

MA/PhD in English Graduate Student Handbook
Academic Year 2025-2026

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Overview

The Department of English at the University of Arizona offers two graduate degrees focusing on literary study: a Master of Arts and the Doctor of Philosophy in English. The MA is designed to develop critical reading skills and a breadth of knowledge that can serve as a basis for further research in a PhD program or for personal or professional development. The PhD provides students with professional training for academic appointments at colleges and universities as well as careers in a variety research-related fields: humanities-related work, non-profit organization, editing, publishing, and more. Both degrees prepare students for positions in careers with an emphasis in research, critical writing, and project organizing.

Students in the Graduate English Literature Program have the opportunity to work with a committed, innovative faculty whose research interests span a broad range of fields and critical methods.

Admission to the MA and PhD Programs

For students applying to MA program (having completed a BA):

Applicants must have completed an undergraduate major in **English or an equivalent humanities degree** (approximately 30 units of upper-division literature courses) with a grade-point average of at least 3.0 in their degree program's courses.

Students who have taken graduate literature courses from another accredited college or university may apply for transfer credit of no more than six units of the total coursework taken toward the degree. The Graduate Literature Program Director and the Graduate College will determine whether the coursework may be applied to the student's degree program.

For students applying to the PhD program (having completed the MA in English or an equivalent, related degree):

Applicants planning to enter the program at the PhD level must have completed an MA in **English Literature or an equivalent related degree** with a grade-point average of at least 3.0 in their degree program's courses. Those with related degrees (such as an MFA in Creative Writing or an MA in American Studies) will begin our program at the MA level, though they may be able to transfer in up to 6 units of graduate course work pertinent to the degree.

MA Program

The MA in English is designed to provide a broad course of advanced study in literature in English together with preparatory training and scholarly development further academic work in a PhD program or other work in teaching and research-related fields.

MA Coursework

Students must take **30 units of coursework (10 classes) and an MA exam.**

24 credits (8 classes) must be in regularly scheduled literature courses (unless otherwise approved by the Graduate Director). The six elective credits may be used for independent studies or courses from other graduate programs. Students may take more than these minimums over the course of their study.

Upon matriculation, students are assigned a faculty advisor with whom they will meet and construct an individual development plan, which will serve as the basis of their Plan of Study. The Plan of Study form must be submitted to the Graduate College no later than the student's second semester in the program.

MA Time-Line

Year One

1st Semester

Meet with graduate program director and advisor to develop Plan of Study

Take 6-9 units of coursework

2nd Semester

Take 6 - 9 units of coursework

Select a faculty advisor and possible MA committee members

With your advisor and prospective committee members, begin MA exam discussion (reading lists, process)

Submit Plan of Study and UA Graduate College MA GRADPATH form

Summer after Year 1: Prepare MA exam reading list with prospective MA exam committee

Year Two

3rd Semester

Take 6 - 9 units coursework

Finalize MA exam committee, reading list, and faculty advisor (if changing)

Turn in MA Exam Form (at least 4 months before planned date of exam).

4th Semester

Take 6 – 9 units of coursework

Complete MA Exam

Yearly goals:

- Develop your research, reading, and (if applicable) teaching skills in and out of the classroom.
- Become familiar with journals and conferences in your field.
- Join the MLA and explore other professional organizations in your fields of interest.
- Select at least one paper to revise as a conference presentation and/or article.
- Consider attending at least one conference.

The MA Examination

No later than the 4th (final) semester in the program, students must pass an MA examination to complete their degree. The MA examination is designed to develop students' general knowledge of the history and diversity of literatures in English. It encourages a broad, structured understanding of the discipline while allowing room for considerable individual choice. Combining Anglophone texts from many traditions (particularly British and American Literature), the reading list acknowledges multiple literary historical traditions as important grounds for teaching and research.

Forming the MA Exam Committee

The MA Exam committee is composed of three members of the literature faculty. One member of the exam committee may be a literature-program affiliated faculty. Students should gather their committee by the middle of the semester before their exams.

MA Examination Procedures

The examination consists of a take-home written examination followed by an oral examination. Students will also submit one un-marked, unrevised term paper from their coursework to their committee.

From the 186 selections on the MA exam list ([MA reading list \(revised 2019\)](#)), students will choose 42 as the basis for their M.A. Exam. This includes the required number of selections from each area on the list. For the number of selections required in each area, see the table below and the instructions included with the lists. In the process of developing a final individualized list students should consult closely with their advisors and committee.

