



Home

English Graduate Student Handbook

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PREFACE

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

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

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

Acknowledgments

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

Third Edition, Fall 1999, edited by:

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THE GRADUATE SCHOOL

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

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

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

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

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

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

Dissertations.

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OVERVIEW OF THE ENGLISH GRADUATE PROGRAM

The M.A. and Ph.D. Generalist Degrees

The M.A. degree program in is designed to satisfy the needs of a variety of students: those who wish to prepare themselves for college teaching on the freshman and sophomore levels or for continuation into doctoral studies; those who are currently high school English teachers and wish to broaden their knowledge of their specialty; those who plan to enter high school teaching; and those who wish to receive training in professional writing. The English Ph.D. program is designed to provide the student with a broad knowledge of the field and a high degree of specialization in the major area. While making a comprehensive study of English language and literature, the student should discover an area of special interest. Advanced work in that area should lead to the dissertation topic. The student must pursue a concentration in (1) creative writing, (2) folklore, (3) linguistics, (4) literature, (5) professional writing, (6) rhetoric and composition, or (7) TESOL (Teaching English to Speakers of Other Languages, MA only).

The M.A. degree program in English requires completion of 36 graduate credit hours (33 for TESOL), satisfaction of a foreign language requirement, and successful completion of a comprehensive examination and/or thesis. The program offers both a thesis and non-thesis exam track in four concentrations (folklore, linguistics, literature, rhetoric and composition). The TESOL concentration offers both a thesis and a practicum track. The creative writing and professional writing concentrations offer only a thesis track. For students pursuing the non-thesis exam track in folklore, linguistics, literature, or rhetoric and composition, a minimum of 33 credit hours of course work plus 3 credit hours in exam preparation is required; the non-thesis exam track in TESOL requires 27 credit hours of course work plus 6 credit hours. For students pursuing the non-thesis practicum track in TESOL, 27 credit hours of course work and 6 credit hours of practicum is required. For the thesis track in creative writing, folklore, linguistics, literature, professional writing, or rhetoric and composition, 30 credit hours of coursework plus 6 credit hours of thesis credit is required. For the thesis track in TESOL, 27 credit hours of coursework plus 6 credit hours of thesis credit is required.

Students accepted into the Ph.D. degree program in English must complete at least 75 hours of graduate credit subsequent to earning the bachelor's degree. These hours include 15 credit hours of core coursework, 36 credit hours in concentration coursework, and 24 credit hours of dissertation coursework. Beyond the required coursework, students also must satisfy the comprehensive examination, foreign language, and dissertation requirements.

Concentrations of Study

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

Literature — M.A. and Ph.D.

Students pursuing an M.A. with an emphasis in literature must complete:

- 3 credit hours of Old English, Middle English, Linguistics, and/or Theory coursework
- 15 credit hours of Literary Studies coursework in five different periods of literary history
- 9 credit hours of ENGL graduate-level electives (students appointed as GTAs should take ENGL 501 as one of these electives)
- 3 credit hours of ENGL 596: Research Methods
- For thesis track students: 6 credit hours of ENGL 599: Thesis Research and Thesis
- For non-thesis exam track students: 3 credit hours of ENGL 899: Examinations and 3 credit hours of an additional graduate-level ENGL course.

Students pursuing a PhD with an emphasis in literature must complete, in addition to the requirements described in the Overview section:

- 6 additional credit hours of literature coursework; 3 of these credit hours must be a pre-1800 literature course
- 30 credit hours of any ENGL graduate-level coursework, with the exception of ENGL 509, ENGL 596, ENGL 599, or ENGL 699

Students are advised to choose a committee as soon as possible, preferably within the first semester of graduate study.

Creative Writing — M.A. and Ph.D.

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

M.A. students in Creative Writing must take:

- 3 credit hours of Old English, Middle English, Linguistics, and/or Theory coursework
- 12 credit hours of Literary Studies coursework in four different periods of literary history
- 9 credit hours of creative writing workshop coursework from the following courses: ENGL 408G, ENGL 409G, ENGL 446G, ENGL 476G, ENGL 580
- Workshop courses must include at least two different genres. They also must be completed at UL Lafayette and cannot be transferred; any transfer credit for workshop courses may count only as elective credit.
- 3 credit hours of ENGL graduate-level elective (students appointed as GTA should take ENGL 501 as this elective)
- 3 credit hours of ENGL 596: Research Methods
- 6 credit hours of ENGL 599: Thesis Research and Thesis

They must submit a substantial body of creative work (either in one genre or a mix of genres) with a critical manuscript for thesis credit.

