



Graduate English Handbook

Policies, Procedures, Advice

2011-2012

The English Graduate Handbook 2011-2012

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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 <http://training.newmedialearning.com/psh/southernmu/index.htm>.

Language Requirement: The minimum requirement of one non-English language must be completed 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 program length. 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 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 at the beginning of the semester, during the first week.

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 that is considered taxed income.

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.

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.

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 travel might claim. Under normal circumstances, a travel may claim two nights' hotel stay (up to \$125/night) and an attendant per diem; if the travel secures the lowest airfare, this may be extended to three nights. 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 in the English office or at

<http://www.smu.edu/Dedman/FacultyAndStaff/Resources/FinancialForms.aspx>

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.

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

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: <http://smu.edu/cul/services/studyrooms/> A limited number of study carrels are also available on a first-come, first-served basis. See: <http://smu.edu/cul/flc/carrelAndLockers.asp>. There is a waiting list.

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. In order to ensure representation, doctoral students are encouraged to form and maintain a student association that will nominate committee members, serve as a forum for graduate student issues and concerns, and enhance departmental collegiality.

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: All Ph.D. students are provided a basic health insurance policy, including use of Memorial Health Care Center on campus. Like all health plans, this policy has limitations, including a \$200,000/year maximum. Unlike most plans, this one has no out-of-pocket maximum. 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. For details of the health policy, see <https://www.academichealthplans.com/smu/2010-2011/>.

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.*

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.
3. The leave will be a paid leave, with stipends and health insurance paid for one semester.
4. The program will extend funding for **one semester** and will not require the student to teach or take classes for one semester upon the birth or adoption of a child. This provision will take effect following the first year in residence.
5. Application for parental leave must be made one semester prior to the planned leave period.
6. Students on leave will not have access to travel funds.
7. 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 problematic, 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 (http://smu.edu/studentlife/PDF/SMU_Student_Handbook_10-11.pdf) 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 48 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 as soon as possible after enrolling at SMU. See “Deadlines” above.

¹From the “Sexual Harassment” brochure provided by the Office of Institutional Access & Equity at SMU. Brochures are available at Perkins Hall 204.

Two different course requirements are open to petition for a waiver. First, a student entering the program with the Masters may petition to waive the ENGL 6310 requirement (Advanced Literary Studies), but the DGS will only grant a waiver for a prior course that very closely matches ENGL 6310 content, as demonstrated with a detailed syllabus from the prior course, filed with the petition. Second, a student pursuing a special plan of study 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 first 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.

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 a mentor and the DGS about languages.

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 on how the student plans to complete 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 A 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 the 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, with the "A" range designating excellent work, the "B" range denoting work that is more or less acceptable but in need of improvement, and the "C" range indicating work that is unacceptable. A significant number of course grades of

"B" and any grade of "C" 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, and anyone whose work is found to be seriously lacking may be removed from the program. Our goal is that all first year students will pass this review in any given year.

Master's degree, *en route*: Those students who enter the Ph.D. program without a Master's degree and who have completed all requirements save for the dissertation may apply to be awarded a Master's degree, granted *en route*. 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, which must be covered by the student, that must be paid to receive the appropriate 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, written exams in three fields; second, in the following (sixth or eighth) semester, an oral defense of a prospectus for the student's dissertation. Except in the most extraordinary cases, each examination must be held by the end of the semester. 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 below and Appendix A.

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- to late July—at SMU's campus in Taos, New Mexico, for students in the Ph.D. program. The

program is modeled loosely on National Endowment for the Humanities summer seminars. Each summer we invite an accomplished scholar to lead our students through an immersion in a literary subject, field, or methodology of general interest. 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.

In the past, attendance of the Taos seminar was compulsory. It is now 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.

NOTE: Some seminars may be writing workshops in which participants bring *completed* work to be discussed by other participants and revised on-site. In those cases, students will need to submit copies of materials they will revise *well in advance* of the seminar.

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 and shuttles or rental cars) 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 C, 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. The program may extend to a seventh year in the form of a Visiting Assistant Professorship, although such appointments will be made on a competitive basis after completion of the degree.

General Overview:

Year One: Doctoral students do not teach; they each take 24 hours, 6 of which entail the Core courses; they will likely be taking mostly proseminars. 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 which will determine whether the student shall continue (or be awarded the terminal MA). 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. That summer, the student participates in training sessions/seminars to prepare for teaching.

Year Two: Each student teaches a total of two courses, and takes 15 hours, including 7000-level seminars and the Pedagogy seminar. The student should be

completing the foreign language requirement, if not yet satisfied. By the end of Spring term, the student should have selected an Exam Director, who will normally be a prospective dissertation director. The student meets with the director at year's end to discuss progress and possible dissertation topics, and to set goals for the coming year when he/she will be preparing for the qualifying exams.

Year Three: The student teaches two courses and concludes his/her seminar and other course work, but may opt to audit classes in preparation for the Qualifying Exams. See section on "Qualifying Exams" below.

Year Four: The student again teaches two courses, and enrolls in ENGL 7398/99 (Directed Readings). After passing the Qualifying Exams, he or she enrolls in ENGL 8398/99 (Dissertation credit) and remains enrolled until the completion of the dissertation. See section on "Qualifying Exams" below. After passing this qualifying oral exam, the student advances 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 receiving a taxed assistantship will need to enroll in ENGL 8105 as well. Please consult the DGS for assistance.

Year Five: Dissertation fellowship year, no teaching; student is enrolled for 8398/99-level dissertation credit. (Alternatively, the dissertation fellowship may be taken in year six.) See section on "Dissertation" below.

Year Six: The student teaches 2 courses unless the student takes year six as the dissertation fellowship year; in either case remains enrolled in 8398/99, completes/defends the dissertation, begins the job-search.

Year Seven: Possible Visiting Assistant Professorship at SMU (a competitive position).

Sequencing of Core Courses. We require a two-course sequence required for all graduate students. The first, "Advanced Literary Studies," will survey research methods and materials, bibliography and textual editing, and history of the profession up to the present. The second, "Survey of Literary Criticism," is an introduction to literary criticism and theory. Depending upon faculty schedules, these courses may be offered simultaneously or in succeeding semesters. Students preparing to teach undergraduate classes will be required to complete training sessions/workshops before the fall of their second year and will enroll in 6312, the 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)

First Year:

Fall Semester: 12 hours, no teaching	Spring Semester: 12 hours, no teaching
ENGL 6310 (required) – Advanced Literary Studies ENGL 6311 (required) – Survey of Literary Criticism 2 Proseminars (6000-level) or Seminars (7000-level) No teaching responsibilities	4 Proseminars (6000-level) or Seminars (7000-level) No teaching responsibilities

- By May 15th of the spring semester, an evaluation of progress will be conducted by the First Year Advisory Committee. The committee will be composed of three or four members, including the Director of Graduate Studies, the Introduction to Advanced Literary Studies and Survey of Literary Criticism professors, and perhaps one additional appointed member, as needed.
- By the end of summer following the first year, students will attend required workshops to prepare for teaching in the upcoming fall semester. Students may also take part in a one-week intensive seminar at SMU-in-Taos, if accepted as participants. Taos students are expected to arrange their schedules accordingly.
- As early as possible, but no later than the end of the first year, students will also need to meet with the Graduate Director to determine whether they will continue on the five-year or six-year program track. If continuing on the five-year track, up to 12 hours of transfer credit will be applied.

Second Year:

Fall Semester: 9 hours + teaching	Spring Semester: 6 hours + teaching
ENGL 6312 (required) – Teaching Practicum 2 Proseminars (6000-level) or Seminars (7000-level) Teach one course	2 Proseminars (6000-level) or Seminars (7000-level) ENGL 8049 (Graduate Full-time Status) Teach one course

- The student will appoint and meet with their Graduate Advisory Committee regarding evaluation and major/minor fields of study.
- The foreign language requirement should be completed by the end of the summer.
- Students will also take part in a one-week intensive seminar at SMU-in-Taos. **This seminar is required.** Students are expected to arrange their schedules accordingly.

Third Year:

Fall Semester: 6 hours + teaching	Spring Semester: 6 hours + teaching
2 Proseminars (6000-level) or Seminars (7000-level) ENGL 8049 (Graduate Full-time Status) Teach one course	1 Proseminar (6000-level) or Seminar (7000-level) ENGL 7398 (Directed Readings) in preparation for qualifying exam ENGL 8049 (Graduate Full-time Status) Teach one course

- During the summer, the student will prepare for written qualifying exams in three fields, to be administered by the end of the fall semester.