Field	Total number of selections	Required number of selections to be chosen by student
Medieval	8	4
Renaissance/Early Modern	15	7
Early American	23	2
The Long 18th Century	14	5
19th Century American	23	3-7*
19th Century British	23	3-7*
20th Century American	40	3-7*
20th Century British	21	3-7*
World Literature	19	4
Totals	186	42

In the case of 19th-Century American and British lists, a total of **10** selections are required, including a minimum of **3** from each category. Example: one could choose 5 American texts and 5 British texts; or one could choose 6 and 4, etc.

In the case of 20th-Century American and British lists, a total of **10** selections are required, including a minimum of 3 from each category. Example: one could choose 7 British texts and 3 American texts; or one could choose 5 and 5, etc.

Substitutions: With the approval of the student's committee, a total of up to 10 selections not on the MA Reading List may be substituted for 10 selections on the MA Reading List. No more than 2 substitutions may be made for any single section of the reading list.

MA Exam Timing, Format, and Results

The format of the written assessment is a take-home exam provided by the MA committee one week in advance of its due date. The exam will be sent out at 9:00 AM on Monday (or another day if approved by the committee) of the designated week; its deadline is 9:00 AM one week later (e.g. Monday at 9 AM if the exam was sent out on a Monday). Oral exams should be scheduled to take place one week after the written exam is to be submitted. Oral exams are scheduled for two hours, and the exam committee may ask questions particular to the written portion of the exam as well as about the lists as a whole.

Formatting guidelines for the written portion of the exam: Times New Roman, 12 pt, standard margins. Word count guidelines: 2500-3500 total.

Students will be expected to provide the program coordinator with a clean copy of an un-revised, un-marked term paper written during their MA coursework. The committee will consider the exam as a whole, together with the paper and any part of the student's dossier they deem necessary (admission file, transcript, etc.) to decide whether to award a High Pass, Pass, or Fail. Students may appeal the committee's decision and, if the committee agrees, a re-take of the exam may be scheduled. Any re-takes authorized by the committee must occur no later than the end of the following semester. (Note: for PhD candidates without an MA in English who are taking the MA exam, you must receive a High Pass to remain on track in the PhD program.)

You will find the rubrics the faculty use after each exam on the English Department Assessment forms page. The purpose of these assessments help us track program (not student) results: [See Assessment Forms Page](#)

MA Forms

Prior to taking the MA exam students will file four forms:

Three are under the GRAD PATH forms on UAccess:

1. Responsible Conduct of Research;
2. Plan of Study;
3. Master/Specialist Committee Appointment form

The final form can be found on the UA Department of English website:

4. [M.A. Examination Form.](#)

MA Time Limit

All requirements for the master's degree must be completed within 6 years. Time-to-degree begins with the earliest course listed on the Plan of Study, including credits transferred from other institutions. Work more than 6 years old is not accepted toward degree requirements.

Students who take a break in their studies or whose time to degree exceeds 6 years should check with the [Graduate Student Academic Services](#) office to determine their options.

PhD in English Program

A PhD in English at the University of Arizona prepares students for an academic career as a researcher and teacher, as well as research-oriented and project-based fields related to literature, the humanities, and culture. The program asks students to successfully **complete at least 10 classes of coursework, pass a world language requirement, pass a comprehensive exam, and complete a dissertation acceptable to the English graduate program faculty.**

PhD Coursework

Students must complete a minimum of **30 units (10 classes) of coursework** at the University of Arizona. The PhD requires a total of **45 units (15 classes) of course work.**

At least 18 units (6 courses) of the classes taken at the University of Arizona must be in regularly scheduled literature classes, unless otherwise approved by the Graduate Director.

Students with an MA in English coming into the program may transfer up to 15 units (5 courses) from their MA program toward their total degree requirements (45 units) for the PhD.

Students with an equivalent and related degree may transfer up to 6 units (2 courses) toward their total degree requirements (45 units).

Students who wish to transfer credit from their MA Program must submit a [Transfer Credit form in GradPath](#) before the end of their first year of study in order to have the courses evaluated for transfer eligibility. The credits must be approved by their major or minor department and the Graduate College. The minimum grade for transferred credits must be an A or B or the equivalent at the institution where the course was taken. Transferred units may not count toward more than one doctorate.

After passing comprehensives exams, students must also take least 18 units of dissertation credit.

A Five-Year PhD Timeline

Year One

Complete [Transfer Credit form](#), if applicable.

Complete at least twelve units of course work (6-9 credits in course work per semester).

Submit Plan of Study and complete Research Integrity form in [GradPath](#).

Pass or prepare for world language requirement.

Year Two

Complete at least twelve units of course work (6-9 credits in course work per semester).

Begin developing Comprehensive Exam reading list with prospective committee members.

Finalize your comprehensive exam committee.

