January, 2016

Graduate Student Handbook

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Advisor Selection
A good working relationship with an advisor is one of the most important building blocks to successful completion of an academic degree and to finding satisfying employment as a teacher and scholar. The advisor guides students through the qualifying examination, provides crucial advice for a student’s plan of study, helps with topics for the comprehensive examination, and, finally, works closely with students as they research and write dissertations or theses. Advisors will help students select internal and external members of examination and thesis/dissertation committees.

Upon entering the English Department, students will be advised by the Director of Graduate Studies. Through individual meetings and in English 8005, the DGS will help students prepare to approach potential advisors. Students planning to write an MA thesis and all PhD students should research potential advisors in their first semester by taking classes in their fields of interest, talking with experienced graduate students, and consulting with the DGS. Early in the second semester of their study students should meet with potential advisors to determine academic compatibility. Students will need to find an advisor working in their primary area of concentration. This primary area will consist of some combination of historical period, genre, and approach and should be reflected in professional associations and in the annual job listings published by the Modern Language Association. It is crucial to be prepared to meet the recognized categories of inquiry in the profession. Within these areas of primary interest, most students will choose among a number—albeit a small number—of potential faculty mentors. In some cases, students will change fields on account of excellent experiences in their first year of graduate study. We encourage this kind of exploration, especially when it coincides with finding an appropriate mentor. Here are some further issues to consider in regards to potential advisors:

• Does the faculty member share methodological interests with the student? If not, is the faculty member willing to learn enough about the preferred methodology to provide useful dissertation writing advice?
• Does the faculty member have the time to work with the student?
• Does the faculty member have tenure? There is nothing wrong with choosing an untenured assistant professor as an advisor, but one should be aware of a couple of things:
  o Untenured faculty spend much of their time asttering teaching and working on their research in order to obtain tenure.
  o Even if an assistant professor is enthusiastic and willing, he or she might not have institutional knowledge at hand.
  o The faculty member might not obtain tenure or might leave for another position.
• Will the faculty member be retiring before completion of degree?

When scheduling a meeting with a potential advisor, a student should go to her or his office prepared to discuss both the topic and the methodology that the student desires to pursue. One might put together a one or two page research proposal detailing the broad questions one hopes to answer with her or his research and the means by which research
questions will be addressed. The better prepared the student is, the better chance a faculty member will be eager to work with the student.

If a faculty member departs for another position, the DGS and the departing faculty member will work with the student to locate another advisor. The departing faculty member may agree to continue serving on the dissertation committee, but the student will have to find another primary advisor.

Faculty members are under no obligation to work with particular students. The DGS will help students having difficulties with finding an appropriate advisor, but the English Department cannot guarantee that students will have the advisor of their choice. Similarly, if a good working relationship cannot be continued between a student and an advisor, the DGS will facilitate finding a new advisor for that student and, if necessary, mediating between student and faculty member.

For further information, please see the Graduate School's Guidelines for Good Practice in Graduate Education.
Selecting a Program Committee
A student's program committee - whether an MA thesis committee or a PhD examination and dissertation committee - provides the broad academic advising that will ensure success in the field. Committee members should be chosen in conjunction with the faculty advisor. Students should begin approaching potential faculty committee members by the end of their first year in the program. The committee is registered with the Graduate School with the M-2 form or the D-1 form. The M-2 form, for an MA thesis committee, should be filled out by the end of the first year in the program. The D-1 form is signed at the meeting between student and committee that meets the Graduate School's requirement for a qualifying examination. This meeting takes place by the end of the first year of the PhD program.

MA Committees
The MA Committee consists of at least three members, including two faculty members from the English department and one MU faculty member from outside of the English department.

PhD Committees
The PhD Committee consists of at least four members, including one MU faculty member from outside of English. If an English professor has a dual appointment and is on the graduate faculty in another department, then the professor may serve as an outside committee member.

In the case of PhD committees, members should cover both prospective primary and secondary fields for the comprehensive examination. The faculty advisor will be helpful in choosing members of the committee both from the English Department and the one outside member that each committee must have. It is customary to defer to the expertise of the faculty advisor in choosing a committee, but in cases in which the student and advisor are at odds over the composition of the committee, final choice lies with the student (although an advisor can choose not to work with the student). Be warned that a committee that doesn't cohere will have a difficult time advising a student. Students can fill out a form to change the composition of the committee, to be signed by the new committee member and the Director of Graduate Studies. Forms are available in the Graduate Studies office.

The student will in most cases depend on the program committee for letters of recommendation when applying for a job. Therefore, it is usually wise to include as many faculty as possible with expertise (and contacts) in one’s field of interest. Building a committee involves a delicate balancing act: the student will want to include supportive faculty members who can give useful criticism on writing and help build readings lists and bibliographies.
The MA Degree
The MA program is a two-year program with 30 hours of coursework, including at least 15 hours in graduate seminars at the 8000-level. Coursework builds on a student's bachelor's-level knowledge of her or his field to provide a broad perspective on literature and culture while allowing for specialization and advanced research work. Students generally receive full tuition benefits and a stipend each year for tutoring in the Writing Lab and teaching in the department. In their first year, students work for 10 hours per week in the Writing Lab while taking 3 courses per semester. In their second year they teach 2 sections of English 1000 per semester, complete coursework, and take either the MA Comprehensive Examination or write an MA Thesis.

Students interested in receiving their certification in teaching English at the secondary level can apply for a joint program developed by the English Department and the College of Education. These students will receive a third year of funding (through teaching English 1000 or other courses) for the English Department, allowing them to use their tuition waiver to complete requirements set by the State of Missouri and the College of Education.

MA students choose an emphasis area in one of the following:
- British and American Literature
- Literature with Creative Writing Emphasis (additional admissions materials required)
- Literature with Critical Theory Emphasis
- Literature with Folklore and Oral Tradition Emphasis
- Literature with Language and Linguistics Emphasis
- Literature with Rhetoric and Composition Emphasis
- African Diaspora Studies
- MA for Local Teachers

MA General Course Requirements:
- MA students need 15 hours of 8000-level courses; the remaining hours may be either 7000- or 8000-level courses.
- Students can take six hours outside of the English Department with approval of the DGS.
- Students take a one-hour practicum, English 8001, “Preparing to Teach English 1000,” in their second semester of coursework. After one semester of teaching in their second year, they have the option to take English 8010, the seminar “Theory and Practice of Composition,” to further their professional development.
- English 8090 is only available for students during the semester or semesters in which they are writing a thesis.

In addition to the general MA course requirements, each emphasis area carries its own set of requirements, and the MA for Local Teachers requirements vary in a few ways from the MA General Course Requirements (see below).
Degree Timeline

First Year: 18 hours of coursework and a part-time assistantship in the fall and spring semesters designed to prepare the graduate student for teaching Freshman Composition in the second year.

Second Year: Complete coursework and teach two sections of Freshman Composition per semester. Prepare concluding project choosing from:
1. Portfolio and oral exam
2. Written exam based on a reading list
3. MA Thesis

Throughout their time in the department, students will be advised on designing programs of study not only to achieve their personal goals but also to enter the job market as successfully as possible. No grades of C will be counted toward the completion of the required number of hours for the MA. Although the lowest passing grade for graduate credit is B, graduate students should achieve A grades in a significant portion of their courses, and students with a B or near-B average are not encouraged to pursue graduate work beyond the MA.

MA Area Requirements

MA in British and American Literature:
- 9 hours in three of the following four areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
- 3 hours in 19th or 20th Century British Literature
- 3 hours in 19th or 20th Century American Literature
- 3 hours in Criticism and Critical Theory
- The remaining hours may be taken as electives inside or outside (up to 6 hours) the department

MA in Literature with Creative Writing Emphasis:
- Admissions Requirements for Creative Writing
  - In order to be admitted to the program, students must submit a sample of creative work (approximately 20 pages of poetry or 30 pages of fiction). After admission, students must complete 12 hours in Creative Writing at the 8000-level (8510 in fiction, 8520 in creative nonfiction, or 8530 in poetry). No courses may substitute for workshops. With the approval of the student's advisor, one of the four semesters may be taken in a second genre.
- Area Requirements for Creative Writing
  - 12 hours in British and American literature, with
    - 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
    - 3 hours in 19th or 20th Century British Literature
    - 3 hours in 19th or 20th Century American Literature
    - The remaining 6 hours may be taken as electives inside or outside the department.
Students in creative writing must also submit a portfolio, a substantial body of work of professional quality that must be approved by the faculty advisor (approximately 70 pages of fiction or drama or 40 pages of poetry).

Students must also either write an MA thesis or pass the same comprehensive examination as that given to students in British and American Literature and other areas.

