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GENERAL INFORMATION

This booklet outlines the requirements of graduate study in Literatures in English at Rutgers University in New Brunswick. A description of the history and resources of the University, accounts of student life, and information on housing and other matters can be found in the Graduate School-New Brunswick catalogue, which is available online at:

<https://grad.rutgers.edu/academics/graduate-programs>

Faculty profiles are available on the Department of English website at:

<https://english.rutgers.edu/people/faculty-profiles.html>

The English Graduate Program is designed for students who wish to obtain the degree of Doctor of Philosophy. Students working toward the Ph.D. can, however, receive an M.A. degree after fulfilling the appropriate requirements (see p. 5). Students who have already earned an M.A. degree at another university are also welcome to apply; however, M.A. credits are not transferable (see p. 10). Approximately 75 graduate students are currently studying for the Ph.D. in English at New Brunswick. Annual incoming classes to the English Graduate Program number about 12 students. Students are admitted to begin in the fall semester only.

Rutgers University has excellent library and electronic resources for research in literature. Apart from the regular collections (numbering over two million volumes) in the Rutgers library system, a special English Graduate Collection at Alexander Library (the central library) provides a permanent non-circulating reserve library of basic texts and important works of literary scholarship and criticism, and makes carrels available to Ph.D. students. English graduate students may also make use of the nearby Firestone Library at Princeton University, as well as the New York Public Library and the various university libraries in New York City, a 45-minute train ride away.

THE STRUCTURE OF THE GRADUATE PROGRAM

The Graduate Program of Literatures in English at Rutgers University in New Brunswick is distinguished by its size, scope, and special strengths. There are about fifty graduate faculty professors who offer about 14-16 graduate courses comprehending a wide range of chronological, formal, thematic, and theoretical categories of study each year. Current course lists and descriptions are available on the program's website at:

<http://english.rutgers.edu/academics/graduate-92/courses.html>

Our program has a long tradition of training scholars, teachers, and members of the profession of literary study. The program emphasizes close attention to literary history and form, and to the cultures, societies, and politics by which they have been shaped. With a large and diverse faculty, the department has taken a leading role in defining the future direction of the discipline.

We offer intensive courses in all periods of English and American literature; in literary theory; in drama and performance studies; in film, media, and cultural studies; in feminism and gender studies; and in African-American, world Anglophone, post-colonial, and Asian-American literatures. Across these fields, the faculty share a commitment to rigorous and grounded literary work. This commitment has been rewarded with a strong record in placement. Our graduate students find leading positions at national research universities and teaching colleges.

The program is designed to ensure that a wide range of study at the beginning of a student's career will provide a strong foundation for a more specialized concentration later on.

The Ph.D. is attained by means of the following stages of study:

- 1) Fourteen courses (or 42 credits). This includes one semester of the Mentored Teaching Assistantship, which accounts for 3 of the 42 course work credits. (see p. 4). It also includes one Independent Study credit for Qualifying Examination preparation (see p. 7), which accounts for another 3 of the 42 course work credits.
- 2) Ph.D. Qualifying Examination, which consists of a written and an oral exam. Six additional reading credits are earned in preparing for the Qualifying Examination, for a total of 48 credits. Admission to Ph.D. candidacy comes with successful completion of the Qualifying Examination. Students may receive the M.A. degree at this time if they wish.
- 3) Advancement to candidacy through submission of the dissertation proposal.
- 4) Dissertation.
- 5) Defense of Dissertation.

The Graduate Program, and the system of financial aid that supports it, has been formulated so as to ensure that six to seven years for the completion of the Ph.D. degree requirements will be a realistic expectation.

GRADUATE COURSES: GENERAL EXPECTATIONS AND REQUIREMENTS

A normal full-time course load is three courses per semester. (Teaching Assistants reduce this by one course for each section they teach.)

Courses in the English Graduate Program are offered at the 500 and 600 levels. These levels correspond to different expectations about student workload: 500 courses normally require several short written assignments, while 600 courses normally require a long seminar paper. There is no general distinction in content between the two levels. All 500 and 600 level courses may be either introductory or advanced; individual course descriptions are the best guide to their degree of specialization.