By the end of the year, turn in department [Comprehensive Area Study program form](#).

Year Three

Take Comprehensive Exam (typically in the Spring semester).

Within six weeks of passing the Comprehensive Exam, submit dissertation plan of study.

Finalize dissertation committee.

Turn in Doctoral Dissertation [Committee Appointment form to the Graduate College](#).

Prepare and submit an article to a professional academic journal.

PhD Timeline, cont'd

Year Four

Beginning of Fall semester: Submit dissertation proposal. This proposal is due within six months of passing Comprehensive Exam.

Finish two chapters of your dissertation.

Join the job placement colloquium and begin process for job search.

Year Five

Take job placement colloquium and apply to multiple jobs.

Complete and defend dissertation.

Submit dissertation to Graduate College.

Yearly goals:

- Develop your research, reading, and (if applicable) teaching skills in and out of the classroom.
- Become familiar with journals and conferences in your field.
- Join the MLA and explore other professional organizations in your fields of interest.
- Select at least one paper to revise as a conference presentation and/or article.
- Consider attending at least one conference.

World Language Requirement

Students entering the PhD program may satisfy the world language requirement in one of four ways:

- 1) By receiving the grade of Pass on the departmental translation test.
- 2) By earning an "A" in either a senior-level or graduate literature course in the language. This course does not count towards the student's elective credits.
- 3) By earning a grade of A, S, or P in a graduate-level translation course offered by a language department at the University of Arizona. This course does not count toward the student's elective credits.
- 4) Native speakers of a language other than English who had to take an English-language competency test for application to the University of Arizona will be considered to have satisfied this world language requirement.

Literature students who elect to take the departmental exam are limited to two attempts. Students who fail the exam a second time must then register for a graduate translation/reading course in order to fulfill the world language requirement. The language requirement should be met by the end of the first year in the Ph.D. program and no later than the semester in which students take their Comprehensive Examination.

Language exams may be administered each semester. See the Program Coordinator for details and sample exams.

PhD Comprehensive Examination

In the third year of the program, a student must take and pass their comprehensive exams. The comprehensive exams provide an intensive test of the breadth and depth of a student's knowledge in English literature and literary criticism. They measure students' preparedness for teaching in academic settings and for moving on to a dissertation project. There is both a written and oral component to the exams.

Forming your committee

The exam committee consists of a chair and three members. Students should select four faculty members to serve on the committee. At least three of these faculty members must be Graduate Faculty, and one may be a "special committee member." At least two of the committee members should be from the English Literature faculty. One or two members of the committee may be from outside the English Literature Program to support a minor or an interdisciplinary emphasis. If a proposed committee member is outside the English Department or is not a graduate faculty member, students will be asked to contact the Graduate Program Director and Graduate Coordinator to request appropriate approvals.

During the spring semester of their second year in the program, students should confirm the four faculty members they wish to serve on their exam committee. The Graduate Program Director and the chair of the committee can assist in selecting other committee members who can reflect and support particular research interests. Students are encouraged to think about their potential committee members well in advance and plan to take courses from faculty members they think might be appropriate members of their committee. It is, however, not a requirement that students have taken a class with a professor in order to ask a professor to sit on their committee.

Once students have assembled their committee, they should prepare the examination reading lists for each exam area in consultation with their committee chair. Students will distribute copies of their drafted lists to each member of their committee, working closely with them to revise and develop the final lists. Students should clarify the status of the secondary historical, critical, or theoretical material. Some faculty members may want students to include a substantial amount of secondary material on the actual reading lists, while others will expect them to have a working knowledge of pertinent criticism. This process will require considerable consultation and offers students the opportunity to talk intensively with faculty about their study program and career goals.

Independent Studies for Exams

During the semester students plan to take their comprehensive exams, they are encouraged to register for the appropriate number of full-time independent study (599) units with their committee chair in order to read intensively in preparation for their exams.

The Exam Reading Lists

For the comprehensive exams, students will prepare three areas of emphasis: a period, a genre, and two major authors. They will create a reading list for each area, and these lists are defined in close consultation with their committee and with the guidance of the Graduate English Program Director. These concentrations are developed through student and faculty dialogue, and they may take many shapes depending on the student's research and professional goals.

Exam Reading Lists (cont'd)

Some general guidelines:

Period: Students may make a list that combines period and geographic coordinates, such as “American Literature 1900 to the present” or they may select a wider concentration, such as “Anglophone Literature from 1660 to 1815.” The period list is designed to give a student a specialization in a specific literary history and cultural context.

Genre: A student may select a classic genre such as poetry, the novel, or drama, or they may use this list to examine other modern generic forms (e.g. “science fiction” or “experimental writing”). The genre list is designed to give a student preparation in comparative forms in multiple periods and contexts.

