

**Department  
of English**

**Graduate  
Student  
Handbook**

## TABLE OF CONTENTS

Faculty.....	3
M.A. Program .....	5
<b>General Requirements for Registration and Enrollment .....</b>	<b>5</b>
<b>Matriculation Period.....</b>	<b>5</b>
<b>Planning the M.A. Program (3 Options) .....</b>	<b>5</b>
Ph.D. Program.....	9
<b>Requirements of the Ph.D. Program .....</b>	<b>9</b>
<b>Course Requirements for the Ph.D. Program .....</b>	<b>9</b>
<b>Foreign Language Requirement .....</b>	<b>10</b>
<b>Ph.D. Timeline .....</b>	<b>11</b>
<b>Ph.D. Exams .....</b>	<b>12</b>
<b>Ph.D. Dissertation.....</b>	<b>17</b>
<b>Guidelines for Dissertation Committees .....</b>	<b>18</b>
<b>Submission of Dissertation Proposal .....</b>	<b>19</b>
<b>Format for Dissertation .....</b>	<b>19</b>
<b>Copyright .....</b>	<b>20</b>
<b>The Dissertation Abstract.....</b>	<b>20</b>
<b>Checklist for Authors.....</b>	<b>20</b>
<b>General Directions for Submitting the Dissertation to the English Department .....</b>	<b>21</b>
<b>Committee Approval of Dissertation.....</b>	<b>21</b>
<b>Public Presentation of the Dissertation .....</b>	<b>21</b>
<b>General Direction for Submitting...McAnulty Graduate School of Liberal Arts .....</b>	<b>22</b>
<b>Statute of Limitations.....</b>	<b>22</b>
Academic Integrity.....	22
Graduate Assistantships .....	23
<b>Ph.D. Teaching Assistantship Timeline.....</b>	<b>23</b>
<b>M.A. Teaching Assistantship Timeline.....</b>	<b>23</b>
<b>Teaching Opportunities and Responsibilities.....</b>	<b>23</b>
<b>Teaching Assistant Review .....</b>	<b>24</b>
<b>Departmental Dissertation Year Fellowship.....</b>	<b>25</b>
<b>McAnulty Graduate School Dissertation Year Fellowship .....</b>	<b>25</b>
<b>Dissertation Year Teaching Fellowship.....</b>	<b>26</b>
<b>Assistant Writing Center Director Fellowship .....</b>	<b>26</b>
<b>Adjunct Positions.....</b>	<b>26</b>
Professional Development .....	26
<b>English Graduate Organization .....</b>	<b>27</b>
<b>Colloquia .....</b>	<b>27</b>
<b>Visiting Writers and Scholars Series .....</b>	<b>27</b>
<b>Coffee House Creative Reading Series .....</b>	<b>27</b>
<b>Conferences.....</b>	<b>27</b>

<b>Modern Language Association</b> .....	<b>28</b>
<b>Center for Teaching Excellence</b> .....	<b>28</b>
<b>Career Services</b> .....	<b>28</b>
Graduate Resources .....	28
Appendix: Samples of Forms for Exams, Dissertations, Theses, and M.A. Projects.....	32
<b>Title Page for Thesis/Dissertation Proposal</b> .....	<b>32</b>
<b>Approval Page for Thesis/Dissertation Proposal</b> .....	<b>33</b>
<b>Title Page for Thesis/Dissertation</b> .....	<b>34</b>
<b>Approval Page for Thesis/Dissertation</b> .....	<b>36</b>
<b>Exam Approval Form</b> .....	<b>45</b>
<b>Exam Completion Form</b> .....	<b>46</b>
<b>Form for Completing Master’s Degree</b> .....	<b>47</b>

## FACULTY

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*Restoration and Eighteenth-Century Literatures*  
*Dramatic Literature*  
*Feminist Theory*

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*Nineteenth-Century British Literature*

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*African-American Literature*  
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**Susan K. Howard**, Associate Professor  
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*The Novel*  
*British Literature of the Long Eighteenth Century*

**Linda Arbaugh Kinnahan**, Professor  
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*Twentieth-Century American & British Poetry*  
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**Thomas P. Kinnahan**, Associate Professor  
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*American Literature*

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

*Shakespeare*

**Magali Cornier Michael**, Professor  
Ph.D., Emory University  
*Contemporary British & American Fiction*  
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*Translation and translation theory*

