

**Department
of English**

**Graduate
Student
Handbook**

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DISTRIBUTION AREAS AND RECENT COURSE OFFERINGS

The courses listed below are offered regularly on the basis of student interest and faculty availability. However, students should not depend on their being offered in any particular semester or academic year. Special Studies courses are also taught, though their topics are too numerous to list here. The department is also committed to offering at least one seminar each semester.

General Classes

500 Aims and Methods of Literary Scholarship (3 credit hours)

This course provides an introduction to methods of scholarly research and writing and to the profession of literary studies. It is required of all degree-seeking students unless an equivalent course has been taken elsewhere.

591 Teaching College Writing (1 credit hour)

Designed for Teaching Fellows, this course provides an introduction to basic issues in teaching and classroom management as well as a brief overview of composition theory. All Teaching Fellows are required to take English 591 unless they have taken an acceptable equivalent elsewhere.

Old and Middle English

Chaucer

Medieval Literature

Medieval Drama

Medieval Women Writers

Renaissance English Literature

Sixteenth-Century English Literature

Shakespeare

English Renaissance Drama

Milton

Seventeenth-Century Literature to the Restoration

Restoration & Eighteenth-Century British Literature

Restoration Drama

Restoration Literature

The Early English Novel

Gender and Eighteenth-Century Studies

The Gothic Novel

Gothic Drama

Eighteenth-Century Drama

Transatlantic Narratives

Nineteenth-Century British Literature

English Romantic Literature

Women Poets of the English Romantic Period

Novels of the Romantic Period

Victorian Literature

Victorian Novel

British Women's Novel

American Literature through the Nineteenth Century

Colonial American Literature

English and American Novels of the 1790s

American Romanticism

American Realism and Naturalism

Nineteenth-Century American Novel

Nineteenth-Century American Women Writers

African American Literature

Twentieth-Century British Literature

British Literature 1890-1945

British Literature Since 1945

British Literature Since the 1960s

International Modernism

Irish Renaissance

Contemporary Irish Writers

Contemporary British Poetry

Twentieth-Century American Literature

American Modernism

Modernism and the Feminist Context

Twentieth-Century American Literature and Economics

Feminist Poetics

Twentieth-Century American Literature and Publishing

Twentieth-Century American Poetry

Postmodern Theory and Recent Fiction

Contemporary American Poetry

Linguistics, Literary Criticism & Literary Theory

Introduction to Linguistics

Modern English Grammar

Composition Theory

Introduction to Literary Theory

Feminist Theory

Marxist Theory

Postcolonial Theory

Race Theory and Literature

Readings and Research

Thesis (0-6 credits)

Dissertation (0-6 credits)

Readings (3 credits)

FACULTY

Greg Barnhisel, Associate Professor, Director of First-Year Writing
Ph. D., University of Texas at Austin
Rhetoric & Composition
Modernism

Bernard F. Beranek, Associate Professor
Ph.D., Duquesne University
Medieval & Renaissance Literature

Anne Brannen, Associate Professor
Ph.D., University of California, Berkeley
Medieval Literature & Drama
Twentieth-Century Irish Literature

Laura Callanan, Associate Professor, Director of Graduate Studies
Ph. D., Emory University
Victorian Literature and Culture
Literary Theory

Laura Engel, Associate Professor
Ph. D., Columbia University
Restoration and Eighteenth-Century Literatures
Dramatic Literature
Feminist Theory

Kathy Glass, Associate Professor
Ph. D., University of California, San Diego
African-American Literature
Women's Studies

Susan K. Howard, Associate Professor
Ph.D., University of Delaware
The Novel
British Literature of the Long Eighteenth Century

Linda Arbaugh Kinnahan, Professor
Ph.D., University of Notre Dame
Twentieth-Century American & British Poetry
Feminist Theory

Thomas P. Kinnahan, Assistant Professor
Ph.D., West Virginia University
American Literature

Stuart M. Kurland, Associate Professor
Ph.D., University of Chicago
Literature of the English Renaissance
Shakespeare

Magali Cornier Michael, Professor, Department Chair
Ph.D., Emory University
Contemporary British & American Fiction
Feminist Theory

Emad Mirmotahari, Assistant Professor
Ph.D., University of California, Los Angeles
African, African-American, black diasporic literatures
Translation and translation theory

Frederick Newberry, Professor
Ph.D., Washington State University
American Literature

James Purdy, Assistant Professor, Director of the University Writing Center
Ph.D., University of Illinois
Rhetoric and Composition
Writing and Technology

Danielle St. Hilaire, Assistant Professor
Ph.D., Cornell University
British Renaissance Poetry
Milton

Judy Suh, Associate Professor, Director of Undergraduate Studies
Ph. D., University of Pittsburgh
British Modernism
Postcolonial Theory

Daniel P. Watkins, Professor
Ph.D., University of Maryland
Nineteenth-Century British Literature
Literary Theory

THE MASTER OF ARTS PROGRAM

Although the requirements and procedures that follow conform with those of the Graduate School of Liberal Arts, students are nevertheless advised to consult the McNulty Graduate Student Handbook for additional policies that may apply to the successful completion of their program.

General Requirements for Registration and Enrollment

Prior to beginning their program and in every semester thereafter, all graduate students are to consult with the Director of Graduate Studies about their course work and the procedures for completing the degree requirements. The signature of the Director of Graduate Studies is necessary for registration.

Except for Graduate Teaching Fellows, full-time status requires enrollment in nine credit hours of course work at the graduate level. Graduate Teaching Fellows must enroll in six credit hours of course work at the graduate level in order to be considered full-time students and receive their fellowship award. Although the department does not normally advise it, Graduate Teaching Fellows may enroll for

additional credit hours of course work; but in this event, they are responsible for the cost of the additional credits.

Matriculation Period

Students must complete their Master's degree within six years of their initial enrollment in the program. Requests for extension may be made of the Graduate School; however, considering the generous length of the period, such requests are discouraged.

Planning the M.A. Program

Prior to registration, all students entering the graduate program will meet with the Director of Graduate Studies or, in his or her absence, with the Chair of the English Department. The selection of course work will be made to insure that students will meet the following requirements:

- English 500—Aims and Methods of Literary Scholarship: All graduate students accepted into a degree program must enroll in this course during the first term of their matriculation in which the course is offered.
- English 566—Introduction to Literary Theory: All graduate students accepted into a degree program must enroll in this course during their matriculation in the graduate program, preferably during their first year.
- Teaching Fellows who have no prior teaching experience are required to complete a one-credit graduate level Teaching College Writing course.
- Two optional plans are offered to all students pursuing the program for the degree of Master of Arts.