Author Lists: These lists together should have about the same number of works as each of the Period and Genre lists (example: if the Genre and Period lists each have 40 items, each Author list should aim for 20 items). One of the author lists may be replaced by a list composed for a theoretical, critical, or thematic focus. A graduate minor may also generate one of the “author” lists.

Upon approval of the reading lists, the student should meet with committee members to discuss the texts, learn more about their critical reception, and identify thematic foci within and across the selected texts.

The Structure of the Comprehensive Exam

The comprehensive examinations consist of **three take-home written essays** spaced over three consecutive weeks, followed within a month of the final due date by a **two to three hour oral examination**. The oral portion of the comprehensive exams will include discussion of the written exam essays and each of the exam reading lists.

Written Examinations

At least two (though usually more) questions per list (including two per Author) that reflect the student’s course of study and/or individual interests and concerns will be agreed upon by committee members. These questions will be sent to students via email at 9 AM on the workday selected to begin the exams. The student will have one week to write an essay in response to the questions. The essay must be turned in by 9 AM one week later. Example: if an exam is sent out on Monday morning at 9 AM, it is due the next Monday at 9 AM. For the Authors exam week, questions for both lists will be sent to the student.

The range of questions and number that students must answer will be up to the exam committee. Some (most) exams may ask students to write a single essay answering one question from a choice of two or three questions; some exams may ask students to answer multiple questions with shorter essays. Each written exam essays (as single essays or in combination) should aim to have about 2500-3000 words total. Format requirements are standard: Times New Roman, 12 pt. black font; 1 inch margins.

Oral Examination

Oral examinations are scheduled for three hours. Students will be asked about their written essays as well as their lists as a whole. The examiners will ask students to display a broad knowledge of the chosen field of study and a sufficient depth and understanding in their areas of specialization. Students will be notified of the results of their oral examination immediately after it takes place. If the committee permits, students may take the oral examination a second time. The Graduate College allows no more than one re-take of the oral examination.

Evaluating the Comprehensive Exams

On the written and oral parts of the comprehensive examinations, candidates who pass will have demonstrated—in addition to the ability to describe, define, and compare texts and conventions—a well-developed capacity to (1) analyze literature so as to bring out its underlying dynamics, meanings, and conflicts and (2) conceptualize the assumptions that fundamentally drive individual texts and the ideas and problems by which the study and the teaching of literature should be organized.

The written examination

The primary function of the written portion of the exam is to assess the student's facility in analyzing, comparing, and interpreting the texts on their lists and assess their preparation for the oral examination (the more "comprehensive" of the two exams). After reviewing the written exams, the committee will approve proceeding to the oral if, in its judgment, the written portion suggests the candidate has at least a reasonable chance of passing the oral examination. The written examination may be retaken once if the committee so recommends.

After the written exam is complete, the committee will meet to determine whether the candidate may move forward from the written examination to the oral examination, which should take place within a month of the written examination. If the decision is negative, the committee may recommend that a student retake one or more portions of the written exam.

The oral examination

This is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization. Questions will range from the student's written essays to any portion of their lists as well as relevant secondary criticism. Discussion of proposed dissertation research may be included. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague. The Graduate College allows no more than one re-take of the oral exam.

Below you will find the rubrics the faculty use after each exam, the purpose of which is to help track program (not student) results.

[See Assessment Forms Page](#)

Appeal Process for Academic Decisions

Students have a right to appeal any negative decision made by MA and Comprehensive Exam Committees and to present any evidence which might serve to rebut it. Students should first meet with the Graduate Director of the English Literature Program and the Graduate Coordinator to make their first appeal and to discuss the process of appealing a decision.

Scheduling the Exams

Students should contact the Program Coordinator one year before they plan to take their comps in order to review the paperwork process with them. Students must have an MA and complete their world language requirement before they take the comprehensive exams.

Students work with their committee and the Graduate Program Coordinator in arranging times for the written and oral portions of the exam. They should have an agreed time from their committee members before submitting their forms through GradPath. Written exams generally begin on Mondays but other schedules are possible. Exams are not administered during the winter holiday or the summer recess.

Comprehensive Exam Forms

Students must submit the [Comprehensive Area Study Program Form](#) (available through the department website) to the Program Coordinator for the Graduate English Program at least six months before they will be taking the first section of the written exam. An approved reading list must be attached to this form. This form finalizes both the committee and the reading lists. Once the form is on file, these can be changed only by petition to the Graduate Director in Literature.

