

# *Purdue University*

English Graduate Programs  
Department of English  
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August 2024

I would like to extend a warm welcome to all new, returning, and prospective graduate students for the 2024-2025 academic year.

This *Manual for Graduate Study* is designed as a general reference source for the graduate programs in the Department of English and is divided into three sections: 1) an opening chapter that describes graduate study policies, requirements, and procedures (along with information concerning financial support); 2) two chapters on the programs at the MA and PhD levels; and 3) a series of appendices offering such items as the MA Reading List, Plan of Study Forms, English Graduate Studies Forms, and a description of the Teaching Assistantship.

For more detailed information about our programs and resources, please see our graduate webpage at <https://www.cla.purdue.edu/english/gradstudies/index.html>. There you will find profiles and links to homepages of our faculty as well as contact information and procedures for applying. For broader overviews of and guidelines for graduate study at Purdue, please see *The Policies and Procedures Manual for Administering Graduate Student Programs* at <https://catalog.purdue.edu/content.php?catoid=8&navoid=8285>

As you face the challenges and embrace the opportunities of the current academic year, do not hesitate to contact me with any questions about our programs. I will be happy to assist you.

Best,

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Director of Graduate Studies  
Department of English  
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## Table of Contents

I.	Preliminaries	7
A.	Responsible Conduct of Research (RCR) Training	7
B.	English Department Statement on Graduate Mentoring	8
C.	Graduate Student Bill of Rights and Responsibilities	12
D.	OGSPS on Workloads in Grad. Staff Appointments	17
II.	General Information	18
A.	Role of this Manual	18
B.	Campus Residency	18
C.	Advising	19
D.	Registration Process and Minimum Requirements	19
	1. To register for classes:	19
	2. To register for Thesis and Research hours (ENGL 698 & 699):	19
	3. Minimum Credit Hours	20
E.	Satisfactory Progress	21
F.	Course Levels and Types	21
G.	Incompletes	22
H.	Leaves of Absence, Research in Absentia, & Funding outside English	22
	1. Leaves of Absence	22
	2. Research in Absentia	23
	3. Graduate Assistantships Outside English (0.50 FTE)	24
J.	Academic Integrity	24
K.	Criteria and Procedures for Awarding Teaching Assistantships	25
L.	Retaining Teaching Assistantships in the MA and PhD	26
M.	Appointments	26

N.	CLA and University Graduate Fellowships, Grants, and Awards	27
1.	The PROMISE Award	27
2.	The Bilsland Dissertation Fellowship	28
3.	The Ross-Lynn Research Scholar Fund	28
4.	Other Purdue Awards	29
O.	English Department Fellowships, Grants, Scholarships, and Awards	29
1.	Harriet M. Crews and Sandra K. Biggs PhD Fellowships	29
2.	English Incentive Grants	30
3.	English Department Supplementary Graduate Funding	30
4.	English Department Graduate Scholarships and Awards	30
P.	Applying for External Grants and Fellowships	30
Q.	Graduation Procedures	31
R.	Temporary Employment in the Department after Graduation	31

### III. The MA and Combined BA/MA 32

A.	MA Transfer Credits	32
B.	MA General Requirements	32
C.	The MA Advisory Committee	32
D.	Core MA Requirements in Literature, Theory, Cultural Studies	32
E.	MA Program Policy on Learning a Language Other than English	33
F.	Plan of Study	33
1.	Timeline for Filing the Plan of Study	34
2.	Plan of Study Forms, Rationales, and Coursework	34
3.	Accessing the Plan of Study Generator: myPurdue Portal	35
G.	MA Thesis	35
1.	General Description	35
2.	Registration in the Semester the Thesis is Defended	36
3.	Scheduling the Defense	36
4.	Formatting and Deposit	37

H.	The MA Examination	37
1.	Examination Overview	37
2.	Scheduling	38
3.	Examination Committee	38
4.	Exam Book List	38
5.	Preparing for the Exam	38
6.	Answers	39
7.	Grading	39
8.	Re-examination	39
I.	Combined Five-year BA/MA Degrees in English	39

#### IV. PhD PROGRAMS 42

A.	General Information for PhD Students in RC and LTC	42
B.	Core PhD Requirements: Residency, Coursework, Research Hours	42
C.	PhD Advisory Committees	43
D.	PhD Plans of Study: RC and LTC	44
E.	Course Credit Requirements for PhD Students	45
F.	PhD Transfer Credits	46
G.	Coursework for PhD students in LTC	46
1.	Major Fields in LTC	47
2.	Introduction and Core Courses	48
H.	Language Requirement for PhD Students in LTC	49
I.	The Preliminary Examination for PhD Students in LTC	52
1.	Scheduling the LTC Preliminary Examination	52
2.	LTC Prelim Examination Committees	52
3.	Administering the LTC Examination	52
4.	Prelim Reading Lists	53
5.	Constructing the LTC Exam	54

A.	Field Exam Questions	54
B.	Field Exam Preparation (written component)	54
C.	Total Length of the Field Exam	54
D.	Oral component of the Field Exam	55
E.	Special Instructions for Students in Medieval Studies	55
F.	Focus Exam Question	55
G.	Focus Exam Preparation	56
H.	Total Length of the Focus Exam Essay	56
6.	Summary of the Exam in Literature, Theory, Cultural Studies	56
7.	The Evaluation of LTC Prelim Exams	56
8.	Following the LTC Prelim Exams	57
K.	PhD Course Requirements for Students in Rhetoric and Composition	57
L.	Language and Other Competencies for PhD Students in RC	59
M.	The Preliminary Examination for Students in Rhetoric and Composition	60
1.	The RC Prelim Examination Committee	61
2.	Scheduling and Administering the RC Prelim Examination	61
3.	Constructing the RC Prelim Examination	61
4.	Preliminary Examination Procedures	62
5.	Appeal	63
N:	Dissertation Prospectus	63
1.	Prospectus Timetable	64
2.	Scheduling the Oral Defense of the Prospectus	64
3.	Policies and Procedures for Prospectus Defenses Off-Campus	65
4.	Evaluation of the Prospectus	65
O.	The Dissertation	66
1.	Minimum Period between Prospectus & Dissertation Defenses	67
2.	Responsibilities of Dissertation Advisory Committees	67
3.	The Time Frame for Completing the Dissertation	67
4.	Registration for ENGL 69900 (Research hours) on or off campus	68

5. Unsatisfactory marks in ENGL 69900 Research Hours	68
6. Research <i>in Absentia</i>	69
7. Registering for "Examination Only" and "Degree Only"	69
8. Preparing for the Dissertation Defense	70
9. Timely Submission of the Dissertation to the PhD Committee	70
10. Formatting the Dissertation for Deposit	70
11. Copy for the English Graduate Office	71
12. Electronic Deposit of Dissertation	71

## Appendices 72

Appendix I. MA Examination Reading List for Fall 2023-Spring 2025	72
Appendix II. Rationale for MA in Literature, Theory, Cultural Studies	73
Appendix III. Rationale for PhD in Literature, Theory, Cultural Studies	74
Appendix IV. Rationale for PhD in in Rhetoric & Composition	76
Appendix V. Prelim Exam Checklist for LTC	78
Appendix VI. Ten-Month Prospectus Timetable	79
Appendix VII. Description of the Graduate Assistantship	80

# I. Preliminaries

## A. Responsible Conduct of Research (RCR) Training

The Graduate Council, concurrent with endeavors by EVRPR to implement a similar standard for all faculty, staff, students and trainees, believes that all graduate faculty and students should have some baseline knowledge of Responsible Conduct of Research principles, regardless of the types of research conducted. **All graduate faculty and graduate students must maintain the online, basic CITI RCR certification to preserve their eligibility for teaching and research appointments (students) and graduate teaching and advising (faculty).**

To be certified in Responsible Conduct of Research:

1. Follow the instructions here to register for and take the CITI RCR course:  
<https://www.purdue.edu/research/docs/pdf/RCR%20Quick%20Reference%20Card.pdf>
2. When you get to the curriculum page, be sure you select "Responsible Conduct of Research (RCR) Training - Faculty, Postdoctoral, and Graduate Students" (it's under Question 2)
3. Complete the modules and save the Certificate of Completion. **Notify the DGS office that you have completed your certification.** Certificates are good for five years and must be renewed thereafter.

## **B. English Department Statement on Graduate Mentoring**

This document is intended as an articulation of best practices for facilitating the graduate mentoring relationship. In it, we recognize two main principles:

1. Humanities careers are deeply dependent on the advice, mentoring, and opinions of others. Because of this, students and other early career researchers are in a vulnerable situation. Even the most nurturing mentor relationship necessarily involves a substantial imbalance of power.
2. Both mentor and student enter their relationship with rights and responsibilities, and it is in the best interest of all parties that they remain cognizant of both at all times. This document is intended to assist mentors and students in maintaining an ethical and positive relationship by making clear and explicit the norms that should govern such relationships.

**Further, we endorse and affirm our commitment to the principles laid out in the Graduate Student Bill of Rights and Responsibilities (I.C in this Manual) and the OGSPS's statement on Work Loads and Graduate Staff Appointments (I.D in this Manual).**

### Committee & Thesis / Defense issues:

The most common area of questions and uncertainty in the mentoring relationship involves the thesis committee, and its responsibilities during the thesis writing & defense process. To help clarify, we affirm that:

- As per OGSPS and departmental policy, major professors must meet with any student who will register for research hours no later than the first two weeks of the semester. At this meeting, the student and professor will agree upon a plan for the rest of the term that includes a specific articulation of what work is to be done by the student, and how often the student and professor will meet. The results of this meeting must be recorded in writing.
- Students and faculty should know when to expect communication and who is responsible for its initiation during the thesis process. Students and faculty should know when to expect distribution of drafts, and when feedback is expected. The role of committee members and the division of labor within the committee, as well as protocols for communication, should be clearly established for all parties no later than the prospectus defense for doctoral theses. For MA theses, these elements must be established within the first two weeks of the student's final semester.



- The doctoral prospectus should include a detailed timetable for completion of the thesis.
- In general, no more than four weeks should elapse between draft and feedback. In cases where more time is necessary, the faculty member should still communicate with the student to give what feedback is possible and to make sure the student is acting on other aspects of drafting and revision.
- Major professors should expect to meet with the student regularly throughout the thesis process. Ahead of the defense, such meetings should discuss preparation, format, and some of the questions that may come up. The mentor should help the student develop a full vocabulary on what their intervention or creative innovation is; this cannot happen in the final week before defense.
- Students are never expected to cater defenses. In fact, as many faculty and students prefer to avoid the distraction of eating and drinking during the intellectually demanding space of the defense, we strongly suggest all parties hold off on festive consumption until after the defense.
- The major professor must be physically present for the defense. Committee members must likewise make every effort to be physically present for the defense. We recognize that travel schedules may present a challenge, particularly during sabbaticals and summers; in such cases clear, early communication is required of both mentors and their students to agree upon a solution and schedule that will work for all parties. Should emergency circumstances arise to make physical presence impossible, the faculty member will consult with the DGS and Department Head to explore solutions.

#### Faculty Member-Teaching Assistant (TA) Relationship

When a faculty member is assigned a TA, the Department expects the following:

1. The faculty member and TA will meet prior to the TA's contracted start date to establish all responsibilities and expectations for the upcoming semester. This meeting should highlight workload, grading expectations, lecturing expectations, and semester goals.
2. The faculty member and the TA will create a document that details the division of labor agreed on during the meeting. A copy of this document, signed by both parties, should be forwarded to the DGS and the Associate Head by the end of the first week of classes. Both parties should keep a copy of the agreement for future reference.

#### Independent study (589 and 590):

Any course of study that will be recorded on the transcript requires an agreement in writing about outcomes or "deliverables"—what, exactly, is to be accomplished in the course—and an understanding between professor and student regarding their mutual responsibilities. For

students who begin in Fall 2024 and thereafter, this written agreement must be forwarded to the DGS and DW one month before the beginning of registration for the semester the independent student will occur.

Students may propose such courses but should understand that such courses are taken on by professors as unremunerated service. Professors are not required to provide an independent study. Professors who agree to the responsibility of these courses should make their expectations for meetings, readings, deliverables, etc. clear from the outset.

#### Letters of recommendation:

In agreeing to join a thesis committee, a faculty member takes on the role of potential recommender/referee for the student. Letters of recommendation are demanding and require significant labor. They are also, however, an integral part of the work of graduate faculty, and not one that may be ethically avoided except in very unusual circumstances.

- Letters of recommendation must be confidential, both so that they may be honest, and so that they will be regarded as forthright by search, fellowship, or award committees, which will almost never weigh seriously a recommendation that is not marked confidential.
- Students who need letters of recommendation must give adequate notice—ideally, at least four weeks, and more time if at all possible.
- Faculty must be open about their willingness and ability to write the strongest recommendation possible, and should communicate clearly what their needs might be in terms of supporting materials.

#### Labor issues:

- Hiring student for non-academic work should be done with extreme care. Students may welcome the extra income, particularly if their relationship to the faculty employer is fairly distant and such labor is unlikely to have an impact on their mentoring relationships. Yet asking students to do non-academic labor, even if fairly and promptly remunerated, is ethically tricky. The student may not feel they are able to decline services or to negotiate employment terms. Any perceived shortcomings in non-academic labor may create tension in the academic relationship and/or community.
- Asking students to guest lecture or substitute teach in the absence of the professor is fraught for similar reasons. The student may benefit from, and may well enjoy, the opportunity to lead a class session, but the power imbalance between professor and student remains, and the student's true state of mind may be difficult to know. In such cases, the professor should always apprise the DGS office and Dept. Head prior to the class meeting, and should record both the reason for absence and the student's name and relationship to the teacher. This caution does not apply to cases in which a graduate

student is teaching for reasons of professionalization or observation in the presence of a supervising professor.

Personal relationships:

In general, ethical and productive mentoring relationships include strong interpersonal boundaries, and respect for both the student's and faculty member's space and time.

Purdue University prohibits Amorous Relationships between a student and any University employee who has educational responsibility over the student, and supervisors and subordinates where there is a supervisory or evaluative relationship between the parties.

Given the inherent power imbalance between faculty and students, as well as the potential damage to the departmental community caused by such relationships when they become known, and particularly when they end, faculty and graduate students should avoid all amorous contact.

- Should such contact nonetheless occur even once, the department head should be informed immediately.
- The mentoring relationship, if one existed, must end permanently.
- In such cases, the professor shall not be on the student's committee, be the student's classroom or mentoring instructor, nor work in any supervisory capacity over the student.

If there is a problem:

As suggested by the OGSPS's statement on "Guiding Principles for Mentoring" (<https://www.purdue.edu/gradschool/academics/mentoring-advising-reporting.html>), we remind students that if they experience mentoring relationships that are not aligned with the best-practice principles outlined here, they may report these behaviors to the Director of Graduate Studies and the Head of the Department—or they may anonymously report contradictory behaviors to the University Hotline at 1-866-818-2620 or via the web at <https://www.purdue.edu/hotline/>.

**List of Contacts (updated July 2024)**

Department Head—Alfred J. López

Associate Head—Elaine Francis

Director of Graduate Studies—John Duvall

Director of Undergraduate Studies—Robyn Bartlett

Director of Writing—Bradley Dilger

Academic Program Manager—Elise Taylor

Graduate Ombuds—Thomas Atkinson

Graduate Hotline—1-866-818-2620 or <https://www.purdue.edu/hotline/>

## C. Graduate Student Bill of Rights and Responsibilities

Ratified 2-27-; ratified by ENGL 12-11-19

25 September 2019

To the Purdue University Family,



It is my sincere pleasure to present the Purdue Graduate Student Government's **Graduate Student Bill of Rights and Responsibilities (GSBoRR)**. The GSBoRR is the result of a multi-year collaborative effort between PGSG and University administration to provide a broadly applicable, high-level expectation of a successful and efficacious graduate education experience.

In unequivocal terms: **the GSBoRR is not nor is intended to be utilized as enforceable University policy.** However, this document represents the mutually agreeable perspectives of graduate students via the PGSG<sup>1</sup>, Graduate School administration, graduate faculty via the Graduate Council<sup>2</sup>, and faculty at large via the University Senate<sup>3</sup>. The project has been reviewed by the Board of Trustees, President, Provost, Legal Counsel, Vice Provost for Student Life, Dean of Students, and Associate Dean for Student Rights and Responsibilities. As such, while the GSBoRR does not represent a set of enforceable rules, it is a solid foundation that informs graduate students and empower them to identify situations in which they should seek advice and advocate for themselves.

PGSG recognizes three related but non-overlapping University documents: (1) the "Purdue University Bill of Student Rights" which describes the relationship for all students, not otherwise specified, with the University, (2) "Guidelines for Graduate Student Mentoring and Advising" approved by the Graduate Council that provides faculty-to-faculty discussion on advising best-practices, and (3) the Graduate School "Policies and Procedures for Administering Graduate Student Programs" which provides important but incomplete discussion of graduate student rights and responsibilities. The GSBoRR is an extension of these documents, representing the true experience of our graduate students to inform other graduate students as a set of fundamental and collectively appreciated rights and responsibilities, even if acknowledged as aspirational. At its heart, the GSBoRR intends to promote active communication and an environment that fosters success and validates the importance of graduate students to the mission of Purdue University.