Option 1 (24-36 credit hours): Students must complete one course in each of the following period distributions:

1. One course in British Literature prior to 1800
2. One course in British Literature after 1800
3. One course in American Literature prior to 1900
4. One course in American Literature after 1900

The standard course work of 30 credit hours will be followed by one of the following options, chosen by the student, to complete the degree. Once the student decides which option they will complete, the student must fill out a form declaring the option they are choosing (see sample form in the Appendix at the back of this Handbook). The options are as follows:

1. A four-hour **written exam** based upon a reading list (immediately upon matriculating into the M.A. program, students should pick up a copy of this list from the office). The aim of the exam is to ensure that students completing the M.A. program at Duquesne are able to write knowledgeably and concisely across a range of materials, issues, and ideas that constitute literary studies at the present moment. Typically, students take the exam in the final semester of course work, although they are allowed to wait until after completion of course work, if they so choose. The M.A. exam is offered twice each academic year, in November and April. Students should notify the Director of Graduate Studies at the beginning of the semester in which they wish to take the exam.
2. A **paper** that is a substantial development and revision of a seminar paper written in consultation with a faculty member, and approved by the Graduate Studies Committee. (This project will typically run to 30 – 40 pages.) Typically, the student will ask the professor in whose class the paper was written to serve as advisor. It is the student's responsibility to approach the potential faculty advisor in a timely fashion to request that s/he serve as advisor. The potential faculty member has the right to determine whether the paper is worthy of development, and to decline the invitation to serve as an advisor on the proposed project. Once a faculty member

agrees to serve as advisor, s/he and the student will work out a schedule for completing the project, as well as guidelines of what sort of work needs to be done to make the project acceptable. An approval form that can be obtained in the office needs to be filled out, signed by the advisor, and submitted to the Director of Graduate Studies. The revised and expanded paper must demonstrate significant revision, reworking and development of the original course paper. Once the project is completed, the student must request that the advisor submit an approved copy to the Graduate Studies Committee to be placed in the student's file.

3. **Two additional courses** of the student's choosing at the graduate level. In taking 36 credit hours, students are exempted from the written exam, the thesis, and the development of a research paper. The two extra courses are intended to ensure a mastery of subject matter equal to that of other options. The extra courses may be in the Distribution Area of the student's choosing, but must be selected from offerings within the English Department.

4. With the approval of an advisor, a first reader, and the Graduate Studies Committee, a student may write a **thesis**—worth 6 credits—running 85 – 110 pages, to be begun after completion of a minimum of 21 credit hours. If a student wishes to pursue the thesis option, s/he should first settle on an idea (generally early in the term prior to the semester when the thesis is to be written), then seek out the advice of a professor with whom s/he wishes to work. During the conference with the professor, a decision will be made whether the topic is workable and whether the professor might serve as an advisor. Every professor has a right to decline to work with a student on a thesis. Assuming the professor agrees to serve as advisor, a second faculty member is then invited by the student and/or advisor to join the project. Once the faculty committee is in place, the student will prepare a proposal of 1-2 pages describing the thesis idea, the proposed method of investigating the idea, and the conclusions that might be reached from work on the project. The format of the proposal should follow general MLA guidelines. Unless the thesis advisor instructs the student otherwise, no bibliography is required. Ordinarily, the thesis proposal must be approved before the student registers for thesis credits. Approval is given by the director of the thesis and by the Graduate Studies Committee. Approval of the thesis proposal is not guaranteed. Students must take the six thesis credits during a single semester to assure that an appropriate block of time is available for completing the project. In certain circumstances, a student will write the thesis prior to having completed the final course requirement. In that case, the student will take his/her final course during the term immediately following completion of the thesis. The approval page for the proposal should be modeled on the approval page for the Ph.D. dissertation (a sample of which can be found in the English Graduate Student Handbook). Work on the thesis itself will be carried out in a manner, and according to a schedule, to be determined by the thesis committee in consultation with the student.

Option 2 (24-30 credit hours): As soon as possible and no later than after having completed 12 hours of course work, a student will design her/his own subsequent course of study, including course work and a final project, around some kind of organizational framework. The student will work with two faculty members to write a rationale for this individually tailored course of study to be approved by the Graduate Studies Committee. In addition to course work, the student must choose a final project, which may take the form of a thesis, a developed and expanded course paper, a creative project, or some other type of project related to the student's self-designed course of study.

THE DOCTORAL PROGRAM

Although the requirements and procedures that follow conform with those of the Graduate School of Liberal Arts, students are nevertheless advised to consult the McNulty Graduate Student Handbook for additional policies that may apply to the successful completion of their program.

Requirements of the Ph.D. Program

- Completion of course requirements, including the foreign language requirement
- Creation of a one-page rationale for two comprehensive examination areas
- Determination of comprehensive examination reading lists
- A Ph.D. comprehensive examination process comprised of a written field exam, a written specialization exam, and an oral exam that combines the two
- Filing of dissertation proposal in the Graduate School of Liberal Arts with the approval of the English Department and acceptance by the Graduate School
- Completion of dissertation and approval by the designated readers
- Committee meeting to discuss and officially approve the dissertation
- Public presentation of the Dissertation
- Formal acceptance by the Dean of the McAnulty Graduate School of Liberal Arts

Course Requirements for the Ph.D. Degree:

- All students must take a minimum of 27 credit hours of course work beyond the M.A. degree, excluding dissertation credits.
 1. Students will take 27 credits (10 courses, including two 1½ credit courses) which will allow for flexible scheduling of courses.
 2. Students must take a minimum of 6 credits, and no more than 9 credits, per semester for the first year and a half.
 3. In years 1 and 2 of the Ph.D. program students will take eight 3 credit courses (distributed over 3-4 semesters) and two 1½ credit courses (one per semester). *Note that a 1½ credit course entails taking a regular course but without the formal writing assignments or papers; in these classes students are responsible for attending, reading, participating in discussions, and completing any assigned presentations or informal reading journals. 1½ credit courses are Pass/Fail.*
 4. One summer course can be taken between a student's first and second year, reducing the number of courses taken during the Spring of the student's second year of coursework ideally to one Independent Exam Reading course.
 5. In year 2 of coursework students may take an optional 3 credit Independent Exam Reading course.
- Teaching Fellows who have no prior teaching experience are required to complete a one credit graduate level Teaching College Writing course in addition to the required 27 credit hours.
- Students who have not taken a comparable course in an M.A. program may be encouraged to take English 500—Aims and Methods of Literary Scholarship.
- English 566—Literary Theory—or a comparable 3 credit *general* theory course *at the graduate level* is required of all students.
- All students must complete a 600-level graduate seminar.
- Courses are required in the following four general areas on the graduate level: British Literature prior to 1800, British Literature after 1800, American Literature prior to 1900, American Literature after 1900 (*with the Graduate Director's approval, a course extending beyond a single, specific historical period may fulfill an area requirement as long as the area is covered by the course*). These course requirements cannot be fulfilled by 1½ credit courses.
- At least one course in the student's primary field/historical period must be taken at Duquesne on the *graduate level*.
- Students must demonstrate a reading knowledge of one foreign language. This requirement must be met prior to taking comprehensive examinations.