Fourth Year:

Fall Semester: 3 hours + teaching	Spring Semester: 3 hours + teaching
ENGL 7399 (Directed Readings) ENGL 8049 (Graduate Full-time Status) Written qualifying exams by end of semester Teach one course	ENGL 8398 (Dissertation) ENGL 8049 (Graduate Full-time Status) Complete dissertation prospectus Oral exam on dissertation prospectus Teach one course

Fifth Year:

Fall Semester: 3 hours + teaching or fellowship	Spring Semester: 3 hours + teaching or fellowship
ENGL 8399 (Dissertation) ENGL 8049 (Graduate Full-time Status) No teaching; alternatively, dissertation fellowship may be taken in the 6 th Year	ENGL 8049 (Graduate Full-time Status) No teaching; alternatively, dissertation fellowship may be taken in the 6 th Year

Sixth Year:

Fall Semester: 0 hours + teaching or fellowship	Spring Semester: 0 hours + teaching or fellowship
ENGL 8049 (Graduate Full-time Status) Dissertation and job search Teach one course	ENGL 8049 (Graduate Full-time Status) Oral dissertation defense Teach one course

English Ph.D. Graduate Curriculum: Five-Year Plan (60 hours)

First Year:

Fall Semester: 12 hours, no teaching	Spring Semester: 12 hours, no teaching
ENGL 6310 (required) – Advanced Literary Studies ENGL 6311 (required) – Survey of Literary Criticism 2 Proseminars (6000-level) or Seminars (7000-level) No teaching responsibilities	4 Proseminars (6000-level) or Seminars (7000-level) No teaching responsibilities

Second Year:

Fall Semester: 9 hours + teaching	Spring Semester: 6 hours + teaching
ENGL 6312 (required) – Teaching Practicum 2 Proseminars (6000-level) or Seminars (7000-level) Teach one course	2 Proseminars (6000-level) or Seminars (7000-level) ENGL 8049 (Graduate Full-time Status) Teach one course

Third Year:

Fall Semester: 6 hours + teaching	Spring Semester: 6 hours + teaching
2 Proseminars (6000-level) or Seminars (7000-level) ENGL 8049 (Graduate Full-time Status) Teach one course	1 Proseminar (6000-level) or Seminar (7000-level) ENGL 7398 (Directed Readings) in preparation for qualifying exam ENGL 8049 (Graduate Full-time Status) Teach one course

Fourth Year:

Fall Semester: 3 hours + teaching or fellowship	Spring Semester: 3 hours + teaching or fellowship
ENGL 7399 (Directed Readings) ENGL 8049 (Graduate Full-time Status) Written qualifying exams by end of semester Teach one course	ENGL 8398 (Dissertation) ENGL 8049 (Graduate Full-time Status) Complete dissertation prospectus Oral exam on dissertation prospectus Teach one course

Fifth Year:

Fall Semester: 3 hours + teaching or fellowship	Spring Semester: 3 hours + teaching or fellowship
ENGL 8399 (Dissertation) ENGL 8049 (Graduate Full-time Status) Teach one course; alternatively, dissertation fellowship may be taken this year if all exams have been passed by the end of the preceding Spring semester.	ENGL 8049 (Graduate Full-time Status) Teach one course; alternatively, dissertation fellowship may be taken this year if all exams have been passed by the end of the preceding Spring semester.

Core Curriculum (9 hours):

ENGL 6310, 6311, and 6312

Seminar (18 hours):

Six (6) 7000-level seminar courses (excludes ENGL 7398 and 7399)

Electives (27 hours):

A combination of nine (9) 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. To make that teaching as successful and rewarding as possible, all students enroll in a seminar in pedagogy (6312) in the fall of their second year that leads them through their initial classes. In the spring of their first year, students meet with the seminar 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. 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 a professor 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 will be asked to leave the program.

Beginning in the second year of teaching, students may apply to the DGS to teach selected courses outside of the First-Year Writing track under the supervision of a professor who will be the Instructor of Record. This instructor, in consultation with the Graduate Studies committee, will choose those students who best suit the course's needs.

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 spring semester of the second or third year (depending upon plan), the student will choose 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. Each member of your committee should be able to advise you on the composition of your lists and to write appropriate general or field-specific questions for your examinations. The committee will set the exam on a schedule the student arranges with the Director, in consultation with the DGS. (See below.)

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.

Under these conditions, students are always free to take their exams *earlier* in the fall semester; please see below.

No later than the beginning of the fall term of the 2nd/3rd year of course work—and preferably much earlier—you should consult with the DGS to select a Director.

Generally, you will approach 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. **By the first week of the spring semester of your 2nd/3rd year,** you should have your three committee members in place. You should fill out the **Committee Declaration** form in this handbook's Appendix B 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 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 about 2 – 3 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 **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. Ideally, this second number should come to several dozen works, with most in book form. 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 to the other members of your committee as soon as possible so they may correct your lists as needed. When your committee approves the proposal, the Director will submit it to the Graduate Committee. **This should happen no later than the middle of the semester (that is, the seventh week).** With the approval of the Graduate Committee the DGS will then set the date for your exams. Only the DGS and the Program Assistant may schedule times and rooms for examinations.

The Graduate Committee may ask you to revise your proposal to ensure that it meets the program's standards. Students are strongly advised to write the 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 days during a one-week period, with eight hours (total) allotted each day. They 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. 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**. The prospectus should lay out the plan for a book-length project, including a concise description of the problem the dissertation will address, a critical history of the topic, and a discussion of what the chapters will argue and why his approach and argument are significant and original. 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 a standard format (MLA or Chicago Manual), 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. Only the DGS and the Program Assistant may schedule times and rooms for examinations. 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 so that it is properly vetted and corrected.

The **oral exam** will last approximately ninety minutes. It is not open to the general faculty or other visitors. At its conclusion, members of the committee deliberate (with the candidate in absentia), and 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.

You will need to bring a form to the defense for your 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 A 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 standards of *The Chicago Manual of Style, Thirteenth Edition, Revised and Expanded* or later editions.

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.** Nevertheless, 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 style your committee recommends, usually MLA or 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 defense date will be set after the dissertation committee has approved a completed draft of your manuscript, and the director has reported the committee's recommendation to the DGS. Only the DGS and the Program Assistant may schedule times and rooms for defenses. 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 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 <http://smu.edu/graduate/steps.asp> for the basic steps to graduation. Filing for graduation does require a fee, currently set at \$75. The graduating student is responsible for all fees.

ORGS also has a timeline for graduation: <http://smu.edu/graduate/deadlines.asp>. This contains all of the deadlines you should meet. Please note, again, that application to graduate should be made no later than the first week of the semester.

XVI.**Visiting Assistant Professorships at SMU**

The department will offer Visiting Assistant Professor (VAP) positions allowing our most recent Ph.D. recipients the opportunity to gain teaching experience while strengthening their credentials as active scholar-teachers.

VAPs will be awarded on a competitive basis, subject to funds available to the department in a given year. Since a VAP is a faculty appointment, candidates for a VAP must have the Ph.D. in hand before the appointment begins, and candidates must present evidence of their teaching qualifications. The normal course load will be 3 sections per semester. Courses may range from First-Year Writing to upper-level literature and writing courses. 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 professional curriculum vitae;
- 3) three letters of recommendation from faculty members at SMU attesting to the applicant's preparation, and expectations for a completed dissertation;
- 4) three sample syllabi for courses that the applicant wishes to teach.

The English department's Executive Committee will evaluate applications and forward their recommendations to the department faculty for a vote. Final decisions on appointments will be announced no later than April 15th.

Visiting Assistant Professors 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:

The Dissertation: Your Committees, the Prospectus, Composition, and Defense

The dissertation is the culminating project of the Ph.D. program. It fulfills the final requirements of the program itself. Under normal conditions, it need take no longer than a year to write, revise, and defend a strong dissertation. Most delays have little to do with the composition process itself. This appendix outlines the many issues involved in writing a dissertation, from selecting one's committee, proposing a thesis, composing the work, and defending it.

Until the dissertation is completed and successfully **defended**, you are a Ph.D. **candidate**, or **ABD (All But Dissertation)**. Dissertations vary somewhat according to the topic and field, but **a typical dissertation is about 250 pages, not including bibliography, and may be as long as 400 pages**. Any project shorter than 225 pages is normally considered insubstantial.

The question of length, incidentally, is neither a matter of our program's rules, nor SMU's; this is the standard within the discipline of English as a whole. Since most new Assistant Professors use portions of the dissertation as the basis for their first articles and book manuscripts, a thin or insubstantial dissertation will make those achievements more difficult to reach. The longer a dissertation is, however, the more likely it is to take a great deal of time to complete. Depending upon your work habits, such a length may delay your overall progress.