Ph.D. students must take a minimum of 48 hours above the baccalaureate in courses at the 400, 500, and 600 levels. Students must take at least 12 hours at the 500 level or above in any three literary periods. A minimum of 9 hours in 400- and 500-level creative writing workshops in at least two different genres must be taken at UL. In addition, students must complete 24 hours of dissertation credit. To complete dissertation requirements the student must submit a substantial body of creative work with a critical manuscript.

Both M.A. and Ph.D. students are required to have a formal reading of their creative work before the academic community prior to graduation, and they must also show they have made a substantial attempt to publish their original work.

Folklore — M.A. and Ph.D.

Students pursuing an M.A. in English with a Folklore concentration are required to take:

- 3 credit hours of Old English, Middle English, Linguistics, and/or Theory coursework
- 12 credit hours of Literary Studies coursework in four different periods of literary history
- 9 credit hours of folklore coursework from the following courses: ENGL 432G, ENGL 440G, ENGL 449G, ENGL 482G, ENGL 531, ENGL 532, ENGL 632
- 3 credit hours of ENGL graduate-level elective (students appointed as GTAs should take ENGL 501 as this elective)
- 3 credit hours of ENGL 596: Research Methods
- For thesis track students: 6 credit hours of ENGL 599: Thesis Research and Thesis
- For non-thesis exam track students: 3 credit hours of ENGL 899: Examinations and 3 credit hours of an additional graduate-level folklore course

PhD students in the Folklore concentration must take:

- 9 credit hours of folklore coursework from the following courses: ENGL 432G, ENGL 440G, ENGL 449G, ENGL 482G, ENGL 531, ENGL 532, and ENGL 632
- 6 additional credit hours of literature coursework of which 3 credit hours must be a pre-1800 literature course
- 21 additional credit hours of any ENGL graduate-level coursework except ENGL 509, ENGL 596, ENGL 599, ENGL 699

Folklore courses may be selected from any appropriate course offered at the graduate level and may be drawn from departments as diverse as art, architecture, history, foreign languages, anthropology, sociology, and others. Courses from other departments at this university or other universities, however, must be approved by the Folklore Committee and the Graduate Coordinator. Students pursuing a folklore concentration may elect to write a thesis based upon library research or fieldwork.

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

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

Linguistics — M.A. and Ph.D.

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

The M.A. student interested in studying linguistics is required to take a minimum of 12 hours in literature courses distributed over five of eight British and American literary periods, 12 hours from specified courses in linguistics,

and 3 hours selected with the approval of the student's advisor. Students who do not wish to write a thesis for 6 hours credit must take an additional 3 hours selected in consultation with their advisors. At the Ph.D. level, students can choose to study for a primary or secondary concentration in linguistics. Those who opt for a primary, are required to complete a minimum of 12 hours in 4 different areas of British or American Literature at the 500 level, 18 hours in specified courses in linguistics, and 6 additional hours to be approved by the linguistics advisor from a selected list of courses. In addition, students complete 24 hours of dissertation credit. The primary exam of the Comprehensive Examinations is in linguistics; two of the three remaining secondary exams must be in British and American literary areas. The Ph.D. student writes a dissertation on a topic dealing with linguistics.

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

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

The M.A. student interested in studying rhetoric is required to take a minimum of 12 hours in literature courses distributed over five of eight literary periods, 9 hours from specified courses in rhetoric, and 3 hours to be chosen with the approval of the student's advisor. Students who wish to write a thesis will take 30 hours of course work (including 12 in literature and 9 in rhetoric), and write the thesis for 6 hours of credit. At the Ph.D. level students can choose to study for a primary or a secondary concentration in rhetoric. Those who opt for a primary are required to take 12 hours at the 500 level or above in three different British or American literary areas, 9 hours in specified courses in linguistics and rhetoric, and 15 hours to be selected from a wide variety of courses dealing with language and composition. In addition, students must complete 24 hours of dissertation credit. The primary examination of the Comprehensive Exams is in rhetoric; one secondary is in linguistics or folklore, and the other two secondary exams cover literary periods. The Ph.D. student writes a dissertation on a topic dealing with rhetoric or composition theory.

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

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

Professional Writing — M.A. Only

The M.A. with a professional writing concentration is designed primarily for students interested in pursuing a career in technical writing. For the non-thesis option, 33 hours of course work are required; 30 hours of course work plus 6 hours of thesis for the thesis option. In addition to the general M.A. requirements, students must take 15 hours of literature courses from five of the eight periods listed below. Other courses are chosen from technical writing, non-fiction writing, rhetoric and creative writing. In addition, students will prepare a professional portfolio of original work representing their writing skills and areas of specialization. The portfolio must be approved by the advisory committee before the oral examination. Students enrolled in the Professional Writing 4+1 program may earn graduate credit for up to 9 credit hours of 400 (G) courses in professional writing taken while an undergraduate.