MA in Literature with Critical Theory Emphasis:
- Students must take a minimum of 12 hours in critical theory in addition to other requirements:
  - 6 hours in English 8060, Studies in Criticism and Theory
  - 6 hours drawn from the following:
    - English 4060, Studies in Critical Theory
    - English 4070, History of Criticism
    - English 8050, Contemporary Critical Approaches
    - English 8070, History of Criticism and Theory
  - 12 hours of literature and language courses
    - 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
    - 3 hours in 19th or 20th Century British Literature
    - 3 hours in 19th or 20th Century American Literature
- The remaining 6 hours of electives might be filled by additional courses in literature or critical theory, including courses offered in other departments, or with thesis credits

MA in Literature with Folklore and Oral Tradition Emphasis:
- Students will be required to take 12 hours of core literature and language courses:
  - 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
  - 3 hours in 19th or 20th Century British Literature
  - 3 hours in 19th or 20th Century American Literature
- The required core courses for the specialization in Folklore and Oral tradition include choice among the following for 12 hours:
  - English 4700/7700, Special Themes in Folklore (up to 6 hours if topic is different)
  - English 4770/7770, Oral Tradition (up to 6 hours if topic is different)
  - English 8700, Studies in Folklore (up to 6 hours if topic is different)
  - English 8770, Studies in Oral Tradition (up to 6 hours if topic is different)
  - Electives (for 3 hours) include, but are not limited to
    - English 4950/7950
    - Internships at the Missouri Folk Arts Program (two semesters 3 hours)
    - English 4780/7780, Women's Folklore and Feminist Theory
• An additional 3 hours in an approved outside area. Appropriate outside areas might include Anthropology, Classics, History, Native American Literature, Material Culture and Historic Preservation (Art and Archeology), Museum Studies, Religious Studies, Women's and Gender Studies, and Black Studies.

• Additional considerations of the emphasis in Folklore and Oral Tradition: It is expected that students in the Folklore and Oral Tradition Program will take at least one course that includes a required fieldwork project.
  - It is further expected that some of the questions on the MA comprehensive examination in Folklore and Oral Tradition include a multi-ethnic perspective.
  - Students should attempt to take each of the core courses once before repeating courses with different topics, when possible.
  - All students interested in the Folklore and Oral Tradition Program at the Masters Level must work out their program of study with one of the three professors who are associated with this emphasis.
  - Outside courses for the Folklore/Oral Tradition Emphasis must be approved by one of the Professors of Folklore and Oral Tradition.

MA in Literature with Language and Linguistics Emphasis:
• Students must complete 12 or more hours in English language and linguistics. Two courses are required:
  - English 4600/7600, Structure of American English
  - English 4610/7610, History of the English Language (or their equivalents elsewhere)
• Students must also complete two of the following:
  - English 4200/7200, Introduction to Old English
  - English 4620/7620, Regional and Social Dialects of American English
  - English 4650/7650, Principles of Teaching English as a Second Language
  - English 4630/7630, Topics in Linguistics
  - English 8200, Studies in Old English Literature
  - English 8600, Studies in the English Language
• In addition, students must complete 12 hours in literature courses:
  - 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
  - 3 hours in 19th or 20th Century British Literature
  - 3 hours in 19th or 20th Century American Literature
• The remaining 6 hours may be taken as electives.

MA in Literature with Rhetoric and Composition Emphasis:
• Students must take a minimum of 12 hours in rhetoric and composition and criticism. Three courses are required:
  - English 8010, Theory and Practice of College Composition
  - English 8040, Studies in Rhetorical Theory and 3 hours from one of the following
  - English 4060/7060, Studies in Critical Theory
English 4070/7070, History of Criticism
English 4600/7600, The Structure of American English
English 8060, Studies in Criticism and Theory
A fourth course will be selected from one of the following:
- English or Education T411, Studies in English Education: Teaching Writing in High School and College
- or a second course in Rhetorical Theory or Criticism
In addition, students must complete 12 hours in literature courses:
- 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
- 3 hours in 19th or 20th Century British Literature
- 3 hours in 19th or 20th Century American Literature
The remaining 6 hours may be taken as electives.

MA in African Diaspora Studies:
- Students will be required to take 12 hours of core literature and languages courses:
  - 6 hours in two of the following areas: Medieval, Renaissance and 17th Century, Restoration and 18th Century, pre-1800 American Literature
  - 3 hours in 19th or 20th Century British Literature
  - 3 hours in 19th or 20th Century American Literature
- Students must complete 12 or more hours in Africana Literature and Theory. At least 9 hours must be taken at the 8000 level. Required course chosen from among the following:
  - English 8410, Africana Theory and Literary Criticism
  - English 8070, History of Literary Criticism
- Available courses include:
  - English 4420/7420, Africana Womanism
  - English 4480/7480, Major Anglophone Africana Women Writers
  - English 4181/7181, Themes in Africana Women's Literature
  - English 4400/7400, Topics or Genres in Anglophone Africana Literature
  - English 8400, Studies in Anglophone Africana Literature
  - Appropriate electives might include courses in Romance Languages, Theatre, History, Political Science, Psychology, Sociology, Religion, Art, and Music.

MA for Local Teachers:
(Note—some of these details are provisional, and will be finalized and confirmed by late spring or summer of 2016. Interested prospective students may contact the Director of Graduate Studies with questions).
Beginning in the fall of 2017, local teachers who have successfully gone through the application process will be eligible to enroll for graduate work in the English Department. Not all of the elements of the MA program as described on page five of this handbook will be required for these students, who will not be funded; these students will
not be expected to work in the Writing Lab, teach English 1000, or enroll in English 8001 or 8010 (the teaching preparation courses). In addition, with the approval of the DGS these students may take up to nine hours outside of the English Department (including the on-line courses in the Department of Education). Students will take seminars, workshops, and other courses with the rest of the graduate student population; application will be required for participation in some of the creative writing courses.

In order to fulfill the requirement of 30 hours of coursework, students in this group must have at least 15 hours in graduate coursework at the 8000 level. There are no distribution requirements based on historical periods; students are encouraged to craft a plan of study that best suits their individual needs. The final six hours may be completed as thesis credits (8090). This program is designed so that it can be completed in two years, though students can take a longer time if they wish. However, these students still must complete the program within the university-mandated five-year time limit.

Assessments of Work and Concluding Projects

A) MA Thesis
The thesis (50-75 pp.) is recommended to students who are considering pursuing doctoral work, since it provides the opportunity for a first extended exercise in independent research at the graduate level. It is also recommended for MA students who want to engage in a sustained consideration of one literary or creative project. Those considering the thesis option should, at the very outset of Master's work, discuss possible thesis topics with the Director of Graduate Studies and faculty members who seem likely to constitute the student's MA Thesis Committee (two English Department members and one outside member). Students present and defend their theses to this committee in an oral examination.

The MA Thesis includes up to 6 hours of English 8090. Students generally take 6 hours of thesis credit in one semester while doing research and writing. Some will take 3 hours in the fall and then 3 more in the spring semester if they are working closely with an advisor at the outset of the second year. English 8090 counts towards the total number of course hours required for the MA, but does not count towards the required number of 8000-level courses.

Portfolio/Oral Exam or Comprehensive Exam Overview:
Students who elect not to write a thesis have two options for satisfying the final requirement of the MA degree program: (A) a portfolio and oral exam, or (B) a written comprehensive exam based on a reading list. Both options require close collaboration with the faculty members of the examining committee.

Option A will be completed during the student’s fourth semester in the MA program. Option B will be completed during the fourth semester or the summer following it. (MA/PhD students choosing to take the exam will take it during the third semester).
The Director of Graduate Studies will meet with MA students during their second semester in the program for a preliminary discussion of the MA Comps procedures.

A) Portfolio and Oral Exam
The purpose of the MA portfolio is to provide students an opportunity to reflect formally on the coursework they completed during their MA degree programs. Students electing this option will choose two faculty members to work with in revising two essays previously written during the MA work with an eye toward publication. The Director of Graduate Studies, in consultation with the student, will choose a third faculty member to serve on the student’s portfolio committee. Students who choose the portfolio option will be required to demonstrate broad coverage across the fields within English Studies as evidenced through the coursework they took.

The portfolio:
Students will assemble a collection of the essays they have written over the course of their time in the MA program. They will then select two essays to revise for potential publication and an advisor with whom to work closely to revise these essays. Students are not required to ask the professors for whom they originally wrote the essays and are encouraged to select from faculty across the department. The two revised essays shall be selected from two different classes. The final portfolio must include the following:

1. A collection of all essays or projects the student wrote during her or his time in the MA, including the originals of the revised essays.
2. A five-to-seven page introductory statement that explains the contents of the portfolio, offers a brief overview of each essay, contextualizes each essay, and explicates the approach the student took in revising the two selected essays.
3. Two revised essays of approximately 40-60 pages total.

Successful portfolios will demonstrate the following:
- Examples of sustained close reading and analysis
- Applications of critical or theoretical perspectives
- Breadth of knowledge as well as depth, particularly in the subject areas of the two revised essays. The student should be able to situate the two revised essays within the scholarship pertaining to each of these two fields.