In addition, the Graduate College requires that the [Plan of Study](#) be submitted no later than the third semester of the PhD program; the [Doctoral Committee Appointment](#) form must be filled out and approved by the student's committee and submitted via [GradPath](#) to the Graduate College no later than one month before a scheduled written exam.

The Graduate Minor in Literature

The Graduate College requires all PhD students to declare a “major subject” and at least one “minor subject.” Most graduate students in the English declare both the major and the minor in English. Declaring a major and the minor is, in these cases, a formality.

Should a student desire to develop a substantial minor outside the English department, they should speak about the possibility with their committee chair and the Graduate Program Director, as well as with the department head or graduate director of the desired “minor subject” to determine if any special procedures or policies apply. The Graduate College requires a minimum of nine hours (three courses) for a minor, but some programs require more credits.

Please note: if a student chooses to develop a minor outside of English they may be required to take a fourth take-home exam.

For students outside of English who would like to minor in English Literature, students should take 9 credits of regularly scheduled graduate literature seminars, with the permission of the instructor and Graduate Director.

The Dissertation

The dissertation is a sustained research project that meets appropriate standards of scholarship and demonstrates the student's ability to conduct original research and analysis. Typically, this takes the shape of a book-length project exhibiting mastery of a specific field of research and a contribution to literary and humanistic study in general.

Dissertation Committee and Statement of Purpose

Within six weeks of passing their comprehensive exams, students must select three faculty members to sit on their dissertation committee and submit a short statement of purpose.

The Committee

Students should provide the Graduate Program Director and Graduate Coordinator with the names of their dissertation director and the two other committee members. The dissertation committee must be made up of at least three graduate faculty. At least two of the committee members must be from the English Literature faculty. If a student wishes to add a special member who is not a member of the graduate faculty, they can submit a form to add that person as a fourth member of the committee. Faculty on 49% joint appointment in English (and whose English Department affiliation is with the Literature program) may serve as one of the three members of a dissertation committee or co-direct the dissertation but may not direct. Faculty who have affiliated status with the English Literature program may serve as one of the three members of a dissertation committee, but may not direct or co-direct the dissertation. Faculty from other graduate programs may sit on the committee but not direct or co-direct the dissertation.

The Statement of Purpose

Along with the names of the faculty members on their committee, each student must also file a brief [statement of purpose](#) (no longer than one page), approved by all members of the committee, identifying the area(s) of research in the dissertation and focusing on the set of problems it will address.

Literature Committee Appointment Form

Once a student has an approved Doctoral Plan of Study on file, has satisfied all course work and world language requirements, and passed the written and oral portions of the comprehensive examinations, they are required to file a [Doctoral Dissertation Committee Appointment form](#). This form must be submitted to the Graduate Student Academic Services (GSAS) Office as soon as all the above requirements are met. In most cases that should be no later than six months after the Final Oral Defense Examination is scheduled. The Doctoral Dissertation [Committee Appointment Form](#) is available via the English department website.

The Dissertation Proposal

The [dissertation proposal](#) is due *no later than six months* after a student has passed their comprehensive exams. Prepared in consultation with the three-person dissertation committee, proposals should be no more than ten pages long and should describe the nature of the student's project, its relation to existing scholarship and criticism on the subject, and its potential contribution to the field.

The proposal is to be understood as a preliminary document designed to help students focus and define their project, which will be subject to reasonable modification as it unfolds. The proposal should include the following components, adapted to the needs of each particular project in consultation with the student's committee:

1. A statement of the dissertation's subject, argument, or objective—that is, the questions or problems the project will address, the kinds of research it will involve, and the theoretical methodological approach the student plans to use.
2. An explanation of how the project fits within the existing field and what kind of contribution the student hopes to make to it. Students may wish to include a selected bibliography of some of the most important work that provides a context for their own.
3. A plan for researching and writing the dissertation, including a proposed timetable for completion.

The proposal should be submitted for review and approval by dissertation committee and the Director of Graduate Literature.

Dissertation Formatting

Instructions relating to the format of the dissertation and required abstracts are included in the Doctoral Dissertation Formatting Guide available on the Graduate Student Academic Services (GSAS) Office webpage.

Before proceeding to the final oral examination (dissertation defense), the student must receive committee approval of a final copy of the dissertation, [formatted according to Graduate College guideline](#).

Students should provide a draft of the final formatted dissertation to the committee, the Graduate Program Director, and the Graduate Coordinator at least two weeks before their oral dissertation defense.

