

English Graduate Student Handbook

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PREFACE

This handbook is meant primarily to be a helpful supplement to the *Academic Catalog*. The *Academic Catalog* contains information on general requirements for all graduate students at this university, and questions about information in that document can be directed to the Graduate Coordinators or the Dean of the Graduate School.

The handbook is intended for graduate students already enrolled in the English department. If you are interested in applying for a Certificate, Masters, or a Ph.D. program, please look at the appropriate sections of the English Department website for information. Application to all programs is through the Graduate School.

Like the Graduate School, the English Department reserves the right to make changes in the requirements described herein without notice. Every effort will be made, however, to update this document as soon as possible after such changes are made.

Acknowledgments

The present document is the fourth edition of the handbook. The first two editions (1990 and 1994) were compiled by a subcommittee of the Graduate Committee chaired by Dr. Sylvia Iskander. We gratefully acknowledge her contribution, and that of all the committee members.

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THE GRADUATE SCHOOL

Graduate programs in all academic departments of the University are under the jurisdiction of the Graduate School. The Graduate Council, consisting of elected members of the University Graduate Faculty, determines policies of the Graduate School, subject to approval of the President of the University and within the framework authorized by the Board of Trustees for State Colleges and Universities. The Dean of the Graduate School is the chief executive officer.

The Graduate School establishes minimum criteria governing admissions, financial aid, and degree requirements. Individual departments are permitted to impose more stringent requirements. Degrees are conferred by the Graduate School, not by individual departments; hence, students who expect to receive their degrees must satisfy all Graduate School requirements as outlined in the current Academic Catalog.

Students must give particular attention to Graduate School guidelines governing dissertation committee appointments, format for theses and dissertations, procedures for admission to degree candidacy, and deadlines for graduation. It is the student's responsibility to keep abreast of Graduate School regulations and to adhere to all requirements.

Copies of the following (and other) [Graduate School forms](#) are available at the Graduate School site:

- Application for Use of Transfer Graduate Credit [for M.A. students only]
- Petition for Regular Status
- Application for Graduate Assistantship
- Application for University Fellowship
- Application for Admission to Candidacy for the Master's Degree
- Application for Admission to Candidacy, Doctor of Philosophy Degree
- Ph.D. Progress Report Form
- Dissertation Committee Appointment, Doctor of Philosophy
- Graduate Application for Readmission
- Graduation Check-list (to be completed at beginning of semester during which degree requirements are completed)
- Application for Degree

Students writing theses and dissertations should consult the *Guidelines for the Preparation of Theses and Dissertations*.

OVERVIEW OF THE ENGLISH GRADUATE PROGRAM

Our graduate program defines its primary responsibility as the professionalization of students seeking careers in and beyond academia. We understand our strong placement record as the outcome of a tradition that takes seriously the work of training students to conduct research, teach undergraduates, and manage complex projects requiring a variety of professional skills. Given the ever changing and always competitive job markets for candidates with advanced degrees in English, we commit ourselves as a department to continuously identify opportunities for professional development so that we, as a faculty, have the necessary experience to prepare students to pursue diverse career paths, even when those paths lead beyond teaching and research. We recognize this mission requires the department to further cultivate partnerships with the University's Centers for Excellence as well as unaffiliated cultural institutions that mutually benefit our community and our students. In light of the inevitable changes in the profession, we value those skills and aim to cultivate them in graduate students as one means of sustaining thought at the intersection of critical and creative practice.

The M.A. and Ph.D. Generalist Degrees in English and American Literature

Both the M.A. and Ph.D. degrees offered by the UL English Department are generalist degrees in English and American literature. While students acquire a broad expertise in literature, they may also pursue more specialized interests in fields that are particular departmental strengths. The broad base in literature, along with the teaching experience gained by graduate assistants, ensures that those who opt for academic positions will be qualified to teach in several areas in an English Department, while also being able to continue advanced research in their chosen area of expertise. For students who want to pursue their interests in specific areas, our department offers M.A. degree emphases and PhD degree concentrations so that, in addition to their generalist education, students may choose to focus a portion of their course of study in one area.

Emphases and Concentrations

Students may pursue an M.A. with an emphasis in Literature & Culture, Folklore, Linguistics, Creative Writing, Rhetoric & Composition, TESOL; Teaching English to Speakers of Other Languages, or Professional Writing. Students may pursue a Ph.D. with a concentration in Literature & Culture, Creative Writing, Folklore, Linguistics, or Rhetoric & Composition. All concentrations require English 500 (Professional Colloquium), English 596 (Research Methods), and one course for the M.A. student and two courses for the Ph.D. student in linguistics, Old English or Middle English, or literary theory.

In English 596 students can expect to learn the following topics:

1. Approaches to research methods for work in an English department, which can include methods to utilize critical reading, observation, interviewing, library resources, academic databases, and special collections such as on-site and digital archives – enhanced by the individual professor's area of expertise.
2. Approaches to project management and completion, which can include drafting a research agenda and other strategies for the completion of course projects and conference proposals.
3. Introduction to contemporary bibliographic standards and techniques, which can include methods and tools of bibliographic management.
4. Introduction to scholarly communication practices, which can include the conventions of various academic journal articles, book chapters, and calls for papers, in preparation for engagement with scholarship and future manuscript submission for peer review.
5. Introduction to some of the work done by people with graduate degrees in English, which can include discussion of non-academic, alternative-academic, and academic professional cultures and may focus on the expectations of the latter.

Literature and Culture — M.A. and Ph.D.

Students electing an M.A. with an emphasis in literature and culture must complete 15 hours of literature courses distributed over five of the eight British and American literary areas (see General M.A. requirements below). Electives may be taken outside the English Department. The hours should be selected to complement the English course work; generally, courses in history, political science, art, music, sociology, or anthropology are chosen. Students are advised to choose a committee as soon as possible, preferably within the first semester of graduate study.

Creative Writing — M.A. and Ph.D.

The graduate program in English with a primary emphasis in Creative Writing is designed for M.A. students with a serious interest in writing fiction, poetry, drama, or creative non-fiction, and for Ph.D. students who may wish to pursue a career in teaching creative writing or modern literature. Both are designed to produce generalists with credentials in creative writing.

- M.A. students must take a minimum of 12 hours in literature courses distributed over four of the eight British and American literary areas and a minimum of 9 hours in 400- or 500-level creative writing workshops. At least half of the courses must be at the 500 and 600 level. They must also submit a substantial body of creative work (either in one genre or a mix of genres) with a theoretical introduction for thesis credit.
- Ph.D. students must take a minimum of 51 hours above the baccalaureate in courses at the 400, 500, and 600 levels. Students must take at least 12 hours at the 500 level or above in literature courses; these courses must include one on American literature, one on British literature, and one on pre-1800 literature. A minimum of 9 hours in 400- and 500-level creative writing workshops in at least two different genres must be taken at UL while in the Ph.D. program. In addition, students must complete 24 hours of dissertation credit. To complete dissertation requirements the student must submit a substantial body of creative work with a theoretical introduction.

It is recommended that both M.A. and Ph.D. students have a formal reading of their creative work before the academic community prior to graduation and make substantial attempts to publish their original work.

Folklore — M.A. and Ph.D.

The student pursuing an M.A. in English with a Folklore concentration is required to take a minimum of 12 hours in literature courses, representing at least four of eight literary periods. Students taking the thesis option must take 9 hours of folklore courses; students taking the exam option must take at least 12 hours of folklore courses. Folklore courses may be selected from any appropriate course offered at the graduate level and may be drawn from departments as diverse as art, architecture, history, foreign languages, anthropology, sociology, and others. Courses from other departments at this university or other universities, however, must be approved by the Folklore Committee and the Graduate Coordinator. Students pursuing a folklore concentration may elect to write a thesis based upon library research or fieldwork.

Ph.D. students in English can, in consultation with the Folklore Committee and the Graduate Coordinators, design a course of study with an emphasis in folklore. The Ph.D. student with a folklore emphasis takes the primary exam in Folklore and writes a dissertation on a folklore topic that may be based on fieldwork.

Students interested in folklore studies are encouraged to become familiar with the Folklore Archives, the Center for Louisiana Studies, and the Louisiana Room collections in Dupré Library; all provide rich sources for research.

Linguistics — M.A. and Ph.D.