**James Purdy**, Associate Professor, Director of the University Writing Center  
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*Rhetoric and Composition*  
*Writing and Technology*

**Danielle St. Hilaire**, Associate Professor, Director of Graduate Studies  
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*British Renaissance Poetry*  
*Milton*

**Jerry Stinnett**, Assistant Professor, Director of First-Year Writing  
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*Composition, Rhetoric, and Literacy*

**Judy Suh**, Associate Professor  
Ph. D., University of Pittsburgh  
*British Modernism*  
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*Medieval Literature*  
*Early Modern Literature*

## **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 six credit hours of course work at the graduate level. Graduate Teaching Fellows must enroll in at least three 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 in more than six credit hours of course work with permission.

### **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:

#### **Core courses:**

- 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 and a half-credit graduate level Teaching College Writing course (English 591).
- Three 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 four courses in the following period distributions:

1. Two courses in earlier literary periods dealing with two different national literatures (British Literature prior to 1800, American Literature prior to 1900, or other designated courses)
2. Two courses in later literary periods dealing with two different national literatures (British Literature after 1800, American Literature after 1900, or other designated courses)

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 **critical essay** 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. 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 so that it exhibits the caliber, strategies, and research commensurate with accomplished academic discourse. Essay length should be at least 25-pages (including Works Cited list). Substantial revision includes the following criteria: deepened engagement with the critical context surrounding the central text(s) under consideration, the historical context were appropriate, and the theoretical context where appropriate. In all cases, the revised argument will demonstrate a thorough re-envisioning of the initial project. 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.

2. 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 18 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 (and a proposal form signed). 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.

3. **Two additional courses** of the student's choosing at the graduate level. In taking 36 credit hours, students are exempted from 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.

**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.

**Option 3 (36 credits): M.A. in English with a Certificate in Writing, Media Arts and Technology:** Students choosing this option complete a course of study that results in a Master's Degree in English and a Certificate in Media Arts and Technology. Students interested in this track should let the Director of Graduate Studies know as soon as possible so as to plan out a course of study. The following are the requirements:

English (18 hours)

English 500: Aims and Methods of Literary Study

English 566: Literary Theory

Four Historically Based Literature Requirements ( 2 early & 2 late period courses, each in 2 literatures)

Writing (6 hours—3 in English, 3 in JMA)

JMA 541: Media Writing



Three credits Writing Elective in English

JMA (12 hours)

JMA 501: Introduction to Multimedia Technology

JMA 582: Media Law and Intellectual Property

6 credits through one of three concentrations

Multimedia—pick two courses

JMA 505: Graphic Design Process

JMA 522: Visual Design and Layout

JMA 530: Digital Imaging for Multimedia

JMA 579: Digital Video Production

*or,*

Web Design—pick two courses

JMA 545: Web Interface Design

JMA 564: Interaction Design

JMA 574: Web Design

*or,*

Media Management—pick two courses

JMA 505: Graphic Design Process

JMA 518: Public Relations Campaigns *or* JMA 519 Advertising

Campaigns Writing and Production

JMA 568: Media Management

## 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, followed by an oral exam; a specialization exam consisting of a researched paper, followed by a discussion of the paper with the committee
- 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 defense to discuss and officially approve the dissertation
- Public presentation of the Dissertation
- Formal acceptance by the Dean of the McNulty 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).
  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 for 1½ credit course students are **required** to attend all classes, complete all reading assignments, and participate substantively in class discussion. They **may also be required** to do a maximum of one presentation and complete a maximum total of 15 pages of writing (with individual assignments not to exceed two pages). 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.
  5. In year 2 of coursework students may take an optional 1.5 credit Independent Exam Reading course.
- Teaching Fellows who have no prior teaching experience are required to complete a 1.5 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.
- Courses are required in the following areas on the graduate level: two courses from the earlier literary periods dealing with two different national literatures (British Literature prior to 1800, American Literature prior to 1900, or other courses as designated) and two courses from the later periods dealing with two different national literatures (British Literature after 1800, American Literature after 1900, or other courses as designated) (*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 substantially 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. Teaching Fellowship Time Line (updated Fall 2014)**

Teaching Fellowships for new Ph.D. students are typically renewable for up to four years, with the possibility of funding for a fifth year (in a variety of ways). 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.

