

THE ENGLISH GRADUATE HANDBOOK

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I. MISSION

The SMU doctoral program in English provides students with a broad knowledge of English, American and Anglophone literature, critical theory and pedagogy. The program also trains students in research methods as well as in textual and editorial practices that are foundational to their work as scholar-teachers. The faculty is committed to training future teachers and to the ideal that teaching and scholarship mutually nourish and sustain careers in our field. After a first-year course in pedagogy, students begin a carefully mentored, structured program designed to conclude with their teaching literature courses in their chosen field. The program also emphasizes each student's ability to research and write innovatively and effectively. Students are assigned a mentor on first arriving and will thereafter work closely with other mentors, committee members and their dissertation director. The program encourages each doctoral student to become involved professionally: to present scholarship at conferences and symposia and to engage the daily life of the department, college and university, from the ordinary work of self-governance to the dynamic energy of intellectual exchanges and programs scheduled throughout the year. SMU's English doctoral program is selective and small, with unique offerings like the Taos Summer Seminar. Thus it provides opportunities to forge close collegial relationships with faculty and fellow students, ties that will also support and promote the graduate's professional work for years to come.

In addition, the English Ph.D. program frequently works with the Office of Research and Graduate Studies (ORGS) to find ways to improve or enhance the graduate study experience. ORGS may be found here:

<http://www.smu.edu/graduate>. They may be contacted at 214-768-4345, or via e-mail at smugrad@smu.edu.

II. DEADLINES

APPLICATION TO PROGRAM

All application materials must be submitted by January 15th to ensure full consideration. If some part of the application cannot be completed by the deadline, as much of the application as possible should be on file at SMU.

SEXUAL HARASSMENT TUTORIAL

This is a University requirement. All students must complete the tutorial by the end of their first semester. It may be found online at [Sexual Harassment Tutorial](#).

LANGUAGE REQUIREMENT

The minimum requirement of one non-English language must be fulfilled prior to the semester in which written exams are scheduled.

DECISION ON FIVE-YEAR PROGRAM

Students who elect the five-year program must make the decision by the end of their 2nd semester in residence. This should accompany a petition to **transfer credit**.

SELECTION OF QUALIFYING EXAMINATION CHAIR

No later than Fall of the 2nd or 3rd year, depending upon the whether the student is in the five- or six-year program. The rest of the committee should be formed by the end of the following semester.

SUBMISSION OF QUALIFYING EXAM PROPOSAL TO THE GRADUATE COMMITTEE

No later than Week 7 of the Spring semester (4th semester/6th semester) preceding the written examination dates.

WRITTEN QUALIFYING EXAM

Written Qualifying Exams will generally be taken in the Fall. This would normally be the 5th semester (in the 5-year program) or 7th semester (6-year program) in residence.

ORAL QUALIFYING EXAM

Oral Qualifying Exams (the defense of the prospectus) will generally be scheduled for the semester following the Written Exams. As a courtesy, students should gain the approval of the examination committee and the Director of Graduate Studies (DGS) one month prior to the planned exam date.

COMPLETION OF DISSERTATION

Dissertations should be completed within the five- or six-year period of the program. After two years following the end of that period, students must apply to the program for permission to complete the degree.

GRADUATION

Application to graduate must be made during the first week of the semester in which one plans to graduate.

III. FUNDING

Students admitted to the Ph.D. program will receive funding for five or six years. We expect students to remain enrolled and in residence for the duration of the program, with the exception of summer, including the non-teaching year. Following interruptions of no more than one year for medical or personal reasons, students will generally be permitted to resume the program schedule and funding. It is crucial that students interrupting their studies discuss the circumstances with the Director of Graduate Studies.

Funding consists of tuition, fees, basic health benefits, and a stipend. Stipends will be paid on a monthly basis.

University policy dictates that any student performing work as part of their degree program must receive an Assistantship from which income tax will be withheld.

Since all students, regardless of program plan, will teach one course per semester beginning in the second year of their residency, a portion of their stipend (non-taxed income) will be considered an Assistantship (taxed income). This portion will be equivalent to the salary of lecturers and adjuncts who teach similar courses.

Any student who takes an approved leave of absence (i.e., dissertation, maternity, or medical) and who will continue to receive aid from the department will return to a stipend (non-taxed income) status until he/she returns to complete his/her teaching duties, if any.

Bear in mind that although the University does not deduct taxes from stipends or the non-Assistantship portion of a fellowship, you may still be responsible for federal taxes. Medicare and/or Social Security will not be deducted. You will not receive a W-2. Please consult a tax professional to determine your specific burden, if any.

N.B.: Students who have requested their lending institutions to defer outstanding student loans must maintain at least part-time student status or lose their deferments. This is normally six hours or more, but those students who have completed their regular coursework will need to enroll in ENGL 8049, a non-credit, pass/no pass course that bestows full-time status on those who enroll, in addition to reading and dissertation hours. Please consult the DGS for assistance.

Finally, the Ph.D. program offers a one-time professional dossier subvention of \$50 for each Ph.D. candidate who applies to the DGS. Students may use this reimbursement funding to offset the costs of setting up a professional dossier and sending it during a search for employment or postdoctoral funding.

IV. POLICIES

TRAVEL FOR CONFERENCES AND RESEARCH

Both research in scholarly archives, and attending and participating in professional conferences are essential components of our profession. During their time in the program all students should make every effort to obtain experience in these areas. Such experience will simultaneously help improve their work and increase their visibility and likely success as a job candidate. We encourage attendance at conferences—local, regional, national or international. Following a student’s first year in the program, the department will fund travel up to \$1,000 during each year in residence. Conference funding is reserved for those meetings at which the student is presenting a paper. Students may also apply to the Graduate Program Committee for funding to improve professional development, including attendance at summer symposia or institutes, or to take language immersion courses.

These funds can be rolled over, and we recommend reserving these funds for later in the graduate career, when attending major national and international conferences (e.g. MLA, CCCC, ASA, GEMCS, ICMS) can best enable a candidate to present research (including the dissertation), network in the field, and advance the job search. The Office of Research and Graduate Studies (ORGS) also has limited travel funds that may be requested to supplement those from our Ph.D. program.

N.B.: *Travel funds are not available to students on medical or parental leave.*

TRAVEL REIMBURSEMENT:

Students should submit a request to the Director of Graduate Studies for reimbursement for professional travel well in advance of a planned departure. At the very least, this should be done several weeks prior to a conference or archive visit, but whenever possible, submit the request as soon as a paper has been accepted or when plans to visit a particular archive are finalized.

In addition, each traveler must submit a Dedman College Travel Request form and other attendant paperwork to the English department, again, several weeks *prior to* the expected travel. While traveling keep all receipts, including those for airline tickets, food, transportation, or registration fees; they must be submitted with the Travel Request form upon return.

Not every expense incurred during a trip may be reimbursed. **Travel funds are disbursed under [Dedman College Travel Policies](#).** These policies restrict the number of nights for which a traveler may be reimbursed as well as the per diem that a traveler may claim. Under normal circumstances, a traveler may claim two nights’ hotel stay (up to \$125/night) and an attendant per diem; if the schedule of the conference requires three nights hotel stay, be sure to get permission prior to travel. Reimbursement for ground transportation to and from airports is also limited.

