

**NEW YORK UNIVERSITY**

**DEPARTMENT  
OF ENGLISH**

**PH.D. HANDBOOK**

**2022-2023**

**Contains information on:**

Course and Distribution Requirements

Doctoral Examination

Dissertation Proposals

Foreign Language Requirement

Teaching Preparation And More

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## Program Contacts

### Haruko Momma

*Haruko Momma is the Director of Graduate Studies. She is very happy to assist you or answer any questions that you may have. So please contact her anytime!*

[hal.momma@nyu.edu](mailto:hal.momma@nyu.edu)

244 Greene St., Room 209

### Lissette Florez

*Administrator of the Graduate Program in English*

[lf42@nyu.edu](mailto:lf42@nyu.edu)

244 Greene Street, 207

212-998-8802

**Margaret McCurry** [mm9659@nyu.edu](mailto:mm9659@nyu.edu)

**Alijan Ozkiral** [alijan@nyu.edu](mailto:alijan@nyu.edu)

*2022-23 Doctoral Student Graduate Program Committee Representatives*

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## Course Levels

The Graduate Program consists of 1000 and 2000 level courses.

### **1000-Introductory graduate courses.**

Open to MA and PhD students and to upper-level undergraduates with permission of the instructor. These courses will serve as introductions to periods, genres, or theoretical approaches. They are designed to provide students with the opportunity to study periods, genres, or theoretical approaches in which they have done little or no prior work.

### **2000 Graduate Seminars.**

Open to MA and PhD students. These courses offer opportunities for more advanced work in periods, genres, or theoretical approaches.

**ENGL-GA 3006:** Ph.D. Proseminar: Studies in Advanced Literary Research. The Ph.D. Proseminar is required of all doctoral students in the fall semester of their first year. The course will introduce the process of formulating and executing advanced research projects in literature. It will do so by way of actual case studies in which department faculty present their current or recent research, either directly or through associated materials.

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## Funding and Time to Degree

The English PhD program is designed to be completed within the term of the full-funding MacCracken award (typically five years). By following the Department's recommendation and teaching for a total of four semesters during the MacCracken term (see "Teacher Preparation" section), and opting to fully participate in the MacCracken Reserve Program, students can provide themselves an additional year of full funding in case they require a sixth year of matriculation in order to secure employment and complete the degree.

Students are also encouraged to seek completion grants from other sources, such as the ACLS and the NYU Center for the Humanities. Regardless of funding, the Graduate School of Arts and Sciences sets a limit of ten years to complete the Ph.D., or seven years for students who have transferred 24 credits or more.

To facilitate academic publishing by graduate students, the English Department offers modest funding for support in securing permissions in relation to articles accepted for publication in peer-reviewed journals or edited scholarly volumes. To request such funding, a student should contact the Director of Graduate Studies and provide proof of acceptance for publication.

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## External Funding

The department strongly encourages students to seek external funding in addition to their MacCracken fellowships. External awards endorse the quality of a student's scholarly promise and work, strengthen a student's résumé, and provide a means of enhancing support for graduate studies.

Awards may overlap with the five-year term of the MacCracken award, or may occur after the term has concluded. Some awards are substantial, and include a generous stipend disbursed over several years. Others are one-year awards for travel or research. Examples of external agencies from which our students receive awards are the Ford Foundation, the Fulbright Program, and the Andrew W. Mellon Foundation.

Please note that according to the conditions of the MacCracken award, students are required to inform the department and Graduate Enrollment Services (GES) of awards received from other sources.

As a matter of general policy, the Graduate School does not prohibit a student from receiving the full value of both the MacCracken fellowship stipend and the external award at the same time. (If a student opts to receive both the external agency award and the MacCracken stipend simultaneously, the student must provide written documentation that the agency permits both awards to be received, since some agencies do not permit a student to accept another fellowship along with their award.) A student may also decide to use the MacCracken Reserve program to save all or a portion of his or her MacCracken fellowship stipend while receiving a fellowship from an external agency, thus deferring the MacCracken for later. Students should be aware that if the external award is based on an evaluation of financial need, the amount of external funding may be reduced, since the MacCracken will be considered as a financial resource.