The portfolio oral defense:
Students will defend the two revised essays, as well as those not chosen for revision, in a two-hour oral exam. The faculty member with whom the student worked plus two other faculty members determined by the Director of Graduate Studies will examine the student. One hour of the exam will consist of the student discussing the arguments, knowledge, methods, sources, and conclusions of the two revised essays. The other hour of the exam will consist of the student discussing the essays that were not revised; in other words, the student will also defend the papers written throughout the coursework of the entire MA program. The committee may pass or fail the examinee on any part(s) of the portfolio. In the case of partial or total failure, the student will retake the oral portions that were failed and may need to revise further one or both of the revised essays. Students may not change papers or committees for the re-examination.
B) Written Exam Based on Reading List

The exam consists of three questions answered over a four-hour time period. Students in Literature and in Literature with a Creative Writing Emphasis are assigned to a three-member MA Comprehensive Exam Committee and write on three literature-based questions. Students with emphases in African Diaspora, Critical Theory, English Language & Linguistics, Folklore & Oral Tradition, or Rhetoric & Composition are assigned to a committee that includes two members from literature and one member from the emphasis area. They write two literature-based questions and one emphasis-area-based question.

Examination Dates: Fall Term: Second Week in November; Spring Term: Second Week in April; Summer Term: Second Week in July

Note: Students must be enrolled during the semester or session in which they take the exam. It is possible to enroll for a single hour of examination credit at any point in the semester or session prior to the day on which the exam will be taken.

Establishing the Reading List:

Students must have a reading list approved consisting of representative English and American literary works grouped under the following headings:

I. Medieval
II. Renaissance and 17th Century
III. Restoration and 18th Century
IV. Early American (pre-1800)
V. 19th Century British
VI. 19th Century American
VII. 20th Century British
VIII. 20th Century American

In establishing the list, students will begin with the department’s core list below. Substitutions and additions aimed at satisfying the student’s particular interests are acceptable but must be approved by the committee.

Five to eight works should be included from each category: shorter works of poetry or prose, or various works by one author, can be assembled as a single item. The aim is to indicate a broad yet balanced historical and generic acquaintance with British and American literary traditions. To this end the members of the committee may recommend substitutions and will approve the final list based on their sense that it successfully meets the criteria of breadth and balance.

Note: Students in one of the emphasis areas (African Diaspora, Critical Theory, English Language & Linguistics, Folklore & Oral Tradition, or Rhetoric & Composition) will consult with the assigned faculty member in the area to arrive at appropriate readings for that area, and the number of readings from the above literary areas will be reduced by approximately one-third.
Note: Students taking their exams in the summer must follow the above schedule in the preceding semester.

The committee writes a set of questions based on the individual student’s reading list and stated interests. Three questions will be answered in all. All of the questions written by the committee will be informed by a one-to-two page narrative statement provided earlier by the student describing her or his coursework and specific interests. The student’s narrative should reflect on what she has learned in her coursework and provide the committee a sense of what kinds of things she is prepared to write about, e.g., genre, theme, etc. No prior notice of the questions is given.

**Students in Literature and Literature with a Creative Writing emphasis:** One of the questions will be a close reading exercise in which the student selects one of three possible texts and performs a close reading. The remaining two questions will be selected from a choice of three and will fall under the broad categories of genre, theme, and critical approach.

**Students in one of the emphasis areas:** One of the questions listed above will be eliminated and a question from the emphasis area will be substituted.

The Graduate Studies secretary will arrange a quiet location, with a computer, for students to work in. Students should notify the secretary as soon as they know they will be taking the MA exam. The secretary will proctor the exam on the selected date.

After committee members read and grade the exam independently, they will discuss their evaluations with one another and with the Director of Graduate Studies. A final grade of High Pass, Pass, or Fail is determined and results are conveyed to the student, usually within two weeks.

**Grading criteria for the responses are:**
- An introduction that shows the precise terms of the question are being addressed
- A clearly developed thesis with appropriate supporting evidence
- Specific references to the works in question, with emphasis less on plot summary and more on textual evidence to support the thesis
- Basic familiarity with the history and major phases of English and American literature
- Demonstrated facility with critical approaches to literature and the emphasis area

**MA Reading List in English and American Literature**

The MA reading list is designed with the understanding that the canon of English and American literatures has never consisted of a definitive list of texts. Individual scholars often have vastly different ideas about which texts are "central" to a field, and the canonical status of many individual texts has changed dramatically over time. Rather than present one list of texts that all students must read, then, the MU English Department asks that students participate in the ongoing process of canon formation. The following list of texts serves as the basis for each student to select an individualized reading list. Students should choose at least 50 items from the following list (each letter
constitutes one item: e.g., I. A, II. G, etc.). Up to 5 works not on the list may be added, if the student so desires, with the approval of the committee.

Although students are encouraged to choose a list that corresponds to their own program of study, the MA comprehensive exam is designed as an opportunity for students to demonstrate their understanding of a wide range of English and American literatures. In that spirit, each student's reading list should include, relatively equally, all major genres and at least 5 to 8 items from each literary period. Students should also select a diverse set of authors, regarding such factors as gender, race, and ethnicity.

I. **MEDIEVAL**
   A. *Beowulf* (Raffel's translation).
   B. *Judith, Elene, Juliana*.
   D. *Piers Plowman*, Passus I-VII, XVIII (Goodridge's translation).
   E. *Pearl*.
   F. *Sir Gawain and the Green Knight* (Borroff's translation).
   H. Chaucer, *Troilus and Criseyde*.
   J. *The Second Shepherds' Play*.
   K. Margery Kempe, *The Book of Margery Kempe*.
   L. Julian of Norwich, "God the Mother" from *A Book of Showings*.

II. **RENAISSANCE AND 17TH CENTURY**
   A. Shakespeare, dramatic works: (1 tragedy: *King Lear* or *MacBeth* or *Hamlet*; 1 comedy or romance: *A Midsummer Night's Dream* or *Twelfth Night* or *The Tempest*; 1 history: *I Henry IV* or *Richard II* or *Richard III*).
   B. Spenser, *The Faerie Queen*, Book I.
   D. Marlowe, *Dr. Faustus*.
   E. More, *Utopia*.
   F. Webster, *Duchess of Malfi*.
   G. Lyric Poetry:


L. Selections from the Norton Anthology of Literature by Women: Queen Elizabeth, "Speech to the Troops at Tilbury"; "The Doubt of Future Foes," "On Monsieur's Departure"; Mary Sidney Herbert, "To The Thrice-Sacred Queen Elizabeth"; Amelia Lanier, "Eve's Apology in Defense of Women," from Salve Deus Rex Judaeorum; Margaret Cavendish, Female Orations; Anne Finch, "The Answer" [to Pope's Impromptu], "To the Nightingale."

M. Aphra Behn, Oroonoko.

N. Two of the following: Browne, Hydriotaphia: Urn Burial; Burton, Anatomy of Melancholy; Nashe, Unfortunate Traveler; Sidney, Arcadia.

III. RESTORATION AND 18TH CENTURY


C. Dryden, "To the Memory of John Oldham," MacFlecknoe, and Absalom and Achitophel.

D. Defoe, Moll Flanders or Robinson Crusoe.

E. Swift, Gulliver's Travels and "A Modest Proposal."

F. Selections from the Norton Anthology of Literature by Women: Mary Wollstonecraft, A Vindication of the Rights of Woman; Mary Astell, "A Religious Retirement" from A Serious Proposal to the Ladies.


I. Fielding, Joseph Andrews.

J. Burney, Evelina.

K. Richardson, Pamela.

L. Sterne, Tristram Shandy.


N. Austen, Pride and Prejudice.
IV. EARLY AMERICAN (pre-1800)
A. Native American Oral Traditions: "Talk Concerning the First Beginning" (Zuni), "Changing Woman and the Hero Twins after the Emergence of the People" (Navajo); "Iroquois or Confederacy of the Five Nations" (Iroquois), "Raven and Marriage" (Tlingit). These are available in the Heath Anthology of American Literature, Vol. 1.
D. Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.
E. Samuel Sewall, selections from The Diary of Samuel Sewall; Sarah Kemble Knight, The Private Journal of a Journey from Boston to New York.
H. St. Jean de Crèvecoeur, Letters from an American Farmer.
I. Thomas Paine, Common Sense or The Age of Reason; Thomas Jefferson, selections from Notes on the State of Virginia.
K. Royall Tyler, The Contrast.
L. Susanna Haswell Rowson, Charlotte, A Tale of Truth or Hannah Webster Foster, The Coquette.
M. Charles Brockden Brown, Wieland.

