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Welcome to the Texas Tech English Program

Welcome to the graduate program in English at Texas Tech University. We are pleased that you have chosen to continue your studies with us because we believe that you will thrive here. The Department of English is committed to intellectual rigor, innovative scholarship, dynamic teaching, and the professional development of every student in our program. We take that commitment seriously; we have invited you to join us here with the expectation that you will take it seriously and that you will grow during your studies into a thoughtful reader, writer, and teacher.

This Graduate Handbook is your guide to the policies and procedures that make our graduate program work. It provides curricular templates, sample forms, and checklists for English Literature, Creative Writing, and Linguistics (LCWL) and articulates as much as possible the way that we do things in the Department of English. The Technical Communication and Rhetoric (TCR) templates, forms, and checklists are available on the Department of English website. We want these things to be transparent: we want you to feel as though you have all of the information you need to succeed. That said, the handbook may still raise new questions for each of the answers it provides. Please read the entire handbook, get familiar with the policies it describes, and then ask any and every question you can think of.

Like any handbook, this one is explanatory but not exhaustive. It is no substitute for constant contact with the faculty, administrative, and Director of Graduate Studies. You should make the best possible use of every resource the department has to offer if you want to get the most out of your graduate experience.
## Checklist: Things to do before classes begin

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<td>Complete and turn in <strong>I-9 paperwork</strong> to Quita. We must have documentation to process your personnel paperwork (see link below) for acceptable forms of identification. We must also have a copy of your social security card to process your payroll paperwork. (We must verify, and take a copy of identification in person). THIS IS TOP PRIORITY, as personnel paperwork must be completed and delivered to personnel within 3 days of your start date of September 1st, or your paycheck could be significantly delayed! <strong>SOONER</strong> is better than later, so get this in ASAP. &lt;br&gt;<a href="http://www.depts.ttu.edu/hradministration/hrservices/EMPServicesCenter/newEmployee.asp">http://www.depts.ttu.edu/hradministration/hrservices/EMPServicesCenter/newEmployee.asp</a></td>
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<td>Acquire an <strong>eRaider</strong> username and password. The University and all that you do as a student (including using library databases, establishing an email account, etc.) depend upon your having an eraider username and password. If you haven’t already set this up, you can call TTU Information Technology at 806.742.HELP. For general advice provided by the Graduate School to newly admitted students, visit <a href="http://www.depts.ttu.edu/gradschool/NowWhat.php">http://www.depts.ttu.edu/gradschool/NowWhat.php</a></td>
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<td>Set up your <strong>TTU email account</strong> (<a href="mailto:username@ttu.edu">username@ttu.edu</a>). English grad program policies require use of this account, and TTU will send information about registration, semester bills, and other official items <strong>only</strong> to a TTU address. Go to <a href="http://www.ttu.edu/it4students/">http://www.ttu.edu/it4students/</a>, or, again, call IT &quot;Help Central&quot; at 806.742.HELP.</td>
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<td>Research <strong>parking</strong> options. You may choose to purchase an on-campus annual parking sticker from TTU Traffic &amp; Parking Office’s website <a href="http://www.parking.ttu.edu">http://www.parking.ttu.edu</a> or visit the office at 2904 4th Street (on 4th</td>
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between Indiana and University). You may need a copy of your PAF if you are not yet in the Banner system.

| ☐ Complete a **new employee/benefits orientation**. You can do this at [https://www.depts.ttu.edu/quality/new_employees.php](https://www.depts.ttu.edu/quality/new_employees.php) or in person at 249 Drane Hall; a course is run every Wednesday at 8:30 AM (email gwen.wallace@ttu.edu to register you for the orientation). You *must* complete this within your first 30 days of employment (by October 1) whether or not you want to take advantage of any of your benefits package. Graduate students on assistantship have the option to purchase TTU employee insurance. All students, employed or not, may buy insurance through Academic Health Plans. This is not an employee sponsored insurance program, so registration/questions about the plan should be directed solely to them. [https://www.academichealthplans.com/ttu](https://www.academichealthplans.com/ttu) You can also (in addition to, or instead of) use TTU’s University Health Services [http://www.ttuhsc.edu/studenthealth/](http://www.ttuhsc.edu/studenthealth/). This is not actual health insurance, and does not have major medical benefits, but does offer students the ability to see a doctor, have x-rays done, etc. for a modest fee. If you choose this benefit, you will have to “opt to pay” as the fee for this is waived automatically for graduate students. To pay this fee and have the chance to use TTU’s University Health Services, visit the website below and “opt to pay.” [http://www.depts.ttu.edu/studentbusinessservices/](http://www.depts.ttu.edu/studentbusinessservices/)

| ☐ Subscribe to the relevant departmental **list-serves**—“lcwl,” “engdept,” and “enggrad” “Lcwl” is the list-serve for students who study literature, creative writing, or linguistics and is used only by the DGS, ADGS, and the Graduate Program Assistant to send critical information to graduate students in our program. “Engdept” is the list-serve Dr. Clarke and other faculty and staff use to keep the entire department abreast of developments and events of interest to the English community, including information about deadlines for teaching information and other work-related issues. “Enggrad” is the graduate student forum for carrying on conversations about professional needs or social events. We will sign you up automatically for the “lcwl” and “engdept” list-serves using your TTU email address, to make sure you do not miss crucial
communications that affect you as a student or employee. You may sign up for the “Enggrad” list at your convenience by going to [http://lyris.ttu.edu](http://lyris.ttu.edu) and following the login information.

| ☐ | Get your **TTU student ID card** at the Student Union Building (SUB), room 104. You need to show them your class schedule, so print a copy and take it; you may do this starting mid-August. |
| ☐ | Visit Quita Melcher in 212 to find out your **office** assignment and key availability. Check in the mailroom right next door to the main office for your new department **mailbox**. |
Helpful Links for New Students

http://www.depts.ttu.edu/english/computer_tech/
The English Department IT (information technology, headed by Brandon Sires) utilizes a “ticket system” by which members of the department may request assistance with their computers and technological devices. Submit a ticket at http://www.depts.ttu.edu/english/computer_tech/

http://www.depts.ttu.edu/gradschool/
The homepage of the Graduate School at Texas Tech. This is your primary resource for knowing about deadlines, policies, scholarship opportunities, and thesis and dissertation guidelines. You should get into the habit of checking this website frequently, and also of printing the semester deadlines at the start of each term so that you have them available to you as reminders when things get busy.

http://www.depts.ttu.edu/studentbusinessservices
The homepage of Student Business Services, relevant for questions about your tuition, payment deadlines, etc. Also, check out http://www.depts.ttu.edu/studentbusinessservices/refund/ if you will have any type of refund coming to you after tuition is paid (i.e. financial aid/ scholarship/ fellowships). This also might be of interest to you if money is tight as the fall semester begins:
http://www.depts.ttu.edu/studentbusinessservices/emergencyBookLoan.php

http://library.ttu.edu
The homepage of the Texas Tech University Libraries. From here, you can access the library’s online database its own books as well as search databases like the MLA and Worldcat. You should get familiar with the Library’s options and services as quickly as you possibly can.
Administrators, Staff, and Offices

**Dr. Bruce Clarke**, Department Chair (212H, bruce.clarke@ttu.edu), manages the department’s operations and budget. This responsibility involves writing numerous reports, signing innumerable forms, and doing various numerical calculations. Assisted by the department’s committees, he coordinates activities regarding recruitment, retention, and evaluation of faculty as well as strategic planning, promotion of the graduate and undergraduate programs, and representation of the department to the college, the university, and the community.

**Dr. Marliss Desens**, Associate Chair LCWL (212D, m.desens@ttu.edu) schedules classes, responds to student grievances, mentors new faculty, and works strategically with the Literature and Language Committee. She assists the Chair and promotes strong intradepartmental collegiality as well as department/university/community connections.

**Dr. Kanika Batra**, Director of Graduate Studies in English (211B, english.gradadvisor@ttu.edu or kanika.batra@ttu.edu), and **Dr. Amy Koerber**, Associate Chair and Director of Graduate Studies in Technical Communication and Rhetoric (211A, amy.koerber@ttu.edu), administer programs leading to the M.A. in English, the M.A. in Technical Communication, the Ph.D. in English, and the Ph.D. in Technical Communication and Rhetoric. They schedule graduate classes, advise students on their course schedules, and assist them in completing their degree plans.

**Dr. Scott Baugh**, Associate Director of Graduate Studies (463, scott.baugh@ttu.edu) administers the Professional Development Curriculum and advises students on their academic interests and placement.

**Dr. Susan Lang** (susan.lang@ttu.edu) serves as Director of the Composition and Rhetoric program (211D). She supervises the teaching of first-year composition (1301 and 1302), coordinates textbook and syllabus development, and counsels instructors and students.

**Monica Norris**, Composition Program Assistant (English 211D, monica.norris@ttu.edu) manages the offerings in first-year composition, enrolls students in appropriate sections, supports the instructors with materials and advice, and answers questions from students, parents, academic and athletic advisors, and administrators.
Juanita Ramirez, Administrative Assistant (212G, ext. 223, juanita.ramirez@ttu.edu), serves as the right hand of the chair and associate chair. She supervises all personnel forms, knows who to call about payroll and budget issues, and in general, keeps the office running happily.

Ashley Olguin, Undergraduate Assistant (212C, ext. 221, ashley.olguin@ttu.edu), is usually the first person to greet you as you enter the main office. In addition to directing both students and faculty to people who can answer their questions, she manages all copying requests, mail distribution, and forms for travel, course evaluations, incompletes, and grade changes.

Quita Melcher, Graduate Program Assistant (212E, ext. 248, lisa.valdez@ttu.edu), supports the Directors of Graduate Studies in responding to all inquiries about the graduate programs, attending to graduate files, and in general maintaining graduate paperwork.

Jennifer Forbes, Building & Equipment Assistant (English 212B, ext. 222, quita.melcher@ttu.edu) keeps track of classroom equipment and building repairs. She also assists the associate chair with scheduling, especially the assignment of available classrooms.

Brandon Sires, Instructional/Information Technology Specialist (English 356, ext. 265, Brandon.sires@ttu.edu) is the manager of the department’s five computer-based classrooms and administrator of the department’s servers and website, www/english.ttu.edu.

English Department Advising Office (211C, ext. 254) advises English majors and others minoring or specializing in English, and assists these students in registration and completion of their degree requirements. The advising office is typically open M-F, 10:00 a.m. – 12:00 p.m. and 1:00 p.m. – 5:00 p.m. during long semesters.

The University Writing Center (175, http://uwc.ttu.edu/) provides students, staff, and faculty assistance with their writing; the onsite facility provides 30-minute tutorials and accepts reservations M-F 9am-4pm during the long semesters; documents may be submitted online as well.
English Department Media Lab (362, http://uwc.ttu.edu/) is not a production lab but provides new media teaching, research, service, and grant-writing services for the English Department and TTU.
The MA program in **English Literature, Creative Writing, and Linguistics** encourages students at once to prepare across several literary periods and genres and—if they wish—to focus their work upon a particular area of study that will lead to a specialized MA thesis. Our program is flexible enough to allow at once for broad study of English for those wishing to prepare for a career in secondary teaching, and for sustained work in an area of the student’s choice, as preparation either for pursuit of the PhD or for a career in publishing, writing, or a related field. The Ph.D. program in English permits students to prepare broadly across traditional divisions of period, geography, and genre but demands also that students conduct specialized research. The goal of this twofold approach to doctoral studies is to prepare students simultaneously to teach in multiple areas and to produce scholarship in their area of concentration.

The MA in **Technical Communication** emphasizes mastery of technical communication skills for industry positions in technical writing, writing, editing, and management - or for further graduate study. Specific aims of study include knowledge of the history, theory, research, genres, principles, techniques, and practices of technical communication. The PhD in **Technical Communication and Rhetoric** is usually a qualification for a professorial position in a university. The aims of study are broad knowledge of the literature on technical communication and rhetoric, specialized knowledge of some aspect of technical communication or rhetoric as reflected in the dissertation research, and ability to conduct ongoing independent research using one or more methods.

**Faculty in English Literature, Creative Writing, and Linguistics**

**Cordelia E. Barrera** (Ph.D. University of Texas San Antonio, 2009) specializes in Latina/o literatures and the American Southwest as well as U.S border theory, third space feminist theory, popular culture, and film. She writes movie reviews for the borderlands journal *LareDOS*, and has published articles and reviews in *The Quarterly Review of Film and Video* and the *Journal of Popular Culture*. She is working on a book project that explores cyber technologies, social justice, and forms of oppositional consciousness in borderlands science fiction.

Curtis Bauer (Ph.D. Texas Tech, 2009) specializes in Creative Writing/Poetry and Translation. His areas of interest are American and World Poetry, Poetry and Fiction in translation, chapbook publishing, and letterpress printing. His collection of poems, *Fence Line,* won the 2003 John Ciardi Poetry Prize; his second collection, *The Real Cause for Your Absence,* was published by C & R Books in 2013. His poems, prose, and translations have appeared in *American Poetry Review, Iowa Review, Rivendell, The Southern Review* and *Ninth Letter,* among others. He has received poetry and translation fellowships from the Resedencia Roquissar in Mallorca Spain, the Vermont Studio Center, and he has been a Lannan Writer in Residence at IAIA in Santa Fe. He is the publisher of Q Ave Press Chapbooks, an editorial board member and the Spanish Translations Editor for *From the Fishouse,* and the Emerging Spanish Poets Series Editor for Vaso Roto Editions.

Scott L. Baugh (Ph.D. Oklahoma State, 2001), ADGS, specializes in film/media studies with emphases in multicultural American studies and Latina/Latino cinema. His recent publications include *Latino American Cinema* (2012), a second edition of *Mediating Chicana/o Culture: Multicultural American Vernacular* (2008), and articles in *Journal of Film & Video, Quarterly Review of Film and Video, Film & History,* and the *Columbia Companion to Film and History.* His current books projects are *Born of Resistance: Cara a Cara Encounters with Chicana/o Visual Culture* with Víctor Sorell and *Screening Mestizaje,* a study of multicultural aesthetics in American cinema.

Michael Borshuk (Ph.D., Alberta, 2002) specializes in African American literature and cultural studies. He is the author of *Swinging the Vernacular: Jazz and African American Modernist Literature* (Routledge, 2006), for which he received the President’s Book Award in 2008, and
various essays, reviews, and encyclopedia entries on African American literature, music, and American modernism. He has co-edited two special issues on the city and urban culture for Studies in the Literary Imagination, and for ten years, from 1999 to 2009, was a regular contributor on jazz to Coda magazine. His current book project addresses jazz, performance studies, and visual culture. He is also currently co-editing a special issue of Popular Music and Society on the work of Randy Newman, and has published short fiction in a number of journals, including Antigonish Review, Dalhousie Review, and, most recently, Border Crossing.

Aaron Braver (Ph.D. Rutgers, 2013) specializes in phonetics, phonology, and their interface, with an emphasis on non-contrastive distinctions. His research investigates the ways in which speech sounds are organized, produced, perceived, and manipulated by our linguistic system. Much of this work takes place in the laboratory, with both speech production and speech perception experiments. He has worked on many linguistic phenomena, including incomplete neutralization, flapping, vowel lengthening, emphatic lengthening, and DP-internal ellipsis in English, Japanese, and Spanish, among other languages.


Katie Cortese (Ph.D. Florida State University, 2013) specializes in Creative Writing/Fiction. Her flash fiction and short stories have earned prizes from River Styx, Silk Road, Narrative Magazine, Seven Hills Review, and elsewhere. The recipient of a Kingsbury Fellowship at FSU and a Tennessee Williams scholarship to attend the Sewanee Writer’s Conference, her
stories, essays, poems, and interviews have most recently appeared in Gulf Coast, Third Coast, Carve Magazine, Willow Springs, Passages North, The Tusculum Review, and Crab Orchard Review, among others. Deeply interested in supporting the production of print and online literary journals, she served as editor of The Southeast Review from 2010-2013, and has also contributed to the production of Juked and Hayden’s Ferry Review.

Julie Nelson Couch (Ph.D. Brown, 2000) specializes in Middle English literature and the modern reception of medieval literature. She has published on manuscript context, medieval romance, saints’ lives, Malory, miracle tales, and retellings of medieval narrative in children’s literature. She has published in Chaucer Review, Arthuriana, and Parergon. Her casebook, Text and Context in Bodleian Library MS Laud Misc. 108 (Brill Academic Press, 2010), written and edited with Kimberly K. Bell, will serve as the primary resource on this manuscript. Her book-in-progress, Reading the Child in Middle English Literature (Palgrave Macmillan, forthcoming), reconsiders childhood as a fantastical agency in Middle English narrative.

Dennis Covington (M.F.A. Iowa, 1974) is the author of five books, including the novel Lizard and the memoir Salvation on Sand Mountain, which was a finalist for the 1995 National Book Award. His articles have appeared in the New York Times, Los Angeles Times Magazine, Vogue, Esquire, Georgia Review, Redbook, the Oxford American, and other periodicals, and his work has been widely anthologized in the U.S. and translated into eight languages abroad. His most recent book is Redneck Riviera: Armadillos, Outlaws, and the Demise of an American Dream. He has won the Boston Book Review’s Rea Non-Fiction Prize, the Delacorte Press Prize for a First Young Adult Novel, and fellowships from the National Endowment for the Arts and the Alabama State Council on the Arts. He was a judge for the 2005 National Book Award in Nonfiction.

