

GRADUATE STUDIES IN ENGLISH AT CASE WESTERN RESERVE UNIVERSITY

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GENERAL INFORMATION

The Department of English offers programs in American and English Literature and Language leading to the M.A. and Ph.D. degrees. It also offers a concentration in Writing History and Theory (WHIT) which examines the practice of “writing” as historically, culturally, and technologically situated. The department, with a faculty of 16 professors, covers most areas but is particularly strong in the following: Eighteenth-and Nineteenth-century British, Nineteenth-century American, British and American Modernism, Contemporary American, Composition and Rhetoric, Cultural Studies, and Gender Studies.

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.

Medicine, Language and Literature (MLL)

There are a number of us in the English department whose work intersects with medical discourse and other related disciplines (especially the history of science and medicine) as we seek to understand the ways in which the body and its experiences of health and illness are mediated in our own or other cultures. We work both with fictional texts that articulate and register bodily experiences and processes, and with non-fictional texts that purport to describe more objectively these same experiences.

Faculty who work in this area investigate the language and literature of four centuries and two traditions, British and American. As a group we could perhaps most broadly be described as working in our respective time frames on issues concerning gender, sexuality, and mental health:

- Early modern (late sixteenth-century and seventeenth-century) British literature and the cultural constructions of sex and gender as they articulate (in scientific and well as religious discourse) relations between the body and the soul. Particular projects include early modern representations of death, dying, and immortality, and gendered constructions of melancholy.
- Eighteenth century British literature and the histories of sexuality and the family, both of which routinely address issues concerning medicine, psychology, and science.
- Victorian literature and the specific ways it interacts with Victorian psychology, neurology, alienism (psychiatry), psychical and spiritualist research, and medicine.
- Non-literary discourses on mental health, especially the circulation of discourses on depression in contemporary American environments which include pharmaceutical advertising, media reports, and the discourse of those individuals suffering from depression.

Our interest in and investigation of textual production, reception, and circulation pertaining to medicine and the body intersect with those of a range of faculty in other departments inside and outside the College, including the Departments of Bioethics, History, Philosophy, Sociology and the Department of Anthropology, which specializes in medical anthropology. Our work also makes use of the resources offered by the Dittrick Medical History Center.

Cultures of Authorship and Exhibition (CAE)

This concentration takes as its focus the material conditions and contexts of modern institutions of cultural production and display. This concentration brings together ideas of "authorship," broadly construed, with past and current faculty projects pertaining to the material conditions and products of exhibition, and the rhetorics, narratives, and media of display. Like MLL, work in CAE encompasses more than four centuries of the British and American traditions:

- The engagement of the early modern theater with historical and philosophical concepts of wonder, ceremony, and games.
- The intersection of manuscript, print and embodied performance in the "scripts" of the Renaissance stage.
- The paradoxes of display by the early modern subject whereby categories of private and public become involved in one another.
- The impact of eighteenth-century print technologies and book-production on the novel's generic conventions.
- The historical relationship between the notion of the individual as sole originator of creative work and the development of intellectual property rights that restrict the display and circulation of that work.
- The relation of narratives of exhibition—those staged in circuses and menageries, for instance—to conceptions of the novel's form.
- The circulation of "impersonality" as a criterion for evaluating High Modernist authorship.
- The evolution of public art museums over the last century from spaces celebrating and memorializing individual collectors to institutions celebrating artists, movements, and cultures.
- The experience of public spaces, such as museums and zoological parks, as shaped by linguistic structures (self-tour guides, display labels, interpretive text).
- The development of new filmic genres as a consequence of evolving technologies of production and display.

This research in Cultures of Authorship and Exhibition calls for external collaboration with many University Circle and Cleveland institutions-museums, including the Dittrick Museum of Medical History, the Cleveland Museum of Art, the Botanical Gardens, the Cleveland Museum of Natural History, the Western Reserve Historical Society, the Cleveland MetroParks Zoo, and the Cleveland Playhouse-as well as internal collaboration with Case's Theater Arts and Art History departments, Special Collections in the Kelvin Smith Library, and with the Law School.

The general thrust of our program is to prepare graduate students for academic careers at colleges and universities (although some of our graduates have chosen other career paths). The graduate faculty in the Department offer extensive preparation in Methods for Literary Research. Below are the current faculty and their areas of interest:

FACULTY

Kimberly Emmons. *Assistant Professor (Ph.D. University of Washington).* Discourse analysis, medical discourse, gender and language, composition/rhetoric. Has articles published in *Composition Studies*, *Aligning for Learning: Strategies for Teaching Effectiveness*, and co-editor of *Studies in the History of Language II: Unfolding Conversations*.

Christopher Flint. *Associate Professor (Ph.D. University of Pennsylvania).* *M.A. Advisor* 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*.

Mary Grimm. *Associate Professor (M.A. Cleveland State).* Creative Writing. Has published short fiction in *The New Yorker* and elsewhere. Author of a novel, *Left to Themselves*, and a short story collection, *Stealing Time*.

Theodore Gup. *Wormser Professor of Journalism (J.D. CWRU).* Investigative reporting, feature writing, environmental and nature writing, journalism, and ethics. Author of *The Book of Honor: Covert Lies and Classified Deaths in the CIA* (nominated for a Pulitzer Prize in non-fiction) and journalism in *The Washington Post*, *Time Magazine*, *Gentleman's Quarterly* and elsewhere.

Kurt M. Koenigsberger. *Associate Professor (Ph.D. Vanderbilt).* *Director of Composition.* Nineteenth- and Twentieth-century British literature and culture, colonial and postcolonial literature. Has published articles in *Studies in Romanticism*, *Studies in the Novel*, and author of *The Novel and the Menagerie*.

William Marling. *Professor (Ph.D. California, Santa Barbara).* American literature, 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?*.

Heather Meakin. *Assistant Professor (D. Phil Oxford).* Renaissance and early modern literature, gender studies, poetry. Author of *John Donne's Articulations of the Feminine*.

Todd Oakley. *Associate Professor (Ph.D. University of Maryland).* Rhetoric, linguistics, cognitive science, and prose style. Has published articles in *Cognitive Linguistics*, *Written Communication*, *Rhetoric Society Quarterly* and elsewhere.

Judith Oster. *Associate Professor (Ph.D. CWRU).* American literature, modern poetry, rhetoric and composition theory, cross-cultural literature. Author of *Toward Robert Frost: The Reader and the Poet* and *From Reading to Writing*.

William Siebenschuh. *Professor (Ph.D. California, Berkeley).* *Department Chair.* Eighteenth-century and Victorian literature, autobiography. Author of *Form and Purpose in Boswell's Biographical Works*; *Fictional Techniques in Factual Works*; *Contact: A Guide to Writing Skills*; and coauthor of *The Struggle for Modern Tibet*.

Robert Spadoni. *Assistant Professor (Ph.D. University of Chicago).* Film history, film reception, the horror genre. Has articles published in *Velvet Lighttrap*, *Film History*, *Conrad on Film*, *Literature/Film Quarterly*, and the author of *Uncanny Bodies: The Coming of Sound Film and the Origins of the Horror Genre*.

Gary Stonum. *Oviatt Professor of English (Ph.D. Johns Hopkins).* American literature, critical theory. Author of *Faulkner's Career* and *The Dickinson Sublime*.

Thrity Umrigar. *Assistant Professor. (Ph.D. Kent State University).* Creative writing, minority and ethnic literature. Author of *Bombay Times*, *First Darling of the Morning*, and *The Space Between Us*. Published in *Akron Beacon Journal*, *Washington Post*, *Boston Globe* and elsewhere.