Graduate Certificate in Professional Writing

The Graduate Certificate in Professional Writing is an online program that provides knowledge and experience composing in a wide range of professional and technical genres for a wide range of audiences (both print and online) as well as in document design, editing, and collaborating with others in creating texts for business,

government, and technical purposes. This 15-hour graduate certificate program prepares students for positions as professional or technical writers and provides the opportunity for professionals in business, government, and technical positions to greatly enhance their writing, editing, and document design abilities. The program is designed to be an additional credential or enhancement, not a substitute for a graduate degree. Students completing the five-course program will earn a graduate certificate that will appear on their permanent transcripts.

Students must successfully complete the five (5) courses listed below with a grade of "B" or better to receive the Graduate Certificate in Professional Writing:

- ENGL 472G – Professional Writing
- ENGL 473G – Professional Editing
- ENGL 474G – Document Design
- ENGL 462G – Special Projects in Professional Writing
- * ENGL 464G or ENGL 556 may be substituted for ENGL 462G with the permission of the Department Head of English.

ENGL 463G – Professional Writing Practicum

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

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

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

Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages)

The graduate certificate in TESOL provides training in the fundamentals of teaching English to non-native speakers. The program offers students with a Bachelor's degree in any discipline a thorough grounding in the English language so that they have the knowledge needed to teach in a variety of settings, including adult education, private companies, K-12 schools, and overseas. Note that every state has its own requirements for licensure. This program is not a substitute for the Master of Arts (MA) in English with a concentration in TESOL nor does it fully complete the state of Louisiana's requirements for ESOL teacher certification. All certificate courses can be applied to the MA should students decide to seek that degree.

Students must complete the following five courses:

- ENGL 452G – Language, Culture and Society
- ENGL 506 – Principles of Linguistics
- ENGL 561 – Syntax, Morphology, and Semantics for ESOL Teachers
- ENGL 562 – Applied Phonetics and Pronunciation Teaching

ENGL 563 – Second Language Acquisition in TESOL

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THE M.A. PROGRAM

M.A. General Course Requirements

1. The M.A. in English has both thesis and non-thesis options. The non-thesis option requires a minimum of 36 hours of course work; 30 hours of course work plus 6 hours of thesis are required for the thesis option.
2. All students must take English 596, usually in their first semester.
3. All students must take English 500, a non-credit Professional Colloquium, their first semester.
4. At least half the required courses (a minimum of 15 hours) must be at the 500 or 600 level.
5. Students must take at least one course at the 400 or 500 level from five of the following literary periods:
 - British Literature to c. 1500
 - British Literature of the Renaissance
 - British Literature of the Restoration and Eighteenth Century
 - British Literature of the Nineteenth Century
 - British Literature c. 1900 to the Present
 - American Literature to 1865
 - American Literature from 1865 to 1945
 - American Literature from 1945 to the Present
6. Students must complete at least one course in linguistics, Old or Middle English.
7. Graduate Assistants, in addition to the courses listed above, must complete the pedagogy courses, English 501 and 509. English 501 is usually taken in the second semester, 509 in the third and fourth. English 509 hours do not count toward degree requirements.

M.A. Program Policies

M.A. Exam Committee

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

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

M.A. Thesis Option

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

M.A. Foreign Language Requirement

The foreign language requirement for M.A. students consists of a reading knowledge of a language other than English, including but not limited to: French, German, Greek, Italian, Latin, Russian, Spanish, Arabic, or Old English.

A reading knowledge of Old English can be demonstrated by completing 4 semester hours at the graduate (500–600) level, within the last six years prior to entering the graduate program in English at UL Lafayette. The coursework may of course be taken while the student is attending UL Lafayette.

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

1. passing a translation examination in the target language administered twice each semester by the UL Lafayette Modern Languages Department [this may not be possible for some of the above languages]; or
2. passing with a grade of C or better the intermediate level course in the target language (e.g., at UL Lafayette a 202 course or an equivalent as approved by the Graduate Coordinator) within the last six years prior to entering the graduate program in English at UL. The course work may of course be taken while the student is attending UL Lafayette.

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

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

M.A. Comprehensive Exams

Application for Examination

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

When students are within 6 to 9 hours of completing the 30–36 hours required for the M.A., and have completed their foreign language requirement, they may schedule their exams.

Guidelines for Components of the Exam

General Exam

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

concluding oral examination is usually conducted by the same three-person committee that oversees written component 2. The oral examination requires the candidate to respond to questions of both analysis and synthesis. In the case of students writing a thesis, the oral exam will mainly be a defense of the thesis.