At its core, a dissertation (sometimes called a **thesis**) is an *academic exercise* devoted to analyzing a fairly complex subject, such as an author's individual works, a single work, a set of works within a particular genre or movement, a critical question about the field in which one works (using specific texts, historical moments, ideas, movements, etc. as evidence), and so on.

PLEASE NOTE, however, that single-author dissertations are now *extremely rare* in English. The reason is simple. Although a well-crafted dissertation on a single author might demonstrate a command of a wide range of historical and critical materials, search committees normally seek candidates whose work indicates that they are willing and able to teach and research many other authors and works. As a consequence, a single-author dissertation decreases your chance of finding employment in today's market. The exceptions to this rule would be major canonical authors (e.g., Chaucer, Shakespeare, Milton, etc.), but these exceptions prove the rule. You should always develop a dissertation project that allows you to apply your analytical skills to the knowledge gained in your studies.

The dissertation should be an original contribution to the field. In practical terms this means that no one has written on the exact same subject in essentially the same way as you. It is YOUR opportunity to reshape the discipline and the fields that interest you in significant or substantial ways, whether small or large. It is the best representation of your intellect and all you have learned in your graduate studies. Scholars entering the job market use chapters from the dissertation, or portions thereof, as representative samples

of their writing, often circulating one or two of them for publication in advance of a bid on the job market.

The dissertation is NOT one long paper divided into chapters; it is a series of extended papers connected by an argument, a THESIS that you, as author, use to anchor the texts you discuss. It normally consists of

- 1) an introduction and perhaps an additional, longer chapter that reviews the extant literature on the subject and your methodology (sometimes the introduction is part of the same chapter);
- 2) several chapters on your chosen texts or portions thereof;
- 3) a conclusion.

A dissertation is not a book, even if it is book-length. Dissertations should demonstrate to your dissertation committee the extent of your intellectual development and ability to conduct sophisticated research. It is quite unlikely to see publication as a book in the same form, as a book is meant to reach an audience that may be less sympathetic than your dissertation committee.

Developing a Dissertation Project and Prospectus

You may find yourself inclined to begin developing a viable dissertation project early in your graduate program, perhaps by the conclusion of the second year. You may also wonder how someone develops a full dissertation. How will you know whether a topic is worthy of discussion for 250 pages or longer?

Here are some questions that might help spur development of your project:

- 1) Which periods or genres interest you the most? Do you wish to specialize in these areas in your teaching and research career?
- 2) Who are the authors/what are the texts that most interest you?
- 3) Why are those texts specifically interesting or problematic? What do they have in common? Is it a shared view of the world? A unique set of techniques? Insight regarding a particular problem or set of problems? An explicit or implicit perspective?
- 4) Why are these authors/problems/issues important? What do we gain by studying them? How might understanding them change the way we look at the literature of a period, genre, group, movement, or other issues?
- 5) Who has worked on this issue/genre/author before? Is there already an extensive body of work in this area? If so, is it useful or up to date? If not, how would your perspective add to the body of work in a way that would be interesting or revelatory?

- 6) Similarly, can you bring a fresh critical approach to the texts or ideas you wish to analyze? What is novel about your approach? Does it extend the work others have done or take that work in new directions?
- 7) Are there forgotten works that are worthy of discussion? Why are they worthy of our attention? What do you have to say about them? How will these texts advance your project, rather than simply adding to it?

The questions at 6) and 7) above need to be emphasized. It's not enough, for example, to find an obscure work and argue that we need to revisit it simply because it is obscure. What do we gain as readers from revisiting that work? What does a particular field of study gain through your arguments or analyses?

Equally important, does your argument about these issues/texts/authors *make sense*? Put another way, your argument may be viable with one or several texts, but it may be inapplicable elsewhere. An illuminating argument about one or two works or authors frequently does not extend beyond them. For example, if I believe that all novels of Movement/Genre X provide evidence of Marxist sentiments based upon one novel by Jean Smith, and plan to write a dissertation upon that basis, I might soon find that my argument doesn't obtain; I have overgeneralized from my exemplary texts.

Your dissertation advisor should be able to recognize that you are engaging in a generalization by extrapolating from too narrow a set of texts. It is also possible to take on *too much* for the dissertation, to propose a work that is so ambitious or broad that you place an unnecessary burden on yourself to learn about multiple epochs, topics, and approaches. You should have clear reasons for including each of the primary materials that your dissertation would discuss. Your advisor should be able to alert you when the project's reach may be exceeding its grasp.

Even if your advisor does not warn you, it is ultimately ***your responsibility*** to test your hypotheses: read the texts that might support your thesis ***well ahead of the due dates*** for your **Ph.D. exams** and **dissertation prospectus** to see whether the project might be tenable. You should also **communicate** with your dissertation director what you plan to do **as early and often as possible, even if you have not mapped out all the details**. He or she might be able to save you a great deal of time and effort by critiquing early drafts of your proposals.

Finally—and perhaps the most difficult question to answer—is this the sort of project that you would be willing and able to revisit throughout the rest of your academic career? Your dissertation, again, is the first and best representation of your scholarly interests and intellectual abilities. It is apt to define your early career and act as the basis of many works to come. Would you enjoy thinking, writing about, and discussing these works for the next ten years or beyond?

In summary, an argument that would sustain a dissertation requires a wealth of evidence. A dissertation—from prospectus to completed project—demands extensive research from the earliest stages. That is one of the purposes of writing **Ph.D. exams**: to force you to conduct some of that research so you might begin drawing links between texts and ideas that were not immediately apparent. Your exam/dissertation director and committee should help guide you in that direction.

The Prospectus and Oral Examination (otherwise known as the Prospectus Defense)

The dissertation prospectus is a detailed plan for the dissertation itself. It outlines what you plan to write upon, why your topic is significant and timely, and the implications of your project. It addresses the questions above as thoroughly and completely as possible and offers your committee a guide to your thought process. It should comprise, at the very least, three components: an essay outlining the project; a chapter outline; a working bibliography.

The essay reviews the origins of your project, establishes its historical or intellectual bases, elucidates its theoretical assumptions or components, and identifies the authors and works to be studied, along with rationales for their inclusion. On the last point, you might need to explain why certain works or authors are excluded as well; this will depend upon your knowledge of the field and your committee's advice. You should also explain how you are organizing your project and why it is taking the form you propose.

Most important, the essay should clarify the project's overarching argument and its methodology. What unites the texts at hand? How will your approach enhance our understanding of the texts or issues? What are your goals within the project and beyond?

The chapter outline should summarize each chapter and its direction: authors you will discuss; critical approaches; arguments you will posit and some evidence supporting them; possible conclusions you may reach.

The working bibliography consists of the primary and secondary works you plan to use or incorporate. It is certain to shift as you write the project, but it should be the most complete bibliography you can offer.

Please keep in mind that your committee may ask more of you than these minimal components. Some committees wish to see the equivalent of a full chapter; others may ask that the bibliography be annotated or that the essay address the bibliography's composition; others may ask for a more detailed outline.

It is extremely important that you consult your committee early and often regarding its wishes. This may save you significant amounts of additional work and difficulty as you prepare for the defense.

The defense itself is your opportunity to argue in favor of your project. Even if you vet your prospectus with your committee members early, some questions may arise about the viability of specific elements. The defense also provides an occasion for your committee collectively to engage your project and advise you on ways to proceed: archives you might need to visit; writing strategies; additional works you should consult; faculty here and outside of SMU you should contact. The members should ask you questions about the project's origin and direction. They will then ask you to step out of the defense room as they confer.

Your committee will ultimately decide whether the project is viable. If the committee's decision is positive, then you will advance to candidacy and proceed to write your dissertation under its advice and direction.

Constituting Your Committee

Before you can take exams and write a dissertation, you need an exam/dissertation director, as well as a complete committee.

PLEASE NOTE: Although our program allows you to have different committees for your exams and the dissertation, **YOU SHOULD NOT CHANGE THE MEMBERSHIP OF YOUR COMMITTEES UNLESS ABSOLUTELY NECESSARY.**

When you ask members of the faculty to serve on your exam or dissertation committee, you are asking them to make a commitment to your intellectual development, to advise you for the remainder of your program *and beyond*. These are the faculty who should work hard to ensure that you have mastered your fields, that you have the best chance of employment through their advice and letters of recommendation, and that you will go on to a successful career. In turn, you indicate that you trust their judgment and will listen to it as you develop your dissertation project and write it. It is a solemn commitment, one that ALL should take seriously.