Upon entering the program, students will meet with the Director of Graduate Studies, who will analyze their record and indicate appropriate courses to satisfy any unfulfilled requirements. Also, to ensure that students enroll in some courses corresponding to their areas of study, students should communicate their interests and plans to the Director of Graduate Studies. First and second year doctoral students will also be assigned faculty mentors with whom they can discuss their course choices before formal registration with the Director of Graduate Studies.

Foreign Language Requirement

Ph.D. students must demonstrate a reading knowledge of one approved foreign language before sitting for the Ph.D. exams. Students specializing in Medieval Studies will be required to take Latin as their foreign language. Students may be required to take additional languages if a particular language proficiency becomes necessary for their research. Additional language requirements would not have to be completed before taking Ph.D. exams.

Requirements may be satisfied in the following ways:

- Comparable requirements met at the graduate level at other colleges or universities will be allowed to meet the foreign language requirement.
- Completing 18 semester credits of undergraduate study of a language with a grade of B or better (with at least 6 credits in literature and/or composition in the language) will also satisfy the language requirement.
- Passing a translation test administered by the Modern Languages Department or the Classics Department at Duquesne will satisfy the language requirement. For all reading exams administered by the Department of Classics or the Modern Languages Department, appropriate texts for translation (with the use of a dictionary) will be selected by the examiners in consultation with the English Department Director of Graduate Studies; students will not be informed before the exams which texts they are to translate.
- Students may also take a “language for research” course (usually a two-semester sequence) to meet the requirement; a satisfactory grade on the final examination is required; however, no courses taken to satisfy the language requirement may be counted toward the credit requirements for a graduate degree.
- International students whose native language is other than English may request that their language fulfill the requirement. In such cases, students must provide a written rationale to the Graduate Studies Committee that explains how the language will be beneficial to their studies.

The foreign language requirement must be satisfied before students are eligible for the Ph.D. Examinations. The English Department strongly urges students to satisfy this requirement as early as possible in their course of study.

Ph.D. Comprehensive Exams

I. Objectives

The Ph.D. comprehensive exams form a crucial stage in a doctoral student’s development into an independent scholar and teacher, marking an endpoint to course work and a transition to more specialized research and writing in the dissertation. The Ph.D. exam process (which includes conceptualizing the exam areas, compiling the exam lists, preparing for the exams, and, of course, taking the exams, two written and one oral) provides an opportunity not just for synthesis of a significant body of primary and secondary material related to the student’s interests but for development of the student’s own perceptions and critical judgment. Successful completion of the Ph.D. exams should provide a solid foundation for the dissertation and for teaching undergraduate courses in the student’s field. The exam areas, and

reading lists of texts to be included in each exam, are designed by the student, in consultation with the exam committee, to meet the student's perceived needs; exam reading lists, which are approved by the graduate studies committee, should be representative rather than exhaustive.

II. Scheduling Exams

Students will ideally take their exams at the beginning of their third year of Ph.D. work but no later than the spring semester of their third year. Candidates are eligible for exams after the following requirements have been met:

- Completion of course requirements
- Completion of foreign language requirement
- Approval of rationale and reading lists

The McAnulty College and Graduate School of Liberal Arts requires that students pass all Ph.D. exams within two years of the completion of coursework. If a student encounters difficulties in making this deadline, exceptions may be granted in consultation with the Director of Graduate Studies and the Chair of the English Department.

Exam scheduling should be done in consultation with the Examining Committees. The second written exam must be taken within three months of the first written exam. A student may petition to take one written exam at the end of the spring semester and schedule the second written exam early in the fall semester. The Department asks that students try not to schedule exams during the summer. A two-hour oral exam will follow within three weeks of successful completion of the two written exams.

Ordinarily, examiners will notify the student of the exam formats at least a week before each exam is scheduled. The student should be informed of faculty responses to each exam at least one week prior to the following exam (including the oral exam).

III. The Ph.D. exam process: two four-hour written exams and one two-hour oral exam.

The **field exam** should prepare students to teach and to write a dissertation in an established field within the profession. The field exam allows students to demonstrate competency and understanding with respect to discussing literary texts within the context of existing and ever-changing critical conversations about the texts and the field. The field should be constructed in terms of categories generally accepted by the discipline most often demarcated as historical periods. Students should consult with their exam committee when selecting a field area.

The **specialization exam** should give students the opportunity to explore a relatively broad area of interest that does not fall within the traditional configurations of a historical literary field as a means of preparing to write a dissertation and of developing specialized areas of teaching and scholarly competency. This exam allows students to demonstrate competency and understanding with respect to the particular focus they choose. In many (but not all) cases, there will be some overlap between the two exam areas. Students should consult with their exam committee when selecting a specialization area.

The **oral exam** allows students both to discuss orally (rather than in written form) ideas relating to both written exam areas and allows them to bring the two areas together as well as to fill in gaps not addressed

in the written exams. While directed by questions, ideally the oral exam should take the shape of a scholarly conversation about the texts and areas in question.

Neither the field nor the specialization exam area solely determines the area in which a student will be competent to teach or to write a dissertation. There are other ways of achieving such competence: coursework and scholarly papers, for example.

IV. Reading Lists and Rationale

For each written exam, the student, in consultation with the committee(s), will formulate a reading list of 50 to 100 titles, including both primary and secondary texts. Each list typically will have no more than 100 texts. The length and complexity of texts will be considered when deciding on the number of texts to include on each list. Secondary texts will not make up more than 25% of the list. The student will not be held responsible for any additional texts that are not on the reading lists.

In addition to the two reading lists, the student will present to the examining committee(s) for approval a one-page, single-spaced rationale for the exam areas, which outlines the defining framework of each area, and the connections and/or intersections between the field area and the specialization area. This rationale should indicate how the lists engage with current scholarship pertaining to both the field and the specialization.

Once the rationale is completed and approved, the student needs to submit the rationale with the signed Exam Approval Form to the Director of Graduate Studies (see sample approval form in the Appendix at the back of this Handbook). Reading lists must be finalized and filed with the Director of Graduate Studies at the time the exams are scheduled. The student should also submit the lists and rationale to the English Office so the material can be archived for future reference. Examples of reading lists and rationales are available in the English Graduate Student Office and on EGO's Blackboard site.