At the end of each semester, students are asked to submit course evaluations of all courses they have taken. These evaluations are held in the Graduate Office where they may be consulted by students choosing courses.

Course Deadlines

Deadlines for the completion of course work (including final papers) are as follows:

Fall semester: On the Friday before the first day of the spring semester

Spring semester: Three weeks after the end of spring classes.

All final papers must be filed directly with the Graduate Office on the appropriate deadline date.

Students must take a “permanent incomplete” (PIN) for work not completed by these deadlines. Extensions will be entertained only in cases of emergency and only with the consent of the Graduate Director.

First-Year Discussion Group

First-year students are required to attend the non-credit First-Year Discussion Group. The FYDG meets three to four times a semester. The goals of the FYDG are fourfold: to provide a basic introduction to issues of professionalization, to offer guidance and information about the Rutgers graduate program, to enable first-year students to share their perspectives on making the transition to graduate study, and to introduce students to the extracurricular intellectual life of the department.

The format of these meetings varies: sometimes attendance at an afternoon lecture or job talk is required; sometimes brief readings are assigned.

Courses in Other Graduate Programs

Courses offered by graduate programs at other institutions and through the Inter-University Doctoral Consortium may be taken with the approval of the faculty adviser and the Director of Graduate Studies. This is permissible only if a close equivalent is not offered by the Rutgers Graduate Program within a reasonable time period. Students must present to their Faculty Adviser and the DGS a copy of the course description. Students must complete one year of course work within the department before applying to take courses outside of it; the maximum number of such outside courses is two. This maximum applies to all courses taken outside the department, including those taken at other Rutgers departments, such as History or Philosophy. Students interested in taking courses from such departments at Rutgers must also seek approval from their faculty adviser and the DGS prior to registering for the course.

Courses in other Graduate Programs are subject to the same course work deadlines as ordinary courses within the Graduate English Program. This includes submitting the final paper to the Graduate Office by the appropriate deadline date (see “Course Deadlines,” p. 3).

Independent Study

Independent Study is an unusual arrangement that provides students the opportunity to pursue a plan of study unavailable through course work. It entails the fulfillment of the same requirements as a seminar - that is, an extensive writing assignment, along with regular meetings with a faculty member to discuss a predetermined reading list. To receive course credit for an Independent Study, the student must come to an agreement with a faculty member by the end of the registration period preceding the semester of proposed study on the nature and requirements of the course. In addition, the student must present the faculty member and the adviser a proposal outlining the terms of this agreement. The proposal should explain why the proposed study cannot be fulfilled by course work.

Normally, Independent Study may be undertaken only in the later stages of course work and no student may count more than one Independent Study (other than that taken in preparation for the Qualifying Exams (see p. 7) toward their 42 coursework credits. Students should be mindful that directing an Independent Study is not regarded as a normal faculty responsibility; agreement to direct one is entirely at the discretion of the faculty member.

Independent Studies are subject to the same course work deadlines as ordinary courses. This includes submitting the final paper to the Graduate Office by the appropriate deadline date (see “Course Deadlines,” p. 3).

Auditing

Upon obtaining the permission of the instructor of the course and subject to the availability of space, full-time students may audit courses. Students should register with the Graduate Program as auditors and expect to attend all classes, though this requirement may be altered in consultation with the instructor. No academic credit is earned, nor is official record kept of audited courses.

Course Work Distribution Requirements

Courses taken must satisfy the following distribution requirements:

- A. Students must choose at least one course in four of the following five categories:
 1. Medieval Studies
 2. Early Modern Studies
 3. Restoration and Eighteenth-Century Studies; Colonial Studies
 4. Nineteenth-Century Studies
 5. Twentieth-Century Studies
- B. Students must choose at least one course in theory or method, defined for these purposes as courses focused on texts in literary and critical theory and philosophy, rather than literary texts. This category would include courses in rhetoric, film theory, critical race/ethnic studies, gender studies, the history of the book, genre theory, cultural studies, etc. that satisfy the above stipulation.
- C. Students must choose at least one course whose central study is of a literary tradition outside of the major Anglophone national literatures, English and American, or one that constitutes an alternative tradition or emerging area of study within them. This category would include courses in African-American literature, African diaspora literature, Asian-American literature, Latino/a literature, writing by women, ethnic studies, global Anglophone literature, gay and lesbian writing, popular culture, working-class literature, etc.
- D. Students must choose at least one course in American literature.

