GUIDE TO GRADUATE STUDIES IN ENGLISH   
CASE WESTERN RESERVE UNIVERSITY  
 2017-18(JUne 2017)

# Contents

#### About the Guide 2 General Information 2 People 3 Admissions, Enrollment, and Funding 6 Graduate Life 11 Teaching Opportunities, Training, Mentoring, and Policies 15 Academic Advising, Mentoring and Professional Placement 15 Curricular Options and Grading 17 General Education Requirements: English Graduate degrees 21 Degree Requirements: MA in English 23 Degree Requirements: PhD in English 26 Degree requirements: Direct-to-PhD Admission from BA 37 Phd Research concentration: Writing History and Theory 37 PhD concentration in creative writing 38 Degree requirement Checklist: MA 39 Degree requirement checklist: PhD 40 Degree Requirement Checklist: Combined MA + PhD 41

# ABOUT THE GUIDE

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

All graduate students are responsible for knowing what is in the *Bulletin*, on the SGS site, and in this *Guide to Graduate Studies in English*. All official SGS forms can be found in the “Forms” section of the SGS website. All English Department procedures and forms not covered here are available from the DGS in English. The *Guide* is updated annually, in summer months; policy changes made during the academic year will be announced by the DGS.

# GENERAL INFORMATION

The Department of English offers programs in English Literature and Language (including American, British, and world literatures in English) leading to the MA and PhD degrees. It also offers a coursework concentration in creative writing designed to prepare students to teach writing courses at the college and university levels, and a research concentration in Writing History and Theory (WHiT) that encourages the examination of writing practices as historically, culturally, and technologically situated. Our faculty – comprising 20 Professors and Instructors with primary appointments in the Department – covers many areas of English Studies, particularly the literatures of the English Renaissance period; of the Eighteenth, Nineteenth, and Twentieth Centuries in Britain and the Commonwealth; of the Nineteenth and Twentieth Centuries in the US; and of the contemporary period. Our doctoral research concentration in Writing History and Theory capitalizes on faculty expertise in medical rhetoric, visual rhetoric, authorship and intellectual property, and other fields related to the study of rhetoric and writing. Graduate students also can choose to pursue limited coursework and draw upon faculty expertise in film studies and journalism.

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

Our doctoral program prepares students for academic careers at colleges and universities and for non-academic work in related fields. The faculty in the Department offer extensive preparation in methods for working in English Studies and supplement the official curriculum with a series of professional development workshops and colloquia, including sessions on developing academic, “alternative-academic,” and non-academic career search plans.

# PEOPLE

## DEPARTMENT FACULTY

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

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

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

**T. Kenny Fountain.** *Associate Professor (PhD University of Minnesota)*. *Director of Composition*. Rhetorical theory, scientific and technical communication, visual cultural studies, and queer studies. Author of *Rhetoric in the Flesh: Trained Vision, Technical Expertise, and the Gross Anatomy Lab*. Has articles in the *Journal of Technical Writing and Communication* and *Pluralizing Plagiarism*.

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

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

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

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

**William Marling.** *Professor (PhD University of California Santa Barbara).* American art and literature, American studies, popular culture. Author of *William Carlos Williams and the Painters; Dashiell Hammett; Raymond Chandler; The American Roman Noir; Hard Boiled Fiction; How American is Globalization?* and *Gatekeepers: The Emergence of World Literature and the 1960s*. Has articles in such journals as *Poe Studies*, *American Studies*, *LIT, Semiotica*, *Literature/Film Quarterly* and *Twentieth-Century Literature*.

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

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

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

**Martha Schaffer*.*** *Instructor (PhD Bowling Green State Univ). Associate Director of Composition.* Writing pedagogy, writing across the curriculum, writing assessment. Published in *Composition Studies* and *Across the Disciplines*.

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

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

**Robert Spadoni.** *Associate Professor (PhD University of Chicago). Armington Professor, 2017-19.* Film history, film reception, the horror genre. Author of *Uncanny Bodies: The Coming of Sound Film and the Origins of the Horror Genre*. Has articles in *The Velvet Light Trap, Film History, Conrad on Film, Literature/Film Quarterly*, *Cinémas*, and *Horror Studies*.

**Thrity Umrigar.** *Professor (PhD Kent State University).* Fiction writing, creative nonfiction, minority and ethnic literatures. Author of *Bombay Time*, *The Space Between Us*, *If Today Be Sweet*, *The Weight of Heaven*, *First Darling of the Morning*, *The Story Hour*, and *The World We Found*. Journalism in *Akron Beacon Journal, Washington Post, Boston Globe* and elsewhere.   
  
**Maggie Vinter**. *Assistant Professor (PhD Johns Hopkins University)*. 16th and 17th-Century literature, drama. Published in *Shakespeare Quarterly*.

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

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

Affiliated faculty:

**Todd V. Oakley.** *Professor of Cognitive Science; secondary appointment in English (PhD Maryland)*. Cognitive linguistics, conceptual blending, metaphor theory. Author of *From Attention to Meaning*, co-editor of *Mental Spaces in Discourse and Interaction*, and editor or coeditor of special issues of *Cognitive Semiotics*, *Cognitive Linguistics*, and *Journal of Pragmatics*.

## DEPARTMENT ADMINISTRATORS AND STAFF

**Professor Chris Flint** is Chair of the Department and authorizes and signs graduate student contracts.

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

**Professor T. Kenny Fountain** is Director of Composition and coordinates graduate student teaching and consultation work, as well as training and mentoring programs.

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

**Ms Susan Grimm** is the English Department Secretary, and is responsible for facilitating graduate admissions, coordinating the Department’s calendars of events, maintaining the graduate program website, and many other things related to graduate life.

## THE SCHOOL OF GRADUATE STUDIES

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

# Admissions, enrollment, and funding

## APPLYING TO THE PROGRAM

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

Candidates must submit one or two examples of their scholarly, analytic writing (amounting to about twenty double-spaced pages), normally papers written for undergraduate or graduate courses in English literature and language. The admissions committee reads writing samples carefully for evidence of scholarly promise. The committee finds that creative pieces or samples of journalistic writing do not provide such evidence, though it invites supplementary creative work for those interested in the coursework concentration.

For information on admission, financial assistance, and general requirements, and for access to the electronic application, see the School of Graduate Studies website (http://case.edu/gradstudies). Current course descriptions and additional information on the program are also available at the department website (http://english.case.edu).

## ADMISSION OFFERS AND THEIR DURATION

Applications are due January 15 for consideration for admission the following academic year (beginning in August), and applications are not reviewed until files are complete. Admission to the program can be deferred for up to 12 months from the semester for which the student is admitted, but not longer. After one year, a previously admitted student who wishes to attend must have his or her application “reactivated”; i.e., the applicant’s complete file must be evaluated again by the Department’s admission committee, with no guarantee of an additional offer of admission. If two years have passed since acceptance, the applicant must re-apply through the School of Graduate Studies.

### I. Full Admission

1. 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.   
  
NB: These are minimal expectations. Because of resource limitations, in recent years on average only 10% of qualified applicants are admitted and matriculate with Assistantship support.

