

DOCTORAL STUDENT HANDBOOK

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INTRODUCTION TO THE DOCTORAL PROGRAM IN ENGLISH

The purpose of this handbook is to introduce doctoral students to the practices and requirements of UB's English Department PhD Program. You will find information and advice here about a wide range of subjects relating to all stages of your progress through the PhD degree, including coursework, examinations, and thesis/dissertation writing. Do not hesitate to contact the appropriate departmental officers, especially the Director of Graduate Studies, if you have any questions or if you need further information.

The Director of Graduate Studies

302B Clemens Hall
716-645-2567

Your First Week at UB

At the end of August, incoming doctoral students must attend a week-long orientation in which they will be given pointers about the courses they will be teaching (composition for TAs), the library system at UB, computer technology, immigration (for international students), and insurance issues. In addition, they will have an opportunity to meet English faculty members, the chair of the Department, and the Directors of Graduate and Master's Studies. See the sample orientation schedule at the end of the appendix.

Teaching Assistantships provide four years of eight semesters of support, contingent upon satisfactory performance as a student and a Teaching Assistant. A fifth year of support is available for students making satisfactory progress toward the degree. Students admitted into the PhD program with an MA from UB are not eligible for the fifth year of funding and will receive a four-year Teaching Assistantship. Your initial appointment is for ten months.

Note that international students will only be able to register for courses after attending the International Students' Orientation Session. The extra fees that that appear on their bill will disappear after they attend the orientation session. Last but not least, domestic out-of-state students have to apply for NY State Residency by Dec 1st (should you fail to apply for NY State Residency in a timely manner, you may be required to pay for the difference between out-of-state and in-state tuition).

Meeting the DGS

During the first two weeks of the academic semester, the Director of Graduate Studies will meet with each incoming PhD student individually to answer questions, discuss your goals, and make sure that your needs have been met. Remember that the DGS is available throughout the year to guide you and facilitate your transition into Graduate School. You will also be assigned an academic advisor with whom you can meet whenever you have concerns about any aspect of your PhD and who will be responsible for your annual evaluation. Always check first with the DGS when you have questions about procedures or requirements.

Your First Week of Classes

Note that if you are “shopping around” and have enrolled in more seminars than you actually mean to take (for instance, 12 credits instead of 9 credits per semester for TAs), you need to drop the “extra” one by the end of your first week so as not to incur fees (the penalty will not be covered by your tuition waiver after the first week of classes). Should you desire to enroll in 4 seminars (12 credits), please advise the Graduate secretary as soon as possible so that she can increase the tuition waiver from 9 to 12 credits.

Credit Transfers:

If you have completed graduate coursework at another institution or received a Master’s Degree from UB, it is usually possible to **transfer credits**, but bear in mind that a) transfer credit (up to 14 credits and potentially more for international students) is decided on a case-by-case basis and b) the transfer of credits usually occurs in your 4th year after completion of coursework and the oral examination. Transferred credits do not count toward your required seminars.

REQUIREMENTS

The basic requirement for the PhD degree is the completion of 72 graduate credits. To be considered full-time, supported students need to register for 9 credits every semester (unsupported students for 12). Since seminars are each worth 3 credits, supported students typically enroll in 3 seminars every semester during their first two years in the program. The 9 credits may be made up of varying combinations of the following: intensive seminars, extensive seminars, supervised readings, and, once your coursework is done, thesis guidance. Note that you will need to have taken at least 10 intensive seminars in order to take your orals and proceed to PhD candidacy. You are highly encouraged to take more than this number during your years at UB.

Students may opt to complete a **Minor Field**, broadly defined as an area of knowledge other than their principle focus. The range of possibilities is vast, but it is strongly advised that the minor field have a cogent relationship to the student’s dissertation and/or field of specialization. For instance, someone in nineteenth-century American studies may have a minor field in feminist or postcolonial studies. You may also find that the minor field is an advantage on the job market. If you complete a minor field, fill out the minor field form (see Appendix).

Seminars: Intensive vs. Extensive

In the list of English Department graduate courses for any given semester, you will notice that each seminar is divided into ‘A’ (intensive) and ‘B’ (extensive) sections. This is a distinction observed only by the English Department and the Comparative Literature Department.

Note: if you take a graduate seminar outside of either the English or Comparative Literature departments (which is permitted), bear in mind that other departments do not observe this intensive/extensive seminar distinction; consequently, any seminar taken in

such departments will automatically count as one of your intensive seminars and you will be required to fulfill all the requirements for it.