Students may satisfy two distribution requirements with a single course if that course is designated as satisfying requirements in more than one category.

All students are strongly encouraged to have significant course experience in each of these fundamental literary modes: poetry, drama, and narrative.

Appropriate courses in film taught by the Rutgers Graduate English program may satisfy distribution requirements within categories A4 and A5.

Final judgment on the distribution requirements satisfied by any given course rests with the Graduate Director and Associate Director.

Students' selection of courses should be made in consultation with their advisers. Fulfillment of distribution requirements will be recorded in the student's file.

Since all students teach for a part of their tenure in the Program, they are required to attend four "Mentoring Sessions" provided by the Writing Program.

Mentored Teaching Assistantship

In their third year, students are assigned to register in the Mentored Teaching Assistant course during either the fall or spring term. (Students who enter with an M.A. are normally scheduled to register for the course in the spring term of their second year.) This course will introduce them to methods of instruction in the teaching of literature to undergraduates. The course will be coordinated with each student's Teaching Assistantship assignment, and will include weekly seminar meetings, in which students will explore a range of critical methods and texts, discuss pedagogical practices, and share insights and questions generated by their teaching experiences. The Mentored Teaching Assistant (MTA) course is intended to supplement instruction in composition pedagogy furnished by the Writing Program with formal instruction and mentoring in the teaching of literature.

FOREIGN LANGUAGE REQUIREMENT

The foreign language requirement is formulated so as to emphasize the relationship between the knowledge of foreign languages and the study of literature. The requirement of a high degree of proficiency in one foreign language may be satisfied in three ways:

1. By passing the Graduate School examination with a mark of "high pass" defined as follows: the entire passage must be translated accurately and with good idiomatic comprehension, meaning that the translation needs to produce an equivalent text in good English;
2. By completing with a grade of "A" an intensive summer course for reading knowledge offered free of charge by the Summer Reading Knowledge Course Program;
3. By completing with a grade of "A" a course offered by a Rutgers University language department at the

300 level or above; such a course must be approved in advance by the Director or Associate Director.

Unless the student enters with proficiency good enough to pass the Graduate School examination without further preparation, we strongly recommend the second option, the Summer Reading Knowledge Course Program, as the most efficient and effective.

Students should choose a language relevant either to the history of literatures in English or to their eventual dissertation areas.

It is expected that students will fulfill the foreign language requirement before the beginning of their second year of course work. Students should take any necessary courses during the first year or over the summer following the first year to ensure that this requirement is fulfilled in a timely manner. It is mandatory for students to have fulfilled the requirement by the end of course work. Students who have not done so will not be permitted to take their Qualifying Examinations. Failure to fulfill the requirement on time will also result in loss of eligibility for fellowship, research, and conference travel funding, and could jeopardize renewal in the program.

MASTER OF ARTS

Only students intending to proceed to the Ph.D. degree are admitted to the program. However, a student may decide to leave the program with an M.A. degree or, in some cases, the Student Review Committee may recommend this course of action. The M.A. degree may be obtained in two ways:

1. The completion of ten full-semester courses for credit (thirty credits), which includes the following: the satisfaction of the distribution requirements listed in the previous section, the satisfaction of the foreign language requirement, and the successful completion of a special written Master's Examination taken at the end of course work. Please note that the thirty course credits do not include MTA credits.

Or

2. The completion of all course work requirements for the Ph.D., the satisfaction of the foreign language requirement, and the passing of the Ph.D. Qualifying Examination.

Students who are proceeding to the Ph.D. may obtain the M.A. after passing the Qualifying Examination by submitting the appropriate candidacy and diploma forms. However, if the student fails to file the proper paperwork, the documentation for the Master's degree will not appear on the student's transcript.