The M.A. in English with a Linguistics emphasis is designed for students whose primary interests are in linguistics and applications of linguistic theory. Students who study linguistics at the M.A. level will have a strong background for Ph.D. programs in literature, rhetoric, or linguistics. The Ph.D. concentration in linguistics is designed to produce generalists with credentials in linguistics.

The M.A. student interested in studying linguistics is required to take a minimum of 12 hours in literature courses distributed over four of eight British and American literary periods, 12 hours from specified courses in linguistics, and 3 hours selected with the approval of the student's advisor. Students who do not wish to write a thesis for 6 hours credit must take an additional 3 hours selected in consultation with their advisors. Students are required to complete a minimum of 12 hours in literature courses; these courses must include one on American literature, one on British literature, and one on pre-1800 literature. Students must also take 18 hours in specified courses in linguistics, and 6 additional hours to be approved by the linguistics advisor from a selected list of courses. In addition, students complete 24 hours of dissertation credit. The primary exam of the Comprehensive Examinations is in linguistics; two of the three remaining secondary exams must be in British and American literary areas. The Ph.D. student writes a dissertation on a topic dealing with linguistics.

Rhetoric & Composition — M.A. and Ph.D.

The graduate program in Rhetoric is designed for students whose primary interests are in rhetoric and composition. Most of them plan to pursue a teaching career in composition and literature or to direct writing programs at the secondary or university level. Several curricula are available at the M.A. level and Ph.D. level.

The M.A. student interested in studying rhetoric is required to take a minimum of 12 hours in literature courses distributed over four of eight literary periods, and 9 hours from specified courses in rhetoric. Students who wish to write a thesis will take 30 hours of course work (including 12 in literature and 9 in rhetoric), and write the thesis for 6 hours of credit. Students are required to take 12 hours at the 500 level or above in literature courses; these courses must include one on American literature, one on British literature, and one on pre-1800 literature. Students must also take 9 hours in specified courses in linguistics and rhetoric, and 15 hours to be selected from a wide variety of courses dealing with language and composition. In addition, students must complete 24 hours of dissertation credit. The primary examination of the Comprehensive Exams is in rhetoric; one secondary is in linguistics or folklore, and the other two secondary exams cover literary periods. The Ph.D. student writes a dissertation on a topic dealing with rhetoric or composition theory.

Ph.D. students who choose a secondary concentration in rhetoric must take 9 hours of rhetoric courses and successfully complete a secondary Comprehensive Examination in rhetoric.

A reading list useful to students preparing for the Comprehensive Exams is available from members of the rhetoric faculty.

Professional Writing – M.A. Only

The M.A. with a professional writing concentration is designed primarily for students interested in pursuing a career in technical writing. For the non-thesis option, 33 hours of course work are required; 30 hours of course work plus 6 hours of thesis for the thesis option. Other courses are chosen from technical writing, non-fiction writing, rhetoric and creative writing. In addition, students will prepare a professional portfolio of original work representing their writing skills and areas of specialization. The portfolio must be approved by the advisory committee before the oral examination. Students enrolled in the Professional Writing 4+1 program may earn graduate credit for up to 9 credit hours of 400 (G) courses in professional writing taken while an undergraduate.

TESOL: Teaching English to Speakers of Other Languages – M.A. Only

The student pursuing the M.A. with a concentration in Teaching English to Speakers of Other Languages must complete ENGL 506, ENGL 452, ENGL 561, ENGL 562, and ENGL 563. In addition, the student takes a minimum of 9 additional hours in linguistics and completes either a teaching practicum or a research thesis.

Positions advertised both in the U.S. and abroad recommend a degree in Linguistics or in TESOL, but a secondary concentration and experience are often accepted, both for teaching language skills and for teaching literature.

Changing Your Concentration

A student wishing to change concentrations must follow the appropriate procedure below. Regardless of the student's new concentration, the following apply:

- Before changing concentration, a student must consult with their advisor.
- A student must fulfill all requirements of their new concentration.

Creative Writing

Both PhD and MA students who would like to switch concentrations into Creative Writing should apply by emailing the co-directors of Creative Writing a portfolio (Creative Writing sample) with the genre clearly indicated and an updated statement of purpose. The co-directors, much like the admissions process, will ask for input on the writing sample from the relevant faculty members and will inform the student and the Graduate Coordinator for Continuing Students of their decision.

Folklore

Before switching into the Folklore concentration, a student must consult with a faculty member specializing in Folklore, who will need to send their approval to the Graduate Coordinator for Continuing Students.

Linguistics

Before switching into the Linguistics concentration, a student must submit a revised statement of purpose to a faculty member specializing in Linguistics, who will distribute it to the remaining Linguistics faculty for consideration. Once the Linguistics faculty have made their decision, they will inform the student and the Graduate Coordinator for Continuing Students of their decision.

Literature and Culture

An M.A. student with fewer than 18 credit hours or a Ph.D. student prior to their comprehensive exam semesters must submit a revised Statement of Purpose and a brief letter of support from a UL Lafayette faculty member in the Literature and Culture concentration. These documents must be submitted to the Graduate Coordinator for Incoming Students for review (who will consult the Admissions Committee if needed); the committee may consider a student's original application materials and performance in our program and may consult other faculty as appropriate. The committee chair will inform the student and the Graduate Coordinator for Continuing Students of their decision.

An M.A. student with at least 18 credit hours or a Ph.D. student in their exam or dissertation phase must get the approval of a full exam, thesis, or dissertation committee, who may require a revised Statement of Purpose or access to original application documents before making their decision. The student's committee chair will inform the Graduate Coordinator for Continuing Students once a full committee has been formed.

Professional Writing

Before switching into the Professional Writing concentration, a student must consult with a faculty member specializing in Professional Writing, who will need to send their approval to the Graduate Coordinator for Continuing Students.

Rhetoric and Composition

Before switching into the Rhetoric and Composition concentration, a student must get the approval of their advisor and the Graduate Coordinator for Continuing Students.

TESOL

Before switching into the TESOL concentration, a student must submit a revised statement of purpose to a faculty member specializing in TESOL, who will distribute it to the remaining TESOL faculty for consideration. Once the TESOL faculty have made their decision, they will inform the student and the Graduate Coordinator for Continuing Students of their decision.

THE M.A. PROGRAM

M.A. General Course Requirements

1. The M.A. in English has both thesis and non-thesis options. With the exception of TESOL, the non-thesis option requires 33 hours of course work plus 3 exam hours; the thesis option requires 30 course work hours plus 6 thesis hours. Both thesis and non-thesis TESOL options require a total of 33 hours (27 hours of course work plus 6 hours of either practicum or thesis).
2. With the exception of TESOL students, all students must take English 596, usually in their first semester.
3. With the exception of TESOL students, all students must take English 500, a non-credit Professional Colloquium, their first two semesters.
4. At least half the required courses (a minimum of 15 hours) must be at the 500 or 600 level.
5. With the exception of TESOL and Professional Writing students, all students must take at least one course at the 400 or 500 level from four of the following literary periods:
 - English Literature to c. 1500 (BL1)
 - English Literature of the Renaissance (BL2)
 - English Literature of the Restoration and Eighteenth Century (BL3)
 - British Literature of the Nineteenth Century (BL4)
 - British Literature c. 1900 to the Present (BL5)
 - American Literature to 1865 (AL1)
 - American Literature from 1865 to 1945 (AL2)
 - American Literature from 1945 to the Present (AL3)
6. Students must complete at least one course in linguistics, Old or Middle English, or Theory.
7. Graduate Assistants, in addition to the courses listed above, must complete the pedagogy courses, English 501 and 509. English 501 is usually taken in the second semester, 509 in the third and fourth. English 509 hours do not count toward degree requirements.

M.A. Exam Committee

After completing 12 hours of course work, the Master's student will file for candidacy with the Graduate School using an Application for Admission to Candidacy for the Master's Degree form. This form requires the signatures of a chair and at least two other graduate faculty members chosen by the student. They will constitute the student's M.A. Exam Committee. After submitting the candidacy form, changes are possible if the student wishes to make them later in his or her program.

The principal functions of this committee are to compile and grade Component II of the written M.A. Exams and conduct the oral portion of the exam (see below). Since Component II is based largely on the student's course work, committee members are usually professors who have taught the student in graduate classes.

M.A. Thesis Option

M.A. students may choose to write a thesis instead of taking the M.A. exam. The student who chooses the thesis option will form a thesis committee in place of an M.A. Exam Committee (as described above). The chair of the thesis committee becomes the principal advisor for the candidate, directs the thesis, and conducts the oral exam, which is largely a thesis defense. The student prepares a thesis prospectus in consultation with the director and submits it for approval to the committee. The Graduate School does not receive a copy of the thesis prospectus.