V. Exam Committees

In consultation with the Director of Graduate Studies, the student will assemble one committee for the field exam and one committee for the specialization exam. Each committee will consist of at least two faculty members, and the student should ask one of the committee members to serve as the convener to oversee details such as scheduling exams; depending on the student's areas of study, the two committees may (but need not) be the same. However, it is strongly suggested that at least three different faculty members sit on the combined committees. In addition, these exam committees need not be the same as the dissertation committee.

In selecting committee members, the student should consider faculty members appropriate to his or her areas of interest and with whom the student has established a rapport. The student should discuss field and specialization interests with various faculty members in order to determine who would be appropriate to serve on the committee(s).

At a minimum, the committee(s) should meet together with the student at least once prior to the approval of the rationale and reading lists and one time prior to each exam to discuss the content and format of lists and exams. The student is responsible for arranging meetings with their committee(s).

If a student has difficulty convening the exam committee(s) or reaching consensus with or among faculty about reading lists and exam formats, the student should consult the Director of Graduate Studies.

VI. Evaluation of Exams

A student who passes both the written and the oral exams may proceed in the program. A student who fails one or both of the written exams may not proceed to the next exam but may retake the failed exam at a time to be approved by the Examining Committee, not more than three months from the date of the failed written exam. A student who fails the oral exam may retake it at a time approved by the Examining Committee, not more than one month from the date of the failed oral exam. Ordinarily, a student retaking any written or oral exam who fails it a second time will be dismissed from the program, according to the

policy of the McNulty College and Graduate School of Liberal Arts. Exceptions may be made to these policies in consultation with the Director of Graduate Studies and the Chair of the English Department.

The Ph.D. Dissertation

See the Appendix for samples of the dissertation proposal title page and the dissertation proposal approval sheet. Examples of dissertation proposals are on file in the English Graduate Office and on EGO's blackboard site.

The following information applies to the M.A. thesis as well as the dissertation, with the following exceptions: the thesis is much shorter than the dissertation; work on it begins directly after a student has completed course work; it requires a Director and only one Reader; and it does not include a public presentation upon completion.

Eligibility

Work on the Ph.D. dissertation is customarily begun after candidates have passed all the comprehensive examinations. Students should approach faculty members about setting up a thesis or dissertation committee. The committee is composed of a Dissertation Director, a First Reader, and a Second Reader. The dissertation committee need not be the same as the student's Ph.D. exam committee. Work on the dissertation may proceed once the committee has been formed.

Guidelines for Dissertation Committees

Responsibilities of Student:

- selecting and asking a faculty member to function as Dissertation Director
- working on all aspects of the dissertation process in consultation with the Dissertation Director:
 - selecting a general topic, a specific focus, and a working thesis
 - selecting a First and Second Reader and then asking those faculty members to serve in those positions; any subsequent requests for changes to the make-up of the committee must be put in writing and addressed to the Graduate Director & Chair
 - discussing and establishing how the committee will function
 - establishing workable time-lines, including time for revisions
 - producing a dissertation proposal
 - submitting all work first to the Dissertation Director
 - allowing the Dissertation Director and Readers reasonable reading time (time allowances may be increased if Director or Readers are working on multiple dissertation committees), usually one month to read a chapter, and two months to read a full final draft of the dissertation
 - placing a final draft of the dissertation on file in the Department office for two weeks prior to the final official committee meeting to approve the dissertation
 - working with the Dissertation Director to set up the final official committee meeting to discuss and approve the dissertation
 - setting up the public presentation of the dissertation once the final draft has been approved by all committee members

Responsibilities of Dissertation Director:

- serving as Point Person for the Dissertation Committee:
 - working with the student to select a general topic, generate a specific focus, and develop a working thesis
 - working with the student to select a first and second reader
 - working with the student and readers to establish how the committee will function

- establishing with the student and readers workable time-lines
- reading the student’s work and establishing when it is ready to go to other Readers
- coordinating all responses to the student’s work
- setting up a final official committee meeting to discuss and approve the dissertation
- working with the student and committee to set up the public presentation of the dissertation once the final draft has been approved by all committee members

Responsibilities of Readers:

- establishing their roles on the committee with the student and the Dissertation Director
- reporting all comments on the student’s work to both the student and the Dissertation Director, or according to a procedure agreed upon by the Director and Readers
- working with the Dissertation Director on time-lines and other organizational details

Submission of Dissertation Proposal

After consultation with the Dissertation Director and Readers, the candidate will submit to them a Dissertation Proposal of 10-15 pages plus a Bibliography. The Proposal should offer a working thesis, proposed questions that the project seeks to address, a clear sense of how the project fits within and contributes to the existing scholarship, a statement of critical methodology, a sketch of proposed chapters and their function, and a selected bibliography. The focus should be on what is being “proposed” and is **not** a condensed version or abstract of the dissertation.

The suggested timeline for completing the Proposal is six months to one year, although it is recommended that candidates aim for six months in order to leave more time for writing the dissertation (the dissertation must be completed within four years of passing doctoral exams). It may be necessary for the Proposal to go through multiple drafts.

After the Proposal is approved by the Dissertation Committee, the Proposal will be announced to the faculty and made available to them (either electronically or by being placed on file in the English Department Office). Faculty members will have a week to review it and submit any comments they might have in writing to the Dissertation Director.

The Dissertation Committee will subsequently meet to discuss the proposed project and a work plan for completing the dissertation. After this meeting, and once any revisions required by the Dissertation Committee have been completed, the Director and Readers will sign the Proposal Approval Page (see appendix).

The Proposal is subsequently submitted to the Chair of the English Department for approval and then to the Graduate School for the Dean’s approval, after which it is filed in the Graduate School office. Work of the dissertation will thereafter formally proceed.

Note: Candidates must be registered in the semester during which they submit a dissertation proposal, with either a dissertation credit or continuous registration.

Format for Dissertation

Parts (normal order)

1. Preliminaries
 - a. Approval sheet (see example in appendix)
 - b. Title Page, followed by a blank page (or by copyright notice if the study is to be copyrighted); the form of the title page is identical with that of the thesis/dissertation Proposal, except for the word “Proposal” (see example in appendix)
 - c. Preface, including acknowledgments
 - d. Table of Contents, with page references
 - e. List of Tables, with titles and page references

- f. List of Illustrations, with titles and page references
- g. The Text
- h. Introduction
- i. Main Body, with the larger divisions and more important minor divisions indicated by suitable headings (usually chapter numbers and part numbers within chapters)
- j. References
- k. Endnotes (unless footnotes have been included in text)
- l. Appendices
- m. Bibliography (If the appendices are bound as a separate volume, the bibliography is bound with the text in the first volume)
- n. For notes and bibliography, the dissertation should conform to either The MLA Style Manual or the University of Chicago A Manual of Style (15th ed.).