Dissertation fellowships awarded through GSAS are adjusted if the recipient also receives an external fellowship. Consult with the Office of Academic and Student Affairs regarding the policy on this matter.

Tuition and fee awards from external agencies are used in full to support the student's costs. They replace (dollar-for-dollar) the MacCracken tuition and fee award.

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# Course Distribution and Requirements

Requirements for the Doctor of Philosophy degree in English and American literature include the completion of 72 credits and the following specific requirements:

## 1. Course work in the first two years

- Ph.D. Proseminar (4 credits. To be taken in the fall term of the first year)
- Elective courses and directed reading. (44 credits total)

At least one course must focus primarily on a historical period prior to 1800 and another must focus primarily on a period after 1800

## 2. Doctoral Examination

- 4-credit each Guided Research I and II, (ENGL-GA 3001 and ENGL-GA 3002) - in preparation for each of two Doctoral Examination fields.
- Doctoral Examination, based on two individualized reading lists covering two fields (one of which is designated the major field, and the other the minor field).  
The examination fields are: Medieval; Renaissance; 18th-century British; Romantic; 19th-century British; 20th-century British; American: beginning to 1865; American: 1865 to present; African American literature; colonial and postcolonial studies; literature of the Americas; transatlantic studies; critical theory; modern drama and ethnic American literature(s). The written examination is supervised by a committee of two faculty members chosen by the student.

## 3. Preparation and Defense of Dissertation Proposal

- A 4-credit *Dissertation Seminar I*, ENGL-GA 3972 - which entails preparing for and the preliminary drafting of the Dissertation Proposal. While enrolled in this course, students should work closely with the faculty member who will direct their dissertation, as well as two additional faculty members who together will form the Dissertation Committee, to prepare the proposal.
- The dissertation director must be a member of the department.
- A 4-credit *Dissertation Seminar II*, ENGL-GA 3981 - which entails an oral defense of the Dissertation Proposal before the student's Dissertation Committee. After the completion of the defense, when the proposal is officially approved and the subject of the dissertation formally registered with the department, the student may begin initial work on the dissertation proper.

## 4. Professional Training

- A 4-credit Pedagogy Seminar, ENGL-GA 3985 - taken during the first Semester of the third year.
- A 4-credit Workshop on Professional Practices, ENGL-GA 3980 - taken in the spring of the third year.

## **5. Language proficiency beyond the English language**

This requirement may be satisfied either before or after matriculation at NYU by demonstrating either (a) proficiency in one language by completing the sixth term of an acceptable college language course with a grade of B or better or by passing a language examination at a comparable level of proficiency or (b) proficiency in two languages by completing the equivalent of four semesters of acceptable college work with a grade of B or better. The final course or examination establishing proficiency must have been completed no more than two years prior to matriculation in the PhD program. The language(s) offered must be relevant to the dissertation research and scholarly practice in the field in which the student intends to work, and the department reserves the right to require a particular language on these grounds. Students pursuing option (b) above may count one advanced programming language if relevant to the dissertation; see the Director of Graduate Studies to discuss establishing proficiency. Any student whose first language is not English should see the Director of Graduate Studies to discuss the use of their language to fulfill (or partially fulfill) the requirement. All language requirements must be completed by the end of the third year in the program.

## **6. Incompletes**

The English Department does not permit instructors to assign “Incomplete” as the grade for a graduate course. If extenuating circumstances prevent a student from completing his or her coursework for a grade in a timely manner, the student should contact the Director of Graduate Studies to make arrangements. Only requests having to do with exceptional conditions (e.g., prolonged illness, etc.) will be considered.

## **7. A completed dissertation and oral defense of the dissertation**

The dissertation must be approved for defense by the director and core committee before the examination is convened. Some revision, including the mandatory correction of any errors, may be required as a result of the defense. The examining board consists of five members of the graduate faculty, the core committee plus two additional committee members. The examination lasts for 90 minutes. If the candidate fails the oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in termination from the program.