M.A. Language Requirement

The graduate language requirement for M.A. students consists of demonstrating intermediate reading knowledge of one language other than English.

This language can be Modern or pre-Modern, and spoken or signed. When relevant to a student's research, computer programming languages can also be approved by the Graduate Appeals Committee.

Intermediate reading knowledge of Old English can be demonstrated by passing with a B or better 3 semester hours at the graduate (500-600) level, within the last six years prior to entering the graduate program in English at UL Lafayette. The coursework may of course be taken while the student is attending UL Lafayette.

For the other languages, this requirement may be met in one of the following ways:

1. passing the graduate language requirement exam in the target language administered once each semester by the UL Lafayette Modern Languages Department (this may not be possible for some languages); or
2. passing with a grade of C or better the intermediate level course in the target language (e.g., at UL Lafayette a 202 course or an equivalent as approved by the Graduate Coordinator) within the last six years prior to entering the graduate program in English at UL Lafayette. The course work may of course be taken while the student is attending UL Lafayette.
3. Passing with a B or better FREN 535: "French for Reading and Research."
4. having a first language other than English. In this case, successful entry into the program through the Graduate School's TOEFL (or equivalent testing) admissions process will fulfill the requirement.
5. having completed a degree at a university where the language of instruction was not English.

Exam track M.A. students must satisfy the graduate language requirement prior to taking the Comprehensive Exams.

In all cases, the student is responsible for arranging the necessary testing. Arrangements to take the UL Lafayette Modern Languages Department's graduate language requirement exam should be made very early in the semester of the anticipated exam by contacting the Modern Languages Department.

M.A. Comprehensive Exams

Application for Examination

During the first month of the fall and spring semesters of each year, the Graduate Coordinator for Continuing Students will query all eligible graduate students to determine which of them plan to take the M.A. Exams at the scheduled time that semester. In writing and by the date indicated in the query, students must indicate their intent. (See eligibility requirements below.) Failure to comply with this requirement will normally make students ineligible for examination that semester. M.A. Exams are not offered in the summer session.

When students are within 6 to 9 hours of completing the 36 hours required for the M.A., and have completed their graduate language requirement, they may schedule their exams.

Guidelines for Components of the Exam

General Exam

The M.A. exam is required of all M.A. degree candidates who do not write a thesis. It has two written components comprised of one long (90-minute) essay for each component, and an oral exam of approximately 60 minutes. Component I of the written part of the exam, to be designed and read by members of the M.A. examination committee at large, tests the candidate's ability to analyze a brief literary text that may or may not be known to him or her. (See under Section 2 below). Component II consists of one long (90-minute) essay question designed and graded by the individual candidate's chosen three-person examination committee. Component II tests the candidate's ability to synthesize an important

corpus of inquiry from his or her course work towards the MA. The concluding oral examination is usually conducted by the same three-person committee that oversees written component. The oral examination requires the candidate to respond to questions of both analysis and synthesis. In the case of students writing a thesis, the oral exam will mainly be a defense of the thesis.

Written Component I

This portion of the examination is compiled with the help of all members of the standing department M.A. Examination Committee. Each committee member, assigned to cover one of the areas of literary study, submits to the committee chairperson a brief literary text from his or her area. The chair of the departmental M.A. Examination Committee posts all the texts one week before the exam, then chooses three texts to present to M.A. candidates as Component I of the written examination.

Candidates have the option to respond by analyzing one text, or comparing and contrasting two texts in a substantial (90-minute) essay. The organization, focus, and development of this analytical essay is the candidates' responsibility and will be a factor in evaluating their performance. They might, for example, discuss the passage(s) in the context of literary or intellectual movements, point out innovations in style or theme, discuss textual problems or controversies, or attempt a thorough explication du texte, with close attention given to language, style, point of view, images, and metaphors, as well as themes. Candidates will be expected in the course of their essay to apply to the text at least three literary and/or theoretical terms from a good, brief, standard handbook of literary terms, such as Abrams's *A Glossary of Literary Terms*, in the current edition. (Some examples of eligible terms would be: figures of speech, rhetorical devices, particular genres, theoretical concepts, literary movements, historical concepts, particular topoi or motifs, specific literary forms, prosodic devices, etc. The examinee chooses the terms to be addressed, three or more, especially fitting and illuminating for the examination text, and shows good command of those terms in his or her response to the question. This requirement presupposes familiarity with a handbook that treats basic technical vocabulary of literary study.

Written Component II

In this part of the written examination the candidate selects and responds with a substantial (90-minute) essay to any one of three questions presented by the three-person examination committee which the candidate has chosen from the departmental graduate faculty at large. Examiners from Component I, members of the departmental M.A. Examination Committee, may also serve as examiners for Component II as the individual candidate may desire. For the Component II and the oral examination (see below), candidates should choose examiners who have guided them in at least one graduate course, who share their special interests, and who are therefore specially qualified to examine them.

In Component II of the written examination, candidates respond to questions of synthesis from their M.A. course work as a whole or from a significant number of their courses. For example, questions in Component II may require candidates to survey an idea or a problem in English or American literature or through several historical periods of literature.

Grading Procedures of Written Components

Component I of the written examination will be graded anonymously and holistically by three members of the M.A. Examinations Committee; two of the three must pass it. Results will then be collated with readers' comments by the chair of the committee and passed on to the Graduate Coordinator.

Component II will be graded by the individual student's M.A. Exam Committee; two of the three must pass it; then the chair of the departmental M.A. Examinations Committee will tabulate results and readers' comments and forward them to the Graduate Coordinator for Continuing Students. Final results will be pass, fail, or pass with distinction. A majority of readers must independently pass an exam with distinction before that result will be given.

The Graduate Coordinator for Continuing Students will notify the students and the chairs of their respective M.A. Committees of the examination results.

The Oral Exam

Students must pass both components of the written examination before scheduling the oral component. The Chair of the M.A. Committee will contact the student and all committee members before setting the date and time of the exam. The one-hour oral examination, which is comprehensive in scope for those not writing a thesis, will be conducted by the student's M.A. committee, normally the three readers of written Component II (see above). In the oral examination the candidate may be asked (1) to clarify or expand some points from Component 2 of the written examination; and (2) to explore some areas of the candidate's study not covered in the written examination.

Candidates who have chosen to write an M.A. thesis can expect that thesis to be the major focus of the oral examination. Thesis writers should consult the Graduate School's booklet Guidelines for the Preparation and Submission of Theses, Dissertations, and Synthesis Projects (Fall 2017).

The Graduate School forms for the M.A. are signed at the oral exam; both copies are returned to the Graduate School usually by the student immediately after the completion of the exam.

Failed M.A. Exams

Students who pass one written component and fail the other are not required to retake the passed component. Students who fail their M.A. exams should consult with the Graduate Coordinator and with their M.A. Committee for procedures to follow. As per Graduate School requirements, no candidate will be permitted to take a comprehensive exam a third time.

THE PH.D. PROGRAM

The Ph.D. Preliminary Advisor

Each student entering the doctoral program will be assigned a Preliminary Advisor, who (in addition to the Graduate Coordinator) advises the student until the Dissertation Director and Dissertation Committee are selected.

The responsibilities of the Preliminary Advisor will be: 1) to meet with the student at the beginning of his or her first semester and assist him or her in filling out a tentative Plan of Study form (which can be found at the English Graduate Studies Information and Resources Moodle page), the advisor making sure to recommend courses which will complete the student's requirements and prepare him or her for the Ph.D. Comprehensive Exams; 2) to consult with the student in the preparation of appeals (e.g., graduate language requirements) to the Departmental Graduate Appeals Committee; 3) to assist the student in any other useful manner, e.g. selecting an area of specialization and a dissertation committee.

The Preliminary Advisor may also advise the student for course selection each semester and release the student's advising hold on ULink. This advisor may also sign the annual Ph.D. Progress Report Form, which must be handed in to the Graduate School every Spring before the student can register for the following semester or summer session.

The duties of the Ph.D. Preliminary Advisor formally end when the student has selected a dissertation committee and submitted the appropriate appointment form to the Graduate Dean for approval. By this time, the student's dissertation director is her/his principal advisor.