You will need to submit all travel requests to the Department of English **at least ten (10) days *PRIOR TO TRAVEL*** to gain approval.

Please find all Dedman travel forms and policies [online. If you plan to rent a car, fill out the Motor Vehicle Report form.](#)

N.B.: TO ENSURE THAT YOUR EXPENSES STAY WITHIN A REASONABLE BUDGET, TAKE SEVERAL STEPS:

- 1) Try to get the best airfare weeks or months in advance, and fly into the closest airport;
- 2) Stay in the most economical lodging adjacent to the conference site, **not** the conference hotel, which tends to be expensive;
- 3) Minimize the number of nights at the conference site. Again, Dedman College policy is to fund two nights' stay, with a third justifiable only with a low airfare;
- 4) Use the government per diem you are allowed for meals to offset remaining costs.
- 5) Please recognize that while conferences may have various activities that interest attendees, neither the Ph.D. program nor Dedman College is responsible for nonessential expenses. Budget accordingly.

Upon return to SMU, be certain to submit your receipts and Travel Forms as soon as possible.

COMPUTER

A new SMU laptop is issued to each incoming graduate student to be used through the duration of the program. For technical and maintenance issues on SMU issued laptops please submit all requests to SMU Help Desk at 214-768-4357. Replacement of SMU issued laptops is only available in limited circumstances and based on current inventory.

PHOTOCOPIES

Use departmental photocopy machines solely for work- and study-related purposes, and always with good judgment and economy. Each student is provided with a photocopy account that will be monitored. Excessive or unnecessary use may result in loss of photocopying privileges.

OFFICES

Any assigned office is primarily for work related to teaching and study. Because the Department of English has very limited office space, it is necessary to share offices. First priority will go to students with teaching duties; those not teaching may not be assigned an office. To resolve office space problems, please consult the DGS.

STUDY SPACE

SMU's libraries offer varied options for students needing quiet places for study and research. Students may reserve study rooms in Fondren Library via its website. See: [Study Rooms](#). A limited number of study carrels are also available on a first-come, first-served basis. See: [Reservations](#). There is a waiting list: put your name on the list at least two years before you need it.

Students are advised to investigate other options, such as the Underwood Law Library, Hamon Arts Library, and Bridwell Library. Each tends to be quiet and generally free of distractions.

SELF-GOVERNANCE

Whenever reasonable, graduate students will be included on departmental committees, including particularly the Graduate Studies Committee and the Gilbert Lecture Committee. In order to ensure representation to the Department, students have formed the English Graduate Organization.

THE ENGLISH GRADUATE ORGANIZATION

The primary purpose of the English Graduate Organization (EGO) is to provide a professional support network for graduate students as they progress through their studies at SMU. The EGO also functions as a central point of contact between English graduate students and faculty. Specifically, the EGO shall represent the graduate student body on relevant departmental committees; facilitate communication and cooperation between graduate students and faculty; foster ties between SMU English graduate students; help graduate students to be active and contributing members of SMU's larger campus life; provide opportunities for institutional service; and support the faculty's efforts as they work to professionalize graduate students and to prepare them for the demands of academia.

All graduate students of the Southern Methodist University English Department shall automatically be considered members of the EGO regardless of position, receiving all the benefits and responsibilities of said membership. Graduate students may opt out of membership if they wish to do so by submitting a written statement to the EGO president.

JOBS AND RESIDENCY

We are committed to graduating all doctoral students in good time, generally within five to six years. To that end, we have provided comparatively generous stipends for that term of study. In return, we expect that students will devote full working time to scholarship and teaching during the fall and spring terms, and not take any outside employment. We also expect students to remain in residence during the school term unless they are engaged in research at an archive outside Dallas or have another good reason to be away.

HEALTH INSURANCE

Health insurance is required for SMU domestic students who are enrolled in a minimum of 9 credit hours and SMU international students who are enrolled in a minimum of 1 credit hour. The Waive/Elect process must be completed every fall and spring semester of enrollment, using the Student Center component of access.smu. Students who neither waive or elect will automatically be enrolled and charged for the Student Health Insurance Plan (SHIP) provided through SMU.

International students will not be able to waive coverage through this process. To waive coverage, International students must contact the Student Health Insurance Office at The Memorial Health Center at studenthealthinsurance@smu.edu.

If you previously elected or waived coverage and you would like to change your selection, you must contact the Student Health Insurance Office directly.

No election changes are permitted after the first week of classes.

Navigate to the Health Insurance page in Access to Elect or Waive coverage, or to Verify your insurance choice or that your insurance selection was successful. You must select the correct term and year. Upon enrollment in the health insurance policy, you will receive an email at your SMU email address stating that you have been automatically enrolled in the plan and that your account has been charged the \$1142.00 for that semester's premium. Under this policy, there is an out-of-pocket maximum of \$5,000.00 in-network/ \$10,000.00 out-of-network. We strongly recommend that students already receiving sufficient or superior coverage under another policy retain that coverage

and opt not to enroll in SMU's policy. Students will be responsible for any health care expenses not covered by the policy. Family members can be added to the policy at the student's expense. Although SMU recognizes domestic partners for faculty and staff benefits, the student Health Insurance program does not at present do so. Please be aware as well that the SMU policy charges a \$140 per semester fee. **The fellowship does not cover this expense.**

For detailed instructions and forms please visit: [SMU Health Insurance](#).

LEAVES

At this time, the graduate program has no provision for paid medical leave, family leave, or other exigencies that require a student to interrupt graduate studies. However, students enrolled in the program at the beginning of the school year will remain enrolled in the Health Insurance program for the remainder of the year. Students who must take a leave should discuss the circumstances with the DGS and, when possible, make plans for reentering the program as soon as it is reasonable.

PARENTAL LEAVE

The Department recognizes that many graduate students will be enrolled during prime childbearing years and welcomes the addition of children to our community. SMU is currently working on a comprehensive set of policies regarding maternity, paternity, and child-care. Until such time, the Department adopts the following policies.

1. The Department pledges that no student will be discriminated against in the program for pregnancy or for becoming a parent. This applies regardless of gender.
2. The program will make accommodations to the course of study (for example: the scheduling of exams and the completion of the dissertation) following the birth or adoption of a child. See [Parental Leave Form](#).
3. The program will not require the student to teach or take classes for one semester upon the birth or adoption of a child and will extend funding in the program for **one additional semester**. This provision will take effect following the first year in residence.
4. Application for parental leave must be made one semester prior to the planned leave period.
5. Students on leave will not have access to travel funds.
6. Only one paid parental leave may be granted during the student's time in the Ph.D. program.

GRIEVANCE PROCEDURES

We recommend that students acquaint themselves with provisions in the SMU Policy Manual and the Student Handbook. In general, grievances should be addressed to the DGS. If the complaint involves the DGS, it should be addressed to the Chair of English. Although mentors and other members of the faculty are available to discuss situations students find troubling, all serious grievances should be taken to the administration of the department or college: to the DGS, the Chair, or the Dean.