Athena Vrettos. *Associate Professor (Ph.D. University of Pennsylvania).* *Director of Graduate Studies. Ph.D. Advisor.* Victorian literature, cultural studies, gender studies, narrative and critical theory, literature and medicine, literature and psychology. Author of *Somatic Fictions: Imagining Illness in Victorian Culture*.

Martha Woodmansee. *Professor (Ph.D. Stanford).* *Executive Director of the Society for Critical Exchange.* Eighteenth- and Nineteenth-century cultural studies, critical theory, law and literature. Author of *The Author, Art, and the Market*, coeditor (with Mark Osteen) of *New Economic Criticism: Studies at the Intersection of Literature and Economics* and (with Peter Jaszi) *The Construction of Authorship*.

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 or they 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 recommend but do not require the specialized test in English literature. In addition, candidates must submit directly to the English Department one or two examples of their expository writing (amounting to about twenty typewritten pages total), normally papers written for undergraduate or graduate courses in English.

For information on admission, financial assistance, general requirements, downloadable application forms, and on line applications, see the School of Graduate Studies website (<http://www.case.edu/provost/gradstudies/>). Course descriptions of the current semester are available from the Department of English. Current course descriptions and additional information on the program are also available at the department website (<http://www.case.edu/artsci/engl/html>).

ADMISSION OFFERS AND THEIR DURATION

Applications are due February 1 for consideration for the following school year, and applicants are not reviewed until their 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. After one year an admitted student who wishes to attend must have his or her application “reactivated;” the applicant’s dossier must be reviewed again. If two years have passed since acceptance, the applicant must re-apply. 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.

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 feel some hesitation. 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, about which they are notified in writing, or to remedy deficiencies. International students sometimes need language work.

V. Non-degree Students

1. Must hold the B.A.
2. Must secure the consent of each course instructor.
3. Must get proper forms from the Dean of Graduate Studies (Nord Hall 6th Floor).
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.

INTERNATIONAL STUDENTS

The English Department welcomes international students. Recently, admitted students 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. Those with native fluency in English are eligible to apply for Teaching Assistantships.

International students normally 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 the Director of International Student Services as soon as possible (210 Sears Hall, 368-2517, FAX 368-4889). This office send out I-20 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 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.

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 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, 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 or use the facilities.

LIBRARY, PARKING, E-MAIL AND STAYING IN TOUCH

I. Library

Upon payment of each semester’s tuition and fees, graduate students receive borrowing privileges at all University Libraries. 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. Those students who need materials that can only be borrowed by faculty should consult their supervising professors; faculty may allow graduate students to charge to their (faculty) cards for four week periods.

Library carrels are assigned to graduate students (only) via lottery at the beginning of fall semester. To participate in the lottery, see Kelvin Smith Library’s website for an application (<http://library.case.edu/ksl/info/policies/>).

II. Parking

Parking is scarce in University Circle. There are some on-street metered spaces, but they generally fill up by 8 a.m. CWRU is well served by the RTA’s bus and elevated rail system. Parking lots are administered by University Circle Inc.(UCI). Passes can be purchased at the Office of Access Services in the basement of Crawford Hall (Room 18), 368-CARD. Commuter parking rates run from \$48.00 to \$117.50 per month (2005-2006). In an emergency UCI will unlock your car, jump start your battery, or provide a small amount of gas. Many University Circle parking lots are free after 5 p.m. and on weekends. For more information on parking, please see the Parking at Case website (<http://parking.case.edu>).

III. E-mail

When you receive your university identification card (at 18 Crawford Hall 8:30 a.m. - 5:00 p.m. (MWR) and 8:30 a.m. – 6:00 p.m. (T) with extended hours during orientation week), you will also be activated on the university's e-mail system. You should log in at one of the public terminals, such as in Kelvin Smith Library, to register your ID and to set your password. This can be done at <https://its-services.case.edu/my-case-identity/activate/>. You should also give your e-mail address, name, phone number and address to the department administrator so that it can be published in The Guilford House Directory, our in-house phone book. You can obtain information about setting up remote access for your home computer at the Help Desk (368-HELP). Also see <http://start.case.edu> for more information about the Case Network.

IV. Staying in Touch

1. E-mail has become the de facto method of making announcements in the department. Therefore, you need to check your e-mail at least four times a week and preferably once a day.
2. Every admitted graduate student has a mailbox. You should check it at least twice a week. However, to save paper, only the most important events are announced on paper. E-mail saves resources and cuts a day off the time necessary for distribution. You can always pick up your e-mail on 4th floor computers.
3. Ph.D. students should be aware that an e-mail message will give the date of the foreign language exams for each semester. If interested, reply to the Graduate Director by October 1 for Fall, and February 15 for Spring.

SPEAKERS

The English Department sponsors a number of scholars and creative writers reading from their work throughout the year. These readings/lectures are usually held in the Guilford Parlor between 4-6 p.m. Your attendance is strongly encouraged. These readings offer a glimpse of important work by influential professionals and are thus valuable to your professional formation. Flyers for these events will appear in your mailboxes.

HOUSING

Cleveland offers abundant, reasonably-priced housing. Prices of rentals are lower on the West Side, but most graduate students choose to live on the East Side, proximate to campus. Many English graduate students live in nearby Cleveland Heights (rentals \$550.00 up) or in colorful Murray Hill on the edge of campus (rentals \$500.00 up). The best time to find rentals in these neighborhoods is May 1 through July 1. Cleveland Heights maintains a housing office (40 Severance Circle, 291-5959), 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.

CWRU Office of Housing and Residence Life publishes an extensive listing of off-campus housing that is available only to University staff and students. This listing is updated weekly and covers the gamut. It is extremely useful, but not a guarantee of quality. Exercise caution, as you

would in any commercial transaction. This list can be obtained at the Central Housing Office (4 Yost Hall, 368-3780, 368-6658 FAX). You can also find this comprehensive list of available apartments through the CWRU Office of Housing and Residence Life website which posts the Off-campus Housing Bulletin at (<http://studentaffairs.case.edu/living/>). The most recent updates are usually available at the website by noon on Fridays. The University does not offer on-campus graduate housing.

International graduate students often live at the Steiner International House, one block from the department at 11408 Bellflower (216-231-9525 413-669-0018 FAX). This is a cooperative, where students share tasks from cooking to cleaning. The cost for a single room here is around \$340.00 (2006) and \$315.00 for a double room (2006) (with the added bonus of free laundry), but the number of rooms available is small (21 students). An 80% balance of international students is maintained.

ADVISING

M.A. students in their first year are advised by the M.A. advisor, Prof. Christopher Flint, whose office is Guilford 314. His extension is x2362 and his e-mail is cx33@case.edu. M.A. students normally see the M.A. advisor at least once during each semester, usually during pre-registration periods at the end of each semester. The 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, M.A. students should choose an advisor from among the entire faculty and meet with this person for advising and registration until graduation.

Ph.D. students are advised by the Director of Graduate Studies, Prof. Athena Vrettos. Her extension is x2344; her e-mail is axv13@case.edu. Ph.D. students normally see the Graduate Director at least once during each semester, usually during pre-registration periods before each semester. The advisor is available whenever needed and should be closely consulted at the end of coursework, during the reading for comprehensive exams, and the planning of the prospectus. The Director should be briefed regularly on the progress of the dissertation as well.

The M.A. and Ph.D. advisors are the only faculty who can sign course enrollment forms or hand out PIN numbers for registration. The student is responsible for consulting with his or her advisor 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 also. Unusual exceptions should be endorsed by the Department's Graduate Committee.