V. 19TH-CENTURY BRITISH


D. Mary Shelley, Frankenstein.

E. Scott, The Bride of Lammermoor or Ivanhoe or Old Mortality.

F. Emily Bronte, Wuthering Heights.

G. Charlotte Bronte, Jane Eyre.


K. Thackeray, Vanity Fair or Trollope, The Warden.

L. Dickens, Great Expectations or Nicholas Nickleby or Bleak House.

M. George Eliot, The Mill on the Floss or Middlemarch.

N. Hardy, Jude the Obscure.

VI. 19TH CENTURY AMERICAN


E. Hawthorne, *The Scarlet Letter*.

F. Melville, *Moby-Dick*.

G. Twain, *Adventures of Huckleberry Finn*.


I. Stowe, *Uncle Tom's Cabin*.


K. Norris, *McTeague* or Frederic, *The Damnation of Theron Ware*.

L. Dreiser, *Sister Carrie*.

M. Chopin, *The Awakening*.

N. James, *The Ambassadors* or *The Bostonians*.


Q. Thoreau, "Resistance to Civil Government"; Sojourner Truth, speeches in *Norton Anthology of Literature by Women*; Margaret Fuller, excerpts from *Woman in the Nineteenth Century*; excerpts from *Black Elk Speaks*; Jane Addams, selections from *Twenty Years at Hull House*.

VII. **20TH CENTURY BRITISH**


C. Drama: Samuel Beckett, Waiting for Godot or Endgame, and two of the following:
   
   Sean O'Casey, Bedtime Story; John Osborne, Look Back in Anger; Harold Pinter, The Homecoming; Tom Stoppard, Rosencrantz and Guildenstern Are Dead; W. B. Yeats, Purgatory.


F. Joseph Conrad, Lord Jim or Nostromo.

G. James Joyce, Ulysses.

H. D. H. Lawrence, Sons and Lovers or Women in Love.

I. Virginia Woolf, To the Lighthouse or Mrs. Dalloway.

J. Elizabeth Bowen, Death of the Heart.

K. E. M. Forster, Howard's End or Passage to India.


M. Jean Rhys, Wide Sargasso Sea.

N. Samuel Beckett, Molloy.

O. Barbara Pym, An Unsuitable Attachment.

P. Margaret Atwood, The Handmaid's Tale.

Q. Graham Greene, A Burnt-Out Case or Brighton Rock.

R. V.S. Naipaul, A Bend in the River.
VIII. 20TH CENTURY AMERICAN


C. Drama: at least three of the following: Edward Albee, The Sandbox; Imamu Amiri Baraka, Dutchman; T. S. Eliot, Murder in the Cathedral; William Inge, Picnic; Arthur Miller, Death of a Salesman; Marsha Norman, Night Mother; Eugene O'Neill, Long Day's Journey Into Night; Derek Walcott, Dream of Monkey Mountain; Tennessee Williams, Glass Menagerie.


G. Willa Cather, *My Antonia* or *O Pioneers!*. 

H. Edith Wharton, *The Age of Innocence* or *House of Mirth*.


K. Ernest Hemingway, *The Sun Also Rises*. 

L. Vladimir Nabokov, *Lolita*.

M. Djuna Barnes, *Nightwood*.

N. Saul Bellow, *Herzog*.


P. Carson McCullers, *Member of the Wedding*. 

Q. Toni Morrison, *Beloved*. 

R. Alice Walker, *The Color Purple* or *Meridian*. 


U. Richard Wright, *Native Son*. 

V. David Bradley, *Chaneysville Incident* or Charles Johnson, *Middle Passage*. 

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The MA/PhD Degree
The MA/PhD program is intended for especially well-prepared students who have BA degrees and know they wish to pursue the PhD. It offers enhanced financial aid and an accelerated time to degree. In their first year in the program, students take three courses per semester and work ten hours per week in the Writing Center, receiving a substantial stipend to ensure that they complete their work in a timely manner. In their second, fifth, and sixth years in the program, MA/PhD students teach a reduced schedule of two classes in the fall and one class in the spring without a reduction in pay from our regular PhD package. Students complete MA requirements and begin taking PhD coursework in their second year in the program. Academic requirements for the two degrees are identical with the academic requirements for the separate MA and PhD degrees, except that for MA/PHD students taking 8010, “The Theory and Practice of Composition,” is a requirement and not an option as it is for MA students.

For further information about the degree requirements visit the MA and PhD degree sections of this handbook.
The PhD Degree
The PhD in English is designed to be a five-year program requiring 30 hours of coursework. Students select and work closely with a faculty advisory committee to plan a course of professional study and training in their chosen primary and secondary fields. Coursework is meant to provide deep knowledge as well as methodological sophistication.

After students complete coursework in the first two years, they take written and oral comprehensive exams in the third year and write a dissertation in the fourth and fifth years.

PhD General Course Requirements
The PhD candidate will take 30 hours of coursework beyond the MA. Coursework must include:

- At least 18 hours in English at the 8000-level (English 8095 and 9090 hours do not count toward the 18-hour requirement)

Candidates’ coursework and program of study will be designed to prepare them as competent scholars in the designated fields. All PhD candidates will be required to take:

- English 8005, Introduction to Graduate Studies (a one-hour course in their fall and spring semesters of the first year in the program)
- A course either in the structure of the English language (English 4600/7600, English 8600, or an equivalent graduate course at another institution) or in the historical aspects of the English language (English 4610/7610, English 4200/7200) or an equivalent graduate course at another institution, and
- A course in literary criticism (English 8050, 8070, or an equivalent graduate course at another institution).
- English 8010: Theory and Practice of Composition (to be taken after teaching English 1000 for one semester, or an equivalent course at another institution)

A student may elect to take one English 8095 problems course (a maximum of 3 hours credit), with the prior consent of the Director of Graduate Studies, but the credits will not count towards the 18-hour 8000-level course requirement. Students may also take up to 9 hours of coursework outside English in fields related to their programs of study upon the advice and consent of the advisory committee. In general, students with limited backgrounds in related areas (such as history, philosophy, art history) are encouraged to take coursework in such areas, while students with extensive background in other areas (e.g., one whose undergraduate major or MA is in a field other than English) should choose to concentrate coursework within the department.
Degree Timeline

The timeline below describes a typical PhD student’s career.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Take three courses; teach courses. Begin to explore potential areas of specialization. Consider potential advisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td>Take three courses; teach courses. Choose an advisor, and in consultation form a doctoral committee. Meet with committee to discuss program of study. This meets the Graduate School's requirement of a &quot;Qualifying Examination.&quot; Use Graduate School's D-1 form and have it signed at that meeting. After meeting, prepare D-2 form for program of study and have it signed by the committee and the DGS.</td>
</tr>
<tr>
<td>Semester Three</td>
<td>Take two or three courses; teach courses. Begin reading for comprehensive examination.</td>
</tr>
<tr>
<td>Semester Four</td>
<td>Take two or three courses; teach courses. Continue reading for comprehensive examination.</td>
</tr>
<tr>
<td>Semester Five</td>
<td>Teach classes. Prepare to take comprehensive examination by the end of the semester. Use D-3 form to register success with the Graduate School.</td>
</tr>
<tr>
<td>Semester Six</td>
<td>Teach classes. Prepare dissertation proposal early in the semester and have it approved by advisor and DGS. Begin dissertation work.</td>
</tr>
<tr>
<td>Semester Seven</td>
<td>Teach classes. Work on dissertation.</td>
</tr>
<tr>
<td>Semester Eight</td>
<td>Teach classes. Work on dissertation.</td>
</tr>
<tr>
<td>Semester Nine</td>
<td>Teach classes. Take job placement workshop.</td>
</tr>
</tbody>
</table>

Foreign Language Requirement

All PhD students must fulfill a foreign language requirement to ensure that all students have familiarity with a language and a literature other than English. All of our students, regardless of specialty, gain substantially by situating their work globally. A student may satisfy the foreign language requirement for the PhD in English by demonstrating either 1) advanced proficiency in one foreign language or 2) basic proficiency in two foreign languages.

PhD students should determine how they will fulfill the departmental language requirement in consultation with their faculty advisor and other committee members, since different projects and different areas of study will require different levels of language proficiency. A student's committee can always recommend that the student pursue language study above and beyond the level required by the departmental language requirement for the purpose of their chosen dissertation project.
To obtain advanced proficiency, the student has several options. One is to pass with a grade of B or better two upper-class undergraduate courses (3000- or 4000-level, or the equivalent elsewhere, taken within the seven years prior to the candidate’s enrollment in the Ph.D program at the University of Missouri) in the literature of the language chosen. A second is to pass with a grade of B or better one graduate class (7000- or 8000-level, or the equivalent elsewhere, taken within the same time period as above) in the literature of the language chosen. These courses may not be in translation, and any graduate course in a modern language must be taught in that language. A third option is to demonstrate advanced proficiency in a manner approved by the student’s advisor and the director of graduate studies; the mechanism for doing so will be proposed by the student and advisor, and is subject to the approval of the director of graduate studies. One example of that third option is to take the Sixteen-Point Exam from the NYU School of Professional Studies, and achieve a score of at least fourteen. Advanced proficiency does not require fluency; it requires advanced reading knowledge of and extended engagement with another culture’s language and literature.