We take the dignity and safety of each student seriously. Students should never feel singled out, targeted or ridiculed on the basis of their physical appearance, gender, race, sexual orientation, religious beliefs, or on any other grounds. Comments or jokes directed at or about a student on such bases are never appropriate in the classroom. If a student chooses to express concern about the actions of a faculty member, the DGS or a faculty member will communicate with the student at every step until the matter is resolved. If a student or students express concern about conduct directed by another student to or about a member of the faculty or staff at SMU, the student in question will be notified and asked about the incident or incidents in question before further action is taken. Students who lodge a complaint or who experience questionable behavior directed at them will not be penalized for expressing concern or making a complaint, and their privacy will be protected as much as possible.

Sexual harassment issues follow a different process. The university [Policy Manual](#) and the [Student Handbook](#) are again useful for their guidelines. Sexual harassment can include unwanted physical advances, or “a pattern of conduct (not legitimately related to the subject matter of an academic course, if one is involved, or to a workplace discussion, if that is the case) that causes humiliation or discomfort, such as sexually explicit or sexist comments, questions, anecdotes or jokes” as well as a “pattern of conduct that would cause humiliation or discomfort in the person at whom the behavior was directed (e.g., unnecessary touching, patting, hugging, brushing against a person’s body or clothing, remarks of a sexual nature about a person’s body or clothing, remarks or speculation about a person’s sexual activity or sexual experience.”¹ If you think you have experienced an isolated incident of sexual harassment or have been subjected to a pattern of behavior that might constitute sexual harassment, it is important to know that any claim of sexual harassment requires an official record, so you cannot ask anyone on the faculty or any member of the Department of English staff for complete confidentiality. However, Memorial Health Center has experienced counselors on staff who may speak to you in confidence and who can give you advice on how to understand what has happened and how to respond to it.

The University Policy Manual allows for both informal and formal procedures in response to sexual harassment. Conferring with a counselor may help in deciding the best path to take. A mentor or other trusted member of the faculty can also help negotiate this process.

V. COURSE WAIVERS, NON-ENGLISH COURSES & TRANSFERS OF CREDIT

A student entering the program with a Masters degree **in English** from another institution may petition to count up to 12 credits toward the 60-credit requirement for the doctoral degree at SMU. Any student holding the Masters and planning to complete the Ph.D. on a five-year plan will need to petition the DGS for a transfer of prior credits. The students should petition following the first-year review. See “[Deadlines](#)” above.

A student may petition the DGS to waive one of the required seminars by substituting a Directed Studies course in its place. The waiver petition must include a detailed syllabus for the proposed Directed Studies course, and should be filed well in advance of enrollment for the student’s upcoming semester. The petition may be granted only in cases in which the study will uphold the highest standards of scholarship that a seminar would satisfy.

NON-ENGLISH COURSES

Students may enroll in up to six hours of graduate coursework at the 6000- and 7000-level outside of the English Ph.D. program for credit toward the Ph.D. Students wishing to enroll in such courses must secure the approval of the DGS prior to enrollment. This is to ensure that courses appropriately meet the student’s programmatic and intellectual needs and are equivalent to English courses in quality. This also allows English to keep track of all courses for credit.

In most cases, the student will also need to secure permission from the department or program offering the course, as it might be necessary to create a separate course number. Under normal circumstances, the Ph.D. program will neither permit nor pay for enrollment in undergraduate courses.

¹From the “[Sexual Harassment](#)” brochure provided by the Office of Institutional Access & Equity at SMU.

SPECIAL NOTE REGARDING DIRECTED STUDIES

Directed Studies courses should be proposed and entered into only with the greatest focus and perspicacity. Directed Studies courses must directly contribute to a student's program and to her or his future plans for research and scholarship, especially the Qualifying Examinations and the dissertation.

VI. LANGUAGE REQUIREMENT

Ph.D. students are required to show reading competency in at least one non-English language. ***Some fields may require a second language, to be determined by the Dissertation Director and the DGS. Students are strongly advised to consult early with their Directors and the DGS about languages.*** The deadline for fulfilling a second language will be determined by the Dissertation Director.

In general, the chosen language should help provide the student gain more access to literature and criticism connected with the dissertation field. Those studying in earlier periods are more likely to need a second language to be competent in their fields, but in all cases, knowing a second language undergirds one's native language.

The **minimum** requirement of one non-English language must be completed prior to the semester in which written Ph.D. exams are scheduled. If a student fails the language exam, the DGS will expect a detailed plan for completing the requirement. No student will be advanced to candidacy until the requirement is completed. Proficiency exams will be arranged by the DGS in coordination with the students. In general, it is the student's responsibility to acquire the language if it has not been learned prior to entering the program. Although the English Ph.D. program and other entities may offer limited opportunities to study languages at SMU, until such language instruction has been fully institutionalized, students are advised to make their own arrangements. The Ph.D. program will pay only for those language courses it offers; the student is responsible for all other language instruction, with the possible exception under Section IV, above.

VII. ADVISING: MENTORS & DIRECTORS

MENTORS

Each student will be assigned a faculty mentor when entering the program. The mentoring program is intended to provide someone for students to talk to who is not involved in graduate program administration. Questions, for example, about the program, classes, the profession, and personal difficulties may be discussed confidentially, as needed, with the mentor. Mentors should always assure a mentee that nothing discussed in the course of a mentoring relationship will be used in a professional evaluation of the student. In turn, mentees should be assured that they may speak with candor and confidentiality about their concerns and professional development in the program. We recognize that the assignment of mentors may not work for each student-mentor pairing. A student may ask for a different mentor at any time for any reason, or choose not to make use of a mentor.

N.B. THE MENTOR IS NOT THE STUDENT'S OFFICIAL ACADEMIC ADVISOR. BE SURE TO CONSULT WITH THE DGS AND YOUR EXAM OR DISSERTATION DIRECTOR FOR OFFICIAL ACADEMIC ADVISING.

DIRECTORS

Qualifying Exam & Dissertation: Although our program does not require you to retain the same professor as both qualifying examination and dissertation director, *for continuity's sake you should try to avoid changing your director as well as other committee members.* This section assumes that you will retain the same director.

Please see [Appendix B](#) for advice regarding the constitution of your committees.

The director(s) of the student's Ph.D. Qualifying Examination and Dissertation committees will fulfill several crucial roles in the student's graduate career and, more important, as a future colleague in our profession. The director is at once a principal teacher, a mentor, and an advocate for one's career. It is arguably the most important professional relationship any of us will establish in our career.

The primary role of the director is to extend the work begun by the DGS in working to focus and guide a student's progress. The director helps the student to build upon work accomplished in the Ph.D. courses, and in choosing the primary, secondary, and tertiary focus areas for the written qualifying examination. Even if the student has already decided upon those areas, the director will refine and supervise the reading lists for the written examinations, in consultation with the other members of your committee. The director should also offer advice and strategies as the student prepares for the examinations, during the stages of planning, researching and writing the dissertation.

WHEN CHOOSING THE DIRECTOR AND THE OTHER COMMITTEE MEMBERS, CAREFULLY CONSIDER SEVERAL CRITERIA, EACH OF NEARLY EQUAL IMPORTANCE.