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 M.A. or Ph.D. 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 it

may also be used to explore a figure, period, genre, or topic not normally offered by the department. Permission to enroll in 590 rests with the graduate advisors 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 these guidelines in March 1997:

- 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 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 his or her Graduate Advisor during the regular registration period. Proposals will not ordinarily be considered after the end of regular registration. Graduate advisors may suggest revisions of proposals.

Please use the form included at the end of this handbook for English 590 proposals. Students wishing to read, without writing a research paper or its equivalent, should consider English 601, which is graded S/U. However, credits from 601 do not count toward degree requirements.

GRADING

The English Department's regulations state that all courses taken toward the required 27 (M.A.) or 24 (Ph.D.) hours of coursework must be graded A-F. Courses such as English 601 and 651 which are graded S/U, do not count toward graduation. 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 or 701 or 702 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 take a significant number of incompletes or who have two incompletes outstanding at any given time are not considered to be making normal academic progress. The "Agreement to Resolve" form can be found in the Appendix pages at the end of the handbook.

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 CWRU 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 701/702. "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. Departments may establish standards higher than those of the Graduate School and may initiate separation based on failure to maintain appropriate standards of conduct or integrity, for conduct that compromises the integrity of the Department, or 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. The School of Graduate Studies has procedures for both student academic infractions and appeals of grades. See Appendix at the end of the Handbook.

TRANSCRIPTS

Transcripts of grades are obtained from the Registrar's Office, 110 Yost Hall. The phone number is 216-368-4310. Requests for transcripts may also be made through the university's website (<http://www.case.edu/provost/registrar/transcri.htm>). Transcripts will usually not be sent if a student has outstanding fees or books overdue from the library.

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 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 (3 credits)

All new graduate Teaching Assistants who have not taken a comparable course at the M.A. level are required to take the Teaching Composition Seminar.

Teaching Composition

Teaching Composition (English 400) concentrates its attention on practical pedagogy, focusing on basic composition theory and pedagogy and introducing new graduate Teaching Assistants to the writing programs at Case Western Reserve University. It focuses on the construction of syllabi, the framing of assignment sequences, the evaluation of sample students' writing, and the design of classroom activities. For further training in teaching writing, students are encouraged to take Composition Theory (500) or Rhetorical Theory (501).

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 M.A. 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

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 M.A. 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 Doctoral Students

All graduate students seeking a doctorate in English are required to enroll in these preprofessional workshops, and M.A. students may attend the “overview” meeting of the Job Market Workshop if they wish. These workshops are not taken for credit hours, but they are 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.

Job Market Workshop

In this workshop, students learn 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. The workshop consists of approximately three sessions offered in September (one “overview” meeting, and two workshops for vitae and job letters) and a round of mock interviews in

December. All students are encouraged to attend the “overview” meeting at any point, and as many times as they wish, but only students planning to apply for jobs during the academic year should enroll in the workshop and interview sessions.

V. Faculty Forum

Each semester students will be encouraged to attend informal faculty forums or to meet with faculty individually to discuss research interests. Faculty forums are designed both to foster a sense of intellectual community among students and faculty, and to familiarize students with faculty members’ work and research interests. In each forum, faculty volunteers present a current research or writing project, giving a sense of backgrounds, problems, contexts, and processes in the evolution of the project. Attendance at forums and/or meetings with faculty are mandatory for students enrolled in the Research and Methods course.

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. 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), ordinarily in their first year; 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. English Literature through the 18th Century
2. 19th-and 20th-Century English Literature
3. American Literature
4. Other department offerings including linguistics, rhetoric, critical theory, film, and creative writing.

II. The M.A. Exam

Students must take the M.A. examination no later than one semester after completing courses and credit-hour requirements for the degree. The examination is given once in the fall and once in the spring, usually during the first week of November and the first week of April.

The exam reading list of 15 works (in the case of poetry, selections constitute a “work”) is posted on the graduate web page as soon as it is approved by the Graduate Committee each spring. Each year, 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 some critical materials on these texts as well as on the genres and historical periods they come from.

A file of questions used on past M.A. exams is available from the department assistant for students to photocopy and to use in preparation. 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 will submit his or her individualized question to the graduate committee in the second month of the last semester of coursework (i.e. February or October). The graduate committee will then either 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.

The due date of the exam will be either in early November or early April, based on the Graduate School's deadline for graduation that semester. 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.

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. This is an inducement to finish. After this, the student must go back to registering for 3 credit hours. These hours would be above the 27 hours required for the degree.

Timetable for the MA Thesis:

Because the University has very strict graduation deadlines, it is crucial for students working on an MA Thesis and planning a May graduation to begin their research during the summer before their final year of study. The thesis should be substantially drafted during the fall semester and revised during the beginning of the spring semester. The completed thesis should be circulated to the full thesis committee by late February so that there is time to complete any revisions they require in early March. The school of graduate studies usually sets the deadline for the oral defense of the thesis sometime in the last two weeks of March. The revised and defended thesis, formatted according to the specifications of the School of Graduate Studies, accompanied by all appropriate forms and signatures, is due in the Graduate Studies' office (Nord Hall) sometime in the first week of April. The calendar for graduation due dates is listed on the School of Graduate Studies web site each term. Students who do not finish their thesis in time for May graduation are required to stay registered for at least one credit hour of 651 until they graduate. The department does not pay for these extra tuition hours as part of the TAsip, so please plan ahead.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN WORLD LITERATURE (English and French, German, or Spanish)

I. Hours and Courses

The degree requires a minimum of 27 hours of coursework, including twelve hours in English and American literature and 12 hours in the second language and comparative literature. English 487 is also required of all students. Of these 27 hours at least 9 must be taken at or above the 500 level.

II. Language Fluency

Students must be highly proficient in the second language. Three years of college-level foreign language coursework (or its equivalent) will normally be required for admission to the program. Students will be examined on their spoken language and listening comprehension and, depending on their skills, may be required to do additional developmental work (not credited toward the degree) in order to achieve proficiency.

III. Comprehensive Exam

For the general format see the description under the M.A. in English. In consultation with their advisor, comparative literature students will substitute equivalent major texts from French, German, or Spanish literature for up to half the English and American works in the yearly lists. At least one essay must be completed with texts in the second language, though both essays may be written in English.

Students must be registered during the semester in which any part of the examination is taken. If not registered for other courses, they will be required to register for one semester hour of EXAM 601, Directed Reading for the Comprehensive Examination.

IV. Thesis Option (Plan A)

Students permitted to write a thesis will take, as part of the 27 hour requirement, 6 hours of thesis work (ENGL 651, CMPL 601, FRCH 601), including an oral defense of the thesis as described under general requirements.

V. Teaching Experience

Students are encouraged to apply to the Department of English for teaching or tutoring positions. English 400 (Teaching Composition) will be required for anyone who has not had previous college teaching experience. Occasional lectureships in the teaching of foreign languages may become available.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH

Students receiving the M.A. from this department who wish to continue toward the Ph.D. need not make separate application through the School of Graduate Studies, but there is a formal application process in the department. M.A. students wishing to continue for the Ph.D. may apply by letter to the Graduate Director when they have completed 18 hours of coursework and have no outstanding incompletes. Early admission to the Ph.D. program is conditional until completion of the M.A. degree. The Graduate Committee will consider grades and course evaluations in its decision; it may decide to 1) grant early admission or 2) postpone until completion of the M.A.; it will communicate its decision in writing. A student denied admission may request a review upon presentation of additional evidence (consult with the Graduate Director).

I. Residency Requirement

The University requires each Ph.D. student to spend a substantial amount of time "in residence," which is defined as follows: 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 M.A. or the Ph.D. or with ENGL 701 (dissertation credit).