CERTIFICATE PROGRAMS

There are a variety of Certificate Programs in which a student may choose to participate. A brief overview of each can be found below; however, for more details please visit:

<https://english.rutgers.edu/academics/graduate-92/certificate-programs.html>

Certificate in African Studies

The 15 credit graduate certificate program in African Studies by the Center for African Studies is designed for graduate students who would like to pursue a concentration in African studies as part of their regular graduate studies. Those who fulfill the requirements may be awarded a certificate in African studies upon completion of their degree. Some requirements for the certificate may be used to satisfy the student's own graduate degree requirements.

Certificate in Africana Studies

The 9-credit graduate certificate in Africana Studies offers students enrolled in graduate programs the opportunity to complete their studies with an additional specialization in Africana Studies. It provides students in any discipline a concentration on the interrelated experiences of the peoples of Africa and the African diaspora, and the multiple methodologies of inquiry necessary to interrogate those experiences fully through comparative and global contexts.

Certificate in Critical Caribbean Studies

Rutgers Graduate students seeking to strengthen their expertise in Caribbean studies are encouraged to earn a Certificate in Critical Caribbean Studies in conjunction with an advanced degree in any Rutgers University graduate program. Completing the requirements of this certificate, candidates will expand their career options and will realize a range of learning outcomes (including, but not limited to):

- Gaining, furthering, and demonstrating expertise in topics focused on and related to the Caribbean
- Developing an interdisciplinary Caribbean studies methodological framework

- Enhancing their professional scholarly development within their discipline by gaining specialized training in Caribbean studies
- Gaining the specialized writing and research skills to produce articles and dissertations that engage with many interdisciplinary conversations within Caribbean studies.

Certificate in Women's, Gender, and Sexuality Studies

The Department of Women's & Gender Studies offers a Graduate Certificate Program that can support and enrich students' intellectual lives at Rutgers, as well as providing a helpful credential for the job market. The Certificate Program enables students enrolled in Rutgers Ph.D. programs to acquire an additional specialization in Women's & Gender Studies. It prepares students to conduct research in women's and gender studies, to develop and teach courses with a focus on gender and sexuality, and to expand the scope of their professional activity to include the fields of gender and sexuality studies.

Certificate in World Language Teaching

The Language Center (TLC), SAS-NB, in collaboration with the Graduate Programs in Comparative Literature, French, German, Italian, Literatures in English, and Spanish

(Approved December 2020)

Justification and Goals/Objectives

Being aware of the constantly shifting focus of methodologies of language teaching and the increasing demands of an unstable job market, TLC and the PhD programs in languages and cultures recognize the importance of increasing the teaching preparedness of our PhD students. These students ably compete with candidates of peer institutions on the job market in research pursuits. Recognizing the teaching preparation of our PhD students should enhance their chances for job placement.

The CWLT is a program devised for PhD students of Comparative Literature, French, German, Italian, Literatures in English, and Spanish as described below. This certificate should make our candidates stand out in comparison to those of other institutions, quantify the positive attributes of their teaching for prospective employers, and provide students with a teaching

dossier to complement their research/academic portfolio. The certificate supports doctoral students as they prepare to teach at the post-secondary, i.e., university level, and in no way serves as licensure.

ADVISING

New graduate students will be assigned first-year advisers who will review their course selections, familiarize them with the Graduate Program, answer questions, and assist them in their progress through the program, including helping them choose a new academic adviser if that seems appropriate.

After the first year, students regularly meet with their academic advisers once each term prior to registration to discuss course choices for the following term and to record the fulfillment of distribution requirements on a course work record form which is kept in the student's file. Other meetings may take place according to the needs of the individual student.

The arc of graduate advising stretches from the arrival of students in the program to the pre-exams conference. After the completion of course work, the Exams committee chair and then the dissertation director take over the functions of the adviser.

Students may change advisers at any point during course work. They need only inform the Graduate Office of the change. When students begin teaching they will also be assigned faculty mentors to help them with their teaching responsibilities.

Guidelines on Time for Review

Review of seminar papers

Students are required to submit final seminar papers to the Graduate Office according to deadlines established by individual faculty members at the start of each semester. For Fall courses, the deadline may be no later than the Friday before the start of Spring semester. For Spring courses, the deadline may be no later than three weeks after the last day of classes. Faculty members are expected to submit written evaluations to the Graduate Office within two weeks of that date.