To my fellow graduate students:

Thank you for the dedication and hard work each of you provide that brings the prestige to our graduate programs. Remember always that your role as a graduate student is integral to the University, and that you matter well beyond the research you complete.

To our graduate faculty and University administrators:

In this process I have encountered so many of you who are the exemplary embodiment of mentorship and student support. Thank you for what you do and for your willingness to support this effort to provide foundation for our students.

Together, let us embrace the best of what we have and continue working toward an even greater culture of graduate education at Purdue University.

Sincerely,

Taylor W. Bailey  
President, Purdue Graduate Student Government

<sup>1</sup> Ratified by the Purdue Graduate Student Senate on February 27, 2019.

<sup>2</sup> Endorsed by the Graduate Council on April 18, 2019.

<sup>3</sup> The immediate past version endorsed by the University Senate on November 19, 2018. At the time this letter was written, a reconsideration of University Senate endorsement is pending following a faculty referendum on January 6, 2019.

## **Introduction**

The Graduate Student Bill of Rights and Responsibilities is an aspirational document drafted to serve as an agreeable set of standards to shape a standardized expectation of what the Purdue graduate student experience should be. This document is not enforceable university policy, but it demonstrates a commitment of students, faculty, and administration to a set of fundamental norms to promote the most positive graduate education culture and mutual success for everyone at Purdue. It shall inform all Purdue graduate students, irrespective of their roles as students, graduate staff, or fellows, to ensure that their time at Purdue is both enjoyable and efficacious, seeking to foster graduate student engagement with the principles of academic freedom, equal opportunity, inclusion and diversity, discovery and research, teaching, learning, and shared governance.

### **I. Purdue Graduate Student Rights Article 1. Equal Educational Opportunity for Graduate Students**

1. Graduate students have a right to be informed of the rights described in this document upon enrollment and to be free of reprisals for exercising them.
2. Graduate students have the right to clear and specific written requirements for achieving an advanced degree upon admission into their graduate program including, but not limited to, course work, examinations, publication, and conference attendance. Information regarding time-to-degree, availability and administration of graduate assistant salary, and faculty placement options should also be accessible.
3. Graduate students have the right to reasonable and appropriate resources to successfully fulfill their research and academic obligations, acknowledging that the dynamic nature of research and availability of resources may sometimes require adaptation to alternative research approaches.
4. Graduate students have a right to respectful mentoring and advising relationships with faculty and all members of their graduate committee and to evaluation by their committee in accordance with fair procedures in matters of continuation within their program, based solely on the individual graduate student's academic and professional performance.
5. Graduate students have a right and should be encouraged to pursue academic and professional training that is relevant to their personal career path and that will make them competitive for their career goals after the completion of their program.
6. Graduate students have a right to access wellness resources, including programs for mental and physical well-being, to optimize their academic achievement and their contribution to the university overall.
7. Graduate students have the right to a clearly defined grievance procedure detailed within their graduate program's manual and to seek resolution without retaliation.

### **Article 2. Supportive and Constructive Workplace Environment for Graduate Staff**

1. Graduate staff working as administrative, professional, research, and/or teaching assistants have the right to clear and specific written job descriptions, responsibilities, and benefits (such as vacation and sick leave) that come with their appointment. This notification should occur prior to the start of employment, and staff members should be immediately informed in writing of changes.
2. Graduate staff members should understand the impact of their earnings on eligibility for student loans and salaries. Relevant university, college, department and/or graduate program resources, including human

resources and business office staff, should be responsive to graduate student inquiries about their working conditions.

3. Graduate staff have a right to structured and specific training to ensure that they can meet the expectation of their appointment.
4. Graduate staff have the right to a competitive salary relative to their colleagues in comparable departments in peer institutions, standardized to cost of living for an individual who is renting housing in the Greater Lafayette area. Graduate salary levels should be evaluated on a triennial basis by colleges and departments. The process and rationale for outcomes of evaluations should be made available to the pertinent graduate staff members.
5. Graduate staff have a right to an accurate written description of the availability, sources, and conditions for the continuity of financial and resource support for a graduate staff appointment, and immediate notice of any changes impacting continued support. If the conditions for employment change, contract obligations by both parties should meet all obligations. Only if the graduate staff leaves the position prior to the Graduate Staff Employment Manual minimums, should any obligation of tuition repayment beyond the graduate staff fee be executed.
6. Graduate staff with a benefit eligible appointment have a right to graduate staff leave and benefits, as defined by Human Resources, and to participate in the process for assessing benefit coverages, plans, and rates.
7. Graduate staff have the right to a clearly defined workplace grievance procedure detailed within their department's graduate program manual and to seek resolution without retaliation.

### **Article 3. Mentoring, Advising, and Performance Feedback**

1. Graduate students have a right to request consultation on all aspects of their progress within their degree program. Graduate students should receive regular and constructive feedback and guidance concerning their performance on a mutually agreeable schedule from all members of their graduate committee. Requests for meetings by either party should be met in a timely fashion, and feedback should be provided in writing when requested.
2. Graduate students have the right to change their major professor(s) and the right to alternative supervision; however, this right should be exercised judiciously and with respect to the investments a faculty member makes when accepting a student. In cases where the student's major professor departs from the university after the student's coursework has begun, the graduate student should be informed of all options available to continue studying. If a graduate program is to be discontinued, provisions shall be made for students already in the program to complete their course of study.
3. Graduate students have a right to prompt notification of any concern of their major professor, graduate committee, department, or the university related to their performance that may jeopardize their continued participation in their graduate program. Graduate students have the right to receive a fair opportunity to improve performance and address deficiencies subject to a reasonable, mutually agreed upon set of guidelines and timetable.
4. Graduate students have a right to question and refuse tasks that would impede progress in completing their program or that are not immediately related to their academic or professional development, unless these tasks are explicitly established within the requirements of their program or a staff appointment.

5. Graduate students have a right to full confidentiality in their communication with staff, faculty, and administrators, unless superseded by Title IX, FERPA, or other state or federal law.

#### **Article 4. Research Contribution and Authorship**

Graduate students have a right to fair treatment and attribution, including authorship, for significant contribution to ideas and work performed on faculty- or university-sponsored research. The norms and standards within the respective discipline or the implication of interdisciplinary research to authorship should be explicitly explained by the primary investigator and agreed upon by all participating researchers. Individual rights and responsibilities on research projects should be discussed as early as possible and communicated throughout the duration of the project, acknowledging that the dynamic nature of research may dictate transition of responsibilities or authorship positions once a project has been started.

#### **Article 5. Participation in Governance**

1. Graduate students have the right to consultation in the decision-making process of all departments and graduate programs when graduate students may be affected.
2. Graduate students have the right to representation in all university committees where graduate students may be affected, with voting privileges when appropriate and without fear of retaliation for exercising this right. Selection of graduate students to serve on university committees should be made in consultation with the Purdue Graduate Student Government.

### **II. Purdue Graduate Student Responsibilities Article 1. Graduate Student Engagement with the University**

1. Graduate students are responsible for understanding and carrying out the responsibilities that are described in this document and the implications to their time spent at the university.
2. Graduate students are responsible for fostering their own success. They should be diligent in carrying out their duties in a conscientious and timely manner and do their best to ensure stability for other students, faculty, programs, and departments with whom and wherein they work.
3. Graduate students are responsible for maintaining active and professional communication with their major professor. They should inform their major professor immediately of special circumstances that may preclude completion of their work. These circumstances could include, but are not limited to, the unique nature of the research, dire financial situations, civic obligations, family obligations, and religious obligations.
4. Graduate students are responsible for attending class and completing all assignments in accordance with the expectations established by their instructors and the academic requirements of their graduate programs.
5. Graduate students are responsible for taking the initiative in seeking information that promote their understanding of the academic requirements and the financial particulars of their graduate program and to be receptive of information and updates provided to them through multiple forms of communication, including Purdue e-mail.
6. Graduate students are responsible for informing the university of changes in address, phone number, enrollment status, or any other circumstance which could affect satisfactory progress in their program or financial aid and assistantship awards.
7. Graduate students are responsible for providing service to and actively participate in the governance of their program, their department, school or college, and the university community, and they should endeavor to

contribute to the administration and ongoing improvement of their graduate program, the graduate student government, and the university.

#### **Article 2. Purdue Graduate Staff Responsibilities**

1. Graduate staff should recognize that a graduate staff appointment represents an obligatory average weekly time commitment to duties that may be uncoupled from their academic responsibilities. They are responsible for maintaining regular and open communication with their employer, to ensure mutual understanding of the expectations of their appointment, and to perform their duties as outlined and in accordance with institutional guidelines and policies.
2. Graduate staff with teaching appointments are responsible for upholding the highest level of academic integrity, professionalism, and diligence in their teaching practices.
3. Graduate staff with research appointments are responsible for upholding the highest levels of research integrity, consistent with the responsible conduct of research.
4. Graduate staff are responsible to understand their role and due diligence in fostering professional relationships with their advisors and university personnel.

#### **III. Amendments to the Graduate Student Bill of Rights and Responsibilities**

Any amendments to the Graduate Student Bill of Rights and Responsibilities should seek endorsement from the Purdue Graduate Student Senate, the Graduate Council, and the University Senate.



#### **D. Office of the Vice Provost for Graduate Students and Postdoctoral Scholars on Workloads of Students with Graduate Staff Appointments**

Source: *Policies and Procedures for Administering Graduate Student Programs*, Chapter IX, "Graduate Student Responsibilities and Rights," Subhead E.

<http://catalog.purdue.edu/content.php?catoid=7&navoid=2929>

A graduate student employee's workload should reflect both the work assignment and contractual obligations of the assignment. The following statement of principle, endorsed by the Graduate Council on November 15, 1990, defines the mutual obligations of faculty employers/supervisors and graduate student employees:

The practice of employing graduate assistants is vital to the operation of Purdue, as it is to all large research universities. A good assistantship program benefits everyone. A student on a graduate appointment receives a salary, health and other benefits, tuition remission, and valuable experience in research and teaching. The University is able to conduct classes and to staff research groups at levels that would otherwise not be possible.

For an assistantship program to be successful, certain goals and safeguards need to be kept in mind. Whenever possible, duty assignments should stimulate the intellect and enhance the professional knowledge and skill of the assistant. But in all instances, the duties of the assistant must be fairly and equitably assigned, and the demands placed upon the assistant must not be unreasonable. The Office of the Vice Provost for Graduate Students and Postdoctoral Scholars (OGSPS) claims neither the mandate nor the wisdom to direct the day-to-day interaction of professors and their assistants. However, we do seek to discover a rational frame of reference within which the wide variety of policies and practices may be calibrated and justified.

The generally accepted measure for setting graduate assistant assigned workloads is time. Purdue, like many other major research universities, assumes that a half-time appointment entails 20 hours of service per week. If an assistant's duties are independent of the student's coursework and research, the definition of the half-time workload is relatively straight forward: not more than 20 hours per week. Of course some flexibility is necessary, both because one individual may work faster or more efficiently than another and because the pressure of work to be done ebbs and flows across the semester. "Overworking" an individual whose assistantship tasks are distinct from student tasks and thesis research has a double consequence. Not only is the assistant being required to work without pay, the student is being deprived of time that might be spent in study and research.

When there is no clear distinction between the duties required by the assistantship and a student's own study and research – when all or most of the assistant's tasks contribute directly

toward the student's degree – judgments as to the reasonableness of a workload can be very difficult. Under such circumstances, it would be foolish to encourage a student to think that a total of 20 hours of work per week would be likely to bring about the desired work product and to advance intellectual and technical progress at an acceptable rate. The very fact that individual cases differ makes it especially important for those who supervise graduate assistants to discuss work obligations with their students, early and often.

One final word. The supervisor is often the assistant's employer, counselor, advisor, mentor, examiner, and referee. No other academic situation places such power in the hands of the professor nor requires a more thoughtful assumption of responsibility for the well-being of the student. The supervisor needs to be especially aware of the assistant's health and sanity, of the dangers inherent in extended periods of high stress, and of the reasonable claims family, friends, and society have on the time and energy of the assistant.

## **II. General Information**

### **A. Role of this Manual**

The role of this manual is to provide guidelines for the administration of the Graduate Programs in the Department of English. With the support of their major professor, students have the right to petition the Director of Graduate Studies and/or the Graduate Committee regarding any policy outlined in this manual that may have an adverse effect on their academic status or progress.

### **B. Campus Residency**

The accreditation of Purdue University is based on our residential status. Offer letters from the Department every year clearly indicate the dates by which graduate students are expected to be physically on campus. The overwhelming majority of course instruction, mentoring, and scholarly advising is delivered in person and face-to-face. Unless remote participation is an approved official accommodation from the Disability Resource Office, all students are expected to be present on campus in the various roles that they perform: as participants in our small and vibrant intellectual community, as students enrolled in highly interactive in-person graduate courses, and as teachers, mentees, and mentors in pedagogical as well as non-classroom contexts. Residency matters even more as students advance through their programs. For its part, after some necessary relaxation of the rules in the first years of the pandemic, the OGSPS maintains unequivocal residency requirements, with clear guidelines and limits in place for those occasions when students are obliged to leave campus (see the section on Leaves of Absence and Research in Absentia under the letter H in this section). The department expects and welcomes your presence on campus.

To review the linked legal definition of “resident” for tuition purposes, please also visit <https://www.purdue.edu/policies/business-finance/iid1.html>.

### **C. Advising**

The Director of Graduate Studies (DGS) serves as the default advisor for all incoming graduate students in LTC until they choose a major professor, and the Director of Writing serves as the default advisor for students in RC until they choose a major professor. Students in all programs and at any point in their study are welcome also to seek guidance from staff administrators assigned to work with graduate students. The DGS meets with all new students one a semester, regardless of program.

All MA and PhD students in the department must chose a major professor and establish an advisory committee of three faculty members (including the major professor) by the time they submit their Plan of Study to the OGSPS, which is due about six weeks into their third semesters (typically by October 15<sup>th</sup>). The plan must be filed online and may be amended later if needed.

### **D. Registration Process and Minimum Requirements**

#### **1. To register for classes:**

Talk with your Major Professor (or the DGS if you have not yet selected a major professor). Please refer to your Plan of Study Rationale Worksheet during this conversation. You can locate the Rationale in the appendices of this manual. Obtain the Course Registration Numbers (CRNs) of the classes you will be taking from the Schedule of Classes (via My Purdue). If you need to register for research hours, see below. Log in to MyPurdue and take care of any holds (see below for some standard holds, and what to do about them). Use the UniTime Scheduling Assistant to register for courses. Consult the Unitime Manual if you need help:  
[https://www.purdue.edu/registrar/documents/scheduling/June\\_2016\\_StudentSchedAssistStudentManual.pdf](https://www.purdue.edu/registrar/documents/scheduling/June_2016_StudentSchedAssistStudentManual.pdf)

#### **2. To register for Thesis and Research hours (English 698 & 699):**

This is a two-step process, so please make sure to complete both steps.

Step 1: Students first must register for research using the scheduling assistant; please make sure to add a note identifying the professor with whom they will be working, and the number of credits for which they plan to register fin step #2 (this can be as simple as ‘Prof Name/# research credits’). The professor will need to approve before the advisor can approve. Students should not select one of the ‘automatic’ reasons in the system as to why they are requesting to

register for research. Once the research registration posts to the schedule, students can see that they are registered between 1 and 18 credits.

Step 2: Students then need to go back into the system and modify the number of credits to the correct number needed to register. (You should make sure that your research credits and coursework credits don't exceed the maximum for the semester, and that if funded, you are registered full time, which is 6 credits in our department.) You should check your schedule to confirm that you are registered for the research hours, with the correct number of credits, with the correct professor, once everything posts. It is your responsibility to make sure the registration is correct. A retroactive adjustment of credits requires the filing of special forms with the Registrar's Office. That office considers requests for retroactive adjustment only within a year after the original error. It does not regard as student's not checking and fixing credit numbers in timely fashion as an extenuating circumstance.

If you do not complete the 2nd step, your research registration will be dropped by the registrar's office, and you will have to re-submit the request; if the error is caught after the deadline, late fees will apply. **Always check your schedule to make sure registration has posted as expected.**

The timing of the registration will depend on how the student completes the 2nd step. If you register before the end of the first week of classes and research posts to your schedule, you can manually adjust the credits to the correct number. If you wait until approvals are needed in the scheduling assistant, you will first have to submit research registration in the scheduling assistant, and then submit a change to the number of credits request in the scheduling assistant. Both will need to route for the various approvals, so this can take longer before it will post and can potentially lead to late fees, if not processed completely before the deadlines. **Therefore, register for research as early as possible.** Here are guides to these two important steps:

Step 1: For information on how to add a course, see <https://www.purdue.edu/registrar/currentStudents/students/HowToAdd.html>. Remember to include a note identifying the research professor and the number of research credits.

Step 2: Once registration posts to the schedule, students will need to modify the number of credits as needed. For information on how to a change in research credits, watch <https://www.youtube.com/watch?v=hYvXSCEVXx8>

### **3. Minimum Credit Hours**

All students must make steady progress toward their degree. To that end, the department requires each student to complete a minimum of 6 hours per semester and 12 hours per

academic year with grades of B-minus or better. Moreover, the OGSPS requires that a student holding a half-time teaching assistantship register for a minimum of 6 credits per semester. Students working one-quarter time should adjust their registrations accordingly. Also note that some fellowships administered by the OGSPS require a minimum enrollment of 8 credit hours per semester.