#### **Year 1:**

**Fall:** 6-9 credits of coursework

**Spring:** 6-9 credits of coursework

**Summer:** Possible summer course and/or language requirement work

#### **Year 2:**

**Fall:** 6-9 credits of coursework

**Spring:** Complete Coursework (for total of 27 credits) & Finalize exam lists and rationale by May

**Summer:** Exam Reading

#### **Year 3:**

**Complete all Exams by end of spring term (language requirement must be fulfilled before exams can be taken)**

**Complete Dissertation Proposal by the end of Summer prior to 4<sup>th</sup> year**

#### **Year 4:**

**Fall: Dissertation Writing**

**Spring: Dissertation Writing; apply for fifth year funding if necessary**

#### **Year 5:**

**Fall and Spring: Dissertation Writing (if necessary)**

**Incomplete Grades:** Any incompletes incurred during the course of an academic semester must be completed within one year from the time the incomplete grade has been incurred.

**Probation:** Upon annual review, students not making reasonable progress 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.

## **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 in the fall 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

Exam scheduling should be done in consultation with the Examining Committees. The specialization project should be completed within three months of the field exam. A student may petition to take the field exam at the end of the spring semester and schedule the specialization project 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 written field exam.

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 the field exam and

specialization project at least one week prior to the oral exam and discussion of specialization project).

### **III. The Ph.D. exam process: Field Exam and Specialized Project**

**Overview and Rationale:** The doctoral exam in English is a comprehensive exam with **two major stages:** a field exam and a specialized project. The field exam is designed to give students a broad and comprehensive knowledge of a literary historical period, including a broad sketch of the critical landscape on that period. The specialized project allows students to immerse themselves in a topic of interest related to their field of study. This stage of the exam is designed to help students identify, map, and situate themselves within an existing critical conversation and to equip them with the critical tools and practices necessary to conduct a larger project on a narrow topic of interest.

**Stage One** consists of a Field Exam, culminating in an exam with both a written and oral component that emphasizes the ability to make broad connections, to synthesize material readily, and to survey the critical landscape of the field at hand. The Field encompasses comprehensive coverage of a broad historically situated established field within Literary Studies. The process of configuring the field and creating a reading list involves a generative process that may develop and evolve up until the time of the exam in consultation with the examining committee (final reading lists aim to include 50-75 texts, comprising both primary and secondary sources (a suggested ratio is 25% secondary to 75% primary texts), depending on length of individual texts).

1. The student will choose a convener and form a committee of at least three faculty members. In discussions with the committee the student will formulate a major "field" and a series of initial questions and issues he/she would like to focus on during the exam process. It is recommended that this committee be consistent throughout the process of both stages of the exam; however, a committee member may be added at the specialization stage if needed.
2. The student will submit a one-page statement of interest, which describes his/her main field of study along with a series of questions and issues she/he would like to focus on during the exam process as a whole. A list of texts for the field exam should be submitted with this document. This "goal" reading list can be revised during the reading process.
3. The student will set up a meeting with his/her committee members to discuss the field exam. The student should circulate his/her statement of interest and preliminary list of texts before this meeting. During this meeting a date for the exam will be determined.
4. The student will meet with the full committee approximately two weeks before the exam is scheduled to submit the final reading list, note key areas of interest, and ask questions about the exam structure or advice about test taking strategies.

5. The student takes a four-hour written field exam. The committee will provide the student with feedback on the exam within a week, including a decision on whether the exam was passed or failed.
6. Once a student has passed the written exam, the student and committee should schedule an oral exam, lasting 1-1 ½ hours, within three weeks following the written exam. A student must pass the written exam to schedule the oral exam. Upon successful completion of the oral exam, the student proceeds to Stage 2, the Specialized Project.

**Stage Two** consists of a Specialized Project that is designed to explore in depth the critical and theoretical conversations surrounding a topic of interest to the student within his/her field or in a closely related subfield. This specialized project will culminate in a 20-30 page well-researched paper, followed by an oral discussion with the committee focused on the paper. While there is no necessity of a direct development from specialized project to dissertation proposal, the specialized project is designed to 1) deepen a student's knowledge in the potential area of the dissertation and allow students to begin focusing the area and issues on which they are interested in working for the dissertation, and 2) equip students with the critical tools and practices they will need to prepare a dissertation proposal.