Ph.D. Language Requirements

The graduate language requirement for Ph.D. students may be fulfilled through either option A or option B below:

- Option A) Demonstrating intermediate reading knowledge of two languages other than English appropriate to the intended research field of the student.
- Option B) Demonstrating advanced reading proficiency in one language other than English appropriate to the intended research field of the student.

These languages can be Modern or pre-Modern, and spoken or signed. When relevant to a student's research, computer programming languages can also be approved by the Graduate Appeals Committee.

Intermediate reading knowledge of Old English can be demonstrated by passing with a grade of B or better 3 semester hours at the graduate (500-600) level, within the last six years prior to entering the graduate program in English at UL Lafayette. The coursework may of course be taken while the student is attending UL Lafayette.

Intermediate reading knowledge of other languages can be demonstrated by:

1. passing the graduate language requirement exam for intermediate reading knowledge in the target language administered once each semester by the UL Lafayette Modern Languages Department (this may not be possible for some languages); or
2. passing with a grade of C or better the intermediate level course in the target language (e.g., at UL Lafayette a 202 course or an equivalent as approved by the Graduate Coordinator) within the last six years prior to entering the graduate program in English at UL. The course work may of course be taken while the student is attending UL Lafayette.
3. completing successfully the graduate language requirement in an M.A or other post-baccalaureate program.

4. Passing with a grade of B or better FREN 535: French for Reading and Research.

Advanced reading proficiency in Old English can be demonstrated by passing with a grade of B or better 6 semester hours at the graduate (500-600) level, within the last five years prior to entering the graduate program in English at UL Lafayette. The coursework may of course be taken while the student is attending UL Lafayette.

Advanced reading proficiency in other languages can be demonstrated by:

1. passing the graduate language requirement exam for advanced reading proficiency, designed and administered by the UL Lafayette Modern Languages Department.
2. passing with a grade of B or better 9 semester hours in the target language at the junior or senior (300-400) level, or 6 hours at the graduate (400G-600) level, within the last five years prior to entering the graduate program in English at UL Lafayette. These courses may of course be taken while the student is attending UL Lafayette.
3. Passing with a grade of A FREN 535: French for Reading and Research.
4. having a first language other than English. In this case, successful entry into the program through the Graduate School's TOEFL (or equivalent testing) admissions process will fulfill the requirement.
5. having completed a degree at a university where the language of instruction was not English.

Ph.D. students must satisfy the graduate language requirement prior to taking the Comprehensive Exams. In all cases, the student is responsible for arranging the necessary testing. Arrangements to take the UL Lafayette Modern Languages Department's graduate language requirement exams should be made very early in the semester of the anticipated exam by contacting the Modern Languages Department.

Ph.D. General Course Requirements

All students, regardless of concentration, must meet the following requirements:

1. Complete at least 12 hours of 5/600-level literature courses from Ph.D. Exam Areas in English, British, and American Literature (as listed below):
 - (a) At least one course must be on American literature, and at least one must be on British literature;
 - (b) At least one course must be on pre-1800 literature;
 - (c) The remaining courses can be any 5/600-level literature courses;
2. Complete English 596 or an approved equivalent;
3. Complete six hours of courses in Old or Middle English or linguistics or literary theory (any combination);
4. Complete 51 hours of course-work beyond the baccalaureate, with at least 24 post-M.A. credit hours in this department by the semester before examinations are scheduled. At least 30 hours must be at the 500 or 600 level;
5. As stated in the Academic Catalog, all degree requirements must be completed within seven calendar years following admission to a Ph.D. program; Admission is defined as the first semester the student is enrolled as a Ph.D. student at the University of Louisiana at Lafayette;
6. Fulfill the necessary graduate language requirement (see above).

All Ph.D. students are urged to plan early and continuously, with the help of graduate advisors and the Graduate Coordinator, and to take adequate course work before their written examinations. They are also urged to familiarize themselves with the format and content of sample examinations (available from the department secretary) in both their primary and secondary areas.

Ph.D. Comprehensive Exams

Students will take their written PhD examinations after having met all course and graduate language requirements. Students are expected to complete their exams within one calendar year of the end of their coursework.

Students who entered the program before Fall 2020 should contact their advisor for the comprehensive exams rules that apply to them.

Exam Components

The exam consists of

- one primary exam
- two secondary exams
- an updated CV or résumé (as determined by the student's exam committee).
- a final oral meeting.

Application and Timeline for Exams

In their penultimate semester of coursework, students choose an English Department faculty member as exam committee chair (who likely also will serve as their dissertation director). In consultation with their exam committee chair, students choose two additional English Department faculty members who will administer their comprehensive exam and will potentially serve on their dissertation committee. Co-chairships will be permitted with the consent of both co-chairs. Students may choose a fourth exam committee member, who may be faculty from outside the English Department or from another university. In consultation with their committee, students select three fields in which they will be examined: one primary field and two secondary fields. While there is no list of fields from which to choose and no faculty assigned to represent particular fields, students are strongly encouraged to take coursework with faculty they may consider for their exam and dissertation committees.

In their last semester of coursework, students generate three exam reading lists: a list of approximately fifty texts for their primary field and a list of approximately twenty-five texts for each of their secondary fields. Students consult with their exam committee to determine the appropriate number of primary and secondary texts for each field. Students submit these lists to their committee members for approval no later than the end of their last semester of coursework. Students submit an "Intent to Comp" form to the Chair of the PhD Exams Committee that includes their exam lists, their intended exam dates, and their exam format.

Once the deadline for submitting the "Intent to Comp" has passed, the Chair of the Ph.D. Examinations Committee will send a list of students intending to comp to the Graduate Coordinator for Continuing Students. The Graduate Coordinator for Continuing Students will review the students' coursework and graduate language requirements and inform the Ph.D. Examinations Committee Chair, before classes begin the following semester, which students qualify to begin exams. The Graduate Coordinators' Office will send the following to each applicable student and their advisor: either a confirmation of coursework requirement completion (pending success in their current courses) or an indication of remaining unfilled requirements.

Students will read for exams over the course of as many as two semesters. Students will complete exams and their exam meeting before the end of their second semester of reading.

Exam Formats and Administration

The student's exam committee decides upon the format for their exam, taking into account the student's three chosen fields, their three exam reading lists, and their intended dissertation topic. The student's

exam committee will decide upon the format for their exam no later than the end of the last semester of coursework, as it appears on the updated “Intent to Comp” form.

The primary field section of the exam must fall under the umbrella of the student’s concentration on the Plan of Study and can take one of three formats:

Format I: a portfolio with components determined by the exam committee.

Format II: a take-home, open-book/open-note section of the exam (that may or may not be combined with the secondary field sections of the exam) in which the student’s exam committee members (including the chair) generate two questions each for the primary field, and the student’s exam committee chair selects four questions for the primary field to put on this section of the exam. The student answers two of the four questions with argumentative essays that demonstrate content knowledge of primary and secondary texts in the field that approaches expertise.

Format III: a timed, proctored, closed-book/closed-note section of the exam. These sections of the exam will be offered no more than once per semester and must be scheduled when submitting the “Intent to Comp” form.

The secondary fields section of the exam all take the same format: a take-home, open-book/open-note section of the exam (that may or may not be combined with the primary field section of the exam). The student’s exam committee decides how to generate and compile questions, with the expectation that each member (including the chair) contributes. Some options include: each member writes one question per field, and the chair selects two questions for each field; each member writes three questions for their field, and the chair selects two of the three for each field; or the student works with the committee to generate questions for each field (as they do with portfolios). The entire committee must approve the exam before a student can write it.

During this section of the exam, the student answers one question for each field with an argumentative essay that demonstrates content knowledge of reading list texts that approaches expertise. Students’ essays should cite primary sources (along with secondary sources, as appropriate for the field) and use either MLA, Chicago, or APA citation format. The total word count for the secondary fields section will be between 6,000 and 9,000, which a committee may choose to narrow. (A committee may narrow beyond those bounds with the approval of the PhD Exams Committee.)

The student will have six days (144 hours) to write the secondary areas section of the exam. These six days can be in sequence, with both secondary area essays due at the end of the six days. Alternatively, at the committee’s discretion, the secondary areas section can be broken into two three-day (72-hour) sittings, with one essay due at the end of each sitting. Under normal circumstances, if the secondary areas are written in two sittings, these sittings will take place within thirty days of each other.