Students who have completed all required coursework will need additional thesis credits (English 698) if they are writing MA theses, and PhD research credits (English 699) if they are earning a doctorate. Because the OGSPS requires from 3-6 thesis credits for 698 and a total of 30 research hours for 699, we recommend that students who hold teaching assistantships and have completed coursework and any qualifying exams **register for 6 credit hours each semester**. See Appendix VII for a description of the Teaching Assistantship.

### **E. Satisfactory Progress**

To maintain satisfactory progress, students must earn a grade of "B-minus" or better in each of their courses. (Please note that our general expectation is for students to carry a grade point average in the "A" range.)

### **F. Course Levels and Types**

Graduate students enrolled in 50000- and 60000-level courses are expected to participate actively in their courses and to produce significant independent research and creative work.

- **50000-level courses** are dual-level courses. That is, they are designed to meet the needs of advanced undergraduates and MA students, as well as entry-level PhD students, particularly when the latter are seeking to fulfill their breadth requirements. By departmental practice, 50000-level courses are currently capped at 15 students.
- As a rule, **60000-level courses** or seminars are geared toward graduate students only. They ordinarily require some prior work in the subject matter of, or the methodology employed in, the course. They are especially appropriate for PhD students specializing within a given field. MA students are required to take at least one (and preferably more) course(s) at the 60000-level; PhD students are required to take at least three courses at the 60000-level. Seminars are capped at 10 students.
- **Fixed-title courses** cannot be taken more than once for credit. In contrast, special topics, variable-title courses (e.g., ENGL 59200, ENGL 59600, and ENGL 67300), and directed reading, writing, and research courses (ENGL 58900, 59000, 69800, 69900) are repeatable for credit. See the DGS with any questions.

- **Independent studies courses**—English 589 (Directed Writing) and English 590 (Directed Reading)—allow faculty to teach courses one-on-one or in very small groups. Though repeatable for credit, these courses should not be used as shortcuts to fulfill credit requirements. Students who began prior to Fall 2024 may count up to three 589s and/or 590s in their Plan of Study. Beginning in Fall 2024 and thereafter, students may only count one 589 or 590 in their Plan of Study. Moreover, starting in 2024, students must meet with the proposed faculty member providing the independent study and present a rationale for the course to the DGS and the DW **one month prior to the beginning of registration for the semester in which the independent study will be given.**

## **G. Incompletes**

The department sanctions the granting of “Incomplete” as a grade only in extreme circumstances that preclude the completion of the course requirements within the semester of registration. The Academic Regulation of the University Senate applies: “The student must achieve a permanent grade in the course no later than one year after the incomplete is given, or the incomplete grade will revert to a failing grade.”

## **H. Leaves of Absence, Research in Absentia, and Funding outside English**

The English department expects students within the funding window to remain in good academic standing, meet degree requirements, and complete the work associated with the funding. We recognize that, for various reasons including, but not limited to, illness, family obligations, off-campus research, and external funding opportunities, students might not always complete degree requirements in consecutive years and might need/choose to opt out of some part of their guaranteed Departmental funding. The following section outlines some of the more common scenarios in which this might occur:

### **1. Leaves of Absence**

The OGSPS allows students to take a leave of absence for up to two consecutive semesters without needing to reapply for admission when they return. Note that, for purposes of calculating leaves of absence, the OGSPS considers summer a regular term (i.e., it counts as one of the allowed consecutive two semesters).

Taking an approved leave of absence neither widens nor narrows the funding window; it simply “stops the clock” for the duration of the leave. Upon returning from an approved leave of absence, students will continue being funded for whatever period was left in their funding window when their leave began.

Students also are advised that a leave of more than two consecutive semesters requires them to reapply for admission when they return: they must complete the standard application process in its entirety, pay all application fees to the OGSPS, and join the general pool of applicants being reviewed for admission at the time. The Department can make no guarantees regarding readmission, although reapplying students who were in good academic standing at the time of the leave generally are given favorable consideration.

Should a student take a leave of absence of more than two consecutive semesters and then reapply and be readmitted, any remaining Department funding guaranteed before the leave will be available to them as long as they stay in good academic standing. But note that, according to the OGSPS, "Students who interrupt their registration should pay particular attention to the 'five-year rule' that prohibits the use of out-of-date coursework on plans of study and invalidates outdated examinations."

Students are required to inform their Major Professors, the Academic Program Manager, and the Graduate Studies Office as soon as possible if they plan to take a Leave of Absence.

## **2. Research in Absentia**

ABD (All But Dissertation) students in good standing are eligible to apply for Research in Absentia status when they meet the stipulations outlined in Section V- F-3 of the University Catalog, linked below. To be eligible, they must have successfully completed coursework and Prelims and defended their Prospectus; made significant progress on the thesis research topic; and established, in coordination with their major professor, a plan for accomplishing research at the absentia location.

Students researching in absentia cannot hold assistantships, fellowships, or other funding from Purdue, unless their assignment requires them to work at the absentia location (in which case they would need to apply for Change of Duty Station, as described in Section IV-D and V-E of the Graduate Catalog). Moreover, unlike a Leave of Absence, Research in Absentia does NOT stop the clock on funding from the English Department: the time spent in absentia is counted against the student's 5-year funding window. Students who return to campus and resume normal registration are eligible for reappointment but only for the time left, if any, within their funding window.

The OGSPS stipulates that absentia can be taken only once during the student's enrollment toward a degree: a student who returns to campus and resumes normal registration status may not take absentia again later. Please note also that the "five-year rule" relevant to Leaves of Absence (described above) applies here as well.

The Department requires students to inform the Scheduling Deputy, their Major Professor, and the DGS at least a month in advance if they intend to register for Research in Absentia. Further approval is needed from OGSPS. A completed request for Research in Absentia (GS Form 12) must be received by the OGSPS at least one month prior to the beginning of the initial session for which registration in absentia is sought.

Students must remain enrolled for three credits of doctoral research (699) and pay absentia fees for every session until they graduate. For other important policies concerning Research in Absentia, consult the DGS office and visit Section V, or Registration of Graduate Students, in the University Catalog: <https://catalog.purdue.edu/content.php?catoid=9&navoid=10541>

### **3. Graduate Assistantships Outside English (0.50 FTE)**

During their funding window, students who accept half-time (.50) appointments as TAs, RAs, or GAs (graduate assistants) with other units at Purdue in most cases will be required to substitute that appointment for the half-time position they otherwise would have been offered by the English department. Students who subsequently wish to return to a department-funded half-time appointment may apply to do so, but only through the remainder of their original funding window. In other words, a half-time appointment outside the department taken during the guaranteed the student's two- or five-year window of department funding does not extend or widen that window, but rather substitutes for some part of it.

Note: Students who decline an English Department half-time appointment lose their guarantee of future appointments. The department will make every effort to accommodate students who wish to return, but we may not be able to do so.

Students who wish to take a non-department half-time appointment OR return to a department-funded half-time appointment after working for another unit must inform the Academic Program Manager and the DGS of their intent—and they must do so at least a semester in advance of the semester in which they wish to depart from or return to a Department-funded appointment.

Students with TA/RA/GA-ships outside the English Department should be advised that some units on campus might offer stipends lower than those offered by the English. The Department cannot make up the difference.

### **J. Academic Integrity**

"Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work. Academic dishonesty undermines institutional integrity and threatens the academic fabric of



Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education which is valued because of Purdue's high academic standards" (S. Akers, *Academic Integrity, A Guide for Students*, 1995, revised 2009).

For guidelines for faculty see "Responding to Academic Dishonesty: A Guide for Faculty" at [https://www.purdue.edu/odos/osrr/resources/documents/responding\\_to\\_academic\\_dishonesty.html](https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html)

For students' responsibilities and rights see: "Academic Integrity: A Guide for Students" at [https://www.purdue.edu/odos/osrr/resources/documents/academic\\_integrity.html](https://www.purdue.edu/odos/osrr/resources/documents/academic_integrity.html)

Academic Dishonesty has serious consequences at this University and will not be tolerated.

## **K. Criteria and Procedures for Awarding Teaching Assistantships**

Successful candidates for English teaching assistantships will have demonstrated an interest in and sensitivity to language and its usage through one or more of the following ways: the study of literature, coursework in Rhetoric and Composition, teaching or tutoring composition or languages other than English.

English department teaching assistantships and a limited number of positions in the Writing Lab are awarded only to students who have already been admitted into the department and thus satisfied our standards for admission, including the following: excellent undergraduate and, in some cases, early graduate preparation, good writing skills, excellent references, and an articulate and mature statement of purpose. The quality of the statement of purpose and of other writing samples, indications in letters of recommendation of teaching potential or achievements, the student's ability to work with others, and strong graduate work at Purdue or elsewhere, all strengthen the likelihood of being appointed to a TA-ship, RA-ship or Tutoring position.

Students on international visas have an additional requirement in that they must submit an official TOEFL iBT score (sent directly from the testing center). University policy states that any person whose first language is not English and who holds or is being considered for a graduate teaching assistantship must demonstrate adequate oral proficiency in English before being assigned duties involving the direct instruction of undergraduate students. The minimum internet-based scores required for admission are the following:

Writing:	22
Speaking:	22*
Listening:	22
Reading:	22

Total Score: 100

**\* Only those with a speaking score of 27 or higher can be considered for a Teaching Assistantship.** Students who do not initially qualify for a TA-ship via the TOEFL or IELTS speaking subsections can qualify when they arrive on campus in August through the Purdue OEPP test (OEPT). Students who fail this test are required to work with the Oral English Proficiency Program (OEPP) and enroll in ENGL 62000 (Classroom Communication in ESL for International Teaching Assistants) while holding the assistantship. For details on this 5-credit course, visit <https://www.purdue.edu/oepp/ENGL%2062000/index.html>

The Department of English also accepts the International English Language Testing System (IELTS) scores. An overall band score of 7.0 is required for admission. In addition, minimum scores of 7.0 are required for each section of Reading, Listening, Writing, and Speaking. A score of 8 in the speaking section is required for students who wish to be considered for a Teaching Assistantship.

Applicants for teaching assistantships whose programs vote for their admission will be reviewed by the Director of Writing for certification of teaching eligibility. Students previously certified as eligible to be teaching assistants retain that status even if no assistantship is available.

For a description of the Teaching Assistantship in the English Department, see Appendix VII.

#### **L. Retaining Teaching Assistantships in the MA and PhD**

Graduate assistantships and other appointments are typically awarded for an initial period of one or two semesters but are renewable as long as the student is within the funding window. Criteria for renewability are described in Appendix VII of this Manual. Broadly summarized, our rules limit employment of MA students to two years (four semesters) and PhD students to five years (ten semesters) beyond the MA. To secure a renewal of the assistantship every year, the minimum requirements are that Teaching Assistants remain in good academic standing, make progress toward the degree, pass all mandatory mentoring courses, be effective teachers, and perform all instructional responsibilities diligently. For a full description of the Teaching Assistantship, see Appendix VII.

#### **M. Appointments**

Graduate students are obligated to work the equivalent of 9 credit hours per academic year for the English Department. When teaching classes, this is straightforward: three sections of ENGL 108 courses equals 9 hours. However, TA and RA work can be combined. For example: 1 section of ENGL 108 can be combined with twenty hours per week working for a journal in

the spring. Any combination is fine as long as it is the equivalent of 9 hours for the academic year.

Incoming students will be given RA work whenever possible during their first year.

In assigning courses, the Associate Head, the Director of Writing, and the Director of Undergraduate Studies make every effort to respect student preferences, help students professionalize, and create rewarding teaching opportunities. Based on Department need, programs are able to offer a few RA-ships and a non-classroom assignments (such as journal editing or assisting with the Big Read).

Students should familiarize themselves with and actively seek the most rewarding professional and pedagogical opportunities the Department can offer. To prepare for such opportunities, students should consult with their Major Professors and the DGS and DUS as they develop pedagogical and professional expertise.

Because it was deemed to hinder progress toward the degree, the CLA Dean's office no longer approves overloads for graduate students. Therefore, the Department cannot accept requests for more than a 0.50 appointment. Moreover, students on international visas are precluded by Immigration and Naturalization Service policies from holding a funded appointment exceeding a 0.50 FTE at any time over the course of the academic year.

## **N. CLA and University Graduate Fellowships, Grants, and Awards**

OGSPS makes several dissertation awards and fellowships available to international and US graduate students in CLA. English Department students are encouraged to apply for these whenever and as often as they are eligible. Below is a brief description of various CLA and OGSPS grants and awards. Please note, you must be within your two- or five-year funding window to apply.

**1. The PROMISE Award** program is open to MA and PhD students and supports CLA graduate student research, scholarly activity, and conference travel. Tier 1 provides funding up to \$1,000 for expenses related to scholarship/creative activity with a U.S. domestic focus, including domestic research or conference travel for graduate students to present original scholarship and/or creative works. Tier 2 will provide funding up to \$2,000 for expenses related to scholarship/creative activity with an international focus, including international research or conference travel for graduate students to present original scholarship and/or creative works. Students planning to use the grant to fund conference participation should apply ahead of time if possible, but their application will be considered even if they turn it in after they return. Note that a) students may apply for the award at any point in the calendar year (the two semesters

as well as summer), but they cannot win the award more than once a year; b) funds are available on a first-come first-served basis; though they have supported a sizeable number of students in the past, funds also have closed early some semesters. It is advisable to apply as soon as one can. To learn more, visit <https://www.cla.purdue.edu/research/grant-support/grad-student-research-support/promise/index.html>

**2. The Bilsland Dissertation Fellowship** is a year-long grant open to domestic and international PhD students in the College of Liberal Arts who will enter their final year of their program in the award year. Funding includes a stipend/salary and tuition coverage. Fellows are expected to complete all requirements for their doctoral degree by the end of the year. The likelihood of defending the dissertation over the course of the award year is a named criterion for selection at both the Department and the CLA level. The Fellowship, along with application instructions, is typically announced by the Graduate School in the Spring Semester. Applications are reviewed internally by an *ad hoc* committee of English Department faculty, which then selects a nominee to forward to CLA for further review and final selection. Please note: the student's dissertation director must nominate the student for this award.

**3. The Ross-Lynn Research Scholar Fund** is administered by the CLA Office of Research and Graduate Education and supports doctoral projects in CLA. English competes with other CLA units for the Ross-Lynn and our department is not guaranteed one. It is open to all domestic and international ABD doctoral students in good standing who have completed their Prelims and defended their Prospectus.

Ross-Lynn applications are very different from Bilsland applications: faculty members apply for the Ross-Lynn award and select the graduate student with whom they want to work. This award emphasizes collaboration and intersections between the doctoral student's research and that of the major professor; the likelihood of the student finishing the dissertation at the end of the award year is a criterion for the Bilsland but not for Ross-Lynn; and in lieu of a letter of recommendation required for the Bilsland, the Ross-Lynn application requires a 200-word rationale by the major professor justifying the selection of the project and the student completing it. Funding includes a stipend/salary and tuition coverage. The Fellowship is typically announced by the OGSPS in the Spring Semester. Applications are reviewed internally by an *ad hoc* committee of English Department faculty, which then selects nominee(s) to forward to CLA for further review.

Doctoral students may apply for the fellowships and grants listed in this section as long as they are within their 5-year funding window. However, students may hold the Bilsland Dissertation Fellowship or the year-long Ross-Lynn Scholarship for a little longer, namely, in the summer/year immediately following the tenth semester. In effect, the Ross-Lynn and Bilsland fellowships can potentially add a summer or extra year of CLA funding to the maximum 5-years of funding provided by the Department. In contrast, PROMISE awards cannot be held once the

funding window closes. (IMPORTANT NOTE: If you're on fellowship and graduate, Purdue immediately cuts off your off funding — even if there's still time remaining on your fellowship. Therefore, if you decide to defend a semester early, hold off depositing until the final semester of your fellowship in order to keep your funding.)

Especially in the Spring semester, PhD students should look for announcements of the yearly grants and start preparing required materials (such as the 5-page summary of the dissertation project and an updated CV). However, because the instructions for these awards might have changed from the previous year, please carefully read the announcement of the awards and follow the instructions carefully before applying.

**4. Other Purdue University Grants:** Various academic and non-academic units within Purdue offer a variety of small grants to graduate students. For example, see this 2022 description of a "Graduate School Managed Grant" for \$1500: The Frederick N. Andrews Environmental Travel Grant is designed for degree-seeking students enrolled in a graduate program who are researching various means of improving the global environment." This is just one example. See <https://www.purdue.edu/gradschool/fellowship/funding-resources-for-students/grants/gs-managed-travel-grants.html>

The Purdue Graduate Student Government of PGSG offers grants and awards for travel and childcare. Details at [https://purduegradstudents.com/travel-grants/?\\_ga=2.211694679.375699420.1661278768-538259349.1661276224](https://purduegradstudents.com/travel-grants/?_ga=2.211694679.375699420.1661278768-538259349.1661276224)

For Information and Procedures for Graduate Travel Support, see <https://www.cla.purdue.edu/english/gradstudies/travel/index.html>

## **O. English Department Fellowships, Grants, Scholarships, and Awards**

In addition to fellowships funded by CLA and other University units, the English Department funds several internal fellowships, grants, scholarships and awards for its students. Eligibility varies, as indicated below.