## **8. Transfer Credit**

A student must apply for transfer credit, for courses taken prior to admission, within the first academic year of attendance as a matriculated student. For doctoral students, when a prior graduate program is comparable to that of the department’s master’s program requirements, blanket credit equal to the number of credits required for the departmental

master's will be awarded. Otherwise each course will be considered separately for transfer credit up to a maximum of 40 points. If courses are transferred individually, credits will be transferred point for point (e.g., if transfer is requested for a three-credit course at another institution, then only a maximum of three credits will be granted by NYU) up to the maximum amount allowed. Transfer of credit for individual courses older than ten years for master's students and fifteen years for doctoral students will not be allowed.

## 9. Inter-University Doctoral Consortium (IUDC)

The IUDC is open to doctoral students from participating schools who have completed at least one year of full time study toward the Ph.D. Only courses offered and conducted during either the fall or spring term may be applied for.

Participating schools are:

- Columbia University, GSAS
- CUNY Graduate Center
- Fordham University
- GSAS Stony Brook University
- Graduate Faculty, New School University
- New York University, GSAS, Steinhardt
- Princeton University - The Graduate School
- Rutgers University
- Teachers College, Columbia University

Complete the [Inter-University Doctoral Consortium Registration Form](#)

For further questions, please contact NYU consortium office  
Li Cao, Assistant Director, Academic Affairs [gsas.consortium@nyu.edu](mailto:gsas.consortium@nyu.edu)  
New York University  
6 Washington Square North, 2nd Floor  
Phone: (212) 998-3716  
[NYU IUDC Website](#)

**Total Course Credits: 72**

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## Certificate Programs

The doctoral program participates in a number of certificate programs at NYU and in collaboration with other graduate departments. Certificates offer advanced specialization in an interdisciplinary area of study. Each has its own coursework requirements and students who are interested in pursuing a certificate should discuss it with the Director of Graduate Studies as well as the faculty member in charge of administering the certificate. Certificates include two in conjunction with the Department of Comparative Literature: a certificate in [Poetics and Theory](#) and one on [Comparative Approaches to Africa, the Middle East, and the Global South \(CALAMEGS\)](#). The department also participates in the graduate school's advanced certificates in [Digital Humanities](#) and [Public Humanities](#). Students can also

## Teaching Preparation

1. While teaching is not required as a condition of the Graduate School's MacCracken Award, the English Department still sees teaching as crucial to the professional development of its doctoral candidates. We therefore recommend that our PhD students teach for four semesters starting after the second year of study, typically scheduled across the third through fifth years.
2. Teaching opportunities primarily include serving as a recitation leader in general education courses in the undergraduate College of Arts and Sciences, and in the departmental undergraduate historical survey series: Literatures in English I, II, III, and IV (ENGL-UA 111, ENGL-UA 112, ENGL-UA 113, ENGL-UA 114, respectively). Students who follow the department's recommendation for teaching will be assigned to a range of different courses over their four semesters of service, and can thereby achieve an acceptable level of knowledge across the discipline. Students who forgo teaching may be required to demonstrate the breadth of their literary-historical knowledge through a departmentally administered examination (distinct from the Doctoral Examination). Student who wish to teach more than the recommended four semesters or who wish to adjust the recommended timing of teaching service should discuss this with the Director of Graduate Studies as well as the Director of Undergraduate Studies, who is primarily responsible for student teaching assignments.
3. In addition to enrolling in the department's Pedagogy Seminar in the fall of the third year, all recitation leaders teaching with a departmental faculty member will be required to meet regularly with the lecturer for instruction in all aspects of pedagogy: presentation of content, techniques for leading discussion, assignments, and grading.
4. After serving as a recitation leader for at least two semesters, students will whenever possible be considered for assignment to teach a course for which they are fully responsible. The primary opportunities in this regard are the summer session versions of the intermediate departmental courses offered in the undergraduate major.

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# Doctoral Examination

The Doctoral Examination consists of major and minor field examinations. These examinations are designed to provide a:

- Thorough knowledge of both the representative principal texts and the principal critical issues within a designated *major field* of specialization; and
- Substantial familiarity with key primary and secondary texts of a designated *minor field*.