Exam Grading

Members of the student’s exam committee decide jointly how to grade the sections of the exam and decide jointly whether the exam passes or fails. Faculty with concerns at any point in the exam process, including grading, may approach the PhD exam committee for intervention and resolution. The exam committee meets with the student within two weeks of the exam to give the student their grade and feedback and have a conversation that will help to shape the direction of prospectus. The exam should be scheduled early enough so that this meeting occurs before the end of the second semester of exam reading. The exam committee chair will submit the “Examination Grade” form to the Graduate Coordinator for Continuing Students.

Failed Exams

If a student fails a section of the exam, the section(s) must be repeated the same or following semester. In accordance with university policy, no student will be permitted a third opportunity to take a section of the exam.

Admission to Ph.D. Candidacy

Ph.D. students should apply to the Graduate School for admission to candidacy immediately after the successful completion of the Comprehensive Exams; i.e., before the end of the semester in which they passed their exams (The Ph.D. candidacy form is available at the Graduate School site). If this is not possible, they should apply for candidacy at the very beginning of the following semester. After successful completion of the form, the University Graduate Council advances the student to Ph.D. candidacy.

The Ph.D. Dissertation

Dissertation Committee

The dissertation committee oversees the writing of the dissertation and conducts the defense. Because this is an extremely important committee, members should be selected carefully for their scholarly expertise. The committee must have a minimum of three members: the chair (director) and two additional readers of the dissertation, all of whom must be members of the UL Graduate Faculty. Another professor not on the graduate faculty may serve on the committee, which may have as many as five members, including a professor from another university.

It is always a good idea to schedule classes in such a way as to become acquainted with various members of the graduate faculty, thus providing a large pool from which to choose the members of the committee. The most important member of the committee is the director or major professor. This faculty member must be approached first. The remaining members of the committee will then be selected in consultation with the major professor. As students plan their committee, students are encouraged to include at least one member from their primary concentration and at least one member from a different concentration who can provide a broader perspective on the student's intended topic and ensure the intellectual accessibility of its execution. Under normal circumstances, the committee chair will be in the student's primary concentration. For interdisciplinary projects, we encourage co-chairs from each of the disciplines. It is in the student's best interest to compile a short list of the faculty members who might serve on the committee for submission to the major professor, who can then make suggestions that may help in the final selection.

Dissertation Prospectus

Requirements

The dissertation prospectus marks the step following a candidate's successful completion of the Ph.D. comprehensive exams. An approved dissertation prospectus must include:

1. a title page that conforms to the Graduate School model;
2. a second page that contains the names and signatures of the dissertation committee members with their appropriate titles, as well as the name of the Dean of the Graduate School, who is a member of all dissertation committees. On this page, the name of the dissertation director should be listed first, followed by that of the co-director if there is one; the remaining members of the committee should be listed in alphabetical order; the Dean of the Graduate School is listed last;
3. the prospectus itself;
4. a working bibliography, the guidelines of which will be set by the candidate's dissertation committee.

General information

For most Ph.D. concentrations, the content portion of the prospectus should provide background for the topic and identify the research question, the tentative thesis, or hypothesis. The prospectus should reflect a sense of the relevant materials in the field and the nature of the original contribution the study will make

to existing scholarship. It should then outline the approach or method that will be employed in the dissertation and the organizational pattern the finished product will likely follow.

Throughout the prospectus and in the working bibliography, the candidate must demonstrate familiarity with the topic and awareness of current research. Therefore, a review of periodical literature, Dissertation Abstracts, and major books in the field is in order to ensure that the dissertation will not duplicate other research. Candidates should consult with their dissertation director about all aspects of the prospectus including how comprehensive a bibliography is expected.

Sample copies of dissertation prospectuses are available on the English Graduate Studies Information and Resources Moodle page.

Recommended timeline

The department strongly encourages the Ph.D. candidate, upon completion of the Ph.D. comprehensive exams, to follow this process and timeline in drafting and submitting the dissertation prospectus.

Early in the semester following the completion of his/her Ph.D. comprehensive exams, and after consulting closely with the dissertation director, the candidate meets with his/her dissertation committee. At the meeting, the conversation focuses on the scope of the dissertation, its viability as a project within the given discipline(s) or field(s), potential structuring principles, and any advice about writing the prospectus the committee is willing to provide. The candidate may elect to submit prior to this meeting a draft of the prospectus for the committee members' consideration in order to facilitate discussion at this meeting.

In early March or October, the candidate presents the prospectus at a second meeting with his/her dissertation committee (candidates are urged to circulate at least one draft of the prospectus amongst dissertation committee members for feedback before this presentation). At this oral presentation, the candidate will describe the dissertation as a project, touching on issues of content, methodology, organization, or concerns committee members have already articulated (approximately 20 minutes). The presentation may be open to the public, depending on the preference of the candidate and his/her director. At the end of the presentation, the dissertation committee members may pose questions of the candidate. A dissertation committee may choose to use this presentation as the moment at which committee members officially approve the prospectus (by signing the signature page). A dissertation committee may require the candidate to make revisions as a condition of prospectus approval.

All doctoral candidates must complete a minimum of 21 hours of dissertation research at UL (ENGL699). Enrollment in ENGL699 usually begins when regular coursework is completed, but students may register in earlier semesters with the approval of their advisor, who will determine in consultation with students the objectives of ENGL699 for that semester. Students should register for ENGL699 hours with their initial advisor and eventually exam committee chair and/or dissertation chair. We strongly encourage students to speak regularly with their advisors (exam chair, dissertation chair) about managing and distributing these hours. Students who use financial aid should check with the university financial aid office for guidance, as some financial support has additional restrictions.

Dissertation Defense

When a draft of the dissertation has been completed to the dissertation committee's satisfaction, all members agreeing that the candidate is ready to defend, the director will contact the candidate, all committee members, and the outside observer (if one is assigned by the Graduate School) to set the date and time of the defense. Once the date is set, the director makes a public announcement of the defense, e.g., through the department listservs.

When the candidate is ready to prepare the final draft of the dissertation, they should consult the Graduate School's Guidelines for the Preparation of Theses, Dissertations, and Synthesis Projects (2017).

Dissertation Printing Services

There are a variety of ways to print your dissertation. The University's Printing Services office is located on 439 Coliseum Drive, directly behind Blackham Coliseum. You must bring your own paper and the charge is 10 cents per page. You may also choose to go to local businesses (i.e. Kinko's, Office Depot) to have your dissertation printed. Do not, under any circumstance, print your dissertation on the staff computers in Room 214. You are also eligible to apply for GSO funds up to \$100 for dissertation expenses. This will help defray paper and printing costs. You can find more information on GSO funds at the GSO funding page. Be sure to check with the graduate school for the approved paper type that must be used when printing your dissertation. These types are listed in Guidelines in the Preparation of Theses, Dissertations, and Synthesis Projects (2017).

Ph.D. students should consult with their faculty directors to determine if, and in what format, a director wants a final copy of the dissertation.

SPECIAL COURSES

Individual Directed Study (Engl. 597 or 598)

The intent of an individual directed study course is to enable the graduate student to undertake an intensive study of a specific subject or general area or theme that is otherwise unavailable to them. Courses may not be available because of infrequency of offerings, cancellation, or genuine conflicts of schedule that prevent registration. The individual study course must have genuine relevance to the English graduate program of study.

The student must (1) secure preliminary (oral) agreement of a professor to direct the individual study course, (2) obtain the designated proposal form from the English Department, (3) submit the completed form to the professor for his/her approval signature. Since an individual study course constitutes an overload for the director, no professor is obligated to direct one, nor does the professor's approval assure registration in the course. The student then (4) obtains the signatures of the Graduate Coordinator and the Chair of the English Graduate Committee. Their signatures do not automatically allow a student's registration in an individual study course either. The student then (5) secures the signature of the Department Head who, after review of the proposal, allows or disallows registration in the course.

Students should be aware of the following restrictions:

1. The requirements (in primary and secondary reading, in research and writing) of the individual study course must be at least equal to the requirements of a graduate catalog course.
2. The student is required to meet periodically with the director (ordinarily an hour or more once a week).
3. A student may take no more than two individual study courses in the pursuit of any graduate degree.
4. A professor may direct an individual study course only in his/her designated area(s) of specialization.