Generally speaking, if you take a seminar intensively, you may, at the discretion of the faculty member teaching the seminar, be required to do some or all the following things (in addition to attending class and doing the reading):

- write a research paper at the end of the semester
- write a response on each week's readings
- give an oral presentation on one week's materials
- write a short mid-term paper

If you take a class extensively, you may be asked to do some of the above but you will not be required to write a research paper at the end of the semester.

How to decide which classes to take intensively or extensively:

It is important to strike a balance between taking classes in a wide range of areas with a wide variety of faculty members and taking seminars in areas that will directly relate to your dissertation project. There is no simple rule of thumb when it comes to deciding which seminars to take intensively or extensively, but generally speaking, students take intensive seminars in areas important to their major fields of interest and with the faculty members they will want to work with down the road, either toward the orals and/or by having them serve on their dissertation committee. Students who do not wish to take 3 seminars intensively any given semester may take one extensively to decrease their workload, as long as they complete ten intensive seminars before taking the oral exams. Normally, students have completed all 10 required intensive seminars by the end of their second year or fall semester of their third year. See Appendix.

Learning your field: course work

During your first semester, begin to acquaint yourself with the qualifications expected of someone in your field. The job market still relies on period fields, so even if your dissertation is going to be relatively eclectic, you may consider the advantages of being able to claim expertise in one particular period field. When enrolling in seminars, be broad in your sense of what is useful to your field, and remember that a dissertation often touches on several fields. Shape a concentration for yourself amid your varied interests without limiting yourself to seminars in a narrowly defined field that would fail to provide the context you need to write your dissertation or be an effective teacher. For instance, although the UB PhD in English has no language requirement, Early Modern students will benefit from Latin; Lacanians may benefit from a history class. Take courses in your field and in contiguous and related fields. A specialist in twentieth-century English or American literature will want to know something about Victorian literature. An African Americanist would benefit from coursework in African and Caribbean writing. If you write on twentieth-century fiction, it would be useful for your understanding of that field (and for the market) to study relatively marginalized as well as mainstream fields: canonical writers but also, for example, African American and/or Asian American traditions (especially if you think you may have a chapter on a writer of

color), postcolonial or feminist/queer writing and approaches to reading, and/or popular literature. Make sure to read journals in the field(s) in which you are working. UB subscribes to JSTOR, Project Muse, and current issues of several journals are available in 306 Clemens Hall for browsing.

When choosing a dissertation topic, if you are torn between writing on three writers from three fields traditionally distinguished from each other, and writing on three writers from the same field, you may want to factor the job market into your decision. Familiarize yourself with the way fields are advertised on the MLA Job Information List online.

How many seminars can I enroll in?

There is no limit to how many intensive seminars you can take as long as you remain within the 72 credit limit.

ENG 601: Supervised Readings, PhD Qualifying Examination

In preparation for your PhD Qualifying Examination, you will schedule three supervised readings with three different faculty members who are specialists in your chosen fields of interest. Select one of these three, with his or her permission, as the chair of your committee, and inform the DGS of your choice. As soon as you have selected a chair for your exam committee, this person becomes your official academic advisor and will be responsible for your annual evaluation.

Each supervised reading consists of a list of works that you will discuss in a series of meetings with the faculty member over the course of a semester. The supervised readings themselves take place in your third year, and students normally do two lists in the Fall and one in the Spring, or one in the Fall and two in the Spring. Supervised readings may not count as intensive seminars.

Note: these supervised readings should be scheduled well in advance of the semester in which you plan to have the supervised reading if only because certain faculty members, especially those in high-demand fields, can get ‘booked up’ well in advance. You need to bear this fact in mind when making your plans.

Constructing your reading lists:

The general purpose of the PhD Qualifying Examination is to assess your knowledge of - and ability to think critically about-- all of the texts on your three lists. The lists are designed to help you prepare for the dissertation and to help you develop your teaching range for the job market--in which the ability to teach survey courses is increasingly crucial (be they surveys of Nineteenth-Century American Literature or Medieval and Early Modern Drama).

Ideally, then, one of the three lists will be organized around a potential dissertation topic. Your work on this particular list should be instrumental in helping you to move swiftly from the Qualifying Examination to the dissertation-writing stage. It is worth noting here

that your dissertation prospectus is due to your dissertation committee no later than August 25th of your fourth year (that is, just a few months after you pass your exam).