- **First, whenever possible choose someone of the appropriate rank who teaches and publishes in the primary field in which you plan to specialize.** As a general rule, it is best to choose the most senior person in the department in that field—that is, someone at the rank of Professor. In the absence of a faculty member at the highest rank, the student should choose a Professor with a clear publication record in his or her respective field. The main reason to give serious consideration to your director's rank is that the most senior person is likely to be the most experienced and knowledgeable. Even when this is not the case, it is true that hiring committees tend to look favorably upon job candidates who have completed their degrees under more senior faculty members.
- **Second, choose a director likely to nourish a productive working relationship.** Normally, the student should have taken at least one course with the director, who thus knows the student's work. The student should be able to trust that the director will guide her or him to needed resources, critically encourage the research, and keep his or her efforts on task. The director is the committee member with whom the student must feel at ease in sharing questions and concerns, although the other members will be active consultants at each step.
- **Third, pick a director who will be available.** When approaching the person with whom you would like to work, let her or him know your plans: when you expect to take your examinations; when you expect to complete your dissertation; when you hope to publish some of your work; when you plan to enter the job market. If, for example, you choose a director who will be on leave for most of your final years in the program, this will make maintaining a productive relationship much more difficult.

IN APPROACHING A FACULTY MEMBER ABOUT DIRECTING, COME PREPARED WITH A PRÉCIS OF YOUR PLANS, AND WITH QUESTIONS ABOUT WHAT THE POTENTIAL DIRECTOR WILL EXPECT OF YOU.

Try to obtain or provide satisfactory answers to the following questions:

- Does your potential director support your plans for study?
- Does she or he support the scholarly and intellectual goals your dissertation project?
- What is your projected timeline for completing the later steps of the program?
- When do you expect to have dissertation chapters finished?
- What does your potential director expect of you?

The sooner you and your potential director understand how the relationship will work, the greater the chance the latter part of your graduate career will be highly rewarding.

The other two members of your committee should also be faculty members with whom you have had a productive relationship via regular coursework, independent studies, or other means. They should have expertise in the

secondary or tertiary areas in which you will be examined for your qualifying examinations, and be capable of offering advice on parts of the dissertation. All three committee members will be responsible for reading your examinations and dissertation, and have equal voting power in determining whether they are acceptable. It is therefore important that all three members be both supportive yet objective in their assessment the dissertation project. The director and/or the DGS can recommend other members of the committee if you have any uncertainty.

VIII. EVALUATION & STANDARDS

Evaluation is an ongoing process. The faculty, and especially the DGS along with the student's mentor, director and committee members, take an unceasing interest in the student's progress, and will therefore be watching it carefully. Our goal is always to verify that each student is doing good work, learning what will lead to success (in terms of information and, more importantly, advanced skills), and making timely progress through the program. If those things temporarily stop happening, we will try to help a student get back on track; **if a student seems unlikely to resume or successfully fulfill program goals, more serious action may become necessary, up to and including dismissal from the program.** Since most problems can be remedied, students with concerns about their performance or its evaluation should be active in discussing those concerns with their mentor/advisor, the specific evaluator(s), and/or the DGS.

Over the course of the program, there are four kinds of explicit assessment. Each focuses on determining whether the student is at that point making satisfactory progress toward becoming a qualified, accomplished scholar and teacher.

SEMINAR GRADING

In general, the graduate program uses a compressed grade scale: "A" designates excellent work, "A-" work that is good but in need of improvement, and "B+" work that is marginal. A significant number of course grades of "B+" or below will raise serious questions about the student's continuation.

FIRST YEAR REVIEW

All students will be carefully evaluated at the end of their first year by a subcommittee of the Graduate Studies Committee, at which time students will be advised on how to proceed most productively in the program. Students should reflect on what they have done that year and where they see their work moving over the next two years. On rare occasions, the committee may find that a student should not continue in the program, at which point the student will be allowed to take a terminal M.A. degree. Our goal is that all first year students will pass this review.

MASTER'S DEGREE, *EN ROUTE*

Those students without a Master's degree will be offered the M.A. following the defense of the dissertation prospectus. Students will need to submit an Application for Candidacy to Graduate (ACG form) to the Office of Research and Graduate Studies at the beginning of the appropriate semester. There is a \$75 fee (paid by the student) to receive the diploma. Please consult the DGS for assistance.

TEACHING EVALUATION

All graduate student teachers will be regularly evaluated. If the evidence shows that a student is unable or unwilling to perform at a high level in the classroom, the student may be dismissed from the program despite otherwise performing well academically.

QUALIFYING EXAMS

Near the end of their fifth or seventh semester students sit for the written qualifying exams, detailed below ("[Qualifying Exams](#)"). The qualifying exams involve a two-stage process: first, students take written exams in three fields over a one-week period; second, in the following semester, the student sits for an oral defense of a dissertation prospectus. Following a successful defense, the student is advanced to candidacy for the Ph.D. **Except in extraordinary cases, each defense must be held by the end of the semester following the written exams. Failure to schedule exams or to take examinations as scheduled may result in loss of good academic standing and/or the student's fellowship. See [Appendix B](#).**

DISSERTATION DEFENSE

The doctoral student's final accomplishment in the program will be the dissertation defense, detailed below ("[The Dissertation](#)"). A critical conversation on the project—including its methods, sources, theses, arguments and contributions to the field—a successful defense of the dissertation caps the student's graduate work. Your doctoral degree then warrants that you are well-qualified as a scholar-teacher in English language literatures.

IX. TAOS SUMMER SEMINAR

The Graduate Program offers an annual week-long seminar—usually in mid-July—at SMU's campus in Taos, New Mexico, for students in the Ph.D. program. In any year, we will offer one of two programs of study. The first is modeled loosely on National Endowment for the Humanities summer seminars. For those seminars we invite an accomplished scholar to lead our students through an immersion in a literary subject, field, or methodology of general interest. The second is an intensive writing workshop during which each participating member revises an existing writing project to be submitted soon after for publication. Students and teachers will live in casitas on the Taos campus. The week will allow opportunities to visit Santa Fe, Taos Pueblo, and some of the cultural sites in the area, in addition to hiking in the surrounding mountains.

Attendance of the Taos seminar is voluntary and competitive. Every student will be guaranteed funding for at least two opportunities to attend, but will need to submit a complete and appropriate application. Up to twelve slots will be available each summer.

APPLICATIONS WILL CONSIST OF:

- a. an administrative cover sheet;
- b. a brief statement of purpose;
- c. when available, supporting documents (papers, essays, abstracts, publications, etc.) indicating the strength of a student's interest in attending the seminar.

First priority for seminars will go to those students who demonstrate a clear interest in the seminar topic. Under normal circumstances, seminar topics should be announced in the fall; applications will also be due in the fall.

We expect those accepted to the Taos seminar to arrange their summer schedules to attend. For this reason, students should not schedule other activities that may occur in mid- to late-July.

Seminar dates will vary slightly from year to year, but students may expect the seminar to begin and end on a Sunday or Monday. Essential travel expenses will be reimbursed. Although students may either fly (via Albuquerque) or drive to SMU-in-Taos, whenever possible, they should consider driving; virtually all off-campus activities in Taos may be reached only by automobile.

Regardless of the chosen travel method(s), ALL students traveling to Taos will need to submit Dedman College Travel Request forms (See IV, above) and documentation for all expenses. Two weeks prior to travel, those students who

rent vehicles will also need to apply for insurance coverage under the Office of Risk Management. See the “Letter of Authorization: Motor Vehicle Report” form in [Appendix A](#), below.