Written Component I

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

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

Written Component II

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

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

Grading Procedures of Written Components

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

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

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

The Oral Exam

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

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

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

Failed M.A. Exams

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

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THE PH.D. PROGRAM

The Ph.D. Preliminary Advisor

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

The responsibilities of the Preliminary Advisor will be: 1) to meet with the student at the beginning of their first semester and assist them in filling out a tentative Plan of Study form (which can be found at the English Graduate Studies Information and Resources Moodle page), the advisor making sure to recommend courses which will complete the student's requirements; 2) to consult with the student in the preparation of appeals (e.g., foreign language requirements) to the Departmental Graduate Appeals Committee; 3) to consult with the student regarding proposals for content of genre and open topic exams and to sign the resultant petition before its submission to the Open Topic Committee (see *Guidelines for Open Topic Exams* below); 4) to assist the student in any other useful manner, e.g. selecting an area of specialization and a dissertation committee.

The Preliminary Advisor may also advise the student for course selection each semester and release the student's advising hold on ULink. This advisor may also sign the annual Ph.D. Progress Report Form, which must be handed

in to the Graduate School every Spring before the student can register for the following semester or summer session.

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

Ph.D. Foreign Language Requirements

In addition to a command of English, the student must demonstrate reading knowledge of two other languages OR advanced reading competency in one other language.

Reading knowledge of other languages may be established in one of the following ways:

1. Satisfactory completion of an appropriate language requirement in an M.A. or other post-baccalaureate program; or
2. Presentation of evidence of having completed, within the past six years prior to entering the English Ph.D. program at UL Lafayette, the second semester, sophomore-level college course in an approved language with a grade no lower than C; the course work may be taken while the student is attending the UL Lafayette; or
3. Successful completion of 4 semester hours in Old English at the graduate (500–600) level, either during the graduate program in English at the University of Louisiana at Lafayette or within the last six years prior to entering the Ph.D. program.
4. Successful completion of a reading knowledge examination designed and administered by appropriate faculty in the Department of Modern Languages.

Advanced reading competency in other languages may be demonstrated in one of the following ways:

1. Passing a test designed and administered by the UL Lafayette Modern Languages Department;
or
2. Passing with a grade of B or better 9 semester hours in the target language at the junior or senior (300–400) level, or 6 hours at the graduate (500–600) level within the last five years prior to entering the Ph.D. program in English at the UL Lafayette. These courses may be taken while the student is attending UL Lafayette.

Ph.D. General Course Requirements

Students accepted into the Ph.D. degree program in English must complete at least 75 hours of graduate credit subsequent to earning the bachelor's degree. These hours include 15 credit hours of core coursework, 36 credit hours in concentration coursework, and 24 credit hours of dissertation coursework.

All students pursuing the PhD in English, regardless of concentration, must complete the following 15 credit hours:

- ENGL 596 – Research Methods 3 Credit(s).
- 6 credit hours of 500–600 level ENGL literature coursework as follows: at least one course must be an American literature course; at least one course must be a British literature course
- 6 credit hours of Old English, Middle English, Linguistics, and/or Theory coursework

As stated in the Academic Catalog, all degree requirements must be completed within seven calendar years following admission to a Ph.D. program; admission is defined as the first semester the student is enrolled as a Ph.D. student at the University of Louisiana at Lafayette.

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

Ph.D. Comprehensive Exams

Students may opt to sit for their written PhD examinations all in one semester or across two consecutive semesters, excluding the summer semester, after having met all course and language requirements. Exam candidates are expected to complete their primary and secondary exams and a successful oral examination within one calendar year of the date of their first exam attempt.

The chair of the PhD exam committee will distribute the names of faculty offering PhD comprehensive exams and the areas covered (including open topics) to both the faculty at large and to all graduate students via departmental listservs and memos one week after the exam assignments have been distributed to graduate faculty examiners. The role of the faculty member in the exam is not to be disclosed. Each examiner is allowed to discuss such issues as exam coverage and evaluation with graduate students in such manner as that faculty member deems professionally appropriate up to the day that examination is given. No discussion of the exam will take place after the exam has been taken until the official exam results have been released to the examinees.

Application for Examination

By filling out the "Intent to Comp" form and turning it in to the Graduate Coordinator for Continuing Students, students declare one primary and three secondary areas in which they elect to be examined, and the schedule option they have elected to follow (one or two semester examination period). Students electing to take their examinations over a two-semester period must commit to which examinations will be taken in each term. Students electing the two-term process have the option of completing 6 extra coursework hours in lieu of one secondary exam; such an election must also be declared by this time. Students will not be permitted to change their exam declaration after their examination process has begun. Students wishing to be examined in an Open Topic are reminded that only their previously approved Open Topic exams may be tested (see Guidelines for Open Topic Exams). Failure to comply with these requirements will normally make students ineligible for examinations that semester.