**1. Harriet M. Crews and Sandra K. Biggs PhD Research Fellowships:** In years when funds are available, the English Department offers up to two annual fellowships to doctoral students in ABD status. The application process is similar to those for the Bilsland and the Ross-Lynn, but unlike the latter, in the selection process is internal to the English department. Like the Bilsland, the Crews & Biggs requires a nomination from the student's dissertation director.

In addition, when funds are available for the year, the department offers smaller internal grants and awards. Some of these smaller grants are standalones; others work to supplement College

awards, typically on a first-come first-served basis. Such grants are open to all graduate students.

**2. English Incentive Grants** are available to all graduate students who are within their funding windows and apply for external (or non-Purdue) fellowships and grants relevant to their creative and scholarly endeavors. The grants provide incentive to students to seek external awards and will be distributed on application. Students may be awarded \$50 or \$100 per external grant application, up to an annual maximum of \$300 per student. For details on the simple application process as well as a selected list of external grant opportunities, please visit <https://www.cla.purdue.edu/academic/english/gradstudies/misc-info/incentivegrant.html>. Also see Section P below for details on contacting the Purdue's Sponsored Programs Pre-Award Services for external grant applications.

**3. English Department Supplementary Graduate Funding** may be sought by all graduate students who have won a PROMISE award; are in good academic standing; are making progress towards their degrees; and are formally participating in (and preferably listed on the programs of) conferences, writing workshops, and other creative and scholarly gatherings outside Purdue. These department grants will supplement any CLA PROMISE award the student wins, with each student eligible for a maximum of \$250 per year from the department. Upon being notified of a PROMISE award, the student should submit an application to the DGS office. Students who were not able to secure a PROMISE award may still apply for supplementary funding for professional and scholarly activities outside Purdue. Details on the department supplement and instructions for applying are to be found at <https://www.cla.purdue.edu/academic/english/gradstudies/travel/index.html>

**4. English Department Graduate Scholarships and Awards** are funded through the generosity of private donors. Award amounts vary. One award and three scholarships are available to graduate students.

- The Janice M. Lauer Dissertation Award (for students in RC)
- Professor Patricia Sullivan Scholarship in Rhetoric and Composition (for students in RC)
- Cheryl Z. Oreovicz English Scholarship (for students in LTC)
- Robert Liddell Lowe Graduate Scholarship in English (for students in LTC)

## **P. Applying for External Grants and Fellowships**

Students interested in applying for grants or fellowships sponsored by agencies outside Purdue must contact Sponsored Programs Pre-Award Services. Pre-Award Services supports the creation of proposals and contracts that are both technically and administratively sound, and, in some cases, may help with preliminary paperwork for grant or fellowship applications. For information regarding the Central Pre-Award Center see: <https://www.purdue.edu/business/sps/preaward/index.html>

## **Q. Graduation Procedures**

All graduating students must notify the English Graduate Office by the third week of the semester in which they plan to graduate and contact that office for information on deadlines.

## **R. Temporary Employment in the Department after Graduation**

Depending on research and teaching needs, the department may be able to offer recent graduates two forms of limited and temporary employment after graduation: **teaching positions** and **hourly work**. However, graduates who are temporarily employed after graduation can no longer be considered graduate staff. The status of graduate staff (with related benefits) lasts only through the end of the semester in which students graduate (i.e., complete all degree requirements, including exams and the defense and deposits of theses).

The first form of temporary employment following graduation, **teaching positions**, always require the instructors in question to switch status from graduate staff to Limited Term Lecturers (LTLs), a position with different benefits than graduate assistantships. Students who expect to apply for Purdue teaching after graduation should consult the DGS, the Director of Writing, the DUS, and Associate Head.

The second form of temporary employment following graduation, **hourly work**, falls in a different category than teaching appointments. For up to 90 days, recent graduates may continue any hourly appointments that they have held before graduation. See Purdue's [Guidelines on Employment Eligibility](#), which include the following statement:

Graduating students who hold regular hourly student positions may continue employment in their existing hourly student position for up to 90 days after enrollment ends. Continued employment beyond this timeframe must be in another employee class.

### **III. The MA and Combined BA/MA**

#### **A. MA Transfer Credits**

With the approval of the student's advisory committee, up to six credits toward the MA degree may be transferred from another accredited institution. The credits must have been earned within the last five years (with a grade of B- or better) and must not have not been used to satisfy the requirements of a degree held by the student.

#### **B. MA General Requirements**

To qualify for a master's degree, the candidate must meet university and department requirements regarding hours of credit, residence, required courses, and grades (cumulative GPA no less than 3.0). The candidate must also either pass the MA examination or write a satisfactory MA thesis.

#### **C. The MA Advisory Committee**

Before the due date for filing a Plan of Study (October 15<sup>th</sup> of the second year in the MA program), the student must ask a faculty member (and have that individual agree to be) the major professor who serves as the student's advisor. MA students must choose a major professor with an appointment in the English Department. In consultation with the major professor and at least two other English department faculty members (whom the student chooses and requests to serve on the thesis advisory committee), students shall complete their Plan of Study. After filing that Plan, students will meet with their major professors on a regular basis every semester to seek advice about such matters as course selection, signed approval for official forms, and the writing of the MA thesis or preparation for the MA exam.

The Advisory Committee is the liaison between the student and the DGS or Department Head in matters regarding academic progress (including any of the very rare circumstances under which a student might be dismissed from a graduate program), the student's employment status within the Department, and the continuation or termination of financial aid.

#### **D. Core MA Requirements in Literature, Theory, Cultural Studies**

Thirty graduate credits plus the MA examination are required for the LTC MA degree without thesis. Thirty graduate credits plus three credits of English 69800 are required for the MA degree with thesis. An MA student who has met core, distribution, and program requirements may complete the overall course-hour minimum with any of the 50000-or 60000-level graduate courses offered or cross-listed by the department.



All students in Literature, Theory, Cultural Studies must complete English 50100. Student who have satisfied their LTC requirements and wish to gain expertise in Linguistics could consider taking one or more of the following: English 51100, 56500, 51600, 51200, and 56300. Please note that these courses are sometimes offered outside the department and do not always carry an English cross-list number.

Students in the LTC program must take one course in each of the four separate areas listed below. For other course requirements, see the course distribution worksheets in Appendices II and III. At least one course in the sequence must be at the 600 level.

- Medieval and Early Modern (16<sup>th</sup>- and 17<sup>th</sup>- Centuries) Literature
- Transatlantic and Early Atlantic Literature
- 20<sup>th</sup>-Century and Contemporary Literature
- Theory and Cultural Studies

No audited courses, or courses taken Pass/No Pass, or courses in which a student earns grades below a "B-minus" can count toward the required number of hours; these courses also do not appear on the Plan of Study (see E below).

At the recommendation of their Advisory Committees, students may take up to six hours of coursework outside the department that will count toward the minimum of thirty hours required on the Plan of Study.

## **E. MA Program Policy on Learning a Language other than English**

MA students do not have to demonstrate proficiency in a language other than English. However, we advise students to use the many resources available at Purdue and online to explore another language during their time with us. Students who intend to pursue a doctorate are especially encouraged to expand their scholarly and creative potential by undertaking the study of other languages.

## **F. Plan of Study**

### **1. Timeline for Filing the Plan of Study**

By October 15 of their third semester in the program, students in all programs are required to choose a Major Professor and two other faculty members to serve as an Advisory Committee. The chair and at least 2 of the 3 members of the Advisory Committee must be from the English. As soon as the committee is formed, and in close consultation with the major professor, the student must file an Electronic Plan of Study (EPOS) with the Graduate School. The Graduate School stipulates that the EPOS be filed before the beginning of the student's final academic

session/semester (or the session/semester at the end of which a degree is expected). In other words, **students must have the EPOS on file in the penultimate session/semester of their time in the program. This requirement is strictly enforced.**

## **2. Plan of Study Forms, Rationales, and Coursework**

When filling out their Plans of Study students should insert under “Concentration” one of the following three options: Creative Writing; Literature, Theory, Cultural Studies; Rhetoric and Composition.

Note that **a Rationale specific to the student’s program/concentration/degree must be submitted along with the Plan of Study.** These Rationales are included in Section V, Appendices, of this Manual, and they provide key information for establishing and filing the Plan of Study. See Appendices II-IV to locate the Rationale specific to your program and use it to guide your Plan of Study.

A minimum number of 30 credit hours of coursework is required by students in all programs. The following courses do not count towards the 30-hour total:

- any course in which a student has earned a grade below B-minus
- audited courses
- courses taken Pass/Fail
- 500-level mentoring courses (e.g., ENGL 50200 and 50500)

Please note the rules below on two types of fixed and variable title courses that carry limits as to how they may count toward minimum course requirements.

- IDIS 59100: Interdisciplinary Studies in Composition (Hutton Multidisciplinary Lecture Series) may count only once on a Plan of Study.
- ENGL 58900 (Directed Writing) and 59000 (Directed Reading), also known as Independent Studies courses, may be taken more than once. Students who began prior to Fall 2024 may count no more than 9 credits from such courses in their 30-credit hour POS total. Beginning in Fall 2024, students may count only 3 credits from such courses in their 30-hour POS.

In general, students should make every effort to take required and other regular courses when they are offered; they should certainly not rely on independent studies to meet degree requirements. For more on Independent Studies, please see this Manual’s entry under F in Section II, General Information.

All other courses (including ENGL 69200, Scholarly Writing and Publishing), and ENGL 60100 (Teaching College Literature) may count towards the 30-hour total.

### **3. Accessing the Plan of Study Generator through the myPurdue Portal**

Access to the electronic Plan of Study Generator (POSG) is via the myPurdue Portal at <https://mypurdue.purdue.edu/cp/home/loginf>. After logging in, click on the Academic link, followed by the Graduate School link. This will take you to the PSOG screen. Login > Academic > Graduate School

Once you have clicked on the "Graduate School Plan of Study" link within myPurdue, a new browser window will open with the POSG login screen. It is necessary to log in with your Career Account userid and password to proceed. Once you have logged in, the POSG links are available to you.

To begin your POS, click on the Plan of Study Generator link, and then click on the "Create new Plan of Study" link. Once in the POSG, refer to the help buttons located on each page to assist you in using the electronic POSG. You do not need to complete the entire form in one sitting; you may save your POS and return to it later. You may not bookmark any pages within the Graduate School link. To return to the POSG you must log in to myPurdue.

When you have completed your POS, make a copy of it and give copies to your major professor and your Advisory Committee for approval. When they have approved your POS, please submit it as a draft, together with the completed Rationale from the appropriate Appendix (II-IV), to the English Graduate Office for review by the DGS. At any stage during this period you can submit your plan as a Draft. All Plans of Study must first be submitted in Draft form before they can be submitted in Final form. When the POS has been approved by the DGS, you will be notified by email from the English Graduate Office. You will then return to the POSG and submit your plan as "Final." The POS will be automatically routed, reviewed, and, if approved, signed by your department coordinator, your Advisory Committee, and the Graduate School. You may check the status of your POS at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link.

Changes in the Plan of Study should be submitted on an electronic Plan of Study Change Form.

## **G. MA Thesis**

### **1. General Description**

The MA thesis, developed and written under the supervision of the student's entire Advisory Committee, should be similar in kind and quality to a doctoral dissertation, but narrower in

range and scope. The usual recommendation is for a minimum 60-80 page (18,000-24,000 word) manuscript, but exceptions are allowed when approved by the Advisory Committee.

## **2. Registration in the Semester the Thesis is Defended**

The Graduate School requires a student to be registered for at least 3 hours of research in the session of graduation.

If all course work has been completed prior to the semester during which the thesis is completed, the student may, one time, register for “**examination only**.” Such a candidate must **DEPOSIT THE THESIS in the thesis office during the FIRST EIGHT WEEKS of the Fall and Spring semesters (or during the FIRST FOUR WEEKS of the summer semester if applicable)**.

Students are required to have been registered for at least three hours during the *preceding* semester in order to be eligible to register for “exam only” or “degree only.” This policy does not apply to non-thesis MA students. A student does not need to be registered for the Summer semester in order to register for “exam only” in the Fall semester, but they must have been registered for research hours in the Spring.

## **3. Scheduling the Defense**

All three members of the MA Advisory Committee should receive a completed copy of the thesis at least two weeks before the date of the defense. Committee members will then email the English Graduate Office to indicate that they have received the final copy in a timely manner. The English Department cannot submit Form GS-8 (which sets up the defense) to the Graduate School until the committee acknowledges receipt of the thesis at least two weeks prior to the defense date.

An electronic form is used to schedule defenses with the Graduate School. In order to process the necessary paperwork for the Graduate School, three weeks prior to the defense, students must submit to the English Graduate Office, in writing, the following information:

- The date and time of the defense
- Room number
- The title of the project
- The name of the Chair (identical to the name listed on the EPOS)
- Names of Committee Members (identical to the names on the EPOS)

## **4. Formatting and Deposit**

Students should consult with their Advisory Committee regarding format requirements, both within and outside the department. In addition, when preparing their thesis, students must follow and satisfy the University's formatting policies found on the Thesis Office website:

<http://www.purdue.edu/gradschool/research/thesis/index.html>

The same site also has a checklist form for the Master's thesis final deposit and other relevant information. A final deposit appointment must be made with the Thesis/Dissertation Office in the Graduate School before the thesis can be officially deposited. The Thesis Office advises doing so as far ahead as possible in the semester the thesis will be deposited.

All MA theses must be deposited electronically. In addition, the Department requires that students deposit a copy of their completed thesis with the English Graduate Office. Please note that students are required to complete a graduate tracking survey.

## **H. MA Examination**

### **1. MA Examination Overview**

For MA students in LTC not writing a thesis, this examination serves as the capstone of this stage of graduate study.

The exam, covering the spectrum of literary and cultural studies, allows students to demonstrate an ability to synthesize materials, to draw parallels between or among texts, and to read closely for specific details. Examination questions or topics for exploration draw on a variety of ways to read texts (plot, genre, gender, character, relation to critical issues).

The first part of the examination will last 4 hours, with one-half hour for studying the questions and organizing answers, 3 hours for writing, and one-half hour for proofreading and editing the answers.

Students write for 3 hours, usually on 3 questions chosen from a list of 5 or 6 options. The questions may deal with any of the books on the list, or any combination of those books.

The second part of the examination consists of the explication of a passage of prose or poetry, with 15 minutes for study and organization, 1 hour for writing, and 15 minutes for proofreading. Students write on 1 of 3 short passages, printed in full. Titles will not be announced in advance. The instructions will read: "Write a careful literary analysis of one of the following pieces. Your essay should interpret the passage and support that interpretation with evidence drawn from the text."

No notes, texts, or reference works other than a standard college dictionary may be consulted during the exam.

## **2. Scheduling**

The MA examination is given twice each year: late in the Spring semester and early in the Fall semester. Candidates wishing to take the examination must sign up with the English Graduate Office before the deadline announced each semester. MA students typically take the exam in the spring semester of their second year of residency. To take the examination, a student must be registered for the semester in which the examination is held; however, students who have completed all course requirements may, one time only, register for "examination only," if they have enrolled for at least three hours the preceding semester.

## **3. Examination Committee**

The MA Examination is administered by a standing committee appointed by the Department Head and comprising three faculty members from the Literature, Theory, Cultural Studies faculty. This Committee constructs questions and grades the essay answers for the exam and chooses the passage(s) for extemporaneous explication. It will revise the list of texts on which the examination is based every other year. Whenever possible, the committee will be constituted so that one member is replaced each year and two members are held over from the previous year.

## **4. MA Exam Book List**

The list on which MA students are examined contains approximately 20 works. Every other year, approximately 8 of the texts are changed by the MA Examination Committee.

Only generally recognized texts will be chosen, approximately equally across four areas: Medieval and Early Modern (16<sup>th</sup>- and 17<sup>th</sup>- Centuries) Literature; 18<sup>th</sup>- and 19<sup>th</sup>- Century Literature; 20<sup>th</sup>- Century and Contemporary Literature; and Theory and Cultural Studies.

## **5. Preparing for the Exam**

Those studying for the exam should take courses in as many periods as they can but should supplement course work with extra preparation of their own. This preparation ought to consist primarily of several thoughtful readings of the assigned texts. In addition, the careful reading of 2 or 3 critical works on each text is strongly recommended. Students are encouraged to seek help from their Advisors and other members of the faculty in this preparation. Copies of earlier exams are kept on file in the English Graduate Office and are available on request.

## **6. Answers**

Students should study the questions carefully and be certain that their answers offer thoughtful, well-organized, and detailed responses to those questions. They should avoid clichés, dead metaphors, vague generalities, plot summaries, and oversimplifications. Relevant criticism should be cited and incorporated into responses. Examiners look for evidence that students have thought carefully and critically about the texts and topics on which they choose to write.

## **7. Grading**

The examination committee faculty meet to discuss the individual parts of the exam and to determine an overall grade (Pass, Fail). Within ten working days of the examination date, the results of the MA Examination should be reported to examinees and the Chairs of their Advisory Committees by the DGS.

Students wishing to review their performance on the examination may ask to meet with the MA Examination Committee. This request should be made within 2 weeks of the report of examination results. The Department considers the MA Examination Committee's determination of the grade to be final. Students who wish to appeal the decision of the examining committee may do so according to the guidelines established by the Graduate School of the University as articulated in its *Policies and Procedures for Administering Graduate Student Programs* (Section IX: Graduate Student Responsibilities and Rights).