1. The student will identify a topic of interest within or closely related to his/her chosen field from Stage One and generate a list of 4-6 guiding questions addressing key issues of interest to the student and to existing critical conversations around that topic. Depending on the student's critical interests, the topic of interest might be contained within the field or it might extend beyond the field's historical/national boundaries. For example, if a student's field exam focused on Modernism, her specialized project might focus around questions related to visual art applicable within the field's historical boundaries, or it might extend beyond the field, for instance, to consider literary connections with women painters of the 19th and 20th centuries or with photography of war.
2. The student will meet with the full committee (the committee could be altered if needed at this stage) to develop and focus these questions as well as to generate the beginnings of a working bibliography of primary, critical, and/or theoretical texts. The student should come to this meeting with a list of 4-6 guiding questions as well as a working bibliography of primary, critical, and/or theoretical texts that the student has identified as important to the guiding questions and critical conversation(s). During this meeting, a due date for the essay paper should be determined.
3. The student will continue to generate a working bibliography in consultation with the committee and begin to write the paper. The final bibliography, to be submitted with the paper, should aim for 20-40 texts that have been either cited in the paper or consulted during research for the paper.
4. The paper will identify and explain the topic of interest and provide a critical mapping of the scholarly conversations and frameworks within which the topic resides. Having identified and synthesized existing critical conversation(s), the student will then situate

his/her own ideas vis-à-vis this existing scholarly dialogue and evaluate how his/her ideas would contribute to these conversations. The paper will explore the directions in which the student might take his/her ideas and connect those ideas to primary texts or clusters of texts of interest to the student.

5. A meeting of the full committee will be scheduled two weeks after the paper's due date to discuss the written paper, provided the committee agrees that specialization paper has passed. This discussion is not an oral exam, but an opportunity for the committee to discuss the ideas in the specialization project and next steps with the student.

The purpose of the specialization project is for students to:

- Survey a critical topic they are potentially interested in pursuing in the dissertation;
- Identify critical questions relevant to that topic;
- Identify where they might contribute to the critical conversation on that topic;
- Propose a plan for making that contribution.

The **recommended** form of the written paper that is the product of the specialization project includes four sections:

1. An introduction laying out the central intellectual questions in the field of inquiry
2. A literature review of how critics and theorists have answered those questions
3. Identification of ways the student might intervene in and/or create new openings in the critical dialogue
  - i. Students might here discuss, for example, questions that they might ask to add to/reorient the topic, methodologies that might be brought to bear on the topic, primary texts they might want to discuss to further develop/illuminate the topic
4. Ideas to pursue heading into the dissertation
  - i. This section might include a discussion of next steps for moving forward--e.g., what might they need to do in order to complete the dissertation proposal, or what questions will they need to answer before starting the dissertation, and how will they do so?

Students are **strongly recommended** to complete exams and specialization projects by the end of their third year. All exams and specialization projects **MUST** be completed in the fall of the student's fourth year of the program, by the date specified on that semester's University Academic Calendar for completion of doctoral exams and submission of thesis/dissertation projects (usually mid to late November).

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 McNulty 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. Students who pass both stages of the exam process may proceed in the program.

If the student fails the field exam he/she may be allowed to take it a second time. If the student fails the field exam twice he/she will be asked to leave the program.

If the student fails the specialization project he/she may have the opportunity to revise the paper upon recommendation by the committee.

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.

#### **IV. Reading Lists and Rationale**

For the Field exam, the student, in consultation with the committee(s), will formulate a reading list of 50 to 75 titles, including both primary and secondary texts. For the specialization project, the student will formulate a bibliography of 20-40 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 field exam list. The student will not be held responsible for any additional texts that are not on the reading list for the Field exam.

In addition to the two reading lists, the student will present to the two examining committees 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), and the Graduate Studies Committee will review these to make sure the designated field and specialization areas conform to specifications and are supported by the department. 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 two separate exam committees, one for the field exam and one for the specialization project. Each committee will consist of at least two faculty members (although three is preferred), and the student should ask one committee member to serve as the convener to oversee details such as scheduling exams; depending on the student's areas of study, the two committees may at times (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 are separate from and need not be the same as the subsequent 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, each committee 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 committees.

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

## **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 coursework; 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 committees. One dissertation committee member may be from outside the English

department or the University. 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 and communicating the committee composition to the Graduate Director; 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 electronically (contact the Administrative Assistant) 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 defense 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 in a timely manner 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 defense 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
- reading and returning work in a timely manner (ordinarily one month for a chapter and two months for a full final draft).