Ph.D. Exam Areas

All Ph.D. students must take area examinations in four of the following:

- English Literature to c.1500
- English Literature of the Renaissance
- English Literature of the Restoration and Eighteenth Century
- British Literature of the Nineteenth Century
- British Literature from c.1900 to the Present
- American Literature to 1865
- American Literature from 1865 to 1945
- American Literature from 1945 to the Present
- Literary Theory
- Rhetoric and Composition Studies
- Linguistics
- Open Topic

- Africana Literature and Theory
- Children's Literature
- Creative Writing Studies
- Drama
- Feminist Theory and Criticism
- Narrative Film
- Southern Literary Studies
- Speculative Fiction
- Folklore Studies

Option to take coursework in lieu of one minor exam

Students who choose this option must take two additional graduate courses in one of their secondary exam areas instead of sitting for an exam. No more than one of these courses may be at the 400-level. Students must earn a B or better in these "Coursework Exam" classes. This requirement may not be satisfied by independent study courses. Both of these courses must be taken at UL Lafayette. These additional courses do not count towards the coursework credit hours required for the degree; instead they will substitute for one exam area. This means that in addition to the regular requirements listed in their concentration's Plan of Study, students who choose this option are required to take two additional classes in one of the areas as listed above. This coursework area may not overlap with other exam areas. Some areas may have further restrictions for this coursework option; students should consult with the Graduate Coordinator for Continuing Students or a member of the faculty who teaches in that area for details. Students may declare their Coursework Exam Area at any time after beginning the program. The recommended procedure will be to take one "exam" course earlier in the degree, and one "exam" course in the final semester of coursework along with other course(s) towards the student's Plan of Study. The term in which the additional courses are completed will count as the student's first term in comprehensive exams, and the student will be required to sit their remaining exams the subsequent semester. Students should be advised that relevant courses may not always be available.

Rules for Ph.D. Exam

Ph.D. students in all concentrations must pass one primary examination from the above list. A primary concentration is defined as the student's area of primary interest, the area in which the student expects to write a dissertation.

All Ph.D. students must also pass three five-hour written secondary examinations. A secondary concentration is defined as a declared area of interest that may (but need not) have some relation to the primary concentration and that the student hopes to teach at the undergraduate level. No area should offer identical primary and secondary exams.

Concentration Specific Exam Requirements

Creative Writing Concentration: The primary exam for students pursuing this concentration may be chosen from Literature, Theory, or Special Topics with a literary or creative focus. Two of the three remaining secondary exam areas must be chosen from literary areas.

Folklore Concentration: The primary exam for students pursuing this concentration will be Folklore. Two of the three remaining secondary exam areas must be chosen from literary areas.

Linguistics Concentration: The primary exam for students pursuing this concentration will be Linguistics. Two of the three remaining secondary exam areas must be chosen from literary areas.

Literature Concentration: The primary exam for students pursuing this concentration may be chosen from Literature, Theory, or Special Topics with a literary focus. Two of the three remaining secondary exam areas must be chosen from literary areas. At least one exam area must be on British literature, and at least one must be on American literature.

Rhetoric and Composition Concentration: The primary exam for students pursuing this concentration will be Rhetoric and Composition. Two of the three remaining secondary exam areas must be chosen from literary areas, and the other exam area must be either Linguistics or Folklore.

Guidelines for Open Topic Exam

Eligible students who wish to take a primary or secondary written examination in an Open Topic must first consult with their Preliminary Advisor. They must appeal in writing to the Ph.D. Exam Committee by the semester before beginning exams. Open Topic request forms are available on this site, and are also from the English Department Office. The completed form, which should be delivered to the chair of that committee, must name the four areas in which the student proposes to be examined, signed by at least three faculty members who support the student's request for the proposed Open Topic exam, and must be co-signed by the Preliminary Advisor. Except as discussed below, the Ph.D. Exam Committee will consider individually all requests in Open Topics. Students whose proposals are denied by the Ph.D. Exam Committee have the right to appeal to the entire graduate faculty.

The default format for Open Topic exams will be that of a take-home exam. Alternative formats proposed in the Open Topic application will be considered along with the entire application as a whole.

Although each request for an Open Topic examination will be considered on its own merits, pertinent guidelines should be considered:

1. Topics should not be subsumed within a single period of British or American Literature as listed above. For example, "Contemporary American Fiction," because limited in focus to American Literature from 1945–present, would not normally meet with Ph.D. Exam Committee approval. However, "The American Novel from 1820 to the Present," because it cuts across three periods (American Literature to 1865, American Literature 1865–1945, and from 1945–present), is an example of a topic deemed suitable and one, in fact, that has been approved.
2. Topics should also avoid too much overlapping. For example, although "American War Literature" might meet the criterion of cutting across chronological periods, it would not normally be approved if the student requesting it also requested examination in both American Literature 1865–1945 and American Literature 1945–present.