The other two lists should be structured as period surveys. One survey might focus on the same period of the potential dissertation topic/area of specialization but expand to demonstrate scope and coverage (should you have a dissertation-topic list on modernist poetry, for example, another list might focus on modernist prose, or should you have a dissertation-topic list on sixteenth-century drama, another list might focus on Renaissance English poetry and politics). A third list might focus on a historically continuous period (so that a modernist might have a list on nineteenth-century or indeed late twentieth century literature, an early modernist might have a list on classical and medieval texts and traditions), or a contiguous period (someone planning to specialize in nineteenth-century British fiction might also have a list on nineteenth-century American fiction).

Note: very often, the faculty members who are members of your PhD Qualifying Examination committee will go on to serve on your dissertation committee, but there is no requirement that this be the case. If you want to make changes to your committee, you are free to do so following your exam. This is likely to occur if any of your examiners specialize in fields outside your dissertation area. Either way, be sure to notify all members involved of your intentions.

Structure and submission of lists

Each reading list, to be generated in consultation with a faculty member, should have a minimum of 20 primary works and a minimum of 5 critical/scholarly works. Should you opt to do one list on theory or methodology, there should be at least 20 theoretical works and 5 literary works (so a list on the History of the Book would have at least 5 texts through which the particular relevance of book history would come into play; a list on Postcolonial Theory would have at least five literary or cultural texts through which to focus the use and implications of theory to texts).

For formal submission, each reading list should include:

A TITLE. This could be anything from “Nineteenth-Century American Literature” to “Poetics and Architecture” to “Drama and Ecology: Animals, Minerals, and Elements on Stage 1550-1620”.

THE NAME OF FACULTY MEMBER ADVISING YOU ON THE LIST

LIST RATIONALE: A paragraph describing the central questions that you aim to ask of the list.

PRIMARY AND SECONDARY WORKS: A minimum of 20 “primary” and 5 “secondary”/critical for period or dissertation topic lists.

Timetable for preparation and examination:

PhD Supervised Reading Lists are due to the Director of Graduate Studies on March 15th of each year. As you assemble your lists, here are some dates to keep in mind for the lists and beyond:

November of your 2nd Year: Talk to your advisor or a faculty member in English about the process of assembling your reading lists. If you have one or more faculty members in mind that you can imagine working with on one of your lists—seek that person out to talk through your plans and secure his or her participation on your orals committee.

By January 15: Select a chair for your Orals Examination Committee. Although your examination committee need not overlap with your dissertation committee, we recommend that you select a “chair” who works in your intended area of specialization—and work on a dissertation oriented list with him or her. Discuss your ideas for other reading lists with him or her and begin contacting other faculty.

By February 15: Submit your lists to each member of your committee. By the end of this month, send the approved lists (as a collective) to your committee chair.

By March 15, submit your three reading lists along with your Reading List Acceptance Form (located at the end of this handbook, to be completed by you and signed by your committee chair) to the Graduate Office.

By May 22th, make sure you have taken your examination on or before this date. While this date is a strong recommendation, you need to complete the examination no later than the spring of your third year.

Structure of the Qualifying Exam/Supervised Reading meetings:

Faculty practice varies widely, but generally speaking, you can expect to meet (in person or electronically) with a faculty a minimum of 3 times over the course of the semester in which the supervised reading takes place. Depending on the faculty member with whom you are working, you may be asked to write a response on each reading.

PhD Qualifying Examination:

Qualifying exams usually last about ninety minutes. Each faculty member questions you about his/her list for around twenty to thirty minutes. These questions may or may not stem from conversations you have had during your supervised readings, but they will pertain to the readings on your lists and to possible relations between the lists. Upon

successful completion of the examination, your committee members sign the appropriate form that you will have brought to the meeting (see Appendix). If you do not pass your exam, the Chair of your exam committee will meet with the DGS to discuss appropriate procedures.

After successfully completing the oral examination, a student having no previous Master's degree may submit an application to candidacy to the Graduate School for the degree. The Graduate secretary will assist in the process.

Note: Should you desire to keep working with the same committee after your orals, it is imperative that you explicitly ask the chair and members of your orals whether they would be willing to continue serving on your dissertation committee. If your dissertation committee will be the same as your exam committee, the exam would be a good opportunity to schedule a meeting with all your committee members for your prospectus approval since they are all present, and it may be difficult to coordinate again. Some students will begin discussion of their prospectus with committee members in the discussion period immediately following the exam.