### **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 three to six months. 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 electronically. 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. A digital copy of the approved proposal should also be sent. Work of the dissertation will thereafter formally proceed. If any change to the committee occur, a new approval page will need to be filed.

**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**

Please refer to the guidelines on Gumberg Library's dissertation website <http://guides.library.duq.edu/etd> for formatting information.

## 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 to move forward to a defense, one copy of the final manuscript should be placed electronically on file in the English Department office so that Departmental faculty will have an opportunity to read it and forward any comments they might have to the Director of the dissertation. See the Graduate Intranet site ([www.duq.edu/graduate-english](http://www.duq.edu/graduate-english)) for full instructions and forms needed for submission.

### **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 two copies of 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 approximately 30 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.

Ahead of the presentation, the candidate will be asked to submit an outline of the dissertation that can be circulated to faculty and students who will attend.

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 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 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**

Students will have **four years** to complete the dissertation after passing the comprehensive exam. The University statute is a total of eight years from matriculation.

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 (and only one semester at a time for up to two semesters).

### **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 ASSISTANTSHIPS**

Teaching Assistantships 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 an assistantship are expected to support the scholarly life of the Department, for example by attending colloquia and (for Ph.D. students) presenting a paper at a colloquium on at least one occasion. Graduate assistants are further encouraged to attend speaker series and other events.

### **Ph.D. Teaching Assistantship Time Line**

Teaching Assistantships 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.

- Ordinarily, Teaching Assistants will complete 12-15 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 as soon as possible.
- Ordinarily, Teaching Assistants 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 Assistantship may be discontinued.

### **M.A. Teaching Assistantship Time Line**

Teaching Assistantships 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 Assistants will complete at least 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 as soon as possible.

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 Assistantship may be discontinued.

### **Teaching Opportunities and Responsibilities**

Typically, Teaching Assistants 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. Some of 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 Doctoral Teaching Assistants 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 Assistants serve approximately five hours per week as tutors in the Writing Center, where they tutor students one-on-one. (Teaching Assistants 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 Assistants spend approximately five hours per week doing research for a faculty member, usually in a field that intersects with the student's interests. Students may also have the opportunity to serve as an assistant to a full-time faculty member who is teaching a survey course, depending on departmental need.
- Third- or Fourth-Year Teaching Assistants 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; these students will not serve as research assistants during the semester in which they have a mentee)
  - Students who have passed the Ph.D. exams or will be taking them during the coming semester, and are still Teaching Assistants with the Department, will be invited to teach at least one Advanced Writing course or one of the sophomore/junior level genre courses. Such invitations will depend upon Departmental need, seniority, and student merit, and will vary according to circumstances.

### **Teaching Assistant Review**

For the purposes of a departmental review and under normal conditions, each Teaching Assistant (TA) 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 shared with the TA and placed in his/her file.

At the end of the spring semester each year, the Director of Graduate Studies will examine all TA 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 TA and the Graduate Director to discuss those concerns.

If after speaking with the TA, the Chair feels that the TA's situation requires further consideration, s/he will meet with the Graduate Studies Committee to discuss the case. The Chair or the Graduate Studies Committee may ask for further information at any time from individuals directly involved with the TA'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 Assistantship may not be renewed.

### **Departmental Dissertation Year Fellowship**

Doctoral students wishing to be considered for dissertation year fellowships must be in good standing with the Graduate School and the English Department, must have completed an approved dissertation proposal filed in the Graduate Office, and must be in the early stages of work on the dissertation. Each year a committee will be constituted made up of full-time faculty who are not participating on any of the applicants' dissertation committees. The committee will review each file according to the following primary and supplementary criteria:

#### Primary Criteria:

1. Quality of the applicant's approved 10-15 page dissertation proposal
2. Performance in coursework.

#### Supplementary Criteria:

3. Teaching performance and/or service to the department.
4. Professional performance such as conference presentations and publications.

To apply students must submit to the Director of Graduate Studies a one-page letter requesting consideration and presenting a brief summary of qualifications; a copy of the approved dissertation proposal; an unofficial copy of the applicant's Duquesne graduate transcript (can be obtained by the student through Self-Service Banner); a copy of the applicant's curriculum vitae; and two letters of support, one from the student's dissertation director and the other from either a reader of the dissertation or another professor in the Department who knows well either the student's teaching or service to the Department. The deadline for submission of the application is announced each year by the Director of Graduate Studies. Most years, two English Department Dissertation Fellowships are awarded. Dissertation Fellowships are awarded for a student's fifth year and are non-renewable.