Review of dissertation chapters

Students are expected to keep their dissertation directors and committees informed about the progress of their writing and to create a schedule, in consultation with their director, for the submission of dissertation chapters. As a general rule, faculty members should review and respond to dissertation chapters within a time span of 2-4 weeks, with the understanding that chapters submitted without notice, at

the very end of the semester, or during times when faculty are traveling without immediate internet access (over the summer, for example) may require a longer review period.

Review of dissertations in preparation for the defense

Students who intend to defend their dissertation should be sure to schedule that meeting at least three months in advance and to establish a date, in consultation with their director, for the circulation of the full dissertation. The dissertation should normally be circulated *at least* four weeks before the defense. The dissertation should be circulated in the format requested by individual faculty members, and students should make sure to inquire about that format – and plan for any extra delivery time, as for surface mail – when the defense is scheduled.

All of these guidelines are subject to exceptions, for example in the case of medical emergency.

Approved by Graduate Executive Committee, 2/10/2016

ACADEMIC STANDING

Students receive written evaluations at all stages of their work in the program, even when they have passed their Qualifying Examinations and are thereby categorized as ABD (All But Dissertation). Their progress is reviewed by the Student Review Committee, which is composed of five faculty members: the Graduate Director, the Associate Director, and three additional members of the graduate faculty. Renewal in the Program depends on making satisfactory progress in the judgment of the Student Review Committee. In the event that the committee recommends against renewal, the student will have three weeks to file an appeal, they choose, with the Graduate Executive Committee. The appeal shall include a statement from the student introducing new information and/or contextualizing past course evaluations; the former, however, will be particularly important to any reconsideration. The appeal may be accompanied by supporting letters from faculty. It will be decided at the next regularly scheduled meeting of the Graduate Executive Committee by a majority vote of the faculty members of the committee.

For students who are in course work, progress is measured once per semester by the Student Review Committee, by means of written evaluations from each of the faculty with whom the student has taken courses. Satisfactory progress is defined as a combination of A and A- grades. B grades are not considered satisfactory.

For students who are ABD, progress is measured once a year during the Spring Semester by the Student Review Committee, by means of the Dissertation Writer's Report and the Dissertation Director's Evaluation. The Dissertation Writer's Report is a mandatory form all ABD students are required to submit to their Director and to the Graduate

Office each January. The Dissertation Director's Evaluation is also submitted to the Graduate Office and is shared with the student. Satisfactory progress is based on these reports and ultimately determined by the Student Review Committee (see "Extension of Time," p. 9).

WRITING SEMINAR

All students are urged to enroll in a non-credit seminar designed to help them work on a dissertation chapter or take a course paper through the several stages of revision that lead to the production of a publishable article. With the permission of their adviser, 3rd-year coursework students who entered the program with an M.A. may take the article publication workshop for course credit. Offered as often as the department can afford a faculty assignment to this course, the seminar typically will combine initial instruction aimed at standard problems (methods of surveying published work, mechanics of presentation, questions of audience, the process of revision, identification of appropriate journals) with more particularized guidance on an individual or small-group basis. The circulation of, and collective commentary upon, drafts of work in progress will be a central part of the seminar.

PH.D. QUALIFYING EXAMINATION

Toward the end of course work and in consultation with the adviser, the student will select a faculty member to serve as Chair of the Examination Committee, which will consist of four faculty members (including the Chair). Students will prepare a reading list in one comprehensive field and two lists in areas of special inquiry. The comprehensive field will be a broad area a candidate has identified as his or her research and teaching specialty; it will be developed in consultation with two faculty members. The special topic lists should provide for breadth of interest and focused research, while typically intersecting with the comprehensive list in some way. Each special topic list will be developed in consultation with one member of the committee.

Students will schedule a pre-exams conference within the first ten weeks of the spring term of their second year. Participants in the pre-exams advising conference normally include the student's academic adviser (or the Exams Chair, if one has been selected) and a second faculty member chosen by the student – someone with whom the student would like to work, either on exams or on the dissertation or both. Students will prepare an informal one- to two-page statement that includes a brief review of course work, ideas about research areas, and consideration of possible exams committee personnel. The statement is not binding in any way. It is produced so that students can reflect on past progress and discuss future plans. Copies of the statement will be submitted to the two faculty members at least one week in advance of the meeting. Discussion at the pre-exams

conference should include selection of the remaining members of the Examinations Committee (if they are not already in place), composition of the lists, goals and methods of preparing for the exams, and expectations about meetings with committee members during exam preparation.