Exam Format

The student's primary exam will follow a format designated by the faculty in the relevant area. Approved formats for the primary exam include timed on-site exams, timed take-home exams, portfolio assessment, an oral exam with reading list (recommended), or a combination of various modes.

All secondary exams will follow one of three general templates:

- **Format I** requires writers to answer 15 of 20 identifications, 3 of 5 short essays questions, 1 of 3 long essay questions.
- **Format II** requires writers to answer 5 of 8 short essay questions, 1 of 3 long essay questions.

- **Format III** requires writers to answer 3 of 5 long essay questions.

Descriptions of the primary and secondary exam formats in specific areas are available on the English Graduate Studies Information and Resources Moodle page, and students are encouraged to consult with relevant area faculty about the exam in that area.

Examination Procedure

The PhD exam committee will select three faculty members to prepare each exam. The chair of the PhD exam committee will distribute the names of faculty offering PhD comprehensive exams and the areas covered (including Open Topics) to both the faculty at large and to all graduate students via departmental listservs and memos within at least one week after the exam assignments have been distributed to graduate faculty examiners. The role of the faculty member in the exam is not to be disclosed.

The Ph.D. Examination Committee specifies the time and place of every exam. Exams are normally scheduled to occur once per week for three to four consecutive weeks at the beginning of each Fall and Spring semester. In the case of timed, written exams, opening the exam packet constitutes the taking of the exam.

Students must notify administrators if they cannot take a designated exam, though exams cannot normally be given again until the next semester.

An examiner is allowed to discuss such issues as exam coverage and evaluation with graduate students in such manner as that faculty member deems professionally appropriate up to the day that examination is given. No discussion of the exams will take place after the exams have been administered until the official exam results have been released to the examinees by the graduate coordinator. The Ph.D. exam process will remain anonymous where possible.

Grading Procedures

All primary and secondary Ph.D. examinations will be graded independently by two departmental graduate faculty readers. Graduate faculty assigned to evaluate a Ph.D. Comprehensive Exam will independently assign each examination paper the grade of "Pass," "Fail," or "Pass with Distinction" (see below). Grades will be submitted independently by written ballot. Pass-fail deadlocks are broken by the judgment of a third graduate faculty member who may review the comments of the first two graders. Students will be notified of exam results by the Ph.D. Exam Committee Chair or their assistant. The students may consult with the Graduate Coordinator or the Chair of the Ph.D. Examinations Committee about the examiners' comments; however, all examiners' comments remain anonymous. Grades on PhD examinations may not be appealed.

Failed Ph.D. Exams

The provisions for retaking failed examinations are as follows:

1. If a student fails any examination it must be repeated, normally during the next semester.
2. In accordance with the policy of the University, no student will be permitted a third opportunity to take an examination.
3. If a student opts for a 2-2 schedule and fails one of the first two tests, then the student will retake the failed exam the following semester, along with the remaining two tests, in the course of the normal testing period.
4. If a student opts for a 2-2 schedule and fails both exams in the first testing period, then the student may opt to retake them in the following semester's testing period, before scheduling any remaining examinations in the subsequent semester.

Admission to Ph.D. Candidacy

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

Dissertation Committee

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

It is always a good idea to schedule classes in such a way as to become acquainted with various members of the graduate faculty, thus providing a large pool from which to choose the members of the committee. The most important member of the committee is the director or major professor. This faculty member must be approached first. The remaining members of the committee will then be selected in consultation with the major professor. Generally speaking, the committee members should either teach courses in the student's field of specialization or have some interest in it, but exceptions to this practice can be made. It is in the student's best interest to compile a short list of the faculty members who might serve on the committee for submission to the major professor, who can then make suggestions that may help in the final selection.

Dissertation Prospectus

Requirements

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

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

General information

For most Ph.D. concentrations, the content portion of the prospectus should provide background for the topic and identify the research question, the tentative thesis, or hypothesis. The prospectus should reflect a sense of the relevant materials in the field and the nature of the original contribution the study will make to existing scholarship. It should then outline the approach or method that will be employed in the dissertation and the

organizational pattern the finished product will likely follow.

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

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

Recommended timeline

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

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

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

Dissertation Defense

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

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

Dissertation Printing Services

There are a variety of ways to print your dissertation. The University's Printing Services office is located on 439 Coliseum Drive, directly behind Blackham Coliseum. You must bring your own paper and the charge is 10 cents per page. You may also choose to go to local businesses (i.e. Kinko's, Office Depot) to have your dissertation printed. Do not, under any circumstance, print your dissertation on the staff computers in Room 214.