ENG 600: Independent Studies and Reading Groups

Supervised readings (ENG 601) are reserved specifically for your preparation for your PhD Qualifying Examination. **Independent Studies** (ENG 600), by contrast, allow you to work closely with faculty members in a field where no coursework is offered. You need to approach the individual faculty member with whom you wish to work and then submit a proposal with a justification for the Independent Study, the list of readings, and the supervising faculty's signature to the DGS by the last day of class of the preceding semester.

Reading Groups constitute another way of satisfying some portion of your requirements. If you are interested in studying a subject (for example, science fiction) that is either absent from or under-represented in existing course offerings, you can find other students who want to study the same subject and form a reading group. You will need to find a faculty sponsor (you register for independent study credit with this faculty member) and you and the other students then draw up a reading list in consultation with this sponsor. You will hold regular meetings (usually eight or so) over the course of the semester in which the reading group meets and the faculty sponsor will meet with the group on 2-3 occasions over that period of time.

You will need to submit your proposal for a Reading Group to the Director of Graduate Studies for approval by the last day of class the preceding semester. Sample proposals are available for perusal in the Graduate Studies Office.

Generally, students will take no more than a total of 2 independent studies or Reading Groups for seminar credit. One of those credits may be intensive.

Incompletes:

Although it is possible to take incompletes in graduate seminars at UB, faculty in English strongly discourage you from doing so. The grade for an I/U needs to be turned in within

a year of your taking the incomplete, so it is important to remain in communication with faculty and give them enough time to read submitted work.

Failure to complete work for the incomplete within the allotted time frame or accumulated I/Us may prevent the renewal of fellowships granted by the dean's or president's office. You must have completed all outstanding Incompletes before taking your Orals Examination.

The Dissertation:

Choosing a dissertation topic:

It is never too early to start but do not feel that you have to come up with a field of specialization and a potential dissertation topic as soon as you arrive! Feel free to experiment, in every sense: in the types of classes you take, in the critical and theoretical approaches you use, in the potential fields of interest you consider.

The best dissertation topics make an intervention in or a decisive contribution to a field and have a definite, often contentious relationship to that field. If you chose to write about a particular theme, you have to offer a particular, clear, and concrete argument about that theme.

Choosing a dissertation committee:

Typically, you will choose your dissertation committee from faculty members whose seminars you have taken and who work *in or closest to* your field of study. These may or may not be the people you had on the PhD Qualifying Examination Committee. The chair of your dissertation committee should be in the main field in which you are working. In addition, faculty members who are squarely in your field will be likely to help you network in that field when you go on the market.

Writing the prospectus:

Upon completion of the qualifying examination in the spring of your third year, you have just a few months to submit a dissertation prospectus to your committee members. A good prospectus articulates your thesis, communicates a sense of the structure and development of the proposed dissertation, emphasizes in what respects the project intervenes in debates in your field, and includes a bibliography of your completed or intended reading in the field. The prospectus should also include summaries of each chapter, as well as potential chapter titles. The Graduate School does not specify a length for prospectus, but a minimum of 10 pages is a sensible rule of thumb. Your prospectus is due to the full committee no later than August 25th of your fourth year.

The prospectus meeting:

Once you submit your proposal, schedule a meeting with the members of your dissertation committee to get their feedback. This meeting will be approximately one hour long. Should your proposal be accepted at this meeting, have your dissertation

advisor sign off on the PhD Dissertation Proposal Approval Form (at the end of this handbook) and submit the form and proposal to the Graduate Office. If your committee feels that you need to revise the proposal, do so as swiftly as you can and submit the proposal to the Graduate Office once it is approved.

Note on deadlines: The dissertation prospectus approval meeting must take place no later than October 1st of the fourth year. If it does not, students will not be eligible to apply to teach literature courses for the following year. Should a student not have an approved prospectus by October 1st, it is his or her obligation to go to the DGS and dissertation committee chair to determine how to move forward with this requirement and return to “good standing” as quickly as possible.

Writing the dissertation and advising:

The type of advising you receive from faculty members during your coursework and the writing of your dissertation will vary according to a range of factors, including time constraints, need, and the temperament of the parties involved. With that said, both parties in the advising relationship should observe a more or less informal set of rules:

Keep lines of communication open: keep in touch with your advisors--let them know what is happening.