In short, do not ask anyone to be on your committee whom you would not be willing to consult *for the rest of your graduate career*, at the very least, and perhaps many years beyond. When you remove someone from your committee, that is usually a sign that the professional relationship between student and faculty member has been unproductive; many faculty interpret such a dismissal as a comment upon the quality of their work. The same is usually true if or when a faculty member resigns from the committee, unless she or he says otherwise.

In sum: Choose your committee wisely. What follows is some advice for assembling this group.

The Director

The director (sometimes called the Major Professor) you choose needs to be someone with whom you have a strong *professional* relationship: you have taken at least one class with this professor; s/he clearly has great respect for you as an intellectual (and vice versa); you can *disagree* amicably; you trust his or her judgment. Your director should also be sufficiently knowledgeable and discriminating to respond critically to your work and challenge it whenever needed. You gain very little from a director who believes in your project but never questions it extensively, even if your working relationship is a comfortable one.

Although your director needs to be a knowledgeable, critical reader, she or he should not be so critical that your work will be returned for endless revisions. In the end, the dissertation is your project, one for which you need to take agency and ownership. In other words, it is both *normal* and *desirable* that your director and other committee members negotiate with you about your project. Without that process, you may very well finish your dissertation, but that does not necessarily translate into a productive career.

Think of the dissertation director as one of the most important mentors you will have. His or her letter of recommendation carries the most weight when you apply for jobs. She or he should be willing and able to offer advice on prospective jobs, read your application materials, and prepare you for job interviews, publication opportunities, and

other aspects of the profession. In one capacity or another, your dissertation director is likely to play a central role in your early career.

The Second and Third Members

The second and third members of your committee serve several purposes. First, each holds expertise in at least one of the secondary or tertiary areas in which you are examined for your Qualifying Examinations. They may also have expertise in the primary area. They are charged with determining whether you have sufficient knowledge and understanding of the fields in which you will be tested to advance to candidacy at the appropriate time.

Second, each member is a critical reader of your work as a whole. He or she may evaluate the quality of your writing, the extent and accuracy of your research, the viability of your theses, and other criteria.

Third, the other members may be among those who write letters of recommendation for your initial job searches. They cannot do so unless they have thoroughly vetted your work. Their specific expertise may be especially important if you are applying for positions where your ability to teach and research in one area is the *sine qua non*.

Composing the Dissertation

The dissertation may be based upon papers you have completed in your graduate courses. In fact, it should build upon that body of work rather than be a fresh start. A major goal of graduate coursework is to allow you time and opportunity to develop a viable dissertation based upon the new ideas and information you have acquired. The dissertation should focus that work into a project that simultaneously demonstrates to your committee what you have learned from its members and other faculty, and establishes you as a distinctive voice in your own right. It is a defining statement.

Although your committee comprises your first readers, the scholarly community at large will be listening to that statement. At SMU, dissertations are published electronically and made available through University Microfilms International. As a result, your dissertation will be accessible to the public once it is completed.

This offers both advantages and disadvantages for you. The advantage is that others in the scholarly community will be able to read and use your work in short order. The main disadvantage is that your future publications based upon the dissertation will require extensive revision. The extent of those revisions will depend upon you to some extent, but be aware that editors of learned journals and university press acquisitions editors alike are reluctant to publish work that is too similar to material published earlier. This may include dissertations, despite the rather narrow circle in which they circulate. For better or worse, however, extensive revision of one's dissertation has become the norm in our profession. It is now rare for anyone to publish a minimally revised dissertation as his or her first book.

Even if your dissertation were not published electronically, it would still be necessary to revise it. Dissertations and books are not the same, even if the best of the former may be superior to many of the latter. A dissertation is an academic exercise, often with extensive footnotes and other appeals to authority. A book attempts to reach a wider

and more diverse audience than a dissertation ever would, tends to eschew footnote-worthy material, and must be written to a different set of rhetorical standards. In shorthand, a dissertation establishes your authority; a book assumes your authority.

For this reason, you need not succumb to the same pressures that a book author has. Make no mistake; you should strive for excellence in writing your dissertation. Your committee will expect no less from you. Your goal, however, is completion, not perfection of your project. Your dissertation director should be able to help steer you away from rhetorical, logical, or intellectual dead ends and guide you toward the texts, ideas, and approaches that will help you complete the project.

Strategies

As you begin writing your dissertation, recognize first of all that once you have passed your qualifying Ph.D. examinations, you have reached a new echelon. You have no more formal coursework or papers to complete. You might still be teaching, but other than the obligations to your students and your dissertation committee, you have almost no regularly scheduled activities to attend. The university and departmental deadlines for completion of the dissertation (five years and one year, respectively) should be heeded if you wish to remain in good standing (and you should), but they are comparatively distant.

In short, the ABD student exists in a world apart. For some people, this can be isolating, though it needn't be. A regular schedule for submission of your work to your committee (see below) can reduce this sense of isolation. Regular communication with your mentors and guides about writing issues you face makes the enterprise seem like more of a communal effort, even if you are ultimately the one who must ultimately do the work.

The dissertation writer also faces the same challenge that all writers do: the terror of the blank screen or page. How *does* one write a project of this length? How do you maintain momentum and interest? Several common bits of writing advice apply to dissertations as well.

First, give yourself permission to write poorly. Dissertation chapters are completed via small, steady steps and multiple revisions; completely polished first drafts are extremely rare. Your first drafts may leave much to be desired, but it is always better to write a complete, very rough draft rather than nothing at all.

Second, keep a written journal nearby as you read books, finish a day's writing, complete sections of chapters, and turn in drafts. Track what you do each day and the issues that arise as you write.

Third, put yourself on a work schedule that jibes with your other commitments. Assign yourself regular daily minimum goals that you can realistically meet. For example, you might

*Commit to working every morning five days a week. Write at least one page per workday. If you find yourself inspired to do more, go for it! But hold yourself to that one page per day goal. Conduct your research and write annotations or complete other work in the balance of the day. Give yourself two days off per week to rest and recover.

*Commit to writing for a set number of hours each day, five days a week. Do not move from your computer. Stay away from social networking sites. Don't answer the phone except in case of emergencies. Conduct your research, annotations, and other work in the balance of the day. Give yourself two days off per week to rest and recover. (**N.B.:** This strategy tends to be less successful for those working on dissertations, as it is often necessary to take time away from writing itself to check one's research, which can eat up writing time or offer too many distractions.)

*Attempt psychological warfare: Purchase a large three-ring binder, a ream of printer paper, and tabbed dividers. Fill the binder with as much of the ream as you project your dissertation will be when completed. Insert the dividers where you believe chapters will begin and end. As you complete a certain amount of work—a page, a day's writing, a section of a chapter, an entire chapter, etc.—print it out on blank sheets and replace those sheets in the binder. Along with a writing journal, this technique allows you to see in concrete form how your writing is progressing from one mark to the next.

Working with Your Director and Committee

You will need to negotiate with your dissertation director how and when she or he will receive and review parts of the dissertation and pass them on to your committee. At a minimum, you need to address the following questions:

- Does your director want to see drafts of chapters or only the completed dissertation?
- Does the rest of the committee wish this as well?
- Would your committee members rather allow you and the director to work out issues with individual chapters until the first draft of the dissertation is complete?
- How much time does your director need to review chapters?
- Does the committee expect to vet a draft well before it will agree to a defense date, or will it accept a final draft only in advance of the defense?
- How much time do individual committee members need to review the final dissertation?
[N.B.: AS A COURTESY, you should allow your committee a full month to read and evaluate the dissertation. Remember, you are asking the committee to read the equivalent of a new book in addition to other obligations.]

--Would your committee members mind exchanging e-mails or meeting with you while your work is in progress, or should those conversations remain between your director and other members of the committee? Might they be willing to meet with you individually in advance of the defense? (This sometimes helps you to anticipate and allay common concerns.)

Relationships with committee members in all of these scenarios may change over time and as the project advances. As a rule, you should always keep your director and/or other members apprised of your progress. If you anticipate problems with a particular component, ***early consultation and advice may help you to avoid extensive revisions later.***

The Dissertation Defense

The **dissertation defense** is the final stage of your graduate experience. As the name implies, it is an opportunity to present and *defend* your work—its *raison d'être*, its arguments, your research methods and outcomes, your contributions to the field, etc.—to the scholarly community at large, but your committee in particular. Dissertation defenses are open to the university community. This means that faculty and students from this and other departments may attend if they wish. External faculty may comment upon the work, but they may not cast formal votes upon your case; only your committee may do so.

The defense serves as your first opportunity to present yourself as a mature scholar and to allow the community to appreciate the significance of your work. It is therefore traditional to treat the event somewhat more formally and with a clear structure. In consultation with your director, you should plan an initial presentation on the dissertation and its evolution. This may consist of a **written précis** of the finished dissertation and its significance that you read aloud to those present. This helps to frame the discussion that follows.