Pagination

Each page in a dissertation, except the blank page following the title page, should be assigned a number. The following plan of page numbering has been standardized and is recommended.

- For the preliminaries, small Roman numerals (ii, iii, iv, etc.) are used. The numbering should begin with ii, the title page counting as page 1 but not appearing. The blank page is not counted or numbered.
- For the remainder of the dissertation, including the text, illustrations, endnotes, appendices, and bibliography, Arabic numerals are used. Each page must be numbered.
- Numbering should begin with 1 and run consecutively to the end of the dissertation. Numbers should appear in the upper right hand corner of a page, with the exception of those pages having a major heading, like the first page of a chapter or of the bibliography, in which case the page number is placed at the center bottom.

Copyright

Authors must decide on whether they want the protection afforded by copyright for a dissertation. Under copyright law, publication without notice of copyright constitutes a dedication to the public sufficient to defeat any subsequent attempt at copyright protection, and thus authors who so publish lose their rights. Students should consult dissertation directors concerning this matter. An additional fee is charged by University Microfilm for copyright service. The procedure for obtaining copyright protection is as follows:

- Indication on the Agreement Form that one wishes to have the dissertation copyrighted
- Insertion of copyright notice in the dissertation in the proper place

Responsibility for the Use of Materials Copyrighted by Others

In the case of a dissertation, authors must certify by signing the Agreement Form that the use of any copyrighted material in the manuscript, beyond brief excerpts, is with the written permission of the copyright owner, and that they will save and hold harmless University Microfilms from any damages that may arise from copyright violations.

The Dissertation Abstract

Care must be taken in the preparation of the abstract, because it will be published in Dissertation Abstracts (or Masters Abstracts in the case of a thesis) without further editing or revision. Abstract copy must be typed on one side of the page only, and it should be double spaced for ease of retyping. Words in foreign languages should be set down clearly and accurately so that they may be transcribed without

error; otherwise the abstract may be withheld temporarily from publication until the author can be queried. Mathematical formulas, diagrams, and other illustrative materials are not recommended for inclusion in the abstract.

The purpose of the abstract is to give a succinct account of the dissertation in order that a reader will be able to determine whether it is an appropriate work to consult. Although the maximum length of the abstract of a dissertation has been set at 350 words, it should be shorter. (The abstract for a Master's thesis is limited to 150 words.) The following parts are usually included in an abstract:

- Statement of the problem
- Procedure or methods
- Results
- Conclusions

Guidelines for abstracting scholarly articles may be found in PMLA 83 (May 1968).

Checklist for Authors

- Is every page of the dissertation correctly numbered?
- Is the author's name typed in full, on the title page of the dissertation, the abstract, and the Agreement Form?
- Is the title on the abstract and on the Agreement Form the same, word-for-word, as it is on the dissertation?
- Is a subject classification included on the reverse of the Agreement Form?
- Are all charts, graphs, and other special illustrative materials perfectly legible? Are they in the order and position in which they are to be photographed?
- Is the dissertation to be copyrighted? If so, has the form indicated on the Agreement Form been followed?

General Directions for Submitting the Dissertation to the English Department

Once the Director and Readers have approved the completed dissertation, one copy of the final manuscript should be placed on file in the English Department office. This copy, including the approval sheet, is to be unbound. Please make certain that the final manuscript includes the following:

- Margins set at least 1 inch on the top and bottom and 1 ¼ inch on the left and right
- The author's full name on the title page, abstract, and the agreement form
- Consistent wording of the title of the thesis/dissertation on the title page, signature page, abstract, and agreement form
- A title page and signature page identical with that of the proposal, except for the word "proposal," which is replaced by the word "dissertation"

The dissertation will remain on file in the Department office for at least two weeks, during which time Departmental faculty will have an opportunity to read it and forward any comments they might have to the Director of the dissertation.

Committee Approval of Dissertation

After interested faculty have had an opportunity to read and comment on the dissertation, the committee will meet with the candidate in order to discuss the dissertation, addressing such topics as the strengths and weaknesses of the project, issues to be addressed, whether to re-write the dissertation in book form or as a series of articles, and ways in which the student could prepare for the upcoming public presentation of the dissertation. Once this discussion is completed, and corrections and revisions have been agreed to, the committee members will sign the approval sheet and seek the signature of the chair,

after which the dissertation will be filed with the Graduate School. The student can then schedule a presentation of the dissertation work.

If there are changes to the membership of the committee after the proposal's approval, a revised signature page, attached to the original, must be filed with the Graduate School. Any faculty member rotating off a committee must be consulted and/or alerted before any change is made.

Public Presentation of the Dissertation

Within a month of the Committee Approval meeting, the student is required to give a public presentation of the dissertation project. All members of the English Department faculty, graduate students, interested members of the Duquesne community, members of the larger academic community, as well as the candidate's family and friends are invited to attend the public presentation. The presentation will be 30-45 minutes in length and will be followed by a question-and-answer session of approximately the same length. The candidate will be encouraged to present the rationale, value, and originality of the dissertation project and the appropriateness of the manner in which its topic has been treated and to display thorough knowledge of the scholarship relevant to the dissertation's field.

Once the public presentation has been completed, the candidate will have completed all requirements for the Ph.D. degree in English.

General Directions for Submitting the Dissertation to the McAnulty Graduate School of Liberal Arts

The student should consult the Graduate School calendar in the current Graduate School Planner in order to determine the date by which the accepted dissertation must be filed with the Graduate School and should schedule submission and presentation of the dissertation in a timely manner to assure that this deadline is met.

Theses and dissertations are now filed electronically with the Graduate School. Hard copies of the final draft are no longer required by the Graduate School or the English Department. The student will need to contact the Gumberg Library for the process and preparation for submitting the manuscript. The website is: <http://etd.library.duq.edu>. The student may also contact the Electronic Theses and Dissertations (ETD) specialist at 412-396-1086.

The website will provide help for authors, answers to frequently asked questions, a training schedule, and the ETD checklist. After the student obtains the ETD checklist, s/he will submit the completed form and all required materials to the Graduate School office, 215 College Hall. The Graduate School will give final approval and the student will then submit the thesis/dissertation electronically to ProQuest.

Statute of Limitations

All Work acceptable towards the Ph.D. degree must be complete within the period of four years after the Ph.D. comprehensive examination. Extensions are granted only under exceptional circumstances with approval of the Dean based on the recommendation of the director of the program and department chair.

ACADEMIC INTEGRITY

Cheating, plagiarism, and knowingly assisting others to violate academic integrity are each and all violations of academic integrity. Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class, program, or University.