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

Be sure to check with the graduate school for the approved paper type that must be used when printing your dissertation. These types are listed in Guidelines in the Preparation of Theses, Dissertations, and Synthesis Projects (2017).

You are also eligible to apply for GSO funds up to \$100 for dissertation expenses. This will help defray paper and printing costs. You can find more information on GSO funds at the GSO funding page.

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SPECIAL COURSES

Individual Directed Study (Engl. 597 or 598)

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

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

Students should be aware of the following restrictions:

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

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ACADEMIC STANDING AND SATISFACTORY PROGRESS

Graduate Students are expected to maintain good academic standing and make satisfactory progress toward their declared degree objective. The Graduate School determines academic standing using both individual semester grades and the cumulative graduate grade point average. MA students may apply no more than three semester hours with a grade of C toward the fulfillment of degree requirements. PhD students may not apply any courses

with a grade of C toward their degrees. Students who receive a grade of C or lower in a graduate course will be required to meet with the Graduate Coordinator and advisor to discuss their progress and performance in the program. A second grade of C or lower in an English graduate course will be grounds for immediate dismissal from the program.

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

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

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

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

The Graduate Coordinator, after consulting with the student's advisor and informing the student, will bring the name of any student recommended for dismissal before the Graduate Appeals Committee for approval.

Timeline

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

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

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APPEALS

All appeals for waiver/exception/substitution of any English Department or Graduate School requirement must be submitted in writing along with all relevant evidence (e.g., transcripts, supporting letters, etc.) to the departmental Graduate Appeals Committee. Appeals should be made early in the semester, if possible. All appeals are to be addressed to the English Department Graduate Appeals Committee and delivered to the Graduate Coordinator for Incoming Students, who presents the request to the committee. Appeals of English Department requirements are decided by the departmental appeals committee alone, while appeals of Graduate School or university requirements must first be submitted to the English Department appeals committee and then, after the departmental committee has voted on the appeal, submitted to the Appeals Committee of the Graduate Council through the Dean of the Graduate School.

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

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TRANSFER OF CREDIT

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

The transfer of graduate courses for credit should be completed during the student's first semester. (For M.A. students, the Graduate School limit is twelve hours of transferred credit, provided this number does not exceed one third of the total course credits; for Ph.D. students, no specified limit, except that all Ph.D. students must take at least 21 post-MA hours in this department.) Knowledge of approved transfer credits will enable students and their advisors to plan the course of future study more effectively.

When applying for transfer credit, the M.A. student should fill out the Transfer of Credit form and take it with a transcript and if possible a copy of the syllabus for the course(s) to the Graduate Coordinator for Incoming Students for evaluation. The course(s) must be acceptable to the English Department and the Graduate School. Furthermore, the courses are still subject to the Graduate School time limitation of seven years. Ph.D. students use the Plan of Study form for transfer credit, in consultation with the Graduate Coordinator and the Preliminary Advisor.

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THE GRADUATE ASSISTANTSHIP

Orientations

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

In addition to the University's orientation for GAs, before the opening of the fall semester, the English Department holds special sessions designed to inform entering GAs about departmental traditions, policies, and regulations. The Graduate Coordinator explains some of the practical aspects of registration and scheduling, and entertains questions regarding the graduate program. The Director of First-Year Writing, the Director of the Writing Center, and the Assistant Department Head explain various aspects of the department. The directors also discuss effective ways to deal with students and describe the support programs offered by the University and the English Department, such as those available from the Graduate Student Organization. Other experienced faculty members discuss how to deal with attendance records, paper grading, student conferences, and personal absences. In addition, they provide practical information about a variety of other topics, including library privileges, office maintenance, and paycheck policies.

Not the least important aspect of the orientation sessions is that they give GAs an opportunity to meet the faculty in an informal setting. The social reception that brings the sessions to a close allows the graduate students to visit with the professors with whom they will be studying and working over the next few years.

Teaching and Tutoring Duties

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

The teaching load for GAs is two courses per semester. Graduate assistants typically teach ENGL 101 and 102. Ph.D. assistants often teach a sophomore survey course; questions about those teaching assignments may be directed to the Sophomore Literature Committee. Rhetoric Ph.D. students often teach ENGL 360 (Advanced Writing) and ENGL 365 (Technical Writing). Experienced GAs in Creative Writing sometimes teach ENGL 223 (Introduction to Creative Writing). GAs who enroll in the summer session do not usually teach (requests for the few available positions are handled on a rotation basis by the department's course scheduler), but may earn their fee waiver for a six-hour load by working for the department (e.g. as a research assistant) eight hours per week.