Final Oral Defense

The dissertation defense focuses on the dissertation and field(s) of study within the scope of the dissertation. The exact time and place of this examination shall be scheduled with the committee members, the English Graduate Coordinator, and the GSAS Office at least three weeks in advance. Upon successful completion of this examination and after acting upon the advice of the committee for an edits, the student will submit the dissertation electronically via the [submission website](#) maintained by ProQuest/UMI. This submission must be made by the [submission deadline](#) for the desired graduation term. The Graduate College will check the formatting of the submitted dissertation and may request changes before accepting the submission. When the dissertation has been accepted by the Graduate College, the [completion of all requirements](#) has been fulfilled, and all other [final forms and items](#) are accounted for, the degree will be awarded provided the degree conferral date for the graduation term has been reached. Please refer to the [Academic Calendar](#) for the relevant semester for the conferral date. The student submits the final copies of the dissertation to the Graduate College for the completion of the degree requirements.

Below you will find the rubrics the faculty use after each exam, the purpose of which is to help track program (not student) results.

[See Assessment Forms Page](#)

Literature PhD Time Limit

The English Literature Program expects all students to complete the PhD within five years. However, doctoral students *must* complete their degrees within 5 years after passing their comprehensive exams. The Graduate College additionally stipulates that all requirements for the degree of Doctor of Philosophy must be completed within 5 years of passing the Comprehensive Exam. Students who do not meet these time limits are required to petition for an [extension of time to complete degree](#). Doctoral students who do not finish their degrees within 5 years of passing their comprehensive examinations may be required to re-take their exams.

Satisfactory Progress

Each semester students should discuss their progress with their advisor and the Graduate Program Director. Students who are not meeting the terms of the Satisfactory Progress policy, will be notified as to which requirements have not been met, what the student must do to meet them, and what penalties, if any, have been imposed.

Regarding Satisfactory Progress at the Graduate College level, see the [Graduate College webpage](#).

Students who fail to meet Satisfactory Progress may be placed on departmental remediation or probation and may be subject to a range of penalties, up to and including loss of a GATship and termination from the program.

All students who receive notification of failure to meet satisfactory progress guidelines and/or who have been placed on departmental remediation or probation have the right to appeal this judgment. The student first presents the appeal to the Graduate Director. Appeals may go to the Graduate Literature Faculty, the Department Head, and Graduate College if necessary.

In order to be making Satisfactory Progress toward the degree, students must:

1. Maintain the 3.0 GPA mandated by the [Graduate College](#).

If the mandated GPA is not maintained, the student will receive a notice from the Graduate Director and will work with their advisor and the director to make plans to ameliorate it.

Once the student has passed the Comprehensive Exam, GPA provisions of the Satisfactory Progress policy no longer apply.

2. Have no more than one outstanding incomplete.
3. Meet all program “milestones” in a timely manner. Specifically:

Students in the MA program should:

Complete the required 30 Study Plan units no later than their 4th semester in the program.

Turn in MA Examination form no later than the beginning of their 4th semester in the program.

Pass the MA Examination no later than their 4th semester in the program.

Satisfactory Progress (cont'd)

Students in the PhD program should:

If entering program with MA, complete their required 30 units in their study plan no later than the end of their 2nd year in the program.

If entering program without MA, complete their required 45 units in their study plan no later than the end of their 3rd year in the program.

Pass the Comprehensive Examination no later than the end of their 3rd year in the program.

Have an approved Dissertation Statement of Purpose on file no later than six weeks after completing the Comprehensive Examination.

Have an approved Dissertation Proposal on file no later than six months after completing the Comprehensive Examination

Fulfill the World Language Requirement no later than the fall of their second year in the program.

Successfully defend the dissertation by the end of their 5th year in the program (after this time, GAT funding runs out)

Graduate Student Resources

Funding

GATships

Incoming students, whether domestic or international, may receive funding through Graduate Assistant in Teaching positions (GATships) in the University of Arizona English Department Writing Program or other departments and units in the university. The typical funding package for a Writing Program GATship includes full tuition remission, student health insurance, and a small stipend for teaching composition courses (usually three courses per year). A GATship only lasts the number of years offered to a student when they matriculate (2 to 5 years). Typically, incoming PhD students who receive an English Department Writing Program GATship will have five years of funding through that GATship. Such GATships cannot be extended or put on hold if a student finds another GATship or Fellowship, takes a leave of absence (personal or medical), or is unable to be a GAT due to being on academic probation.

Tuition Waivers

In some cases, the program is also able to cover a non-teaching student's tuition, however this is budget-dependent and covers tuition only, not health insurance or a stipend.

Work-Study Jobs

Students without GATships are encouraged to use the University of Arizona handshake application as soon as they have matriculated in order to search for potential work-study opportunities on campus for the time they are in their program.