The remainder of the defense normally consists primarily of your committee members asking you questions about the finished document. Again, though, others in attendance may comment. These questions may challenge some assumptions, argue with specific points, or suggest further ways to expand your knowledge and insight as you prepare to publish and teach your material. Some may offer criticism and praise in varying degrees; still others might ask you to address pedagogical issues in much the same way a job interview committee might. In the main, you should consider the defense an opportunity to engage in an intensive conversation about your most accomplished work to date, the first of many to come.

By the time you reach the defense, you will have chosen how to define yourself for the first part of your career in the academy. The conclusion of a successful defense certifies that you are no longer a student; you are a scholar of your chosen fields, a peer of your professors.

After the Dissertation: What Next?

As stated above, the dissertation—whether in progress or completed—serves as the basis of your job search. It is in part upon the dissertation’s promise that any institution that interviews you for a position will make its decision. Your future colleagues are likely to expect you to turn at least some of the dissertation into published articles and/or a book. Equally important, hiring institutions also believe the dissertation should lead to something else, whether as a first book (in heavily revised form) or another book entirely. If your cover letter for an advertised position or interview with a hiring committee does not demonstrate that you have *additional* research plans, then that might be a cause for concern.

The perennial question in the academy is “What next?” After you have proposed or completed any major project, you will face a number of questions:

- Where will this project take your scholarship or teaching?
- How will that new direction contribute to current discussions in the field?
- What will be the issue of that new direction? A new article? A book chapter? A book? A new pedagogical approach?
- When will this happen? In six months? One year? Three? Five? Ten?

Some of these questions are likely to be asked in various forms during job interviews. They also return multiple times in your career, whether at the beginning of a tenure-track appointment, during a third-year review, in the course of the review for Promotion and Tenure, and well beyond. Even as your research plans change and evolve—and they will—colleagues, deans, and provosts are certain to ask about those plans.

The academy in general and our discipline in particular appreciate coherent narratives with definable arcs. These questions ask you to define that arc as carefully as you can.

After you have completed the dissertation, however, you might not want to begin revising it immediately into book form. This is normal; most authors are a bit weary of their dissertations and need a little time—perhaps a few months—away from it. You may also decide that your first book should be another project that has little to do with the dissertation. This is becoming commonplace. Many institutions, in fact, explicitly state that tenure will depend solely upon work easily distinguishable from the dissertation.

Either option requires a great deal of work. A new project means starting over, which you may be well poised to do. A revised dissertation may take less time, but it still involves reconceiving the dissertation so it appeals to a broader audience.

Several excellent resources should help immensely in getting your dissertation published:

- Germano, William. *From Dissertation to Book*. 1st ed. University Of Chicago Press, 2005. Print.
- . *Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books*. 2nd ed. University Of Chicago Press, 2008. Print.

Luey, Beth. *Handbook for Academic Authors*. 5th ed. Cambridge University Press, 2009. Print.

Luey, Beth, and Sanford G. Thatcher. *Revising Your Dissertation: Advice from Leading Editors, Updated Edition*. 2nd ed. University of California Press, 2007. Print.

Appendix B:

The Profession, Conferences, and Academic Job Placement

The most common use for the Ph.D. in English is employment as a full- or part-time instructor at the four-year college or university level; significantly smaller percentages opt for careers in community colleges, private preparatory schools, public education, and non-academic employment. This appendix addresses some general questions about the profession at large, conferences, and the academic job search at the college and university level.

The Profession: Some General Observations and Advice

Although many thousands of professors and graduate students call departments of English their intellectual homes, the profession as a whole is surprisingly small. Nowhere is this more evident than in specific fields and subfields under the greater aegis of English and/or Literary Studies. Only a few degrees of separation—often your professors, common interests, shared institutional backgrounds, and the like—stand between you and most of the scholars in the rest of the discipline.

Well before entering the academic job market, it is quite possible to become professionally and personally acquainted with other specialists in the fields you have chosen, whether through attending lectures on campus, participation in academic conferences, publishing your work, or other means. Those acquaintances in turn may help open paths to additional publishing opportunities, prestigious fellowships, better employment, and promotion and tenure.

These paths typically open after you have demonstrated your ability and potential in your field. More senior faculty and journal or university press editors want to know that they may rely upon you to submit excellent work in a timely and professional manner. Once you establish a pattern of professional excellence, you are likely to discover that more opportunities come your way, sometimes without your actively seeking them. The converse is also true; faculty and editors are reluctant to support and vouch for those who consistently fail to uphold professional standards.

Put simply, even if we do not live in a panopticon in which all of our actions are observed at all hours of the day, you will discover that most of what you do in one part of the profession resonates elsewhere, from your graduate school experiences to your more advanced efforts in publication.

What you do in your home department matters; the faculty and fellow students with whom you work and study comprise your first network. Without their present and future advice and support, a sustained, fruitful career is exceedingly difficult, if not impossible to achieve.

Conferences

Professional academic conferences are the first and most common ways in which we establish links between ourselves and other scholars in the fields we have chosen to make our specialties. They allow us opportunities to meet our peers at a given level (i.e., graduate

student; Assistant Professor; tenured professor; editor; etc.) and discover what others are working on for articles, dissertations, books, digital projects, and so on. They are professional networks that depend upon social contact. We accomplish a great deal not only in presenting papers, fielding questions about our work, and asking questions of others, but also in discussing future initiatives and projects over coffee and meals.

Conferences vary widely in size and purpose, from small, two-day colloquia to such massive gatherings as the annual Modern Language Association Convention (now held in early January). In between are local, state, and regional conferences or smaller national conferences for specific fields.

Which should you attend? This question depends greatly upon the areas in which you are attempting to establish yourself as a scholar, but a general rule of thumb is that you should try to attend and present your work most often at conferences where other specialists are likely to be present. If, for example, you are a Victorianist, you may obtain greater purchase from presenting a paper at a symposium or conference devoted to the period than you might at a large, general conference at the regional, national, or international conference.

General conferences, however, are also crucial to the field. Many are umbrella organizations where smaller societies arrange panels every year. Presenting a paper on such a panel may have just as great an impact on your future as a smaller symposium. This depends upon the quality of your work as well as the sort of crowd the conference and panel attract.

In each case, however, it is best to consult faculty in our department who work in specific fields to obtain their advice. They might be able to direct you to the most productive uses of your time and efforts.

Conference Protocols and Procedures

People interested in participating in a conference will normally answer a **call for papers (CFP)**. Calls for papers may be found in many places: bulletin boards (physical or electronic); e-mail lists; blogs; social network pages. The Call for Papers database at the University of Pennsylvania is one of the best single resources (see: <http://call-for-papers.sas.upenn.edu/>).

Deadlines for CFPs are several months to a year away from the posting date. Most ask interested persons to submit an **abstract** of 300-500 words outlining the proposed paper. A few ask for very short (less than 30 words) summaries as well; this is for program copy. Some may require that your paper be completed and submitted ahead of the conference. Check the CFP to be certain.

Your abstract should be clearly written and professional in its presentation. Individuals or societies may also propose entire panels comprising presenters that the proposer has already vetted.

If your proposal is accepted, you will be responsible for preparing your paper or panel ahead of time. The organizers will schedule your panel for a specific time of their choosing. It is possible to negotiate this time in special circumstances, but you should expect to present when asked as a rule.

A typical conference is divided into several components. The first day is often the registration period when attendees arrive and pick up their materials. Very little official

business takes place on that day for the attendees, although the organizers may very well conduct business meetings or social events.

Once the conference is in full swing, each day is divided into sessions that may extend from as little as an hour to 90 minutes, with 15 minute breaks between sessions. Lunch hours and plenary sessions—in which all attendees are invited and encouraged to be present—are built into the schedule, as are workshops, roundtable discussions, society meetings, social hours, film showings, performances, and other activities.

Paper sessions usually comprise three to four presenters and a session chair, moderator, or respondent. The chair may be the person who organized the session or simply a neutral party. In either case, the chair or moderator is charged with introducing the panelists, keeping the session on time, and moderating a question-and-answer period. That period should be 10-20 minutes in length once all of the papers are read, which is why the chair's supervision is often required.

Respondents are typically individuals (again, possibly the organizer) who will offer a response to the papers at hand. The respondent might require you to submit your paper in advance of the conference so he or she can prepare a full response. Others will respond on the spot. In roundtable discussions, the participants may speak more extemporaneously on the topic at hand for short periods, with a chair or moderator keeping the discussion flowing.