The reading list for the comprehensive field should include works essential for study within the field and works the candidate has identified for his or her particular research interests. The reading lists for special topic areas are more selective and aim to be representative as well as specialized. The department has no set number of texts for each list. As a guide, however, one might consider the comprehensive field to be equivalent to the reading for three courses and a special topic list to be half that amount; a comprehensive list might have 60-70 texts, and a special topic list 30-40. Individual examiners will approve the list for each field.

Preliminary reading lists must be submitted to the graduate office after the second year of study on May 15th (together with a copy of the Pre-Exams Statement and the Ph.D. Qualifying Committee Form). It is the student's responsibility to circulate reading lists to all four members of the Examinations Committee. Finalized, official reading lists must be submitted to the graduate office by December 1st of the third year. Official lists cannot be modified after this date except in cases where students request a modification and are granted approval. Again, it is the responsibility of the student to circulate these official lists to all four members of the Committee. Students should negotiate a schedule of pre-examination meetings with each of their committee members.

In the spring term of the third year, during which examinations are taken, students will register for 3 credits of Independent Study (nominally, with the Director of Graduate Studies). Students should devote the time these Independent Study credits provide to reading from their lists and meetings with faculty members in preparation for the examinations. If the adviser approves, students may register for one course in the fall of the third year and one course in addition to the independent study credit in the spring of the third year, rather than registering for two courses in the fall and none in the spring of that year.

The Qualifying Examination is taken during the study and exam days period immediately following the spring semester of the third year.

Written Exam: Each examiner will compose one question. These will probe for breadth and synthesis and may indicate specific texts or a number of texts that the student must consider, although there is no set format prescribed. The student will choose two of these questions and write a 10-pp. double-spaced essay responding to each; at least one question must be taken from the two submitted by examiners in the comprehensive field, but the other can be selected from those submitted by special topic examiners. The exam will be an

open-book take-home, completed within 72 hours. The two essays will then be circulated to all four examiners. There will be no formal evaluation of the written until the conclusion of the oral. All students will proceed to the oral.

Oral Exam: The exam will consist of four modules: a 45-minute discussion of the comprehensive field, with both examiners in open discussion with the student; two 30-minute discussions, one conducted by each examiner of the special topic lists; and a 15-minute concluding conversation involving the student and all members of the committee, which should aspire to make connections between and among the exam topics and lists. The sequencing of the first three modules will be at the discretion of the student. The written essays may serve as points of departure for appropriate sections of the oral exam, although the amount of time devoted to discussion of the essays is at the discretion of the examiners. The oral should not be conceived narrowly as a defense of the written.

The student's performance on the examination as a whole will be judged on a pass/fail basis. In the event of failure, the student may petition the Graduate Director for permission to take the relevant part(s) of the examination a second time, but approval is not automatic and this may not be done more than once.

Qualifying Examination Workshop

All students are urged to join a Qualifying Examination workshop in the semester of the completion of their required course work or in the following semester. These workshops provide a loose structure within which students may come together to form small, self-directed study groups to help in preparing for the Qualifying Examination. Groups may be formed according to shared areas of concentration.

DISSERTATION

Advancement to candidacy for the Ph.D. requires both passing the Qualifying Examination and filing the dissertation proposal.

Initial Steps

Within two weeks of passing the Qualifying Examination, the student should meet with his or her dissertation director to begin working on the proposal. If the student does not have a director lined up, he or she will need to find one in consultation with the Chair of the exams committee and, if the student wishes, the Graduate Director or Associate Director. The dissertation director will then help the student select two additional members of the committee, or "readers."

The Dissertation Committee

At the proposal stage, only the director and the two readers from the department need be selected. The graduate office must be informed at this time about the composition of the dissertation committee. Students should consult with each member of their committee and agree upon a schedule for submitting drafts of chapters.