*Both major and minor fields should be selected from the following categories:*

- **Medieval English Literature**
- **Renaissance English Literature**
- **Eighteenth-Century British Literature**
- **Romantic literature**
- **Nineteenth- Century British Literature**
- **Colonial and Postcolonial Studies**
- **Literature of the Americas**
- **Twentieth-Century British Literature**
- **Early American Literature (to roughly 1865)**
- **Modern American Literature (from roughly 1865 to the present)**
- **Modern Drama**
- **African American Literature**
- **Transatlantic Studies**
- **Ethnic American Literature(s)**
- **Critical Theory**

These categories are meant to be general and correspond broadly with the conventional historical designations or teaching fields, which are commonly used for undergraduate curricula in our discipline. Within these periods, various emphases and adjustments [the “long 18th century,” for example, or “Victorian literature”] are possible. The student must have one faculty examiner each for the major and minor fields; the examiners should be drawn from the regular and affiliated members of the Department.

The major and minor examination fields are centered on reading lists to be drawn up by the student in conjunction with the faculty examiners, according to the following standards:

- For the major field list, approximately 25 primary items (i.e., recognized literary texts from within the designated field) and about 10 secondary items (i.e., instances of influential scholarly work in the field that are still informing discussion among specialists, augmented by a few basic literary histories of the period or useful theoretical works originating beyond the discipline of literary studies). Sample lists are available.
- For the minor field list, approximately 20 primary items and 5 secondary items. Sample lists are available.

**Each list must be approved by the two faculty examiners. The approved lists, together with the [Doctoral Examination Lists Approval form](#), should be submitted to the office of the Director of Graduate Studies no later than April 1 of the spring term of the second year.** Students prepare for the Doctoral Examination by carefully reviewing the materials on their reading lists. The examination culminates in the writing of two essays in response to two sets of questions prepared by the examiners.

**The Doctoral Examination occurs over the course of one calendar week, a Friday-to-Friday period preceding the beginning of fall semester classes.**

This writing proceeds under take-home, open-book conditions, with the exam for each field requiring the student to discuss **at least four texts** from the relevant reading list.

Each exam essay must conform to stipulated word-length guidelines: 3,000-4,000 words for the major field and 2,500-3,000 words for the minor field. While the essays may address materials, in addition to the four listed items which they *must* discuss, and engage texts not on students' official exam bibliographies, examiners may not ask students to account for works that do not appear on the approved exam lists *unless* they provide the relevant reference material within the exam question itself. By and large, the shape of the questions should be dictated by the character of the lists themselves. Typically, each examiner provides the student with three questions from which to select the one addressed in the exam essay. While this is not absolutely necessary, in cases where options are not given, the question that is presented should be crafted so as to allow the student maximum flexibility in addressing the issues. (See the attached sample questions in Appendix A for illustrations.) If a *fail* grade is given to one or both exams, the student will be permitted to re-take the failed exam(s) once, generally by the mid-point of the fall term of the third year and in any case no later than the end of that same term. When examiners cannot agree on a grade for the written examination(s), the Director of Graduate Studies shall appoint a third reader to decide the grade(s).

Results for each of the exams will be reported to the Director of Graduate Studies, who will in turn inform the student. Examiners should not inform students of results directly.

Following the Doctoral Examinations, the faculty examiners will meet as an Examination Committee with the student to discuss the results in detail. This meeting will take place no later than two weeks after the return of the grading rubrics to the student. Following this meeting, the Examination Committee will be dissolved and the student will constitute a Dissertation Committee consisting of three members, one of whom will serve as Director, who must be a member of the English Department. The Dissertation Committee may (but need not) consist of the two examiners, plus a third member, who may be from NYU or the Inter-University Doctoral Consortium.

## Appendix A: Sample Doctoral Examination Questions

The following is a sample question and faculty are not bound to this style of question, topic, etc.

### Sample English Doctoral Exam Questions Major Field: Nineteenth-Century British Literature

Choose one of the following and respond with an essay that is approximately 3,000 to 4,000 words. Your response should be cogent, detailed, and thoughtful.

