursue the concentration as secondary or supplemental to some other area of graduate study in English.

WHIT RATIONALE:

The Writing History and Theory (WHIT) doctoral concentration addresses writing in all of its aspects, including its material bases—its diverse technologies, sites, and economies; its conventions, forms, and pedagogies; and its practices and uses, both contemporary and historical. WHIT thus seeks to bridge the divide between "Literature" and "Rhetoric and Composition" that has traditionally marked advanced study in English. Through coursework and advanced scholarship, students who pursue this concentration investigate a variety of writing practices, historicizing them in sophisticated ways and relating them to dominant strands in literary, cultural, and rhetorical theory. WHIT courses emphasize the relationships among texts and the larger social, economic, and political contexts in which they are produced and circulate, exploring, for instance, the legal infrastructure of creative production; the origins, uses, and revisions of generic forms; the remediation of texts; and the material practices of invention, dissemination, and display.

In addition to general doctoral program requirements, students complete a core course in "Writing History and Theory" (English 501) and four additional courses, at least one in each of three focus areas: Theories of Language, Rhetoric, and Discourse; Histories of Writing and Material Culture; and Writing Praxis.

For PhD students, the WHIT concentration will prepare them for an academic job market that increasingly calls on them to teach in a number of areas (composition, literature, linguistics, technical writing) and increasingly in computer-networked environments. For MA students, the concentration aims to serve both as strong preparation for PhD work, but also as academic preparation for work in professional writing.

HOURS AND COURSES:

Students electing the WHIT concentration must also fulfill the departmental requirements for their graduate English program (see above). To fulfill WHIT requirements, students take five graduate courses from the three areas below. AT LEAST 3 of the 5 courses must be at the 500-level for M.A. students and AT LEAST 4 of the 5 courses must be at the 500-level for Ph.D. students.

WHIT students take ENGL 501 and will choose 4 additional courses, at least 1 in each focus area.

AREA 1: THEORIES OF LANGUAGE, RHETORIC, AND DISCOURSE

Courses in this area emphasize the in-depth treatment of one or more essential theoretical approaches to writing.

For example:

- Classical/Contemporary Rhetorical Theory
- Rhetoric of Science
- Visual Rhetoric
- Medical Rhetoric
- Discourse Analysis/Stylistics
- Gender & Language

AREA 2: HISTORIES OF WRITING AND MATERIAL CULTURE

Courses in this area examine writing and reading as material, historically situated practices. For example:

- Construction of Authorship
- New Media Studies
- History of the Book
- Digital Media
- Cultures of Exhibition
- Print Culture Studies

AREA 3: WRITING PRAXIS

Courses in this area explore the production of texts in their contemporary cultural, historical, and technological contexts and have a special focus on the intersections of theory and practice, including the teaching of writing.

For example:

- Professional/Disciplinary Writing: Theory & Practice
- History of Reading, Writing, & Instruction
- Editorial and Publishing Practices
- Writing for New Media
- Document Design Principles
- ESL & Basic Writing Pedagogy
- Advanced Creative Writing Seminars

The Director of Graduate Studies, in consultation with WHiT faculty, can help students resolve questions about whether a particular course will fulfill WHiT Concentration requirements.