Regardless of the format of your panel, you have several tasks before you:

- Keep your paper to the required length and on the topic you originally proposed. Paper presentations that exceed the allotted length, are clearly incomplete, or completely extemporaneous usually reveal a lack of respect for the audience and the occasion. They do not speak well of you.
Rule of thumb: a 15-minute paper is about eight double-spaced pages; a 20-minute paper is about 9-10 pages.
- Write for an oral presentation and **practice** reading your paper several times before you deliver it. A paper that reads beautifully on the page often sounds rushed or flat in oral delivery. Eliminate long words or those difficult to pronounce. You will be speaking to an audience that wants to be interested and captivated. Make eye contact with them as you read. Try to gauge their reactions.
- Be courteous to other presenters and the members of the audience who ask questions of you. If you have carefully researched your work and supported your thesis well, most feedback from the audience should consist of helpful questions and comments. Even when questions are less helpful (even hostile!), you have an opportunity to learn and benefit.
- Remember that the goal of conference papers is to try out new or interesting ideas before your peers before you attempt publication. Listen to your fellow panelists and audience members with an ear for new ideas or approaches you might incorporate into a revised paper.

--If possible, talk with fellow panelists and audience members about their ideas after the session. This is where networking begins.

From Conference Paper to Publication

As important as conferences are to the profession, the papers you present on such occasions should never be considered anything other than preludes to future publication opportunities. Attending many conferences at the expense of developing your ideas

How many conferences should you attend? This varies somewhat. As stated above, it is preferable to attend fewer conferences and make a greater impact upon your colleagues than to attend many conferences and make little impact at all. At most research-oriented universities today, faculty are usually expected to attend no more than two conferences per year when funding is available. If little or no funding is available, that number may drop.

Again, the number of conferences is less important than the issue. Conferences allow you to present early versions of your work for your peers' appreciation and response in advance of your submission of work for publication in article or book (chapter) form. They are not simple exercises in recitation.

If, for example, you attended four conferences in one year—an excessive number under any circumstances—and attempted to publish none of your presentations, then you squandered a great deal of time and effort that could have been best used revising your work for publication. While it is possible for you to meet an editor interested in publishing your work at a conference, it is much more likely that your work will be published the old-fashioned way: submitting it independently to a journal or press.

Job Placement

Placement in teaching positions at the college or university level requires a great deal of work, time, and financial support. It also begins years ahead of a job search, as you work on seminar papers, attend and present at conferences, and work with your faculty.

Our program has several resources in its library within the Conference Room that address directly and in fully practical ways how to find employment within the academy, from timelines, application materials, protocols, and both general and specific advice. These include:

Hume, Kathryn. *Surviving Your Academic Job Hunt: Advice for Humanities PhDs.*

Second Edition, Revised and Updated. Palgrave Macmillan, 2010. Print.

Toth, Emily. *Ms. Mentor's New and Ever More Impeccable Advice for Women and*

***Men in Academia.* 1st ed. University of Pennsylvania Press, 2008. Print.**

Vick, Julia Miller, and Jennifer S. Furlong. *The Academic Job Search Handbook.*

4th ed. University of Pennsylvania Press, 2008. Print.

This section of the appendix, therefore, is a bit more abbreviated than it might otherwise warrant. The reason is that there is very little to add to these resources. Collectively, they comprise virtually all of the advice that a successful job applicant would need. Some general advice, however, bears repeating, and that will be the focus of the remainder of this appendix.

NOTE: The dearth of information about non-academic positions herein should not be misread as a dismissal of their importance, but merely the reality that most graduates of our program are apt to pursue appointments at four-year institutions. We strongly recommend flexibility in the face of a difficult job market.

If you would like to consider alternative careers other than the traditional tenure track, you may wish to investigate the following sites:

The Academic Jobs Wiki:

http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki,

The Versatile PhD:

<http://versatilephd.com/>

The first of these allows you to keep up with current trends in academic offerings; the second offers resources for humanities and social science Ph.D.s considering alternative careers.

The Job Search: The Length of the Process

First, the academic job search is a process that is years in the making. It begins once you start developing your intellectual foci and defining your studies to prepare for examinations and the dissertation. It continues as you submit your work for presentation at conferences and publication in academic journals and collections. It takes a more intensive turn once you have passed your qualifying examinations and begun to write your dissertation.

When you begin applying for jobs in the fall term of the year (the beginning of the normal application cycle) that is the culmination of years of work. Our program will conduct each fall workshops that will help you to write the materials you need (cover letters, curricula vitae, teaching philosophies, etc.) to apply for positions and to prepare for interviews.

The presentations you give in our proseminars and seminars, Ph.D. examination rationales, examinations, and dissertations, however, provide some of the best preparation for the job market.

Your Professional Identity

The academic job search requires that you know how to present yourself as an active, self-motivated, and enthusiastic scholar-teacher. By the time you enter the job market, hiring institutions will expect you to demonstrate your maturity as a pedagogue and intellectual force. *They will be looking for a new colleague, not a former graduate student.*

This means that well before you send your first applications, you have thought about where you stand as a member of the profession. You will need to think about and *write out* answers to the following questions, at a minimum:

In which field(s) do I wish to teach and conduct my research? In which periods?

If I had my choice, what would my dream courses look like? Which authors would I teach? Which approaches would I use? Which textbooks?

How does my work intervene in ongoing critical conversations? What does my work *do*? Which communities, critical or otherwise, am I addressing through my research and teaching?

Which critical approaches best summarize how I think and teach? Which theorists and critics? Are these approaches up to date? Do others in my chose fields still actively discuss them?

How, when, and where will I publish/have I published my work?

What defines me as a teacher? How would I summarize my views on teaching? [This allows you to write your **teaching philosophy**; see

below.]

Your potential future colleagues expect to see that you've thought about these questions. *Although your advisors can help you frame your answers, only you can address these questions honestly.*

Your professional identity is linked to the faculty who advised you to some extent. Those faculty, after all, have guided and critiqued your work. Their reputations as scholars will have a significant influence upon your job prospects.

Your professional identity, however, is ultimately your own. When you interview, potential future colleagues will ask primarily or exclusively about you and your plans; they are hiring *you*, rather than a copy of your advisors. Interviewers will want to see that you have your own ideas about your teaching and research; ideally, you will have attempted to publish on your own, perhaps with few discernible links to your advisor. *You are your own person.*

A Quick Digression on "Theory" (with a capital "T") and Your Professional Identity:

Not every Ph.D. in the humanities develops a strong affinity for critical theory in its many forms. You might find your work greatly indebted to or enthusiastic about a particular theory, theorist, or school of critical thought; you might also be disinclined to ally yourself with a single approach.

Either way, the profession and the academic job market demand that you be flexible in this regard. Put simply, critical theory is part of the *lingua franca* all of us speak. You will do yourself a disservice if you either a) do not refresh your understanding of the dominant theories of our time prior to entering the market or b) identify yourself so closely with ***one*** approach that you cannot entertain any alternative views and arguments.

You should expect interviewers to ask, in one form or another, whether you have consulted perspectives other than your own or those you prefer. If you rely upon a Foucauldian approach, have you also read criticism of Foucault? Have you read criticism published within the last few years, or are most of your secondary materials decades old?

A Ph.D. in English at this time implies that you can engage critical communities and current intellectual issues rather than ignore them. To do otherwise is to imperil any attempt at the academic job market. Consult faculty in your fields who can help keep you aware of current conversations or events.

The Market

The academic job market is extremely competitive. Since 1970, Ph.D.-granting institutions have annually produced more doctorates than the market can accommodate with tenure-track or long-term, non-tenure-track positions. Over the same period, the ratio of permanent to short-term (i.e., Visiting Assistant Professor, adjunct, or lecturer) positions has shrunk in favor of short-term work. During economic downturns, the total number of positions decreases as well.

The result of these developments is that even a bright, well-prepared, newly minted Ph.D. in the humanities should expect to search for permanent employment over several years. The length of that time depends upon a number of factors that you control:

additional excellent teaching; maintaining a program of continuous publication; involvement in the profession as a whole whenever possible. Simple luck does play a role, but nothing is more important than a candidate's strong record.

Applications/Dossiers

Positions during the normal job search cycle are typically advertised in the Modern Language Association's (MLA) *Job Information List*, which is published quarterly in print form, but has an online version easily accessible to members of departments with MLA membership or to individual members. The October *JIL* is the most perused issue, but the online version is most up-to-date. Advertisements are searchable by type of position (i.e., tenure-track or not) area of interest, state, region, academic rank, and other criteria.

You should become a member of the MLA yourself at least by the year you plan to enter the job market, as you cannot attend the annual convention or enjoy other benefits of membership without joining.