### II. Provisional Admission

Provisional admission is granted by the Department when the student’s preparation is difficult to determine and the reviewers have some reservations. Provisionally admitted students are reviewed no later than at the end of their 2nd semester of enrollment 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 two semesters, but other criteria sometimes apply. Students with provisional admission are not normally eligible for assistantship support.

### III. Conditional Admission

Conditional admission is granted by the Graduate School in cases in which students still need to submit GREs, TOEFL, transcripts, or letters, or to document a previous degree. All conditions must be fulfilled within one year or a student admitted conditionally will be separated from the program.

### IV. Additional Requirements

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

### V. Non-degree Students

1. Must hold the BA.

2. Must secure the consent of each course instructor.

3. Must get proper forms from the Office of Graduate Studies (online, and Tomlinson Hall).

4. May subsequently apply to enter the graduate program.

5. Must later petition to the Department and College to have their 400- or 500-level courses accepted toward an MA degree. No 300-level courses will be accepted; no more than 6 credit hours may be applied to the degree. The Graduate School does not routinely accept transfer credit for the PhD.

6. The earliest course taken by the non-degree student is used as date of entrance into the program for a student who is subsequently accepted into the program. The gap between the earliest course and acceptance cannot be more than 5 years.

## GRADUATE ASSISTANTSHIPS

The Department and College have resolved to support students admitted to full-time study with Graduate Assistantships. A limited number of Assistantships are awarded by the Dean of Arts and Sciences on the recommendation of the Department at the point of admission. The continuation of assistantships is dependent upon acceptable progress toward the degree and teaching performance, evaluated annually. The Department does not routinely admit students who are not awarded Assistantships.

Both MA and PhD Graduate Assistants are expected to teach or provide University service equivalent to 2 courses per year while they are completing their graduate coursework. The Director of Composition schedules Assistantship work in the Department.

At the terminal Master's degree level, Assistantships may be renewed for a second year, but are not available for a third year. At the PhD degree level, Assistantships may be held for up to five years, and are not available after that. Those admitted “Direct-to-PhD” from the BA are eligible for up to six years as they complete MA and PhD requirements.

The award of an Assistantship represents a significant investment by the University; in return, students are expected to devote their full attention to their degree programs, to their intellectual and professional development, and to their teaching and related obligations at CWRU.  The Department expects that graduate assistants will not accept employment outside the University during the academic year. Teaching overloads at CWRU and other University employment – up to a maximum of eight (8) hours per week – require the advance approval of the Director of Graduate Studies in English and Director of Composition. Any employment outside the University (including teaching opportunities at other institutions), and all assignments outside English or overloads within English within the University, must be formally reported to the Department each semester during the annual duration of Assistantships. Failure to disclose this information can result in the termination of Assistantship support. (NB: Employment outside of the academic year – i.e., during the summer months – is exempt from reporting requirements.)

Graduate Assistants must remain in residence for the duration of the term of the Assistantship and are expected to participate fully in Departmental and Graduate Program activities, including Departmental Colloquia, professional development workshops, and Writing Program meetings. Failure to meet these expectations can result in the termination or non-renewal of the Assistantship.

## OTHER FUNDING

The Department is usually able to make available modest funds for scholarly and professional use by graduate students. The Graduate Alumni Fund, initially created by donations from alumni, supports travel students undertake to conduct research in collections, as well as conference and symposia expenses. Funding is limited: students can expect a one-time award of up to $500 for such purposes; doctoral students normally have available a sum for job interviews at the MLA convention. Additional awards are contingent upon availability. Annual priority goes first to PhD students who have not previously received support, then to MA students without prior support. Travel that enables essential research is favored over conference travel; presentations at national conferences are likely to be supported before those at regional or graduate conferences. Attendance at a conference at which no research is presented will not normally receive Departmental support. All proposals must be submitted to the Director of Graduate Studies with a justification of the value of the proposed archival work or conference to the student’s scholarly and professional development. Proposals should be accompanied by the name of a faculty member who will endorse the ends and aims of the proposed project/conference.

The Graduate School has funds, including matching funds and the Verhosek Fund (or “V Fund”), that may be available for travel and conference expenses. See the “Funding Opportunities” section of the SGS site.

The Department offers a Dean’s Fellows program that provides modest first-year research funds for all doctoral students, and that affords additional stipend, writing, and travel support for select students pursuing projects of great promise thereafter. The Department also awards several competitive fellowships designed to support those completing dissertations. The Arthur Adrian/Roger B. Salomon Award provides a period of service-free writing time for an advanced doctoral student. The Adrian-Salomon Award competition is announced by the Director of Graduate Studies annually. Fellowship awards are made not as a matter of course, but to proposals of high quality and promise. All awards are contingent upon endowment payouts for their continuation, and may be suspended, reduced, or divided in some years to conserve the principal funds.

The Baker-Nord Center for the Humanities routinely issues calls for proposals for research and travel funds for which graduate students are eligible, as well as an annual seminar open to graduate students that includes a small research fund.

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

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

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

The Graduate School includes links to additional funding opportunities on its website; the College of Arts and Sciences has an officer devoted to outside funding who might be able to help with targeted funding requests.

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

## INTERNATIONAL STUDENTS

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

International students typically need to be registered for 9 hours to meet visa requirements; however, International Student Services usually accepts a statement from the English Department that 6 hours constitutes a “full load” of English graduate coursework for terminal MA students. International Ph.D. students should be able to maintain full-time status by registering for 701 credits in any semester in which coursework credits do not total 9 hours.

International students will want to acquaint themselves with the office of International Student Services as soon as possible (143 Tomlinson Hall http://case.edu/international/international-student-services/). This office sends out I-20 and DS-2019s forms, verifies immigration information, can affirm or deny or upgrade visa status, and affirms full/part time status of international students.

## TRANSFER CREDIT

A maximum of six semester hours of transfer credit for MA-level courses will be accepted from another institution, subject to approval by the Director of Graduate Studies, the Department, and the Dean of the School of Graduate Studies. PhD transfer credit is normally not accepted by the Graduate School. Courses transferred must have been taken within five years of matriculation at Case Western Reserve University and passed with grades of B or better. Please consult with the DGS prior to undertaking study at another institution during your time at CWRU.

## REINSTATEMENT AND READMISSION

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

## LEAVES OF ABSENCE

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

# Graduate life

## EGSA

The English Graduate Student Association (EGSA) represents English graduate students in the Graduate Student Council (GSC), in the Graduate Council of Arts and Sciences (GCAS), and in Departmental Committees; helps with recruiting new graduate students; advocates for supplementary professional development programs; and coordinates much of the social life of MA and PhD students in the Department. It also maintains files of sample materials in support of teaching, exams, and the job search. The EGSA can provide the most current information about life as a graduate student in the Department, as well as advice about navigating Cleveland, the University, and the Department.

## HOUSING

The University offers on-campus graduate housing at premium pricing and modest amenities. (http://students.case.edu/housing/housing/graduate/).

Off-campus housing in Cleveland is abundant and reasonably-priced. Rental costs are somewhat lower on the west side of the city and its suburbs, but most graduate students choose to live on the east side, because its proximity to campus makes for a very short commute. The University’s Office of Housing and Residence Life maintains an extensive listing of off-campus housing at http://students.case.edu/services/aloha/. The listing is updated regularly and is extremely useful. Nevertheless, a listing in ALOHA is not a guarantee of quality, so please exercise caution.