Give plenty of notice: it helps to let your committee members know when you are planning on sending them some of your work.

Be prompt: both parties should make good-faith efforts to respond to communications promptly.

The standard dissertation is around 200 pages long and should engage the ongoing critical conversation in its field. It should make an original contribution to the discipline.

Note on Deadlines: Students who turn in a drafted chapter of their dissertation by 15 March of their fourth year will be eligible to apply for Opler-Doubrava Support Awards and will maintain their eligibility for fifth-year teaching of a literature class. Those who do not turn in a drafted chapter by 15 March will not be eligible for either opportunity. Any student who still does not have a finished prospectus by 15 March of the fourth year will also lose his or her TAsip for the coming (5th) year.

The dissertation and the job market

Students with a completed or almost completed dissertation have a distinct advantage at the MLA, and there are good reasons for this: new assistant professors need to be thinking about their first book, not their dissertations. The best time to go on the market is the year that you know with certainty that you will finish and have defended within six months of the MLA interview. If you are on a regular five-year track in the department, plan to have finished at least one half of your dissertation by the beginning of your fifth year. Do not hesitate to write a short dissertation: better to defend a four-chapter dissertation, be hired as an assistant at a higher salary, and write a fifth chapter for your book, than to insist on writing a long dissertation. Contact the Director of Placement a year before you go on the market and start attending workshops and meetings about the market.

The dissertation defense:

When you are preparing for the dissertation defense, you need to remember that you are working to meet a date set by UB's Graduate School (not the English Department) for the conferral of the degree (there are three such dates in each academic year). In order to give yourself plenty of time to meet that deadline, you need to schedule your defense **at least one month before** the M-form is due in the Graduate School (approximately 1.5 months before the conferral date). Doing this should give you time to make any changes your dissertation committee asks you to make to your dissertation at the defense. Similarly, in order to give your committee members enough time to read the dissertation before the defense, you need to submit the completed dissertation to your committee **at least one month before** the scheduled dissertation defense date.

There are three conferral dates: June 1, September 1, and February 1. The deadline for dissertation and M-form to arrive in the Graduate School office is approximately two weeks before the conferral date.

Schedule a meeting with the members of your dissertation committee to get their feedback. This meeting will be approximately one hour long. Should your proposal be accepted at this meeting, have your dissertation advisor sign the Dissertation Proposal Approval Form (at the end of this handbook) and submit the form and proposal to the Graduate Office. If your committee feels that you need to revise the proposal, do so as swiftly as you can and, when the proposal is approved, submit it to the Graduate Office.

OTHER ASPECTS OF GRADUATE STUDIES

Graduate Groups

Within your first year at UB, you should, if possible, become involved with the Graduate Groups in the fields closest to your interests. Current Graduate Field Groups currently include the Americanist Group, the Poetics Group, the Modernist Group, the British Studies Group, the Medieval and Early Modern Student Association, the Group for Queer Studies, the Cultural Studies group, and the Transnational Studies Group. Typically, these groups invite outside speakers, hold colloquia, and organize work-in-progress sessions. Many of these groups are interdepartmental and interdisciplinary. Participating in these groups will enable you to become acquainted with graduate students and faculty from UB and elsewhere who have similar intellectual interests. There is also an English Graduate Students Association (EGSA) in which many students participate.

Publications

You should aim to have at least one article in a peer-reviewed journal accepted for publication by the fall you enter the job market. Although you do not need to have an accepted publication in order to get a job, having one will substantially broaden your job-market possibilities.

If an opportunity arises to review a book in your field, you should take it—this will get you a free book, a publication to list on your *cv*, some experience in writing and publishing, and perhaps (if your review is favorable) a friend in the profession. Some journals will accept unsolicited reviews; others won't. You can find out by writing to the editors.

Conferences

It is good to attend conferences during your time in graduate school, but be selective. Aim to attend the most important conferences in your field (ask your advisers about this), rather than graduate student conferences, which count for very little on the job market. Also do not spend too much time going to conferences. When you are on the market, two conferences are worth as much as ten: search committees simply want to see that you are interested in being part of current conversations in your field. By the fall of the job market, you should have attended (at most) two or three national conferences. There are limited travel funds available for English graduate students to present a paper at a conference. They are allocated on a first-come, first-served basis. The Graduate secretary will assist in the process of applying for them. In addition, a limited amount of money is also available for students who need to travel to an archive for research purposes. Priority will be given to students well advanced in writing their dissertations, and for whom such travel is key to finishing.