To demonstrate basic proficiency the student must pass with a grade of B or better a) the intensive introduction to a language or b) the three-semester introductory sequence or c) one course at or beyond the third semester level in the language chosen (such as French or German 4110), or the equivalent of these courses elsewhere. The courses must have been completed or the examinations taken not more than seven years prior to the candidate’s enrollment in the PhD program. Because not all languages are taught using this format at the University of Missouri, students have the option to demonstrate basic proficiency in one of their two chosen languages by taking an introductory course in any language that is relevant to their research. The Director of Graduate Studies will work with students to try to arrange for testing for students with proficiency but without coursework in any language (for instance, those who have lived in another country for an extended period of time). In these cases, one option is to take the Twelve-Point Exam from the NYU School of Professional Studies, and achieve a score of at least ten.

Overall, the department recommends students pursue advanced proficiency in one language, a language that will enrich their work. All of our students, regardless of specialty, will gain by making meaningful and extended connections between their own work and a non-English speaking culture.

**Proficiency in English**
International students should consult the International Teaching Assistant Program (ITAP) for university and state requirements regarding teaching at the university.
Qualifying Exam

By the end of the first year, students must meet with their advisors to organize their doctoral committees. The committee is made up of at least three English department members and at least one member from an MU department outside English. Students then meet with this committee to plan coursework and define their primary and secondary fields of study. This meeting satisfies the graduate school requirement for a PhD qualifying examination.

The Qualifying Exam must be a formal meeting, scheduled by the committee chair, with at least three of the four members present. The outside faculty member need not be involved in this meeting, but all four members of the committee must sign the D-1 form. The student and committee chair should decide on a proposed Plan of Study to be discussed and approved at the meeting. The student is responsible for preparing the forms and bringing them to the meeting.

Comprehensive Exam

After the coursework and foreign language requirement have been completed, the student takes the PhD comprehensive examination. This exam consists of a written section (the Preparatory Essay) and a two-and-a-half hour oral exam. Guidelines for the PhD comprehensive examination are as follows:

1. Committee and Reading List
Students will choose a faculty committee consisting of a chair, two additional department members, and an external member from another department.

In consultation with her or his committee, the student will specify reading lists made up of one major field, one minor field, and one field in criticism and theory.

The major field list should reflect the student's area of professional specialization (poetry, 16th-century British literature, 20th-century American fiction, rhetoric and composition, folklore) and should take account of both the student's interests and job market categories. If a candidate chooses a major field that is a single genre (or has an otherwise delimited focus), then the candidate's committee may mandate that the area should extend over at least three centuries.

The minor field list might be a related field (for instance, a student with a major list in African American literature might have a minor list in twentieth-century American fiction, or one studying Romanticism might have a minor list in transatlantic colonial literature), a secondary field (film or linguistics if the student is studying a literary field; a literary field if the student is studying rhetoric or folklore), a genre or sub-genre (creative non-fiction, the sonnet, etc.), or an area of thematic focus (Transcendentalism, nature poetry, etc.).

The criticism and theory list will vary depending on the topics of the major and minor lists. In cases where the major and minor lists consist primarily of literary works, the
criticism and theory list must include sections covering the major works of criticism and/or theory in those fields. The remainder of the criticism and theory list, up to its entirety in cases where both the major and minor list include substantial secondary reading, can be organized around a major subfield of criticism or theory (poetics, psychoanalysis, the history of the novel) or a particular theme (Theories of the Middle Class; The Role of Religion in Contemporary Fiction; Medieval Conceptions of Gender).

All three lists together should comprise approximately 100 -120 book length works or the equivalent in scholarly articles or works in other media (as decided in consultation with the committee), with the major list roughly equivalent in size to the combined minor and criticism/theory lists. Where linguistics constitutes one of the fields, the relevant committee member or members will assign, in addition to reading materials, other materials intended to ensure competence in carrying out analyses in phonology, phonetics, syntax, and other areas appropriate to the student’s background and interests.

During the semester in which the student begins drafting her or his reading lists (ideally the second semester of PhD study), the faculty chair will convene a meeting with the entire committee, during which the student will present and defend her or his program of study and draft reading lists. This meeting is known as the Qualifying Examination. During this meeting the committee members will sign the D-1 form; after the meeting the student will prepare the D-2 form for program of study and have it signed by the committee members.

2. Preparatory Essay/Written Comprehensive Exam

During the time a student is preparing for her or his exam, he or she will write a Preparatory Essay of at least twenty-five pages. These essays must not be more than fifty pages. This Preparatory Essay constitutes the written portion of the comprehensive exam, and is designed to give the student the opportunity to demonstrate broad knowledge of her or his fields, deep interest in specific topics relevant to those fields, and initial plans for the dissertation (or, in the case of creative writers, the critical introduction).

This is a highly individualized process, designed to encourage students to shape this process to serve their research needs.

Students will write and submit two different drafts. They will submit a preliminary draft of the essay to committee members for feedback; this must be done the semester before submitting the final draft and taking the exam. When the student submits the final version to the committee, committee members will evaluate it for range and depth of coverage, specificity of references to the works discussed, theoretical grasp of the material and clarity of organization and style. A student should consider the Preparatory Essay an opportunity to address what he or she has learned in the preparation process, and to indicate what questions most interest him or her about the works on her or his lists. The Preparatory Essay is designed to be flexible, but each essay should include the following, in a form agreed upon by the student and the committee:
• Brief overviews of each of the fields represented by the lists, discussing major issues raised by the three lists, and, where relevant, connections among them; these overviews may preface the body of the essay or be folded into it
• Answers to three or four substantive questions about the fields (or, where relevant, problems in linguistic analysis) that were developed in consultation with the committee, and that are meant to serve as talking points for the oral exams
• A preliminary description of the dissertation or, for creative writers, the critical introduction that demonstrates how it will be informed by the student's reading

In order to pass the written portion of the exam the student must receive no more than one dissenting or abstaining vote on the Preparatory Essay. To submit the final version of the preparatory essay, a student should send the essay to the Graduate Secretary who will distribute the exam to the student’s committee. **Within a week of receiving a copy of the exam, committee members will submit evaluations discussing strengths and weaknesses of the Preparatory Essay to the Graduate Studies Secretary**, who will forward them to the student and also place copies in the student's file.

If the student does not pass, the committee will offer advice on rewriting and resubmitting the Preparatory Essay. If the student does pass, the chair of the exam committee, in conjunction with other members of the committee, will **schedule the student's oral examination for no earlier than one week, and no later than one month, following committee members' reports on the Preparatory Essay**. The Graduate Secretary should be informed of the time and place of the oral examination. Students must be enrolled during the term in which they take their oral exam (to be administered only when MU is officially in session). The oral exam must be completed at least seven months before the final defense of the dissertation.

3. Oral Exam
While discussion will be guided by the writing students have done in the Preparatory Essay, the examinee should be prepared for questions on any item on their list, in order to demonstrate a breadth of training beyond that displayed in the essays. Exams are commonly structured in two parts, with discussion of the essay in the first hour and discussion of the lists more broadly in the second.

The oral exam will be scheduled for two and half hours and will consist of:
• Two hours of questions, with format and time allotted to committee members arranged beforehand by the chair of the student's committee
• Fifteen minutes during which the committee deliberates about the exam
• Fifteen minutes during which the committee informs the student whether he or she has passed or failed, and discusses the exam with the student

During the fifteen-minute faculty deliberation period the chair of the committee is responsible for taking notes, which will form the basis of a 1-2 page document discussing the exam—things the student did well on, and things he or she might
improve. The chair should give a copy of this document to the Graduate Secretary, who will forward it to the student and also place a copy in the student's file.

In order to pass the student must receive no more than one dissenting or abstaining vote on the oral exam. Students who fail the oral examination will be allowed to retake it, but cannot do so sooner than 12 weeks after, or later than the end of the semester following, the initial examination. If the student passes the oral examination, all members of the committee must sign the D-3 form. The chair of the committee is responsible for submitting the D-3 form to the graduate studies office, and the form must be filed with the graduate school within two weeks after the final completion of the exams. Per graduate school rules, failure to pass two comprehensive examinations automatically prevents candidacy.

4. Comprehensive Exam Timeline
Semester Two or Three in the PhD program: Choose a committee, begin to draft reading lists, and take the Qualifying Exam.

Semester Three or Four: Begin reading for exams; meet at least once with each committee member; finalize reading lists.

Semester Four or Five: Continue reading for exams and begin drafting Preparatory Essay; meet with each committee member and during meeting discuss a rough draft of the Preparatory Essay (to be given to committee members at least one week prior to the meeting). Students must give the draft of the Preparatory Essay to committee members the semester before they expect to turn in the final version and take the oral exam, and should then meet with committee members for oral feedback.

Semester Five or Six: Give final draft of Preparatory Essay to committee members; complete oral examination; turn in D-3 form upon passing the oral examination.