X. OTHER PROGRAM ACTIVITIES

In conjunction with the Gilbert Lecture Series and with other departments on campus, the Department of English regularly invites guest speakers for evening lectures and readings, usually preceded by a reception. In some cases, speakers may agree to hold a separate seminar with interested graduate students. In addition, it is a common practice for the English department to invite to campus the top candidates for tenure-track positions on the faculty. These candidates will give presentations before the department and be available for less formal meetings with graduate students and faculty.

These activities are a major component of the department’s lifeblood, and as much a part of the program as Ph.D. courses and the Taos Summer Seminar. They offer invaluable opportunities to meet with potential future colleagues, editors, and publishers, many of whom may be instrumental in furthering a career. Students are encouraged to attend and participate in lectures and seminars as often as possible, regardless of an individual speaker’s relationship to a particular course of study.

XI. PROGRAM TIMELINES

LENGTH & STRUCTURE OF THE PROGRAM

The Ph.D. program should require no more than six years from matriculation to completion and successful defense of the dissertation, at which time the doctorate will be awarded. Graduating members of the program may be eligible for a Postdoctoral Fellowship, although such appointments will be made on a competitive basis after completion of the degree.

GENERAL OVERVIEW:

This description is for those on the 6-year plan. Those on the 5-year plan will effectively skip the 4th and 5th semesters of course work and teaching.

YEAR ONE

Doctoral students do not teach; they each take 24 hours, 6 of which are the Core courses. Students will average one Seminar (7000) each term for the first three years. As spring term ends, the student submits a portfolio of all papers written for the program and a brief written evaluation of his/her progress thus far, and meets with the First Year Advisory Committee. At this meeting the student and the FYAC discuss/advise on plans for the student’s upcoming coursework and a possible field of concentration leading into a dissertation. This is also the point at which the FYAC and those students who have entered the program with an M.A. decide whether to enter the five-year plan (see curriculum plan below) or remain in the six-year plan. That summer, all students participate in training sessions/seminars to prepare for teaching. In rare cases, a student who has not succeeded in the first-year’s course work will be awarded the terminal MA and leave the program.

YEAR TWO

Each student teaches two courses, one each semester. Each takes 15 hours, including the Pedagogy seminar (6312) in the fall. The student should be completing the foreign language requirement, if not yet satisfied. By the end of spring term, the students who have not selected an Exam Director (who will normally be a prospective dissertation director) should meet with the DGS to discuss the selection process. The student meets with the Exam Director at year’s end to discuss progress and possible dissertation topics, and to set goals for the coming year when he/she will begin preparing for the qualifying exams.

YEAR THREE

The students teach two courses and conclude their course work. They enroll in 7398 (Directed Readings) in the spring while preparing for the Qualifying Exams. Students may opt to audit classes that help them to prepare for Exams. See section on "[Qualifying Exams](#)" below.

YEAR FOUR

The students again teach two courses and enroll in ENGL 7399 (Directed Readings) in the fall. After passing the written Qualifying Exams, students enroll in ENGL 8398 in the spring (Dissertation credit) and which remains "in progress" until the defense of the dissertation. See section on "[Qualifying Exams](#)" below. After passing this qualifying oral exam (the defense of the prospectus), the students advance to candidacy. Students enrolled in fewer than six hours, including reading and dissertation hours, will enroll in ENGL 8049, a non-credit, pass/no pass course that bestows full-time status. Those who are not enrolled in coursework but who are teaching will need to enroll in ENGL 8105 as well. Please consult the DGS for assistance.

YEAR FIVE

Student teaches two courses and is enrolled in ENGL 8399, which remains "in progress" until the defense of the dissertation. Students may for good reasons take the Dissertation Fellowship year in the 5th year (no teaching). This is an important decision and must be made in consultation with the student's Director and the DGS. See section on "[Dissertation](#)" below. Normally, the Dissertation Fellowship is taken in the 6th year.

YEAR SIX

Preparation in summer and fall for the job search. The student teaches two courses if the student took year five as the dissertation fellowship year. In either case the student remains enrolled in 8398/99, completes/defends the dissertation.

YEAR SEVEN

Possible Postdoctoral fellowship at SMU (a competitive position).

CORE COURSES

We require two cores for all first-year graduate students. ENGL 6310, "Advanced Literary Studies," will survey research methods and materials, bibliography and textual editing, and history of the profession up to the present. 6311, "Survey of Literary Criticism," is an introduction to literary criticism and theory. These courses are usually taught during the fall semester. As students prepare to teach, they will be required to participate in training sessions/workshops in late summer before the fall of their second year. That fall, they will enroll in ENGL 6312, "Teaching Practicum."

The timelines below should help you to devise and track your program at all stages. Please consult the DGS at any point to obtain advice about particular courses.

ENGLISH PH.D. GRADUATE CURRICULUM: SIX-YEAR PLAN (60 HOURS)

Note: students who take a leave will adjust by shifting one semester for each semester's leave.

	Fall	Spring
Year 1	12 hours enrolled: 6310 (ALS) and 6311 (Theory) plus 6 additional hours at 6000- or 7000-level No teaching	12 hours enrolled at 6000- or 7000-level First-year evaluation No teaching
Year 2	6312 (Teaching Practicum) and 6 more hours at 6000- or 7000-level Teach one course	6 hours at 6000- or 7000-level Teach one course
Year 3	6 hours at 6000- or 7000-level Teach one course Select Exam Director	3 hours at 6000- or 7000-level ENGL 7398 (Directed Readings) in preparation for qualifying exam Complete language requirement Teach one course
Year 4	7399 and 8049 (Full-time status) Teach one course Written qualifying exams by end of semester	8398 (Dissertation) and 8049 Teach one course Oral defense of Prospectus
Year 5	8399 (Dissertation) and 8049 Dissertation Fellowship OR Teach one course	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course
Year 6	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course Job Search	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course Dissertation defense

ENGLISH PH.D. GRADUATE CURRICULUM: FIVE-YEAR PLAN (48 HOURS)

	Fall	Spring
Year 1	12 hours enrolled: 6310 (ALS) and 6311 (Theory) plus 6 additional hours at 6000- or 7000-level No teaching	12 hours enrolled at 6000- or 7000-level First-year evaluation No teaching
Year 2	6312 (Teaching Practicum) and 6 more hours at 6000- or 7000-level Teach one course Select Exam Director	3 hours at 6000- or 7000-level ENGL 7398 (Directed Readings) in preparation for qualifying exam Complete language requirement Teach one course
Year 3	7399 and 8049 (Full-time status) Teach one course Written qualifying exams by end of semester	8398 (Dissertation) and 8049 Teach one course Oral defense of Prospectus
Year 4	8399 (Dissertation) and 8049 Dissertation Fellowship OR Teach one course	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course
Year 5	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course Job Search	8049 8105 (if teaching) Dissertation Fellowship OR Teach one course Dissertation defense

Six Years, 60 hrs.
Core Curriculum (9 hours): ENGL 6310, 6311, and 6312
Seminar (18 hours): Six 7000-level seminar courses (excludes ENGL 7398 and 7399)
Electives (27 hours): A combination of nine 6000- level and 7000-level courses (includes ENGL 7398 and 7399)
Dissertation (6 hours) ENGL 8398 and 8399