Many English graduate students live in nearby Cleveland Heights or Murray Hill on the edge of campus. The best time to find rentals in these neighborhoods is May 1 through July 1. Cleveland Heights (http://www.clevelandheights.com/index.aspx?page=361) and Shaker Heights (http://shakeronline.com/city-services/moving-to-shaker) have rental listings and services, but Murray Hill vacancies are usually posted in rental windows, at restaurants, or at the Church of the Holy Rosary parish house on Mayfield Rd.

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

## LIBRARY, PARKING, E-MAIL AND communication

### I. Libraries

Graduate students in good standing are entitled to borrowing privileges at all University Libraries, including access to holdings of institutional participants in Ohio’s library consortium OhioLink and the Cleveland Institute of Art libraries. CWRU faculty, students, and staff have limited borrowing privileges at the Cleveland Institute of Music. Individual arrangements (entailing separate applications, fees, and references) must be made to use the holdings of the libraries at the Cleveland Museum of Art and the Western Reserve Historical Society.

The Director of Graduate Studies can provide letters of reference for any graduate student who might need to use access-controlled collections for research purposes. William Claspy, Humanities Research Librarian, can provide guidance for graduate students seeking hard-to-find research materials (368-3595; wpc@case.edu). The library maintains reference pages for English and related fields at researchguides.case.edu/english.

### II. Parking

Parking can be challenging in University Circle. On-street metered spaces are available throughout the Circle area with strict hourly limits, but they can be pricey and generally fill up at 8 a.m. CWRU is well served by the RTA’s bus and light rail system. Graduate students registered for at least 9 credit hours or 1 credit of English 701 are eligible for discounted RTA passes. Parking arrangements are made through Access Services (http://parking.case.edu) and students can apply for permits – sold on a first-come first-served basis – online or in person at the Office of Access Services in the basement of Crawford Hall (Room 18), 368-CARD. Commuter parking rates vary depending on the proximity of lots to population centers on campus. After-hours permits (for night and weekend access only) are available for more modest monthly charges. Note that metered spaces throughout University Circle tend to be free after 6 p.m. weekdays and all day on weekends and holidays, but often remain in high demand.

### III. communication

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

Graduate students can expect to receive e-mail within the Department from English-grads@case.edu (in their capacities as students) and writing-faculty@case.edu (in their capacities as Graduate Assistants); please set your filters to ensure receipt. Every admitted graduate student has a pigeonhole or file for receiving paper mail. You should check it at least twice a week.

Certain documents – especially formal contracts – need to be sent to a mailing address. Be certain to update Ms Robinson-Allen should your mailing address change. You should give your network ID, name, phone number, and residential address to the Department Assistant or Secretary so that it can be published in *The Guilford House Directory*, our comprehensive Departmental roster.

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

## OFFICES, WORKSHOP, AND GRADUATE SPACES IN GUILFORD HOUSE

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

MA students, and PhD students without formal classroom teaching assignments, are assigned to office space in Guilford 107. Desks on the east and south sides of the room are to be shared among those assigned to 107. Please note that Modern Languages faculty members also have office space in 107 and that desks on the west side should be reserved for their use.

Four computer systems and one laser printer in Guilford 107 serve all graduate students (the password across machines is Guilford107). Personal laptops can be configured to print to the printer or copier. Please contact Dan Farst (Daniel.farst@case.edu) to schedule a time to configure your system.

The north end of 107 serves as the Workshop and Resource Center for professional development purposes. The space can be reserved for workshops, reading groups, dissertation and thesis defenses, and other group meetings using the reservation calendar posted in the hallway opposite the room. Please note that because official graduate program meetings and events take precedence over casual gatherings, the Graduate Committee, Grad Director, or Modern Languages faculty may demand access to the workshop space at any time.

Please direct questions about the computer system to Daniel Farst; questions about the SmartBoard system should go to MediaVision. Computers are maintained by the College, and are designed for short-term individual use. Please do not monopolize the computers; in particular, use the computer connected to the SmartBoard only when no meeting is scheduled in the 107 workshop space and all other systems are in use. Computers are not to be used for recreation. ­­­­­­Do not load or download any software to the computers. Be sure to save your work to a personal disk or drive, or to a university server. Files saved to the common computers are subject to erasure without notice.

The furniture, phones, computers, and printers are property of the College, English Department, or Modern Languages Department, and accumulated by frugality and guile. They are not to be removed or abused, and must be used in conformance with all University poli­cies pertaining to computer use and access. **Furniture should not be permanently moved or removed without consultation and prior approval of both English and Modern Languages.** Phones may not be used for long-distance calls.

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

## RESEARCH AND WRITING SPACES

Private and secure research spaces are available in Kelvin Smith Library. See the KSL Service Center for information on these spaces. Graduate students might consider carrel or locker options in KSL, or the KSL Research Commons (the Mather Reading Room), which is an access-controlled and comfortable reading and writing space reserved for graduate students and faculty.

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

# TEACHING OPPORTUNITIES, TRAINING, MENTORING, AND POLICIES

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

# Academic ADVISING, mentoring, and professional placement

## advisors and mentors

MA students in their first year are mentored by the MA Mentor, Prof. Robert Spadoni (Guilford 216; 368-6681; robert.spadoni@case.edu). MA students normally see the MA Mentor at least once during each semester, usually during pre-registration periods in the second part of each semester. The MA Mentor is available whenever needed and should be closely consulted about projects such as theses, exams, and independent studies. At the end of their first year, MA students should choose a mentor from among the entire faculty and meet with this person for mentoring until the point of graduation. For all other questions of scheduling, advising, and programs of study, MA students can consult the Director of Graduate studies.

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

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

First-year PhD students are assigned a Research Adviser, a mentor with whom they should consult regularly during their first year. At any point after the first semester, a PhD student may select a different Research Adviser. In the third semester the Chair of the Exam Advisory Committee serves as Research Adviser; post-exams, the dissertation director serves as Research Adviser.

All students must complete a Planned Program of Study in SIS in their first year of study, mapping out coursework for the three or four semesters of enrollment in required degree coursework. (No Fellowship Courses or 701 credits should be included in the Program.) The Program should be adjusted any time course enrollment diverges from the established Program.

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

## PLACEMENT OFFICER, CAREER SERVICES, AND INTERNSHIPS

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

All graduates maintain a professional portfolio to facilitate career planning and placement; the portfolio also forms the core of the Department’s annual review of graduate students.

For non-academic jobs, including primary and secondary teaching posts, and for internship opportunities, graduate students should consult with the Career Center, which offers counseling services, schedules job fairs, and provides a number of other events for graduate students.

## Annual reviews of graduate students

All graduate students maintain an electronic Professional Portfolio to facilitate career planning and placement. The portfolio also forms the core of the Department’s annual review of graduate students. New students should prepare their initial portfolios by February of the first year and forward the link to the Director of Graduate Studies. Returning students should ensure portfolios are updated by February each year. (NB: Teaching CVs must be updated every semester, in accordance with instructions provided by the Director of Composition.)