Continuous Enrollment
After students complete their comprehensive exams, candidacy for the doctoral degree is maintained by enrolling in 2-hour credits in the fall and spring semesters and 1 credit in the summer semester up to and including the term in which the dissertation is defended. Failure to enroll continuously in 9090 Research hours (or alternatively, in the 8006 Professional Writing Workshop or Job Market Workshop) until the doctoral degree is awarded terminates candidacy. Guidelines for continuous enrollment can be find on the Graduate School website.

Dissertation and Defense
Prospectus
As soon as possible after passing the comprehensive examination, a candidate should explore a dissertation topic under the guidance of the student’s adviser. Candidates must formally present and describe the topic in a prospectus of no more than fifteen pages (excluding bibliography); for the student to remain in good standing, the prospectus with committee members’ signatures must be submitted to the Graduate Studies Office.
within three months of a successful oral defense of the Comprehensive Examination or first two weeks of the semester following.

The prospectus should contain five elements:

1. The state of current scholarship in the relevant fields
2. The nature of the dissertation’s intervention in current scholarship
3. A description of method
4. A description of the materials—that is, the objects/archives studied and consulted
5. A short bibliography

Sample prospecti can be seen from the graduate student assistant to the graduate studies director.

In the case of students writing creative dissertations, the prospectus should primarily describe the critical introduction (see “Creative Dissertation” below); ten pages is a good goal here.

The prospectus should be drafted in consultation with the adviser. Once drafted, it will be the subject of the Prospectus Conference, a meeting of the dissertation committee (outside member optional) covering the student’s ideas and research plans, including schedule. If a majority of the student’s committee doesn’t approve the prospectus, suggestions for revision will be made and the student will submit the revised prospectus only to the adviser; for this reason, students should schedule their meeting with enough time to revise and meet the deadline.

The prospectus must be completed for the student to begin writing, but it is also important because it usually forms the basis of grant applications and dissertation descriptions when the student goes on the job market. It is of long-term use to have a prospectus on file early, even though it is understood that the dissertation may change during research and writing.

Dissertation

Two types of dissertations are written for our program: the scholarly dissertation and the creative dissertation.

The scholarly PhD Dissertation is a work of original scholarship in a recognizable field covered by departmental expertise. Most dissertations in English are between 200 and 350 pages and combine an original argument with research into the field you explore. By the end of the process of researching and writing the dissertation, the successful student will be one of a few world experts in the field addressed. Therefore topics should be specific enough to allow students to stake a claim to expertise, while broad enough to speak to the general field in which the dissertation is placed. The dissertation becomes the central document upon which you build your academic reputation. At best, it will be ready to go as a book project. Chapters of your dissertation will likely serve as writing samples on the academic job market and might be revised into publications either before
or after you have defended it and received your PhD. The dissertation itself will be read by the student’s adviser and a minimum of three other readers (for students entering in the fall of 2005 or later; earlier students must have committees of at least five faculty members). One member of the committee must be a member of a department other than English. In the process of research and writing, some students work closely with an entire committee; others focus on the responses of their primary adviser to preliminary work. By Graduate School rules, seven months must elapse between a student’s successfully passing the PhD Comprehensive Examination and submitting the PhD dissertation.

PhD candidates in Creative Writing generally write a **creative PhD dissertation**, which may take the form of a collection of poetry, a novel, a novella, a book-length collection of short stories, or a book-length work of creative non-fiction. To exercise this option, the candidate must have taken 9-12 hours of creative writing seminars as part of the PhD coursework.

In addition to the creative part of the dissertation, the candidate will compose a **Critical Introduction**, which is an article-length and rigorous critical essay that substantively engages the candidate’s areas of critical interest.

**Defense**
Defense usually occurs within a month of submission to the committee of an acceptable dissertation. Committee members prepare questions in advance and the defense consists of a conversation regarding the scholarship and writing of the dissertation. Students writing a creative dissertation should be prepared to defend their Critical Introduction as well as the dissertation itself. The defense is customarily a celebratory occasion. But committee members can - and sometimes do - ask challenging questions that undercut specific and general issues in the project. Students have a chance to incorporate suggestions from the defense into the final document submitted to the Graduate School. Therefore it is useful to schedule the defense some weeks before the final deadline for submission to the Graduate School in the term in which the student wishes to graduate. A majority of the committee must vote positively for the dissertation to pass. If the dissertation is not passed, the student can revise in accordance with suggestions and resubmit.
Assistantships, Fellowships, and Benefits
The English Department is committed to supporting the graduate students who shoulder much of the department's teaching with financial aid that recognizes the value of their work and allows them to make good progress through their degree programs. Most students offered admission to any of our programs – MA, MA/PhD, or PhD – will be offered an assistantship package that provides tuition benefits plus a stipend for teaching or research done in the Writing Center or the English Department. In addition to departmental support, the Graduate School offers resources on the rights, privileges, and responsibilities of Graduate Assistants that should be consulted.

Incoming MA and MA/PhD students in the English Department can expect two years of support: a first year in the Writing Lab and a second year teaching English 1000. In their second, fifth, and sixth years in the program, MA/PhD students teach a reduced schedule of two classes in the fall and one class in the spring without a reduction in pay from our regular PhD package. PhD students can expect five years of support.

Writing Lab
First-year MA and MA/PhD students are assigned to 10 hours per week in the Writing Lab. Under the supervision of the director of the writing lab, graduate students will tutor university members with help on their writing. Many students continue their association with the writing lab after their first year of MA work.

Teaching Assistantships
Most graduate students in the English Department will serve as a teaching assistant for part, or all, of their graduate careers. Teaching in the department provides a measure of colleagueship with other faculty and serves as crucial professional preparation for a career in the academy.

Graduate students have the opportunity to teach courses in Composition, Creative Writing, Literature, Folklore and Film. The standard schedule for graduate students in the program is 2 courses per semester. New students are required to attend orientation in mid-August before their first year of their assistantship.

It may be possible in some circumstances for students to receive additional teaching. Assignments beyond the period of normal expectation will be made according to departmental curricular needs, good standing in the program, and recommendation by advisors.

International Students
As stated in Missouri law and university policy, every non-native speaker of English must have sufficient oral-English proficiency before taking on a teaching position. It is recommended that departments schedule assessments for candidates as soon as possible so appointment decisions can be made in a timely fashion. The International Teaching Assistant Program (ITAP) offers many services to assess and develop communication.
and provide cultural development as a basis for a rewarding and enriching experience in the classroom. For more information, please consult the ITAP website.

Other Assistantships
The department offers a number of other assistantships and internships, based on the availability of funds and demonstrated needs. Currently the department funds a 1/4 time position for a technology intern who is responsible for maintaining the department website and advising faculty members on technology needs. The technology intern, chosen each year in an open application process, reports to the Associate Chair. There is also a 1/4 time position for an Assistant to the Director Graduate Studies, who holds daily office hours, maintains records, and advises fellow students on the completion of forms and requirements.

English Department Fellowships
These are awarded annually by the DGS, in consultation with the PhD admissions committee:

- Up to four PhD fellowships equivalent to the standard PhD assistantship to teach three, instead of the usual four, sections per year for three years

These are awarded annually by the DGS, in consultation with faculty from the appropriate areas of study:

- Three Creative Writing PhD Fellowships equivalent to the standard PhD assistantship, one each in poetry, fiction, and creative nonfiction to teach two, instead of the usual four sections, per year for four years
- Mary-Joe Purcell Fellowship for an incoming PhD student pursuing a degree in seventeenth- or eighteenth-century literary studies, a one-time grant of $5,000
- Donald E. and Mary Frances Hayden English Fellowship Award in 19th-Century British Literature for an incoming PhD student, a one-time grant of $1,000
- John and Cynthia Shaw Fellowship in American Literature for an incoming PhD student, a one-time grant of $1,000
- Winifred Bryan Horner Fellowship for an incoming graduate student in Rhetoric and Composition, a one-time grant of $1,000

These are awarded annually by the DGS, in consultation with the department chair:

- Two Dissertation Fellowships which provide a 1-1 teaching load to students for the year in which they are completing their dissertations
- The John Richard and Ellen Ryan Dubinski Scholarship for a graduate student in the department, with "Preference . . . given to parents returning to college for an advanced degree"
- The Elizabeth T. Barnes Memorial Graduate Fellowship goes to a graduate student who has had an essay accepted or who has presented at a prestigious academic conference during the preceding calendar year

This is awarded annually by Professor Richard Hocks, the department chair, and the DGS:
• Harry J and Richard A Hocks Dissertation Fellowship to support a doctoral student at the dissertation-writing stage. Preference is given to students with dependents, especially young children

University and College Fellowships
For a complete listing, see the Graduate School's descriptions. Nominations for University and College Fellowships are made by the DGS in consultation with the Graduate Admissions Committee to especially promising applicants to the department. Prospective students cannot apply on their own. These fellowships include:

Five-Year Doctoral-Level Fellowship and Scholarship Programs
The Graduate School provides $8,000 for each of five years in addition to the department assistantship:
• William Gregory Fellowships: Awards can be made to doctoral students in any discipline
• Adeline Hoffman Fellowships: For newly admitted doctoral students, who have and maintain a 3.3 GPA
• G. Ellsworth Huggins Scholarships: Awards can be made to doctoral students in any field, who must have and maintain a 3.5 GPA
• Ronald E. McNair Fellowships: The program is designed to support newly admitted doctoral degree graduate students in any field who have successfully completed a Ronald E. McNair Post-Baccalaureate Achievement Program at a university other than MU, who have and maintained a 3.5 GPA
• Gus T. Ridgel Fellowships: This fellowship program assists qualified underrepresented minority graduate students in any field at the University of Missouri-Columbia

Masters or Doctoral-Level Fellowship/Scholarship Programs
• David R. Francis Fellowships: Awards are for graduate students newly admitted into master's or doctoral degree programs in either public affairs or creative literature. The nomination materials for this fellowship program from creative literature applicants must include an original composition. At the master's level, the stipend is $5,000 from the Graduate School with an equal amount of matching support required from the department, either concurrently or for a second year of support, which may consist of a teaching or research assistantship or other support. At the doctoral level, the support is equal to other doctoral programs as described in the above section.
• Thurgood Marshall Academic Scholarships: This program is designed to assist departments in recruiting and retaining graduate students from underrepresented ethnic minority populations (African American, Native American or Alaska Native, Hispanic or Mexican American). The stipend is $5,000 for one year from the Graduate School with an equal amount of matching support required from the department.

Benefits for All Recipients of Assistantships
All teaching assistantships and Graduate School fellowship awards include a waiver of both resident and nonresident educational fees, but not incidental fees (health, computing
or student health, or departmental supplemental fees), and eligibility for a graduate student insurance subsidy. For information on fee waivers, taxes and fellowships, and student health insurance, please see the following: Graduate Student Support Program; Taxes and Fellowships; Health Insurance.

Other Awards

Pace Writing Award
First, second and third place awards are given each year to the best graduate paper completed for a graduate course. Winners are chosen by a panel of judges.

Alumni Scholarship
Each year one graduate student in good standing who has made substantial progress towards their degree is chosen to receive this scholarship.

Creative Writing Awards
Through private and university sponsorships, the Program in Creative Writing is able to award a number of yearly writing prizes. All awards are judged in open competition by outside writers of national reputation.
Teaching and Administrative Opportunities

Teaching Assistantships
Most graduate students in the English Department will serve as a teaching assistant for part, or all, of their graduate careers. Teaching in the department provides a measure of colleagueship with other faculty and serves as crucial professional preparation for a career in the academy. MA students are thoroughly prepared for the teaching of English 1000: Exposition and Argumentation during their first year in the program. In the second year, MA student instructors are responsible for their own sections and have considerable freedom in choosing their texts. MA students in Creative Writing also teach the introductory poetry and fiction writing courses. PhD students teach English 1000 and they also have the opportunity to teach introductory courses in literature, creative writing, folklore and film. Students may also be assigned teaching assistantships in partnership with faculty members for courses such as the surveys in British and American literature and in large sections of the Topics in Literature courses. The standard schedule for graduate students in the program is two courses per semester.

Undergraduate workshops in Creative Writing are assigned to qualified students by the Creative Writing Program. Literature courses are assigned to advanced graduate students on the basis of applications made to a committee consisting of the Director of Undergraduate Studies, the Departmental Advisor, and the Director of Composition, who acts in an advisory capacity. Eligibility to teach literature classes is determined by good standing in the department as recorded by the DGS.

Teaching Assignments
Each semester, graduate students fill out a preference form to request to teach a variety of courses offered by the English Department. Several non-teaching positions may also be available. Every effort will be made to make assignments based upon the guidelines provided here, but other factors (such as total course availability and the instructor’s availability to teach at particular times) also influence final assignments.

Film (English 1810 and 1820)
Each semester the department offers three or four sections of English 1810 (Introduction to Film, beginnings to 1945, offered in the fall) or English 1820 (Introduction to Film, 1945 to the present, offered in the spring). These courses survey key developments in American cinema—as an institution and as an art form—as it has developed in dialogue with other national cinemas. The course emphasis is on film history rather than form, but students are also introduced to elements of visual analysis including lighting, camera angles and shots, editing, mise-en-scène, sound, dialogue, and narrative structure.

Instructors coordinate a common screening on Monday evenings and teach independent sections of 30 students, using film clips, weekly handouts and a film history textbook. There is an extensive archive of lecture and discussion notes and clip DVDs for many of the film titles frequently listed on the course syllabi. Course instructors will need to meet well in advance of the start of classes to post a course description online, select the course textbook, and determine the films to be screened.
We encourage applications from graduate students from all areas of the department. The primary criteria for selection are 1) graduate coursework in film and 2) teaching experience (especially experience teaching film). Preferred qualifications include having taken English 8110 (Introduction to Film Research and Pedagogy). For more information, contact Joanna Hearne.

Folklore (1700 and 2700)
One folklore course is available each semester to a graduate student, with priority given to students in the folklore concentration. Selection of instructor is made by faculty in folklore.

Literature—English 1210 (Intro to Brit Lit) and 1310 (Intro to Am Lit)
1210 is “Introduction to British Literature” and 1310 is “Introduction to American Literature.” These are the usual course assignments for teachers new to teaching literature. There is typically 8-10 sections of each course each semester, with 30 students in each class. Scheduling priority is given to the following:
- PhD students in 3rd year and beyond only if they have not taught 1210 or 1310 previously.
- PhD students in 2nd year, whether teaching for the first or subsequent time (most assignments come from this category, so second-year students are encouraged to request these courses).
- PhD students in 1st year/second semester who are also teaching English 1000.
- Full-time teaching faculty who are also teaching three sections of English 1000.

Literature—English 2100: Writing About Literature
This course provides instruction in the fundamentals of writing about literature. Designed with the needs of declared or prospective English majors and minors in mind, it emphasizes literary research, interpretation, and criticism. The course covers three or more literary genres (fiction, poetry, drama, and/or nonfiction). Students should have previously taken ENGL 1000 or equivalent and have sophomore standing. Each section’s enrollment will be capped at 25.

Assignment of 2100 sections are made on the basis of seniority and the quality of previous experiences teaching literature, particularly 1210 or 1310. While graduate students will generally teach most sections of 2100, non-tenure track faculty may be assigned this class as needed and should therefore consider requesting it. We typically offer 4-6 sections of 2100 each semester.

Literature—English 2159: Introduction to World Literature
The department typically offers 2 or more sections of 2159 each semester. Enrollment is capped at 30. Graduate students and NTT faculty may request this course.

Literature—2000 Level Topics Courses
Each semester we typically offer two 2000-level topics courses to be taught by advanced graduate students. Graduate student instructors are identified following an open call by the Director of Graduate Studies with priorities given to advanced graduate students who have previous successful experience teaching literature. Priority is given to graduate students
studying literature, but students from other areas are also considered. The topic and course design must be approved prior to early registration.

**Teaching Assistants in Large Enrollment Classes**
Individual faculty members occasionally select graduate students to serve as teaching assistants in large-enrollment courses.

**Writing Center Assistants**
Two graduate students are selected to assist in the Writing Center. These students work ten hours a week and are responsible for helping to train the first-year MA students, observing tutorials, evaluating online tutorials, and conducting special projects that are selected based on both individual interest and the needs of the program. To apply, submit a one-page letter by spring break explaining interest in this position. Preference given to students with tutorial experience and/or experience teaching English 1000. This appointment is equivalent to and in lieu of teaching a class (1/4 appointment). These positions are coordinated by Rachel Harper, Director of the Writing Center.

**Composition Staff**
Members of the composition staff each work closely with a small group of new English 1000 instructors, help plan workshops for all instructors, and attend bi-weekly planning meetings. This appointment is equivalent to and in lieu of teaching a class (1/4 appointment). To apply, submit by spring break to the Director of Composition, Donna Strickland a cv, two sample syllabi, and a one-page letter of application explaining interest in joining the comp staff for the next year.

**Other Non-teaching Assignments**
In addition to the above teaching assignments, graduate students are also eligible for some non-teaching positions, including the Assistant to the Director of Graduate Studies and the Technology Intern. Any such openings will be announced on the appropriate departmental listservs.
Rights and Responsibilities of Teaching Assistants
Graduate Teaching Assistants will be held to the same high standards of performance as faculty in the department. TAs will teach their classes in a professional manner: they will show up on time, treat their students respectfully, and grade assignments in a reasonable time.