GRADUATE FELLOWSHIPS

Fellowships are awarded on the basis of merit and entail certain responsibilities on the part of the students which will contribute to the students' professional development. All students awarded a fellowship are expected to support the scholarly life of the Department, for example by attending colloquia and/or (if you are a Ph.D. fellow) presenting a paper at a colloquium on at least one occasion. Graduate fellows are further encouraged to attend speaker series and other events.

Ph.D. Teaching Fellowship Time Line

Teaching Fellowships for new Ph.D. students are typically renewable for up to four years. Renewals will be based on solid progress through the program as outlined in the following time line. Students awarded a Teaching Fellowship later in their Ph.D. work will follow the time line as closely as possible as determined on a case by case basis.

- Ordinarily, Teaching Fellows will complete 15 hours of course work (including summers) in good standing each of their first two years of Ph.D. work. Any incompletes incurred during the course of an academic semester must be completed by midterm of the semester following that in which the incomplete grade has been incurred, or, in the case of an incomplete taken in the spring semester, by June 30.
- Ordinarily, Teaching Fellows will take their Ph.D. Exams during the course of their third academic year of Ph.D. work. Exceptions must be approved by the Director of Graduate Studies.

Upon annual review, students not progressing according to this time line will be placed on probation for a given period (ordinarily one semester). At the end of the probationary period, if acceptable progress has not been achieved, the student's Teaching Fellowship may be discontinued.

M.A. Teaching Fellowship Time Line

Teaching Fellowships for new M.A. students are renewable for up to two years. Renewals will be based on solid progress through the program as outlined in the following time line.

- Ordinarily, Teaching Fellows will complete fifteen hours of course work (including summers) in good standing each of their first two years of M.A. work. Any incompletes incurred during the course of an academic semester must be completed by midterm of the semester following that in which the incomplete grade has been incurred, or, in the case of an incomplete taken in the spring semester, by June 30.

Upon annual review, students not progressing according to this time line will be placed on probation for a given period (ordinarily one semester). At the end of the probationary period, if acceptable progress has not been achieved, the student's Teaching Fellowship may be discontinued.

Teaching Opportunities and Responsibilities

Typically, Teaching Fellows teach one section of Thinking and Writing Across the Curriculum in the fall semester and one section of Imaginative Literature and Critical Writing in the spring semester, under the guidance of the Director of First-Year Writing. Department guidelines are provided for each course. The introductory literature courses are structured around theme-based clusters; sections are taught independently, but the cluster group of teachers provides a forum where methods and ideas may be exchanged. Decisions concerning the assignment of Teaching Fellows to courses beyond the Core level will be made by the Chair of the Department, in consultation with the Directors in the Department. In addition:

- First-Year Teaching Fellows serve approximately five hours per week as tutors in the Writing Center, where they tutor students one-on-one.
- Teaching Fellows in the first year of Ph.D. study will also work in the Writing Center, even if they have already done so during their M.A. program.
- Second- and Third-Year Teaching Fellows spend approximately five hours per week doing research for a faculty member, usually in a field that intersects with the student's interests.
- Third- or Fourth-Year Teaching Fellows may be given opportunities based on merit and the needs of the Department, including:
 - Serving as a mentor to a new teacher (usually in the fall semester, this position involves co-teaching a section of freshman composition and advising the First-Year Fellow)
 - Students who have passed the Ph.D. exams or will be taking them during the coming semester, and are still Teaching Fellows with the Department, may be invited to co-teach an upper-level class with a member of the English faculty, teach Advanced Writing, or teach sophomore/junior level survey and genre courses. Such invitations will depend upon Departmental need, seniority, and student merit, and will vary according to circumstances.

Teaching Fellow Review

For the purposes of a departmental review and under normal conditions, each Teaching Fellow (TF) will be observed in the classroom in the first three semesters of teaching by the Director of First-Year Writing, and once per year thereafter by a member of his/her exam or dissertation committee. A completed assessment form will be both shared with the TF and placed in his/her file.

At the end of the spring semester each year, the Director of Graduate Studies will examine all TF files, including the classroom observation, student evaluations, and course grades for the year, and flag any files that cause concern. Some causes for concern would be Incompletes, a poor teaching evaluation, and low course grades. Those files that are flagged will go to the Chair who will then meet with the TF and the Graduate Director to discuss those concerns.

If after speaking with the TF, the Chair feels that the TF's situation requires further consideration, she will meet with the Graduate Studies Committee to discuss the case. The Chair or the Graduate Committee may ask for further information at any time from individuals directly involved with the TF's teaching or coursework. Further action may be taken by the department in the case of a student who is not performing at an acceptable level as teacher and scholar, i.e, his/her fellowship may not be renewed.

Departmental Dissertation Year Fellowship

Doctoral students wishing to be considered for the dissertation year fellowship must have completed an approved dissertation proposal filed in the Graduate Office and must be in the early stages of work on the dissertation. Priority will be given to students who have strong scholastic achievement, a record of sustained progress through the Ph.D. program, an approved dissertation proposal of high quality, excellent teaching and/or service to the Department, and professional performance such as conference presentations and publications. To apply, students must submit to the Director of Graduate Studies a 750-1000 word abstract of the approved dissertation proposal, along with two letters of support, one from the student's dissertation director and the other from either a reader of the dissertation or a professor in the Department who knows well either the student's teaching or service to the Department. Deadline for submission of the application is announced each year by the Director of Graduate Studies.

McAnulty Graduate School Dissertation Year Fellowship

Each year, the McAnulty Graduate School of Liberal Arts sponsors a competition for a dissertation year fellowship. Doctoral candidates in the Ph.D. programs in English, Health Care Ethics, Philosophy, Psychology, Rhetoric, and Theology are eligible (excluding applicants who have been past recipients of similar support from their departments). The award will be given for the academic year. It is non-renewable.

Application Guidelines

- The applicant must be registered in the Graduate School at the time the application is submitted.
- The applicant must have completed comprehensive exams.
- The approved dissertation proposal must be on file in the Graduate Office.
- The applicant must be at the writing stage of the dissertation, and research must be substantially complete.
- The recipient must maintain registration in the Graduate School throughout the period of the award.
- The recipient may not undertake more than ten hours of paid work per week, and only with the written permission of the Dean. Moreover, the recipient may not be a Duquesne University employee during the award period.

Applicants are asked to submit a curriculum vitae, a dissertation abstract of approximately 750-1000 words, and a detailed timeline for completion of the work.

Applicants should request a letter of endorsement from their department chairperson and a letter of recommendation from their dissertation director.

Details and deadline for submission of the application are announced each year by the Dean of the McAnulty Graduate School of Liberal Arts.