ACADEMIC STANDING AND SATISFACTORY PROGRESS

Graduate Students are expected to maintain good academic standing and make satisfactory progress toward their declared degree objective. The Graduate School determines academic standing using both individual semester grades and the cumulative graduate grade point average. MA students may apply no more than three semester hours with a grade of C toward the fulfillment of degree requirements. PhD students may not apply any courses with a grade of C toward their degrees. Students who receive a grade of C or lower in a graduate course will be required to meet with the Graduate Coordinator for Continuing Students and graduate advisor or Major Professor to discuss their progress and performance in the program. A second grade of C or lower in an English graduate course will be grounds for immediate dismissal from the program.

The Graduate School uses all grades received in graduate courses at this university in computing official grade point averages for graduate students. MA and PhD students must maintain a cumulative GPA of 3.0 or above. Students whose cumulative averages fall below 3.0 for two consecutive semesters will be dismissed from the program.

Note: The English Department does not allow the practice of re-taking a course to replace a higher grade. Courses that are repeatable for credit may be repeated, but each will be considered a separate course for the purposes of calculating the student's GPA.

The English Department has established a general timeline by which satisfactory progress may be judged. Barring illness or other serious issues that might interfere with studies, the Department expects students to reach major checkpoints within the allotted period of time. Failure to do so will be considered sufficient cause for the nonrenewal of funding and/or dismissal from the program.

Any student unable to pass a comprehensive exam or defend a thesis in a timely manner may be dismissed from the program, following the Judiciary Procedures below.

Timeline

Full time MA students are expected to sit for exams or defend their thesis before the end of their 4th semester.

Full time PhD students entering the program directly, without any transfer hours, are expected to complete the comprehensive exams before the end of the sixth semester, the prospectus before the end of the seventh semester, and defend their dissertation within the tenth semester. Students who enter the PhD program with an MA or MFA should proceed one year ahead of this schedule.

APPEALS

The chair of the Graduate Appeals Committee is the Graduate Coordinator for Continuing Students (GC-CS).

All appeals for waiver/exception/substitution of any English Department or Graduate School requirement must be submitted in writing along with all relevant evidence (e.g., transcripts, supporting letters, etc.) to the departmental Graduate Appeals Committee. Appeals should be made early in the semester, if possible. All appeals are to be addressed to the English Department Graduate Appeals Committee and delivered to the Graduate Coordinator for Continuing Students (GC-CS), who presents the request to the committee.

Appeals of English Department requirements are decided by the departmental appeals committee alone, while appeals of Graduate School or university requirements must first be submitted to the English Department appeals committee and then, after the departmental committee has voted on the appeal, submitted to the Appeals Committee of the Graduate Council through the Dean of the Graduate School.

Sample letters of appeal are kept on file in the Graduate Coordinator for Continuing Student's Office.

TRANSFER OF CREDIT

The Graduate School stipulates rules for transfer of graduate credit in the Academic Catalog. Its section 'Course and Credit Regulations,' subsection G (Transfer of Credit Policy) outlines all the policies for transfer of credit which the Graduate School will accept and approve.

THE GRADUATE ASSISTANTSHIP

Orientations

Before each semester begins, the Graduate School conducts an orientation for all new graduate students. This orientation presents general information regarding the University and its graduate programs. It is mandatory for all students. More information about this orientation is available at the Graduate School's website.

In addition to the University's orientation, before the opening of each semester, the English Department holds special sessions designed to inform entering students about departmental and university policies, strategies for success, and university resources. This orientation provides essential advice and is mandatory for all new students. In addition, there are separate sessions for new GAs, led by the Writing Center Director and the Director of First-Year Writing, which are mandatory for graduate students assigned to tutor or teach.

Not the least important aspect of the orientation sessions is that they give GAs an opportunity to meet each other and faculty in an informal setting.

Teaching and Tutoring Duties

Due to a mandate from our accrediting agency, the Southern Association of Colleges and Schools (SACS), graduate students who receive an assistantship at UL Lafayette may not teach until they have earned 18 credit hours of graduate-level course work in English.

The teaching load for GTAs is two courses per semester. Graduate assistants typically teach ENGL 101 and 102. Ph.D. assistants often teach a sophomore survey course; questions about GA assignments may be directed to the Graduate Coordinator for Incoming Students. Experienced GAs in Creative Writing sometimes teach ENGL 223 (Introduction to Creative Writing). GAs who enroll in the summer session do not usually teach (requests for the few available positions are handled on a rotation basis by the department's course scheduler), but may earn their fee waiver for a six-hour load by working for the department (e.g. as a research assistant) eight hours per week.

GAs with fewer than the requisite 18 hours usually earn their stipends by tutoring in the Writing Center. PhD students and other students with more than 18 coursework hours also routinely work in the Writing Center. The workload is 20 contact hours per week. Tutors are not responsible for grading papers, nor are they given any work outside the writing center. GAs in the Writing Center participate in formal meetings at the beginning of each semester and periodic ones throughout, and some graduate students might work outside regular posted Writing Center hours as online tutors.

Details of policies and procedures concerning tutoring are covered during the English Department's GA Orientation, when the Writing Center Director and the Director of First-Year Writing meet with all new GAs to explain this system. This orientation is mandatory for new GAs who are teaching or working in the Writing Center.

In addition to the above course loads and required courses, GAs should also be aware of the information provided on the Information for First-Year Writing Instructors Moodle page. That is a repository of policy documents for the First-Year Writing Program, sample syllabuses, and other teaching materials.

GAs are sometimes assigned to non-teaching roles in the department and affiliated areas of the university. These are distributed based on seniority, opportunity, interest, and experience. Each spring, the Graduate Coordinators will survey continuing students to find out about their interest and experience relevant to such positions. All assignments are based on departmental need, and teaching needs are prioritized above any non-teaching assignments. Every effort is made to distribute such assignments fairly so that as many interested students as possible have the opportunity to get this experience. All GAs eligible to teach should expect to teach at least one class every semester.

Graduate Student Absence

GAs who cannot teach in person for a class session due to a professional commitment such as a conference should plan the absence into their syllabus, either by arranging for a substitute, or by planning in advance a virtual class or remote alternative. If the student finds out about the professional commitment after the semester has begun, they should email the English Department Office about their absence and their plan for covering the class and communicating with their students.

GAs who cannot teach in person for a class session due to illness should email the English Department Office about their absence and their plan for covering the class and informing their students.

GAs should email the Graduate Coordinator for Incoming Students if their illness extends beyond one class session. If their illness extends beyond two weeks, they will need to speak with HR so that appropriate medical accommodations can be made for the graduate student and so that the department can make alternative arrangements for teaching their class(es). A graduate student who is unable to make progress towards their degree should also speak with the Graduate Coordinator for Continuing Students about taking a medical Leave of Absence.

GAs who are tutors in the writing center should communicate with the Writing Center Director about any absence. GAs supervised by other faculty or staff at the university should communicate with their supervisor.

Departmental and Individual Course Syllabi

GAs should obtain the departmental syllabuses for the classes they will be teaching from the departmental administrator or from the Director of First-Year Writing. GAs must compose their own syllabus following departmental guidelines and university policies for absenteeism and grading. By the end of the first week of classes, all instructors are required to submit their syllabuses to the English department, which keeps them on file.

Policy Sheets

Every instructor must provide for students a policy sheet (usually part of the syllabus). The University requires that all instructors hand out to their students (or distribute to them through Moodle) a written explanation of their policies concerning absences, make-up work, late papers, and grading procedures.

Excessive Absences

Every instructor must provide for students a policy sheet (usually part of the syllabus). The University requires that all instructors hand out to their students (or distribute to them through Moodle) a written explanation of their policies concerning absences, make-up work, late papers, and grading procedures.

Officially Excused Absences

Absences because of officially-sanctioned University events (e.g., field trips, athletic events) are considered excused. Students should provide written proof of their participation in these events. Policy sheets should explicitly state that students are nonetheless responsible for both the work missed and the work due.

Make-Up Work and Late Papers

Allowing students to make up work or hand in late papers is at the discretion of the instructor. Most instructors allow make-up work and late papers only if the student has been ill and/or has an acceptable excuse.

Final Essay and Final Grade for ENGL 101, and 102

Policy sheets for ENGL 101 and 102 should remind students that a final grade of C or better is required to advance to the next level English class. Further, students cannot earn a C or better in the course without having earned a C or better on the final essay.

Office Hours, Files, and Grade Books

Once GAs are teaching, they must post and keep regular office hours. The minimum number of office hours is two hours per class per week (i.e., at least four hours for most GAs).