To ensure timely progress toward the degree and strong professional development, each spring the Graduate Committee undertakes a review of each graduate student’s record, including the Professional Portfolio and all available graduate coursework assessments, 701 and examination reports, teaching mentoring summaries, teaching evaluations, and any statement from the student included in the Professional Portfolio. The Graduate Committee shall provide brief formative feedback to the student and, as appropriate, the Research Adviser. Students who appear not to be making good progress toward the degree, fulfilling expectations of the Assistantship, or performing well in the discharge of duties shall be issued a warning of non-renewal of Assistantships. Students who have already received a warning and who have not met expectations shall be formally notified of non-renewal of an Assistantship.

## Transcripts

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

## DOSSIER SERVICE

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

## After the Degree: Keeping in Touch

The English Department is eager to keep in touch with graduates of our programs. Please do consider subscribing to our social media accounts (for English and for Graduate Alumni), and let the Director of Graduate Studies know when your addresses change so we can stay in contact. We particularly welcome news of our graduates’ employment opportunities, promotions, publications, and other enterprises, which we will be glad to share with our Departmental community!

# Curricular options and grading

## FELLOWSHIP COURSES

Students may take classes outside of their formal degree programs without paying additional tuition by completing and having approved a Fellowship Course application available from the School of Graduate Studies. Please note that a Fellowship Course cannot count toward required degree credits and that graduate students must petition to use the Fellowship Course Option to take 100- or 200-level undergraduate courses. (Such petitions are *not* normally approved, with the exception of language courses.) Fellowship Courses appear in separate, Non-Degree sections of the degree audit feature of SIS as well as on the transcript, and do not factor into the degree GPA. The Option is not available during the Summer Term.

Fellowship Course paperwork requires the signatures both of the DGS and the instructor of the proposed Fellowship Course. The paperwork must be approved by the School of Graduate Studies for registration to take effect. Students should *not* register on SIS. Failure to follow this procedure will result in students being charged full tuition for the course. In order to conserve resources, students should avoid registering for a Fellowship course and withdrawing.

The Fellowship Course Option is recommended to satisfy the Department’s language requirement for doctoral students (though note that the credits earned will not count toward the graduate degree). It may also be appropriate for workshop courses in the Creative Writing PhD Concentration in excess of other degree requriements.

For more information about the Fellowship Course Option and its procedures, please see the appropriate form from the SGS. Note that an approved Planned Program of Study is a prerequisite.

## INDEPENDENT STUDY (English 590)

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

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

• Student and professor have at least 10 contact hours over the semester;

• The reading list is the equivalent of a normal graduate English course;

• The student, in consultation with the professor, compiles a list of primary and secondary materials;

• A research paper of about 20 pages, or the equivalent, is written for a grade. Papers should be submitted by the end of the semester, even if the intent is to revise them for subsequent presentation or publication.

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

Proposals for Independent Studies should be formulated well in advance of the beginning of a semester. It is the student’s responsibility to research and compose the proposal, to obtain the sponsoring faculty’s signature, and to present the proposal to the Graduate Director for full Committee for consideration prior to the regular registration period. Proposals will not ordinarily be considered after the end of regular registration. Sponsoring faculty members, the Director of Graduate Studies, or the Graduate Committee may suggest revisions of proposals or decline to approve a proposal. Please consult the DGS for guidelines for the format of English 590 proposals.

## SPEAKERS, COLLOQUIA, AND WORKSHOPS

The English Department and the Baker-Nord Center for the Humanities sponsor a number of scholars and creative writers presenting from their work throughout the year. When possible, these readings/lectures will be announced at the beginning of each semester, though students can expect notices of additional programming as terms unfold. Your attendance is expected and attendance at events is recorded. *From Fall 2018, participation is required for MA students.* These readings and events offer a glimpse of important work by influential scholars and writers and are thus valuable to your professional development. The Department strongly encourages attendance at any workshops offered by visitors for the same reason.

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

## GRADING

The English Department’s regulations state that all courses taken toward the required 27 (MA), 24 (PhD), or 45 (“Direct-to-PhD”) hours of coursework must be graded A-F (under the MA-Plan A [thesis option], 21 hours must be graded). When a Ph.D. student has completed coursework, s/he normally begins to take English 701, which is graded S/U. Receiving a “U” in 651 (Thesis MA) or 701 (Dissertation PhD) places the student on probationary status. 651 or 701 progress meriting a “U” grade in two separate semesters separates the student from the University. Note that budgeted Assistantship support provides tuition waivers just once for credits for the degree. If a student should fail to earn the credits for which tuition waivers are provided (a withdrawal, a non-passing grade or exam, or a 701 assessment of “U”), those credits become the student’s responsibility to complete and pay for at the end of the degree program.

### I. Incompletes

The English Department strongly discourages taking any incomplete (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 an F and no credit is earned. Students with outstanding incompletes may not take the M.A. exam, defend an M.A. thesis, or take the Ph.D. qualifying exam. Students who have requested multiple incompletes or who have two incompletes outstanding at any given time are not considered to be making normal academic progress and may be separated from the program.

### II. Maintaining Good Standing

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

• GPA under 2.5 after two semesters or 12 hours.

• GPA under 2.75 after four semesters or 24 hours.

• Failure to complete M.A. exam or thesis within 5 years (can petition to extend)

• Failure to complete Ph.D. within 5 years of first 701 (one year extensions possible on recommendation of dissertation advisor, chair, and Dean of Graduate Studies).

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

### III. Appeals

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

# GENERAL EDUCATION REQUIREMENTS FOR GRADUATE STUDENTS IN ENGLISH

## I. Research Core (3 credits)

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

*Research and Methods*

This course focuses on methods and resources for research in English, including substantial treatments of narrative, poetics, and close-reading skills. It typically introduces graduate students to questions of textuality, genre, medium, authorship, reception, historiography, and bibliography. It features an introduction to the library, special collections, InterLibrary Loan, and print and digital 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. Teaching Core, Pedagogy Seminars, and UNIV 400 (3 Credits +)

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

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

All new students working under Graduate Assistantships are required by CWRU to complete University 400, offered through Educational Services for Students, in their first year of study; students are strongly encouraged to complete this requirement in their first semester. Stand-alone teaching can only be assigned to students who have completed University 400, English 400 (or equivalent course), and other pedagogical development courses specified by the Department. New Assistants in the Department will be contacted by the Director of Composition about additional requirements pertaining to the Department’s Pedagogy Seminar Series.

## III. Theoretical Distribution (3 credits)

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

### Critical Theory (English 487)

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

### Topics in Theory

These courses treat intensively a focused area of theoretical inquiry. Topics in Theory courses include our current regular offerings in Writing History and Theory (501) and Creative Writing: Theory and Practice, 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, Biography/Autobiography, and The Construction of Authorship. Independent Study (590) may also be appropriate for some students fulfilling this distribution in certain circumstances. The courses counting toward the Topics in Theory distribution presume that students have been exposed to literary and critical theory at the MA or undergraduate level (i.e., in a prior course or its equivalent). Students should also have taken the Research and Methods course, and demonstrate strong close-reading skills.