Teaching (Supported Students)

Students returning from the MLA have stressed how important teaching is in this job market. You may have a distinct advantage over some of your competitors in this area because most of you will have taught composition and literature courses. Composition is one of the fields where there are the most job opportunities and the fact that you will have taught in the field will constitute a distinctive advantage on the market. Those with little or no knowledge of the day-to-day reality of undergraduate instruction may bomb at the interview (“I intend to use Hegel’s *Logic* for my first-year writing course”), so when they get the hook, you should be rested, ready, and waiting in the wings.

In your first years of teaching, your 1st and 2nd year advisor will observe you teach once a year. It is your responsibility to contact your advisor to set up a time for this observation in the spring of your first year and any time during your second year. Send your advisor your syllabus in advance, and any materials that you may be discussing on the day of the observation. It is your advisor’s responsibility to observe, offer constructive feedback, and submit a short set of written comments to you and to the DGS shortly after the observation. Should these observations be glowing, you can return to your advisor later to request a letter of recommendation for teaching in particular. In any case, these early observations are designed to help you as you begin your teaching career.

Before you go on the market, some of you will have the opportunity to teach a (200-level) UB literature course. Teach it as a genuine historical and literary survey, not as a

disguised version of your dissertation. As your teaching develops, ask one or two professors—particularly the members of your orals and dissertation committees—to observe you and to write a letter for your file. Again, give the faculty member observing your class a copy of your syllabus before the observation. Save your teaching evaluations, and when you are ready to go on the market, ask your dissertation committee members if they would like to see them.

Teaching (Unsupported Students)

As of December 2011, the department passed a new policy on giving unfunded international students a professional opportunity to teach. This policy reads:

Self-funded international students in their 4th year who have met all eligibility requirements will be offered the opportunity to apply for a fellowship to teach a literature course. As with all Teaching Fellowships, teaching a literature course is not guaranteed. Courses will be awarded on a competitive basis. To be eligible, students must

- 1) *pass the SPEAK test (at 55+)*
- 2) *pass their oral exams*
- 3) *participate in a mentoring program, specifically:*
 - they will have an unpaid “internship,” consisting of attending a faculty member’s 200- or 300-level undergraduate course in a field related to the field in which they would like to teach; as part of this experience they will have the opportunity to mark/grade a few student papers and talk with the faculty member about grading (these are not the papers that will be returned to the students).
 - they will work with a faculty member in constructing a syllabus

At the time of their application for a teaching opportunity, the student will need a faculty mentor to sign their application, agreeing to observe the student, to write a response following that observation, and to be available for mentoring on undergraduate teaching of literature.

The Job Market

The Director of Admissions and Placement will organize a number of workshops and information sessions every year. Please attend these a year or two before you plan to go on the market, in order to help prepare yourself appropriately. We have created a separate Job Market Handbook. It is available in the Graduate Office. You might skim through this early on during your time at UB—to give yourself a sense of some expectations down the road. One of the best ways to prepare for the job market is to attend talks and lectures in a wide variety of fields, especially by emerging scholars and junior faculty, and read journals in your field.

The DGS

The Director of Graduate Studies is a resource meant to help you make the best of your experience at UB. Use him/her!!

Responsible Research Conduct (RCR)

The Graduate School now requires graduate students to complete the RCR training within the first three years of the PhD program. The electronic test is brief, approximately 30 minutes. The final page indicating a passing grade (80% or better) should be printed and placed in your file in 302 Clemens. Here's the link provided by the Graduate School:

<http://www.grad.buffalo.edu/policies/phd.php#conduct>

APPENDIX

PhD Course Schedule (Supported Students): Years 1-5

The following schedule applies to all students who are full-time teaching assistants. These students are required to take a minimum of 9 credits of coursework per semester in order to be considered full-time students. All other students, including international students, must take a minimum of 12 credits a semester in order to be considered full-time students. (72 CREDITS REQUIRED FOR DOCTORAL DEGREE).

	First Semester	Second Semester
First year	599 + 2 intensive seminars = 9 credit hours	3 intensive seminars OR 2 intensive seminars + 1 extensive seminar = 9 credit hours
Second year	3 intensive seminars OR 2 intensive seminars + 1 extensive seminar = 9 credit hours	3 intensive seminars OR 2 intensive seminars + 1 extensive seminar = 9 credit hours

Note: your PhD Qualifying Examination committee must be formed by the end of your second year. Supervised reading lists signed by the relevant committee members must be submitted to the Director of Graduate Studies by March 15. You need to have finalized 10 intensive seminars and have no incompletes in order to be able to take your Orals/PhD Qualifying Exam. Please designate the chair of your committee and inform the DGS of your decision.