Dissertation Year Teaching Fellowship

Fifth-year Ph.D. students may have the opportunity to extend their Teaching Fellowships by one year. Typically, Fifth-year Teaching Fellows teach one section of Thinking and Writing Across the Curriculum in the fall semester and one section of Imaginative Literature and Critical Writing in the spring semester, under the guidance of the Director of First-Year Writing.

Assistant Writing Center Director Fellowship

Each year, one Teaching Fellow is selected among applicants to help run the Writing Center and work with the Directors of First-Year English and the Writing Center. Preference for this position is given to applicants who are fifth-year Ph.D. students.

Saturday College and Adjunct Positions

Fifth-year students may have the opportunity to teach introductory writing and literature courses in the Saturday College Program at Duquesne. Adjunct positions may also be available during the academic year for students interested in part-time employment.

PROFESSIONAL DEVELOPMENT

Graduate student life at Duquesne consists of much more than attending classes. In order to take full advantage of the intellectual and supportive community at Duquesne, graduate students should attend events, contribute their ideas and expertise, and actively seek out avenues for personal and professional growth.

English Graduate Organization

All Duquesne English graduate students are automatically members of the English Graduate Organization (EGO). In order to find out more about the organization and contribute your ideas, attend meetings and events. Find out about academic forums, speaker series, professional development workshops, fund-raisers, and social gatherings by looking at the EGO calendar posted on the bulletin board by 639A College Hall or visiting the EGO blackboard site at www.blackboard.duq.edu.

Colloquia

Every semester the Department sponsors paper presentations (colloquia) by graduate students and faculty. All graduate students are strongly encouraged to attend; teaching fellows are expected to attend. This is an important way to find out about scholarship others in the Department are doing, and it is also a wonderful way for graduate students to gain experience presenting their academic work in a public setting. Refreshments are provided.

Visiting Writers and Scholars Series

Each semester, the Department sponsors readings and paper presentations from invited writers and scholars. All graduate students are strongly encouraged to attend; teaching fellows are expected to attend. These presentations present a wonderful opportunity for students to hear the work of established creative artists and professional scholars.

Coffee House Creative Reading Series

The Coffee House Reading Series is a monthly reading of creative writing at the Barnes & Noble Café in the Power Center on Forbes Avenue. Organized and sponsored by Duquesne University's English Department, the series aims to develop the creative writing and arts community on Duquesne's campus by inviting established writers to present their work along side the work of students and other emerging writers. For more information, contact John Fried at friedj@duq.edu.

Conferences

Attending conferences will allow you to receive feedback on your scholarship, find out what others in the field are working on, and become acquainted with scholars in your area of study. Calls for papers that announce conference themes are posted on the graduate student bulletin board next to 639A College Hall. The English Department and McAnulty College encourage graduate students to attend professional conferences by helping to fund registration, travel expenses, and hotel accommodations. Forms requesting funding are available in the English office. In addition, EGO will provide a small sum for meals and related expenses (depending on available funds).

Modern Language Association (MLA)

www.mla.org

Every graduate student is encouraged to become a member of the Modern Language Association, the professional organization for the discipline of English. Belonging to the MLA has a number of benefits, from finding out more about the profession to receiving book discounts. The MLA conference is held annually at the end of December in different cities across North America. When possible, the Department will provide financial assistance to Ph.D. students who are interested in attending the conference.

Center for Teaching Excellence (CTE)

412-396-5177

CTE holds regular workshops to improve teaching, assist with teaching portfolios, and other related topics. In addition, a wide array of resources is available in books, videotapes, and personalized training.

Career Services

412-396-6644

For graduate students interested in non-academic employment, Career Services offers information about job opportunities and provides advice on such topics as résumés and interviewing skills. Additionally, Career Services assists those applying for academic positions by sending out dossiers (including students' c.v., recommendations, and transcripts).

GRADUATE RESOURCES

Duquesne Identification Card

The DU card is necessary for borrowing books from the library and using the Power Center's recreational facilities. It can also be used in many campus vending machines, copying machines, and cafeterias. To obtain a DU card, go to the Duquesne ID Center on the second floor of the Duquesne Union or call the Center at 412-396-6191.

Gumberg Library at Duquesne

412-396-6130, 412-396-6131; <http://www.sites.duq.edu/library>

General Description:

The circulation desk, reserve desk, reference desk, computerized databases, reference materials, copying machines, and library classrooms are located on the fourth floor. The curriculum center, copying machines, and audio visual equipment are located on the fifth floor. The second and third floors house the majority of the library's book holdings. There is also a study room specifically reserved for graduate students on the second floor. The first floor contains oversized books and the Silverman Collection.

Regular Hours of Operation during the Academic Term:

Monday-Thursday	8:00 AM to midnight
Friday	7:30 AM to 10:00 PM
Saturday	10:00 AM to 10:00 PM
Sunday	11:00 AM to midnight

Circulation:

Graduate Students: 6 weeks plus two renewals

Part-time or Adjunct Faculty: 8 weeks plus one renewal

Renewals: either in person, by telephone (412-396-6130), or online (<http://ducat.library.duq.edu>).

Reserve: The reserve desk is located next to the circulation desk. Time limits vary, so students should find out upon checking out materials when they are due back.

On-Line Access: Students have remote access privileges to the Library's catalogue, databases, and electronic resources by using their 16-digit Duquesne University ID number.

Inter-Library Loan: If Gumberg Library does not have a resource that you need, you can request these items through one of the Library's Inter-Library Loan services, such as EZ Borrow or ILLiad, which can be accessed through the Gumberg website at <http://www.sites.duq.edu/library/resources/index.shtml>, using your DU ID number.

Individual Instruction:

Faculty Librarians will meet with you to discuss specific research issues. Contact Lisa Sciulli at 412-396-5346 or sciullie@duq.edu to schedule an appointment with a Librarian.

Hillman Library at University of Pittsburgh

Location: on Forbes Avenue in Oakland across from the Cathedral of Learning.

Telephone for Hours of Operation: 412-648-7715

Inter-Library Circulation: to check books out of the Hillman Library, students must fill out a form at the Gumberg Library, available at the reference desk. Specific books must be requested. The form is then taken to Hillman Library. Once the books are located, students must present their Duquesne ID to receive a Pitt library card and subsequently check the books out (2 weeks plus 1 renewal).

Renewals: Books may be renewed in person or by telephone (412-648-7806), Monday through Friday 9:00 AM to 5:00 PM except holidays).