## IV. Preprofessional Workshops for Graduate Students

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

In addition, students seeking a doctorate in English are required to enroll in the graduate-level Publication Workshop, which is not offered for credit, but is required by the English Department for graduation. (NB: the Graduate School’s current requirements stipulate that at least a portion of a dissertation must be publishable.)

### Publication Workshop

In this workshop, students rework a paper for publication in a journal. Upon choosing a project, the student identifies a journal 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. Students may enroll in the Workshop more than once.

### Department Colloquium

Approximately once a week, faculty, Lecturers, and graduate students convene for a research colloquium. Two of these sessions annually feature (in the fall) the winner of the Neil Macintyre Prize for best graduate paper and (in the spring) the incumbent Adrian-Salomon Fellow(s). Attendance at Department Colloquium sessions is expected of all Graduate Assistants, and records of attendance will be made. From Fall 2018, participation will be a formal, graded component of the MA degree.

### Additional Programming

Regular and occasional programming will be announced by the Department and/or the Director of Graduate Studies.

### Reading and writing Groups

The Department strongly encourages student-organized reading and writing groups and provides a workshop space in Guilford 107 for this purpose. Workshop space may also be available for reservation in Writers House. Space for writing groups may also be available through the Writing Resource Center. Recent reading groups have been devoted to current issues in critical theory; contemporary science fiction; critical university studies; ecocriticism; and James Joyce’s *Finnegans Wake*. The Baker-Nord Center also provides initial support for Working Groups. Past Working Groups include Popular Culture; Medical Humanities; and Poetry and Poetics. Student-organized groups to discuss texts on the MA exam reading list are particularly encouraged, and organizers might wish to invite faculty to select sessions.

# REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH

## I. Hours and Courses

The English Department operates primarily under Plan B, as specified in the University Bulletin and described at length in the Graduate Handbook. This plan requires 27 hours of course work (30 hours from Fall 2018) and a written examination. Students must take a minimum of SIX 500 level seminars (18 credits). English 590 (Special Reading or Research—Independent Study) does NOT count toward this 18 credit minimum unless it is offered under special dispensation as a replacement for a canceled seminar. Six hours of graduate work may be transferred from another institution or another CWRU department, on application to the Director of Graduate Studies. Students must take English 510 (Research and Methods), English 400 (Teaching Composition), and English 487 (Critical Theory); in addition they may take a maximum of four courses in any one of the areas listed below, and must take at least one in each of the other three. These areas are:

1. British Literature through the 18th Century

2. 19th-and 20th-Century British Literature (including Commonwealth/postcolonial literature)

3. American Literature

4. Other department offerings including linguistics, rhetoric, critical theory, film, and creative writing.

#### Expected terminal MA Progress Timetable (not direct-to-phd)

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

Year 2 Fall - 2 courses + MA exam Spring - 2 courses + MA portfolio

## II. The MA Exam (Plan B)

In normal circumstances, students should take the oral portion of the MA examination (Part I) in the fall of their second year, with the portfolio portion (Part II) completed in the spring. Even in exceptional cases, students must take the MA examination no later than one semester after completing courses and credit-hour requirements for the degree. The oral examination is administered primarily in the fall, usually during the first week of November. In the event it is offered in the spring, it will ordinarily be administered in the week following Spring Break in March.

The exam reading list of approximately 15 representative works of English and American literature (in the case of lyric poetry, selections often constitute a “work”), with an option for film, is posted on the Department’s Graduate Webpage. Students are responsible for reading critical materials on these texts as well as on the genres and historical periods they come from and are welcome to consult faculty with expertise in the periods and genres as they prepare.

**Part I** of the Exam involves a 90-minute oral examination before a small Departmental committee. The exam committee will probe the candidate’s knowledge of the lists and her or his ability to think in nuanced, comparative ways about items on the list. Questions about pedagogical approaches to the texts can also be posed. **Part II** of the Exam comprises a portfolio of work completed during the course of the MA degree including:

* a cover letter reflecting on the intellectual work of the program, putting the body of work included in the portfolio into perspective;
* an essay from coursework demonstrating close reading skills
* an essay from coursework demonstrating theoretical engagement and acumen
* the strongest seminar paper from the first three semesters of coursework, revised in response to feedback from the leader of the seminar for which it was produced
* a philosophy of teaching statement

The portfolio will be read for completeness and it will form the basis for an oral interview in the second half of the fourth semester.

### Failure on the Exam:

If Part I of an exam is deemed inadequate, the student will be required to complete a four-hour timed written exam, in which the student will be asked to answer two questions covering items on the reading list. Failure on this written exam will result in separation from the program without the award of the degree.  
  
Failure to complete Part II of the exam satisfactorily will result in the withholding of the degree until Part II has been submitted and is deemed satisfactory. Undue delay in completing Part II will require the student to pay for additional tuition credits.

## 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 the 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 18 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 per semester for up to two semesters at her or his own expense. This is an inducement to finish. After this, the student must go back to registering for 3 credit hours at her or his expense. These hours would be above the 27 hours required for the degree, and beyond tuition covered by an Assistantship.

# REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH

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

## I. Residency Requirement

The University requires each PhD student to spend a substantial amount of time in residence, which entails continuous registration in each regular semester for at least six consecutive semesters (excluding summers), or six semesters in two consecutive calendar years (i.e., including summers), at any time from matriculation until all degree requirements are completed. The requirement may be fulfilled with course work toward the PhD or with ENGL 701 (Dissertation PhD). Note that Assistanships do not normally cover summer tuition.

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

## II. Hours and Courses

The PhD degree requires 24 hours of coursework beyond the MA (18 hours for those admitted to the combined MA-PhD sequence, beyond the required 27 hours for the MA). Students must take a minimum of SIX 500-level seminars (18 credits). ENGL 590 (Special Reading or Research—Independent Study) does NOT count toward this 18 credit minimum.

Beyond coursework, PhD students must complete a minimum of 18 credits of English 701 (Dissertation PhD). (See chart for expected progress below.) Students planning to defend dissertations on accelerated schedules should make special arrangements to reach the 18 credit-hour minimum in 701 prior to the semester in which they plan to defend. Students with some kinds of government and private loans might need to be registered for 6 hours a semester. The English Department does not provide for tuition hours with Assistantship support simply to meet this regulation. For University purposes, 1 credit-hour of English 701 confers full-time status.

All PhD Students must take English 510 (Research and Methods) and either English 487, Introduction to Critical Theory, or an advanced course in critical theory and enroll in the Preprofessional Workshops. All PhD students must also take English 506 (Professional Writing: Theory and Practice). English 400 is an elective course for PhD students who have completed an equivalent course during an MA; it is required for students admitted to the combined MA-PhD sequence.