The outside reader, whether from another department within the university or from outside the university, can be chosen when the dissertation is under way. After an outside reader has agreed to serve, the student should notify the Graduate Office, who will inform the Graduate School. The degree to which outside readers are involved in the chapter-by-chapter progress of the dissertation varies. They may be as involved as the department readers, but sometimes they are in a position to read only the final dissertation.

The Dissertation Proposal

The dissertation proposal is an initial and exploratory attempt to formulate the dissertation project. It should identify a problem or issue that previous scholarship has overlooked or treated inadequately and it should set out a program of research that is likely to lead to an original and illuminating treatment of the question it addresses. The proposal should not attempt to be that treatment, or even a summary of it; its function is to raise the issue and sketch an approach to it. It should address any major publications that have dealt with the same issue in order to indicate what remains to be done, and set out the various stages of the work that lie ahead. The proposal is just that: a set of suggestions that will inevitably prove inadequate once the real work begins. What is required is sufficient evidence that there is a real question, or set of questions, being asked – questions of the kind that are appropriate to a dissertation and thus neither too narrow nor too ambitious.

The proposal should be no more than 10 double-spaced pages (approximately 2500 words), not including the bibliography. The bibliography (30-40 entries) should include works both read and unread that are likely to be important for the project.

Timing and Procedure

The dissertation proposal is due on September 15th of the fourth year.

The student will prepare this proposal in consultation with the committee. The director will guide the student through a series of discussions and drafts. When the director agrees that the student has projected a clear and workable project, and that the bibliography is sufficiently developed, the student will prepare a final draft. The student will then hand

in the completed proposal to the Graduate Office and this will constitute advancement to candidacy.

Second Fellowships

Second fellowships are awarded to all students who have passed their qualifying examinations, filed a dissertation proposal, and submitted a sample of dissertation work. To apply for a second fellowship, students should do the following:

1. Pass the Qualifying Examination on schedule and hand in an approved dissertation proposal by September 15th of their 4th year.
2. File an application in February of their 4th year to be considered for a second fellowship to be held in their 5th year.
3. On April 1st of their 4th year, submit a sample of written dissertation work. This may take the form of a drafted chapter, an annotated bibliography, or a report on research.

Third Fellowships/Sixth-Year Funding

Depending on funding contingencies and their own preferences regarding teaching experience, all students will hold either a TAship or a fellowship in the sixth year (see p. 10).

Dissertation Workshop

All students are urged to join a dissertation workshop. These workshops provide a loose structure within which students may come together to form self-directed study groups to help in the writing of the dissertation. Depending on the numbers involved, groups might be formed according to shared areas of concentration.

Extension of Time in the Program

The Graduate School requires that students who have not completed their doctoral degree within seven years from their entrance into the program must file an application once a year to extend their time to degree. The application, filed in Spring after first having received the support of the Student Review Committee, will be accompanied by the Student Review Committee's Evaluation Letter, along with the student's Dissertation Writer's Report and the Director's Evaluation. After seven years in the program, students' requests for extensions will normally be denied unless they can demonstrate exceptional circumstances justifying an extension.

Defense of Dissertation

Students are expected to keep their dissertation directors and committees informed about the progress of their writing and to create a schedule, in consultation with their director, for the submission of dissertation chapters. As a general rule, faculty members should review and respond to dissertation chapters within a time span of 2-4 weeks, with the understanding that chapters submitted without notice, at the very end of the semester, or during times when faculty are traveling without immediate internet access (over the summer, for example) may require a longer review period.

Students who intend to defend their dissertation should be sure to schedule that meeting at least three months in advance and to establish a date, in consultation with their director, for the circulation of the full dissertation. The dissertation should normally be circulated *at least* four weeks before the defense. The dissertation should be circulated in the format requested by individual faculty members, and students should make sure to inquire about that format – and plan for any extra delivery time, as for surface mail– when the defense is scheduled.

In addition, the student must make arrangements to meet with the Graduate School's administrator prior to their defense to ensure the following: that the dissertation style conforms to the Graduate School's requirements, which are set out in a booklet available from the Graduate Office, and to receive the paperwork necessary for filing of the dissertation and of the diploma application.