Other positions are advertised in *The Chronicle of Higher Education*, but many of these are more advanced.

Advertisements should be read carefully to determine whether you are indeed qualified for a position.

Deadlines for application materials may be as early as the beginning of October, but most applications are due between mid-October and mid-November, with the majority due the first week of November.

You will need to submit a **dossier** comprising your application materials. *Institutions will vary* in the materials they request in a dossier. You will need to pay close attention to what a particular institution wants. At times this will be unclear. In those cases, it may be wise to send fewer items, although it seldom hurts to send a dissertation abstract.

If an institution does not explicitly ask for individual materials, then a typical dossier may include:

- a **cover letter** formally indicating your interest in the position and establishing your *bona fides*;
- a **curriculum vitae** summarizing your professional record and accomplishments;
- three letters of recommendation**, including one from your dissertation director and two from other members of your committee or other faculty who can speak intelligently about your capabilities;
- a **teaching philosophy**;
- a **research statement or dissertation abstract**;
- a **writing sample** (often requested later);
- student evaluations or other evidence of excellence in teaching**;
- sample syllabi**;
- transcripts** of your graduate record (sometimes requested later).

*These materials take weeks, if not months of careful preparation. **The first items you will need to submit in virtually every case are the cover letter and curriculum vitae.***

Appropriate versions of each (see below) should be current and ready to send.

SMU does not currently have a campus-wide dossier service, nor is it likely to have one in the immediate future. You will need to purchase an account with a dossier service such as Interfolio (<http://www.interfolio.com>), which allows you and your referees to submit materials and control which items are mailed to institutions or foundations. The service is inexpensive, especially if you set up a long-term account. Given the fact that an academic job search is likely to take several years, you should seriously consider a multi-year plan. You will be charged additional fees for each mailing you send via the service, but this assures that your materials are delivered on time in a professional manner.

You should ask faculty to write **reference letters** for you many weeks in advance of your first deadline. They should have read your work and possess a strong sense of its potential. Referee letters that do not speak in detail about the applicant's work—especially the dissertation—are frequently dismissed. Your referees should be able to discuss your dissertation in detail to indicate that it is finished, or nearly so, and that it represents the work of a top-notch scholar. Whenever possible, they should also discuss your teaching ability and the kind of “citizen” you are in the department: how well or often you have participated in the department's life.

Reference letters that are ambivalent or vague, or that completely ignore a crucial aspect of your work may decrease your chances of obtaining an interview, while negative letters are almost guaranteed to eliminate them. When you ask for letters, be sure to discuss your plans at length with each of the authors so they can tailor their letters to be of greatest use to you.

Be aware, however, that you should expect each referee to write only one letter to be included in the dossier. Since

Cover letters introduce your work to a search committee. They describe and position your most outstanding qualities in a compelling narrative. Cover letters should convince search committees that you are a dynamic, creative scholar-teacher with clear plans for your future. They have several sections:

1) An introductory paragraph. This should declare your interest in the position, identify where or how you learned of the position (i.e., where it was advertised or the name of the person who invited you to apply, if that is the case), and introduce you and your status. Two examples of the last element might read: “I am a doctoral candidate in English at Southern Methodist University, where I have specialized in Renaissance literature. I will defend my dissertation in March 2013”; “I earned my Ph.D. from Southern Methodist University with a specialty in Victorian literature. I am currently Visiting Assistant Professor of English at Tulane University, where I teach courses in 19th century British and American literature and drama.”

2) A paragraph or two short paragraphs that briefly describe your dissertation, your publication record to date and your plans, including any materials that may be under consideration or in press. Portions of this may be based upon your dissertation prospectus, but should be revised heavily to be comprehensible to non-specialists.

3) A paragraph—or two short paragraphs—outlining your **teaching philosophy** and perhaps a representative pedagogical experience.

4) A short paragraph describing your service and other activities.

5) A concluding paragraph that reiterates the fact that you are qualified for the position and would have much to contribute in the desired areas. This paragraph also indicates whether and how you are willing to be contacted and interviewed. If, for example, you will attend the MLA convention, you would say so here.

You will need to prepare different versions of your cover letter to send to research- or teaching-oriented institutions. A letter for a small, liberal arts college with a heavy teaching load, for example, should go into greater detail about your teaching philosophy and background than one for a major research university.

You should also edit each letter to indicate that you have **researched the institution at hand**. Does the institution have a unique mission that you might support or a special research center that would be of mutual benefit? You might mention these details in your letter.

Under no circumstances should you send unaltered generic cover letters to each institution. Each search committee wants to know that applicants have an interest in their specific qualities.

A curriculum vitae (c.v.) is the academic world's analogue to a résumé. It organizes and clearly delineates your *bona fides*: your contact information; your education from your baccalaureate institution through the Ph.D.; awards and fellowships you have earned; publications; conference presentations; teaching assignments and responsibilities; research interests; teaching interests; other experience; your language competencies; your references.

Your **writing sample** will most likely be part of a dissertation chapter. It should be your best and most polished effort, one that represents your typical writing style, critical approaches, research abilities, and analytical powers. The length may vary, but in all likelihood the minimum will be twenty pages.

Statements on **teaching** and **research** will be expanded versions of paragraphs in your cover letter. They allow you to go into greater detail. Most are about one single-spaced page in length.

N.B.: Institutions vary widely on the type and number of documents they require from job candidates. At times, you may wonder why a search committee desires a particular document (e.g., a separate statement of research plans even though the cover letter already discusses this information). The reasons may be either simple or complex. Some committees wish to have documents to pass on easily to deans and colleagues who would like to know how best to attract top candidates. Others may have campus-wide requirements for job applicants. Still others—most, perhaps—may be trying to ensure that their candidates improve upon past hires and/or candidates for reappointment, promotion, and tenure. Put another way, search committees try to cover all bases and gather as much

information as they can before making the momentous decision to hire their top choice. *Be sure to submit what a committee requests as early as possible.*

For additional advice, please see the texts above or the DGS.

Interviewing

Traditionally, the bulk of job interviews in English have been held at the Modern Language Association's annual convention, now occurring over four days in the first week of January from Thursday through Sunday. The city varies from year to year, but the convention is held most often in New York, Chicago, San Francisco, Washington, D.C., San Diego, New Orleans, and Los Angeles.

Many cash-strapped schools, however, may opt not to interview at MLA but instead choose to conduct phone or videoconference interviews (e.g., via Skype or similar technologies) that allow the interviewers and interviewee to see each other.

All of these are usually initial interviews that allow the search committee to winnow its list of top candidates to a short list of two or three (or on rare occasions, four) to visit the campus in succession. Those visits last a day or two and are filled with meetings and meals with faculty, students, administrators (including the dean who funded your position, or a representative thereof), and other interested parties.

Initial interviews vary widely in length, format, focus, and tenor. At MLA, the majority of interviews are held in hotel suites, but the Job Center at the convention also has a large interviewing room where dozens of interviews may take place at once, with virtually no privacy.

The shortest interviews are about 30 minutes; the longest seldom extend beyond one hour. Interviewing committees may be identical to the search committee, or consist of only one or two search committee members and other members of the hiring department. In the latter cases, some faculty may be helping with interviews since they are also at MLA for other activities. It is perfectly acceptable to ask who will interview you when you schedule the meeting.

Interviews are highly ritualistic in innumerable ways. They are designed not only to allow your potential future colleagues and you to get to know each other, but also to determine how well you conduct yourself as a professional.

Interviewers are most apt to ask you about your dissertation and your plans for it early in the interview. You should be able to speak clearly, succinctly, enthusiastically, and convincingly about your dissertation and its significance. You will need to know your work extremely well, and to be able to describe it in a so-called "elevator speech" (i.e., a summary you could deliver in the time it takes to travel with someone in an elevator) of about 90 seconds. **This takes considerable preparation and practice**, and depends upon mastery of your own ideas. Allow interviewing committees to ask you to amplify your remarks, rather than continuing to talk at length. Draw upon the lessons learned during your prospectus and/or dissertation defenses to address any skepticism about your claims.

Most important of all, *take pride and confidence* in your work and its possibilities. Interviewing committees want to know that you already see yourself as an intellectually engaged scholar. Not only are you interviewing for a job, but you are also *teaching* interviewers about your work, intellectual interests, and pedagogy.

You will, quite naturally, be asked about your teaching. The emphasis placed upon teaching will vary according to the type of school and the interviewing committee's specific interests and desires for the position, but you might be asked to describe some of your greatest successes or challenges in teaching or to describe how you might teach a specific course. These questions allow you to show how you apply your teaching philosophy to various situations, in addition to your knowledge of prominent or exciting works in your field.