## III. Advisory Committee:

In accordance with SGS regulations for dissertations, when a student has satisfactorily completed 18 hours of coursework toward the PhD (normally at the end of the second semester), the student shall choose a research adviser and propose two additional committee members after conversations with the adviser and other faculty. The student shall then formally propose the committee’s constitution to the Graduate Committee accompanied by a rationale. The Graduate Committee shall advise the DGS about whether or not the committee should be recommended to the School of Graduate Studies for formal appointment. If a student should subsequently change a committee, a revised rationale shall be submitted to the Graduate Committee. Once the advisory committee has been appointed, it – not the Graduate Committee – oversees and interprets the program’s examination requirements. The committee's duties will include advising the student in

• Selection of areas of focus;

• Preparation of a book list (50-75 works) in the student's areas of concentration;

• Preparation of questions for the written component of the qualifying exam.

## IV. English Ph.D. Foreign Language PROFICIENCY Requirement

Prior to advancement to candidacy, all Ph.D. students must demonstrate reading proficiency in one foreign language (including Latin and ancient Greek) by earning a grade of A or B in a 200-level CWRU course that requires the student to read literature in the language. (These will normally be courses in the Departments of Classics and of Modern Languages and Literatures. Note that advanced courses in business writing, composition, and conversation will not normally fulfill the requirement.) Such courses will not count toward the 24-credit doctoral course requirement. However, if students register for the course using the Fellowship Course Option, tuition will not be charged for completing the Foreign Language Proficiency Requirement.

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

If 200-level literature courses in the student’s chosen language are not available at CWRU in the semester(s) in which the student is to have established proficiency, the student may petition the Graduate Committee to accept an alternative method of fulfilling the requirement.

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

## V. predoctoral standing

In or following the semester in which students will have completed 24 credits of course work beyond the MA (18 credits beyond the MA for students admitted “Direct-to-PhD”), they begin to register for 701 credits. Prior to registering for 701 credit for the first time, students must have Predoctoral Standing by completing the form available from the Graduate School and securing the signed approval of the Director of Graduate Studies and the Department Chair. Eligibility is based on grades earned at CWRU at the point at which Predoctoral Standing is requested. Students with more As than Bs are granted standing; students with more Bs than As are not permitted to enter Predoctoral Standing until all coursework is complete and more As than Bs are on the record. A case of an equal number of As and Bs on the record, or other anomalies, will be referred to the Graduate Committee of the English Department for a final decision. Students not admitted to Predoctoral Standing are not eligible to register for 701 credit or take qualifying exams and are separated without the award of a degree.

Upon achieving Predoctoral Standing, 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 Research). 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.)

## VI. 701 Reports

Each semester, doctoral students registered for one or more credits of English 701 file a 701 Report with the Department, through the Director of Graduate Studies. The report consists of three parts:

*Part I:* A self-assessment by the student of progress on goals defined in the previous semester’s 701 report.

*Part II:* A description by the student of remaining degree requirements and the setting of professional goals toward which the student will work in the subsequent semester.

*Part III:* The assessment of the 701 research adviser of the student’s progress toward degree and toward professional goals set previously, as well as the appropriateness of the goals set for the subsequent semester.

701 Reports become part of the student’s Department file and are considered in annual reviews of doctoral students.

## VII. Taking the Qualifying Exam

In the semester in which a student completes coursework, and in any case no later than one semester following coursework, the student will (in cooperation with the Advisory Committee, and subject to the Committee's approval)

• 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 faculty 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 in total should not be more than 75 works. The Advisory Committee will have final approval, and will take into account such issues as significance, centrality to field, and relation to possible dissertation interests.

At the point that lists are approved, the student will prepare four questions based on the readings on the approved book list and schedule the written exam, which must be completed within a calendar year of completing coursework at the latest. 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. Note that with a limit of 75 items, the Qualifying Exam cannot be construed to be “comprehensive.” Rather, the exam seeks to ensure that candidates are “qualified” to write, converse, and pursue dissertation research as scholars in their proposed field(s) of study.

The exam includes two sections, one written and one oral. In the written portion, the committee selects two of the student’s four questions and the student has 72 hours to refine and submit her or his answers. A two-hour oral examination follows successful passage of the written exam. All students taking the exam during the spring semester should complete the oral section of the qualifying exam by April 15. If a student should need to take the exam in the fall, the oral exam must be complete by November 15. The oral examination normally follows the notice of passage of the written exam by ten days to two weeks; therefore students should schedule their written exams before March 25 in the spring (typical) and before October 31 in the fall (in exceptional cases). Exams are normally not offered in the summer. In the event an exam should be offered in the summer, the student is responsible for registering and paying for 1 credit hour of EXAM 700; this credit hour is not provided under the terms of the Assistantship.

The chair of the exam committee (the Research Adviser, in University parlance) will facilitate most aspects of the exam for the other committee members, though the candidate is responsible for communicating and consulting with all members of the committee. The candidate should draft questions no later than six weeks before the scheduled date of the exam so that each committee member has a chance to read, make suggestions, and approve the questions. (Candidates are advised to circulate questions, much sooner – at least 14 weeks in advance, to permit time for the careful drafting of answers.) 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 should not be altered. The student must submit the approved questions, along with the final approved lists, to the DGS to be placed in the student’s file.

### Preparation for the exam and composition of the exam answers:

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

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

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

### Submitting and Responding to the Exam:

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

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

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

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

### Failure on the Written Qualifying Exam:

A student who fails either question of the written exam must retake that part. The student is given a grade of U in English 701 or Exam 700 for that semester and must ordinarily retake the failed part(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 part (answer) that failed, if so desired. Aside from this possibility, guidelines above for the first attempt apply.

In the event of failure of either or both questions on the written exam, the student meets with the committee chair as soon as possible. In this meeting the Research Director will summarize the committee members' responses on the exam. After this meeting, the chair will write a one-page report evaluating the exam; this becomes the official grade report and is sent to the DGS for placement in the student's file. The student may request to meet with the entire committee or may choose to meet with individual committee members to discuss the exam and preparation for the retake. Retakes are normally not permitted during the same semester in which a written exam has been failed.

There is established precedent for understanding the Advisory Committee to have the authority to request a timed revision and resubmission during the same semester in cases in which an answer to one of the questions neither clearly passes nor plainly fails.

### 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 recorded for that semester and will retake the oral early in the following semester. As in the case of a failed written exam, the Research Director writes a summary report on the performance and sends it to the DGS for inclusion in the student's file. If, after one failure on the written exam, the subsequent 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 for that term in the event of a passing performance. 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 ability to write and speak as an informed scholar in 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.

You should begin preparing for exams early in your third semester of doctoral study. The courseload is reduced by one from the first and second semesters, and the credit hour of English 701 is designed to reserve time in your academic calendar to make steady progress on the drafting of lists, questions, and answers. You must give yourself several weeks to draft responses to each question; the semester in which you take the qualifying exam is not sufficient in itself to complete the work of writing adequate responses. Lack of preparation for the exams is a strong predictor of failure.

## VIII. Advancing to Candidacy

When students have completed all course work beyond the MA, passed qualifying exams, and fulfilled the foreign language requirement, they must apply for formal advancement to PhD candidacy by completing the form available from the Graduate School and securing the signed approval of their research advisor, the Director of Graduate Studies, and the Department Chair. Students who are Advanced to Candidacy are considered to be at a point at which they are “ABD” (“All But Dissertation”).

The usual progress for a PhD student receiving financial support from the department (i.e., an Assistantship or Fellowship) should follow the chart below. Because the department can obligate itself only to a set term 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.