The defense consists of a one-hour meeting of the committee with the student. Upon completion of the defense, the student must submit one electronic copy of the dissertation to the Graduate School.

Embargoing Dissertations

The Graduate School automatically places dissertations online, where they can be accessed by any member of the public. In order to protect students' intellectual property rights, and to help ensure that they have a chance to publish their work before it can be appropriated by others, the Graduate School "embargoes" dissertations for one year before putting them online. If a student feels his or her work should be protected for a longer period, the student can petition the Graduate School to extend that embargo for up to five years. Such petitions should be directed to the Associate Dean for Academic Affairs at the Graduate School.

CAREER ADVISING

The Graduate Program assists students in obtaining work after graduation by means of a vigorous job placement and careers program. The program has two appointed faculty

officers devoted to career advising, one specializing in the academic job market and another in non-faculty careers. Both officers conduct a series of fall and spring workshops with all job-seekers. Students seeking academic employment receive assistance with preparing C.V.s and dossiers, interviewing, and campus visits; those seeking non-faculty jobs receive advising on preparing resumes, presenting their expertise for non-academic fields, and professional networking. All students are welcome to attend both series of workshops and events. Students who participate in the job placement and careers program should keep the Career Advisors and Graduate Office informed of all significant developments.

TRANSFER OF M.A. CREDITS

Students entering with an M.A. degree will have the option of using prior coursework, where appropriate, to meet up to (2) distribution requirements (see p. 4). The Associate Director will determine at the beginning of the student's second year in the program which, if any, courses are eligible for transfer. All students in the program take 12 courses, though students entering with an M.A. may be ready to specialize earlier, which the reduction of distribution courses can facilitate, and to use their 12th course to enroll in an article publication workshop. In consultation with department advisors, entering students will design a program that best meets individual needs and preparation.

FINANCIAL AID

The Graduate Program provides six years of support for all students, provided that good progress is made.

The six-year funding package consists of a first fellowship in the entering year, followed by three years of teaching assistantships. In the fifth year all students who have passed their qualifying examinations, filed a dissertation proposal with the Graduate Office, thus advancing to candidacy, and submitted a sample of dissertation work are eligible for a second fellowship. Depending on funding contingencies and their own preferences regarding teaching experience, all students will hold either a TAship or a fellowship in the sixth year.

After the completion of the funding package, students may be able to obtain further funding, but this is not guaranteed.

Students who require funding after the six-year funding package may apply for further teaching assistantships, fellowships, and part-time lectureships. In addition, students may earn money through resident preceptorships and work-study appointments, by teaching summer courses, or by serving as tutors, readers, or graders for undergraduate courses.

APPLICATIONS, DEADLINES, AND INQUIRIES

Students should apply on-line:

<http://gradstudy.rutgers.edu/apply/apply-now>

Graduate School catalogues are available on-line:

<https://grad.rutgers.edu/academics/graduate-programs>

In addition to the completed form, applicants are required to submit:

1. Two copies of all relevant (undergraduate and graduate) academic transcripts;
2. Three letters of recommendation from persons familiar with the applicant's work;
3. A personal statement, one to two pages in length;
4. A writing sample, twenty pages in length, demonstrating the applicant's abilities as a literary critic;
5. TOEFL/IELTS. An official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score is required of non-native speakers of English. The minimum TOEFL score is 213 (computer version) and 550 (paper version). You are exempt from submitting TOEFL or IELTS scores if you are a Permanent Resident, US citizen, or an international applicant with a minimum of three years undergraduate studies or a masters degree with the mode of instruction being English. The TOEFL or IELTS score may be no more than two years old; and,
6. A curriculum vitae which should also include a list of the applicant's fields of interest.

The deadline for applying to the Graduate Program each year is December 15th.

Requests for further information should be addressed to Director of English Graduate Studies, Rutgers, The State University of New Jersey, 510 George Street, New Brunswick, NJ 08901-1167. The office may be reached by telephone at (848) 932-7674, by fax at (732) 932-7875, or by e-mail at rena.perrone@rutgers.edu. The Graduate Program website can be found at:

<http://english.rutgers.edu/graduate>

PLEASE NOTE:

The regulations set forth in this Redbook may be amended at the discretion of the Graduate Program.

August 2022