Third year	1 intensive seminar and 6 credits of Supervised Reading OR 2 intensive seminars + 3 credits of Supervised Reading OR 1 intensive seminar + 1 extensive + 3 credits of Sup. Rdg = 9 credit hours	1 intensive seminar + 6 credits of Supervised Reading OR 2 intensive seminars + 3 credits of Supervised Reading or 1 intensive seminar + 1 extensive, + 3 credits of Sup. Rdg = 9 credit hours
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Note: The PhD Orals Examination must be completed by the end of your third year (preferably no later than May 15th). On or before August 25th of the fourth year, a dissertation prospectus must be submitted to the committee and the prospectus meeting must be scheduled on or before October 1st of the fourth year. Should a student not have an approved prospectus by October 1st, he or she will not be eligible to apply to teach literature courses the following year –and it is his or her obligation to go to the DGS and dissertation committee chair to determine how to move forward with this requirement and return to “good standing” as quickly as possible.

Submit Application to Candidacy and Certification of Full-time Status (When applicable, ATC will carry pre-approved transfer credits up to 14 credits, reducing Fourth Year registration to 1.0 credit Thesis Guidance in both Fall and Spring).

Fourth Year	Thesis Guidance (variable credits) + one extensive seminar, if desired* = 8 credit hours	Thesis Guidance (variable credits) + one extensive seminar, if desired* = 8 credit hours
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Note: By March 15th of your fourth year, at least one chapter draft of the dissertation is due to the committee. Those who submit a drafted chapter of their dissertation by 15 March will be eligible to apply for Opler-Doubrava Support Awards and will maintain their eligibility for fifth-year teaching of a literature class. Those who do not turn in a drafted chapter by 15 March will not be eligible for either opportunity. Any student who still does not have a finished prospectus by 15 March will also lose his or her TAship for the coming (5th) year.

Fifth year	+Thesis Guidance (1 credit hour)	+Thesis Guidance (1 credit hour)	= 2 credit hours.
			= 72 credits

*Independent Studies or Reading Groups may be substituted. See limitations on credit, page 6.

PhD Course Schedule (Unsupported Students): Years 1-4

The following schedule applies to all students who are not teaching, including international students. These students are required to take a minimum of 12 credits of coursework per semester in order to be considered full-time students. . **(72 CREDITS REQUIRED FOR DOCTORAL DEGREE).**

	First Semester	Second Semester
First year	4 intensive seminars OR 3 intensive seminars + 1 extensive seminar = 12 credit hours	4 intensive seminars OR 3 intensive seminars + 1 extensive seminar = 12 credit hours
Second year	4 intensive seminars OR 3 intensive seminars and one extensive seminar (or course for minor) = 12 credit hours	4 intensive seminars OR 3 intensive seminars & one extensive seminar (or course for minor)* = 12 credit hours

Note: the PhD Orals/Qualifying Examination committee must be formed by the end of the second year. Approved Supervised Reading lists (see form in this handbook) must be submitted to the Director of Graduate Studies by March 15. Students need to have finalized 10 intensive seminars and have no incompletes in order to be able to take your Orals/Qualifying Exam. Please designate the chair of your committee and inform the DGS of your decision.

Third year	1 intensive seminar + 9 credits of Supervised Reading OR 2 seminars + 6 credits of Supervised Reading = 12 credit hours	1 intensive seminar + combination of 9 credits of extensive seminars and reading group. OR 3 seminars (intensive, extensive)* +3 credits of Supervised Reading = 12 credit hours
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Note: The PhD Orals Examination must be completed by the end of your third year, preferably no later than May 15th. On or before August 25th of your fourth year, a dissertation prospectus is due to the committee. Schedule a prospectus meeting with your full committee so that the meeting takes place on or before October 1st of your fourth year.

Application to Candidacy and Certification of Full-time Status is signed and submitted to the Graduate School following the successful completion of the qualifying exam.

Fourth Year	Thesis Guidance (variable credits) = 1 credit hour	Thesis Guidance (variable credits) = 1 credit hour = 72 credits
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*Independent Studies or Reading Groups may be substituted. See limitations on credit, page 6.