They need also to keep files of freshman papers and accurate records of student grades. The department's administrator collects grade books from GAs at the end of every semester, and GAs get them back after the break. All grade books and all files of freshman papers a year or less old are to be left with the English Department when the GA leaves the program.

Textbook Selection and Desk Copies

All instructors of ENGL 101 and 102 should review the textbook choices in the main office and select from the designated books. Notify the Director of First-Year Writing with the book selection.

Instructors of other courses should consult with the Sophomore Literature Committee, Director of Creative Writing, Technical Writing Committee, or Advanced Writing Committee as applicable for guidance in selecting textbooks and obtaining desk copies.

Retaining Assistantships

Since most M.A. students can complete their degree in two years and a summer, the normal term for an M.A. assistantship is two years. Ph.D. students may retain their assistantships for four years. All GAs, however, must make satisfactory progress toward their respective degrees and perform their duties in a responsible manner in order to retain their assistantships. Satisfactory progress toward the degree is generally defined as the successful completion of 18 hours of graduate course work with a grade of B or above in the first year of the M.A. program (including pedagogical courses) and a minimum of 12 hours a year thereafter.

Special Courses for Graduate Assistants

M.A. Graduate Assistants are required to take ENGL 509, College English Practicum, for two semesters. Ph.D. GAs with little or no teaching experience are encouraged to take this course for at least one semester when they begin teaching. The department also sometimes requires a GA who is having problems teaching to take ENGL 509.

Another pedagogy course, ENGL 501, Teaching College English, is required for M.A. Graduate Assistants and is highly recommended for all GAs; it includes valuable information on professional practices, ethics, and teaching techniques, as well as supervised teaching and observation.

JUDICIARY PROCEDURES

The membership of the Graduate Judiciary Committee is as follows:

- Graduate Coordinator for Incoming Students (GC-IS) (chair)
- Department Head
- Chair of the Graduate Committee
- MA Graduate Liaison for MA students or PhD Graduate Liaison for PhD students (non-voting member); this representative must sign a confidentiality agreement.

Membership Replacement Process:

- If there are any conflicts of interests, members must recuse themselves.
- Necessary replacements (due to conflicts or to unavailability) will be selected as follows:
 - The Graduate Coordinator for Continuing Students will be replaced by the Graduate Coordinator for Incoming Students.
 - The Department Head will be replaced by the Assistant Department Head.
 - The Chair of the Graduate Committee will be replaced by the Secretary of the Graduate Committee.
 - The Graduate Liaison will be replaced first by the other Graduate Liaison, then by the President of EGSA. This representative must sign a confidentiality agreement.
 - If these replacements still result in a conflict of interests, the other voting members will select a replacement.

Protocol for Academic Dishonesty on a Comprehensive Examination, Coursework, or Dissertation Work:

1. The faculty member who discovers the alleged dishonesty should report it to the Graduate Coordinator for Continuing Students (GC-CS) and provide any evidence they have.
2. If the alleged dishonesty occurred in a comprehensive examination, the GC-CS should report it to the Chair of the PhD Examinations Committee.
3. The GC-CS should lead the Judiciary Committee (arranging any replacements as necessary) in an investigation of the alleged dishonesty.
4. With the exception of the committee members and with the exception of anyone necessary to the investigation, strict confidentiality must be maintained.
5. If the evidence is deemed sufficient by the committee, the GC-CS will arrange a meeting between the student and the committee. The GC-CS will inform the student and the committee of the format of the meeting in advance.
6. The student may bring an advocate, such as the ombudsperson, and/or witnesses with relevant testimony.
7. After meeting with the student, the committee will deliberate privately in order to determine a course of action appropriate to their findings. Academic dishonesty can result in a student being deemed ineligible to continue in the program. Any decision that dishonesty has been committed requires that the university's Academic Dishonesty Report be submitted.
8. The Department Head will enact the decisions of the committee, including:
 - a. Informing the student of the committee's decision and its consequences.
 - b. Submitting an Academic Dishonesty Report.
 - c. Informing (in general terms) the department's Graduate Committee and the student's faculty advisor.

Protocol for Other Misconduct Such as Neglecting Assistantship Duties, Violating Assistantship or Fellowship Regulations, or Inappropriate Behavior as a Student or Teacher:

1. The faculty or staff member who discovers the alleged misconduct should report it to the appropriate administrator, as indicated below, and provide any evidence they have.
 - a. Director of First-Year Writing for alleged misconduct relating to teaching 100-level courses.
 - b. Assistant Head for alleged misconduct relating to teaching 200+-level courses.
 - c. Graduate Coordinator for Continuing Students (GC-CS) for all other matters.
2. The administrator should investigate the alleged misconduct or may refer the case to another unit on campus as necessary.
3. The administrator is authorized to require increased oversight of the student's duties, such as spot checks, classroom observation, the assignment of a faculty mentor, etc.
4. If the administrator's investigation indicates that a minor case of misconduct has occurred, the administrator should give the student a formal written warning, copied to the Department Head.
5. If the administrator believes that the alleged misconduct warrants greater punishment than a warning, they should report the case to the GC-CS for further consideration by the Judiciary Committee.
6. The GC-CS should lead the committee (arranging any replacements as necessary) in an investigation of the alleged misconduct.
7. With the exception of the committee members and with the exception of anyone necessary to the investigation, strict confidentiality must be maintained.
8. If the evidence is deemed sufficient by the committee, the GC-CS will arrange a meeting between the student and the committee. The GC-CS will inform the student and the committee of the format of the meeting in advance.
9. The student may bring an advocate, such as the ombudsperson, and/or witnesses with relevant testimony.
10. After meeting with the student, the committee will deliberate privately in order to determine a course of action appropriate to their findings. Misconduct can result in a student being deemed ineligible to continue in the program.
11. The Department Head will enact the decisions of the committee, including:
 - a. Informing the student of the committee's decision and its consequences.
 - b. Informing (in general terms) the department's Graduate Committee and the student's faculty advisor and, if the misconduct pertains to assistantship duties, any supervisor of the assistantship.

AWARDS FOR GRADUATE STUDENTS

The following awards are given annually at the end-of-year English Department Awards Ceremony, usually held in late April of each year. Details on applying for these awards will be sent out by the Graduate Coordinator.

1. The Shelley Martin Award for the Best Graduate Seminar Paper
2. The Dr. James & Erika Anderson Scholarship for Medieval Studies
3. The Florence Sanders Jones English Endowment Scholarship
4. Teaching Awards
 - a. Each spring the Bernice and Robert M. Webb Awards for Excellence in Teaching are presented respectively to an outstanding beginning teacher and an outstanding experienced teacher.
5. The Zonta Mary Dichmann Scholarship
6. Creative Writing awards

SUPPORT SERVICES

Dupre Library

Information regarding Dupré Library is available at their website, which reviews policies about borrowing library materials, interlibrary loan, reserve reading, library tours, and all library facilities.

Databases

Dupré Library provides access to a number of online databases including Academic Search Complete, MLA International Bibliography, and JSTOR. Students can access research databases by entering their ULID and password, when prompted.

Printing

Printing is available in both the STEP Lab or the Graduate Student Lab. Library printing policies follow the University's PaperCut regulations (250 pages per semester at no cost).

Extended Loan Privileges

Books circulate to graduate students for a period of 1 semester; however, graduate assistants or graduate students working on their thesis or dissertation or with a professor on a project may request extended borrowing privileges over the intersession or summer. Extended borrowing privileges forms are available at <https://library.louisiana.edu/circulation> and must be submitted at the end of each semester. Books checked out under extended loan are subject to recall.

Personal Reserve, Hold, Trace

If students need a book that is currently checked out, they can use the My Library Account feature to place the item on hold. Holds are allowed only on items that are currently checked out.

If the book is not checked out, students may request that a trace be put on it. In either case, the library will notify them when the book is returned or located.

Jefferson Caffrey Research Award

An award of \$500 is presented annually for the outstanding scholarly paper utilizing the primary source materials held in the Special Collections Department of the Library. For more information on paper requirements and submission guidelines, visit <https://louisiana.libguides.com/caffery>.

Lafayette Parish Library

The Lafayette Parish Public Library's main branch is at the corner of W. Congress and Lafayette Streets in downtown Lafayette (261-5775). There is also a Southside branch in Time Plaza on Johnston St., and several other branches in neighboring communities. The library allows UL Lafayette students to check out books, CDs, DVDs, etc. if they present a valid driver's license from any state or a current UL Lafayette ID, along with their parents' or spouse's name, address, and place of employment. See the library's web site for more information. The downtown branch has a nice Maker's Lab, with several 3-D printers, vacuum formers, CNC cutting devices, sewing stations, and 3-D visualization hardware available for patrons' use.