In all likelihood, you will have time to ask questions of interviewing committees. *You must have questions to ask, or it will appear that you are not sincerely interested in the institution or the job.* It is customary to ask about research or teaching resources at the institution and how you might take advantage of them, or specific questions about the area, the students, and recent (non-controversial) activities on campus. If the interviewing committee does not automatically tell you what the next stage in its process will be and when you should expect to hear back from them, then you may ask. *It is generally inappropriate for you to ask about salary or to discuss your partner or spouse in any capacity at this stage.* Interviewing committees in turn should never ask about partners or spouses.

N.B.: In one way or another, interviews determine whether you would be a good "fit" for the institution or department. "Fit," as the term implies, is often ambiguous; individual departments may be looking for qualities that you cannot always detect. Although you might be able to determine through specific interview questions whether you are a potential "fit," it is also quite common for interviews that seemed to go well to produce no further interest, while supposedly poor interviews lead to campus visits or job offers.

As a rule, it is unproductive to second-guess your performance. After any and all interviews you may have, it would be more fruitful to sit down and *write some notes* about the experience. What seemed to interest your interviewers the most? Which questions seemed to generate the most interesting conversation? How might you amplify your answers the next time? If you can, talk with one of your mentors to see if they may lend you any insight about an interview, regardless of how it seemed to proceed.

Interviews are difficult work for both interviewers and the job candidate, even in a competitive market. The interviewing committee has to make a choice among many exceptional candidates. It has to sell the department and institution to the candidates just as the candidates have to present their best attributes. Interviews can be mentally and emotionally exhausting for all. While it is perfectly natural to be nervous and excited, candidates who are lively, enthusiastic, and fully engaged tend to fare better; committees generally dislike having to work hard to pull answers and necessary information from candidates.

Again, please consult the resources above for more detailed advice about interviewing.

Practical Advice

The academic job search is inherently a costly venture. You should plan to spend or charge considerable sums on dossier mailing fees, postage, clothes for job interviews (if you do not already have reasonably up-to-date professional or business attire), airline tickets, hotels, taxis/shuttles, rental cars, meals, conference fees, and other incidentals. These expenses can easily run into thousands of dollars, especially during your first foray into the academic job market. If you travel for on-campus interviews, most expenses will be reimbursed by the interviewing institution, but it might take months to see those funds. **Plan and budget ahead of time; leave yourself a reserve.**

The academic job search is also extremely time-consuming. Once you begin applying for jobs, even as part of an early or limited search, you will have time for little else. The commitment required for a full-fledged search is equal to the preparation time needed for a new course. This is true even if you are attempting a second, third, or fourth search during your career. Most of your time will be spent writing and revising the documents you need.

Preparations for a dedicated job search begin in the late spring and throughout the summer as you work on your application materials and ask your mentors and professors for recommendations and guidance. As soon as the fall semester begins, you should have completed solid drafts of your application materials. September, October, and November will be the busiest times as application deadlines approach. You will need to balance teaching, writing, and other obligations with the application process.

If you are offered an appointment that matches your qualifications, you will need to take into consideration a number of personal and professional factors, including those of your partner, spouse, or family. Are you willing and financially able, for example, to move to an entirely new city, state, or region? Will your partner or spouse be able to find work in that location? Is it the sort of area in which you would be able to accomplish the work needed to earn tenure? Will you have adequate research or teaching resources? Is the cost of living affordable, given your financial situation?

These and many other personal questions will arise before you begin your job search. Consult your advisors as well as any affected partner, spouse, or family members before you make final decisions.

If you do attend the MLA convention to interview, try to connect with other attendees you may know, whether your fellow SMU students or acquaintances at other schools or in the host city. The MLA convention can be overwhelming; take some time to connect with others. Attend panels in your field and engage them as a member of the audience.

Explore the MLA's book exhibit to shop for new texts (at a discount). Use that time as well to speak with presses' editors about your work. They attend in part to solicit submissions to their presses. Consider preparing a book proposal based upon your dissertation prospectus in advance. Your first books, book chapters, and articles might find their origins here.

Finally, remember that finding a compatible position may take several attempts at the job market over the course of your career, whether at the conclusion of your studies or after years of gainful employment. Although the outcome of a job search may be difficult to predict, this can work to your advantage. Opportunities for professional advancement do arise from unlikely places. A position that you initially thought would be less than ideal or out of your reach may be the most fruitful or well within your grasp, while a supposed dream position may fall well short of your expectations. The more flexible you are in your willingness to work and teach in a variety of environments and conditions, and the more consistent your efforts to sustain a definite research program, the greater your chance of success on the job market.

We **strongly recommend** that you consult Kathryn Hume's *Surviving Your Academic Job Hunt* for detailed, realistic advice on the job search and life as a new assistant professor.

Appendix C

Forms

**English Graduate Studies
Committee Declaration Form**

Name: _____

SMU ID: _____ - _____

Areas of Focus

Primary: _____

Secondary: _____

Tertiary : _____

Qualifying Exam Dates

Written:

Oral:

1: _____

1: _____

2: _____

3: _____

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 Brooke.

Last updated 8/9/2010

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Establishment of Examination Committee

(Please type or print)

Candidate's Name

Department

Major and Degree

Thesis Title

Committee:

Adviser

Outside Member/Non-departmental

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

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Written/Oral Examination Report for
Master's Non-Thesis Candidates

(Please type or print)

Candidate's Name

Report Subject

Written/Oral Examination Committee:

(Type or Print)

(Signature)

Pass or Fail on Written/Oral Examination _____

Remarks

Adviser

Date

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

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies Oral Examination Report for Master's Thesis Candidates

(Please type or print)

Candidate's Name

Department

Thesis Title

Committee Members (check appropriate box or boxes)

Type or Print	Sign	Oral Committee	thesis Committee
<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<hr/>	<input type="checkbox"/>	<input type="checkbox"/>

Pass or Failure on Oral Examination

Remarks

Thesis Adviser

Date

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

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.

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Recommendation for Admission to Ph.D. Candidacy

(Please type or print)

Candidate's Name

Department

Major

Recommended by:

Dissertation Adviser

Date

Director of Graduate Studies/Department Chair

Approved by:

Dean of Research and Graduate Studies

Date

Please return, along with 1) Ph.D. Qualifying Examination Report, and 2) Doctoral Degree Plan, to the Office of Research and Graduate Studies (336 Dallas Hall) after Ph.D. Qualifying Examination.

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Ph.D. Qualifying Examination Report

(Please type or print)

Candidate's Name

Department

Qualifying Examination Committee

(Type or Print)

(Signature)

Pass or Fail on Qualifying Examination _____

Remarks _____

Adviser/Director of Graduate Studies

Date

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies Doctoral Degree Plan

(Please type or print)

Name _____ S.S. No. _____

Department _____

Major _____

Colleges or Universities Attended	Degree	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Courses

Subject	Course#	Sem/Yr	Grade	Subject	Course#	Sem/Yr	Grade
Ex. MATH	Ex. 5000			Ex. MATH	Ex. 5000		
1.	_____	_____	_____	13.	_____	_____	_____
2.	_____	_____	_____	14.	_____	_____	_____
3.	_____	_____	_____	15.	_____	_____	_____
4.	_____	_____	_____	16.	_____	_____	_____
5.	_____	_____	_____	17.	_____	_____	_____
6.	_____	_____	_____	18.	_____	_____	_____
7.	_____	_____	_____	19.	_____	_____	_____
8.	_____	_____	_____	20.	_____	_____	_____
9.	_____	_____	_____				
10.	_____	_____	_____	Hours Required _____			
11.	_____	_____	_____	Language(s) _____ (if any)			

Date _____ Approved by _____
Adviser/Director of Graduate Studies

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Dissertation Topic Report

(Please type or print)

Candidate's Name _____

Department _____

Major _____

Dissertation Topic _____

Approved:
Dissertation Committee

(Type or Print)

(Sign)

Chair

Date

Please return to the Office of Research and Graduate Studies (336 Dallas hall) after Prospectus presentation.

SOUTHERN METHODIST UNIVERSITY

Office of Research and Graduate Studies
Dissertation Candidates
Ph.D. Examination Report Form

(Please type or print)

Candidate's Name

Department

Dissertation Subject

Committee Members (check appropriate box or boxes)

Table with 4 columns: Type or Print, Sign, Oral Committee, Dissertation Committee. It contains five rows of committee member information with checkboxes for oral and dissertation committee participation.

Pass or Failure on Examination _____

Remarks

Signed _____
Dissertation Adviser

Date _____

**SMU Department of English
Graduate Studies
Maternity 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

**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 Suite 170
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