II. Hours and Courses

24 hours of course work beyond the M.A. 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 Ph.D. 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.

All Ph.D. 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 Ph.D. students must also take English 400 (Teaching Composition) if they have not taken an equivalent course for the M.A.

III. Advisory Committee:

When a student has satisfactorily completed 12 hours of coursework toward the Ph.D.(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 Ph.D. 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 Competency Requirement

Prior to advancement to candidacy, all Ph.D. students must demonstrate competency in one foreign language in one of the following ways:

- Earn a grade of A or B in a 300-level CWRU foreign language course that requires the student to show competence in reading the language. Such courses ordinarily will not count toward the 24-credit doctoral course requirement. However, the department will allow 3 credits of tuition waivers to be addressed to the Foreign Language Competency Requirement.
- Pass an examination comprised of passages of an appropriate level for translation and/or summary of literature or criticism in the language, designed and administered by the

Department of Modern Languages and Literatures (or Classics, when needed for the student's field), to be scheduled once in each semester. Students desiring this option must register with the Director of Graduate Studies during the registration period for the term in which the examination is desired. Students who fail the examination twice must use option 1.

Department of Modern Languages and Literatures Guidelines for the Foreign Language Reading Exam

1. The exam will be administered once during the Fall semester and once during the Spring Semester.
2. The exams for all languages will be scheduled and administered by the Department (DMLL) the same day, during the same session.
3. The exam will last 2 hours.
4. There will only be one exam in each language.
5. The exam is not discipline or period specific; it is devised to test reading ability in the humanities in general.
6. Each language section will design the exam to test reading proficiency. Reading proficiency is interpreted as the proficiency required in a 300-level culture or literature course in the language.
7. The exam will consist of 8-12 questions about a written text that is 10-20 pages long.
8. Questions will direct students to specific pages only when essential for clarity.
9. Students may answer the questions in English.
10. In some cases the exam may include a translation component.
11. Students may bring and use one dictionary.
12. Students will receive a PASS/ NO PASS grade.
13. Departments should inform their students of these guidelines before the exam is given. They should also inform the students of the Department's rationale behind the exam requirement.
14. Questions should be directed to the Chair of DMLL.

By the completion of the first 12 credit hours of Ph.D. course work, students should inform the Graduate Director of how and when they plan to fulfill the foreign language requirement. Students must complete the language requirement within one semester after the conclusion of course work in order to be advanced to candidacy. The progress of any student who fails to establish competency within one semester after the completion of coursework will be reviewed by the faculty members of the Graduate Committee to ascertain whether the student may continue in the program. Ordinarily, failure to advance to candidacy in a timely way means that the student must leave the program. [Students who have already passed these deadlines should consult with the Graduate Director as soon as possible.]

Bilingual students or students whose native language is not English may petition the Graduate Committee to waive the foreign language requirement.

V. Advancing to Candidacy:

When students have completed 24 credits of course work beyond the M.A. and fulfilled the foreign language requirement, they must apply for formal advancement to Ph.D. candidacy. 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 tie or other anomalies will be referred to the Graduate Committee of the English Department for final decision. Students not advanced to candidacy are separated.

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.) Pre-candidacy 701s may only be taken concurrent with coursework and once embarked upon must be taken continuously until student advances to candidacy (CWRU General Bulletin, 93). Students may NOT enroll for 9 hours of 701 in a semester until advanced to candidacy.

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 two semesters after advancing to candidacy, 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 Ph.D. student receiving financial support from the department should follow the chart on the following page. 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.

PhD (usual) Progress Timetable:

Fall Semester

Spring Semester

Year 1	2 courses	2 courses
Year 2	2 courses, select Research Director and committee	2 courses Get reading lists approved; Take language exam; Advancement to candidacy
Year 3	Read for PhD exam Take written exam before October 30, OR	Take written exam before March 25, ideally in Jan. or Feb. Get prospectus approved before end of semester.
Year 4	Write dissertation	Write dissertation
Year 5	Write dissertation	Finish dissertation and defend

All students taking the exam during the fall semester should complete the oral section of the comprehensive exam by November 15. Those taking the exam in the spring semester should complete the oral section 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 and before March 25 in the spring.

The chair of the exam committee (the Research Director, in University parlance) will coordinate all aspects of the exam for the other committee members. 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 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. Candidates may discuss the slate of four revised questions with the chair but are never given advance sign about which two will be selected.

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.

While students may discuss exam questions and, in very general terms, possible strategies for composing answers with faculty members before the exam, they may not submit drafts of their exam answers to faculty before the exam.

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 Freddy by the deadline. Freddy must have both a hard copy and an electronic copy. The committee may decide in what form they want to receive the written exam, but it is the student's responsibility to get it to them.

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 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 in the student's file.

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 Grad 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 placed 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 for 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 usually, 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, of which the chair and two members must be from the candidate's home department.
- 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

Ordinarily 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, circulated to all faculty in the department, and posted on the Graduate Bulletin Board (across from Guilford 201). 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 Graduate School.

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 Office of Graduate Studies.

The completed dissertation is submitted to the departmental committee plus one faculty member from outside the Department. The student defends the dissertation in a formal two-hour oral examination before the committee.

Readers of the dissertation will file with the Graduate School reports 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.

A student must be registered for ENGL 701 during the semester in which the final oral examination is taken.

Dissertation Fellowship

Students advanced to candidacy, with all coursework finished and a minimum of 18 hours of English 701 complete, may apply for a Dissertation Fellowship through the School of Graduate Studies. The Fellowship is available for four consecutive semesters to students making good progress as defined by their directors and the Graduate Committee. The English 702 (fellowship) registration constitutes "full-time" registration for the purpose of maintaining student loan eligibility. If the dissertation is not finished and defended in the fourth semester of 702, then the student must resume registration for 701 at a minimum of 3 hours per semester until finished.

Contact with the Dissertation Committee

The doctoral student 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

An oral defense is required. All committee members must be physically present for all of it. Only one dissent of the four members is permitted for the dissertation to receive a pass. Four faculty are committee members; one must have a primary appointment in another department at CWRU. Faculty at other universities are not permitted to be among the four regular committee

members, but can be added as fifth readers. The candidate must schedule the defense with the School of Graduate Studies not later than three weeks ahead of time. Committee members must receive the complete dissertation to read at least 10 working days before the oral defense. It is not advisable to press these deadlines. Committee members should be kept informed as to the progress on the dissertation throughout its writing.

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.

Teaching Experience

The Department regards teaching as an essential part of the Ph.D. candidate's education and recognizes a variety of instructional opportunities within the Department and in the Greater Cleveland community. Each candidate will normally be expected to participate in at least one of the following programs:

- Co-Instructing in SAGES Seminars, English 150, 148, or 398
- Teaching or tutoring in the Writing Center, in summer school, in one of the professional schools, or at another college, community college, or university.

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, developed by the Department of English in 2000, 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 concentration in Writing History and Theory examines the practice of “writing” as historically, culturally, and technologically situated. Students will study rhetoric theory and history, the history of writing and publishing practices, linguistics and semiotics, and digital communication theory. The program focuses on the relationship between textual features (i.e., word-image interface, lexical and grammatical choices, document design) and global rhetorical issues, such as text production and circulation, copyright, audience, ethics, and rhetorical effect. The aim of the program is to develop a deeper understanding of the way that writing functions in disciplines, in organizations, in institutions (like business and academia), in society, and in cultures more generally.

Students will take a core course in Rhetorical Theory (501), which will function as an overview course for the program. They will also take at least two courses in three general areas: history of writing, digital writing, and linguistics and semiotics. While providing students with a theoretical and historical background to the study of writing, the WHIT concentration also requires practical courses in writing and teaching designed to prepare teachers and professional writers.