Note: By March 15th of your fourth year, submit at least one chapter draft of the dissertation is due to the full committee.

SAMPLE ORIENTATION SCHEDULE

The English Department orientation for incoming graduate students takes place during the two weeks before classes begin.

FOR COMPUTER-MEDIATED ENG 101 INSTRUCTORS ONLY (HELD IN 128 CLEMENS):

M, Aug. 13	9:30-12:00	Computer lab: facilities & communications.....R. Feero
	13:30-16:00	Use of MS Word/ the Page-Design Syllabus...Dir. Comp., Feero
Tue, Aug. 14	9:30-12:00	The Page-Design syllabus..... Dir. Comp, R. Feero
	13:30-16:00	Course Info.....R. Feero
Wed, Aug. 15	9:30-12:00	Internet library resources.....L. Taddeo
	13:30-15:00	Web assignments for students..... Dir. Comp, R. Feero
	15:00-16:00	Hands-on practice
Th, Aug. 16	13:30-16:00	Putting your syllabus on the Web..... Dir. Comp, R. Feero

FOR REGULAR CLASSROOM ENG 101 INSTRUCTORS ONLY: Arab Lyon in Clemens 538

Tue, Aug. 21	9:00-12:00	Intro. to the Composition Program and ENG 101.....A. Lyon
	13:30-16:30	The ENG 101 Syllabus
Th, Aug. 23	9:00-12:00	On-line resources; revising the syllabus....Dir. Comp, R. Feero
	13:30-16:30	Pedagogy.....A. Lyon

FOR ALL IN-COMING GRADUATE STUDENTS:

Wed, Aug. 22	9:30-11:50	Academic Orientation.....Department Chair, Administrators
	12:00	Lunch in 306 Clemens, Provided by the Department
	13:30	Literary and Electronic Library Resources..... L. Taddeo
F, Aug. 24	14:00	Graduate School Orientation, Mainstage Theater, CFA

FOR IN-COMING INTERNATIONAL STUDENTS ONLY:

M, Aug. 20	16:00-18:00	Immigration & Public Safety Sessions*
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*You must first register with the Office of International Education

FOR ALL IN-COMING PHD AND MA STUDENTS (HELD IN 306 AND 436 CLEMENS):

F, Aug. 24	9:00-11:50	Intro. to the PhD Program..... Dir. of Grad Studies
		Intro to the MA Program..... Dir. of MA Studies

FOR EVERYBODY—GRAD STUDENTS, SPOUSES, SIGNIFICANT OTHERS, CHILDREN

Early in the semester	18:00-21:00	Garden Party (Bring a dish)Place TBA
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MINOR FIELD FORM

Name of Student

Date

Minor Field Area

Briefly describe the scope and purpose of your Minor Field, and how, if applicable, it relates to your PhD program (use reverse side, if necessary):

Proposal Approved:

Minor Field Faculty Member

Date

Proposal Accepted:

Director of Graduate Studies

Date

Course #1:

Reg. No

Instructor

Credit hours

Semester

Reading list, papers, exams, other relevant content:

Course #2:

Reg. No

Instructor

Credit hours

Semester

Minor Field Completed:

Director of Graduate Studies

Date

PHD SUPERVISED READING LIST APPROVAL FORM

DEPARTMENT OF ENGLISH

UNIVERSITY AT BUFFALO, SUNY

On or before **March 15th** of your second year, please submit this form (filled out by you and signed by your PhD Qualifying Examination Committee Chair) along with a copy of your three reading lists to the Graduate Office.

Student: _____

Committee Chair: _____

Other Committee Members _____

Each reading list attached has been approved by the appropriate member of the PhD Qualifying Examination Committee:

PhD Qualifying Exam Committee Chair: _____

Date: _____

Director of Graduate Studies: _____

PHD DISSERTATION PROSPECTUS APPROVAL FORM
DEPARTMENT OF ENGLISH
UNIVERSITY AT BUFFALO, SUNY

Once the full committee has met to discuss and approves your prospectus (on or before October 1st of your third year), please have your dissertation director sign this form. Please then submit this form to the DGS along with a copy of your approved dissertation prospectus.

Student: _____

Dissertation Title: _____

Committee Members: _____

Signatures:

This Prospectus has been approved by all committee members listed above:

Dissertation Director: _____ Date: _____

Director of Graduate Studies: _____