1. Choose four literary works from your major field list, at least one of which must have been published early in the period, one during the middle part of the century, and one late in the period. For each of these works, briefly discuss the ways that themes having to do with imperialism figure in the text. Devote about 1,500 words to this part of your response. Then develop an argument, of about 1,500 to 2,500 words, about the emergence of imperial concerns as a thematic and formal feature of nineteenth-century British literature.
2. Choose four literary works from your major field list, at least one from each of three different genres. Select these texts because they all examine or deal in some way with a single theme or idea. Develop an argument about genre in the period, paying special attention to generic interrelation and innovation, in which you use the thematic overlap of these texts to highlight their similarities, differences, and relationships.
3. Choose three of the works of secondary criticism on your field list and develop an argument about three of the approaches that scholars took to nineteenth-century literature during the 1980s and 1990s. All of your texts were published during those decades except Lukacs' Theory of the Novel. If you want, you may position the more recent texts in relation to Lukacs' work but this is not necessary. After describing the approaches represented by the three texts you choose (about 1,500 words), discuss the feature of one or more literary texts that each of these approaches illuminates and obscures (1,500 to 2,000 words).

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# Dissertation Proposals

Once Doctoral Examinations is completed and a Dissertation Committee has been constituted, the student will consult with the Committee about which next steps to take. Options include proceeding directly to the drafting of the Dissertation Proposal or undertaking a preparatory exercise, such as a compilation of an annotated bibliography or a composition of a Literature-Review essay (see below). The decision regarding a preparatory exercise will depend on multiple factors such as the level of preparation of the individual student as revealed through the Doctoral Examination, the contours of the projected dissertation project, and, above all, whether such an exercise will accelerate or retard the progress of the dissertation. This decision will be reached through agreement between the student and the members of the Dissertation Committee.

The deadline for completion of any preparatory exercise will be determined by the Dissertation Committee but will in no case be later than the eleventh week of the fall term following the Doctoral Examination. Students who elect not to do a preparatory exercise will ordinarily draft a Dissertation Proposal by the same date.

During the Fall term of the third year, all students will take the four-credit Dissertation Seminar I (Engl- GA.3972). Depending on the path chosen, this course will supervise the drafting and discussion of the Literature Review or the Dissertation Proposal. It will not meet as a formal class. During the spring semester of the third year the student is enrolled in the four-credit Dissertation Seminar II (Engl- GA.3981), which, depending on the path chosen, supports the drafting and defense of the Dissertation Proposal or the initial stages of dissertation writing, under the auspices of the Dissertation Committee.

## The Literature Review

Students who elect to do the Literature Review will begin by compiling a list of approximately twenty items focused in an area of recognized scholarly significance, delineated by the student with a view to the dissertation project. This list can, and usually will, include both primary and secondary items. Study of these works will culminate in the student summarizing their import in a formal Literature-Review essay of 2500 to 3000 words. The Literature Review will conclude by presenting a research question—or set of research questions—issuing from the engagement with the list, and to be taken up in the dissertation. The Literature-Review essay should be submitted to the Dissertation Committee by the eleventh week of the fall semester. At some point during the final three weeks of the fall semester, the student will meet with the Dissertation Committee to discuss the research question(s) and receive advice about how to apply the findings of the Literature Review in the drafting of the Dissertation Proposal. [Tips for the Literature Review](#) can be found on the departmental website.

## The Dissertation Proposal

The main body of the Dissertation Proposal should run approximately 10-15 pages single spaced (c. 3,000-4,500 words) and contain the following elements (although the organization of each proposal will depend on the nature of the project):

- A title page including the candidate's name, the dissertation director's name, the date, and the proposed dissertation title
- A statement of the purpose, scope, and anticipated conclusions of the dissertation including a preliminary hypothesis or argument
- Explanation of the major critical concerns, questions, and issues with which the project is engaged
- Survey and description of the primary materials for research and analysis, summary of the major areas of scholarship with which the project will be engaged
- An indication of the dissertation's basic organization, if not a preliminary chapter outline
- A working bibliography

A complete draft of the Dissertation Proposal shall be due to the Dissertation Committee and to the office of the Graduate Program no later than the week following spring break, for those who have undertaken a preparatory exercise. Those who have not should aim to submit the Dissertation Proposal by the eleventh week of the Fall semester. Submission of the proposal will be followed by an hour-long Dissertation Proposal Defense, to be held no later than three weeks after submission of the Dissertation Proposal. The objective of the proposal defense is to determine whether the student is in fact ready to proceed with the project and likely to complete it within the next three years. To that end, the Dissertation Committee will query the student about the plan for preparing the Dissertation, addressing such matters as the type of research required, the analytical methods to be used, the point to be argued, and the order in which the chapters will be written, and offering practical advice as necessary.