For Ph.D. 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 M.A. students, the concentration aims to serve both as strong preparation for Ph.D. work, but also as academic preparation for work in professional writing.

Hours and Courses:

Students electing the WHIT concentration must fulfill the departmental requirements for their graduate English program. To fulfill WHIT requirements, students take five graduate courses from areas A, B, and C 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.

A. English 501—Theories of Rhetoric (core course)

B. 2 courses from two of the three areas below:

- A course in the history of writing (i.e., the construction of authorship; the history of the book; a history of rhetoric course)
- A course in digital writing technology (i.e., digital theory and writing)
- A course in linguistics/semiotics (i.e., linguistics; history of the English language; semiotics)

C. 2 courses from below. M.A. students must take at least one course from the “Writing” category. Ph.D. students must take at least one course from the “Teaching” category.

- **Writing**

English 406, Advanced Creative Writing
English 407, Workshop—Non-Fiction Writing
English 474, Internship in Journalism
English 498, Computer-Mediated Professional Communication

- **Teaching**

English 400, Rhetoric and the Teaching of Writing
English 506, Teaching Technical and Professional Communication
English 480, ESL Composition Theory

GRADUATE ALUMNI FUND

The department has a fund, created by donations from alumni, for scholarly and professional use by graduate students. Travel to collections, to present papers, and to attend special symposia are among the projects funded from this source. At the end of the handbook you will find a copy of the "Application for Alumni Funds," the form you must submit to the Graduate Director to request support from this source. Grants usually amount to a few hundred dollars. The Graduate Dean also has some funds that may be available for extraordinary expenses associated with conferences abroad.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are awarded by the Dean of Arts and Sciences on the recommendation of the Department; application is made on the regular Admission form. Applicants without previous teaching experience will be required to take English 400 (Teaching Composition) before the first semester in which they teach. The continuation of assistantships is dependent upon acceptable progress toward the degree and teaching performance, evaluated annually.

Both M.A. and Ph.D. Teaching Assistants are expected to teach 3 courses (or equivalent) per year while they are completing their graduate coursework. Ph.D. students teach 4 courses per year after their third year in the program.

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 Ph.D. degree level, teaching assistantships may be held for up to five years, and are not usually available after that.

Ph.D. teaching assistants beyond coursework are usually awarded three (3) credit hours of tuition for English 701 per semester until they reach the eighteen (18) credit hours of 701 required for graduation.

TEACHING ASSIGNMENTS

Once they have the requisite training, Teaching Assistants are eligible for assignments in the following courses, in addition to appointments in the Writing Resource Center:

- First Seminar (FSEM) – An interdisciplinary course characterized by intense, but open-ended, intellectual inquiry obtained by reading from primary sources, written and oral communication in small groups and team taught by current or emeriti faculty members and an instructor from the Department of English.
- University Seminar (USEM) – An interdisciplinary course that moves students toward broad domains of disciplinary inquiry, and introduces key conventions and expectations of research writing in the University. Courses are organized in relation to three broad thematic “worlds” – the symbolic, the social, and the natural/technological.
- English 148 - Introduction to Composition (non-native and some native speakers of English who are not yet ready for English 150). Class sizes are usually limited to approximately twelve students.
- English 150 - Expository Writing. Class sizes are usually limited to approximately 20 students.
- English 398 - Professional Communication for Engineers (a required 2-credit companion course to Engineering 398 for all Engineering majors). Class sizes are limited to 20 students or fewer.

Experienced T.A.s may also be assigned to other courses or administrative duties, upon application and with the approval of the Department’s Undergraduate and/or Graduate committees, as appropriate. Most of these opportunities are described in the section on Supplemental Positions.

TEACHING ASSISTANT OFFICES AND HOURS

All T.A.s have offices on the 4th floor of Guilford House. Every office has a telephone and many have computers and printers.

Every T.A. teaching a course as instructor of record must schedule and post a minimum of two office hours per week (four is preferable) and be physically present in his/her office during those times. While Writing Resource Center consultants may be assigned to spaces other than Bellflower Hall, regular office hours for T.A.s serving as instructor of record in a course may not be held outside, at Arabica, or elsewhere.

Furniture, phones, computers, and printers are property of the English department, accumulated by frugality and guile. They are not to be removed or abused.

No long distance telephone calls may be made on office phones. If some unavoidable need arises for you to make a long distance call, please make arrangements with the Department Assistant for repayment.

Offices and hallways should be kept neat, free of trash and not posted with distractions. The offices constitute a professional work environment. Conversations and other noise that might interfere with a Teaching Assistant's conference with a student is prohibited.

The computers and the books in the Resource Room are maintained by all T.A.s for the use of all T.A.s. If you borrow a book, be sure to replace it promptly. Do not monopolize the computer attached to the laser printer; use it only to print your documents. If you need to do extensive writing on the computer, come in the evening or on the weekend. Computers are not to be used for recreation. Do not load or download any software to the computers.

Keys for offices are obtained by application to the Department Assistant.

TEACHING ASSISTANTS AND OVERSIGHT OF GRADING

Teaching Assistants may encounter students who dispute the grades they are given. Oversight in this realm rests with the Director of Composition (for English 148, 150, and 398) or the professor of record (for courses such as First Seminar or University Seminar). In all cases, Teaching Assistants should have a well-documented grade book noting attendance, missing and late papers or other assignments, class participation, and all relevant official excuses proffered by the student. If a dispute cannot be settled by the T.A. and the Director of Composition, the Chair is called in. If a dispute cannot be settled in the English Department, it is referred to the Dean of Undergraduate Studies or to his designee, often the Dean for First-Year Students. Sometimes these become protracted; thorough records are extremely important, and all T.A.s are responsible for keeping them for just such instances. It is department policy to support T.A.s in all appropriate cases, but we need your help. Course records should be kept for at least one year after the end of the course (most faculty keep them until the students have graduated, or longer).


COLLOQUIA AND WRITING STAFF MEETINGS

The department offers colloquia and staff meetings related to writing instruction each semester. All T.A.s are expected to attend those colloquia and staff meetings appropriate to their teaching assignments as a regular part of their teaching duties; in other words, a very good excuse will be required for an absence.

T.A. TRAINING

I. University T.A. Training

All new teaching assistants must complete a university non-credit training course, University 400, regardless of prior experience. All new international teaching assistants must also take SPEAK testing. In addition, there is a special orientation for international teaching assistants (ITAs), which is usually held the Tuesday before classes begin. Campus-wide orientation of all new Teaching Assistants (including ITAs) usually follows on Thursday. Dates and times change yearly, so be sure to check the master calendar maintained by the Director of Composition.

Teaching Assistants may register for UNIV 400 at the campus-wide orientation noted above or pre-register for it with their advisors. The schedule and details of UNIV 400 will be available at the first August meeting from the director. T.A.s must attend the complete schedule of UNIV 400 sessions in the fall, or they will have to repeat the sequence in the spring. If anyone does  complete UNIV 400 in the spring, s/he may not have the teaching assistantship renewed.

This course is not optional; even though it overlaps the training program specific to the English Department, both are required.

SPEAK testing is required for all international teaching assistants. It is a test of spoken English conducted before courses begin.

II. Department T.A. Training

T.A. training is conducted in the department every fall semester. It is divided into two tracks, one for new T.A.s and one for experienced T.A.s new to the University. New T.A.s who have not had previous training in the teaching of writing are required to take English 400: Rhetoric and the Teaching of Writing in addition to University 400 and the Pedagogy Seminar Series. T.A.s who taken a for-credit equivalent of English 400 elsewhere are required to complete successfully University 400 and Pedagogy Seminar Series. In addition there are several staff meetings each semester required of all T.A.s in particular posts, such as for those working as writing consultants in the Writing Resource Center (see the section above on “Colloquia and Staff Meetings”).