English Graduate Union

From the [EGU webpage](#): The English Graduate Union (EGU) is an organization that represents all English graduate students at the University of Arizona. Founded in 1991, EGU monitors graduate student workload, advocates for graduate student concerns and issues on many departmental and administrative levels and mobilizes graduate students across the campus around important issues like health care, tuition remission, workload reduction, and childcare.

Membership in EGU is open to all students enrolled in English department graduate programs. Meetings are held every other Friday at 4pm in the Department of English Instructor Offices room 3b (the Pink Hotel located at 1515 E First Street). For more information, please contact egucochairs@gmail.com.

Preparing for the Profession

The Literature Program is committed to preparing students for the profession and for a competitive job market. The Program encourages students to begin conceiving of themselves as a professional—writers, teachers, researchers—as soon as they join the Department. As students begin taking classes and become familiar with the Program's faculty and resources, they will also be participating in colloquia and panel discussions devoted to professionalization. The job market may seem a long way off for students at the beginning their programs, but students will be encouraged to maintain and periodically revise important documents that will serve them after graduation, including the professional CV. It is also never too early to think of student writing as preparation for future scholarly projects. The following are a few guidelines for thinking about professionalization at any stage of your academic career:

1. Conduct yourself like a professional in your seminars, and make your seminars work for you. Speak up; take initiative. Make presentations dynamic – don't just read to your classmates and professor. Instead, make presentations interactive. As you present, ask questions and invite input. Everyone's participation counts and

can help you hone your ideas. These events are great practice for professional conference presentations.

2. Compose a CV and update it at the beginning of each semester (see “Guidelines for Academic Curriculum Vitae” below) The CV, like other important professional documents, will require careful development and revision as you gain experience and prepare for the job market.

3. Use the graduate literature student Listserv as a space to engage in intellectual inquiry about scholarship and pedagogical issues. It’s also a great place to seek advice and get to know what kinds of scholarship students are engaged in here. Maintaining collegial relations with colleagues and faculty isn’t just an important part of the social life of a program; it also exposes students continually to the kind of vital dialogue and discourse one needs to develop for success in the profession.

4. Attend events related to the profession, such as guest lectures and/or seminars, poetry readings, or symposia.

5. Compose seminar papers with an eye to the future, that is, as the beginnings of possible conference papers, dissertation chapters, or articles for publications. Note Calls for Papers posted on the graduate student and other professional listservs.

The English Department at the University of Pennsylvania hosts an excellent website with current announcements on Calls for Papers, panels, and special journal issues related to English and American Literature. To join their Listserv, contact cfp@english.upenn.edu. The website is: www.english.upenn.edu/CFP.

6. Conceive of your participation in conferences in terms of progression, from smaller conferences to larger, regional, or national conferences. Smaller conferences provide good practice to hone your presentation skills.

7. Make yourself familiar with the journals that cover your field or specialty. Browse key journals in the field. A useful practice is to try to read at least one article a week in your field(s) or related fields. Familiarize yourself not only with new knowledge or developments in the area, but with structure, rhetorical strategies, and varieties of style and voice in successful academic essays.

8. Start or join a reading group.

9. Join professional organizations such as MLA. Each year review the MLA Annual Convention program and the Job Information Lists (JIL). Both provide sources of information about what’s going on in the profession.

10. Develop a Teaching Portfolio. Gather syllabi of classes you have taught, or design syllabi for classes you’d like to teach. Compose a Statement of Teaching Philosophy and revise it periodically. With an eye to your eventual job interviews, ask yourself what you value as a teacher. What kinds of materials and texts do you find valuable in the classroom? You should apply to assist professors in literature courses, either as a TA or as a preceptor.

11. When writing your dissertation, consider joining or starting a writing group of other dissertation-stage students. The English Graduate Program offers a Dissertation Colloquium to provide dissertation advice and writing accountability

12. The English Graduate Program offers English Job Workshop for students approaching the academic and non-academic job market. Plan to enroll when you begin work on your dissertation.

Other Graduate Student Resources

Here is a list of [resources](#), [opportunities](#) and [financial support](#) available to graduate students in the Department of English.

Appeals and Grievances

If a student believes that they have been subjected to a violation of the rules and procedures delineated in this handbook, they have a right to file a grievance. The steps are as follows:

1. Write a summary of the appeal, with specific information as to time, date, individuals involved and the nature of the offense, as well as the specific remedy sought.
2. Present the grievance to the Graduate Program Director.
3. If the grievance is denied, the student may present it to the Graduate Literature Faculty.
4. If denied, a final appeal may be presented to the Head of the Department, whose decision is final. (In cases where the concern falls w/in its jurisdiction, the final step is appealing to the Graduate College.)