If the committee requires that the Proposal be extensively revised and another Defense scheduled, a second defense must be successfully administered before the beginning of the student's fourth academic year, or the student will be terminated from the program. Once the Dissertation Committee is satisfied with the student's plan for completing the Dissertation, its members sign the ["Approval to Write Dissertation" form](#) and submit it to the DGS.

**The degree of Master of Philosophy (M.Phil.) is conferred to students who have fulfilled all doctorate requirements except the dissertation and its defense. This includes 72 credits and the passing of both the Doctoral Examination and the Dissertation Proposal Defense.**

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## Writing of the Dissertation and Dissertation Defense

After the submission of the "Approval to Write Dissertation" form, the student immediately begins working on the dissertation paper. A draft of the first chapter of the dissertation is due by the beginning of the fourth academic year, though students who have not elected to do a preparatory exercise should aim at an earlier date.

The writing of the Dissertation will proceed under the supervision of the Dissertation Director and in consultation with the two other members of the Dissertation Committee. Students will meet regularly with their Dissertation Committees to discuss their progress over the writing period.

**Dissertation Defense:** PhD students are expected to defend their completed dissertation as the final step towards the doctorate degree. The defense includes the members of the student's Dissertation Committee as well as two external readers, who have relevant academic expertise in the dissertation field and topic. The Graduate Administrator will assist students in arranging the time and location of the defense. The English Department's video-conferencing technology is available for those members unable to attend the defense in person.

A student should provide all members a penultimate draft of the full dissertation at least one month prior to the date of the defense. The defense is scheduled to last 90 minutes and typically consists of a short presentation by the student providing an overview of the dissertation project. This is followed by an extended question and answer session, after which committee members and readers consult on the outcome of the defense. Students may be asked to revise extensively and, if necessary, a second defense scheduled if faculty are not satisfied with the dissertation and defense.

Please also consult GSAS [guidelines for submitting the final dissertation](#) and registering for graduation:

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## Job Search

It is expected that students will have made sufficient progress on their dissertations to go on the job market by the fall of the fifth year. The Department will provide substantial guidance and practical support for all job seekers, assuming they present complete application packages, including appropriate teaching experience.

Further information can be found on the departmental website under "[Job Placement for Ph.D Program](#)." Students may also contact the Chair of the Job Placement Committee.

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## Advising and Evaluation of Academic Progress

In Spring 2019 GSAS established [guidelines for mentoring doctoral students](#), outlining the responsibilities of faculty mentors, students, and departments. These guidelines have been distributed to all full-time faculty and are available to doctoral students.

The Director of Graduate Studies (DGS) working with the Graduate Administrator is available to assist students with course selection, registration, and the fulfillment of program requirements. Students must consult with the DGS each term before registering for courses.

The DGS and Graduate Administrator work together to make sure that students are aware of the departmental structures and policies, revising the PhD Handbook annually as needed. Student input is always welcome. The department's Graduate Program Committee oversees the doctoral program and annually includes two student members.

In the event that students experience stressful, negative, or neglectful situations, they should feel free to bring these forward to the DGS. If for some reason a student is uncomfortable approaching the DGS, he or she should feel free to approach another member of the Graduate Program Committee (listed on the department website) or another departmental officer. Student concerns will be kept confidential upon request and to the extent possible, and solutions to problems will be sought in consultation with the student as appropriate. Ultimately it is the Graduate Program Committee and Chairperson's responsibility to work with the department's multiple constituencies—students, faculty, administrative staff—to foster a safe, responsive environment such that student concerns can be brought forward and addressed as needed without threat of stigma or repercussion.