All new T.A.s and T.A.s new to the University are required to complete the fall semester Pedagogy Seminar Series, which meets weekly on topics that appear on the master schedule maintained by the Director of Composition. The Director of Composition, the Director of the Writing Resource Center, and other writing faculty lead sessions in the Series, which comprises a series of workshops and “brown-bag lunches,” and group and individual conferences.

MENTORING AND SUPERVISION OF TEACHING ASSISTANTS

Graduate teaching assistants are mentored by a faculty member each time they assume a new teaching responsibility. These mentors change from semester to semester, so as to expose students to the widest possible range of pedagogical styles and practices. The Director of Composition oversees all graduate teaching assistants working as Writing Co-instructors in First Seminars or as Writing Liaisons in University Seminars, and the Director of the Writing Resource Center supervises all graduate TAs serving as writing consultants in the WRC.

Graduate students teaching courses as instructor of record have a faculty mentor each time they teach a course that is for them a new preparation. The T.A.’s faculty mentor attends some of the T.A.’s classes, reviews some sets of graded papers, and writes a report on the T.A.’s performance at semester’s end. The mentor is a resource, a guide, and a master teacher. The mentor may ask the T.A. to alter aspects of the course, from the syllabus to texts to teaching style. In this relationship, the responsibility for getting syllabi approved, visits arranged, and papers reviewed rests entirely with the T.A. Below are some of the mentor’s expectations.

1. T.A.s should meet with mentors during finals week of the previous semester, if not before. At this time the T.A. should have for the mentor:
 - A planned text(s)
 - The theme for the class and, if appropriate, the publicity “blurb”

- At least a rough syllabus, including the sequence of writing assignments.

At this meeting the T.A. and the mentor should exchange telephone numbers, e-mail addresses, and office hours. The T.A. should know how to contact the mentor over break, and vice versa.

2. The T.A. and mentor should meet again on the Friday before classes begin, if not earlier, to go over the detailed syllabus. The mentor will review it carefully and suggest any changes that should be made. At a minimum, the syllabus should cover:
 - The theme and content of the course
 - The specific reading assignments
 - The paper due dates
 - The grading policies and how the final grade is to be composed
 - The attendance policy
 - The T.A.'s office hours, phone, e-mail address, etc.

In addition, each syllabus should include statements about avoiding plagiarism and about proper documentation. T. A.s should be sure to incorporate any suggestions the mentor might have.

3. The mentor should visit the T.A.'s class not later than the 3rd or 4th week. Schedule this visit for a day when you are presenting material, not directing group work. The mentor may make a second visit, or the T.A. may request one.
4. The T.A. should submit the first set of papers graded for review. Responses to papers should offer formative as well as summative feedback. Mentors will expect to see appropriate marginal comments and a summary endnote in addition to the grade. The mentor may ask for a second set of graded papers, or the T.A. may volunteer them.
5. At semester's end the mentor will write an evaluation of the T.A.'s performance, addressing the syllabus and course organization, the classes that s/he attended, and the T.A.'s interaction with students, as well as an evaluation of the graded papers. Mentors turn reports in to the Chair and should give a copies to T.A.s by the end of the semester. Reports become permanent parts of the students' files. If none is received, the T.A. should ask the Chair or Graduate Director for a copy.
6. If T.A.s do not fulfill their responsibilities as listed above, the mentor may recommend to the Chair and Graduate Director that they receive additional semester(s) of supervision. In cases of poor teaching performance or neglect of their obligations, T.A.s may be removed from the classroom or from their Assistantship.

It is the T.A.'s responsibility to make contact with the mentor and to present the syllabus to him/her during or before finals week of the semester preceding the commencement of the course.

NB: T.A.s who work in classrooms where it is not practicable for mentors to enter – especially SAGES First Seminars and University Seminars, will be supervised by the Director of Composition. The Director will compose a summary statement of the instructional experience based on feedback from T.A.s and lead SAGES faculty.

APPENDICES:

Supplemental Teaching and Administrative Positions available for Teaching Assistants in the English Department

In order to be hired for the positions below, you must be in good standing academically and (in the case of administrative positions) compatible with the faculty in charge, who will interview you. Specific questions about the positions below may be addressed to the faculty in charge, the Graduate Director, or the Chair.

Instructor for English 200: Literature in English

Qualifications: Ph.D. students who have completed their PhD qualifying exams are eligible for this assignment. Usually this course requires specialization in literary studies, with substantial teaching experience and a strong record in the classroom. Advanced doctoral students interested in teaching this course will be required to submit a course proposal (including a course description, proposed syllabus, and record of teaching evaluations) to the undergraduate committee for review. Previous syllabi are available in the English Department office.

Instructor for English 217B: Writing for Health Professionals

Qualifications: PhD students must have taken Professor Emmons' graduate course on The Rhetoric of Health and Illness and have Professor Emmons' approval to teach the course.

Instructor for other 200 level English courses (257A, 202, etc.)

Qualifications: Ph.D. students who have completed their PhD qualifying exams are eligible for these assignments. Usually these courses require specialization in the area covered by the course (ex: the novel, expository writing, creative writing, etc.), along with substantial teaching experience and a strong record in the classroom. Advanced doctoral students interested in teaching these courses will be required to submit a course proposal (including a course description, proposed syllabus, and record of teaching evaluations) to the undergraduate committee for review. Previous syllabi are available in the English Department office.

Assistant to the Graduate Director

Qualifications: M.A. or Ph.D. student. Highly organized, neat, punctual, able to work independently, good social skills for interacting with prospective students, good computer and web skills (able to generate form letters, create spreadsheets, and update the graduate web page). Must be able to work 2-3 days every week, but hours are flexible, with occasionally heavier loads. Some summer work is required.

Duties: answer queries, generate letters, process applications, file, Xerox, help prospective grad students, and update the web page. Stipend: 2 units per year. One position per year, though a two year commitment is preferred.

Assistant to the Director of Composition

Qualifications: Ph.D. student, preferably beyond coursework. Demonstrated excellence in writing consultation in the Writing Resource Center, in providing support in the SAGES seminar room, and in at least one other writing-intensive Departmental teaching assignment (e.g., 148, 150, 217b, 398). Candidates with a demonstrated interest in rhetoric and composition theory (e.g. by taking courses beyond English 400, choosing rhetoric/composition as an exam area, or engaging in independent study or reading in composition theory) are preferred. Ability to organize efficiently, to communicate effectively and sensitively with students, advisors and deans, and to do so under pressure of time during crucial periods are essential.

Duties: To assist the Director with all aspects of administering writing instruction in SAGES First Seminars, SAGES USEMS, English 148, 150, and 398, and to collaborate with others involved in the administration of the University's writing programs (e.g., the SAGES office, the WRC Director, the head of the Peer Writing Crew, etc.). This includes regular correspondence with Registrars and Deans' offices, planning colloquia and staff meetings, corresponding with groups of writing instructors, and coordinating and maintaining digital resources such as the

Writing@Case website and the University's Writing Wiki. Expectation of two-year commitment. Stipend: 2 units per year. Position always filled.

Professional Schools English Language Assistant:

The Frances Payne Bolton School of Nursing and the School of Law have sometimes employed our Graduate Teaching Assistants to work with their foreign graduate students (with native languages other than English), primarily as tutors and editors. There have been and may be in the future opportunities to work with students in other professional schools in similar positions. We need a cadre of students prepared to take on these assignments, sometimes at short notice.