### **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 Writing and the Writing Center. Preference for this position is given to applicants who are fifth-year Ph.D. students.

### **Adjunct Positions**

Adjunct positions may be available during the academic year to graduate students in their fifth year and beyond who have exhausted their teaching fellowships and who are 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](http://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 Reading Series**

The Coffee House Reading Series is a monthly reading of creative writing at Duquesne University. 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](mailto: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 up to \$500. 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).

The McAnulty College will fund only one conference per year (as long as the student is presenting a paper), but funds for additional conferences and/or professional development

opportunities may be available through the English Department. Contact the Director of Graduate Studies or Department Chair for more information.

**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  
[www.duq.edu/cte](http://www.duq.edu/cte)

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  
[www.duq.edu/career-services](http://www.duq.edu/career-services)

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.duq.edu/academics/gumberg-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.duq.edu/academics/gumberg-library>, 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](mailto: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, Red Ring, Freshens Café, event 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 regular hours of operation are as follows:

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

11:00 AM to 10:00 PM

Sunday

12:00 PM to 10:00 PM

Freshens Cafe features a dynamic menu of hand crafted crêpes, signature salads served in an original crispy crepe bowl, fresh blended smoothies and frozen yogurt.

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 on the 2<sup>nd</sup> floor of the Union 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 or thesis proposal]*

Name \_\_\_\_\_ [student's name] \_\_\_\_\_

Dissertation/Thesis Title \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Degree \_\_\_\_\_ [Master of Arts/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 \_\_\_\_\_  
James Swindal, Ph.D., Dean  
McAnulty College and Graduate School of Liberal Arts

*[Sample copy of title page for dissertation or thesis]*

DISSERTATION OR THESIS TITLE

ALL CAPS, DOUBLE SPACED

A Dissertation

Submitted to the Name of Your School

Duquesne University

In partial fulfillment of the requirements for

the degree of Doctor of Philosophy

By

Your Name

Month and Year of Graduation

Copyright by

Your Name

Year

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

DISSERTATION OR THESIS TITLE

ALL CAPS, DOUBLE SPACED

By

Your Name

Approved Month Day, and Year of Defense

---

Name of Professor  
(Committee Chair)

---

Name of Professor  
(Committee Member)

---

Name of Professor  
(Committee Member)

---

Name of Professor  
(Committee Member)

---

Name of Dean  
Dean, School Name

---

Name of Department Chair  
Chair, Department Name

ABSTRACT

DISSERTATION OR THESIS TITLE

ALL CAPS, DOUBLE SPACED

By

Your Name

Month and Year of Graduation

Dissertation supervised by Professor Name

Text of the abstract begins here.

## DEDICATION

Text of the dedication begins here (the dedication is optional).

## ACKNOWLEDGEMENT

Text of the acknowledgment begins here (the acknowledgment is optional).



## TABLE OF CONTENTS

	Page
Abstract .....	iv
Dedication .....	v
Acknowledgement .....	vi
List of Tables .....	viii
List of Figures .....	ix
List of Abbreviations .....	x

## LIST OF TABLES

Page

Include a list of tables if your document has 5 or more tables .....1

## LIST OF FIGURES

	Page
Include a list of figures if your document has 5 or more figures .....	1

## LIST OF ABBREVIATIONS

Begin list of abbreviations here (the list of abbreviations is optional).

Chapter 1 of dissertation or thesis begins here.

## 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 kind(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 Project: \_\_\_\_\_

\_\_\_\_\_

Committee Members: 1) \_\_\_\_\_  
(at least two)

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

## EXAM COMPLETION FORM

Upon successful completion of each exam (field and specialization), your committee should sign this form and you should submit it to the department's administrative assistant.

Student Name: \_\_\_\_\_

Check one:

Field Exam

Specialization Exam

Date exam completed: \_\_\_\_\_

Signatures of committee:

Convener:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

Committee Members:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

DUQUESNE UNIVERSITY ENGLISH DEPARTMENT

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

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)

\_\_\_\_\_

(Graduate Director Signature)