Duquesne Campus Bookstore and Barnes and Noble Café

412-434-6626

Books that are assigned for classes may be purchased at the campus bookstore. The bookstore, located in the lower level of the Power Center, covers two floors and offers books and magazines, an expanded selection of Duquesne clothing, a Barnes & Noble café serving snacks, sandwiches and Starbucks coffee, and textbook area on the lower level. Its hours of operation are as follows:

Monday-Thursday	8:00 AM to 9:00 PM
Friday	8:00 AM to 5:00 PM
Saturday	9:00 AM to 5:00 PM

Computer Labs and Support

412-396-4357

The Computer and Technology Services Center (CTS) provides support for the computing and information technology needs of the University's instructional, research, academic, and administrative programs. In College Hall, a lab for general student use is located on the third floor (CH 335/336).

Labs are equipped with Intel and Macintosh equipment, and/or Unix workstations. A suite of industry-standard productivity software is available in every lab.

Learning Technology Center:

Available to aid instructors, this center is located in 222 and 223 Rockwell Hall and is staffed during posted hours. The Center works with instructors to set up course Blackboard sites and other technology-based classroom resources. You can contact the Center by calling 412-396-5625.

Media Services and Distribution Center:

This center in Canevin Hall allows instructors to schedule the display of media, including cable TV, videos, laserdiscs, CD-ROMs, and multimedia applications in Bayer Learning Center, Fisher Hall, and selected classrooms throughout the university. You can contact the Center by calling 412-396-4614.

Internet Access:

Students are eligible for Internet access via Duquesne University. Electronic mail accounts and access from on- and off-campus are among the available resources. Contact the CTS Help Desk for more information: 412-396-4357.

Power Center

The 130,000-square-foot Power Center, located on Forbes Avenue, is named for Duquesne's first president, Spiritan Fr. William Patrick Power and is home to the University bookstore, Barnes and Noble Café, Jamba Juice, Red Ring, conference space, and the University's recreational facilities.

The Power Center boasts state of the art facilities and equipment, such as 50 pieces of cardio equipment, 2 full basketball/volleyball courts, 2 racquetball courts, a fully-equipped free weight room, over 30 spinning bikes, circuit training equipment, swimming pool, and group fitness classes. All facilities, programs and equipment are available to all members of the campus community free of charge with Duquesne ID. The Recreation Center's hours of operation are as follows:

Monday-Friday	6:30 AM to 11:00 PM
Saturday	11:00 AM to 10:00 PM
Sunday	12:00 PM to 10:00 PM

Jamba Juice is a health food and drink bar specializing in energizing smoothies, juices and snacks; they serve coffee, pastries and muffins, bottled beverages, snacks, grab-and-go sandwiches and salads, candy, frozen entrees, ice cream and other frozen treats. Jamba Juice is located on the Forbes Avenue level of the Power Center.

Located next to Jamba Juice in the Power Center, the Red Ring Restaurant is a full-service bar and grille. Offering American cuisine such as hamburgers, sandwich wraps, and pasta, the Red Ring stands as a convenient option for on-campus dining.

Other Recreational Facilities

A 25-yard swimming pool is located on the second floor of the Towers dormitory, open from noon to 10:00 PM Sunday through Thursday, and noon to 6:00 PM Friday and Saturday.

The outdoor basketball court is for student use. Court lights are automatically turned on until 10:45 PM.

Students may use the tennis court located beside Vickroy Living Learning Center. The tennis team uses the court during their season and is given precedence during this time. The hours of the tennis court are from 8:00 AM to 10:45 PM.

Parking

The Office of Parking and Traffic Management offers a number of parking plan options with monthly, semester, and annual rates. The Office is located by the Locust Garage and is open from 8:30 AM to 4:30 Monday through Friday. Please call 412-396-5813 for further information.

Other Useful Contact Information

English Department Main Number	x6420
English Graduate Student Office	x4111
University Counseling Center	x6204
Learning Skills Center	x6661
Child Care	x5183
Writing Center	x5209
Registrar	x6212
Financial Aid	x6607

APPENDIX

Samples of Forms for Exams, Dissertations, Theses, and M.A. Projects

[Sample title page for dissertation or thesis proposal]

Title of Dissertation or Thesis

A Dissertation [or Thesis] Prospectus

Presented to the McAnulty Graduate School
of Duquesne University

As partial fulfillment of
the requirements for
the degree of Doctor of Philosophy [or Master of Arts]

by

[student's name]

[date of submission]

[Sample copy of approval page for dissertation proposal]

Name _____ [student's name] _____

Dissertation Title _____

Degree _____ Doctor of Philosophy in English _____

Date _____ [date of submission] _____

APPROVED _____

[type name and title of Director]

APPROVED _____

[type name and title of First Reader]

APPROVED _____

[type name and title of Second Reader in case of dissertation only]

APPROVED _____

[type name], Chair, English Department

APPROVED _____

Christopher M. Duncan, Ph.D., Dean
McAnulty College and Graduate School of Liberal Arts

[Sample copy of title page for dissertation or thesis]

[Title]

A Dissertation [or Thesis]

Presented to the Faculty

of the Department of English

McAnulty College and Graduate School of Liberal Arts

Duquesne University

in partial fulfillment of

the requirements for the degree of

Doctor of Philosophy [or Master of Arts]

by

[Author]

[Date]

[Sample copy of signature approval page for dissertation or thesis]

Name _____

Title _____

Degree _____

Date _____

APPROVED _____
[type name and title of Director]

APPROVED _____
[type name and title of First Reader]

APPROVED _____
[type name and title of Second Reader for dissertation only]

APPROVED _____
[type name], Chair, English Department

APPROVED _____
Christopher M. Duncan, Ph.D., Dean
McAnulty College and Graduate School of Liberal Arts

[Sample copy of Exam Approval Form]

Please submit to the **Director of Graduate Studies** this typed, completed form attached to a one-page written rationale explaining your choice of and the connections between your chosen field and specialization areas. This rationale should include a discussion of the kinds(s) of scholarly work that these two exams will allow you to engage. Your committee members must indicate their approval of your chosen areas for the field and specialization exams by signing this form directly below their printed names. Once your reading lists are completed and approved, please forward these to the Director of Graduate Studies as well.

Name of Ph.D. Candidate: _____

Area for Field Exam: _____

Committee Members: 1) _____
(at least two)

2) _____

3) _____

Area for Specialization Exam: _____

Committee Members: 1) _____
(at least two)

2) _____

3) _____

[Sample copy of Form for Completing Master's Degree]

Student's Full Name _____
(Last) (First) (M.I.)

Please mark an "X" next to the option you desire to complete your degree:

_____ Thesis

_____ Exam

_____ Expanded Paper

_____ Two Additional Courses

Please List Courses: _____

For Thesis/Expanded Papers:

AT THE BEGINNING OF PROJECT

If you choose to write a Thesis or Expanded paper, a faculty signature is required:

(Faculty Signature) (Date)

UPON COMPLETION OF PROJECT

(Title of Paper)

(Faculty Signature upon Completion)

(Date of Completion)