Qualifications: usually a T.A. in advanced Ph.D. coursework or beyond, with considerable experience teaching expository writing, both native and ESL. Experience teaching technical writing would also be useful in some situations.

Must be able to organize activities based upon skill levels of the students and the expressed desires of the professional program.

Duties: Mostly tutoring graduate students who have ESL problems and editing their papers and theses. In some cases, the T.A. has been asked to give general sessions (sometimes on weekend days) on issues of organization, documentation, and the like with native speakers as well as ESL students. Works with the director of the program to be sure needs are met. 1 stipend per semester when available. We prefer to limit these to two years per T.A. Availability has not infrequently been at the last minute at the beginning of a term, so those wishing to be put on a list for availability should update each term.

Summer Teaching Assistants

Qualifications: Ph.D. students preferred. Most summer T.A.s teach ESL 148 or 150, though some are invited to teach a section of English 398, English 203, or a University Seminar. In the recent past, TAs have been invited to evaluate SAGES Writing Portfolios to ensure they meet the University's writing proficiency expectations. A demonstrated expertise teaching ESL is important for those teaching English 148 or English 150 in the summer. The Department's general policy is to award summer teaching first to Ph.D. students who have not taught previously in the summer, then to those who have (and request it), and then (when possible) to MA students. The Department also takes into account special expertise (e.g., training for ESL, 398N, etc.), professional development needs of individual students, and the scheduled teaching for the past and upcoming academic years.

Duties are those specific to the individual instructional assignment. Stipend: 1 unit over summer semester. Several positions every summer.

Summer Writing Center

Qualifications: same as those listed above for Summer Teaching Assistants.

Duties: availability for tutoring (supplementary or 180) 20-25 hours per week (although one seldom actually works that many hours). Regular tutoring hours to be posted and kept in Guilford. Stipend: 1 unit over summer semester. Usually one position per summer.

CASE WESTERN RESERVE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Procedures and Sanctions for Graduate Student Academic Infractions

Graduate students accused of violating the University's standards of conduct, which are detailed in the [Bulletin](#) (See "Student Affairs" section), are entitled to adequate notice of all charges and to a fair hearing and may subsequently be subject to disciplinary action.

The process outlined here applies to academic infraction, e.g., cheating on examinations, plagiarism, and other forms of dishonesty in academic activities. Procedures applicable in cases of other types of proscribed behavior are explained in the University's annual [Student Services Guide](#).

Disciplinary Process

For academic infractions by graduate students, the following particular policies and procedures apply:

1. If in the judgment of a faculty member, a graduate student improperly claims credit for part or all of a particular assignment or examination, the faculty member may decide to assign whatever grade is deemed appropriate, including failure, for that assignment or examination. If the faculty member takes such action, the Dean of Graduate Studies and Research is not necessarily informed. However, the faculty member must inform the student of the decision and the basis for it, and retain documentation of the basis for the decision, as well as submit written notification to the department chairperson.
2. If there are any procedural uncertainties, the faculty member may choose to consult with the department chairperson prior to disposition of the matter. The student may choose to consult with his or her advisor, the departmental graduate affairs committee chairperson or any other faculty member, as well as the Assistant Dean of Graduate Studies, for assistance in clarifying the issues.
3. If the faculty member proposes that a penalty more severe than lowering the grade for the assignment or examination is warranted, the case must be referred with the faculty member's recommendation to the Dean of Graduate Studies and Research for sanctions, along with written notification to the department chairperson.
4. When a case is so referred, the Office of Graduate Studies notifies the student in writing of the accusation of academic infraction, the pending sanctions, and the "Graduate Student Grievance Procedure" in the event the student wishes to appeal (Procedure Appended).

Sanctions

One or more of the following disciplinary actions may be imposed on a graduate student by the University for academic infractions. The action to be taken depends on the determined seriousness of the offense:

1. Disciplinary Warning: The student receives a written notice that continuation or repetition of conduct that has been judged wrongful or inappropriate, within a period of time stated in the warning, will be cause for more severe disciplinary action. This letter is placed in the student's file in the School of Graduate Studies until the student leaves the University by graduation or transfer.
2. Disciplinary Suspension: The student must withdraw from the University for specified semester periods. "Disciplinary Suspension" is permanently recorded on the student's official transcript to explain the student's absence from the University.
3. Disciplinary Separation: An individual's status as a graduate student of the university is permanently terminated. "Disciplinary Separation" is recorded on the student's official transcript.

*Allegations of student research misconduct will be subject to investigation by the University in accordance with procedures outlined in the Faculty Handbook. If found guilty of such misconduct in the performance of research that is receiving support from federal sources, the student's identity and misconduct must be reported by the University to the funding agency.

Revised March 1993

CASE WESTERN RESERVE UNIVERSITY School of Graduate Studies GRADUATE STUDENT GRIEVANCE PROCEDURE

It is the responsibility of the School of Graduate Studies to assure that all students enrolled for graduate credit at Case Western Reserve University have adequate access to faculty and administrative consideration of their grievances concerning academic issues. Accordingly, the following three-step procedure has been established for graduate students to present complaints about academic actions they feel are unfair.

1. Students with complaints should first discuss their grievance with the person against whom the complaint is directed. The goal is for the parties to be sure they understand each other before more formal steps are taken, and to be sure that every opportunity has been taken for mutually satisfactory resolution.
2. In those instances in which discussion with the faculty member involved does not resolve a grievance to the student's satisfaction, he or she should then present the complaint in writing to the Department Chairperson. The Chairperson will subsequently take responsibility for reviewing the complaint with the student and the faculty member in order to arbitrate the issue on the basis of all available information and the soundest judgment possible. In this process the Chairperson may consult with other faculty in the Department, submit the matter for deliberation to the Department's tenured faculty, appoint an ad hoc committee of faculty and/or graduate students to make a recommendation, or employ other means of resolving the disputes consistent with the Department's usual ways of operating. If the complaint involves the Department Chairperson, the student may bring the matter to the faculty Dean (e.g., Engineering, Medicine, etc.) to whom the Chair reports.
3. In the event that a decision still appears to a student, the student may bring that matter to the attention of the Graduate Dean. The Dean may ask the student to put the complaint in writing for clarity and fairness to others involved. The Dean will then discuss the case with the student and the Department Chairperson to evaluate the particulars and to make a ruling on it. As the situation warrants, the Dean may appoint a Grievance Committee to recommend what action should be taken. In this event the Committee will be composed of two faculty members selected from the Committee on Graduate Studies of the Faculty Senate and two graduate members of the Committee of Graduate Studies. The procedures for the Committee will be determined by the Committee itself as the circumstances warrant, but generally the student, the faculty member or department against which the accusation is raised, and other members of the University community familiar with the case will be asked to discuss the matter with the Committee. The student may request the participation of members of the University community who are familiar with his or her

circumstances, but representatives from outside the University community will in general not be allowed to participate in the proceeding.

Responsibility for the final decision will be in the Dean's hands, and the ruling from the Dean's Office will be considered final and binding on the persons involved in the grievance.

It should be understood that this grievance procedure relates solely to graduate student complaints concerning academic issues. The procedure for handling complaints about other matters is detailed in the University's Student Services Guide.

Approved, Graduate Studies Committee, 9/24/92
Revisited and approved, Graduate Studies Committee, 3/11/93

Application for Graduate Alumni Funds from the English Department

Name: _____

Address: _____

S.S. #: _____

Phone: _____ E-mail: _____

Funds are granted for academic activities by graduate students only. Top priority is scholarly activity resulting in publication or completion of dissertation (for example, travel to collections), followed by travel to deliver a paper. Travel to conferences without delivery of a paper is sometimes funded if a strong case can be made. Other projects will also be considered.