Marliss Desens (Ph.D. UCLA, 1989), associate chair-LCWL, is the author of The Bed-Trick in English Renaissance Drama. Explorations in Gender, Sexuality, and Power. She has published articles on Shakespeare and Renaissance drama and has served as the Director of Literary Studies in the Department of English.

nationhood, eschatology, and literary form and genre during the English Revolution and Restoration. His research interests include: Milton and early modern poetry, the English Revolution, Thomas Hobbes and political philosophy, Henry Vaughan and royalist writing, book history and print culture, apocalypticism, and religion and literature. He is a recipient of the Albert C. Labriola Award from the Milton Society of America, and his work has recently appeared in *Studies in Philology* and *Renaissance and Reformation*.


**Mary Jane Hurst** (Ph.D. Maryland, 1986), Professor of English and American Council on Education Fellow, previously served as Executive Director of the Linguistic Association of the Southwest, Associate Dean for the College of Arts and Sciences, and Faculty Assistant to the President. The recipient of the President’s Excellence in Teaching Award; the Faculty Distinguished Leadership Award; and, most recently, the President’s Faculty Book Award, she is a member of the Teaching Academy and teaches classes in linguistics and American literature. The majority of her research deals with language in literature, but her three books and more than three dozen articles, essays, and reviews cover a variety of topics in linguistics, literature, and other professional issues.

**Min-Joo Kim** (Ph.D. Massachusetts-Amherst, 2004), director of the linguistics program, specializes in theoretical syntax and semantics, with a secondary specialty in language acquisition and pragmatics. Her research aims to deepen our understanding of how linguistic systems work together with context to derive sentence meanings. She has worked on various linguistic phenomena including noun modification, relativization, Case, binding, wh-movement, Aspect, and polarity, by drawing on data from languages such as English, Korean, Japanese, and Russian.
Jacqueline Kolosov (Ph.D. New York University, 1996) has written three books of poetry, *Modigliani's Muse* (Word Tech 2009) and *Vago* (Lewis-Clark Press 2007), and *Memory of Blue* (Salmon Poetry 2013). She was awarded an NEA Literature Fellowship in fiction in 2008. Her books of prose include the young adult novels *A Sweet Disorder* (Hyperion, 2009), *The Red Queen's Daughter* (Hyperion, 2007) and a middle grade novel, *Grace from China*. She has co-edited two anthologies of contemporary women’s prose and is currently co-editing *Family Resemblance: An Anthology and Investigation of Eight Hybrid Forms* to be published by Rose Metal Press in 2015. Her poetry, fiction, and creative nonfiction appear in *Poetry, Shenandoah, The Western Humanities Review, The Southern Review, Orion,* and other journals and anthologies. She is currently working on a book of nonfiction provisionally entitled “Motherhood and the Places Between.” Individual essays from this collection have been published in *Bellevue Literary Review* (winner of the 2012 nonfiction prize), *Baltimore Review, Fifth Wednesday,* and others.

Marta Kvande (Ph.D. Delaware, 2002), director of literary studies, specializes in eighteenth-century British literature, with particular interests in the history of the novel, women writers, narrative, the Gothic, and the history of the book. Her most recent essay, “Printed in a Book: Negotiating Print and Manuscript Cultures in Fantomina and Clarissa,” appears in *Eighteenth-Century Studies.* She has published articles on Eliza Haywood, Jane Barker, Delarivière Manley, and Charlotte Lennox in several journals and edited collections. She has also co-edited the collection *Everyday Revolutions: Eighteenth Century Women Transforming Public and Private.* Her current projects include a book manuscript titled “Negotiating Print and Manuscript in the Eighteenth-Century Novel.”

Brian McFadden (Ph.D. Notre Dame, 1999) studies the social and historical importance of miracles, monsters, and marvels in Anglo-Saxon literature, as well as medievalism in modern literature. He has edited a special issue of *Religion and Literature* on medieval depictions of the other world and has published articles on *Beowulf,* the *Letter of Alexander to Aristotle,* the Venerable Bede’s *Ecclesiastical History,* the *Liber Monstrorum,* *Physiologus* and *The Phoenix,* the Old English lives of St. Margaret, J.R.R. Tolkien’s use of Anglo-Saxon monster lore, and the Exeter Book riddles in their tenth-century context. He is currently working on a book on the tenth-century context of the *Beowulf* MS, an article on Robert Zemeckis’s animated film *Beowulf,* and two articles on medieval science and philosophy in J.K. Rowling’s *Harry Potter* series.
Roger McNamara (Ph.D. Loyola Chicago, 2010) specializes in Postcolonial Literatures, with an emphasis on South Asian fiction. His research interests include Cultural Marxism, Postcolonial Theory, and Secularism. His articles and reviews on South Asian writing have been published or are forthcoming in the journals *Ariel, South Asian Review*, and *Postcolonial Text*. Currently, he is working on a book manuscript that explores the impact of secularization on the aesthetics of writers belonging to racial and ethnic minority groups in South Asia.

Jill Patterson (Ph.D. Oklahoma State, 1993) has recently published short stories, creative nonfiction, and poetry in *Texas Monthly, Colorado Review, Grist, Barrelhouse, Baltimore Review, The New Guard, meatpaper,* and other journals. She currently serves as Editor of *Iron Horse Literary Review*, copy editor of *Creative Nonfiction*, and case storyteller for the Texas Regional Public Defenders Office for Capital Cases, where she assists a terrific team of attorneys who fight the death penalty at both the state and federal levels. Her awards include a Texas Commission on the Arts fellowship in nonfiction, grants from the Brown and Plum Foundations, a 2012 Embrey Human Rights Fellowship for her work with indigent defendants, and the 2013 Everett Southwest Literary Award, judged by Lee K. Abbott.

John Poch (Ph.D. North Texas, 2000), director of the creative writing program, was the Colgate University Creative Writing Fellow from 2000-2001. He is the author of *Dolls, Two Men Fighting with a Knife, Poems, Ghost Towns of the Enchanted Circle*, and co-author of *Hockey Haiku: The Essential Collection*. He won The Nation/Discovery Prize in 1998 and has published poems in *Paris Review, Poetry, The New Republic, Yale Review, New England Review, Southwest Review, Colorado Review, Agni,* and many other literary magazines. For ten years he was the editor of *32 Poems Magazine*. He is one of the editors of the poetry anthology *Old Flame: From the First Ten Years of 32 Poems Magazine*.

Marjean D. Purinton (Ph.D. Texas A&M, 1991), director of LCWL, is author of *Romantic Ideology Unmasked: The Mentally Constructed Tyrannies in Dramas of William Wordsworth, Lord Byron, Percy Shelley, and Joanna Baillie*, and the forthcoming *Staging Grotesques and Ghosts: British Romantic Techno-gothic Drama*, as well as articles on Romantic drama, early 19th-century women writers, feminist theory and pedagogy. A member of the Teaching Academy and a recipient of a President’s Excellence in Teaching Award, she teaches in the
Women’s Studies Program and is the Teaching Section Editor for the online project *British Women Playwrights Around 1800*. She is also President of the International Conference on Romanticism.

**Alison Rukavina** (Ph.D. University of Alberta, 2007) specializes in nineteenth-century British and colonial literature and print culture. She is particularly interested in the transnational and global circulation of books and people in the nineteenth century. She published *The Development of the International Book Trade, 1870-1895: Tangled Networks* in 2010 and is currently writing her second book on iconic Canadian Mountie Sam Steele and the dysfunctional publishing history of his memoir. Reviews editor for the Bibliographical Society of Canada’s journal, she has published on the nineteenth-century international book trade, nineteenth-century Australian and British book trades, Canadian print culture and book history, social network theory, and author/publisher relations.

**John Samson** (Ph.D. Cornell, 1980) is concerned with historical and theoretical approaches to American novels and non-fictional prose narratives. He is the author of *White Lies: Melville’s Narratives of Facts* and of many articles and book chapters on 18th-, 19th-, and 20th-century American literature. From 1995 to 2003 he contributed the “Melville” chapter to *American Literary Scholarship*. He is currently engaged in a project tracing the cultural roots of the movement from realism to modernism in the American novel from 1870 to 1920; this project focuses on the novels of Mark Twain, Jack London, and Willa Cather in relation to their political and philosophical contexts.


**Yuan Shu** (Ph.D. Indiana, 1999) is an associate professor of English and the director of Asian Studies Program at Texas Tech University. He teaches contemporary American literature and culture, focusing on postmodern American literature, Vietnam War literature, and Asian American literature. His teaching repertoire also encompasses critical theory, particularly transnational and globalization discourses. He has published articles in journals varying from *Cultural Critique* to *Journal of Popular Film and Television*, from *College Literature* to
**MELUS.** He is now finishing his book manuscript on “Empire and Cosmopolitics: Technology, Discourse, and Chinese American Literature,” and co-editing one essay volume on American studies as transnational practice with Donald Pease at Dartmouth College (contracted at Dartmouth College Press/University of New England Press) and another volume with Otto Heim and Kendall Johnson at Hong Kong University (Hong Kong University Press), which is based on their collaborative symposium on “Oceanic Archives and Transnational American Studies” in Hong Kong in June 2012.

**Jennifer Snead** (Ph.D. Duke, 2001) specializes in eighteenth-century British and transatlantic literature and culture. Her primary research interests within the field are print culture, religion, and popular literacy. She has published and presented articles and papers on the work of Alexander Pope, Samuel Johnson, John Wesley, and Edward Young (among others). Her current book project investigates the impact of the Evangelical Revival on popular literacy and the concept of literature during the second half of the century.

**Sara L. Spurgeon** (Ph.D. Arizona, 2000), works in literatures of the American West/Southwest as well as nature/environmental writing, gender studies, and ecocritical, frontier, and postcolonial theory, and directs the graduate concentration in Literature, Social Justice, and Environment (LSJE). She is editor of the critical anthology *Cormac McCarthy: All the Pretty Horses, No Country for Old Men, The Road* (2011), author of *Exploding the Western* (2005), the monograph *Ana Castillo: Western Writers Series* (2004), and co-author of *Writing the Southwest* (1995, revised 2nd edition 2003). She has published essays in the journals *Interdisciplinary Studies in Literature and Environment, Western American Literature, Southwestern American Literature,* and *Intertexts,* and was 2012 President of the Western Literature Association.

**William Wenthe** (Ph.D. Virginia 1992) teaches creative writing and modern poetry. His books of poems are *Words Before Dawn* (LSU Press, 2012), *Not Till We Are Lost* and *Birds of Hoboken.* He has published poems in journals including *Poetry, TriQuarterly, The Georgia Review,* and *The Southern Review,* and he is the librettist of *Bellini's War,* a full-length opera produced at Texas Tech. His critical essays have appeared in *The Yale Review* and *The Kenyon Review,* as well as scholarly articles on Yeats, H. D., poetic form and literary theory. His awards include fellowships from the National Endowment for the Arts and the Texas Commission on the Arts as well as two Pushcart Prizes.
Allison Whitney (Ph.D. University of Chicago, 2005) specializes in studies of film technology, genre cinema, and the relationship between technological history and film form. She has published on race and class in American maternal melodrama, contemporary horror films, religion and cinema, sonic literacy, and dance in Weimar film culture. She is currently working on a book on the history of IMAX film, and is engaged in research on the representation of space exploration in cinema. Her work has appeared in the *Journal of Film & Video* and *Music, Sound and the Moving Image*, and *Seminar: A Journal of Germanic Studies*.

**Faculty in Technical Communication and Rhetoric**

Ken Baake (Ph.D. New Mexico State, 2000) is a specialist in the rhetoric of science, and is currently doing research on the ways in which rhetoric, narrative, and myth shape environmental policy. He also has articles on the rhetoric of corporate annual reports, writing center theory, and use of writing classes to foster economic literacy. His book, *Metaphor and Knowledge: The Challenges of Writing Science*, was published in 2003 by SUNY Press.


Programmatic Perspectives; Rhetoric, Professional Communication, and Globalization; and Communication Design Quarterly. She is a past president of the Association of Teachers of Technical Writing and the Council for Programs in Technical, Scientific, and Professional Communication.


Sam Dragga (Ph.D. Ohio, 1982), is co-author of Editing: The Design of Rhetoric, A Writer's Repertoire, Reporting Technical Information, and Essentials of Technical Communication. He has also published journal articles on professional ethics in technical communication, intercultural communication, and visual communication. He is the series editor for the Allyn & Bacon Series in Technical Communication and a Fellow of the Association of Teachers of Technical Writing.

Angela Eaton (Ph.D., Rensselaer Polytechnic Institute, 2003) studies technical communication practice and pedagogy, often using quantitative methods. Recent research includes examining the effectiveness of different styles of editorial comments, with native and non-native speakers of English; conducting research in technical editing; and best practices in grantwriting.

Michael Faris (Ph.D. Penn State, 2012) specializes in digital literacies, social media, rhetorics of privacy, and rhetoric and sexuality.

Miles A. Kimball (Ph.D. Kentucky, 1997) specializes in technical communication, visual communication, culture, and computer-aided pedagogy. His research focuses on document design, the history of technical communication, the development of graphic communication, technical communication pedagogies, and web portfolios. His books include The Web Portfolio Guide (Longman 2003), a scholarly edition of Benjamin Disraeli’s The Young Duke (Pickering & Chatto 2006), and Document Design (Bedford-St. Martin's 2008).
Abigail Selzer King (Ph.D. Purdue University, 2013) is interested in organizing and rhetoric, particularly as they connect to the communication of identities, nationalisms, and meanings of work. Her research has been published in journals including Argumentation & Advocacy, Visual Communication Quarterly, and Computers & Education. She is currently working on The Rhetorical Invention of Klanswomen, a book manuscript examining the organizational rhetoric of a by-women, for-women KKK organization active in the 1920s.

Amy Koerber (Ph.D. Minnesota, 2002), associate chair-TCR, specializes in feminist rhetorical analysis of medical discourse. Her research interests include health communication, rhetoric of science and technology, women's studies, and Internet studies.

Susan Lang (Ph.D. Emory, 1992), director of first-year composition (FYC), specializes in rhetorical and critical theory, technical communication, and the use of computers in writing instruction, and has written on computers and writing instruction, hypertext, intellectual property issues and other electronically-related topics.

Kristen Moore (Ph.D. Purdue, 2012) specializes in technical communication in the public sphere (public policy, planning, and participation, more specifically), minority rhetorics, digital pedagogies, and rhetorical methodologies. She has published articles in Learning, Media and Technology and the Journal of Technical and Written Communication that address pedagogical concerns for teachers of technical communication. She is currently working on two article-length manuscripts: one focused on Actor Network Theory as a rhetorical methodology, the other focused on interruptive rhetorics as employed in transportation planning.

Rich Rice (Ph.D. Ball State, 2002) specializes in computer writing environments, distance education, ePortfolios, and new media rhetoric. He is co-author of Portfolio Keeping 2/e and Portfolio Teaching 2/e (2006) with Bedford/St.Martin's, as well as co-author of ePortfolio Performance Support Systems (2013) with Parlor Press. Recent publications also include “Faculty Professionalization through Agile Refactoring Support Thinking for OWI” (2014), "'Smart' Connect-Exchange Intercultural Study Abroad Models" (2013), "Teaching Style in Basic Writing Through Remediating Photo Essays" (2013), and "Constructing New Mediated
Rebecca Rickly (Ph.D. Ball State, 1995) studies rhetoric(s), electronic literacy, gender issues, and research methods. She is co-author of *The Online Writing Classroom* and *Performing Feminism and Administration*, and she has authored numerous chapters and articles on technology, gender, teaching, research, and administration. Her current projects include a large-scale study of required research methods coursework in Composition/Rhetoric and Technical Communication PhD work.

Brian Still (Ph.D. South Dakota, 2005) has published three books, including a 2008 cultural analysis, *Online Intersex Communities: Virtual Neighborhoods of Support and Activism* (Cambria Press). In addition to directing Texas Tech’s Usability Research Lab, he is also CEO of Grinbath, a high-tech startup spun off from Tech in 2010. Brian has managed the development of multiple patented products, based on eye tracking technology originally innovated in the Usability Research Lab, which are being sold around the world.


Department Support

The Department of English includes nearly 50 tenure-line faculty, 12 instructors, and 90 Graduate Part-Time Instructors (GPTIs). Your cooperation is essential to supporting the teaching and research missions of such a large number of faculty on the always tight Maintenance and Operations Budget. In the effort to assist all faculty as fully and fairly as possible, the following policies and procedures have been adopted.

Computing: The department supports five computer classrooms, departmental file servers, and two shared computer/printer pods (414 and 467).

Copying: All instructors may leave their syllabi, policy statements, mid-terms and finals in the work-box in 212 to be copied on the AB-Dick copier. Further, instructors teaching courses above 1301/1302 and having twenty or more students may leave class handouts to be copied on the AB-Dick. Please provide staff with at least 24-hours turn-around time on your smaller requests for copying and at least 48-hours turn-around time for requests involving more than three pages of multiple copies. Classroom instructors are allotted 500 copies per semester on the copy machine; document instructors are allotted 200 copies.