Five Years, 48 hrs.
Core Curriculum (9 hours): ENGL 6310, 6311, and 6312
Seminar (12 hours): Four 7000-level seminar courses (excludes ENGL 7398 and 7399)
Electives (21 hours): A combination of seven 6000- level and 7000-level courses (includes ENGL 7398 and 7399)
Dissertation (6 hours) ENGL 8398 and 8399

XI. TEACHING AS A GRADUATE STUDENT

We consider teaching to be an integral part of the training for the Ph.D. in English. Except for their first year and one dissertation year, students will teach one class each semester. In the spring of their first year, students meet with the pedagogy seminar (6312) instructor occasionally and observe a range of classes like those they will be teaching. During the two weeks before fall semester of the second year, all students will participate in intensive training. All students then enroll in the pedagogy seminar in the fall of their second year. The seminar provides formal supervision of the students' teaching during the fall and continues informally through the spring semester. In subsequent years, teaching will be increasingly independent, although there will always be an instructor who will provide guidance and supervision. Since we hold teaching to be central to the program, students who find that they cannot teach competently or who choose not to do so will be asked to leave the program. The only exception to the teaching requirement is for students who are selected to assist with a journal edited by a member of the Department. Students will normally be invited to apply for an assistantship during the spring of their second year.

Following the successful completion of the written qualifying exam, student will begin teaching selected courses outside of the Discernment and Discourse track under a supervising professor. Decisions will be made by the DGS and Graduate Committee based on Departmental needs, available professors, and expertise of students. Generally, the first course beyond D&D will be a lecture course, which the student will co-teach with a professor and other graduate students. Other courses include the First-Year Honors Humanities Seminar, a number of 2000-level genre courses, and team-teaching 3000-level literary history courses.

Teaching is simultaneously a complex, frustrating, endlessly rewarding and time-consuming endeavor. Teaching effectively while balancing the demands of scholarship is difficult for all of our colleagues in the profession. Therefore any student should feel free to discuss this process with a Mentor, the DGS, dissertation director, or any other professor who might be of help. If you find yourself in trouble in a class, be sure to talk to the DGS sooner rather than later.

XII. QUALIFYING EXAMINATIONS

The purpose of Qualifying Examinations is both to prepare the doctoral student for future scholarship and to evaluate his or her readiness to begin the dissertation. By the beginning of the spring semester of the second or third year (depending upon plan), the student will chose a Director for the **written exams**. This person is often, but not always someone who may serve as the Director of your dissertation. Whether she or he serves in this role or not, the student should choose this person carefully. The Director will help you in selecting the topics for the exams, preparing for the exams, and in selecting two other members of the examination committee from the Department of English. You may wish to or be asked to add a fourth member from another faculty, but *this is unnecessary at the exam stage*.

ALL THREE CORE MEMBERS OF YOUR COMMITTEE MUST BE FULL-TIME, TENURE-TRACK FACULTY FROM ENGLISH.

No later than the end of the fall term of the 2nd/3rd year of course work, you should consult with the DGS to select a Director. Generally, you will talk to the member of the faculty with whom you wish to work on your dissertation and decide whether it will be an appropriate and useful collaboration. Preferably, you will have taken a class from that professor and she or he will be familiar with your work and interests.

You should also choose the second and third members of your committee at this time, although the Director is the most crucial member. Each member should be able to advise you on a specific list, although all members will be responsible for approving your lists and examinations writing appropriate general or field-specific questions for your examinations.

The committee will set the date for the exam on a schedule the student arranges with the Director, in consultation with the DGS. (See below.) You should meet frequently with all of your committee members, particularly with the Director, as you read your lists and develop your arguments.

Generally, the written exam will be taken by the end of fall of the 3rd or 4th year. Exceptions must have the permission of the DGS and/or the Graduate Committee: the reasons will need to be compelling. **Students are always free to take their exams *earlier* in the fall semester:** please see below.

BY THE FIRST WEEK OF THE SPRING SEMESTER OF YOUR 2ND/3RD YEAR, YOU SHOULD HAVE YOUR THREE COMMITTEE MEMBERS IN PLACE.

Fill out the **Committee Declaration** form in consultation with your committee members as soon as you are able. As a courtesy, you should let all of your committee members know as soon as possible when you intend to take your examinations, and what your areas of specialty (see below) will be.

That spring, you will enroll in one seminar or proseminar and in English 7398 (Directed Reading) with your director. The purpose of 7398 (and 7399 in the following fall) is to allow you to read intensively in preparation for your exams.

The purposes of the written exams are, first, to test the breadth and depth of the student's knowledge in selected areas of literary history and approaches to literary study; second, to lay a foundation for and gain focus on the planned dissertation.

The written exam will consist of three parts. All exams will include one section on a **primary historical period** representing your prospective specialty field for the dissertation. The student develops the two other examination areas in consultation with the committee members. Those areas might include a **secondary period, a genre, an interpretive/theoretical problem** (e.g. authorship, narratology, cultural studies, or an interdisciplinary approach) or some other topic. These parts may, indeed optimally they will, intersect the anticipated topic of your dissertation, but as a whole, they *must* take in a broad field of literary study, including a wide chronology and a range of genres and styles.

THE EXAM PROPOSAL WILL CONSIST OF TWO COMPONENTS:

FIRST, AN **INTRODUCTORY RATIONALE** OF FIVE TO TEN PAGES EXPLAINING REASONS FOR EACH EXAMINATION FIELD AND HOW THEY RELATE TO A POSSIBLE DISSERTATION.

This rationale is crucial to the proposal. It should be a narrative essay that indicates clearly the origins and purpose of your interest in the periods, genres, or fields you have chosen for your examinations. It should also indicate that you have established a strong background in the field through your coursework, and that you have already learned enough about each field to be able to justify your study. In other words, the rationale should indicate that you have thought carefully about your choices, and that they will lead you down a focused path.

SECOND AND FOLLOWING ARE THE THREE MAJOR **LISTS**.

Each should include a brief statement of the logic and objectives for selections and the critical problems they present. Each list should consist of at least forty primary texts (for example, novels, plays, books of poetry, major epic poems, films, etc.) and a number of major critical/secondary texts. The lists should give accurate information about authors' names and dates. They should be alphabetized by author, unless a clear reason exists to do otherwise.

Each list may comprise subsets organized to indicate specific movements or areas of interest directly relevant to your future projects. Your rationale should clarify their presence and organizing logic.

After gaining preliminary approval of your exam committee's Director, submit the proposal—both rationale and lists—to the other members of your committee promptly so they may contribute to your lists as needed. When your committee approves the proposal, the Director will submit copies to the DGS and Graduate Assistant. **This should happen no later than the middle of the semester (that is, the seventh week).** Your Director will work with the DGS to set a date for the exam. Consult with the DGS and the Program Assistant when scheduling times and rooms for examinations. With your Director's permission, you may arrange to take your exams at an off-campus location.

Final approval comes from your committee. Your Director may still ask you to revise your proposal to ensure that it meets the program's standards. Students are strongly advised to write their most impressive and carefully proofread proposals in consultation with their committees to minimize the need for revision. For your summer reading to be most effective, **be sure to gain these approvals by the end of the spring semester.**

The written exams will be administered over three 8:00 am-5:00 pm days, generally during a one-week period. It is up to you to manage your time, including meals and breaks. The exams are flexible in format. As decided by the student's committee, each of the three parts will include one or more longer essay questions/topics, and may also require responses to short essay prompts or narrowly directed questions. When completed, the student's committee members read and decide on a pass/fail designation for each examination; the director reports the result to the DGS, and to the student, generally within ten days.