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

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

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

Departmental and Individual Course Syllabi

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

Policy Sheets

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

Excessive Absences

Instructors should determine their policy on absences, distribute copies of it at the beginning of each semester, and keep attendance records. The instructor is responsible for deciding the number of discretionary absences students may have. The instructor's definition of excessive must not be less than the University's minimum of 10% of the total class meetings. Please consult the Director of First-Year Writing, Sophomore Literature Committee, Director of Creative Writing, Technical Writing Committee, or Advanced Writing Committee as applicable for

guidance in crafting an attendance policy appropriate to the course.

Officially Excused Absences

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

Make-Up Work and Late Papers

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

Final Essay and Final Grade for ENGL 101, and 102

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

Office Hours, Files, and Grade Books

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

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

Textbook Selection and Desk Copies

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

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

Retaining Assistantships

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

Special Courses for Graduate Assistants

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

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

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JUDICIARY PROCEDURES

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

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

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

1. The faculty or staff member who discovers the alleged misconduct should report it to the appropriate administrator, as indicated below, and provide any evidence they have.
 - Director of First-Year Writing for alleged misconduct relating to teaching 100-level courses.
 - Assistant Head for alleged misconduct relating to teaching 200+-level courses.
 - Graduate Coordinator for Continuing Students (GC-CS) for all other matters.
2. The administrator should investigate the alleged misconduct or may refer the case to another unit on campus as necessary.
3. The administrator is authorized to require increased oversight of the student's duties, such as spot checks, classroom observation, the assignment of a faculty mentor, etc.

4. If the administrator's investigation indicates that a minor case of misconduct has occurred, the administrator should give the student a formal written warning, copied to the Department Head.
5. If the administrator believes that the alleged misconduct warrants greater punishment than a warning, they should report the case to the GC-CS for further consideration by the Judiciary Committee.
6. The GC-CS should lead the committee (arranging any replacements as necessary) in an investigation of the alleged misconduct.
7. With the exception of the committee members and with the exception of anyone necessary to the investigation, strict confidentiality must be maintained.
8. If the evidence is deemed sufficient by the committee, the GC-CS will arrange a meeting between the student and the committee. The GC-CS will inform the student and the committee of the format of the meeting in advance.
9. The student may bring an advocate, such as the ombudsperson, and/or witnesses with relevant testimony.
10. After meeting with the student, the committee will deliberate privately in order to determine a course of action appropriate to their findings. Misconduct can result in a student being deemed ineligible to continue in the program.
11. The Department Head will enact the decisions of the committee, including:
 - Informing the student of the committee's decision and its consequences.
 - Informing (in general terms) the department's Graduate Committee and the student's faculty advisor and, if the misconduct pertains to assistantship duties, any supervisor of the assistantship.

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AWARDS FOR GRADUATE STUDENTS

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

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

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SUPPORT SERVICES

Dupre Library

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

Databases

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

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

Extended Loan Privileges

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

Personal Reserve, Hold, Trace

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

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

Jefferson Caffery Research Award

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

Lafayette Parish Library

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

The Graduate Student Organization

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

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

The GSO helps to finance presentations of papers at conferences and thesis/dissertation research. Presentations can include the reading of original poems and/or short stories or staging of plays at recognized conferences. Thesis/dissertation research has included travel expenses to visit libraries that have non-lendable holdings

pertinent to thesis/dissertation research. The GSO has also purchased copies of dissertations from universities unwilling to lend them. These copies are then given to Dupre Library for all students and faculty to use.

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

Audiovisual Equipment; SMART classrooms

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

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

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STANDING COMMITTEES

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

English Department Committees

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

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

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

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

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

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

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

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

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

*First-Year Writing – plans, develops, and carries out all aspects of the First-Year Writing program.

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

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

*Hospitality – arranges departmental social occasions.

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

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

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

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

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

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

*Symposium Committee – organizes department symposiums.

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

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

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

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

English Department Graduate Committee Subcommittees

Committee on Graduate Curriculum and Requirements – reviews the department's graduate-level courses and graduate degree requirements.

Departmental Graduate Appeals Committee – considers requests from graduate students seeking exemption from a departmental requirement.

Graduate Admissions and Assistantships Committee – reviews applications and ranks assistantship applicants.

Graduate Course Offerings Committee – establishes rotation of graduate courses and faculty members offering them.

Graduate Placement Committee – assists students in their job searches.

Graduate School Speaker Fund Committee

*Judiciary Committee – hears cases of GAs charged with serious neglect of assistantship responsibilities or academic misconduct.

M.A. Examinations Committee – solicits questions, prepares exams, posts literary passages seven days prior to exam, and compiles results.

Ph.D. Examinations Committee – solicits questions, prepares exams, arranges proctoring, and compiles results.

*Recruitment – develops and implements plans for recruiting graduate students. (Two graduate student reps.)

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THE GRADUATE FACULTY

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

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

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