E-Reserve: For those interested in conserving paper, a KIC scanner is available in the departmental mailroom and can be used to digitize printed texts and images. Assistance is available also from the E-Reserve Division (2-2243 or libraries.reserve@ttu.edu) at the University Library in putting your course syllabi and assigned readings online as PDF files. This is a free service: the instructor submits a bibliography and the library's e-reserve staff locate the articles, obtain the necessary permissions, create the PDFs, and make the files available on a password-protected website for the students in the course.

Keys: You will be issued a building key and a key to your office. You must turn in both keys to the department prior to leaving Texas Tech University or a hold will be put on your transcripts.

Mail, phone, fax, etc: All instructors have mailboxes in 213 for incoming mail. GPTIs share phones located in 414 and 467. In 213 is a fax machine for instructor use; please record your name and the number to which you are faxing materials on the sign-up sheet near the
machine. To use the machine for long-distance, dial 881, then the number of the machine to which you are faxing.

**Room reservations and AV equipment:** On the department’s website (www.english.ttu.edu.) you will find sign-up schedules for various rooms available for faculty reservation. Also available for reservation are COWs (Computer on Wheels), VCRs, DVDs, and other equipment. The department also has overhead projectors and slide projectors as well as a collection of videos available for checkout to faculty and GPTIs for teaching purposes. Please consult Jennifer Forbes for information on audio-visual equipment availability.

**Supplies:** In the mailroom (213), the department maintains supplies of grade books, pencils, envelopes, and so on. Such supplies are for university-related teaching and research only.

**Travel:** The department funds travel to conferences when you are attending, presenting a paper, chairing a session, or attending as the officer of an organization. Once you hear from the Travel Committee that you’ve been authorized to spend a set sum of money, make reservations as soon as possible. There may also be ‘matching funds’ between the department and the Graduate School. Whether or not you get funding for your travel, you need to fill out an Application for Official Travel. This encumbers funds (if funds are involved). If you are traveling to foreign countries, you also must fill out a Foreign Travel Form at least 45 days in advance of your travel. Finally, save receipts for travel, parking, conference registration, and housing and submit them to Ashley Olguin immediately after your return: she will need these receipts in order to complete the Travel Voucher that activates your reimbursement from encumbered funds. Do not submit food receipts: your reimbursement will be at the state’s official per diem rate for your destination. If you are lodging in Texas on official business, you don’t pay (and won’t be reimbursed for) the state hotel tax. Notify the hotel of your exemption at the time of registration. Please see Ashley also for copies of the Application for Official Travel and Application for Foreign Travel.

**Sick Days:** If you know in advance that you will miss a day of classes, please arrange for a substitute to meet your classes. If an emergency arises and you must miss class, please contact the English Department Office (742-2501) so we are able to notify your students. If you are teaching first-year writing (ENGL 1301, or 1302) and must miss class due to illness, please contact Monica Norris (2-2500, ext. 226).
Master of Arts Programs in English

Program Description

The department offers a traditional onsite MA program as well as an online MA program (OMAE). The online MA program is available Fall 2015 and is the same as the onsite program, with a different mode of delivery (electronic vs. face-to-face). The requirements for the MA online are the same as for on-campus students and can be found below. The application process is the same. Admitted MA students may take courses either online or face to face.

At this time, we do not plan to offer the Creative Writing concentration online.

Students pursuing the master's degree in English at Texas Tech University are required to follow the regulations in the Undergraduate and Graduate Catalog. The following are specific details further set forth by the Department of English.

AIMS

Graduate Study is characterized ideally by breadth and depth of knowledge and ability in selected fields; by intellectual curiosity and the desire to contribute to human knowledge; and practically by specialized training in a career of the individual's choice. Accordingly, the specific aims of the M.A. program in English are (1) general knowledge of literature, discourse, and language; (2) a refinement of specialized knowledge and ability in a chosen field; (3) knowledge and application of principles, techniques, and methods across the fields; and (4) demonstration of essential communication skills.

OVERVIEW & AREAS OF EMPHASIS

The M.A. program in English offers students the opportunity to gain broader and deeper knowledge across fields and engage in advanced study while pursuing specialized training in one of the primary areas of emphasis: British and American literature; creative writing; comparative literature; and linguistics; potential subspecialties include Film & Media Studies; Literature, Social Justice and Environment; Book History; Nineteenth-Century Studies; Comparative Literature, Globalization, and Translation. Students are encouraged to imagine their area/s of emphasis as a marketable specialization.
Each emphasis involves a common set of core requirements in foundation courses, historical
distribution of British and American literature courses, as well as literary genre courses. The
M.A. in English is a 36-semester-hour degree, available under a thesis and a non-thesis
option. Students who wish to conduct an extended research project in their area of
emphasis at the end of their program should select the thesis option, and those who wish
to gain greater breadth through course work should select the non-thesis option. Students
who select the non-thesis option may augment their primary area of emphasis with
supporting course work through the department’s offerings in linguistics, rhetoric, and
technical communication, or they may do a degree minor in another department.
M.A. Requirements

Onsite and online Master’s students earn 36 semester hours of graduate credits beyond the bachelor’s degree. The thesis option includes at least 30 hours of graduate courses plus 6 hours of thesis hours; the (non-thesis) portfolio option includes at least 36 hours of graduate courses.

FOUNDATIONS COMPONENT (6 credit hours)
• Two of the three foundation courses: ENGL 5340: Research Methods, ENGL 5342: Critical Methods, ENGL 5060: History and Theories of College Composition

BREADTH COMPONENT (9 credit hours)
• One course in British literature (before or after 1700); note: for linguistics students ENGL 5334: History of the English Language or ENGL 5303: Old or Middle English may be substituted for the course before 1700
• One course in American literature (before or after 1900); note: for linguistics students ENGL 5337: Studies in Linguistics may be substituted for either part of the American literature requirement when the course is taught on sociological issues in American culture.
• One course in Comparative Literature

LITERARY GENRES REQUIREMENT (6 credit hours)
• at least two of the literature courses for the M.A. must be devoted to the study of a different primary genre (poetry, drama, fiction, film, and non-fiction)

PROFESSIONAL DEVELOPMENT COMPONENT (3 credit hours)
• English 5390: Writing for Publication (this course is optional for MA students, it is only offered, and can be taken in the fall semester of the student’s second year)
• Participation in the Professional Development Curriculum (coordinated with variable hours in English 5000: English as a Profession)

SPECIALIZATION OPTIONS (9 hours)
• for American & British literature: three additional courses in British and American literature
• **for creative writing**: two courses in creative writing (ENGL 5370) and one additional course in American and British literature
• **for comparative literature**: three courses in comparative literature (ENGL 5355 and courses taught by English Department faculty in the Comparative Literature division or courses in CLGT chosen by the student and committee)
• **for linguistics**: three courses in linguistics (ENGL 5335: Principles of Language, one additional course in the structure of English, and one additional course in the sociological issues in language)
• **for subspecializations**: (book history, nineteenth-century studies, film & media studies, LSJE, CLGT etc.): students are encouraged to discuss with their area advisors and the DGS ways that their literature requirements may coordinate with these professional interests

**GRADUATE CERTIFICATE OPTIONS**

• The Department of English offers graduate certificates in Linguistics; Publishing & Editing; Book History & Digital Humanities; and Teaching Technical Communication. Students interested in these areas are encouraged to discuss this with their advisors, the ADGS, and the DGS.
• The courses in the Department of English may also count for other extra-department graduate certifications in Linguistics (contact Dr. Min-Joo Kim), Medieval and Renaissance Studies (contact Dr. Julie Couch), and Women’s Studies (contact Dr. Marjean Purinton).

**THESIS/PORTFOLIO REQUIREMENT (6 hours)**

• six hours of thesis; or a portfolio and two additional courses (these courses may constitute a degree minor in another department &/or further specialization training); *see below for more information and suggestions*

**FOREIGN LANGUAGE REQUIREMENT**

M.A. students must demonstrate reading knowledge of a language other than English. Competence may be demonstrated in one of four ways: (1) by passing a 2302 course in any language with a grade of a B or higher; (2) by passing the two-semester graduate reading course 5341-5342 sequence offered by the Department of Classical and Modern Languages with a grade of B or higher in the second semester; (3) by passing the ETS examination in
the language, or 4) by placing beyond the fourth semester on the placement examinations offered by the Department of Classical and Modern Languages. Native speakers of languages other than English are exempt from this requirement.

ADMISSION TO CANDIDACY

During their first three semesters of course work, M.A. students must meet periodically with the Director of Graduate Studies and prepare the “Program for the Master’s Degree and Admission to Candidacy.” Typically this form is filed during the student’s third semester of enrollment in the program.

Thesis Overview

Students should discuss their options between thesis and non-thesis with the Director of Graduate Studies, the ADGS, and area faculty. A student who elects to write a thesis should confer with the DGS regarding the formation of a thesis committee consisting of two faculty members. One faculty member will serve as the chair of this committee, which will advise the student in refining a topic, conducting appropriate research, and drafting and revising the thesis itself. The thesis process involves the student being in regular contact with all members of the committee, not just the adviser.

There is no ideal template for what constitutes a good M.A. thesis. Though guided by the committee, the students must be prepared to work independently in exploring a topic and making an original contribution to scholarly understanding of the issues under consideration. The student will schedule an oral defense with the committee in the semester in which he or she intends to graduate. The formal oral defense of the thesis before the committee will allow the student the opportunity for self-assessment of the completed work as well as an opportunity to respond to questions from the committee regarding the methodology and interpretive strategies employed in the thesis.

ORAL DEFENSE TIMETABLE AND PROCEDURES

- At least three (3) weeks in advance of the intended defense date, the student must complete a “Request for Thesis/Dissertation Defense” form in collaboration with her or his committee, then submit the form to the Director of Graduate Studies.
- At least three (3) weeks in advance of the intended defense date, the student will also provide each committee member with a copy of the completed thesis.
• The defense must take place no later than the last day to defend theses and dissertations for the semester in which the student intends to graduate (usually the 10th week of a fall or spring semester), according to the deadline established by the Graduate School. **Note that the Graduate School defense deadline means that you have to submit the request by about the seventh week; you therefore have about a year and a half to write the thesis, not two full years!**

• The chair of the thesis committee must report the outcome of the defense to the Director of Graduate Studies according to the deadline announced each semester by Graduate School.

*Portfolio (Non-thesis) Overview*

Students should discuss their options between these and non-thesis with the Director of Graduate Studies, the ADGS, and area faculty. M.A. students choosing the non-thesis option must submit a portfolio of materials for review by two members of the graduate faculty. The portfolio will include three 15- to 20-page research papers or a comparable body of creative work (for creative writing specialists only) written and previously completed in courses taken for the M.A.; these should include the graded comments based on their submission for the course for which they were completed. To these three projects (or a comparable body of material) is attached an original 15-20 page reflection paper.

The reflection paper affords students the opportunity to address their own sense of their development as scholars of literature and language. In this respect, the portfolio as a whole has a pedagogical function. It serves not simply as an assessment of work already completed but provides a structure for self-examination and exploration. Students may wish to reflect on the particular methodologies employed in the essays chosen for inclusion in the portfolio, as well as the interpretive strategies used to approach the texts and topics on which they have written. More broadly, the reflection paper may also speak to ways in which the portfolio essays relate to, complicate, or extend the critical discourse in this field of inquiry, and how the research engages with larger questions shaping this field. Students should also address their professional goals and how the ideas informing their portfolio essays might be developed or utilized in their future careers.

Students will formally meet with their two-person committee to answer any questions about the portfolio materials that the committee wishes to raise. But it is important for students to
begin working closely with their selected committee chair in selecting a second reader and preparing the materials for the portfolio well in advance of the formal meeting. The committee should take an active role in advising and guiding students on both the essays to be included in the portfolio and the particular points they might address in the reflection paper.

**PORTFOLIO TIMETABLE AND PROCEDURES**

- Prior to their enrollment in their final semester of course work for the M.A., students will consult with the Director of Graduate Studies, who will assist them in selecting the two-member portfolio review committee. One faculty member acts as chair of this committee. The sooner you identify the two faculty members, the better; ideally, you should at least have broached the subject with your instructors by the end of the summer between your first and second years.

- The research papers selected for inclusion in the portfolio should preferably be revised. An original version should be included in the portfolio with whatever markings and comment were made by the professor for whom they were written. *Note: make sure you retain the hardcopies of your final papers—with graded comments—from each course you take over the course of your degree.*

- The portfolio process involves the student being in regular contact with all members of the committee, not just the adviser.

- The completed portfolio must be submitted to the committee at least three (3) weeks before the date on which students have scheduled their formal meeting with their committee.

- The formal meeting with the committee must take place no later than the last day to defend theses and dissertations for the semester in which the student intends to graduate (usually the 10th week of a fall or spring semester).

- Students whose portfolio materials or answers to the committee’s questions at the formal meeting are deemed unsatisfactory by the committee may be required to delay their graduation in order to revise and resubmit their portfolio materials.

- The student must submit a final copy of the completed portfolio, covered by a title page bearing the signature of the committee chair and first reader, to the DGS no later than one week after the student’s meeting with the committee. The DGS will also require an electronic copy of the portfolio for departmental records.
**Requirements Checklist:** M.A. in British and American Literature, Book History, LSJE, Nineteenth-Century Studies, Film & Media Studies

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<tr>
<th>Required:</th>
<th>Offerings:</th>
<th>Course # and Date Completed</th>
<th>Suggested Future Enrollment</th>
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<tbody>
<tr>
<td>2 of the 3 foundation courses</td>
<td>5340</td>
<td>5342</td>
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<td>1 course in British (before or after 1700)</td>
<td><em>Before 1700.</em></td>
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<td>1 course in American (before or after 1900)</td>
<td><em>Before 1900.</em></td>
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<tr>
<td>1 course in Comparative</td>
<td>5317</td>
<td>5355</td>
<td>5380</td>
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<tr>
<td>1 professional development</td>
<td>5390 (optional)</td>
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<th>Requirement</th>
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<tr>
<td>4 additional courses in British, American Comparative literature, subspecialization</td>
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<td>6 hours of thesis (6000) OR 2 additional courses</td>
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<td>At least 3 lit classes in different genres: film, drama, poetry, prose fiction</td>
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<td>Foreign Language Requirement</td>
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*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or other specialized and Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period and/or genre requirements.
## Requirements Checklist: MA in Creative Writing

<table>
<thead>
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<td>2 additional courses in British and American</td>
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<td>1 professional development</td>
<td>5390 (optional)</td>
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<tr>
<td>2 courses in Creative Writing</td>
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<td>Requirement</td>
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<td>Portfolio plus 2 additional courses, or 6 hours of thesis</td>
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*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or other specialized and Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period and/or genre requirements.*
### Requirements Checklist: MA in Comparative Literature

<table>
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<tr>
<td>1 course in British (before or after 1700)</td>
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<td>Before 1900.</td>
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<tr>
<td>1 course in American (before or after 1900)</td>
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<td>1 course in Comparative</td>
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<td>4 courses in comparative literature</td>
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<td>*any other ENGL or CMLL course approved by the director of the</td>
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<td>comparative literature emphasis</td>
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<td>6 hours of thesis (6000) or 2 additional courses</td>
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<tr>
<td>At least 3 lit classes in different genres: film, drama, poetry, prose fiction</td>
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<td>Foreign Language Requirement</td>
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*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or other specialized and Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period and/or genre requirements.*
### Requirements Checklist: *M.A. in Linguistics*

<table>
<thead>
<tr>
<th>Required:</th>
<th>Offerings:</th>
<th>Course # and Date Completed</th>
<th>Suggested Future Enrollment</th>
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<tr>
<td>1 course in British (before or after 1700)</td>
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<td>After 1700:</td>
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<tr>
<td>1 courses in American, (before or after 1900)</td>
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<tr>
<td>OR</td>
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<tr>
<td>Any course in American literature plus ENGL 5337:</td>
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<td>5380</td>
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<td></td>
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<tr>
<td>1 course in Principles of Language</td>
<td>5335</td>
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<td>3 courses, at least 1 in each of these areas of Linguistics:</td>
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<td>6 hours of thesis (6000) OR 2 additional courses in Linguistics</td>
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<tr>
<td>Foreign Language Requirement</td>
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</table>

*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or other specialized and Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period and/or genre requirements.*
Template Curricula: M.A. in British and American Literature with Thesis Option

<table>
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<tbody>
<tr>
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<td>Year 1</td>
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<tr>
<td></td>
<td><strong>Fall Semester Courses</strong></td>
</tr>
<tr>
<td></td>
<td>ENGL 5060: History and Theory of College Composition</td>
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<tr>
<td></td>
<td>ENGL 5340: Research Methods or ENGL 5342: Critical Methods</td>
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<td>ENGL 53--: English elective</td>
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<td><strong>Spring Semester Courses</strong></td>
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<td></td>
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<td><strong>Teaching</strong></td>
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<td>ENGL 1301/1302 (10 hours/week)</td>
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*Summer Session*: If necessary, required foreign language study.