The Graduate Student Organization

The Graduate Student Organization is the campus-wide voice of the UL Lafayette graduate students. Its officers are voting members of the Graduate Council and the Graduate Council Appeals Committee. These officers (chair, vice-chair, and secretary/treasurer) are elected by GSO representatives. Each academic department with a graduate program elects a graduate student representative who is required to attend one meeting per month.

The GSO is funded entirely by UL Lafayette graduate students. The GSO fee is part of the total fees a graduate student pays each fall and spring semester.

The GSO helps to finance presentations of papers at conferences and thesis/dissertation research. Presentations can include the reading of original poems and/or short stories or staging of plays at recognized conferences. Thesis/dissertation research has included travel expenses to visit libraries that have non-lendable holdings pertinent to thesis/dissertation research. The GSO has also purchased copies of dissertations from universities unwilling to lend them. These copies are then given to Dupre Library for all students and faculty to use.

GSO funding policies continually change. Representatives can provide information regarding current policies and procedures.

Audiovisual Equipment; SMART classrooms

Audiovisual equipment, including VCRs, DVD players, film projectors, overhead projectors, computer carts, etc., is available for classroom use from HLG 214 and from the Media Center in Dupre 335 (482-6780). The departmental checkout system is fully explained during the GA Orientation.

Graduate Assistants can also request to teach certain classes in the several SMART classrooms in Griffin Hall. These rooms are equipped with computers, document cameras, VCRs and DVD players, all in a console connected to an LCD projector. Instructors must attend an orientation before they can teach in these rooms.

STANDING COMMITTEES

The following is a list of English Department standing committees and the English Department Graduate Committee's standing subcommittees along with their functions. Departmental committees on which there is or can be graduate student representation are indicated by an asterisk. The English Department Graduate Committee itself has such graduate student representation.

English Department Committees

Adjunct Faculty – Discusses concerns of adjunct faculty and represents those concerns to the department.

Advanced Writing – supports present courses in advanced composition (ENGL 355, 360) through review of new texts and current pedagogy; makes such information available to teaching staff; recommends ways of improving advanced writing.

Awards and Recognitions – Organizes and oversees awards for undergraduate and graduate students in English and plans the department's end-of-year student award ceremony.

*Creative Writing – designs the curriculum of the Ph.D. Creative Writing concentration and the M.A. emphasis in Creative Writing; coordinates such extra-curricular activities as the Deep South Festival of Writers, the Thursday Night Reading Series, and publication of *The Southwestern Review*.

*Diversity Committee – discusses how the department's curriculum and instruction addresses questions of diversity and difference as well as diversity in recruitment of students and faculty.

*English Majors – Discusses purpose, goals, missions, and future of the English major.

*English-Education Majors – performs same duties for English-Education majors as English Majors Committee does.

Film Committee – designs the curriculum of the undergraduate minor in Film and related activities.

Flora Levy Foundation Committee - invites speakers for the annual Flora Levy lecture.

*Freshman English - plans, develops, and carries out all aspects of the freshman English program.

*Folklore - assists in planning, coordinating, and supervising folklore offerings and opportunities within the department; consults with faculty from other departments on campus in order to insure coherence in folklore study on campus.

*Graduate Committee - supervises and makes policies for graduate education in English. See below for subcommittees. Two graduate student representatives are elected annually.

Hospitality - arranges departmental social occasions.

*Linguistics - designs the curriculum of the Ph.D. Linguistics primary and secondary concentrations and the M.A. emphasis in Linguistics.

*Literary Rally - carries out the duties of the English section of the annual high school competition held each spring.

Personnel Committee - elected committee that acts in an advisory capacity to the Department Head on matters of hiring, promotion, and tenure.

Retreat Committee - organizes the biennial departmental retreat.

*Rhetoric - designs the curriculum of the Ph.D. Rhetoric primary and secondary concentrations and the M.A. emphasis in Rhetoric; coordinates such extra-curricular activities as the Rhetoric Reading Group and the annual Rhetoric Symposium.

*Sigma Tau Delta - supports and advises the honor society for English majors.

*Sophomore English - drafts guidelines and selects default texts for the 200-level literature courses.

*Symposium Committee - organizes department symposiums.

Technical Writing - supports present offerings (ENGL 365, 463, 464, and 465) through review of new texts and current pedagogy; makes such information available to teaching staff; recommends ways of improving program.

Technology and Distance Learning - recommends and carries out policies related to the use of departmental computers and online courses.

Undergraduate Curriculum Committee - reviews proposals for course changes, additions, deletions, descriptions, etc.

*Website Committee - Maintains the department's web site.

Women's Studies - oversees the undergraduate minor in Women's Studies and activities in Women's Studies at the graduate and undergraduate level.

English Department Graduate Committee Subcommittees

Departmental committees on which there is or can be graduate student representation are indicated by an asterisk

- **Graduate Curriculum and Requirements Committee:** reviews and approves the department's graduate-level courses, including proposals to change, add and/or delete courses. Reviews graduate degree requirements, including proposals to change, add and/or delete requirements.
- **Departmental Graduate Appeals Committee:** considers requests from graduate students seeking exemption from a departmental requirement. Also, advises the Graduate School Appeals Committee on appeals from English graduate students seeking exemption from Graduate School requirements
- **Graduate Admissions and Assistantships Committee:** reviews and makes decisions on applications for admission to the graduate program, applications for assistantships and fellowships, and applications for assistantship extensions.
- **Graduate Course Offerings Committee:** establishes the rotation of 400G-, 500-, and 600-level courses and the faculty members offering them. This committee also evaluates and approves proposals for special topics courses at all of these levels.
- **Graduate Placement Committee*:** supports students who are preparing to enter the academic and non-academic job markets, by reviewing and editing materials, hosting workshops, hosting

mock interviews, maintaining the Job Market Handbook, and coordinating with the departmental Placement Committee.

- **Graduate School Speaker Fund Committee***: solicits applications for and decides allocation of departments speaker fund allotment from the Grad School. The chair of the Speaker Fund Committee is the Graduate Coordinator for Continuing Students (GC-CS).
- **Graduate Judiciary Committee***: reviews and adjudicates cases of alleged graduate student misconduct, as delineated in the Graduate Student Handbook.
- **M.A. Examinations Committee**: schedules, prepares, proctors, and evaluates the M.A. examinations, according to the policies established in the Graduate Handbook. Also makes recommendations to the Graduate Committee when policy changes regarding the examinations are needed.
- **Ph.D. Examinations Committee**: Ph.D. Examinations Committee – the PhD Exam Committee is responsible for administering PhD exams. Duties include collecting Intent to Comp forms, reviewing reading lists, maintaining a system to proctor primary and secondary area exams, reporting exam results to the Graduate School, and organizing and maintaining exam records. The Committee also implements new exam policies and ensures they are consistently followed. When an ambiguity in exam policy is discovered, the Committee establishes an interim interpretation until the Graduate Committee provides clarification by vote. The Chair of the PhD Exams Committee works with the Graduate Coordinator for Continuing Students to ensure students are eligible to begin their exams. Lastly, the Committee adjudicates appeals of exam procedures not stated in the Handbook
- **Recruitment Committee***: develops and implements plans for recruiting graduate students, including plans for increasing student diversity.
- **GTA Literature Mentorship Committee**: provides mentorship and guidance for graduate students teaching literature courses. Assists scheduler in determining graduate student teaching assignments in all 200-level literature courses. Members of the committee are usually from graduate faculty, but not restricted to graduate faculty.

THE GRADUATE FACULTY

Faculty members at UL Lafayette provide a friendly, supportive environment in which informal contact is encouraged. The English Graduate Faculty consists of approximately twenty-five to thirty-five members with various areas of expertise, including the traditional periods of English and American Literature, as well as creative writing, rhetoric, linguistics, folklore, film, children's literature, women's studies, and others. Many faculty members have received national and international recognition for their distinguished scholarship and for their creative writing. UL Lafayette is proud to have John McNally as Writer-in-Residence.

See the English Department Web Site for information about Graduate Faculty and their specializations. There is also a Faculty by Area list on the English Department Graduate Studies Information and Resources Moodle page.