1. Describe the Purpose for which you are requesting funds. (If you have had a paper accepted, attach a copy of the paper and of the acceptance).

2. Give dates when funds are to be used. (Reimbursement is made upon your return, on the basis of actual receipts, so keep all bills and checks for documentation).

3. Estimate your expenses. The university per diem for food is \$27.

4.If you have had previous grants from the Graduate Alumni Fund, please give the dates and amounts. (Priority is given to first time applicants).

- 1.
- 2.

SCHOOL OF GRADUATE STUDIES - CASE WESTERN RESERVE UNIVERSITY
ARRANGEMENT TO RESOLVE A GRADE OF INCOMPLETE [IN]

REGULATION: "In order to receive credit for a course marked IN, the student must complete the [required] work by the date specified by the instructor, and in no event later than the end of the next regular semester (fall or spring). If the student fails to remove the incomplete within the specified time, he or she forfeits the privilege of completing the course for credit and the grade becomes a permanent IN unless the instructor elects to give a grade of F."

Student: _____ Date: _____

Course: _____ Semester: _____ Instructor: _____

Reason for Incomplete:

In Consultation with the instructor of the course in which I received the grade of Incompleted (IN), I agree to the conditions and schedule below to permit a change of grade:

Requirement for Completion:

Date for Completion:

I have read and understood the regulation above and the result of noncompliance.

Signatures:

Student: _____

Instructor: _____

Dean: _____

c: Student
Instructor
Dean, 121 Baker Bldg., 7027

English 590 (Independent Study) Information Sheet

SAVE THIS SHEET

English 590 (Independent Study) is intended for the highly motivated, self-disciplined student who wishes to pursue specialized research in the latter part of M.A. or Ph.D. coursework. It is not recommended for students with fewer than 18 hours of coursework in their degree programs. Its primary purpose is to explore a subject that may lead to a thesis or dissertation, but in some cases it may be used to cover a figure, period or genre not normally offered by the department. Permission to take Independent Study rests with the graduate advisors: it will not be given if the proposal substantially replicates the content of a regularly offered course. Independent Study never replaces a required course or distribution requirement.

An Independent Study approximates the reading, writing and guidance of a regular course. Thus,

1. Student and professor have about 15 contact hours, or one meeting per week.
2. The reading list is the equivalent of a normal course: 10-12 novels, 10 plays, or the major works of a poet.
3. The student compiles and consults a list of secondary materials.
4. A research paper of about 20 pages is written and submitted on time for a grade. (Papers should be written within the normal parameters of the semester, even if the intent is to revise them for subsequent presentation or publication).

Independent Study Proposals should be formulated well in advance of the beginning of a semester. It is the student's responsibility to research and compose the proposal described below, to obtain sponsoring faculty member's signature, and to present the proposal to his or her Graduate Advisor during the regular registration period. No proposals will be considered after

the end of the regular registration (during Drop/Add). Graduate advisors will approve or deny Proposals in view of the criteria above.

Elements of an Independent Study Proposal:

1. A statement explaining the nature and scope of the Independent Study, and its place in the student's overall program of study.
2. List of primary readings.
3. List of secondary readings.
4. Description of writing Project: research paper, etc.
5. Signature of Faculty member.

Proposal for an English 590—Independent Study

*Note: proposals must be complete by the time of registration. All proposals are reviewed. Not all proposals are approved.

Whm 2/20/97

Semester: _____

Student: _____

Faculty Member: _____

Date Submitted: _____

1. Describe the proposed area of study (author, genre, critical problem, etc.):

2. List the primary works to be read. List principal secondary sources in known:

3. Describe the writing component of this study:

Signature of Faculty: _____
SAMPLE 590 PROPOSAL

Proposal for an English 590—Independent Study

Semester: Fall 1997
Student: Student Signature
Faculty Member: Signature
Date Submitted: 8/23/1997

*Note: proposals must be complete by the time of registration. All proposals are reviewed. Not all proposals are approved.

1. Describe the proposed area of study (author, genre, critical problems, etc.):

The independent study proposed here concerns itself with the conditions—legal, social, and literary—of writing and reading in mid nineteenth century American fiction, particularly the popular fiction of Harriet Beecher Stowe. I will also be researching authorship and textual production, distribution, and readership from the late eighteenth through the mid-nineteenth century. Though William Charvat's The Profession of Authorship in America provides a wealth of information on authorship, publishing, distribution and readerships, his work does not bring the evolution of intellectual property into his otherwise great discussion of authorship. I hope to bring the formative discursive elements—law cases, legal opinions and dissents, letters, and fiction—to bear on the construction of Stowe as an author.

2. List the Primary works to be read. List principal secondary sources if known:

Primary:

*Ball, Horace G. *The Law of Copyright and Literary Property*

*Charvat, William *The Profession of Authorship in America*

Drone, Eaton S. *A Treatise on the Law of Copyright in Intellectual Productions*

Kaplan, Benjamin *An Unhurried View of Copyright*

Stowe vs. Thomas (1835)

Stowe, Harriet Beecher:
Uncle Tom's Cabin
Dred
The Minister's Wedding
Wheaton vs. Peters (1834)

Secondary:

*Davidson, Cathy. *Revolution and the World: The Rise of the Novel in America*
Hendrick, Joan. *Harriet Beecher Stowe: A Life*
Machor, James, ed. *Readers in History: Nineteenth-Century American Literature and the Contexts of Response*
McGill, Meredith. "The Matter of the Text: Commerce, Print Culture, and the Authority of the State in American Copyright Law"
Moers, Ellen *Harriet Beecher Stowe and American Literature*
Radway, Janice *Reading the Romance*
*Reynolds, David S. *Beneath the American Renaissance: The Subversive Imagination in the Age of Emerson and Melville*
Smith, Susan Belasco "Serialization and the Nature of Uncle Tom's Cabin"
Tompkins, Jane *Sensational Designs: The Cultural Work of American Fiction 1790-1860*
Warner, Michael *The Letters of the Republic*

3. Describe the writing component of this study:

Part of the writing requirement for this study will be four abstracts (5-7 pages): two from the primary source list, two from the secondary (marked with an * above). The major writing portion will consist of a substantial research paper, 25-30 pages in length, due Dec. 12 1997.

Signature of Faculty: _____ Signature Goes Here _____

Ph.D. RESEARCH ADVISOR FORM

Ph.D. Student: _____

Research Director: This professor guides your studies at least up through the comprehensive exam and is often your dissertation director. Due by May 15.

Name: _____ Signature: _____

Comprehensive Exams Committee: Your Research Director and two other English Department Faculty will examine you in writing and orally on 2-3 specialized fields. Due by June 1

Field 1: _____

Field 2: _____

(Field 3, if necessary): _____

2nd Comps Com. Member: _____ Signature: _____

3rd Comps Com. Member: _____ Signature: _____

Comps Reading List Approved by Director: _____ Date: _____

By 2nd Member: _____ By 3rd Member: _____

Due July 1

Note: Preparation for the Comprehensive Exams should take no more than six months. See page 20 in the Grad Handbook for the timetable charting usual progress toward the Ph.D. (with departmental support). During this period you will also be focusing your idea of your dissertation. **After passing the comps, you will write a Prospectus for the Dissertation which should be presented and approved during spring semester but no later than May 15.** You may have a different dissertation director than research director, and committee members may change; usually, however, the director and committee for the comps remain in place.

Please retain this sheet for your use and send me photocopies as you fill in the blanks.