The Composition Committee will have direct oversight of TAs who teach English 1000, and the Director of Composition has final say over whether a graduate student will be assigned teaching in English 1000. If the Director of Composition determines that a graduate student is ineligible to teach English 1000--usually on the basis of a demonstrated and continued failure to improve even under supervision--support for the student may be withdrawn. The DGS will attempt to mediate but cannot reverse a decision made by the Director of Composition.

TAs who wish to find coverage for their classes while they are away at conferences or for other reasons may be able to do so through an informal network established by EGSA. In all cases the Director of Composition (in the case of English 1000) or the Director of Undergraduate Studies (in the case of other classes) should be informed if a TA will not be present to teach a class.

TAs have access to a photocopy machine in the basement of Tate Hall for course materials. Book orders are handled by the Graduate Studies Secretary. Questions regarding teaching resources should be directed to the Director of Composition or the Director of Undergraduate Studies.
**Graduate Student Progress System**

Since 2006, the Graduate School has required that all graduate students file annual reports on their academic performance, degree program milestones and related achievements in scholarship, research and creative work.

This system has been devised to allow students to self-report on their progress to their adviser and the DGS. The system also allows students to maintain a database of their publications and other professional achievements and to prepare automatically customizable Curriculum Vitae.

Students use the [Graduate Student Progress System](#) (GSPS) to document their progress toward degree completion. Faculty mentors (advisors) are required to review their advisees’ annual reports to assess satisfactory progress toward degree completion. The Director of Graduate Studies and/or department chair may also review student progress. Details about the GSPS can be found on the [Graduate School website](#).
Academic Policies
Grading

Graduate students need to maintain a 3.0 average, and Graduate School fellowship students need to maintain a 3.5 average. If a student falls below a 3.0 average, the student is put on probation for a semester until the 3.0 GPA is reestablished.

Incompletes
It may be tempting at certain times in an academic career to take the grade of "I" for courses when rushed for time or otherwise over committed. Resist this temptation whenever possible. After one year, changing a grade of "I" to another grade requires a letter of justification from the faculty member. Students with more than two grades of "I" on their record will lose "good standing" within the department and be placed on academic probation.

Good Standing and Probation
Students who take a regular schedule of courses, maintain a 3.0 average, meet the deadlines set by the department and the Graduate School for completion of requirements, and do not have other disciplinary proceedings against them will be considered in "good standing." Students must take their qualifying examination by the end of the second year and take their comprehensive examinations within four years to remain in good standing.

In addition students must participate in the annual review by maintaining an accurate profile in the Online Assessment System and provide teaching and research narratives as well as up-to-date information on forms and examinations filed and completed by spring break in each year to remain in good standing. Students whose work consistently fails to meet the standards set by their advisers may lose good standing. In this case, the DGS will schedule a meeting with the student and her or his adviser to discuss the situation prior to placing the student on probation.

Students who are not in good standing at any point in the program will be considered on probation. These students will work with the DGS and with their advisers (if they have already chosen advisers) to rectify the situations that have led to probation.

Dismissal from Program
Graduate School policy states that a student will be dismissed from the PhD program after two semesters of a GPA under 3.0. Furthermore, a student in the English Department will be subject to dismissal after two years of failure to remain in "good standing." In extraordinary circumstances--when the presence of the student threatens the working of the department or the success of other students--a student on probation may be dismissed after 30 days, in which the student can try to work with the DGS and Graduate School to resolve problems. Appeals go first to the Director of Graduate Studies, who will meet with the student to determine if there is a mutually acceptable way for the student to continue in the program. If this is unsuccessful, the student may appeal to the Chair of the English Department. If this is unsuccessful the student should
contact the Dean of the Graduate School. In all cases, dismissal from a graduate program in English can be ultimately appealed to the Graduate Faculty Senate. Please see the Graduate School website for further details.

**Time to Degree**
The Graduate School allows five years from initial enrollment for students to take comprehensive examinations and five years after comprehensive examinations to complete the dissertation. See the Graduate School website for details. The department adheres to this policy. (See above for probation for students who do not take the comprehensive examinations by the end of their fourth year.)

The DGS (following Graduate Studies Committee policy) will only endorse a request for a one-year extension of time to degree.

**English 8010**
English 8010 (Theory and Practice of Composition) is a required course for all entering MA/PhD and PhD students who plan to teach English 1000 at Missouri and have not taken an equivalent course at another institution. The design of 8010 also reflects the understanding that students on the job market will need to show an informed background in current pedagogy to potential employers. As a seminar, 8010 enables students with a wide range of disciplinary interests and experience to participate in critical discussion not only of the best current practices in writing instruction but of the local features and traditions of writing instruction at MU. The course will help to prepare students to design both their own versions of English 1000 and courses in their chosen professional fields.

**English 8095**
Catalog description: English 8095 (Problems): Individual work not leading to preparation of dissertation.

All English 8095 courses require prior approval by the Director of Graduate Studies and thus require advanced planning on the part of students. Early in the semester before the course is to be taken, the student should discuss the course with the faculty member who will supervise it. The student should then compose a description and justification of the course. The supervising faculty member should indicate approval of the course description and willingness to supervise the work in a written memo to the Director of Graduate Studies. This written material must be submitted by the tenth week of the semester preceding the semester in which the course will be taken.

English 8095 does not count toward the 15-hour (MA) or 18-hour (PhD) 8000-level requirement for graduate degrees in English. Students should also note that only one 8095 will count for credit toward their degree.

The Director will verify that the proposed course does not duplicate existing courses and that the kind and amount of work involved is appropriate for the 8000-level and for the amount of credit indicated. Therefore, in composing the course description, the student should 1.) explain why the course is necessary and 2.) indicate the course goals, the work
to be done (including a list of readings and written assignments), and a schedule for completing that work. The faculty supervisor will be the best source of help in preparing the description.

In order for to receive consent for English 8095, students must submit an approved copy of the course proposal to Victoria Thorp. Further questions may be addressed to the Director of Graduate Studies.
**Responsible Conduct of Research**

Graduate students in English at the University of Missouri will be held to high expectations of integrity in their teaching and research. Failure to live up to standard levels of professional responsibility in the discipline will lead immediately to probation, with the possibility of immediate dismissal from the program if the student is held to have violated core principles of responsible research. In our discipline, the crucial category of misconduct is plagiarism. Use of primary and secondary sources must be fully documented according to the standards presented in the MLA Handbook or Chicago Manual of Style.

The university's site for [Academic Integrity](#) includes procedures through which faculty can pursue cases of suspected violation of responsible conduct of research, and it includes information of use to graduate students who are teaching as well as those who are only taking classes.

Please see as well the Graduate School's academic regulations, and be aware that special regulations apply to students whose research involves the use of animal or human subjects. Please see the Office of Research compliance page for further information on human and animal subjects in research.

The Graduate School maintains a site on the Responsible Conduct of Research with which all graduate students should be familiar. The site includes instructions on how graduate students can qualify for a Dean's Certificate in the responsible conduct of research.
Student Conduct and Conflict Resolution

Both faculty and students in the English Department at MU will be held to the highest standards of professional conduct. Please see the responsible conduct of research page for information on the importance of integrity in research. In addition to academic integrity, students will be expected to adhere to ordinary professional guidelines for conduct within the classroom and the graduate program more generally. Working structures for strong intellectual disagreement can best be established within a framework of mutual respect, in which all individuals respect the persons and the right to speak of all other members of the department. Violations against property and allegations of physical assault will be referred immediately to the campus and Columbia police.

In the classroom, students are expected to follow guidelines laid out by the faculty member leading the class in terms of conduct within the classroom. They are expected to complete all reading and writing assignments on time and come to class prepared to discuss material knowledgeably. Faculty have the right to ask disruptive or unprepared students to leave the classroom, either for a single class period or, in extraordinary cases, for the duration of the course. Faculty are under no obligation to accept late or obviously inadequate work as fulfillment for the workload of a graduate class. By the same token, the course syllabus functions as a contract for the course, and faculty should not substantially alter the main requirements for a class after the deadline for dropping and adding classes.

Students have the right to switch advisers and members of their program committees at any point during the program. Forms are available for that purpose in the Graduate Studies Office. These forms need to be signed by the new adviser or committee member and approved by the DGS, who will work with students to minimize any fallout resulting from this often-difficult transition. Students should endure no opprobrium from wishing to switch advisers or committee members.

In some cases, conflict becomes unavoidable, even when neither student nor faculty member is clearly "in the wrong." Students and faculty involved in a dispute may request mediation first by the DGS and subsequently, if no resolution can be agreed upon, to the Chair of the English Department. If a student is held to have materially violated standards for conduct, she or he may be placed on probation or, in some cases, be dismissed from the program. If a faculty member is held to be unjustly interfering with progress toward degree, the DGS and Chair will attempt to work out arrangements for the student to complete her or his degree safely and in good time. In case of punitive action by the department, the appeals process leads from the department to the Dean of the Graduate School, who will discuss arrangements for the student to make a final appeal to the Graduate Faculty Senate.