#### Expected PhD Progress Timetable (from a prior MA degree):

Year 1 Fall 3 courses   
Spring 3 courses + language requirement plan + committee rationale

Year 2 Fall 2 crs + 1 hr ENGL 701; questions/lists approved by Oct 15)   
 Spring 6 hrs ENGL 701 complete exams by April 15

Summer Write prospectus

Year 3 Fall 3 hrs. ENGL 701 – prospectus approved by Sept 30

Spring 2 hrs. ENGL 701 – Write dissertation

Year 4 Fall 2 hrs. ENGL 701 – Write dissertation

Spring 2 hrs. ENGL 701 – Write dissertation + prepare job materials

Year 5 Fall 1 hr. ENGL 701 – Write dissertation + job search

Spring 1 hr. ENGL 701 – Finish dissertation and defend + job search

## IX. The Dissertation Committee

The composition of the dissertation committee is commonly, though not always, the same as that of the qualifying exam committee. Students should confer with the Director of Graduate about committee plans. The *Bulletin* stipulates that students choose a Research Adviser, who then assists with the selection of two additional Departmental committee members and an extradepartmental member. The dissertation committee is formally appointed by the School of Graduate Studies, upon the recommendation of the DGS as the chair of the Graduate Committee. (See III. Advisory Committee above.) Any changes to the composition of the committee should be submitted to the Graduate Committee, along with a statement of rationale. The following additional regulations of the School of Graduate Studies must be observed in forming the dissertation committee.

• The committee consists of at least four members, comprising a chair and two members selected from the Department’s tenured and tenure-track faculty or any full-time CWRU faculty member whose primary duties include research who is authorized to serve on a doctoral committee by her or his school or College.

• The fourth member must have a primary appointment in another department within Case Western Reserve University. For English dissertations, this member has typically come from Modern Languages, History, Religious Studies, Philosophy, Cognitive Science, etc. 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 normally serve as additional readers, i.e. fifth readers. (Upon petition, and with the support of the Department in the form of a CWRU adjunct appointment, the Graduate School will sometimes approve an outside reader as a primary reader. The petition process should begin well in advance of the defense.)

## X. The Prospectus

Within one semester after passing the qualifying examination, and ideally at the opening of the subsequent semester (i.e., by September 30), 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 (i.e., after any committee-requested revisions have been made), it is filed in the student's permanent file and circulated to all faculty in the department. Circulation of the prospectus is required and the responsibility of the student.

## XI. The Dissertation

The School of Graduate Studies requires the submission of an electronic dissertation, and stipulates that it “must represent a significant contribution to existing knowledge in the student’s field, and at least a portion of the content must be suitable for publication in a reputable professional journal or as a book or monograph.”

Students must register for a minimum of eighteen hours of dissertation credit (ENGL 701). If the dissertation is not complete by the time this requirement is fulfilled, the student will then normally register for one credit hour per semester at the student’s personal expense. Assistantships covering tuition credits and providing stipends are normally not available for students beyond the 18 required for the degree. 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 hours and fees, terminal dates for degrees, and possible extensions are published separately by the School of Graduate Studies.

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

• A part of a larger project, provided that the part submitted is substantial and coherent in itself;

• A collection of related essays;

• Edited translations, scholarly editorial projects, and transcripts of documents--with quality and significance, not length, as criteria.

The Department generally expects that students follow the documentation procedures of the current MLA Style Manual, though some fields might take other documentation and citation formats as the norm. Students should consult with advisory committees to determine the prevailing expectation for the field of primary contribution. Regulations concerning the format of the dissertation and other procedures must be obtained from the School of Graduate Studies.

### Contact with the Dissertation Committee

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

### The Oral Defense

The student defends the dissertation in a formal, public two-hour oral examination before the Department, including the committee. A defense must be formally scheduled with the Graduate School at least three weeks in advance, and must be formally advertised to the Department at the point at which the Graduate Dean approves the defense date. Guilford 107 or Bellflower 102 may be reserved for the public oral defense of the dissertation. A student must be registered for ENGL 701 during the semester in which the final oral examination is taken, unless a waiver has been filed and all deadlines will be met. All committee members must be physically present for the duration of the oral defense. Any exception must be submitted as a petition from the advisory committee chair and be approved by the Dean of the School of Graduate Studies prior to the point at which the defense is scheduled.

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

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

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

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

### Time Limits

All requirements for the PhD 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.

### “Delayed Graduation”: Tuition Waivers for short extensions

The Graduate School makes provision for a waiver of tuition for students who have completed degree requirements, including the filing of the dissertation, after the graduation deadline in a previous semester. Please pay close attention to deadlines for the tuition waiver each semester.

# Degree REQUIREMENTS: direct-to-phd admission from ba

Students with exceptional records in the BA and with strong writing samples may apply for direct admission to the doctoral program, with an MA completed at the end of the third semester of coursework. The intensive Direct-to-PhD program requires a total of 45 hours of coursework and 18 hours of 701. Programs of study in the Direct-to-PhD program follow the requirements outlined for the MA degree (described above) but in three semesters rather than four, and then follow the requirements for the PhD degree (described above) for the balance of the degree program.

The timetable below outlines the expected progress toward degree for this accelerated program.

#### Expected PhD Progress Timetable (from a BA degree, including MA):

Year 1 Fall 3 courses   
Spring 3 courses

Year 2 Fall 3 courses + MA exam

Spring 3 courses + language requirement plan + committee rationale

Year 3 Fall 3 courses + Exam questions/lists approved)   
 Spring 6 hrs ENGL 701 take exams by April 15

Summer Write prospectus

Year 4 Fall 3 hrs. ENGL 701 – prospectus approved by Sept 30

Spring 3 hrs. ENGL 701 – Write dissertation

Year 5 Fall 2 hrs. ENGL 701 – Write dissertation

Spring 2 hrs. ENGL 701 – Write dissertation + prepare job materials

Year 6 Fall 1 hr. ENGL 701 – Write dissertation + job search

Spring 1 hr. ENGL 701 – Finish dissertation and defend + job search

# PhD research Emphasis in WRITING HISTORY AND THEORY (WHIT)

English Graduate students at the PhD level can elect to focus their research in Writing History and Theory (WHiT) as part of their degree program. Students pursuing a WHiT doctoral research emphasis work closely with faculty to ensure that their work fulfills the aims of the WHiT Rationale. WHiT students select coursework, define exam areas and build reading lists, and design dissertation projects that represent scholarly interventions in the history, theory, and practice of writing in all of its aspects.

## WHIT Rationale:

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

The WHiT research emphasis prepares doctoral students for an academic job market that calls on them to teach in a number of areas (composition, literature, linguistics, technical writing) and demonstrate familiarity with digital forms of scholarship. It also anticipates alternative academic and non-academic markets in which graduates will profit from a broad and deep understanding of the history and theory of writing practices.

The Director of Graduate Studies, in consultation with WHiT faculty, can help students resolve questions about whether a particular project will fulfill WHiT emphasis expectations.