## **8. Re-examination**

A candidate who fails the MA examination may take it a second time, preferably during the next examination period, and certainly within the calendar year. A student who fails the examination twice may not take it a third time. A student who has failed the examination may not then switch to the thesis option.

## **I. Combined Five-Year BA/MA Degrees in English**

Especially driven, self-directed students who desire an accelerated path to an MA degree in English might consider our combined BA/MA degree program, which will allow them to graduate with a BA and MA degree in only five years (standard plan) or in four years ("Degree in 3" plan of study).

Students apply to the combined BA/MA degree program via the online application process; applications are handled on a rolling basis and are due no later than March 15 for admission in the following fall semester.

Deadline for Application: March 15

To be considered for admission, the student must

- be a declared undergraduate English major
- have earned enough credit hours to be considered a junior
- have a cumulative GPA of at least 3.5 for all coursework and at least 3.7 in the major.
- and submit an online application form, writing sample, curriculum vitae, and one letter of reference from a Purdue English professor. No GRE scores are required.

Please note: Meeting the minimum GPA and other requirements listed above does not guarantee admission into the MA program.

Degree requirements for the Combined BA/MA

- completing 30 credit hours of graduate-level coursework. At least 24 of these hours must be in the English department, and at least 1 must be at the 60000 level.
- completing ENGL 50100 with a minimum grade of B-.
- passing the MA exam, or writing and defending an MA thesis, under the guidance of their major professor and advisory committee.
- taking, as undergraduates, up to 12 credit hours of graduate work from their free electives to be counted towards the combined BA/MA degree.

General Description of the BA/MA Combined Program

A combined-degree program is reserved for exceptional students. It joins curricula of an existing baccalaureate or professional degree program and an existing master's degree program within the Purdue University system.

The combined degree shortens the time to degree for students who know they wish to pursue MA-level study on an accelerated timeframe. BA/MA graduates are in strong positions to apply to doctoral programs and professional degree programs (e.g., law, business, pedagogy), as well as MFA programs.

Upon successful completion of the combined BA/MA, students will have acquired:

- The capacity to identify and conduct original research, scholarship, or creative endeavors in the field of English



- The ability to think critically, creatively, and to solve problems in the field of English
- The ability to communicate effectively within and about the field of English
- The ability to conduct English-subject research in an ethical and responsible manner
- Attributes of professional development consistent with expectations within the field of English

#### Timeline and program requirements for the BA/MA

Interested students pursuing a 4-year BA would typically apply in the third year of study. They should plan to complete their BA requirements, minus about 30 credit hours, by the end of the junior year; this leaves them with ample room in the senior year to add up to 12 credits of graduate study as free electives and to complete more advanced graduate work in a 5th, MA-focused year.

On the other hand, students undertaking the Degree-in-3 program will be able to complete the MA in a fourth year. In such cases, they would apply in Year 2, begin MA work in Year 3 via free electives, and finish in Year 4.

The baccalaureate or professional degree must be awarded prior to awarding the master's degree. Students enrolled in Combined Degree Programs are expected to complete the baccalaureate degree on schedule. Students in Combined Degree Programs, who are funded by an external grant at 0.25 CUL or higher, will have a primary classification of graduate. Other students in Combined Degree Programs will have a primary classification of undergraduate until the baccalaureate degree is awarded.

Students will take ENGL 50100: Introduction to English Studies in the Fall of their fourth year. Coursework in the final year must include at least one (and preferably more) 60000-level ENGL course(s). The breadth requirement for the MA degree in English may be met via coursework in both the fourth and fifth years of study, provided it is at the 50000-level or above.

The breadth requirement for MA students requires a course in each of the following tracks:

- Medieval & Early Modern Studies
- Transatlantic & Early Atlantic Studies (17<sup>th</sup> – 19<sup>th</sup> centuries)
- 20<sup>th</sup>- & 21st-Century Literary Studies
- Theory & Cultural Studies

Students should finish their 30 credits of coursework, including ENGL 50100 and the breadth requirement, within two years, at the end of which they may either take the MA exam or defend a thesis.

Up to 12 credit hours of free elective 50000- and 60000-level coursework may be dual-counted for both the undergraduate and master's degree.

Generally speaking, BA/MA students are not eligible to apply for Graduate Assistantships.

## **IV. PhD PROGRAMS**

### **A. General Information for PhD Students in RC and LTC**

Two programs in the English department offer doctoral degrees: 1) Literature, Theory, Cultural Studies, and 2) Rhetoric and Composition. This section of the Graduate Manual includes 1) policies that apply to LTC and RC doctoral students; and 2) policies that are specific to each program. To make sure students don't overlook any policy that directly impacts them, we advise reading this section in its entirety before bookmarking specific areas of relevance.

The PhD is the highest degree offered by the English Department. Study for this degree is seen as an independent program that builds on and complements work done at the MA level. PhD students are allowed considerable flexibility within the guidelines of the OGSPS and the English Department. It is assumed that students who embark upon advanced graduate work are committed to both preserving and transmitting the work of previous generations of scholars as well as to developing their own abilities to make scholarly contributions.

To qualify for a doctoral degree, the candidate must meet University and Department requirements as to minimum hours of credit (90) and grades (cumulative GPA no less than 3.0). The candidate must also:

- pass one written preliminary examination
- submit and defend a Dissertation Prospectus
- and write and defend a Dissertation

### **B. Core PhD Requirements: Residency, Coursework, Research Hours**

**Residency** requirements for graduate degrees are governed by rules specified in the *Policy and Procedures Manual for Administering Graduate School Programs*. Please see the entry on Residency under B, Section I of this manual.

The OGSPS requires a total of **90 credit hours** for doctoral degrees. The MA degree counts as 30 hours. PhD coursework and 69900 (research credits) constitute the remaining 60 hours.

### C. PhD Advisory Committees

The Director of Graduate Studies and the Director of Writing serve as default advisors for incoming students in Literature, Theory, Cultural Studies and Rhetoric and Composition, respectively. As soon as possible, and by the first 6 weeks of the third semester of coursework (typically around October 15 in the Fall semester) at the latest, each student will choose one faculty member in their primary field to serve as Major Professor.

The Major Professor assumes the advisory role and helps the student choose two other faculty members to serve on the Advisory Committee; works with the student to select an appropriate focus, primary field, and, if required, a secondary field/ fields; and counsels the student on establishing a Plan of Study. During coursework, students meet with their assigned advisor ideally on a regular basis every semester. At a minimum, one meeting should be scheduled in Fall and one in the Spring for the student to seek advice on course selection and obtain signed approval for registration. Working within basic departmental requirements and guidelines, faculty advisors help students design a program (including courses, tutorial conferences, and additional readings in preparation for examinations) that is suited to their interests, abilities, and previous training. After course requirements have been satisfied, the Major Professor, in conjunction with Prelims committee and/or the Advisory Committee, supervises the student's progress from semester to semester. The 3-member Prelim Committee constructs and assesses the Prelim examination. After the Prelims, the Major Professor and Thesis Advisory Committee (which will have a minimum of four faculty members) guide the student once formal work on the dissertation begins, and oversee the student's oral defense of a dissertation prospectus, the writing of the dissertation, and its oral defense. When possible, the members of the Advisory Committee work with designated members of the Job Committee helping the graduate search for a job.

**All three members of a student's Prelim committee must be English department faculty.** Faculty outside the English department might be added after the Prelim exam to the thesis advisory committee, usually as "special" appointments. For purposes of serving on graduate committees, the OGSPS certifies faculty members as either "regular" or "special" (these are different categorizations based on the OGSPS's protocols and policies). Please be advised that *more* than half of a student's committee must be designated as "regular" graduate faculty—that is, a committee cannot consist of an even split between "regular" and "special" faculty. For example, if two members on the committee are certified as "specials", then there must be three (or more) "regular" certified graduate faculty members on the committee. To determine whether faculty members are certified as "regular" or "special" please consult the Graduate Studies Office.

## **D. PhD Plans of Study: RC and LTC**

In close consultation with the Major Professor, the PhD student is to file an electronic Plan of Study with the OGSPS, and a Plan of Study Rationale with the English Graduate Office by the third semester in the program (usually October 15<sup>th</sup> of their second year of residency). For the departmental Rationales, which must be filled out according to one's specialty, see Appendices II-IV at the end of this Manual. The Rationales can guide students on how the courses listed on the Plan of Study fulfill the requirements of each program.

Note that no department examinations may be taken until a Plan of Study has been filed. A copy of the draft Plan of Study, together with the Department of English Rationale for the student's particular program, must be submitted to the English Graduate Office for review by and approval from the DGS.

When filling out their Plans of Study students should insert under "Concentration" the appropriate name from the following list:

Literature, Theory, Cultural Studies  
Rhetoric and Composition

Access to the electronic Plan of Study Generator (PSOG) is via the myPurdue portal at <https://mypurdue.purdue.edu/cp/home/loginf>. Log in with your Career Account user id and password to proceed. Once you have logged in, information pertinent to graduate students is located under the "Academic" tab, and in the "Graduate Students" box on the lower right. The OGSPS provides access to the POSG through the OGSPS Plan of Study link.

Once you have clicked on the OGSPS Plan of Study link within myPurdue, a new browser window will open with the POSG login screen. This browser window is now separate from the myPurdue window. It is necessary to log in with your Career Account user id and password to proceed. Once you have logged in, the POSG links are available to you.

To begin your POS, click on the Plan of Study Generator link, and then click on "Create new plan of study" link. Once in the POSG, refer to the Help buttons located on each page to assist you in using the electronic POSG. You do not need to complete the entire form in one sitting; you may save your POS and return to it later. You may not bookmark any pages within the OGSPS link. To return to the POSG you must login to myPurdue.

When you have completed your POS, make a copy of it and give copies to your major professor and your advisory committee for approval. When they have approved your plan of study, submit it as a draft, together with the completed Rationale from the appropriate Appendix (III-

IV), to the English Graduate Office for review by the DGS. At any stage during this period you can submit your plan as a Draft. All plans of study must first be submitted in Draft form before they can be submitted in Final form. When your POS has been approved by the DGS, you will be notified by e-mail from the English Graduate Office. You will then return to the POSG and submit your plan as "Final." The POS will be automatically routed, reviewed and, if approved, signed by your department coordinator, your advisory committee and the OGSPS. You may check the status of your POS at any time by returning to the POSG and clicking on the Display Submitted Plan of Study link.

Changes in the plan of study should be submitted on an electronic Plan of Study Change Form. Your PhD Advisory Committee as designated on your POS must match your PhD Prospectus and Dissertation Advisory Committee as designated on your POS. This may require a revision of your POS after your Prelims are completed successfully.

A minimum number of 30 hours of coursework is required by students in all programs. The following courses do not count towards the 30-hour total: Audited courses and courses taken Pass/Fail; Mentoring courses (ENGL 50200) or courses used to satisfy a language requirement (i.e. 60100 or 60500 courses from the School of Languages and Cultures. Note also that IDIS 59100A: "Interdisciplinary Studies in. Composition (Hutton. Multidisciplinary Lecture. Series)," may only be used once on a Plan of Study. No course for which a student has earned "less than a B" may appear. Finally, as noted in earlier sections of this Manual, a limit of three independent study courses (i.e., 58900: "Directed Writing" and 59000: "Directed Reading") can be used on the Plan of Study. Use of more than three is allowed rarely and only if first the Major Professor and then the DGS approve. Students are encouraged to take required courses (particularly infrequently scheduled ones) when they are offered during their period of study, rather than relying on 58900s and 59000s to meet their degree requirements.

On the electronic Plan of Study website, the chair or the first co-chair to sign the POS must enter into a new text box the number of Master's credit hours to be added in order to submit a final signature on the form.

## **E. Course Credit Requirements for PhD Students**

PhD students in English are required to take a minimum of 30 graduate credit hours in English beyond the MA program. At least 9 of these hours must be in 600-level courses. (Note: 50200 and any coursework taken by LTC students to meet the language requirement are not part of the thirty-hour minimum.) No 69900s, no audited courses, and no courses taken as satisfactory/unsatisfactory or pass/not pass may be used to satisfy the credit requirement.

As long as all other program requirements are met, PhD student may satisfy the overall course-hour minimum of 30 with any of the 500- and 600-level graduate courses in the department.

Students may take up to 6 hours of graduate coursework outside the department that will count toward the minimum of thirty hours required on the Plan of Study.

## **F. PhD Transfer Credits**

With the approval of the student's advisory committee, up to 6 credits toward the PhD degree may be transferred from an accredited institution and may appear on the POS. The credits must be from appropriate graduate courses in which the student earned a grade of B-minus or better; moreover, these credits must have been earned within the last 5 years and not have been used to satisfy the requirements of a degree held by the student.

## **G. Coursework for PhD students in LTC**

**1. Basic Course Distribution:** as the Rationale in Appendix III as a guide to coursework indicates, PhD coursework that can count on the Plan of Studies should be distributed as follows:

- a. Required Core Course: 501, Introduction to English Studies
- b. One course in each of the following Historical and Cultural/Theoretical Areas
  - Medieval and Early Modern
  - 18<sup>th</sup> & 19<sup>th</sup> Century
  - 20<sup>th</sup> & 21<sup>st</sup> Century
  - Theory and Cultural Studies
- c. Three courses in additional coursework
- d. Two electives.

Of these ten courses,

- At least 3, and preferably more, must be seminars at the 600-level.
- 4 must be in the student's Major Field, and may overlap with Breadth requirement
- 3 can be either in an optional secondary field or in additional LTC coursework
- 2 may be electives.

- 2 may be transferred from an accredited institution with the approval of the Major Professor

## 1. Major Fields in LTC

Students in the LTC program must indicate by their third semester what their Major Field will be. When students prepare their statement of purpose as part of their application to the program, they are in effect signaling what areas and approaches interest them. Even at this early stage, they should be thinking about what area they may wish to take their preliminary exam in (and plan their courses accordingly). About six weeks into their third semester (typically by October 15), students must have established their Advisory Committees, filed their Plans of Study with the OGSPS, and declared their Major Field according to one of the following designations:

a. Medieval

b. Early Modern

c. Eighteenth Century

(Includes Restoration and 18<sup>th</sup>-century British Literature, Colonial American Literature or a combination of the two.)

d. Nineteenth Century

(Includes 19<sup>th</sup>-century British Literature, early republican and 19<sup>th</sup>-century U.S. literature, other national literatures in English or any combination of these.)

e. Twentieth and Twenty-first Centuries

(Includes 20<sup>th</sup>- and 21<sup>st</sup>-century British Literature, anglophone postcolonial literatures/literatures of the global south, and 20<sup>th</sup> and 21<sup>st</sup> century American literatures (including ethnic and gendered literatures), or any combination of these.)

f. Designated Major Field

With the assent of their committees and the DGS, students may designate a Major Field that does not fall into one of the above broad historical periods. Such a Major Field may be one that crosses historical boundaries (such as Pre-Romantic and Romantic British Literature or American Literature post-Civil war to early 20<sup>th</sup> century); or a genre (such as the novel, drama, or poetry); or a particular approach to Theory and Cultural Studies that crosses traditional national or historical lines (such as gender and literature, postcolonial literatures, or ethnic literatures).

When designating a Major Field, it is the responsibility of the student and the major professor to plan around regularly scheduled courses. Depending on staffing and other considerations, the department will do its best to provide courses in a variety of areas but it cannot do so for every possible primary area. Only one 58900 ("Directed Writing") or one 59000 ("Directed Reading") may count towards the fulfillment of a primary field. In exceptional cases, students with the support of their major professors may petition the Graduate Committee to request permission to include additional 59000s to gain expertise in their primary fields. Students will indicate in the appropriate spaces on the English Department Rationale what their Major Field and their Focus are for their preliminary examinations.

PhD students in LTC are required to complete 4 courses in their Major Field of study and to take three 600-level seminars in literary studies and/or literary theory. Courses/seminars may overlap, but students must take at least 18 credits (6 courses) of literature beyond the M.A. to fulfill their PhD requirements in Literary Studies.

Students in LTC are not required to complete a secondary area as such but must take four courses approved by their advisory committee. Any such group of courses must include at least two courses with ENGL designation.

PhD course work is designed to give the student a broad general knowledge upon which to build specialization. That specialization begins during coursework but does not stop there. Students should expect graduate coursework to cover much wider terrain than the narrower area they will eventually claim as their expertise. We anticipate that between 4-5 LTC courses will be offered over any given academic year. All students completing coursework are expected to enroll.

## **2. Introduction and Core Courses**

It is strongly recommended that if they have not done so in their MA program, PhD students take one course in any two of the following five areas:

- Introduction to English Studies (50100)
- Rhetoric & Composition (59100)
- Linguistics (50600)
- Philology (51000, 61100, 61300)
- Literary Theory (56900, 58000, 66700, 66800)

The student's advisory committee will review courses done at the MA level and recommend appropriate course selections.



## **H. Language Requirement for PhD Students in LTC**

**1. Overview:** The study of languages has been a mainstay of graduate studies in literature, theory, and cultural studies and of the humanities in general. PhD students are required to demonstrate engagement with one or more languages other than English, and, further, that these be human languages (including ASL) as opposed to digital. The LTC requirement expects PhD students to demonstrate either 1) a proficiency in a language other than English or 2) progress in learning such a language. Students will work with their Major Professor and Advisory Committees to determine which of the two options will satisfy the LTC language requirement.