* PLEASE NOTE: An individual who believes that he or she has been subjected to discrimination, harassment, or retaliation (as opposed to violations of department and program policies) should contact the Office of the Dean of Students immediately. More information can be found here:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

The Graduate College website provides guidelines to determine whether a complaint fall within its jurisdiction. <https://grad.arizona.edu/policies/academic-policies/grievance-policy>

Important Links

Department website: <http://english.arizona.edu/>

Graduate College (from here students may access Graduate College policies, contacts, information about resources, deadlines, and other useful information): <http://grad.arizona.edu/>.

Resources for parents, for professional development, for health and wellness, etc: <http://grad.arizona.edu/new-and-current-students>

General catalog <http://catalog.arizona.edu/> (link is external)

Continuous Enrollment for Graduate Students: <https://catalog.arizona.edu/policy/continuous-enrollment-graduate-students>

Academic integrity: <https://deanofstudents.arizona.edu/policies/code-academic-integrity>

Responsible Conduct of Research: <http://www.orcr.arizona.edu/> (link is external)

Graduate Students are expected to follow the policies and procedures for the UA Graduate College, the Department English Literature Program, and the University of Arizona as a whole. Policies are updated frequently and it is the student's responsibility to comply with current policies. Graduate College policies can be viewed on-line at <https://grad.arizona.edu/policies> university policies can be found at <http://catalog.arizona.edu/>

Guidelines for the Academic Curriculum Vitae (CV)

The curriculum vitae is intended as a record of professional activity and achievement. The following model CV (with guidelines added in) will assist in the preparation of a CV. Make a habit of entering each new development on the cv to keep it up to date. The formatting here may be adjusted as needed: make sure your CV is readable and consistent.

YOUR NAME
Curriculum Vitae

Your address & contact info here
(phone #s and email address)

Department of English
The University of Arizona
Tucson, AZ 85721

EDUCATION

List all of your degrees here, beginning with most recent (UA with expected degree), as well as any directed study abroad. Also list degrees in progress. Include names of schools attended, degrees earned and dates, fields of study, indication of any honors (e.g. cum laude) attached to your degree.

DISSERTATION

If you are a PhD student working on your dissertation, then list its title here, followed by a brief abstract (optional), name of Director, and (optional) a list of committee members.

HONORS AND AWARDS

List title of fellowships, grants, awards, or honors (graduate school and beyond), name of granting institution or organization, and date received. Also list brief description that explains the honor itself and (optional) how competitive the award was (i.e., sole recipient, one of two recipients, presented annually to a single recipient, or graduate students from all disciplines across campus are nominated, etc.).

RESEARCH AND TEACHING INTERESTS

Here, list your interests and fields in which you are qualified to teach. You want to show flexibility and range, but also focus (particularly with respect to research). Ideally, when you go on the job market, this section will highlight what pertains to the particular job opening. Whatever you list should be backed up with experience or educational preparation.

TEACHING EXPERIENCE

Here, list courses taught in reverse chronology. Include a course title, number, and a very brief description (two lines at most). Descriptions may highlight course content, number or diversity of student body, and themes or major authors on which you focused. Also list date & institution. Only include university teaching here.

[OTHER EMPLOYMENT

This category should list only positions pertinent to the job you are applying to and could include work as a research assistant, editor, journalist, etc.]

PUBLICATIONS

List your publications, following MLA citation style, in reverse chronological order (most recent to oldest). Omit your name. Include categories such as Forthcoming, Under Consideration and In Progress. Describe the

kind and extent of your work on jointly authored or edited works. If you have more than one kind of publication, divide into categories: Book(s); Articles; Book Chapters, etc. If you have published creative writing, include it as a separate categories.

CONFERENCE PRESENTATIONS

List in reverse chronology. Give title, panel title if relevant, conference, location, and date.

ACADEMIC SERVICE

List work done on departmental committees, for conferences, for EGU, and in other academically related areas. Follow each with very brief description unless the category is self-explanatory. (On faculty c.v.s, this category is typically divided into sub-headings: Departmental, College, University, Community (service relevant to your professional profile), National.)

OUTREACH

Here is an opportunity to list any work which is related to your profession, but was performed outside your regular university load: upward bound programs, high school curricular reform, community college activity, summer programs at the university, etc.

LANGUAGES

List and specify extent of your ability (e.g. "proficient reading and speaking"; fluent reading and speaking; intermediate reading, beginner reading and speaking, etc.). Include Old and Middle English, if appropriate. Here you might also add Related Academic Proficiencies, such as a knowledge of computer conferencing, web site design, etc.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

List title of organization, and dates of membership (e.g., 1999 - present).

REFEREES

List name of recommender, title, and institutional contact info (name, departmental address, phone, email).