## **Annual Review**

GSAS requires an annual review of doctoral students in each of its units. In our department, we first ask all doctoral students to submit an updated CV and respond to a simple one-page form which looks like the following:

- a. Please consult the Model Schedule at the end of the [PhD Handbook](#) and write a few sentences comparing your progress in the past year to the model schedule described. We understand that all students are different and that progress can come in diverse forms.
- b. If you are at the dissertation stage, please indicate your current working title and an approximate date when you last met with your director and/or committee (in person, via Skype, or via Zoom). Feel free to describe briefly when it took place and what was discussed.
- c. Specifically in reference to this academic year, what academic, professional or other activities and accomplishments would you like the department to know about?
- d. Please designate a department faculty member whom you would like to assist the department as an evaluator in this annual review. (The Director of Graduate Studies or a delegated faculty member of the Graduate Program Committee will consult orally with your designated evaluator as part of the departmental review process.)

Your progress report, your current transcript, and any feedback from your designated evaluator will be reviewed with the overall aim of understanding your progress toward the PhD. If you are making satisfactory progress you will receive written notification to that effect. If your progress is unsatisfactory or unclear you will receive a written request to meet with faculty to discuss ways that the department can offer its support and assistance. Since this meeting would be aimed at supporting you, you would help to decide the faculty who participate, drawing on the Director of Graduate Studies, membership of the Graduate Program Committee, membership of your Examination Committee or Dissertation Committee, and your designated evaluator.

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# Academic Integrity and Plagiarism

Plagiarism occurs when the student presents the words, ideas or research of others as his or her own work. Even if you cite the source from which you have taken material at some point, both word-for-word copying without quotation marks and the reproduction of whole sequences of ideas or sources without clear and immediate attribution are considered to be plagiarism. The submission of assignments purchased or otherwise derived from another person or a company is expressly forbidden. Be particularly careful in using Internet sources.

Please note that the submission of the same written work, in whole or in part, for two or more classes without the express permission of all the instructors involved is also a violation of Academic Integrity. Consult with your course instructors and project advisors in advance if you wish to submit the same work for more than one class or requirement. A verbal understanding is sufficient.

Students in our graduate programs are expected to maintain the highest level of Academic Integrity. Any instance of plagiarism will generally result in the student's receiving a failing grade for the course or, where relevant, the Doctoral Examination, the Dissertation Proposal, or the Dissertation. The student will be subject to further Sanction—including dismissal from the University—at the discretion of the Department Chair.

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# Model Schedule

## First Year

- **Fall: 12 credits' worth of course work, including Ph.D. Proseminar in the fall term**
- **Spring: 12 credits' worth of course work**
- **Summer: One or more graduate courses may be offered by the department**

*Intermediate-level proficiency in one foreign language to be achieved by the end of first year.*

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## Second Year

- **Fall: 12 credits' worth of course work**
- **Spring: 12 credits' worth of course work**

*By end of spring semester: 48 credits' worth of course work completed; lists for Major and Minor Field Exams approved*

- **Summer: 8 credits--Guided Research I and II (ENGL-GA 3001 and ENGL-GA 3002 in preparation for Doctoral Examination)**

*Doctoral Examination to be held in the week before the beginning of the fall semester; MPhil to be awarded following successful completion of the Examination.*

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## Third Year

*Teaching service recommended in both Fall and Spring semesters.*

- **Fall: Pedagogy Colloquium, ENGL-GA 3985 (4 credits)  
Dissertation Seminar I, ENGL-GA 3972 (4 credits)**

*If the Literature Review is elected, the essay is due by the eleventh week of the semester.*

- **Spring: Professionalization Workshop, ENGL-GA 3980 (4 credits)  
Dissertation Seminar II, ENGL-GA 3981 (4 credits)**

*A complete draft of the Dissertation Proposal is due by the week following the spring break at the latest; Dissertation Proposal Defense to be held no later than three weeks after submission. Approval to Write Dissertation form is due by the end of the semester.*

- **Summer: Writing of the first chapter of the dissertation; a draft chapter due by the beginning of fourth year**

*Either advanced-level proficiency in one foreign language or intermediate-level proficiency in a second foreign language to be achieved by the end of third year.*

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**Fourth Year**

Teaching service anticipated in the spring semester.

Further progress on Dissertation

Summer: Preparation for Job Market

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**Fifth Year**

Teaching service anticipated in the fall semester.

Job Market

Further work on dissertation, ideally to completion

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**Sixth Year**

Job Market

Complete dissertation if not already completed in fifth year