### **2. Timeline**

- In their first semester in the English department, PhD students will attend a meeting with one or more faculty in their chosen field (s) and the DGS to initiate a discussion of the requirement and the options available to meet it.
- By the end of the second semester, after continuing consultation with one or more faculty in their chosen field(s), students will seek approval from the DGS on how the language requirement is to be met.
- When possible, PhD students in LTC who have not already satisfied the language requirement should do so in the Summer after their first year of coursework.
- The LTC Plan of Study in the third semester at Purdue should indicate the means by which the language requirement is to be met.
- Before they take their Preliminary Exams, PhD students must demonstrate to the satisfaction of their Major Professors that they have satisfied the requirement. Major Professors in turn will inform the DGS, who will then be able to approve the Plan of Study.
- Note that PhD students in LTC may not advance to ABD status without completing the language requirement.

### **3. Options to Satisfy the LTC Language Requirement:**

#### **A. The language requirement is satisfied if:**

- The student is a native speaker of a language other than English.
- The student has completed a language requirement as part of a MA degree at an accredited school, and verifies this by submitting to the DGS office either an MA transcript or a letter from their former Department.

- The student has completed an undergraduate minor at an accredited school in a language other than English.

## **B. Students may demonstrate proficiency also by**

1. placing above the 202 level at the language placement exam administered by the School of Languages and Cultures (SLC). Languages for which SLC offers regular online placement tests 24/7 any day of the year include Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish. ASL testing is available by appointment. See <https://cla.purdue.edu/academic/slc/placement/index.html>
2. enrolling in and passing with a grade of B- or better the 4<sup>th</sup>- semester course of a regular language sequence at Purdue or the equivalent at another Tier 1 university. At Purdue, both the 20200 and 20500 (accelerated) courses offered by SLC are acceptable.
3. scoring 600 or more on an Educational Testing Service Graduate School Language Test (for languages where these tests are available).
4. passing a proficiency examination given by the appropriate language department or program at Purdue. Students must not wait till the last minute before the Prelims or Prospectus: they need to plan ahead because SLC proficiency exams are not typically offered in the last two weeks of Fall or Spring or over summer. Students with prior training in a language may study independently or take a language course to prepare for the proficiency exam.

The list below identifies SLC faculty who in the past have generously contributed their time and expertise to the department and administered proficiency exams to help our graduate students.

Arabic—Dr. Ahmed Idrissi ([aidrissi@purdue.edu](mailto:aidrissi@purdue.edu))  
 American Sign Language (ASL)—Dr. Robin A. Shay ([shayra@purdue.edu](mailto:shayra@purdue.edu) )  
 Chinese—Dr. Wei Hong ([hongwei@purdue.edu](mailto:hongwei@purdue.edu))  
 French—Dr. Nadège Veldwachter ([nveldwac@purdue.edu](mailto:nveldwac@purdue.edu))  
 German—Dr. Beate Allert ([allert@purdue.edu](mailto:allert@purdue.edu))  
 Classical Greek—Dr. Keith Dickson ([kdickson@purdue.edu](mailto:kdickson@purdue.edu))  
 Modern Hebrew—Dr. Alon Kantor ([akantor@purdue.edu](mailto:akantor@purdue.edu) )  
 Italian—Dr. Annalisa Mosca ([mosca@purdue.edu](mailto:mosca@purdue.edu))  
 Japanese—Dr. Mariko Wei ([moroishi@purdue.edu](mailto:moroishi@purdue.edu) )  
 Korean—Huai-Rhin Kim ([kimhr@purdue.edu](mailto:kimhr@purdue.edu) )  
 Latin—Dr. Erin Moodie ([emoodie@purdue.edu](mailto:emoodie@purdue.edu) )  
 Portuguese—Dr. Paul Dixon ([tudobem@purdue.edu](mailto:tudobem@purdue.edu))  
 Russian— Dr. Robert Channon ([channon@purdue.edu](mailto:channon@purdue.edu))

Sanskrit—Dr. Keith Dickson ([kdickson@purdue.edu](mailto:kdickson@purdue.edu))

Spanish—Dr. Íñigo Sánchez Llama ([sanchezl@purdue.edu](mailto:sanchezl@purdue.edu))

To set up the SLC proficiency exam, the student's Major Professor must contact the appropriate examiner for the language in which the student wishes to be examined and suggest or submit for the examiner's approval a text in the appropriate language that has some bearing on the student's major field (the major professor may consult with the student to select the text). SLC guidelines specify that the text must not be overtly technical, too elementary, or one with which the student is likely to be intimately familiar.

The examiner is the final arbiter of whether a text is acceptable for the examination.

If accommodation is needed for the proficiency exam, the student will arrange with the Disability Resource Office to set up a time and location, informing the examiner ahead of time. If it is not, the student will work directly with the examiner to arrange a mutually convenient time. The examiner will ask the student to select a passage chosen at random from the text that was previously selected in consultation with the Major Professor. The student may not access phones, laptops, or other electronic devices for the duration of the exam but may consult a print dictionary.

If SLC faculty are not able to accommodate a student's reasonable request for examination (e.g., the exam is offered only in the Spring, and the student has been advised to examine in Fall), the student may petition the DGS for a translation exam to be administered in-house by an English department faculty member with demonstrated proficiency in the language. Arrangements for the examination will be made by the DGS in coordination with designated, rotating faculty members for the languages we are able to cover. Again, this option is available only for cases in which SLC is not able to offer a needed exam.

**C. Demonstrating progress in learning a language:** In consultation with the student, the Major Professor and DGS may determine that the student can satisfy the language requirement by demonstrating progress rather than proficiency in the learning of a language other than English. Students will then need to demonstrate to the satisfaction of their Major Professors that they are indeed making meaningful ongoing progress in language learning. It is up to the student and the Major Professor to determine what level of progress is best suited to the student's research focus and interests and how progress is to be assessed. Major Professors should inform the DGS when the student has demonstrated sufficient progress, and the DGS will then subsequently mark the language requirement as completed on the student's Plan of Study. Enrollment in online platforms such as *Pimsleur*, *DuoLingo*, and *Babbel* might be acceptable depending on the student's academic needs. Alternatively, the student might enroll in the language programs offered at other institutions, such as Indiana University Bloomington. Note that IU's Hamilton Lugar School of Global and International Studies offers extensive and

intensive study of multiple languages, with funding options such as FLAS available for certain languages. Some of the study is online.

## **I. The Preliminary Examination for PhD Students in LTC**

### **1. Scheduling the LTC Preliminary Examination**

Examinations will be scheduled twice a year: in August (7-day portion to coincide with the week before orientation) and in March (7-day portion to coincide with Spring break). All members of prelim committees must be English department faculty. Students must sign up for the exams in response to an email the Graduate Studies office sends out each semester, and must have filed a Plan of Study prior to signing up.

The oral component of the LTC field exam will be scheduled by the student, in consultation with the committee members, during the two-week period following the submission of Focus exams. Typically, this two-week period would be in late August/early September for those taking August exams, or late March for those taking March exams. Ideally, the oral component will take place no earlier than two days following the submission of the Focus Exam.

### **2. LTC Prelim Examination Committees**

For PhD students in Literature, Theory, Cultural Studies, the preliminary examination is written by the student's advisory committee. All members of the LTC Prelim Committee must be English department faculty. Members of an Advisory Committee who are outside the Department of English do not participate on preliminary examination committees.

Faculty members of the examination committees meet to discuss the individual parts of the exam and to determine an overall grade (Pass, Fail). Following the grading of the examination, the examination committee will present a written evaluation of the examination to the student.

### **3. Administering the LTC Examination**

By a vote of the faculty, all take-home examinations will bear the following sentence: "The Department expects that the graduate student will have no help with the writing of this exam."

All students must sign up for their examinations during the semester before the examination, and must have filed a Plan of Study prior to signing up. Students must be registered for every semester in the entire examination process from the time of signing up to the time of taking the examination.

For those taking the exam in August, the reading lists must be approved and recorded in the English Graduate Office by the end of the previous March.

For those taking the exam in March, the reading lists must be approved and recorded in the English Graduate Office by the end of the previous November.

Students must submit a Preliminary Examination Checklist Form (see Appendix VII for a copy) to the English Graduate Office by the above dates to confirm that they have met the appropriate deadline.

#### **4. Prelim Reading Lists**

Faculty in each area will consult together to craft a **Master Field Exam Reading List** of 75 authors/texts designed to show breadth of coverage in that area. Students may offer additions/substitutions to the Master Field list as they build their Individual Field Exam Reading Lists, but that input will be limited and must be approved by the committee.

Master Field Exam Reading Lists provided by faculty should feature mostly primary texts, although up to 15 secondary works also may be included. Master Field Reading Lists should include a mix of genres with the aim of preparing students to teach one of the standard surveys (e.g., first or second half of British Literature survey; World Literature; first or second half of American Literature survey), as well as upper-division undergraduate courses.

Master Field Reading Lists will be kept on file in the Graduate Office and will be updated by faculty every 2 years. For current lists, see <https://www.cla.purdue.edu/academic/english/gradstudies/lrc/prelim.html>

**Individual LTC Field Exam Reading Lists:** students should rely heavily on Master Field Exam Reading Lists as they construct their Individual Field Exam Reading Lists of 75 authors/texts. Up to 10 items may be substituted for items on a Master Field Reading List, subject to approval of the Major Advisor. Also, up to 10 items may be added to items on a Master Field Reading List, subject to approval of the Major Advisor.

Committees should not allow substitutions or additions that would be better suited for the student's Focus Reading List. There should be no overlap between Field and Focus lists.

**Individual LTC Focus Exam Reading Lists:** students must construct an Individual Focus Exam Reading List that should include between 20 and 30 texts. Students should consult with their Major Advisors to determine which texts will be most relevant to their Focus Exam question.

Individual Reading Lists for both the Field and the Focus Exams must be circulated to and approved by all committee members.

## **5. Constructing the LTC Exam**

**The LTC Field Exam** is comprised of two parts: a written component (5 days) and an oral interview (2 hours). The overall goal of the Field Exam is to demonstrate breadth of knowledge and readiness to teach undergraduate surveys and upper-level courses in the student's area of interest.

**The LTC Focus Exam** (7 days) is an extended, in-depth essay written in response to a question formulated by the student in consultation with the Major Advisor and committee members. The overall goal of the Focus Exam is to engage with relevant primary texts while also showing sufficient depth of knowledge of current critical/theoretical scholarship relating to the student's topic of interest. The essay (maximum of 25 pages plus documentation) is designed to test the student's ability to develop and argue a more specialized topic or issue within the examination area.

- A. Field Exam Questions:** Once Individual Field and Focus Reading Lists have been approved, committees will design and provide students with 7 possible questions for the written component of the Field exam, 3 of which will be chosen later by the committee to be included on the exam itself (the student should not know beforehand which 3 of the 7 questions the committee will choose for the exam). Field questions should prompt students to read for breadth of knowledge of authors/texts/genres on their Individual Field Reading Lists in preparation to teach both standard surveys and upper-division undergraduate courses in their area. Questions must be approved by all members of the committee.
- B. Field Exam Preparation (written component):** students are encouraged to prepare for the written component by reading works on their Individual Field lists and drafting short essays (5-7 pages) in response to each of the 7 questions provided by the committee. Note: drafting such essays is a recommendation—not a requirement. Committee members are not responsible for monitoring or evaluating drafts. During the 5-day period for the written component of the Field Exam, students will develop and polish essays that respond to the 3 questions the committee has chosen for the exam. Again, these 3 will be chosen from among the 7 questions the student was originally given, but the student should not know before the exam which 3 have been chosen.
- C. Total Length of the Field Exam** written component shall be 21 pages, exclusive of notes and bibliographic material (so approximately 7 pages per question). Students

should avoid using the same authors/texts in more than one essay with the overall goal of demonstrating the breadth of their preparation.

- D. Oral component of the Field Exam:** the overall goal is to better assess students' preparation for and approaches to teaching both standard surveys and upper-division undergraduate courses in their areas. Students should be given the opportunity to discuss some of the authors/texts/genres on their Individual Field reading list that they could not address in their written answer on the Field exam. Committees should create an atmosphere of thoughtful exchange and aim for a conversational rather than interrogative tone. As early as is feasible, Major Professors are advised to communicate with the student and the Advisory Committee on the format of the Oral component and the overall rationale and goals for the discussion.
- E. Special Instructions for Students in Medieval Studies:** Students whose Focus lists are in Old English, or Middle English language or literature may, at the discretion of the Major Professor, have a translation requirement on the field exam.

Facility with the original language is a core requirement for any student in Old and Middle English; offering the option of a language requirement in the preliminary exam demonstrates that the faculty acknowledge its importance. Students in these fields may, at the discretion of the major professor, have a translation requirement on the preliminary exam.

Should the major professor opt to include such a requirement, the language question will constitute one of the three questions on the field exam. The remaining two questions will be essay questions.

The major professor will select a passage of approximately 500 words chosen from texts on the candidate's reading list, and will circulate the passage to the examination committee for consultation and approval prior to sending the exam to the DGS office. Students should be prepared to render a translation of the passage and to comment upon its dialect (as appropriate, and as indicated by the major professor), form, and genre.

Please note: If multiple students who are advised by the same major professor take the Prelims at the same time, and if the exam includes a language question, then a different passage will be chosen for each student.

- F. Focus Exam Question:** Students will work with the examining committee to formulate 1 question for the Focus Exam that addresses the student's topic of research interest. The Focus question should prompt students to examine both primary and secondary

works with the aim of demonstrating in-depth knowledge of a particular research topic. It must be approved by all members of the committee.

**G. Focus Exam Preparation:** students should read the texts on their Individual Focus Reading Lists with the aim of analyzing primary and secondary works and identifying particular scholarly debates/conversations with which they want to engage. They will use the 7-day period of the Focus Exam to draft, develop, and polish an essay in response to the Focus question.

**H. Total Length of the Focus Exam Essay** will be no more than 25 pages, exclusive of notes and bibliographic material.

## **6. Summary of the Exam Procedures in Literature, Theory, Cultural Studies**

### **Part One: The Designated Field Exam: 5-day, take-home**

Stage I: the committee prepares 7 questions which will emphasize breadth of coverage to prepare students for future teaching expectations, especially standard surveys and upper-division undergraduate courses. These are given to the student to prepare.

Stage II: Preparing the actual exam. The committee chooses **three** of these **seven** questions for the student to write on and submits the exam to the DGS and the Head for approval. The student is not informed ahead of time which questions are chosen.

### **Part Two. The Focus exam. 7-day, take-home**

The student with the input of the committee prepares a question that should have some connection to the proposed dissertation topic or that could be considered as a dry run for the prospectus.

### **Part Three. A two-hour Oral Exam related to the designated field**

Although the last part of the prelim, the oral exam is in fact the second part of the Field Exam. The take-home exam and the oral exam, taken together, are the basis for the overall grade on the field.

## **7. The Evaluation of LTC Prelim Exams**

Students must pass both the Field Exam and the Focus Exam in order to move to the prospectus-writing stage. LTC Prelim Committees will evaluate the two parts of the examination together, giving approximately equal weight to each part in arriving at a single grade. In



addition, the Committee will provide the examinee with a brief written evaluation or other form of feedback, as determined by the committee. The feedback will be provided simultaneously with or shortly after the grade. Possible grades for the Field Exam are either Pass or Fail.

A single grade for the two components of the Field Exam should be reported to the Graduate Studies Office immediately after the oral component and not shared directly with the student.

Grades on departmental examinations are reported to all examinees in writing at the same time by the DGS. Results will be reported within ten working days of the last scheduled examination. The Graduate Studies Office will notify students of their Field Exam grades as soon as possible. Major advisors are encouraged to set up individual appointments with students to provide feedback on the Field Exam after grades have been issued by the Graduate Studies Office.

A Fail on the Field Exam requires a student to retake *both* the written *and* the oral components during the next exam period.

## **8. Following the LTC Prelim Exams**

Students who pass both the Field and Focus Exams will register for research hours (ENGL 69900) under the supervision of their Major Advisor with the immediate goal of writing a dissertation prospectus. The prospectus should be finalized within 6 to 9 months after successful completion of the Field and Focus Exams. Major Advisors are required to meet regularly with students to monitor and evaluate their research and writing and to provide guidelines and expectations for a defensible prospectus.

If progress towards the prospectus is deemed unsatisfactory during a given semester, Major Advisors will assign a “U” grade for ENGL 699; “U” grades in consecutive semesters require a review and may call into question a student’s standing in the PhD program, future enrollment, and funding.

## **K. PhD Course Requirements for Students in Rhetoric and Composition**

1. The Rhetoric and Composition program requires completion of the four core courses:

- a) English 59100, Composition Studies: Theories and Practices
- b) English 62200, Ancient Rhetorics
- c) English 62500, Seminar on Empirical Research on Writing
- d) English 62600, Contemporary Theory and Rhetoric

2. It is strongly recommended that PhD students in Rhetoric and Composition take 1 course in each of the following broadly defined areas:

- a) Medieval & Early Modern Literature
- b) Transatlantic & Early Atlantic Literature
- c) 20<sup>th</sup>-Century and Contemporary Literature

Courses taken in the primary and secondary areas can be used to satisfy this requirement. Courses taken before entering our PhD program may be used to satisfy the breadth requirement even if they have been used to satisfy previous degree requirements, provided that they were taken for graduate credit within the past 7 years and the grade was at least a B-minus.