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<td><strong>Fall Semester Courses</strong></td>
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<tr>
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<td>ENGL 5390: Writing for Publication</td>
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<td>ENGL 6000: Thesis Hours</td>
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Template Curricula: M.A. in British and American Literature with Portfolio/Non-thesis Option

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<td>ENGL 53--: English elective</td>
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**Teaching**

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**Summer Session**: If necessary, required foreign language study.

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<tbody>
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<td><strong>Fall Semester Courses</strong></td>
<td><strong>Spring Semester Courses</strong></td>
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<td>ENGL 5390: Writing for Publication</td>
<td>ENGL 53--: English elective</td>
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Template Curricula: M.A. in Creative Writing

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<tr>
<td>ENGL 5060: History and Theory of College Composition</td>
<td>ENGL 5370: Creative Writing Workshop</td>
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<td>ENGL 5340: Research Methods or ENGL 5342: Critical Methods</td>
<td>ENGL 53---: English elective</td>
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<td>ENGL 5370: Creative Writing Workshop</td>
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**Teaching**

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**Summer Session**: If necessary, required foreign language study.

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<tbody>
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<td><strong>Fall Semester Courses</strong></td>
<td><strong>Spring Semester Courses</strong></td>
</tr>
<tr>
<td>ENGL 5390: Writing for Publication</td>
<td>ENGL 53---: English elective</td>
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<td>ENGL 5370 or 6000: Creative Writing Workshop or Thesis Hours</td>
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## Template Curricula: M.A. in Comparative Literature

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<tr>
<td>ENGL 5060: History and Theory of College Composition</td>
<td>ENGL 53--: English elective</td>
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<td>ENGL 5340: Research Methods or ENGL 5342: Critical Methods</td>
<td>ENGL 53--: English elective</td>
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<td>English elective or Comparative Literature elective</td>
<td>English elective or Comparative Literature elective</td>
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### Teaching
- ENGL 1301/1302 (10 hours/week)

### Summer Session
- If necessary, required foreign language study.

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<td>ENGL 5390: Writing for Publication</td>
<td>ENGL 53--: English elective</td>
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<tr>
<td>English elective or Comparative Literature elective</td>
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## Template Curricula: M.A. in Linguistics

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<td>ENGL 5335: Principles of Language</td>
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### Summer Session:
If necessary, required foreign language study.

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<tbody>
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<td><strong>Spring Semester Courses</strong></td>
</tr>
<tr>
<td>ENGL 5390: Writing for Publication</td>
<td>ENGL 53--: English elective</td>
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<tr>
<td>British Literature or Linguistics elective</td>
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<td>ENGL 1301/1302 (20 hours/week)</td>
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The M.A.: Thesis or Portfolio?

The Graduate School requires that every student receiving a master’s degree submit a thesis or complete an “examination” (or equivalent) that culminates the degree.

**M.A. Thesis**

You may, if you wish, culminate your M.A. degree by writing and submitting a thesis in your area of specialization. A typical thesis extends to 70-100 pp. in length, often comprising 3-4 chapters of work. For most fields (creative writing excepted), the thesis will be *research-intensive*, and for all fields it is writing intensive. Choosing to complete an M.A. thesis is a good option for:

- students definitely interested in going on to a Ph.D. program and wish to explore the dynamics of an intensive research project in preparation for doctoral work
- students who *may* wish to go on to a Ph.D. program, and who wish to explore the dynamics of the intensive research such a program requires
- students who enjoy the intellectual rigor and difficulty of scholarly research

By the end of your first year of study, you should make a decision regarding whether you wish to write a thesis so that you can begin talking with faculty about serving on your thesis committee and plan your schedule for the coming year. A thesis committee requires two committee members, one of whom will serve as the chair. If you choose to write a thesis, you should also plan to take ENGL 6000: Thesis for 3 hours in both the fall and spring of your second year.

Students completing the thesis must follow the guidelines and meet the deadlines described on the website of the Graduate School, though of course questions can be directed to the Director of Graduate Studies. Here are two major stipulations you should be aware of:

- Graduate School rules typically require the thesis to be defended *at least six weeks prior to the intended graduation date*. May graduation, for example, typically requires a late-March defense.
- Department rules require that the thesis be provided to the committee *at least four weeks prior to the intended defense date*. A late March defense means, then, that the thesis must typically be fully drafted and turned over to the thesis committee by the end of February.

In other words, don’t be deceived into thinking that if you wish to graduate in May you have the entire spring semester to continue work on the thesis. In fact, you have until the
end of February at most, so you need to calculate these requirements as part of your broader schedule. Again, you have about a year and a half to write the thesis, not two full years in order for a spring graduation.

*The Defense.* The oral defense of the thesis is the final step in completing the degree. Your thesis director will work with you to establish the requirements of your defense, but typically a defense includes both your formal presentation of your work and a session of questions and answers. The defense is open to the public, so members of the department, university, and community are welcome to attend, and some directors allow the audience, too, to ask questions.

*M.A. Portfolio*  
The department’s non-thesis option is the M.A. Portfolio, which is our equivalent of the examination required by the Graduate School. Guidelines for the portfolio are described at some length in the M.A. Program Description provided in this handbook. Generally, the portfolio consists of essays written previously for graduate seminars, compiled and accompanied by a self-reflection essay that mediates on the intellectual work that characterized those seminar papers and the graduate experience more broadly. The portfolio is also, then, 70-100 pp. in length, though with only 15-20 pp. of new writing. Like the M.A. thesis, the portfolio requires a two-person advisory committee, one of whom will serve as the chair of that committee. Students pursuing the portfolio option do not take ENGL 6000: Thesis. Instead, they take two additional courses, working on the portfolio on their own time. Completing a portfolio is an outstanding option for:

- students who intend to continue on for a Ph.D., but who want the greater breadth of coursework that additional seminars would provide (thesis hours typically do *not* transfer to a PhD degree)
- students confident that they can produce a Ph.D. writing sample from ENGL 5390, then use additional time to prepare Ph.D. applications and perhaps develop timely CV items
- students enrolled part-time and traveling from a distance, if access to research materials would make a thesis difficult
- students definitely not intending the Ph.D., perhaps using the M.A. terminally for professional interests
Application to renew GPTI appointment 2015-2016

Instructions: Please complete the information below electronically and submit it as an attachment to the Director of Graduate Studies at english.gradadvisor@ttu.edu. Applications are due by 5 p.m. by the second Friday in January 2015.

Name: 

Current degree program: 

- [ ] MA English 
- [ ] MATC 
- [ ] PhD TCR

Expected graduation date: 

Desired term of appointment: 

- [ ] Fall 15-Spring 16 
- [ ] Fall 15 only 
- [ ] None

Please indicate here your preferred courses for 2015-2016. Do not indicate courses you are not (or will not be) qualified to teach.

Courses you would like to teach in fall 2015 (indicate DI or CI for 1301 & 1302):

1. 
2. 
3. 

Courses you would like to teach in spring 2016 (indicate DI or CI for 1301 & 1302):

1. 
2. 
3. 

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Application to renew GPTI appointment 2016-2017

**Instructions:** Please complete the information below *electronically* and submit it as an attachment to the Director of Graduate Studies at english.gradadvisor@ttu.edu.

Applications are due by 5 p.m. by the **second Friday in January 2016**.

Name: 

Current degree program: 

- [ ] MA English  
- [ ] MATC  
- [ ] PhD TCR

Expected graduation date: 

Desired term of appointment: 

- [ ] Fall 16-Spring 17  
- [ ] Fall 16 only  
- [ ] None

Please indicate here your preferred courses for 2015-2016. Do not indicate courses you are not (or will not be) qualified to teach.

Courses you would like to teach in fall 2016 (indicate DI or CI for 1301 & 1302): 

1.  
2.  
3. 

Courses you would like to teach in spring 2017 (indicate DI or CI for 1301 & 1302): 

1.  
2.  
3.
Doctor of Philosophy in English

Program Description

Students pursuing the Ph.D. in English at Texas Tech University are required to follow the regulations in the *Undergraduate and Graduate Catalog*. The following are specific details further set forth by the Department of English.

**AIMS**

The doctoral program in English at Texas Tech University is designed to build off of the general and specialized knowledge and ability of related master’s-level work and to permit students to conduct advanced study in literature, discourse, linguistics, and creative writing. Students in our program are encouraged to prepare broadly, so that they may come to understand the rich interconnectedness of texts, methods, and approaches across traditional divisions of period, geography, and genre. They are also asked to choose and refine particular primary and secondary areas of concentration, so that they may conduct specialized research at the highest level of intellectual engagement. The goal of this twofold approach to doctoral studies is to prepare students simultaneously to teach in multiple fields and to produce scholarship in their area of concentration.

Accordingly, the specific aims of the doctoral program in English are (1) broad knowledge of literature, discourse, and language; (2) specialist knowledge and ability in a chosen field or select & coordinated fields; (3) knowledge and application of principles, techniques, and methods across fields; and (4) demonstration of essential communication skills.

**OVERVIEW & AREAS OF EMPHASIS**

The Ph.D. program in English offers students the opportunity to gain breadth and depth beyond their master’s-level study and to engage in advanced study while pursuing specialized training in one of the primary areas of emphasis: British and American literature; creative writing; comparative literature; and linguistics; potential subspecialties include Film & Media Studies; Literature, Social Justice and Environment; Book History; Nineteenth-Century Studies; Comparative Literature, Globalization, and Translation. Students are encouraged to imagine their area/s of emphasis as a *marketable* specialization.

Each emphasis involves a common set of core requirements, specialized training, and options for minor areas of professional interests.
Ph.D. Coursework Requirements

Ph.D. students earn at least 60 hours of graduate-course credit beyond the bachelor’s degree, including at least 45 hours of graduate courses in English. Graduate courses from a master’s program, either at Texas Tech or another university, may count (contingent upon transfer credit) toward the total of 60 post-baccalaureate hours. In fulfilling the following specific course work requirements for the Ph.D., students may use individual courses to satisfy requirements in more than one area.

FOUNDATIONS COMPONENT (6 hours)
- English 5340: Research Methods
- English 5342: Critical Methods

BREADTH COMPONENT (9 hours)
- one course in British literature (either before or after 1700)
- one course in American literature (either before or after 1900)
- one course in Comparative literature

Note: students must take one early period course and one later period course to fulfill this 9 hour requirement

PEDAGOGY COMPONENT (3 hours)
- English 5392: Teaching College Literature (this course must be taken in the spring semester of the student’s second year)

LITERARY GENRES REQUIREMENT (6 hours)
- at least two literature courses, each must be devoted to the study of a different primary genre (poetry, drama, fiction, film, and non-fiction)

PROFESSIONAL DEVELOPMENT COMPONENT (3 hours)
- English 5390: Writing for Publication (this course must be taken in the fall semester of the student’s second year)
- Participation in the Professional Development Curriculum (coordinated with variable hours in English 5000: English as a Profession)
SPECIALIZATION COMPONENT (18 hours)
• at least six courses in the student’s area of concentration; see more below

DISSERTATION REQUIREMENT (12 hours)
• at least 12 hours of enrollment in English 8000: Doctor’s Dissertation, including at least a 3 hour enrollment in the semester in which the dissertation is defended

FOREIGN LANGUAGE/METHODS REQUIREMENT
The Foreign Language/Methods Requirement may be satisfied by one of three main options:
1. Two foreign languages: requirement for each met (a) by the fourth semester of undergraduate study with a grade of B or higher in the final course, or (b) by completion of intensive summer foreign language sequences for graduate students with a grade of B or higher in the final course, or (c) by examination administered by ETS or CMLL.
2. High proficiency in one foreign language: a grade of B or better in (a) a graduate course taught in a foreign language or (b) in two upper division undergraduate language courses with readings in the original language, or (c) high proficiency in English philology (ENGL 5301: Old English Language OR 5380 when taught as Middle English Language; ENGL 5303: Beowulf OR Middle English Literature, and ENGL 5334: History of the English Language).
3. One foreign language satisfied under the provisions of option one, plus two methods courses (excluding ENGL 5340: Research Methods and ENGL 5342: Critical Methods) approved by the Director of Graduate Studies and the student’s doctoral advisory committee. Tools courses may include non-English or TCR course offerings if they are relevant to the student’s area of focus.

CONCENTRATION AREAS
Students may concentrate in the following areas: American Literature; British Literature; Film & Media Studies; Comparative Literature; Linguistics; Literature, Social Justice, and the Environment; Book History; and Nineteenth-Century Studies. Each concentration consists of at least 18 semester hours (6 courses), 12 of which (4 courses) must be taken at Texas Tech after admission to the Ph.D. program. Particular courses will be determined in consultation with the Director of Graduate Studies and the student’s Advisory Committee. (Note: More detailed guidelines about concentration area requirements may be provided by faculty in
those areas. Students are encouraged to familiarize themselves with faculty in areas of interest early in their careers on campus and maintain effective communication with likely mentors, committee chairs, and readers.)

**DEGREE MINOR OR SECONDARY AREA OPTION**

Students may do a degree minor or a secondary area of concentration. A degree minor requires completion of 15 semester hours (5 courses) in another department or program. The particular courses are subject to the approval of both the Director of Graduate Studies in English and the Director of Graduate Studies in the minor department. The student is examined in the minor area on the Ph.D. qualifying examinations, and a professor from the minor department serves on the examination committee.

A secondary area of concentration consists of at least 15 semester hours (5 courses) taken inside or outside the Department of English. The particular courses are subject to the approval of the DGS in English and the student's Advisory Committee, and the student is examined in the secondary area on the Ph.D. qualifying examinations.

**GRADUATE CERTIFICATE OPTIONS**

The Department of English offers graduate certificates in the following areas:
- Certificate in Book History and Digital Humanities
- Certificate in Linguistics
- Certificate in Medieval and Renaissance Studies
- Certificate in Publishing and Editing
- Certificate in Teaching Technical Communication
- Certificate in Women's Studies

Students interested in these areas are encouraged to discuss this with their advisors, the ADGS, and the DGS.

**FIRST-YEAR MATTERS**

**ANNUAL REVIEW**

Upon entering the doctoral program, the DGS, in consultation with the student, will select two faculty members to serve as a provisional advisory committee. At the end of the student's first year of full-time study, the provisional advisory committee will review the student's portfolio, which will include:
• brief reports submitted by instructors in all courses taken during the first year
• a term-paper length (15-25 pages) graded essay written for one of those courses and indicative of the student’s highest level of competence
• a statement indicating the means by which the student will satisfy the Graduate School’s residency requirement in either the first or second year of enrollment.

The committee will meet with the student, recommend subsequent courses to be taken in the second year, and report to the DGS. If the committee decides that the student’s record of work in the program is weak, it may recommend that further financial support be denied.

DEGREE PLANS
Upon completion of the first Annual Review, each Ph.D. student must prepare, in consultation with the Director of Graduate Studies and the student’s provisional advisory committee, a “Program for the Doctoral Degree,” which includes plans for meeting the requirements of coursework, foreign language, dissertation, and residence. The Director of Graduate Studies forwards the proposal to the Dean of the Graduate School for approval.

RESIDENCY REQUIREMENT
Regardless of the amount of graduate work completed elsewhere or part-time at Texas Tech, doctoral students must spend a period in residence at the University. This requires enrolling in at least 24 hours of doctoral course work during an 18-month span. Dissertation and graduate-level foreign language courses may be used to satisfy this requirement.

SECOND YEAR
DISserTATION COMMITTEE
Early in the second year, and certainly before completing coursework, students should, in consultation with their Provisional Advisory Committee and the DGS select a faculty member to serve as chair of the student’s three-person dissertation committee. After choosing (and being accepted by) a chair, the student should discuss potential committee members with her or him, since it is important that the chair and members of the advisory committee work as a team. The expertise areas of the chair and members of the advisory committee should reflect the specialization and related field/s in which the student plans to take the qualifying examination and write the dissertation. Considering a topic for the dissertation, the student
should consult with committee members about the field of specialization (a historical period, a body of theoretical work, a genre, a topic) and the related field (a contiguous period or related theory, genre, or topic).

The committee chair should have expertise in the content of the specialization, which will be the area of the dissertation; the chair will direct the committee’s construction and evaluation of the qualifying exam and will direct the dissertation. The second and third members of the committee will contribute to the construction of the exam questions, will read and evaluate the exam responses, and will serve as readers of the dissertation. To contribute complementary resources to the student’s work and to render informed readings of the dissertation, they might bring appropriate expertise in the following ways: content of primary or secondary field, theoretical frameworks or critical methodologies useful to the dissertation project, genre or period expertise relevant to the dissertation project, or cross-disciplinary expertise germane to the dissertation project.

It is important that the three-committee members work as a team, so after choosing a chair, the student should discuss potential committee members with her or him. Students must ask potential committee members whether they will serve on the committee, which is more likely and more profitable if the student has already worked with the potential committee members in formal courses. When they have a verbal agreement from all three committee members, students should arrange a meeting with the entire committee to discuss reading lists, expectations and strategies for qualifying examinations, and the prospective field/topic of the dissertation. When the committee has been formalized in this way, the student must notify the DGS regarding the composition of the committee and complete the appropriate form for the Graduate School.

**ANNUAL REVIEW**

At the conclusion of the student’s second year of coursework, the dissertation committee will review the student’s progress. If the committee is convinced that the student has made satisfactory progress towards the degree, it will recommend to the DGS that the student be permitted to continue in the program. In each subsequent year the committee chair will indicate to the DGS whether or not the student is making satisfactory progress toward the degree.
THIRD YEAR

Note: The Qualifying Examinations procedure was revised in April 2010 and became effective at the start of the Fall 2010 semester. Students entering the program before August 2010 may choose to be examined under the former system or current system; students entering the program in August 2010 or thereafter must be examined under the current system. The previous language of the examinations procedure may be found in Appendix 1 below.

QUALIFYING EXAMINATIONS

Qualifying examinations in the Department of English are intended to allow doctoral students to demonstrate their preparedness and promise—in effect, their qualifications—for entering the academy and profession as writers, scholars, and teachers in their chosen field of study and for writing a book-length study (dissertation) on a related topic. Accordingly, we require students to display their intellectual preparation and scholarly expertise orally and in writing, and there are breadth and specialization aspects to the reading list and the qualifying exam.

Requirements

The qualifying examination consists of a multi-part assessment that allows members of the dissertation committee to evaluate the student’s potential and preparation to be a professional in the field. To pass the examination, students must perform successfully in each of the following areas:

1. Dossier, consisting of four items: (1) a 5-pp. self-introduction of the student’s research interests, teaching interests, and professional aims, so that the student is responsible for articulating precisely and practically what field or role s/he is qualifying for as a professional and for describing how and why the other materials in the portfolio are suitable for that purpose; (2) an article-length, article-quality essay in the major field of study, or for creative writers, a significant body of publishable-quality creative work (prose or poetry); (3) a complete syllabus, meeting all TTU content requirements, for a 3000-level course in the student’s field of study; and (4) a complete syllabus, meeting all TTU content requirements, for a 4000- or 5000-level course in the student’s field of study. The dossier portion of the
examination must be presented to the committee no less than one week prior to the date of the written examination.

2. **Written Examination**, consisting of three parts: (1) a broad exam in an identifiable scholarly area or period in which the student expects to search for jobs; (2) a broad exam in a related scholarly area, period, genre, or theoretical field that comprises an area of study; and (3) a narrow exam of direct relevance to the writing the student will do for the dissertation. The three parts of the examination will correspond to a tripartite reading list developed by the student in consultation with the dissertation committee. The student may take the examination according to either Option 1 or Option 2 (see below) and must select that Option in consultation with the dissertation director and committee.

*NOTE:* Certain directors/committees may advise or even require a student to choose one particular option for the exam. Students must consider the preferences or requirements of faculty members when they are establishing their dissertation committee. Students are encouraged to remain in good contact with their chair throughout this process.

The Options are as follows:

a. **Option 1:** "**Take-home.**" At a time chosen and agreed upon by the student, all members of the dissertation committee, and the DGS, the examination will be provided to the student electronically and s/he will be permitted to write in any location s/he prefers, incorporating outside sources, during a total period of 72 hours. The examination period will culminate in an essay (or set of essays, as the exam requires) of 3,000-4,000 words for each day/part.

b. **Option 2:** "**On-site.**" On three (3) consecutive calendar days agreed upon by the student, all members of the committee, and the DGS, the student will take a sit-down examination in the English building lasting four (4) hours each day. The student will be given, and will respond to, a separate part of the examination on each day and will submit a completed essay (or set of essays, as the exam requires) each day/part. The student will not be permitted to consult outside sources. A member of the dissertation committee will be available to the student in the English building each day during the 4-hour period when s/he is writing exam responses.
Note: The student will indicate her/his preference for Option 1 or Option 2 when s/he registers for qualifying exams, i.e., no fewer than six (6) weeks prior to the examination dates.

3. If the dissertation committee judges that the student has passed the dossier and written examination portions of the qualifying examination process, the student will move on to the oral examination, a 1-2 hour formal interview of the student by his/her committee. The oral examination will take place within three weeks of the written examination and will permit members of the dissertation committee to ask the student questions related to any part of the dossier or written examination or any aspect of the student's fields of preparation or study. A student who is judged to have failed the dossier and written examination portions of the qualifying examination process must be reported as having failed the qualifying examination, and must repeat those examinations, according to the guidelines set forth by the Graduate School.

Timetable and Procedure

Qualifying examinations are typically taken during the student’s third year in the doctoral program. By the time year three begins, the student ought to have formed a dissertation committee and begun crafting a reading list as well as a preliminary dissertation prospectus. The reading list must be tripartite to correspond to the three parts of the written exam, though committees and students may find further subdivisions (primary vs. secondary texts, poetry vs. prose vs. drama, etc.) useful. Generally speaking, reading lists are also a matter of negotiation between the student and committee. The preliminary dissertation prospectus of approximately 15 pp. must include an overview of the intended project, a plan for the number and kinds of chapters, a review of suitable secondary literature in the area of the study, and a preliminary bibliography for the project. Because a student cannot proceed to written examinations without first writing a suitable preliminary dissertation prospectus, committee formation is a crucial first step toward successful preparation for qualifying examinations.

Qualifying examinations may be taken at almost any time of the year, at the discretion of the student and his/her committee and with the consent of the Director of Graduate Studies. Students register for qualifying examinations by completing the necessary form on the “Current Students” page of the program website. Students taking the examinations
under Option 1 above must identify a 72-hour window in which they can work on the examinations. Those working under Option 2 must identify three consecutive calendar days on which to take the examinations. As the registration form for qualifying examinations makes clear, students must take exams during a regular academic semester or summer session but may not do so during, or within one week of, the final exam period in any semester.

The timetable of events and milestones for students taking qualifying examinations is as follows:

1. **Six weeks prior to the first day of the written examination** students must submit their *registration form, reading list, and preliminary dissertation prospectus* to the Director of Graduate Studies. (Note: these should be the final drafts of the reading lists and preliminary dissertation prospectus, approved by the student’s committee members, so students should have worked with the committee already on draft versions.)
2. **One week prior to the first day of the written examination**, students must submit their **Dossier** (see Requirements above) to the dissertation committee.
3. **The written examination** occurs on the dates stipulated in the registration form and, upon completion, are provided to the dissertation committee for review.
4. No more than two weeks after the last day of the written examination, students will be notified in writing by the Director of Graduate Studies of the results of their performance on the **Dossier** and **Written Examination**.
5. No more than three weeks after the last day of the written examination, if the student has been judged to pass his/her **Dossier** and **Written Examination**, the student will have the **Oral Examination**.

*Note:* any rearrangement of an agreed upon timetable (as a result of medical reasons, family emergency, faculty availability, etc.) requires a new agreement among the student, all committee members, and the DGS. Matters of convenience alone will not constitute necessity.

Successful completion of all these steps will constitute a “pass” on the English doctoral qualifying examinations and allow the student to be nominated to doctoral candidacy and to proceed with work on the dissertation. The student will be notified by the Director of
Graduate Studies *in writing* of the final results of the qualifying examinations. Upon receiving notification of a “pass,” the student has 30 days from the date of the official letter to submit the *final dissertation prospectus* to the dissertation committee and the Director of Graduate Studies.

As a final note, students will be judged to have “failed” the doctoral qualifying examination even if they fail only the *Dossier* and *Written Examination* portions without being permitted to progress to the *Oral Examination*. Students and faculty should note that the Graduate School permits a maximum of two attempts to take doctoral qualifying examinations, and that a second unsuccessful attempt results in dismissal from the program and university. An unsuccessful outcome on the first attempt should be taken very seriously, then, and students must work diligently with their committees before making a second, and final, attempt to take qualifying examinations.

**FINAL DISSERTATION PROSPECTUS**

Except in extraordinary circumstances, students will be notified of the result of their qualifying exams no later than three weeks after taking them. Within two weeks of notification of successful completion of qualifying examinations, the candidate will meet with his or her committee to discuss plans and directions for the dissertation. This is the second mandatory meeting of the student with the full committee. No more than 30 days after this meeting, the candidate will submit to her/his committee a final dissertation prospectus of approximately 30 pp. that includes the following items:

- Descriptions of the major argument(s) being advanced by the project, the methodologies to be employed, the project’s contribution to the body of scholarship on the subject, and the potential for publication of the project, whole or in parts.
- A table of contents, brief abstracts of each chapter, and a working bibliography.
- A schedule that forecasts the completion of the project, including timelines for the completion of specific chapters or stages of work.
- A discussion of how the committee’s work will proceed, including stipulations defining the roles of the chair and other committee members in reviewing drafts, resolving differences of opinion, and provision of advice/direction to the student.
- A title page in the format described by the Graduate School for dissertation title pages.
• A signature page providing space for the signature of the student, each committee member, and the DGS.

To satisfy the requirement for the final dissertation prospectus, the student must submit to the DGS a complete copy of the prospectus that includes the student’s signature and the signatures of all committee members. The DGS will provide a signature upon receipt of a satisfactory and signed copy of the prospectus. This copy, bearing all signatures, will be kept with the student’s file in the Graduate Program office. Alternately, the student may submit the prospectus to the DGS as an electronic file, attached to an email that copies all members of the committee. The committee has one week from this submission date to request any further changes; should there be no objection, the prospectus will be final and fully approved.

Students should expect to revise the dissertation prospectus if the committee so desires, as this is part of the normal process by which research projects take their shape. The dissertation committee is meant specifically to advise the student in planning and completing the project. That advice begins with the compilation of readings lists and continues through the processes of proposing and writing the project.

FOURTH YEAR

DISSERTATION

For literature students, the dissertation is usually a scholarly and critical book-length study, while creative writing students produce a book-length creative work, typically either a collection of poems, a collection of short stories or non-fiction prose essays, or a complete manuscript novel or work of creative non-fiction.

With the advice of their dissertation committee, students select their dissertation subject and write a prospectus summarizing the project. Students then write the dissertation under the supervision of the dissertation committee. The dissertation must be approved unanimously by the committee. The final version of the dissertation should be prepared and submitted in accordance with Instructions for Preparing and Submitting Reports, Theses, and Dissertations, available on the website of the Graduate School.
In the semester of graduation, the candidate must meet all deadlines prescribed by the Graduate School for the various required forms: the Intent to Graduate, the Title Page Request, the Defense Notification, etc. These deadlines are available on the Graduate School’s website. Besides these deadlines, candidates must also plan to submit the final draft of the dissertation to the dissertation committee no later than 28 days prior to the dissertation defense. A student submitting the final draft to the committee later than this deadline may not be permitted to schedule a dissertation defense.

To determine a suitable date, time, and location for the dissertation defense, the candidate should first consult with the members of the dissertation committee to determine their availability and ensure that the members approve of the candidate’s plan to proceed with the defense. When the candidate and committee have decided on a date and time, the candidate should have all members of the committee sign the Department of English form for the Scheduling of Final Defense, which requires the signatures of the student, all committee members, and the DGS. Once the form is complete, the student may present it to the Graduate Secretary for the scheduling of an appropriate room for the defense.

**DISSERTATION DEFENSE**

A public defense of the dissertation is required before final approval for the degree is given and must be scheduled within the department using the “Request for Thesis/Dissertation Defense” form. The student’s dissertation committee supervises this examination, which lasts between 1 and 3 hours. Other interested faculty and students are invited to attend. A representative of the Graduate Dean also attends. Upon successful defense of the dissertation, the candidate may file the remaining paperwork (Title Page, Signature Page) with the Graduate School.
### Requirements Checklist: Ph.D. in English with concentration in British and American Literature, CLGT, Book History, LSJE, Nineteenth-Century Studies, Film & Media Studies

<table>
<thead>
<tr>
<th>Required:</th>
<th>Offerings:</th>
<th>Course # and Date Completed</th>
<th>Suggested Future Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 foundation courses</td>
<td>5340 5342</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course in British literature (before or after 1700)</td>
<td>pre-1700:* 5303 5305 5304 5306 post-1700: * 5307 5313 5309 5315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course in American literature (before or after 1900)</td>
<td>pre-1900: 5320, 5323* post-1900: 5324, 5325*</td>
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<td></td>
</tr>
<tr>
<td>1 course in Comparative literature</td>
<td>5355, 5317, 5343, 5380</td>
<td></td>
<td></td>
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<tr>
<td>1 professional development</td>
<td>5390 PDC</td>
<td></td>
<td></td>
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<tr>
<td>2 additional courses selected in consultation w/ advisory committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pedagogy course (usually taken in spring of 2nd year)</td>
<td>5392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 courses in the student’s area of specialization (at least 4 at TTU)</td>
<td>Note: students should consult DGS and area faculty and remain aware of offerings in the relevant area/s</td>
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<table>
<thead>
<tr>
<th>Literary genres: courses from above must cover at least three of five genres (poetry, drama, fiction, film, non-fiction)</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>12 dissertation hours</td>
<td>8000</td>
<td></td>
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<tr>
<td>Tools: language(s); philology; relevant subfields</td>
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<td></td>
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<tr>
<td>Residency Requirement</td>
<td>24 hours/18 months</td>
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<tr>
<td>Total Hours</td>
<td>60 minimum in ENGL; or 45 in ENGL with 15-hour minor</td>
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</tbody>
</table>

*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or specialized or Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period/genre requirements.*
**Requirements Checklist: Ph.D. in English with a concentration in Creative Writing**

<table>
<thead>
<tr>
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<th>Offerings:</th>
<th>Course # and Date Completed</th>
<th>Suggested Future Enrollment</th>
</tr>
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<tbody>
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<td>pre-1700:* 5303 5305 5304 5306  post-1700: * 5307 5313 5309 5315</td>
<td></td>
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<tr>
<td>1 course in American literature (before or after 1900)</td>
<td>pre-1900: 5320, 5323*  post-1900: 5324, 5325*</td>
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<td>5390 PDC</td>
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<tr>
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<td>5355, 5317, 5343, 5380</td>
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</tr>
<tr>
<td>6 courses in the student’s area of specialization (at least 4 of which must be taken at TTU)</td>
<td>5340 5342</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary genres: courses from above must cover at least three of five genres (poetry, drama, fiction, film, non-fiction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 dissertation hours</td>
<td>8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools: language(s); philology; relevant subfields</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>24 hours/ 18 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>60 minimum in English or 45 with 15-hour minor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or specialized or Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period/genre requirements.*
**Requirements Checklist:** *Ph.D. in English with a concentration in Linguistics*

<table>
<thead>
<tr>
<th>Required:</th>
<th>Offerings:</th>
<th>Course # and Date Completed</th>
<th>Suggested Future Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 foundation courses</td>
<td>5340</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5342</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 courses in British literature (before or after 1700)</td>
<td><strong>Before:</strong>* After:* *</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5301</td>
<td>5307</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5303</td>
<td>5309</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5304</td>
<td>5313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5305</td>
<td>5315</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5306</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5334 (may count as either)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course in American literature (before or after 1900), ENGL 5337 (American Dialects or Linguistics and Literature with American focus) may replace this course</td>
<td><strong>Before:</strong> After:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5320</td>
<td>5324</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5323</td>
<td>5325 *</td>
<td></td>
</tr>
<tr>
<td>1 course in Comparative literature</td>
<td>5355, 5317, 5343, 5380</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 professional development</td>
<td>5390</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 additional courses selected in consultation w/ advisory committee</td>
<td>LING or CMLL courses as advised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pedagogy course</td>
<td>5392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Courses/Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 6 courses in the student's area of specialization (at least 4 of which must be taken at TTU as PhD; one course must focus on the structure of English and one course must focus on sociological issues) | 5335 (required)  
5337  
5338  
5339  
LING or CMLL courses as advised – note 60/45 hr. requirements below |
| Literary genres: lit courses from above must cover at least three of five genres (poetry, drama, fiction, film, non-fiction) | 8000 |
| 12 dissertation hours                                                      | 8000 |
| Tools: language(s); philology; relevant subfields                          | 8000 |
| Residency Requirement                                                      | 24 hours of coursework during 18 months |
| Total Hours                                                                | 60 minimum in English or 45 with 15-hour minor |

*Courses in individual genres (ENGL 5350, 5351, 5352, 5353) and/or specialized or Advanced Problems courses (ENGL 5317, 5327, 5380) may also satisfy these period/genre requirements.*
### Template Curricula: Ph.D. in Literature or Linguistics with various specializations

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall Semester Courses</strong></td>
<td><strong>Spring Semester Courses</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 5060: History and Theory of College Composition (1-3 cr)</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>ENGL 53--: English elective</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 5340: Research Methods or ENGL 5342: Critical Methods</strong></td>
<td><strong>ENGL 53--: English elective</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 53--: English elective</strong></td>
<td><strong>PDC and ENGL 5000: English as a Profession (variable)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PDC and ENGL 5000: English as a Profession (variable)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*dependent upon transfer credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teaching</strong></td>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 1301/1302 (20 hours/week)</strong></td>
<td><strong>ENGL 1301/1302 (10 hours/week)</strong></td>
</tr>
</tbody>
</table>

**Summer Session:** If necessary, required foreign language study. Student may elect seminar or other study during summer.

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall Semester Courses</strong></td>
<td><strong>Spring Semester Courses</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 5390: Writing for Publication</strong></td>
<td><strong>ENGL 5392: Teaching College Literature</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 53--: English elective</strong></td>
<td><strong>ENGL 53--: English elective</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 53--: English elective</strong></td>
<td><strong>ENGL 53--: English elective</strong></td>
</tr>
</tbody>
</table>

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72
** creation of doctoral committee

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1301/1302 (20 hours/week)</td>
<td>ENGL 1301/1302 (20 hours/week)</td>
</tr>
</tbody>
</table>

**Summer Session:** Preparation of reading lists for qualifying exams. Student may elect seminar or other study during summer.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester Courses</strong></td>
<td><strong>Spring Semester Courses</strong></td>
</tr>
<tr>
<td>ENGL 53--: English elective or ENGL 7000: Research</td>
<td>ENGL 7000: Research</td>
</tr>
<tr>
<td>ENGL 53--: English elective or ENGL 7000: Research</td>
<td>ENGL 7000: Research</td>
</tr>
<tr>
<td>ENGL 53--: English elective or ENGL 7000: Research</td>
<td>ENGL 7000: Research</td>
</tr>
<tr>
<td>** and/or preparation for qualifying examinations**</td>
<td>** take qualifying examinations in May**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 230X (2 sections)</td>
<td>ENGL 230X (2 sections)</td>
</tr>
</tbody>
</table>
**Summer Session**: Completion of dissertation proposal and beginning of dissertation work. Student *must* enroll for ENGL 8000: Doctor’s Dissertation (3 cr minimum).

**Years 4 and 5**
Beginning no later than the fourth year of study, each doctoral student with a GPTI appointment must enroll for 9 credits of ENGL 8000 per semester, and *all* doctoral students (regardless of teaching appointment) must enroll for a minimum of 3 credits of ENGL 8000 per semester including one (but not both) of the regular summer sessions. GPTIs will continue to teach a 2/2 load with as many courses as possible coming in 2000-level literature courses. Doctoral students who make satisfactory academic progress qualify automatically for GPTI support through their fourth year, and a fifth year of funding is possible.

Doctoral students should plan to defend their dissertation in November of Year 4. Under normal circumstances, this will mean a complete draft must be given to the dissertation chair and committee in October, or approximately one month in advance of the defense. By defending in November, the student finishes all degree requirements before job interviews begin at the December convention of the Modern Language Association.
# Template Curricula: Ph.D. in Creative Writing

## Year 1

<table>
<thead>
<tr>
<th><strong>Fall Semester Courses</strong></th>
<th><strong>Spring Semester Courses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5060: History and Theory of College Composition (1-3 credit)*</td>
<td>ENGL 53--: English elective</td>
</tr>
<tr>
<td>ENGL 5340: Research Methods or ENGL 5342: Critical Methods</td>
<td>ENGL 53--: English elective</td>
</tr>
<tr>
<td>ENGL 53--: English elective</td>
<td>PDC and ENGL 5000: English as a Profession (variable)</td>
</tr>
<tr>
<td>PDC and ENGL 5000: English as a Profession (variable)</td>
<td></td>
</tr>
</tbody>
</table>

*dependent upon transfer credit

### Teaching

<table>
<thead>
<tr>
<th><strong>Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1301/1302 (20 hours/week)</td>
</tr>
<tr>
<td>ENGL 1301/1302 (10 hours/week)</td>
</tr>
</tbody>
</table>

## Summer Session: If necessary, required foreign language study. Student may elect seminar or other study during summer.

## Year 2

<table>
<thead>
<tr>
<th><strong>Fall Semester Courses</strong></th>
<th><strong>Spring Semester Courses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5390: Writing for Publication</td>
<td>ENGL 5392: Teaching College Literature</td>
</tr>
</tbody>
</table>


** creation of doctoral committee

### Summer Session

*Preparation of reading lists for qualifying exams. Student may elect seminar or other study during summer.*

### Year 3

#### Fall Semester Courses

- ENGL 53--: English elective or ENGL 7000: Research
- ENGL 53--: English elective or ENGL 7000: Research
- ENGL 53--: English elective or ENGL 7000: Research

** preparation for qualifying examinations

#### Spring Semester Courses

- ENGL 7000: Research
- ENGL 7000: Research
- ENGL 7000: Research

** take qualifying examinations

### Teaching

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2351 (2 sections)</td>
<td>ENGL 2351 (2 sections)</td>
</tr>
</tbody>
</table>
Summer Session: Beginning of dissertation work. Student must enroll for ENGL 8000: Doctor’s Dissertation (3 cr minimum).

Year 4
Beginning no later than the fourth year of study, each doctoral student with a GPTI appointment must enroll for 9 credits of ENGL 8000 per semester, and all doctoral students (regardless of teaching appointment) must enroll for a minimum of 3 credits of ENGL 8000 per semester including one (but not both) of the regular summer sessions. GPTIs will continue to teach a 2/2 load with as many courses as possible coming in 2000-level courses. Doctoral students who make satisfactory academic progress qualify automatically for GPTI support through their fourth year, and a fifth year of funding is possible.

Doctoral students should plan to defend their dissertation in November of Year 4. Under normal circumstances, this will mean a complete draft must be given to the dissertation chair and committee in October, or approximately one month in advance of the defense. By defending in November, the student finishes all degree requirements before job interviews begin at the December convention of the Modern Language Association.
More Advice on the Committee, Qualifying Exams, and Dissertation

Writing the dissertation is the most difficult and most rewarding part of completing a Ph.D. in English. Our Ph.D. curriculum has recently been revised to allow students to structure coursework and qualifying examinations in ways that will contribute to a steady progression toward and development of the dissertation. You should remember always: taking classes is easy, but completing the dissertation is hard. As you consider how to structure your time in our program, then, always err on the side of giving yourself more time to complete the dissertation, and less time to complete the preliminaries to that project.

The program is designed as a five-year program, which means generally that you should think of your time as divided roughly equally between pre- and post- the start of your dissertation. Your first two years should be devoted to taking coursework, assembling your dissertation committee, and preparing for qualifying examinations. Your qualifying examinations should come at latest by the middle of year three. The rest of your time should be devoted to writing the best dissertation you can write.

Finding your Chair, Assembling a Committee

A dissertation committee must include no fewer than three members, one of whom will serve as the chair of the committee/director of the dissertation (although co-directors are possible but rarely advantageous). Realities dictate that not every faculty member will teach a graduate seminar each semester, or even each year, though virtually every faculty member teaches a graduate seminar in every two-year cycle. Having arrived here, you should read the brief faculty biographies to see which faculty members specialize in areas similar to yours. If there are faculty members who seem like promising candidates for advising your work, regardless of whether or not they are teaching a graduate seminar you are taking this semester, find out their office hours and go and introduce yourself. Take it upon yourself to seek out faculty members of interest. Your first task should be to consider possible dissertation directors, since often the faculty member you choose to direct your work can help you to select other appropriate committee members.

Ideally, you will assemble your dissertation committee entirely by the middle of your second year in the program. This is an important, even necessary, first step since the members of your committee will be involved thoroughly in your preparation for qualifying examinations and your writing of the dissertation.
Qualifying Examinations

Once the committee is set, you should immediately begin working with them to craft the reading list for your qualifying examinations. The reading list can actually be one list or several, in that it can be broken down into subcategories that seem relevant to your work, but in general it refers to a body of primary and secondary texts that you and your committee choose as the basis for your examinations. Remember that the qualifying examinations have a twofold purpose: (1) to guarantee your broad expertise in the area you will market yourself in for academic jobs (i.e., “Renaissance literature,” or “film studies”); and (2) to prepare you for the specific work you will undertake in writing the dissertation. Often students divide their reading list into a general list that reflects a period or genre preference and a specific list of research materials relevant to their own work.

The reading list is a matter of negotiation between you and your dissertation committee, and you should work closely with them in preparing it. You must also write dissertation prospectus of 10-15 pp. that describes your plans for the dissertation. When the reading list and dissertation prospectus are complete and approved by the dissertation committee, they must be submitted to the Director of Graduate Studies in order to register for a date to take qualifying examinations.

The dossier section of the examination is intended to prepare the student for the interview process. The completed essay and syllabi will insure that the student has materials necessary to attract the attention of potential employers on the job market and to leave with interviewers; the personal statement is a rehearsal for the self-description most interviewers will request in a job letter or at an interview. With the advice and consent of their committee, students who have successfully completed ENGL 5390 and ENGL 5392 may review and revise the material from these two courses to work into this section of the examination.

Qualifying examinations are scheduled by the student, the examination committee, and the Director of Graduate Studies. Early each semester the Director of Graduate Studies sends an electronic version of the Qualifying Exam Registration form to the “LCWL” listserve. If you plan to take qualifying exams during the next available session, you should complete the registration form and submit it to the Director of Graduate Studies along with the necessary accompaniments.

Completed examinations are sent to the student’s dissertation committee for evaluation and, in most cases, a decision is reached within two weeks and sent to the Director of Graduate Studies. S/he notifies the student of successful or unsuccessful
completion of the exams. An unsuccessful student should meet with the committee as soon as possible to determine what element(s) of the examination - portfolio, sit-down/take-home, oral defense – was/were unsatisfactory and what must be done to pass the exam on the second and final attempt. A successful student is nominated to candidacy by the Department of English and, upon approval by the Graduate School, becomes an official candidate for the Ph.D. and enters “ABD” (“all but dissertated”) status. After this point, the student takes only ENGL 8000: Dissertation, devoting his/her time to writing the dissertation.

The Dissertation

The dissertation is typically 150-200 pp. long and reflects original and rigorous scholarly research in the student’s area of specialization. It usually comprises 4-7 chapters and combines secondary research and theoretical sophistication with the study of primary texts in literature and film. For creative writing students, the dissertation is typically a book-length original creative manuscript, whether a collection of poems, a collection of short stories or creative nonfiction pieces, or a long fiction or non-fiction narrative. In completing the dissertation, the candidate must adhere to guidelines and deadlines spelled out on the website of the Graduate School. Here are three major stipulations you should be aware of:

- To establish a date, time, and location for your defense, you must complete a “Request for Thesis/Dissertation Defense” form in collaboration with your committee, then submit that form to the Director of Graduate Studies no later than three weeks prior to the intended defense.
- Graduate School rules dictate that the dissertation must typically be defended at least six weeks prior to the intended graduation date. May graduation, for example, typically requires the dissertation be defended by late March.
- Department rules require that the dissertation be provided to the committee at least four weeks prior to the intended defense date. A late March defense means, then, that the dissertation must be fully drafted and turned over to the dissertation committee by late February.

Don’t be deceived into thinking that if you wish to graduate in May you have the entire spring semester to work on the dissertation. In fact, you have until late February at most, so you need to calculate these requirements as part of your broader schedule. And some of the timing of these events may depend upon committee members’ availability.
The Defense

The oral defense of the dissertation is the final step in moving toward completion of the degree. Your dissertation director will work with you to establish the requirements of your defense, but typically a defense includes both your formal presentation of your work and a session of questions and answers. The defense is open to the public, so members of the department, university, or general community may attend. Again, you may need to consider your committee members’ availability in scheduling your defense, which your chair/director &/or the DGS likely will be able to help facilitate.
Registration for Ph.D. Qualifying Examinations

Instructions: Please complete this for by filling in the dates and/or Option that you and your dissertation committee have agreed upon for taking the Qualifying Examinations. Then, email the form, a copy of your reading lists, and a copy of your preliminary dissertation prospectus to english.gradadvisor@ttu.edu. Make sure to copy all members of your dissertation committee on the message, as this is the means by which the Director of Graduate Studies will ensure that you have the committee’s permission to schedule the Examinations. You must submit this form at least six (6) weeks prior to the intended examination dates.

When selecting dates for the Qualifying Examinations, please keep the following guidelines in mind:

- Sit-down exams must be scheduled in three 4-hour blocks of time on consecutive calendar days, and these blocks of time should be parallel with one another (all beginning at 9 a.m., or 10 a.m., etc.)
- Take-home exams must be turned in electronically within 72 hours of being sent to the student.
- Exams must be started on days when classes are in session during the fall, spring, or summer semesters.
- Exams may not be taken over University holidays (check the academic calendar on Raiderlink).
- TTU prohibits any qualifying exams in the week before finals or during finals themselves.

Date ______________________

Name ________________________ R# ______________________

Dates and Times for your Qualifying Examinations ________________________________

Phone Number ___________________ E-Mail Address ___________________________
My committee members are: ___________________________ (Chair)  
___________________________  
___________________________  
___________________________ (optional)

Be aware that a committee may require a student to use one Option or the other – make sure you and your committee agree on the mode of the examination!

Option 1: Take-home Examination. The student may use his/her own computer and has 72 hours from receipt of the examination materials to write in a place of his or her own choosing. The student may use external sources if properly cited, but may not use any pre-prepared material.

Option 2: Sit-down Examination. The preferred method for taking a sit-down examination is to use a computer provided by the Department of English. If you take the Examinations in this way, you are also agreeing to accept responsibility for the loss of data resulting from electrical, software, or hardware failure, as you will only be allotted one hour to replace lost or damaged files. Alternately, you may take your Examinations by hand-writing your answers. If you intend to pursue this option, check the line below and submit six blank blue-books, two for each day, to the Graduate Administrative Assistant at least two days before the exam. You can purchase these at the campus bookstore. The Department of English does not permit students to bring books, articles, notes, outlines, or any other study or writing aids from outside of the space allotted for the sit-down exam, nor are students permitted to view, access, or download pages, files, or any other electronic materials from any Internet source. Students are also forbidden to use any electronic media not provided or approved by the Department. On each exam day, you will be supplied with the examination questions and a copy of your reading lists to use as a reference. You may also bring snacks and beverages if you require these during your session.

___ I choose to take the examination by Option 1, the take-home method.

___I choose to take the examination by Option 2, the sit-down method, by means of ___computer ___bluebook.
**Annual Reports**

Each year at the start of the spring semester, all doctoral students must complete a report describing their activities for the current year and plans for the year to come. Unlike the M.A. program, the Ph.D. program is extraordinarily flexible: yes, there are expectations about how quickly you’ll complete various parts of the degree, but students work at their own pace, too, especially in preparing for qualifying examinations and writing the dissertation. These annual reports thus provide the student with an opportunity to review his/her own progress in relation to expectations, and it also keeps the Director of Graduate Studies apprised of a student’s progress even after that student has reached the point where s/he is dealing primarily with the dissertation director and committee.

The annual report forms—both First-Year and Annual—also are our means of collecting data on when you intend to graduate and whether you wish to renew your GPTI appointment for the next academic year. As you can see from the sample report form that follows, the report form is your chance both to confirm that you intend to continue as a GPTI and to indicate which course(s) you want to be assigned to teach for the coming year. The annual report forms thus do double duty: they keep the Director apprised of academic progress, but also, for doctoral students, they replace the GPTI Renewal Form that is completed by M.A. students.

**First-Year Review Reports**

During your first year in the graduate program, you will complete the First-Year Review Report, which differs slightly from the form used in subsequent years. You will be completing this report after just one full semester in the program, which means that you will complete it with the cooperation of your first-year advisory committee rather than with your eventual dissertation committee. In your first year, besides the information requested on the report form, you also must turn in (a) the graded copy of an essay you submitted for any one of your fall seminars; and (b) the documents specific to your completion of one semester in the Professional Development Curriculum (these documents are enumerated in the instructions for the report form).
Annual Review Reports

In all subsequent years, you will complete the Annual Review Report, which does not require you to attach a seminar paper but does ask you to report on activities from the past year and expectations for the year to come. Also, you must submit with the Annual Review Report the documents called for by the Professional Development Curriculum. For all students, this means an updated copy of the Curriculum Vitae. For second-year students, it also means a copy of the article-length paper generated in ENGL 5390 and a copy of your teaching statement. For third-year students, it means a copy of your brief teaching portfolio. These documents are enumerated on the report form.

Required Submission

The First-Year and Annual Review Reports must be submitted on time, according to the deadline specified on the form—typically around the end of January. Because these forms serve as preparation for academic advising and as a GPTI Renewal request, late submission endangers the continuation of financial support and your ability to register for the following semester.
First-Year Review Report, 2015-2016

Part I: Students: Complete the information in Parts I and II, then email the First-Year Review Report form and the essay you identify as your “Paper Submitted” (below) to your advisory committee by the second Friday in January 2016. Subsequently you must meet with your advisory committee members to discuss the contents of your First-Year Review Report. After this meeting, make any necessary corrections to the Report, then send the Report and an electronic version of your “Paper Submitted” to the Director of Graduate Studies at english.gradadvisor@ttu.edu. Be sure to copy your Advisory Committee on this message, as their consent to the contents of the report will constitute their “signature,” just as your emailing the form to me will constitute yours.

The First-Year Review Report and accompanying essay are due to the Director of Graduate Studies no later than the first Wednesday in February 2016.

Student Name:  

Advisory Committee Members:  

*Note: Please type directly into the boxes below. They will expand as you type.

<table>
<thead>
<tr>
<th>Master’s degree—university, specialization, completion date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses completed in the fall semester:</td>
</tr>
<tr>
<td>Courses enrolled in for the spring semester:</td>
</tr>
<tr>
<td>Paper submitted—title, course, professor:</td>
</tr>
</tbody>
</table>

Tentative timetable

<table>
<thead>
<tr>
<th>completion of coursework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>foreign language(s):</td>
</tr>
<tr>
<td>qualifying exams:</td>
</tr>
<tr>
<td>probable dissertation topic:</td>
</tr>
<tr>
<td>completion of dissertation:</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>expected/desired date of graduation:</td>
</tr>
<tr>
<td>academic years of guaranteed funding:</td>
</tr>
</tbody>
</table>
Part II: GPTI renewal information for 2016-2017

Do you wish to hold a GPTI appointment in 2016-17?

[ ] Yes  [ ] No

If yes, what is your desired term of appointment?

[ ] Fall 2016 - Spring 2017  [ ] Fall 2016 only

What courses have you taught previously at Texas Tech?

[ ] ENGL 1301: Essentials of College Rhet  [ ] ENGL 2307 Intro to Fiction

[ ] ENGL 1302: Advanced College Rhet  [ ] ENGL 2308 Intro to Nonfiction

[ ] ENGL 2305: Intro to Poetry  [ ] ENGL 2351 Intro Creative Writing

[ ] ENGL 2306: Intro to Drama  [ ] ENGL 2388 Intro Film Studies

Other:  

Please indicate here your preferred courses for 2016-2017. Do not indicate courses you are not (or will not be) qualified to teach.

Courses you would like to teach in fall 2016 (indicate DI or CI for 1301 & 1302):

1.  
2.  
3.  

Courses you would like to teach in spring 2017 (indicate DI or CI for 1301 & 1302):

1.  
2.  
3.  

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**Part III: Advisory Committee:** Please complete all information in Part III, then meet with the student and review the Report. After the meeting, please return to the student your complete *electronic* version of this Report and advise the student regarding any additional corrections or emendations that s/he must make. Bear in mind that the student must submit the Report to the Director of Graduate Studies by the *first Wednesday in February 2016*.

*Note: Please type directly into the boxes below. They will expand as you type.*

<table>
<thead>
<tr>
<th>Quality of work in courses (summarize observations, citing strengths and goals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other achievements, information (scholarships, publications, conference presentations, etc.)</td>
</tr>
<tr>
<td>Potential to complete the doctorate (add additional information based on a comprehensive assessment)</td>
</tr>
<tr>
<td>Progress assessment (on schedule, ahead of or lagging behind milestones)</td>
</tr>
<tr>
<td>Recommendations to the student (courses, professional activities, teaching, etc.)</td>
</tr>
<tr>
<td>Recommendations to the Director of Graduate Studies (continuation in the program, conditional continuation—cite conditions, dismissal)</td>
</tr>
</tbody>
</table>

**Signatures:**

The Student “signs” the Report by emailing it to the Director of Graduate Studies, as stipulated at the beginning of the Report form. That email must be copied to the two members of the Advisory Committee.

The Advisory Committee members “sign” the Report by consenting to the contents of the copied message. After receiving the Report electronically, Advisory Committee members have 3 days to make a written response to the Director of Graduate Studies and the student, should either member object to any contents of the Report. In the absence of such written response, after 3 days the Director of Graduate Studies will assume that the contents of the Report are accurate and will make the Report part of the student’s permanent file.
**Annual Review Report, 2015-2016**

**Part I: Students:** Complete all information in Parts I and II *electronically*, then give the form to your dissertation committee chair (in hard or electronic copy, as s/he may prefer) by the **second Friday in January 2016**. Subsequently, you must meet with the members of your dissertation committee (preferably together rather than separately) to discuss the report and the committee’s assessment of your progress. After this meeting, make any necessary corrections to the Report, then send the Report to the Director of Graduate Studies at [English.gradadvisor@ttu.edu](mailto:English.gradadvisor@ttu.edu). Be sure to copy your Committee on this message, as their consent to the contents of the report will constitute their “signature,” just as your emailing the form to me will constitute yours. The Annual Review Report is due to the Director of Graduate Studies by **the first Wednesday in February 2016**.

**Student Name:** ____________________________

**Dissertation Committee Chair:** ____________________________

**Members:** ____________________________

**Entry into the PhD program (sem/yr):**

<p>| | |</p>
<table>
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**Work completed in the past year**

<p>| | |</p>
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(courses, exams, dissertation)

**Honors and special achievements in the past year** (awards, scholarships, presentations, etc.)

<p>| | |</p>
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**Work planned for the coming year:**

<p>| | |</p>
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<td></td>
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<tr>
<td>Timetable (completed and/or anticipated work)</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>completion of coursework:</td>
<td></td>
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<tr>
<td>foreign language(s):</td>
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<tr>
<td>dissertation proposal:</td>
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<tr>
<td>qualifying exams:</td>
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<td>completion of dissertation:</td>
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<td>years of guaranteed funding:</td>
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<td>Qualifying Examinations Area(s):</td>
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<tr>
<td>Dissertation Topic:</td>
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<td>Expected/Desired Graduation Date:</td>
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</tbody>
</table>
Part II: GPTI renewal information for 2016-2017

Do you wish to hold a GPTI appointment in 2016-2017?

☐ Yes  ☐ No

If yes, what is your desired term of appointment?

☐ Fall 2016 - Spring 2017  ☐ Fall 2016 only

What courses have you taught previously at Texas Tech?

☐ ENGL 1301: Essentials of College Rhet  ☐ ENGL 2307 Intro to Fiction

☐ ENGL 1302: Advanced College Rhet  ☐ ENGL 2308 Intro to Nonfiction

☐ ENGL 2305: Intro to Poetry  ☐ ENGL 2351 Intro Creative Writing

☐ ENGL 2306: Intro to Drama  ☐ ENGL 2388 Intro Film Studies

Other:  

Please indicate here your preferred courses for 2016-2017. Do not indicate courses you are not (or will not be) qualified to teach.

Courses you would like to teach in fall 2016 (indicate DI or CI for 1301 & 1302):

1.  2.  3.

Courses you would like to teach in spring 2017 (indicate DI or CI for 1301 & 1302):

1.  2.  3.
**Part III: Dissertation Committees:** Complete all information in Part III, then meet with the student and review the report. After the meeting, please return to the student your complete *electronic* version of this Report and advise the student regarding any additional corrections or emendations that s/he must make. If you prefer, you may give the student a complete hard copy, though this will require the student to collect signatures from *all* committee members in person. Bear in mind that the student must submit the Report to the Director of Graduate Studies by **the first Wednesday in February 2016.**

<table>
<thead>
<tr>
<th><strong>Progress assessment</strong> (on schedule, ahead of, lagging behind milestones)</th>
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</table>

<table>
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<tr>
<th><strong>Quality of work</strong> (coursework, qualifying examinations, dissertation components)</th>
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</table>

<table>
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<tr>
<th><strong>Recommendations to the student:</strong></th>
</tr>
</thead>
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<tr>
<td>(courses, professional activities, teaching, etc.)</td>
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</tbody>
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Professional Development Curriculum

Students admitted to the M.A. and Ph.D. program in English complete the program’s Professional Development Curriculum (PDC). The two-year curriculum consists of several (6 in the first fall, 3-4 thereafter) sessions each fall and spring semester conducted by the Associate Director of Graduate Studies and other department faculty and campus staff.

**Onsite meetings typically are held for first-year and second-year students on alternating Thursdays 5-6.30 pm.** Some sessions, dependent upon topic, will be seminar fashion with lecture and some discussion-based activities; others will be workshop-based, handling CVs, personal statements and application materials, and other professionally related documents; and several will feature guest speakers or panels on key topics and ideas. During the course of the two-year requirement, the sessions help students with time and project management strategies, information about professional activities in English studies, writing for scholarly presentation and publication, preparation of materials for the academic job market, current practices in digital humanities, and non-academic or alternative-academic/“alt-ac” career opportunities for students earning the MA and the Ph.D. in English.

The purpose of this proposed Professional Development Curriculum (PDC) is to make students from the English graduate programs as competitive as possible for doctoral program admissions and job opportunities. At a time when just 35% of new PhD recipients in English find tenure-track jobs and just 15% of all applications to doctoral programs in English are successful, we create ways to increase the likelihood that our students will be considered strong contenders for available opportunities. We can achieve this by ensuring that graduates from our programs are as prepared and marketable as possible to meet the challenges of the profession.

Successful completion of the PDC is a requirement for all MA and PhD students in English (LCWL) regardless of specialization; the LCWL program works in tandem with the professional development activities in Technical Communication & Rhetoric (TCR), and individualized schedules and assignments will be negotiated among the DGS, ADGS, and Director of Distance/Online Studies for Literature & Language graduate students in the burgeoning Online MA in English (OMAE). The PDC includes attendance at and participation in the schedule of workshops below and completion of select readings and activities. Periodically the DGS and Associate Director of Graduate Studies will meet to determine
whether students are making satisfactory progress through the PDC requirements, and their assessments will be coordinated periodically through student advisement sessions each semester. The documents listed under “Evidence of Student Progress” are to be prepared by the students as part of their professionalization. Students are not required to submit these documents.

Curriculum Schedule for 2015-2016:

Semester 1 (first fall)

| mid-day session before classes start (20/21 Aug) | Orientation | Welcome to TTU, the Graduate School, Arts & Sciences, and the Department of English; introduction to the department, its staff, faculty, and resources; overview of graduate programs in English. Initiating your PDC Guide. |
| Week 1 (27 Aug) | Success in Graduate Seminars | Faculty expectations for basic conduct and comportment; meeting deadlines and obligations; managing reading loads; participation; presentations; the seminar paper and *MLA Style Manual* overview of the critical essay/article, section 1.5.1. |
| Week 3 (10 Sept) | Assembling a Thesis/Dissertation Committee | Expectations of a thesis and dissertation; conceiving a research project; choosing a supervisor; assembling a committee |
| Week 5 (24 Sept) | Juggling Responsibilities, Managing Time, Maintaining Productivity | Balancing it all: juggling multiple responsibilities; classes and teaching and personal life; time management; from student to professional roles. |
| Week 7 (8 Oct) | The CV: Building Your Career | Generic features of this most foundational of career documents; what does a CV look like? what does one include? how does one accumulate the credentials that belong on one? Workshop CVs, as time allows; |
students will have the chance to revise and submit their CVs for feedback and process.

<table>
<thead>
<tr>
<th>Week 9 (22 Oct)</th>
<th>Campus Resources for Leadership Development</th>
<th>Panel discussion with guest speakers from The Office of Diversity, The Career Center, and The Counseling Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10 (5 Nov)</td>
<td>The Teaching Portfolio: Building Your Career II</td>
<td>Introduction to the teaching portfolio; what does it include? what records does one cultivate, collect, and save? how does one build the kinds of teaching experiences that are steps to success? In coordination with ENGL 5060 enrollment and assignments.</td>
</tr>
</tbody>
</table>

**Evidence of Professional Progress by the end of Semester 1:**

- Effective academic progress
- Draft Curriculum Vitae
- Beginning of teaching portfolio. Based largely on assignments and deliverables for concurrent 5060 course; may include a brief reflective paper on what teaching methods and activities the student feels s/he has most benefited from to this point in his/her academic career.

**Semester 2 (first spring)**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Choosing a PhD Program <strong>(MAs only)</strong></th>
<th>Identifying programs and/or scholars with outstanding reputations in your proposed field of study; leveling approaches to programs; contacting potential committee members; calculating cost of living; delimiting and窄低移the choice; organizing your data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Managing a (Professional) Web Presence</td>
<td>Considering the range of current social media and the implications of different information available to different audiences in different contexts; managing</td>
</tr>
</tbody>
</table>
Week 5
The Publication Ladder: Book Reviews & Review Essays... & climbing
- Generic distinctions of book reviews and review essays; what function they serve; what they look like; how one evaluates someone else's work; saying what you mean; not saying what you mean; how and where to publish book reviews; how & why to contact editors. Revisiting the PDC Guide.

Week 7
What To Do on Your Summer Vacation
- Using your ‘breaks’ from assigned activities to the best advantage; preparing work for scholarly publication; researching graduate programs; preparing materials for graduate school applications; preparing to write a thesis or dissertation.

Evidence of Professional Progress by the end of Semester 2:
- Effective academic progress
- Upload (professional) web presence
- Updated PDC Guide with indications for ENGL 5390 plans in the subsequent fall semester

Semester 3 (second fall)
All students required to take English 5390: Writing for Publication in their second fall, the start of their second year. In 5390, each student will select strategically a seminar paper completed in a previous course and revise and expand it with an eye for submitting it for publication; each might also produce a conference paper, book review, abstract, or mock thesis or dissertation proposal. Semester three is the appropriate time for this to occur for several key reasons: (1) for MA students, the time is right for their preparation of a writing sample for PhD applications, or for generating the beginning of an MA thesis; (2) for PhD students, semester 3 is the latest that they can begin attempting to publish if they want a
piece to be accepted or already in print before they hit the job market. The PDC schedule takes several of these issues into account and coordinates the professional development efforts.

<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 (3 Sept)</td>
<td>Considering Academic, Non-academic, and “Alt-Ac” Employment Options</td>
<td>A career workshop to let students know about particularly their non-academic options; weighing academic vs. non-academic options; crucial for our 2nd-year MAs who have decided not to go on to doctoral studies; useful, too, for those who go on but never finish a dissertation or land an academic job; only 1 in 3 students who finish PhDs land in tenure-track jobs within 4 years of finishing, so it’s irresponsible to consider professional training only in the context of academic jobs.</td>
</tr>
<tr>
<td>Week 4 (17 Sept)</td>
<td>Applying to PhD Programs (MAs only)</td>
<td>Choosing appropriate letter-writers; organizing application processes &amp; information; choosing (and revising) your writing sample; revising other required documents (personal statement, CV, etc.)</td>
</tr>
<tr>
<td>Week 6 (1 Oct)</td>
<td>Understanding an Academic Job-Hunt</td>
<td>Giving 2nd-year students an overview of what it’s like to be on the academic job market; what does the job market look like; what are reasonable expectations for academic employment? what documents and materials does one need to prepare for an academic job-hunt?</td>
</tr>
<tr>
<td>Week 8 (15 Oct)</td>
<td>Phone Interviews, MLA Interviews, and Campus Visits (PhDs only)</td>
<td>Preparing for interviews; handling phone and MLA interviews; what to wear on campus visits; how to field difficult questions; choosing (and tweaking) your research presentation; the complexities of</td>
</tr>
</tbody>
</table>
negotiating employment offers and conditions

Evidence of Professional Progress by the end of Semester 3:

- Effective academic progress
- Copy of article-length essay (from 5390) submitted to DGS for student file, appropriate cover letter &/or (when applicable, as determined by the student’s thesis/dissertation director) plans for further revision &/or submission for publication
- Updated copy of CV
- Updated teaching portfolio from semester one, likely including an updated statement of teaching philosophy

Semester 4 (second spring)

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Dissertation Unbound</th>
<th>A discussion on the parameters and generic qualities of dissertations for studies in English; some strategies for time management and workflow of the project; relationships to coursework and the quals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Applying for Grants and Alternative Funding Sources</td>
<td>Identifying available grants and fellowships; choosing recommenders; drafting a proposal or research statement</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exit Interviews</td>
<td>One-on-one meetings with ADGS to review professional development strategies, individual plans, and determine future activities; scheduling tba</td>
</tr>
</tbody>
</table>

Evidence of Professional Progress by the end of Semester 4:

- Effective academic progress
- Updated copy of CV
- Brief report on teaching portfolio, web presence, and reflective statement on future plans and self-assessments
ADDITIONAL POLICIES, PROCEDURES, & FORMS

Request for Thesis/Dissertation Defense

Instructions: Please complete this form by filling in the date and time that you and your thesis/dissertation committee have agreed upon for the public defense. Then, email the form to english.gradadvisor@ttu.edu, making sure also to copy all members of your committee on the message. This will guarantee that they see and approve the request.

After verifying the committee’s approval, the Director of Graduate Studies will print the form and sign it, and the student may then pick it up and take it forward to Quita Melcher for the purpose of scheduling a room for the defense. You must submit this form at least four (4) weeks prior to the intended defense date.

When selecting a date for the defense, please keep the following guidelines in mind:

- For an M.A. defense, you should schedule a 2-hour session; for a Ph.D. defense, you should schedule a 3-hour session.
- You may only pick days on which classes are in session during the fall, spring, or summer semesters. A defense may not be scheduled for after a semester’s final day of classes.
- Your committee members may refuse the request for a defense if they believe that the project has not yet reached an appropriate level of completion and accomplishment.
- The committee or the Director of Graduate Studies may refuse the request for a defense if the student has failed to meet the deadlines described in the Department’s Graduate Student Handbook for submission of the final, defensible draft of the thesis/dissertation.
- The student and committee should begin communicating early about possible defense dates, since professional obligations may prevent a committee member or the student from participating in a defense on a given day, in a given month, or in a given semester. To reconcile such difficulties, the student and committee may consult the Director of Graduate Studies.
- In scheduling a defense of thesis or dissertation, the student should always be sure to meet the deadlines and expectations described by the website of the Graduate School.
Committee Approval

Committee members will receive the Request for Defense from students according to the instructions above. Except in unusual circumstances, the Director of Graduate Studies will allow three (3) working days for any committee member to make an objection to the request. Such objection should be made in writing to the Director of Graduate Studies, preferably by email. After this three-day period, the Director of Graduate Studies will interpret lack of response as tacit approval of the request.

When there is a reason to question whether a student will complete a final defense copy of the thesis or dissertation in a timely fashion, the committee should withhold approval of the Request for Defense until an appropriate defense copy has been delivered to the committee. If the defense copy arrives too late for proper evaluation, either the committee or Director of Graduate Studies may refuse the Request.

______________________________  ____________
Signature, Director of Graduate Studies  Date
Registration for Courses

Graduate seminars offered by the Department of English are listed officially by the Registrar’s Office as requiring “Permission” for enrollment. As a student admitted to the English program, you are granted automatic permission to take most English offerings. But because of the “Permission” designation, only graduate program staff (the Director, the Graduate Program Secretary) can actually register you for the courses you want. Each semester, about mid-way through, the Director will announce 1-2 weeks of “pre-registration advising hours,” which amount to extended office hours. You must come in person to speak with the Director about the courses you wish to take for the coming semester. This is especially important for another reason: only after your course schedule is set can the Director work with the Associate Chair to create your teaching schedule. Neglecting registration for courses can leave you not only unable to take courses that have filled but also teaching what may be for you an undesirable schedule.

Usually 2-3 weeks prior to pre-registration activities, the Director will release the descriptions of seminars upcoming for the following semester. You should review your options and compare them against the requirements checklist for your program of study. Doing so will make the advising appointment go much more smoothly.

Here are a few other things to note about registration for courses. Because of enrollment limits and the need to have roughly even enrollments in English seminars, you may not always gain admission to every seminar you want, though first choices are honored whenever possible and always when it is a course that is (a) required for graduation or (b) in a doctoral student’s area of specialization. You should also know that “automatic permission” does not mean that you can ignore things like prerequisites or program boundaries (a literature student cannot automatically take a creative writing workshop, for instance).

Academic Advising

For M.A. students, the Director of Graduate Studies usually serves as the primary academic advisor. Pre-registration advising will include a review of the progress toward satisfying the requirements checklist for the program, and the Director will typically know what courses are slated for the next several semesters. The aim during pre-registration advising is always to establish a plan of study that may extend for several semesters, not just one. You should talk with the Director about your plans to write a thesis or not, to apply for Ph.D. programs, to seek employment after the M.A. You certainly may speak with
other faculty about these plans; in fact, you are encouraged to do so. But especially for students who pursue the non-thesis option, the Director is likely to be the primary academic advisor. Even a student’s thesis director may not wish to conduct academic advising apart from the supervision of the thesis.

Ph.D. students, on the other hand, should consult with their assigned advisory committee during the fall semester to sketch out a plan for the next 1-2 semesters. The Director of Graduate Studies is certainly also available for consultation, and a meeting with the Director is required during pre-registration. But at the doctoral level of study, faculty who research and teach in the student’s intended specialization area should be involved heavily in decisions regarding the student’s plans for English seminars, foreign language study, etc. By the early part of year two, also, Ph.D. students should typically have assembled their dissertation committees and begun moving toward qualifying examinations and preliminary work toward the dissertation.
General Rotation of Graduate Courses

To help you plan the contours of your coursework over several semesters, the following is a general outline of the frequency with which different seminars are taught in the Department of English. Bear in mind, there are always fluctuations and adjustments from semester to semester, for a variety of reasons. But in a general way, you can expect to see this distribution of course offerings each year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections/Year</th>
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<tbody>
<tr>
<td>ENGL 5060</td>
<td>2-3 sections (fall only)</td>
</tr>
<tr>
<td>ENGL 5340</td>
<td>1-2 sections (fall only)</td>
</tr>
<tr>
<td>ENGL 5342</td>
<td>1-2 sections (fall only)</td>
</tr>
<tr>
<td>ENGL 5390</td>
<td>2 sections (fall only)</td>
</tr>
<tr>
<td>ENGL 5392</td>
<td>1 section (spring only)</td>
</tr>
<tr>
<td>ENGL 5343</td>
<td>2-3 sections (spring only)</td>
</tr>
<tr>
<td>Pre-1700 British Literature</td>
<td>4-5 sections (fall and spring)</td>
</tr>
<tr>
<td>Post-1700 British Literature</td>
<td>4-5 sections (fall and spring)</td>
</tr>
<tr>
<td>Pre-1900 American Literature</td>
<td>1-2 sections (fall and spring)</td>
</tr>
<tr>
<td>Post-1900 American Literature</td>
<td>4-5 sections (fall and spring)</td>
</tr>
<tr>
<td>Film</td>
<td>2 sections (fall and spring)</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>2-4 sections (fall and spring)</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>6 sections (fall and spring)</td>
</tr>
<tr>
<td>Linguistics</td>
<td>2-3 sections (fall and spring)</td>
</tr>
</tbody>
</table>

Besides the courses offered formally by the Department of English, you may occasionally wish to propose an ENGL 5300 (Independent Study), which allows you to conduct specialized independent work under the supervision of a faculty member you choose (and who agrees) to guide your work, or ENGL 5378 (Graduate Internship), which allows you to gain practical teaching, editorial, scholarly, or other professional experience under the supervision of a faculty member or other professional. Please be aware that an ENGL 5300 study must constitute a special case with a clear need, and that proposals for an ENGL 5300 study must be prepared using the form below, then approved by the Graduate Studies Committee. Submission of a proposal does not guarantee that the independent study will be approved; moreover, priority will be given in the decision to current enrollments in organized graduate seminars and workshops. In reviewing 5300 proposals, the Committee expects to see several things: (1) reading and writing requirements at least
commensurate with those for a typical graduate seminar; (2) a compelling rationale for why the proposed work must be conducted independently instead of in a classroom setting; and (3) a sense of how the independent study is expected to fit into the student’s broader academic plan. These things are enumerated on the proposal form below. ENGL 5378 must also constitute a special case insofar it is meant to apply to hands-on professional experience that a student could not get in another professional context. A separate form is available online for proposing an ENGL 5378, with proposals reviewed solely by the Director of Graduate Studies.

Each semester, at about mid-semester, the Director of Graduate Studies will send via email a formal call for independent study and graduate internship proposals. The deadline is usually late in the semester, just before the Graduate Studies Committee will meet for the last time. Independent study proposals received after the stated deadline cannot be considered, since they will not have a chance of being reviewed and approved before the start of the next semester.
Proposal for Independent Study (ENGL 5300)

Instructions
Complete all of the information below, then submit your proposal and any accompanying document(s) to the Director of Graduate Studies at english.gradadvisor@ttu.edu. For independent studies to be conducted during the fall semester, the deadline for submission of this form is the second Friday in February; for independent studies to be conducted during the spring semester, the deadline for submission of this form is the second Friday in October. When completing the form, feel free to type information directly into (or under) the sections below. When submitting the form, please copy your email message to the faculty member who will direct the work. *This last step is necessary to complete your electronic submission, since the directing faculty member “signs” the form by reviewing your email and notifying me of his/her approval.*

The Graduate Studies Committee will review all proposals for Independent Study, and the Director of Graduate Studies will notify students regarding decisions on a rolling basis. **Submission of a proposal is no guarantee that ENGL 5300 will be approved.**

**Title of proposed ENGL 5300:**

**Name of Student:**

**Faculty Director of the ENGL 5300:**

**Scope and content of Proposed Work:**

a. primary and secondary readings to be included  
b. quantity and character of written work to be submitted 
c. frequency of meetings with director of study  
d. rationale for studying independently (instead of in a regular seminar)  
e. how you expect the course to “count” toward period or genre distributions
Proposal for Graduate Internship (ENGL 5378)

Instructions
Complete all of the information below, then submit your proposal and any accompanying document(s) to the Director of Graduate Studies at english.gradadvisor@ttu.edu. For internships to be conducted during the fall semester, the deadline for submission of this form is the second Friday in February; for internships to be conducted during the spring semester, the deadline for submission of this form is the second Friday in October. When completing the form, feel free to type information directly into the sections below. When submitting the form, please copy your email message to the faculty member who will direct the work. This last step is necessary to complete your electronic submission, since the directing faculty member “signs” the form by reviewing your email and notifying me of his/her approval.

The Director of Graduate Studies must approve all requests for graduate internship and will notify students regarding decisions no later than mid November.

Title of proposed ENGL 5378:

Name of Student:

Faculty Director of the ENGL 5378:

Scope and content of Proposed Work:

f. Department, university unit, or off-campus facility hosting the work

g. Specific activities to be carried out during the internship

h. Deliverables (essay(s), report(s), or other materials) to be produced through the internship

i. Professional benefits to the student of doing this work
Scholarships and Fellowships

You are encouraged to compete aggressively for scholarships, fellowships, grants, and other kinds of extramural, university, college, and departmental support. Each year there are literally dozens of opportunities to apply for prestigious (and remunerative) awards. Many of these are described below, and others will come to you via department list-serves and other vehicles throughout the academic year.

Extramural Funding

During the year the Director and the Department Chair may receive word of funding opportunities sponsored by private foundations, the federal government, and other universities. When this happens, announcements about these opportunities are shared via department email. Sometimes such announcements come also from the website of the Graduate School at http://www.depts.ttu.edu/gradschool/. You should check that website periodically to keep yourself abreast of possibilities.

University/College Funding

The Graduate School maintains a separate location on its website for information about all of the scholarships for which Texas Tech graduate students are eligible. More than half a million dollars of scholarship money is awarded each year by the Graduate School, and according to criteria that make students in English very competitive. In the past, students in English have received AT & T Chancellor’s Fellowships, the Helen DeVitt Jones Graduate Fellowship, the James D. and Mary Hazlewood Memorial Fellowship, and Summer Dissertation/Thesis Research Awards. The complete roster of scholarships and fellowships awarded by the Graduate School—and instructions for applying—is available at http://www.depts.ttu.edu/gradschool/scholarships/. Some of these scholarships and fellowships require department nomination, so do read the instructions before proceeding to apply. Be aware, too, that the scholarship amount is in addition to, not instead of, your TA or GPTI stipend.

Department Scholarships

Aside from these other opportunities, the Department of English conducts its own scholarship competition early in every spring semester. Applications must be completed online according to instructions that the department’s Student Awards and Scholarships
Committee will provide at the time of the competition. Department scholarships range in amount from $250 to $2000 for an academic year (they are non-renewable but can be applied for again the following year). At the graduate level, the Department also awards each year the Warren S. Walker Prize for Critical Writing to the best essay written in a graduate seminar during the previous calendar year, and the Robert S. Newton prizes in Creative Writing for the best fiction, poetry, and non-fiction written in Creative Writing workshops during the previous calendar year. While students apply for scholarships, individual essays and creative pieces are nominated by faculty. During the spring semester, the necessary committees deliberate over the scholarship applications and writing prize nominees. In April, winners are announced at the annual Spring Awards Reception.

**Graduate Student Scholarships**

*Presidential Graduate Fellowships*

These fellowships are aimed at attracting the highest quality applicants to Texas Tech. Awards will be up to $32,000 per year for 3 years (plus tuition and a $2000/year research/travel allowance). Awards will be made through a department/program nomination process; nomination must clearly indicate how nominee’s qualifications rank among top applicants in the discipline (supported by appropriate metrics). Programs receiving awards must guarantee continued support at the Presidential Fellowship level for up to two additional years. Administered by the Graduate School and the Student Awards and Scholarships Committee.

*George T. Prigmore Graduate English Scholarship*

For a graduate student majoring in English with a minimum 3.5 GPA. Recipient will have positive traits such as creativity, a talent for self-expression, enthusiasm, good judgment, and an ability to inspire others. Recipient must express a commitment to teaching English language and literature at either the secondary or higher education level. Administered by the Student Awards and Scholarships Committee.

*Mary Sue Carlock/Joyce Thompson Graduate English Scholarship*

For a female graduate student majoring in American literature. May be renewed if the student makes normal progress toward completion of her degree; recipients wishing to renew should complete the scholarship application form and note that they are applying for renewal. Administered by the Student Awards and Scholarships Committee.
William Bryan Gates Graduate Award in English (1-2)
For a graduate student majoring in English with a minimum 3.5 GPA who possesses positive traits such as creativity, a talent for self-expression, enthusiasm, good judgment, and an ability to inspire others. Must be recommended by a member of the graduate faculty. Administered by the Student Awards and Scholarships Committee.

Bruce Family Memorial Fellowship
This fellowship is for a native Texan who is studying American literature; it may be awarded to an incoming student or a student already in residence. Administered by the American literature faculty and the Student Awards and Scholarships Committee.

Graduate and/or Undergraduate Scholarships
Allan L. Carter & Olga Meloy Carter Memorial Scholarship
For a senior undergraduate student or graduate student who has positive traits such as creativity, a talent for self-expression, enthusiasm, an ability to inspire others, and a minimum GPA of 3.5. Administered by the Student Awards and Scholarships Committee.

Benjamin Rude Memorial Scholarship (1 graduate, 1 undergraduate)
Recognizes academic achievement and a positive personal attribute such as problem solving, creativity, ability to influence others, community service, or ability to succeed in school despite health or financial problems. Applicants must have completed at least six hours of English at the sophomore level or above and have a 3.25 GPA in English and a 3.0 average over-all. An applicant may ask those writing letters of recommendation to describe his or her positive personal attribute, or an applicant may write an essay (250-500 words) introducing himself or herself. Administered by the Student Awards and Scholarships Committee. One to three awards possible.

Carolyn Detjen Rude Scholarship
For a graduate or undergraduate technical communication major who shows exceptional promise as a member of the profession, either in the academic or corporate world, and who embodies the values that characterize Professor Carolyn Rude’s career at Texas Tech University: integrity, willingness to contribute to the development and growth of the Texas Tech University Technical Communication program, and personal generosity in sharing skills to help others at the university and in the community. Administered by the
Student Awards and Scholarships Committee in consultation with the Director of Technical Communication.

*Helen Locke Carter Memorial Scholarship*
For a graduate or upper-division undergraduate student who conducts research in literacy, broadly defined. Recipients of this award are typically students specializing in some aspect of technical communication. Administered by the Student Awards and Scholarships Committee in consultation with the Director of Technical Communication.
Appendix 1

QUALIFYING EXAMINATIONS: Optional examination procedure for doctoral students entering the program before August 2010

Students who entered the doctoral program before August 2010 have the option of being examined under the new procedure (outlined above, pp. 34-37) or under the procedure in force at the time of their admission. The text of the previous examination procedure follows:

Qualifying exams are typically taken at the end of the student’s fourth or fifth semester in the doctoral program. The purpose of the qualifying examinations is to permit the student to “qualify” himself or herself as an expert in the major field of study (period, genre, etc.) and also as an expert in the specific area of the dissertation. Preparation and requirements for taking qualifying examinations include the following steps:

- Semesters 3-4
  - Compilation, in consultation with the dissertation committee, of reading list(s) that will serve partly as an initial bibliography for the dissertation; the list(s) should contain a range of materials (primary and secondary sources; books and articles; websites, films, etc.) appropriate to the student’s research project and broader area of specialization.
  - Preparation of a preliminary dissertation prospectus of approximately 15 pp. The preliminary prospectus should include an overview of the intended project, a plan for the number and kinds of chapters, a review of the secondary literature in the area of the study, and a preliminary bibliography for the project.
  - Both the reading list(s) and the preliminary dissertation prospectus must be approved by all members of the dissertation committee, and they must be submitted to the DGS along with the Qualifying Examination Registration form by the due date stipulated on the form (at least six weeks before the examinations).

- Semester 4, 5 or 6
  - Qualifying examinations, consisting of 3 hours of writing during two consecutive days. Dates for the exams are determined by the student in consultation with the committee and the DGS.
Examinations must be taken within one year of completion of coursework.

One final thing is worth noting: the content, organization, and structure of reading lists and qualifying examinations will be determined by the student’s committee and may therefore reflect an individualized and idiosyncratic approach to preparing the student to work in the area of specialization. Students must collaborate extensively with the chair and committee members to craft appropriate readings lists and decide upon a philosophy for the examination.
Appendix 2

An Apologia for Acronyms

There is no shortage of acronyms in most academic departments and programs. And while these likely save time and energy among those “in the know,” to those outside of the inside code they can be puzzling at first, somewhat distracting, and probably a little annoying. Nonetheless, it may prove useful to familiarize yourself with several of these acronyms that will likely be thrown around in the English Department hallways.

ENGL  The prefix for all courses in the English Department
DGS   Director of Graduate Study
ADGS  Associate Director of Graduate Study
PDC   Professional Development Curriculum
FYC   First-year composition, the program as well as the ENGL 1301 and 1302 courses included in it
LCWL  Literature, Creative Writing, and Linguistics, as group within our department’s bureaucracy
TCR   Technical Communication & Rhetoric