# PhD Coursework Concentration in Creative Writing

The creative writing coursework concentration addresses not only the production of creative writing but also its contemporary theory, history, and pedagogy, beginning with ENGL 504: Creative Writing Theory and Practice. Students who pursue this concentration will be able to focus on their own creative work in the context of two or more advanced workshop courses, explore the connections between that work and contemporary scholarship, and prepare to teach creative writing at the college and university levels. Their selected courses will ideally be a mixture of practicum and focused literary scholarship that provide a wide range of marketable skills, preparing them for an academic job market that calls on them to teach in more than one area.

English doctoral students who pursue the Creative Writing coursework concentration work closely with the creative writing faculty to pursue writing and teaching in several genres. The concentration is satisfied by the completion of the following:

* *English 504 and two 400-level workshop courses with a grade of B or better*
* *An approved experience in or around Writers House (serving on a program committee, leading a writing group, engaging in community writing, etc.)*
* *A portfolio that includes a syllabus for a college-level creative writing course, a collection of the student’s own creative work, and a critical introduction*

The concentration’s guidelines need not be completed in the first two years of coursework (the Fellowship Course Option can be used to supplement regularly required courses), and there is no expectation that students include creative writing as part of qualifying exams or subsequent dissertation work. On the other hand, students who wish to pursue further scholarly work in the theory and history of contemporary creative writing may do so under the guidance of an approved doctoral committee. (Please see the doctoral program’s guidelines for constituting committees and preparing for exams.)

**CWRU Department of English  
MA Degree requirements**

The English Department operates primarily under Plan B, as specified in the University Bulletin and

described at length in the Graduate Handbook. This plan requires 27 hours of course work and a

written examination.

Students must take a minimum of SIX 500 level seminars (9 credits).

English 590 (Special Reading or Research—Independent Study) does NOT count toward this 9 credit

minimum. Six hours of graduate work may be transferred from another institution or another CWRU

department, on application to the Director of Graduate Studies.

Students must take English 510 (Research and Methods), English 400 (Teaching Composition), and English 487 (Critical Theory);

In addition they may take a maximum of four courses in any one of the areas listed below, and must

take at least one in each of the other three. These areas are:

1. British Literature through the 18th Century

2. 19th-and 20th-Century British Literature (including Commonwealth/postcolonial literature)

3. American Literature

4. Other department offerings including linguistics, rhetoric, critical theory, film, and creative

writing.

**Checklist**  
  
\_\_\_ English 510: Research Methods  
  
\_\_\_ English 400: Rhetoric and the Teaching of Writing  
  
\_\_\_ English 487: Critical Theory  
  
\_\_\_ Pre-1800 British Lit  
  
\_\_\_ Post-1800 British  
  
\_\_\_ American  
  
\_\_\_ Other offerings (linguistics, rhetoric, theory, film, creative writing)  
  
\_\_\_ Electives (2)  
  
\_\_\_ Examination  
  
  
**Recommended timetable**

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

Year 2 Fall - 2 courses + MA exam Spring - 2 courses + MA portfolio

**CWRU Department of English  
PhD Degree requirements**

The PhD degree requires 24 hours of course work beyond the MA. Students must take a minimum of

SIX 500 level seminars (12 credits). ENGL 590 (Special Reading or Research—Independent

Study) does NOT count toward this 12 credit minimum.

All PhD Students must take English 510 (Research and Methods) and either English 487,

Introduction to Critical Theory, or an advanced course in critical theory and enroll in the

Preprofessional Workshops. All PhD students must also take English 506 (Professional Writing:

Theory and Practice). English 400 is an elective course for PhD students; it is strongly recommended

for any doctoral student on TAship who did not complete 400 or an equivalent course as part of the

MA degree.

**Checklist**  
  
\_\_\_ English 510: Research Methods  
  
\_\_\_ English 400: Rhetoric and the Teaching of Writing (if not equivalent elsewhere)  
  
\_\_\_ English 487: Critical Theory or another advanced course in critical theory  
  
\_\_\_ English 506: Professional Writing: Theory and Practice  
  
\_\_\_ Four additional seminars at the 500-level  
  
\_\_\_ Foreign Language requirement (300-level literature course, B or better, at CWRU)

\_\_\_ Qualifying Examination (3 areas, 4 exam questions, 2 exams, 72 hrs)  
  
\_\_\_ Dissertation

\_\_\_ Preprofessional Workshops (including the Publication Workshop)  
  
  
**Recommended timetable**  
  
Year 1 Fall 3 courses   
 Spring 3 courses + language requirement plan + committee rationale

Year 2 Fall 2 courses+ 1 hr. ENGL 701 + questions and lists approved

Spring 6 hrs. ENGL 701 – take exams by April 15

Summer Write dissertation prospectus

Year 3 Fall 3 hrs. ENGL 701 – prospectus approved by end of September

Spring 2 hrs. ENGL 701 – Write dissertation

Year 4 Fall 2 hrs. ENGL 701 – Write dissertation

Spring 2 hrs. ENGL 701 – Write dissertation + prepare job materials

Year 5 Fall 1 hr. ENGL 701 – Write dissertation + job search

Spring 1 hr. ENGL 701 – Finish dissertation and defend + job search

**CWRU Department of English  
“Direct-to-PhD” Degree requirements (accelerated, from BA, including MA)**

The intensive Direct-to-PhD program requires a total of 45 hours of coursework and 18 hours of 701. The program follows the requirements outlined for the MA degree for the first three semesters and the requirements for the PhD degree for the balance of the degree program. English 400, 506, 510, and 487 (or an advanced course in critical theory) are required for this program, along with preprofessional workshops.

**Checklist**  
  
\_\_\_ English 510: Research Methods  
  
\_\_\_ English 400: Rhetoric and the Teaching of Writing (if not equivalent elsewhere)

\_\_\_ Pre-1800 British Literature

\_\_\_ Post-1800 British Literature

\_\_\_ American Literature  
  
\_\_\_ English 487: Critical Theory or another advanced course in critical theory  
  
\_\_\_ English 506: Professional Writing: Theory and Practice  
  
\_\_\_ Four add’l seminars (500-level) + Four electives (incl. Film, Journalism, and Creative Writing)  
  
\_\_\_ Foreign Language requirement (200-level literature course, B or better, at CWRU)

\_\_\_ Qualifying Examination (3 areas, 4 exam questions, 2 exams, 72 hrs)  
  
\_\_\_ Dissertation

\_\_\_ Preprofessional Workshops (including the Publication Workshop)

**Recommended timetable**

Year 1 Fall 3 courses   
 Spring 3 courses

Year 2 Fall 3 courses + MA exam

Spring 3 courses + language requirement plan + committee rationale

Year 3 Fall 3 courses + Exam questions/lists approved)   
 Spring 6 hrs ENGL 701 take exams by April 15

Summer Write prospectus

Year 4 Fall 3 hrs. ENGL 701 – prospectus approved by Sept 30

Spring 3 hrs. ENGL 701 – Write dissertation

Year 5 Fall 2 hrs. ENGL 701 – Write dissertation

Spring 2 hrs. ENGL 701 – Write dissertation + prepare job materials

Year 6 Fall 1 hr. ENGL 701 – Write dissertation + job search

Spring 1 hr. ENGL 701 – Finish dissertation and defend + job search