Should the student fail one or more of the three parts, he or she may apply to the DGS for the privilege of a second examination of any failed exam(s); on the advice of the student's examining committee, the committee director will recommend to the DGS whether or not the student may sit for the second exam. Any re-take of a failed part or parts of the written qualifying exams must occur within three months of the first sitting. Failure on re-examination will render a student ineligible to continue in the Ph.D. program.

Once the student has passed the written exam, he/she will name a **dissertation director** for the next phase of the qualifying exam. **For the sake of continuity and consistency, the director is customarily the same faculty member who directed the written exams,** but this is not required. During the spring of the 3rd/4th year, with guidance from the director and **dissertation committee** members, the student prepares a prospectus for the dissertation and then sits for an **oral examination, a "defense" of the prospectus.** Although it is preliminary, the prospectus should lay out the plan for a book-length project, including:

1. A focused topic that the student plans to pursue.
2. A clear explanation of the question that motivates the topic: what's the problem and how do you plan to contribute to the answer. That is, what's at stake? How is this approach and argument significant and original?
3. A review of the criticism that locates the problem in contemporary critical discourse.
4. A preliminary list of chapter topics—all clearly related to the central questions.
5. A bibliography that provides evidence that there is a critical literature and that the student knows something about it.

The text must include all needed citations/annotations as well as a working bibliography for the project. At about 20-25 pages, the prospectus must be presented in Chicago format (unless your director says otherwise), and be fully annotated and carefully proofed.

THE STUDENT WILL SET A DATE FOR THE ORAL EXAM ON CAMPUS IN AN APPROPRIATE SETTING WITH THE APPROVALS OF HIS OR HER COMMITTEE DIRECTOR AND THE DGS.

Ask the Program Assistant for help in arranging the place and time. To ensure that this date is met, and to uphold basic courtesies, the student should complete at least two tasks well in advance:

1) **Communicate** with *all* members of the dissertation committee and the DGS as soon as possible about the nature of the project, when they may expect to see the prospectus, and when you intend to sit for the oral exam;

2) **Provide** the dissertation committee with the best possible draft of the prospectus at least *a full month* in advance of the examination date.

The **oral exam** will last approximately ninety minutes. It is not open to the general faculty or other visitors. At its conclusion, the candidate leaves the room and members of the committee deliberate. Their unanimous approval is required for acceptance of the dissertation and advancement to candidacy. The examination will be evaluated on a pass/fail basis. As with the written portion, a student who fails the oral qualifying exam may petition the DGS for the privilege of a second examination within three months. The DGS will decide in consultation with the director and with the recommendation of the student's examining committee. A second failure will render the student ineligible to continue in the Ph.D. program.

The student will need to bring a number of forms to the defense for the committee to sign, certifying the result for ORGS. Upon successful completion of the oral examination, the DGS reports the result to the Office of Research and Graduate Study. The student must have satisfied the language requirement in order to be formally admitted to candidacy. With candidacy, you commence working on the dissertation, the capstone of your graduate career.

XIII. THE DISSERTATION

The dissertation is an original, extended written analysis of an intellectual, scholarly, or critical issue; a set of texts; an author; a period; a genre; or some combination of these. It is to be carefully researched and written. The nature and scope of the dissertation, the archive of materials that one works with and the approach taken to them, depend primarily upon the student's interests and commitments. Nevertheless, at every step of the process—beginning with the project's conception and early stages—it is vital that the candidate consult with the dissertation director, committee members, and other knowledgeable faculty in the English department or beyond it, about the resources, methods and theoretical underpinnings of the planned research and writing.

The dissertation culminates the candidate's coursework and studies. It uses what she or he knows and has done, but now takes that work in a new, original and significant direction. Thus it is both **acceptable** and **wise** for the candidate to build the dissertation from relevant papers, essays, presentations, and articles completed for seminars and/or professional conferences. Yet the dissertation project will also revise, unify and expand the potential of that earlier work; the dissertation will argue a thesis that is wider in scope and that seeks to make an innovative and significant contribution to the relevant field(s). **PLEASE SEE [APPENDIX B](#) for advice regarding the dissertation.**

We do not currently have a provision for creative writing dissertations.

The dissertation is to be written according to the format of *The Chicago Manual of Style*.

You should notify the DGS and the Graduate Program Assistant of the composition of your dissertation committee as soon as possible after your examinations if there have been any alterations. **You are strongly advised to retain all members of your examination committee for the dissertation unless compelling reasons emerge to do otherwise.**

PLEASE NOTE: Per Dedman College requirements, **ALL dissertation** committees must have one member outside of SMU's Department of English. He or she may be appointed from any other department at SMU or from an institution other than SMU, with the permission of the department chair and ORGS. This person should be sought and appointed as early as possible in the student's preparation of the dissertation, but certainly well before the **dissertation defense**. (See below.) For the dissertation project's sake, the external reviewer should be familiar with the candidate's work and ideally supportive of it.

In every case, the Program should be kept apprised of your choices at all times. Please consult the DGS for any advice you need in these matters.

XIV. THE DISSERTATION DEFENSE

The candidate's final accomplishment in the Ph.D. program is the dissertation defense: a formal conversation about the project, critiquing its methods, sources, arguments, findings and potentials for development into published scholarship. The candidate should notify the director and all committee members well in advance of submitting the manuscript, thus to ensure that everyone effectively coordinates their work and that they can be available for the defense. Before submitting copies to the committee, the dissertation manuscript must be formatted according to the Chicago Manual. Treat this step in the process as if you were submitting a manuscript to an editor for possible publication. It should be meticulously edited and proofed; all notes and bibliographical information must be carefully cross-checked and sourced.

THE OFFICE OF RESEARCH AND GRADUATE STUDIES (ORGS) REQUIRES STUDENTS PLANNING TO DEFEND THEIR DISSERTATIONS TO UNDERGO CERTAIN STEPS AND APPROVALS.

Please see the next section, "Graduation," below.

The defense date will be set after the dissertation committee has received and approved a completed draft of your manuscript, and the director has reported the committee's recommendation to the DGS. The SMU Office of Research and Graduate Studies (ORGS) requires that notice of the pending defense be made to University faculty, and to the Deans of the College and ORGS, at least a week in advance. You will need to bring a form to the defense for your committee to sign, certifying the result for ORGS.

The principal (and voting) examiners will be your dissertation committee, but note that the defense will be open to any SMU faculty members. These faculty may ask questions, but they are not allowed to vote. The defense will typically last about two hours. At its conclusion, voting members of the committee deliberate with the candidate in absentia, and their **unanimous** approval is required for acceptance of the dissertation and advancement to the degree. A student who fails the dissertation defense may sit for a second attempt after petitioning the DGS, but must do so within one year of the first defense date.

A successful defense caps your graduate education. It certifies to the University community, and to professional colleagues worldwide, that you are well-qualified to embark on a career as both a scholar and teacher of literature in English.