### **3. Secondary Areas of Study for Students in RC**

PhD students in Rhetoric and Composition must complete 1 secondary area (although we highly recommend students complete 2 secondary areas). See the list below.

For students in Rhetoric and Composition, the secondary areas referenced above are defined as follows:

#### **a) Professional, Technical, and Digital Writing & Rhetoric**

ENGL 60500 – Computers and Writing  
 ENGL 68000T – Professional Writing Theory

One of the following:

ENGL 51500 – Advanced Professional Writing  
 ENGL 68000 – Games & Digital Studio  
 ENGL 68000 – Media & Design Studio

One interdisciplinary course, to be decided in conversation with the student's major professor.

#### **b) Public and Cultural Rhetorics**

ENGL 68000 – Public Rhetorics

A theory course under ENGL 68000, including but not limited to Cultural Theory, Comparative Rhetorics, Institutional Rhetorics, Environmental Rhetorics, Queer Rhetorics, Minority Rhetorics, etc.

Either an ENGL 68000 methods or archives seminar

One of the following:

ENGL 60500 – Computers and Writing  
ENGL 68000T – Professional Writing Theory  
ENGL 68000 – Writing Across the Curriculum

One interdisciplinary course, to be decided in conversation with the student's major professor.

### **c) Writing Programs and Centers**

ENGL 68000 – Writing Program Administration and Theory  
ENGL 68000 – Writing Center Administration and Theory

Two of the following:

ENGL 68000T – Professional Writing Theory  
ENGL 68000 – Writing Across the Curriculum  
ENGL 60500 – Computers and Writing  
ENGL 68000 – Assessment

Students wishing to substitute courses not on the above lists (including 59000s and 59600s) should indicate this to the DGS, who will consult with the respective areas as to the appropriateness of the substitution

### **L. Language-learning and Other Competencies for PhD Students in RC**

The RC program is grounded in the idea that language matters, with a particular emphasis on writing and digital media. While we value the learning of other languages so that students and faculty better understand rhetoric and writing in global cultural contexts, we also realize that learning of a language other than English is not always the option best suited to the student's research needs.

The RC requirement, therefore, focuses on a plurality of methodologies for the study of rhetoric in a global and digital world. This plurality of methods and/or languages is based on the dissertation. Some projects may necessitate learning a language, which is to be worked out between student and the major professor. Major professors may require learning or demonstrating proficiency in an appropriate language as a condition of working with them. Such projects could include Ancient Rhetorics (Greek and Latin, or other ancient languages as appropriate, such as Sanskrit and ancient Hebrew), Cultural Rhetorics (indigenous languages), and globally orientated Technical Rhetoric (international languages, computer languages). Other

projects, however, may require other expertise, which could include computer and database languages, archival research methods, data and information science, or statistics. Interdisciplinary courses in advanced methodologies could count. Some of these competencies may be fulfilled by forms of certification.

We allow work towards a language proficiency or other appropriate methodological competency to count on a student's plan of study.

### **How can RC PhD students fulfill these requirements?**

1. Traditional route of an official language course at Purdue, approved by Director of Writing and major professor as relevant to dissertation work.
2. English 59000 independent study course in a language as appropriate and approved by the Director of Writing and major professor.
3. Course in advanced methodologies either in English or another Liberal Arts department as approved by Director of Writing and major professor.
4. Course in computer coding or computer language at Purdue, as approved by Director of Writing and major professor.
5. Course in statistics as appropriate and approved by Director of Writing and major professor.
6. Course in data science or information science (archives, digital humanities) as appropriate and approved by Director of Writing and major professor.

### **M. The Preliminary Examination for Students in Rhetoric and Composition**

PhD students in the RC program should in most cases fulfill their course requirements before they sit for their preliminary examinations, but note that course work alone, even when superior, is not adequate preparation for the preliminary examination. Students are expected to do independent, in-depth study in the area in which they have chosen to be examined. Successful examinees have found the following practices helpful in preparing for prelims: take courses in the relevant area(s), review materials from these courses, look at past exams, consult faculty in the area(s), request copies of bibliographies and portfolio essays for surveys and seminars, read faculty publications, write sample responses for willing faculty members to evaluate, consult students who have completed prelims, and form study groups.

## **1. The RC Prelim Examination Committee**

The typical RC prelim examination committee will be three faculty in the Department of English: a chair and two other readers. After the student submits the exam, the examination committee will meet to discuss the individual parts of the exam and to determine an overall grade (Pass, Fail). Following the grading of the examination, the examination committee will present a written evaluation of the examination to the student.

## **2. Scheduling and Administering the RC Prelim Examination**

By a vote of the faculty, all take-home examinations will bear the following sentence: "The Department expects that the graduate student will have no help with the writing of this exam."

In response to an email the DGS office sends out each semester, all RC students must sign up for their examinations during the semester before the examination. They must also have filed a Plan of Study prior to signing up. Students must be registered for every semester in the entire examination process from the time of signing up to the time of taking the examination. The three papers must be completed by two weeks before the first day of classes of the following Fall semester.

## **3. Constructing the RC Prelim Examination**

1. For Rhetoric and Composition, the examination is designed by the Preliminary Examination committee: a chair and two readers. The prelim exam will consist of a portfolio of three articles of 20-25 pages in length.

2. The portfolio of three essays is designed to test the student's ability to develop and argue on specialized topics within the examination area, as well as to scaffold dissertation work and establish a professional research agenda. The Portfolio requires three 20- to 25-page articles in three different core areas of Rhetoric and Composition: "Articles" means three substantial documents written in preparation for the work the student expects to do upon graduation, including but not limited to academic articles, annotated bibliography, white paper, website, database, or an emergent genre not foreseen at the time of the writing of this policy, done in consultation with evaluating faculty committee. The default format is one new article, an article revised from a previously written paper, and an annotated bibliography based on the student's dissertation project. However, this format can be modified in consultation with the prelim committee based on the work the student expects to do upon graduation.

RC Students will write three 20-25-page (5000-word) papers working within the core areas chosen by the student: historical and theoretical foundations, curriculum design, qualitative research design, and quantitative research design. Each article or document should build on

work done in the Rhetoric and Composition core courses and be related to a student's area of interest and research for the dissertation. As related in detail above in Constructing the Examination, the default format is one new article, an article revised from a previously written paper, and an annotated bibliography based on the student's dissertation project (although this format can be modified). Success on the Papers requires a grade of "Pass" on each of the three papers. A passing paper is one that meets the criteria negotiated and agreed on by faculty readers and the student. Students, in consultation with their advisors, can begin the paper-writing process during Spring semester.

#### **4. Preliminary Examination Procedures**

1. During the semester in which a student plans to begin writing the Papers, they should meet with their advisor to map out a plan.
2. Before the end of the third month of Spring semester the student should:
  - a. Make an appointment and meet with the members of the prelim committee to negotiate the focus and criteria for evaluation for each paper.
  - b. Write and submit a 250-word abstract for each paper to the appropriate faculty member.
  - c. Submit to their Advisor, the Director of Writing, and to the English DGS Office a completed Checklist for the Preliminary Examination.
3. When all this is done—no later than the end of the third month of Spring semester—the clock begins.
4. The papers should be written serially, i.e., one at a time. The student, in consultation with the prelim committee, will determine the ordering of the papers.
5. At the end of prelim time period, the student is expected to submit the completed papers (the student should not hand in preliminary drafts) to the prelim committee chair.
6. The prelim committee will read the student's portfolio as a batch; upon completion of evaluation, the prelim committee chair should inform the Director of Writing of the decision.
7. If revision of a paper is necessary, the student will have a four-month window after their prelim is evaluated to revise and resubmit.
8. In extraordinary situations, the student may appeal in writing before the end of the four-month period to the Director of Writing for a two-month extension.

9. Each paper must be deemed satisfactory by the prelim committee for the student to receive a grade of pass. If these requirements have not been met within six months, the student will receive a grade of fail. If the student fails this examination, a revision of a non-passing article or document will be requested. If the revised version of an article or document is also not passing, then, the student will not be allowed to continue in the program.

10. At the end of this process, the Faculty committees evaluating the portfolios will report the results to the Director of Writing and to the English Graduate Studies Office.

11. The Graduate Studies Office—and only the Graduate Studies Office—will then notify the student of the final grade.

## **5. Appeal**

Students who wish to appeal the decision of the RC examining committee may do so according to the guidelines established by the OGSPS of the University as articulated in its Policies and Procedures for Administering Graduate Student Programs (Section IX: Graduate Student Responsibilities and Rights)

All examinees—passing or failing—may request a conference over their examinations. Such requests should be made within two weeks of the report of examination results. Examination grades may not be appealed beyond the examination committee.

## **N. The Dissertation Prospectus**

After satisfying the requirements for the primary and secondary areas of study, any plural methodologies/language requirement stipulated by the student's program, and the Departmental Preliminary Examinations, the student in consultation with the Major Professor and the other members of the student's Advisory Committee will determine the steps necessary to undertake the preparation of a written Dissertation Prospectus. The Prospectus must be defended in an Oral Examination and the result reported to the OGSPS. (Please note: 2 of the 3 members of the prospectus committee must be from the English Department.) It is required that the student defend the prospectus on campus.

The Prospectus is generally defined as a document of approximately 20-25 pages (plus a comprehensive bibliography) that describes the student's doctoral dissertation project. It should include a survey of existing scholarship in the project's area to show a need for the proposed study. It also should include a statement of the problem, a rationale or explanation of the method of exploring the problem, an outline or plan of chapter headings, and a projected schedule for the completion of drafts of each part. Students should consult their Major Professor and the other members of their Advisory Committee while drafting the Prospectus and

should submit the final version to the Advisory Committee at least two weeks before the Oral Defense of the Prospectus.

## **1. Prospectus Timetable**

On completing the departmental preliminary examination, a ten-month period begins for the writing of the dissertation prospectus. For LTC students, the language requirement and all Plan of Study course requirements must be satisfied in order to defend the prospectus.

All students who have completed course requirements, any additional requirements stipulated by their programs (such as a language or methodologies requirement), and the departmental preliminary examination should consult the "Ten-Month Prospectus Time Table for Students" (Appendix VIII).

Three important deadlines are to be observed with respect to the Prospectus:

1. **By the end of four months**, an Advisory Committee must be formed. If the composition of the Advisory Committee is not the same as that filed with the OGSPS, the appropriate changes must be made on the Plan of Study.
2. **By the end of seven months**, a prospectus draft of approximately 20-25 pages in length must be submitted to the chair of the student's Advisory Committee.
3. **By the end of ten months**, a written prospectus must be defended.

**Unless this ten-month deadline is met, the student cannot register for teaching or for coursework the following semester.**

## **2. Scheduling the Oral Defense of the Prospectus**

The form to schedule a prospectus defense is electronic and must be processed by the English Graduate Office and then sent to the OGSPS for approval. The form must be processed in a timely fashion in order for the defense to be approved; therefore, students are required to submit the following information (in writing) to the English Graduate Office 3 weeks prior to the defense:

Date and time of defense

Room number

Title of project

Chair (must be the same as that listed on the Plan of Study)

Committee (must be the same as that listed on the Plan of Study)



On successful completion of this stage, students will be granted the status of ABD ("All but Dissertation"); that is, they will be formally admitted to Candidacy for the PhD.

### **3. Policies and Procedures for Prospectus Defenses Off-Campus**

Ideally, at least 3 members of the Advisory Committee shall be physically present for the prospectus defense. It is recommended that the fourth member of the Advisory Committee be present as well. Under extraordinary circumstances, ONE member of the Advisory Committee may participate in the defense remotely, and is responsible for any expenses incurred as a result of the remote participation. The defending student is expected to be present on campus for the Prospectus Defense and the Dissertation Defense.

Students who are unavoidably off-campus and at a distance from West Lafayette may opt to take their Prospectus Defense via video link with the consent of their Examining Committee. The exam is to be conducted face-to face via a video connection (e.g. Skype, Zoom, WebEx, etc.). It may not be done by an audio link only, except as a backup in the event of an insuperable Internet failure. Unless the Disability Resource Center has approved an accommodation, this option is not available for students in residence on the West Lafayette campus.

The Chair of the Examining Committee must petition the DGS (whose approval is necessary for the off-campus defense).

The Committee and the student are responsible for setting up the video link at their respective ends. It is recommended that the Chair of the committee and the student test the video and audio feeds in room where the examination will be held.

The Chair of the committee and the student are responsible for any costs that might be incurred in setting up and proceeding with the examination.

### **4. Evaluation of the Prospectus**

The Prospectus is considered completed when the Advisory Committee approves both the written document and the oral defense. After the Advisory Committee has administered and graded the Defense, it will report the results to the English Graduate Office on Graduate School Form GS-10, "Report of Preliminary Examination." The committee's approval on this form will admit students to candidacy for the PhD and mark their entry into the "All But Dissertation" (or ABD) stage of doctoral studies.

In the event of a failed Defense, students have one additional month to defend the Prospectus. In extenuating circumstances, they may petition the Chair of their Advisory Committee for an extension of time to complete the Prospectus or to comply with other deadlines (such a petition would normally take place within a month of a given deadline). Chairs of their Advisory Committee would then communicate, in a timely manner, their decisions concerning an extension to the DGS. If the Chair of the Advisory Committee does not support the petition, the DGS reviews the situation, if the student so requests.

After the successful oral defense of the Prospectus, the student's Advisory Committee automatically becomes the student's Dissertation Committee. Plans of Study must be amended to reflect any changes to the Dissertation Committee.

## **O. The Dissertation**

A PhD dissertation is an extended scholarly or critical work that makes a substantial contribution to the understanding of its subject. It may be, for example, an extended critical analysis of a writer's works, or a scholarly study of a body of significantly related material, or an edited edition of an unpublished manuscript.

A dissertation is the final product not only of the student's academic career but also of a concentrated program of specific reading in background materials and primary works (as these have been determined by the candidates and their committees). The choice of a subject for the dissertation is the responsibility of the candidate who will carry out the research for and the writing of the dissertation under the guidance of the advisory committee.

Since the dissertation in all probability is a longer and more complex work than anything the candidate has so far undertaken, students might encounter false starts in the initial stages; such challenges may necessitate additional research, redefining of the thesis topic, and frequent revisions before the final version of the dissertation is approved by the student's committee for the OGSPS.

In recognition of the wide interest in innovative approaches to performing and presenting graduate-level work – and also in recognition the rich, structurally diverse set of programs for graduate study in English that we offer at Purdue – students may, with the permission of their major professor and advisory committee, incorporate creative elements into the thesis / dissertation.

Such elements could include a work of poetry, fiction, visual/video art, or translation within a research-based work. Moreover, a dissertation in any program might incorporate a multi-modal aspect, using digital tools in its presentation of data and/or narrative and/or verse. Creative

pieces that appear in research-based scholarship must be properly theorized and framed with an appropriate introduction or adjacent commentary.

The inclusion of creative elements in the thesis or dissertation must be approved by the Major Professor and Advisory committee before the defense is scheduled.

The dissertation should be thought of as a demonstration of the candidate's ability to conduct research and present the results in a professionally acceptable way. It also serves as both preparation and foundation for the candidate's career as a productive scholar and teacher.

### **1. Minimum Period between Prospectus and Dissertation Defenses**

At least two academic sessions (including summer) during which the student is registered for classes must elapse between the completion of the Oral Defense of the Dissertation Prospectus and the Defense of the Dissertation.

### **2. Responsibilities of Dissertation Advisory Committees**

Advisory committees exist to facilitate at every stage the successful writing and defense of dissertations. A minimum of 2 committee members must be from the English Department. The chair or a co-chair must be an English Department faculty member. Specifically, members of advisory committees:

- follow the appended timeline (outlined in Appendix VIII);
- are available to students for discussion and advice;
- are physically present, barring extraordinary circumstances, as examiners and advisors at the formal oral defenses of the prospectus and the dissertation;
- determine prior to the conclusion of the prospectus meeting who will receive drafts of chapters and at what point in the writing process (initial draft, intermediate versions, all-but-final forms);
- respond promptly (within 4 weeks) to all work submitted. It is particularly important for directors/co-directors to adhere to this schedule. If such timely response will not be possible for any reason (illness, extended travel, sabbatical, for example) directors/co-directors should inform students well in advance of a proposed alternate schedule, including a projected target date for responding to materials submitted and timing of defenses.

### **3. The Time Frame for Completing the Dissertation**

The Department expects that the student will complete and defend the dissertation within 7 years of the end of the academic year in which the student was admitted to candidacy (i.e. the year the student was classified as ABD). If the dissertation is not successfully defended by this

time, the student must re-defend the dissertation prospectus. If the dissertation is not completed and defended within 5 years from the date of the second prospectus defense, the student can no longer continue in the PhD program. The student and Major Professor may petition the Graduate Committee for an extension. . Such a petition must outline the extenuating circumstances that warrant an extension and must include a specific period of time for the extension.

#### **4. Registration for ENGL 69900 (Research hours) on or off campus**

ENGL 69900 hours are renewable contingent upon satisfactory progress. In any semester of enrollment, the student and their advisor must agree upon a deliverable goal or set of goals for the semester. A written record of this agreement must be submitted to the Graduate Studies Office within the first 2 weeks of the semester. The condition for a "satisfactory" grade will be the completion of these goals. In the event they are not completed, the Advisor can award a grade of "unsatisfactory" (see #11 below).