XV. GRADUATION

As you prepare to defend your dissertation, you should attend to the deadlines for graduation from SMU. The Office of Research and Graduate Studies (ORGS) requires that an Application for Candidacy to Graduate (ACG) be submitted at **the beginning of the semester in which you plan to graduate**. Over the course of that semester, ORGS holds a series of thesis and dissertation checks to ensure that your dissertation will meet the submission requirements. If it does not meet those requirements, this will delay your graduation. Please go to [Graduation](#) for the basic steps and timeline to graduation. Filing for graduation does require a fee, currently set at \$75. The graduating student is responsible for all fees.

Please note, again, that application to graduate should be made no later than the first week of the semester.

XVI. HUGHES POSTDOCTORAL FELLOWSHIPS AT SMU

The department may offer one or more Postdoctoral Fellowship (postdoc) positions, allowing our most recent Ph.D. recipients the opportunity to strengthen their scholarly credentials and to gain further teaching experience. The specific number of positions will be announced when the call is sent out to students and faculty.

Postdocs will be awarded on a competitive basis. Candidates for the position must have the Ph.D. in hand before the appointment begins. The Chair of English will determine the course load and the course assignments in consultation with the Director of Undergraduate Studies. These nine-month appointments will run from mid-August through mid-May. **NO LATER THAN FEBRUARY 1ST PRIOR TO THE APPOINTMENT'S START DATE, THE APPLICANT MUST SUBMIT TO THE DEPARTMENT CHAIR:**

1. a cover letter expressing interest in the appointment and outlining the applicant's qualifications and teaching interests;
2. a statement of the applicant's research agenda for the post-doc year;
3. a professional curriculum vitae;
4. three letters of recommendation from faculty members at SMU attesting to the applicant's preparation and expectations for a completed dissertation;
5. a dissertation abstract indicating current stage of completion of the dissertation;
6. a writing sample;
7. three sample syllabi for courses that the applicant wishes to teach.

Candidates will be judged on the basis of both scholarship and teaching:

1. Scholarship will be assessed by a review of the candidates' performance in the program; the quality of the candidates' writing; progress toward completion of the dissertation; the candidates' professional engagement;
2. Teaching will be assessed by a review of the candidates' work in the department; students' course evaluations; the candidates' supervisory instructor assessments; quality of the submitted syllabi.
3. Curricular needs may be considered.

The Postdoctoral Hiring Committee will evaluate applications and forward its recommendation to the department faculty for approval. Final decisions on appointments will be announced no later than **March 30th**.

Hughes Postdocs shall enjoy other benefits of a faculty appointment, such as health insurance and access to Faculty Development Funds for conference travel and research.

APPENDIX A:

FORMS

INSTRUCTIONS FOR DEPARTMENT AND ORGS FORMS

Upon finalizing the Qualifying Exam lists, file:

- [English Graduate Program Committee Declaration Form](#)
- [ORGS Establishment of Examination Committee form.](#)

After the successful completion of written exams and the defense of the prospectus, the following forms must be filled out, signed, and submitted to the Office of Research and Graduate Studies and a copy to the DGS.

- [ORGS-Form 1 \(page 1\): Recommendation for Admission to Ph.D. Candidacy](#)
- [ORGS-Form 1 \(page 2\): PH.D. Qualifying Examination Report](#)
- **Unofficial transcript from Access.**

Once the student has successfully defended his or her dissertation, the following forms should be filled out and submitted to ORGS and a copy to the DGS:

- [ORGS-Form 3: PH.D. Examination Report Form](#)

English Graduate Studies
Committee Declaration Form

Name: _____ SMU ID: _____ - _____

Areas of Focus

Primary: _____

Secondary: _____

Tertiary: _____

Qualifying Exam Dates

Written:

1. _____

2. _____

3. _____

Oral:

1. _____

Exam Committee

Director: _____

Second Committee Member: _____

Third Committee Member: _____

Fourth Member (OPTIONAL): _____

Dissertation Committee (if identical to the examination committee, please leave blank)

Director: _____

Second Committee Member: _____

Third Committee Member: _____

Fourth Member (OPTIONAL): _____

Date Approved by Graduate Program Committee: _____ 20____
(Date)

(Director of Graduate Studies)

(PH.D. Exam Director)

Please fill out this form and return it to the Graduate Coordinator

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies Thesis Release Form

(Please type or print)

Candidate's Name

Thesis Title

Reference Format Follows _____

I have inspected the thesis and certify that it conforms with the accepted University and department standards. This includes checking for the correctness of style, content, and bibliographic data and seeing that it conforms to accepted grammatical and stylistic conventions.

Thesis Advisor/Director Graduate Studies

Date

Barbara Phillips, Assistant Dean for Graduate Studies
Office of Research and Graduate Studies

Date

Please return to the Office of Research and Graduate Studies, Box 750240, 336 Dallas Hall.

**SMU Department of English
Graduate Studies
Parental Leave Application Form**

To be completed by the graduate student:

Name: _____ SMU ID: _____

Requested for the ____ Fall / ____ Spring semester of the 20____ — 20____ academic year.

Please submit this application no later than one full semester prior to the requested leave period. This application, once approved, entitles the applicant to:

- **one** semester of academic leave by which the program clock is “stopped”;
- continued stipend payment for the semester of leave;
- continued student health insurance renewal for the semester of leave;
- continued library privileges for the semester of leave; and
- retention of office space (though the space may be loaned, temporarily, to another graduate student for the semester of leave).

The applicant acknowledges that:

- enrollment in ENGL 8049 is required for the semester of leave;
- maternity leave will be granted only **once** for the duration of the academic program;
- **no extensions** to maternity leave will be granted;
- students will not be funded for any travel/conferences during the semester of leave;
- if grades of incomplete (“I”) are rendered to the student, it is the responsibility of the student to make arrangements with their professors to clear those incompletes; and
- teaching obligations postponed due to the leave must be fulfilled in a future semester.

(Student Signature)

(Date)

To be completed by Department:

Director of Graduate Studies (print)

Signature

Date

Department Chair (print)

Signature

Date

Please fill out this form and return it to the Graduate Coordinator for processing.

**LETTER OF AUTHORIZATION MOTOR
VEHICLE REPORT
MUST BE SIGNED BY SMU EMPLOYEE AND/OR STUDENT**

**SOUTHERN METHODIST UNIVERSITY Office of Risk Management
Dawson Service Center Suite170
3030 Dyer Court P.O. Box 750231
Dallas TX 75275**

Attention:

To the Authorized Representative of Southern Methodist University:

I am aware that consumer and motor vehicle reports may be obtained as part of Southern Methodist University's evaluation of my job application, employment, and/or qualification to drive and operate a University owned, courtesy, leased or rental vehicle in the process of performing duties outlined in my job and/or employment description. The reports may be procured by Southern Methodist University, and may include personal information obtained from state motor vehicle departments, and my driving record.

By signing this letter, I hereby provide my authorization for Southern Methodist University to procure such information and reports, as an assessment of my insurability for the SMU fleet safety program to evaluate my ability to operate a motor vehicle as part of my employment.

Signature Applicant/Employee

Date

FACULTY *STAFF* *STUDENT*
(Please check appropriate box)

Name as It Appears on Driver License *(Print Legible)*

Driver License Number/State of Issuance

Date of Birth

Department or Organization

Supervisor or Staff Designee Date

Revised August, 2007

APPENDIX B:

[THE DISSERTATION](#)

APPENDIX C:

[THE PROFESSION](#)