Note that, in accordance with OGSPS regulations, a student who has been continually enrolled *in absentia* for research hours and who switches to regular research hours—or who allows a semester to elapse without registering—will not be allowed to re-enroll *in absentia* for research hours.

Also, we recommend that teaching assistants who are writing their dissertations register for 6 credit hours of ENGL 69900 each semester because the OGSPS requires 30 research hours for the completion of the PhD degree.

#### **5. Procedures for unsatisfactory marks in ENGL 69900**

The goal of this section is to define the mutual responsibilities of the PhD student and his/her advisory committee in case of unsatisfactory progress. If one "Unsatisfactory" evaluation is reported for ENGL 69900 Research Hours, it is probable that some sort of communication breakdown has occurred between the dissertation student and the Major Professor. It is the professor's responsibility to contact the student in order to work together to formulate mutually agreed-upon goals for future semesters. Should a student receive 2 consecutive reports of "Unsatisfactory Progress," the following procedure takes effect in order to facilitate the student's progress toward completing the PhD:

The student and his/her advisory committee meet to discuss the situation.

As part of this discussion, the student and advisors negotiate an agreement as to what must be accomplished during the following semester(s) so that the student retains good standing in the program. This agreement is open to subsequent renegotiations should circumstances change.

To conform to existing OGSPS policy, copies of the terms of such an agreement are placed in the student's file in the English Graduate Office and forwarded to the OGSPS.

In a rare case that all of the above efforts have failed, the student can no longer continue in the PhD program.

## **6. Research in Absentia**

Candidates who have completed the Oral Defense of the Dissertation Prospectus and who leave the University prior to completing the dissertation may submit a request to the OGSPS for Research in absentia. A registration form (Form 23) must also be completed.

This request must be filed at least 4 weeks before the first session of the in absentia registration. Such students must register each semester until they have successfully defended their dissertations. Students are responsible to contact the English Department to register each semester. Students graduating in August must be registered for the Summer session.

Registration in absentia is automatically considered to be for 3 credits. If students wish to have additional credits, they need to have a letter from their major professor requesting the additional hours along with a reason for doing so. The letter must also include the student's expected graduation date. A registration form (Form 23) must also be completed.

## **7. Registering for "Examination Only" and "Degree Only"**

In their final semesters, students may register for an "Examination Only" semester if they have met all requirements to degree other than the defense and deposit of the thesis.

They may register for a "Degree Only" semester if they have successfully defended but not yet deposited their theses in the preceding semester.

Note that in order to be eligible to register "exam only" or "degree only" registration, students are required to have registered for **at least three hours during the *preceding* semester.** Students need not have registered for the Summer semester to register for "exam only" in the Fall semester, but they must have been registered for at least three research hours in the Spring.

Such registrations must be submitted to the OGSPS for approval and is available only for thesis or dissertation defense, and only on a one-time basis.

The non-negotiable conditions for Examination Only registration is that the candidate **defend and deposit** the thesis electronically **during the first 8 weeks of the Fall and Spring**

**semesters, or during the first 4 weeks of the summer semester** (if applicable). Degree Only registration requires candidates to deposit their theses during the same periods.

Students who do not meet the required OGSPS deadline for exam/degree only will automatically be registered and billed for research hours.

## **8. Preparing for the Dissertation Defense**

The defense of the Dissertation must be scheduled with the OGSPS at least three weeks before the date of the examination. The committee chair must be present. Under normal circumstances, all 4 faculty members of the dissertation committee must also physically attend the dissertation defense. Under extraordinary circumstances, 1 member of the dissertation committee may participate in the defense via a video communications medium such as Zoom. Defenses are open to the public, and they are announced on the bulletin board outside the English Graduate Office and via social media.

The form to schedule a dissertation defense (GS-8) is electronic and must be processed by the English Graduate Office and then sent to the OGSPS for approval. The form must be processed in a timely fashion in order for the defense to be approved; therefore, students are required to submit the following information (in writing) to the English Graduate Office 3 weeks prior to the defense:

- Date and time of defense
- Room number
- Title of project
- Chair (must correspond to the Chair listed on Plan of Study)
- Committee (must correspond to the Committee listed on the plan of study)

## **9. Timely submission of the dissertation to the PhD Committee**

All 4 members of the dissertation committee must have a completed copy of the dissertation at **least 2 weeks before the date of the defense**, and they must email the English Graduate Office to indicate that they have received the final copy in a timely manner. Students' Failure to comply with this deadline may prevent the Form GS-8 from being filed with the OGSPS (which will, in turn, jeopardize the possibility of scheduling the defense).

## **10. Formatting the Dissertation for deposit**

Approval of the format is a responsibility shared by the student's advisory committee and the Thesis/Dissertation Office in the OGSPS. In preparing their dissertation, students must be in

conformity with the University's formatting policies as found on [the Thesis and Dissertation Office website](#).

The same site also has a checklist form for the PhD final deposit and other relevant information. A final deposit appointment must be made with the Thesis/Dissertation Office in the OGSPS before the dissertation can be officially deposited.

### **11. Copy for the English Graduate Office**

The Department requires that students deposit a copy of their completed dissertation with the English Graduate Office. Students are required to complete a graduate tracking survey.

### **12. Electronic Deposit of Dissertation**

All Dissertations must be deposited electronically. You will need to get the instructions from the English Graduate Office for depositing your dissertation.

Please Note: The English Department requires that dissertations be deposited during the semester in which they are defended. Exceptions are possible only with written support from the student's major professor explaining the need for a delay. Such exceptions are not automatically granted and require approval from both the DGS and the Head of the Department. Under no circumstances will a delay of more than a single semester (including summer) be allowed.

Please consult the Thesis Office link on the OGSPS website:  
<http://www.purdue.edu/gradschool/research/thesis/index.html>

# Appendices

## Appendix I. MA Examination Reading List for Fall 2023-Spring 2025

### A. Medieval and Early Modern

Chaucer, *Canterbury Tales* (selections in the *Norton Anthology of English Lit*, 10th ed.)  
Margery Kempe *The Book of Margery Kempe*  
Malory, *Morte D'Arthur*, books 1-8, 18-22  
Shakespeare, *The Tempest*  
Milton, *Samson Agonistes*  
Aphra Behn, *Oroonoko*

### B. 18th and 19th Century

Daniel Defoe, *Robinson Crusoe*  
William Blake, *Songs of Innocence and Experience*  
George Eliot, *The Mill on the Floss*  
Harriet Jacobs, *Incidents in the Life of a Slave Girl*  
Emily Dickinson (Selections in *Norton Anthology of American Literature*, 9th ed.)  
Olive Schreiner, *The Story of an African Farm*

### C. 20th and 21st Century

T. S. Eliot (the selections in the *Norton Anthology of English Literature*, 10th ed.)  
Virginia Woolf, *Mrs. Dalloway*  
William Faulkner, *As I Lay Dying*  
Art Spiegelman, *Maus I* and *Maus II*  
Tsitsi Dangarembga, *Nervous Conditions*  
Tony Kushner, *Angels in America* (Parts I and II)  
Jesmyn Ward, *Sing, Unburied, Sing*  
Bernardine Evaristo, *Girl, Woman, Other*

### D. Theory and Cultural Studies

MA students should become well-versed in 3 or 4 of the following schools of thought:

Psychoanalysis and Marxist Theory  
Deconstruction / Poststructuralism,  
Feminism, Gender Studies, and Queer Theory  
Ethnic Studies and Critical Race Theory  
Postcolonial Studies, Ecocriticism, and Disability Studies

Consult reputable guides such as *Literary Theory: An Anthology*, 3rd. ed. (ed. Rivkin and Ryan; Wiley-Blackwell, 2017); *A Reader's Guide to Contemporary Literary Theory*, 6th ed. (Selden, Widdowson, Booker; Routledge, 2016); *The Theory Toolbox: Critical Concepts for the Humanities, Arts, & Social Sciences*, 2nd ed. (ed. Nealon and Giroux; Rowman and Littlefield, 2011).



## Appendix II. Rationale for MA Plan of Study: Literature, Theory, Cultural Studies

Name:

Date:

Committee Members (3): \_\_\_\_\_ (chair), \_\_\_\_\_,

\_\_\_\_\_

### Required Core Course

**501** Date completed: \_\_\_\_\_

**Required Breadth** in Historical and Cultural Studies / Theoretical Areas (FOUR courses, one in each area; classes may not overlap for this category)

a. Medieval and Early Modern \_\_\_\_\_

b. 18<sup>th</sup> & 19<sup>th</sup> Century \_\_\_\_\_

c. 20<sup>th</sup> & 21<sup>st</sup> Century \_\_\_\_\_

d. Theory and Cultural Studies \_\_\_\_\_

Electives (up to five courses)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_

**One 600-level Seminar** (may overlap with breadth and elective courses)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**MA Exam or MA Thesis** (pick one) Date to be completed \_\_\_\_\_

Note: The thesis option in LTC requires 30 credits of course work, plus at least three credits of ENGL 69800

Department of English Spring 2020

### Appendix III.

#### Rationale for PhD Plan of Study: Literature, Theory, Cultural Studies

Name:

Date:

Committee Members (3): \_\_\_\_\_ (chair), \_\_\_\_\_,

\_\_\_\_\_

**Required Core Course**

**501** Date completed: \_\_\_\_\_

**Recommended Core Course**

ONE of **506**, **611**, or **613** Date (to be) completed: \_\_\_\_\_

**Required Breadth** in Historical and Cultural Studies / Theoretical Areas (FOUR courses, one in each area; classes may not overlap for this category)

Medieval and Early Modern \_\_\_\_\_

18<sup>th</sup> & 19<sup>th</sup> Century \_\_\_\_\_

20<sup>th</sup> & 21<sup>st</sup> Century \_\_\_\_\_

Theory and Cultural Studies \_\_\_\_\_

**Three 600-level Seminars** (may overlap with breadth and/or major field courses)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Major Field** (Four courses; may overlap with breadth): \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_

**Optional Secondary Field:** \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**OR 12 Credits in Additional LTC Coursework**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**6 Elective Credits** \_\_\_\_\_/\_\_\_\_\_

Requirement on Language other than English \_\_\_\_\_

Preliminary Examination

Field \_\_\_\_\_

Focus \_\_\_\_\_

Date to be completed \_\_\_\_\_

Department of English  
Spring 2020

## Appendix IV. Rationale for PhD in English with a Concentration in Rhetoric & Composition

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Members: \_\_\_\_\_,  
\_\_\_\_\_

### *Part 1: Required Courses*

Core Courses in Rhetoric & Composition: [to establish breadth in Rhetoric & Composition; list semester completed on the line beside the course title]

ENGL 59100 **Composition Studies: Theories & Practices**\_\_\_\_\_

ENGL 62200 **Ancient Rhetorics**\_\_\_\_\_

ENGL 62500 **Seminar on Empirical Research on Writing**\_\_\_\_\_

ENGL 62600 **Contemporary Theory and Rhetoric**\_\_\_\_\_

Secondary Area: [for depth; all departmental secondary areas are admissible; list title, courses taken, and semester]

\_\_\_\_\_

ENGL \_\_\_\_\_

ENGL \_\_\_\_\_

ENGL \_\_\_\_\_

ENGL \_\_\_\_\_

ENGL \_\_\_\_\_

ENGL \_\_\_\_\_

Or Completed via Exam \_\_\_\_\_

### *Part 2: Courses Recommended for Breadth in English Studies*

Recommended Introductions: (one course in two areas)

1. Introduction to English Studies 50100

2. Linguistics 50600
  3. Philology 51000, 61100, 61300
  4. Literary Theory 56700, 56800, 56900
- 

Recommended Breadth in Literature: (one course in four areas)

1. Medieval (see course offerings)
  2. Renaissance (see course offerings)
  3. 18<sup>th</sup> Century (see course offerings)
  4. 19<sup>th</sup> Century (see course offerings)
  5. 20<sup>th</sup> and 21<sup>st</sup> Century (see course offerings)
- 

Department of English, April 2020

## **Appendix V.**

### **Preliminary Exam Checklist for PhD Students in Literature, Theory, Cultural Studies**

Students must file a copy of this checklist with the English Graduate Office at the time they hand their reading lists and exam questions to their committees.

Note that the dates below are the final deadlines which must be met and recorded in the English Graduate Office before the student may take the examination. Students are urged to consult with their major professors and their committees over their reading lists and their examination questions well in advance of the published deadlines.

Student's name \_\_\_\_\_

Email address: \_\_\_\_\_

Examination Area (Field) \_\_\_\_\_

Names of the members of the student's advisory committee = the examination committee (may be up to four members):

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_.

Coursework in the student's major area must be completed before the examination can be taken. Courses for major area and dates completed:

\_\_\_\_\_

The Language requirement should be satisfied. Date completed:

\_\_\_\_\_

Deadlines for handing in Reading Lists to Advisory Committees:

If you plan to take your exam in March, your focus list must be approved by your committee by the end of November: \_\_\_\_\_

If you plan to take your exam in August, your focus list must be approved by your committee by the end of March: \_\_\_\_\_

Deadlines for handing in Examination Questions to Advisory Committees:

If you plan to take your exam in March, your focus question must be given to your major professor by the end of January: \_\_\_\_\_

If you plan to take your exam in August, your focus question must be given to your major professor by April 15th: \_\_\_\_\_

## Appendix VI.

### Ten-Month Prospectus Timetable

PhD students must write and defend their dissertation prospectus within 10 months of successfully completing their departmental prelim. By this point students are expected to have completed their course and language requirements as well.

Steps	Expected Completion Date	Completion Date	Paperwork
1.			LANGUAGE REQUIREMENT SATISFIED (LTC PhD students only)
2.			DEPARTMENT PRELIM
3.			COURSE REQUIREMENTS COMPLETED AND PLAN OF STUDY UPDATED
4.			ADVISORY COMMITTEE UPDATED ON PLAN OF STUDY
5.	7 months after prelim		PROSPECTUS DRAFT SUBMITTED TO COMMITTEE
6.	10 months after prelim		SCHEDULE PROSPECTUS DEFENSE (FORM GS-8)

### Scheduling the Oral Defense of the Prospectus

The form to schedule defenses with the OGSPS is electronic. Students are required to submit, in writing three weeks prior to the defense, to the English Graduate Office the following information so the paperwork can be processed with the OGSPS.

- Date and time of defense
- Room number
- Title of project
- Chair (must be the same that is listed on your plan of study)
- Committee (must be the same that is listed on your plan of study)

The committee designated on the Plan of Study must be the same as the Dissertation Committee.

**Important: At least two academic sessions (including summer if registered) must elapse** between the completion of the oral defense of the dissertation prospectus and the defense of the dissertation. This policy is strictly enforced by OGSPS.

## Appendix VII. Description of the Graduate Assistantship

Below are the basics of a graduate assistantship. Please contact the English Department's Graduate Director (John Duvall) or Assistant (Julie Herderson) if you have questions.

Every departmental offer of an assistantship is contingent on admission by the Purdue OGSPS and on the student's satisfactory completion of current, as yet unreported, study. The number of new appointments of teaching assistantships each year is determined by the College of Liberal Arts.

For 2024-25, the base salary for the nine-month, half-time assistantship will be \$28,000 for the Academic Year (which includes the Fall and Spring semesters) and full remission of tuition (\$28,520.00 for non-residents). Graduate assistants must pay fees (Fitness & Wellness Fee; Student Activity Fee) of 195.50 per semester. The total award package is worth \$58,209, which includes salary, tuition remission, and medical insurance premium contribution.

Assistantships are awarded on the 9-month Academic Year schedule. **The department does not guarantee summer funding.** A small number of graduate summer research grants are available to ABD students, and a few sections of summer courses are occasionally available to students who have already been mentored to teach them.

Although specific assignments are governed by the needs of the department, we try to assign all graduate assistants in a manner that respects their preferences and matches their qualifications and goals for professional development.

Regardless of their assignments, all teaching assistants are expected to adhere to the CLA Instructor Absence Policy. Permission from the Head of English is required for any instructor to miss teaching in the first two weeks of classes.

Teaching assistants are required to enroll in the appropriate practicum whenever they teach a course for the first time. For the Writing Lab, the practicum is English 502, which meets during the fall semester only; during the spring term and concurrent to any hours they work, tutors engage in a self-paced curriculum around teaching multilingual writers from across the disciplines. A satisfactory practicum grade is required to maintain teaching or Writing Lab eligibility.

All new teaching assistants are required to attend orientation (check your email) and are expected to be available for mandatory on-campus meetings and caucuses in the weeks prior to the beginning of Fall and Spring semesters. Graduate assistants are expected to attend quickly to all communication regarding their assistantships, and they must consistently attend required trainings and staff meetings.



All graduate assistants must complete all necessary paperwork in a timely manner. This is especially important for international students: they should begin the process of securing visas, work permits, and/or other necessary permissions immediately upon acceptance of an offer from Purdue. Unfortunately, failure to secure these permissions in a timely manner may invalidate the offer of an assistantship. To be eligible for reappointment, Graduate Assistants must do well in their courses, make reasonable progress toward the degree, be effective teachers, and perform all instructional responsibilities diligently.

In view of present academic conditions, the Department of English wishes all applicants to understand that while the Department will do what it can to help its students in the search for positions upon completion of their degree program, we can make no promise that the search will be successful in every instance.

With respect to acceptance and commitments, we subscribe to the following resolution of the National Council of Graduate Schools:

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15 and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer.