



DEPARTMENT OF ENGLISH

2019-2020 GRADUATE PROGRAM HANDBOOK

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1. General Information

The **Graduate Program in English at Rice University** has a long tradition of mentoring the next generation of scholars and teachers to enter academia and related fields. The program is supervised by the Department of English Graduate Committee, which consists of at least five faculty members appointed by the departmental chair, as well as two student representatives elected by the graduate students.

Graduate study at Rice University consists of coursework, a preliminary examination, advanced research, the writing of a thesis, and practical training in teaching at the university level. The program is a doctoral program only. Students receive a Candidacy Master's degree after they have achieved Ph.D. candidacy. Students withdrawing from the program before that point may qualify for a nonthesis Master's degree.

All students entering the program begin with the first-year curriculum, regardless of degrees they have earned outside Rice.

IMPORTANT NOTE: This handbook outlines the Department of English Graduate Program policies and procedures and is updated annually. In addition to being in compliance with department policies, students must also follow Rice University's General Announcements (<https://ga.rice.edu>).

In the case of conflicting information, university-wide regulations take precedence over department-wide regulations, which take precedence over research group-wide regulations. The only exception to this rule pertains to those instances where the University permits Departments to establish their own standards. When in doubt, students should seek help first at the department level (graduate program administrator, graduate program director, advisor, and/or department chair) and then at the central administration level (Office of Graduate and Postdoctoral Studies).

2. Program Outline

Students entering the program will generally have before them two full years of coursework, will take their preliminary exams and selected courses in their third year, and will spend the fourth and fifth years writing their dissertations.

In addition, students are required to provide service to the department as part of their program: in their first year, entering students will serve twice as research assistants to departmental faculty; in their second year, they will serve twice as teaching assistants for departmental courses; in their fourth year, students will teach a section of an introductory departmental course. Teaching requirements are subject to change in the case of university-wide teaching and funding initiatives.

Students are responsible for completing the various phases of the graduate program within the prescribed time limitations.

ENGLISH PHD PROGRAM OVERVIEW			
Year in Program	Program Responsibilities	FALL	SPRING
Year 1	Program Focus	Coursework and research assistantships	
	Coursework	ENGL 600: Topics in Literary Studies (3 hrs) + 2 courses (3 hrs each)	ENGL 610: Topics in Literary Studies 2 (3 hrs) + 2 courses (3 hrs each)
	Mentored Teaching Program & Additional Opportunities	RA Assignment during both semesters. Students are eligible to serve as tutors in the Program in Writing and Communication (PWC).	
Year 2	Program Focus	Coursework and teaching assistantships	
	Courses	ENGL 601: Fall Teaching Practicum (3 hrs) + 3 courses (3 hrs each)	ENGL 602: Spring Teaching Practicum (3 hrs) + 2 courses (3 hrs each)
	Mentored Teaching Program & Additional Opportunities	TA Assignment during both semesters. <i>Students are eligible to TA for the PWC first-year seminar (FWIS) courses. Students in any field may also apply to serve as Diana Hobby Editorial Fellows for the SEL (Studies in English Literature 1500-1900).</i>	

ENGLISH PHD PROGRAM OVERVIEW, continued			
Year in Program	Program Responsibilities	FALL	SPRING
Year 3	Program Focus	Preliminary Examinations	
	Coursework	ENGL 605: Third Year Writing Workshop (3 hrs) + ENGL 703: Candidacy Research Year 3 (6 hrs)	ENGL 510: Pedagogy (3 hrs) + ENGL 703: Candidacy Research Year 3 (6 hrs)
	Mentored Teaching Program & Additional Opportunities	<i>Students are eligible to TA for the PWC first-year seminar (FWIS) courses. Students in any field may also apply to serve as Diana Hobby Editorial Fellows for the SEL (Studies in English Literature 1500-1900).</i>	
Year 4	Program Focus	Dissertation Prospectus & Independent Teaching	
	Coursework	Both Fall & Spring: If teaching, ENGL 704: Candidacy Research Year 4 (6 hrs) + ENGL 603/604: Teaching of Lit & Comp (3 hrs); If not teaching, ENGL 704: Candidacy Research Year 4 (9 hrs)	
	Mentored Teaching Program & Additional Opportunities	Independent Teaching (either Fall or Spring).	
Year 5	Program Focus	Dissertation Research & Writing	
	Coursework	Both Fall & Spring: ENGL 800: PhD Research and Thesis (9 hrs)	
	Mentored Teaching Program & Additional Opportunities	<i>Students are eligible to teach independent first-year seminar (FWIS) courses for the PWC or courses through the Humanities Research Center (HRC). Students may be invited to compete for departmental replacement teaching opportunities, should the occasion arise. Student/faculty pairs might also be able to propose (usually unpaid) co-teaching opportunities. The Graduate Committee is responsible for both replacement and co-teaching selection.</i>	
Year 6+	Program Focus	Dissertation Research & Writing	
	Coursework	Both Fall & Spring: ENGL 800: PhD Research and Thesis (9 hrs)	
	Mentored Teaching Program & Additional Opportunities	See description in Year 5.	

3. Advising

The graduate program is administered by the Director of Graduate Studies (DGS) who chairs the departmental Graduate Committee. Program support is the responsibility of the Graduate Program Administrator. Student governance is operated through Graduate Student Representatives, who are annually elected by the graduate students.

PROGRAM ADVISORY COMMITTEE:

At the beginning of the first year, each student is assigned a Program Advisory Committee (PAC) by the Graduate Committee. The student and the PAC are responsible for preparing an initial individualized plan of study based on the student's needs and training. In most cases this plan will specify courses to be taken and establish a schedule for meeting requirements and deadlines within the university and the department (see the "Preliminary Examination" and "Dissertation Prospectus & Chapter" sections of this handbook). Both the PAC and student should keep records of the student's progress toward completion of the plan by using the Graduate PAC Advising Checklist (see Appendix A) to be kept in the student's file. The student may make changes to the PAC membership at any time by notifying the Graduate Program Administrator and requesting DGS approval of any changes.

After the first year and before preparation for the preliminary examination in the third year, the student must find a faculty advisor with whom s/he plans to work on the Preliminary Exam and dissertation. Students must identify their faculty advisor (or co-advisors) and dissertation committee by the end of the Spring semester of their second year. In special cases, a student may ask two faculty members to serve as co-advisors. If the co-advisors are within the English Department, they can serve as first and second reader. However, if one of the co-advisors is from a different department, a second reader from the English Department is required in keeping with guidelines for the composition of the dissertation committee. Doctoral thesis committees must also have one external member whose primary appointment is in another department within the university. Until the student submits the Advising Update Form (see Appendix B) with the names of Preliminary Exam Committee members, the PAC will serve as the student's advisory body.

FIRST-YEAR MENTORSHIP:

Designed to introduce students to the profession, our year-long seminar, ENGL 600 & 610 (Topics in Literary Study) currently serves as mentoring vehicle for first-year students alongside the Program Advisory Committees (PAC).

POLICY FOR CHANGING ADVISOR:

Students may change their dissertation advisors at any point in the program. Students who desire such a change are encouraged to meet and consult with the Director of Graduate Studies. All involved parties should be aware of, and agree to this change in course. Students should notify the Graduate Program Administrator and the Director of Graduate Studies of the change via email, copying all involved. Students should also be aware that faculty advisors and dissertation committee members may also choose to terminate their working relationship with students.

4. Coursework and Registration Requirements

To be considered a full-time graduate student, students must be enrolled in at least 9 graduate hours per academic semester (Fall & Spring). Students must also register for 6 graduate hours of research credit each summer if receiving a graduate stipend or being employed as a student, or if defending their thesis in the summer semester.

Students should always consult with their PAC before enrolling in courses each semester. Ph.D. candidates must successfully complete a minimum of 13 graduate courses of which at least 10 must be graduate seminars. The 13 required courses consist of:

- ENGL 600 (Topics in Literary Studies)
- ENGL 610 (Topics in Literary Studies II)
- ENGL 605 (Third-Year Writing Workshop)
- ENGL 510 (Pedagogy)
- Two pre-1800 literature seminars
- Two post-1800 literature seminars
- Five electives, at least two of which are seminars

With the approval of their PAC, students may enroll in ENGL 621 or 622 (Fall or Spring Directed Reading, respectively), either as a traditional directed reading course or as a 400-level English course to which a graduate component has been added. Enrollment in ENGL 621 or 622 may count toward the 13 required graduate courses but not toward the 10 graduate seminars.

Students are also encouraged to take graduate seminars related to their areas of interest in other departments. These will count toward the thirteen-course requirement as electives. On those occasions when students are interested in enrolling in upper-level undergraduate courses to round out their exposure to particular topics/fields, they should enroll in a graduate-equivalent section in order to receive graduate credit. The graduate section should differ significantly with respect to content, and its requirements must be commensurate with the standards and expectations of graduate-level courses.

For more information about both independent study and directed reading coursework, please see the following subsection.

In accordance with the Rice University General Announcements, doctoral students must earn at least 90 credit hours for the PhD degree, consisting of required coursework and research hours. For additional registration information and course numbers for departmental teaching service, research leading to candidacy, and thesis research, please refer to the program outline chart in Section 2.

INDEPENDENT STUDY/DIRECTED READING:

Students interested in pursuing an independent study/directed reading must meet with the faculty member who will be directing the course to outline the expectations for this study, including the reading, writing plan and meeting schedule for the term. These criteria will be formalized into a syllabus and should be uploaded to the Registrar's records. Independent Study courses may have more than one student participant. Students who have identified and met with a faculty member willing to direct this independent work, are required to complete a Graduate Directed Reading/Independent Study Request Form (see Appendix C) and submit a proposal and syllabus outlining the course of study for the term to the Graduate Program Administrator and Director of Graduate Studies. These documents must be approved and signed by the faculty member involved in the course, as well as the DGS, and submitted to the Program Administrator no later than the second week of classes. All independent study/directed reading courses are subject to the final approval of the DGS. Students are discouraged from taking more than two independent study or directed reading courses for the degree.

5. Evaluation Procedures

At the end of each academic semester, faculty will write an evaluation for each student whom they have taught, supervised as a TA or RA, or whose thesis they are supervising. These evaluations will become part of the student's permanent file and will be available to the student about whom they are written.

Each year, all students are required to submit an annual self-assessment (see Appendix D) that includes an up-to-date CV and a brief progress report to the Graduate Program Administrator by the last day of classes in the Spring semester. The self-assessment summarizes the work that the student has accomplished over the course of the academic year and outlines the research and writing toward the dissertation and any articles in progress, completed, or published over the year. It should also include conference presentations, teaching, or department/professional service work performed during the academic year. This report will become part of the student's record and will be shared with the advisor(s).

Additionally, at the beginning of the second and third year, students meet with a small subcommittee from the Graduate Committee, including the DGS, for a performance evaluation. This review is based on seminar, TA, and RA evaluations submitted by faculty teachers and supervisors from the previous year. These reviews provide an opportunity for the DGS and Graduate Committee to assess students' progress within the program, to offer additional constructive feedback and support, and to encourage the growth and development of critical disciplinary skills and research plans.

Students in their third and fourth years are evaluated through the self-assessment as well as preliminary exam and the achievement of candidacy respectively.

Students who have achieved candidacy will be evaluated through the self-assessment as well as their advisor's ABD student evaluations from the Fall and Spring semesters.

6. Grading and Academic Progress

Satisfactory academic progress is defined as completing the requirements of the PhD program in an adequate and timely manner. For students completing coursework, academic progress is measured by individual course grades and overall GPA. The grade of (A+) indicates truly distinguished work; (A) indicates outstanding work; (A-) consistently very good work; (B+) good work; (B) work that, however competent, lacks originality or promise; and (B-) unsatisfactory work which falls short of acceptable graduate standards. Students must maintain an overall grade average of B+ (3.33 cumulative GPA) in order to graduate. A student will not receive credit for the degree for a course grade below a B-.

Following coursework, students enrolled in research hours (ENGL 703, 704, 800) can earn either a Satisfactory (S) or Unsatisfactory (U) grade from their advisor during an academic semester.

A graduate student will be deemed as not making satisfactory academic progress during a semester if s/he (1) fails to earn a grade of B+ in a course taken to satisfy requirements for the Ph.D., (2) fails to maintain a B+ GPA in any given semester, or (3) receives a U grade in a research course (ENGL 703, 704, or 800). Following a semester of unsatisfactory progress, the student will be placed on academic probation with the department for the subsequent academic semester, and will be required to meet with his/her advisor(s) as soon as possible to formulate a plan to improve his/her performance in the probationary semester. The faculty advisor(s) and the DGS will convene at the end of the probationary period to decide whether the student has met the conditions to end that status. If the student makes adequate improvement during the probationary semester, the student will return to good academic standing with the department. However, after a second, consecutive semester of unsatisfactory progress the student will be subject to dismissal at the end of the probationary semester, and any financial support from the university will be terminated at that time.

7. Mentored Teaching Program

The Mentored Teaching Program is designed to provide support and resources for graduate student teaching at all stages of the program. Students move from teaching under direct faculty supervision to designing and teaching independent classes. Discussions on pedagogy are integrated into the curriculum at key moments.

While the department requires that students teach only one independent course, students can take advantage of competitive teaching opportunities inside and outside the department (extra-departmental opportunities are highlighted in the chart that follows). By the time of graduation, most students will have served as the instructor of record for 3-4 courses.

Year 1

Students serve as Research Assistants (RAs) to faculty both semesters. Research assistantships are governed by the department's RA Rights and Responsibilities policy (see Appendix E). Issues on the place of pedagogy in the university are addressed in ENGL 600 and 610.

Students are eligible to serve as tutors in the [Program in Writing and Communication \(PWC\)](#). This is independent of the English department, although they employ many of our students. The PWC trains all of its tutors, TAs, and instructors (see below).

Year 2

Students serve as Teaching Assistants (TAs) for undergrad courses (one each semester). Teaching assistantships are governed by the department's TA Rights and Responsibilities policy (see Appendix F) which frames the TA experience as a learning experience for the student, and not primarily as a grader for the faculty. TA supervisors are required to fill out an evaluation at the end of the semester; this goes into the student file and becomes part of the decision-making process about future competitive teaching opportunities. We also ask for special TA evaluations from the students. After a review of the evaluations, the graduate committee can require more supervised (TA) experience before the student can move on to independent teaching.

Students are eligible to TA for the [PWC first-year seminar \(FWIS\)](#) courses. Students, regardless of field of interest, may also apply to serve as [Diana Hobby Editorial Fellows](#) for the [SEL \(Studies in English Literature 1500-1900\)](#).

Year 3

In preparation for independent teaching, students enroll in the department's three credit-hour course, ENGL 510, "Pedagogy."

Students are eligible to TA for the PWC first-year seminar (FWIS) courses. Students, regardless of field of interest, may also apply to serve as Diana Hobby Editorial Fellows for the SEL (Studies in English Literature 1500-1900).

Year 4

Students teach an independent departmental course, usually ENGL 175, "Global Literatures in English." Students have also taught "Literature and Medicine" and "Introduction to American Literature," for example. A Faculty Teaching Mentor visits classes, provides feedback, and takes notes for a possible future teaching letter.

Students are eligible to TA for the PWC first-year seminar (FWIS) courses. Students, regardless of field of interest, may also apply to serve as Diana Hobby Editorial Fellows for the SEL (Studies in English Literature 1500-1900).

Year 5

No department teaching or research obligations. Depending on availability, the department may offer competitive co-teaching or replacement teaching opportunities.

Students are eligible to teach independent first-year seminar (FWIS) courses for the PWC. These are topical communication-intensive seminars; students and faculty propose courses in the spring for the following year. The PWC provides required training for graduate students in the form of a week-long late summer workshop.

Students can also apply for teaching opportunities through the Humanities Research Center (HRC).

Students may be invited to compete for replacement teaching opportunities, should the occasion arise. Student/faculty pairs might also be able to propose (usually unpaid) co-teaching opportunities. Both the replacement and co-teaching selection is the responsibility of the Graduate Committee.

Year 6 (Beyond Departmental Funding Package)

No department teaching or research obligations. Depending on availability, the department may offer competitive co-teaching or replacement teaching opportunities.

Students are eligible to teach independent first-year seminar (FWIS) courses for the PWC. These are topical communication-intensive seminars; students and faculty propose courses in the spring for the following year. The PWC provides required training for graduate students in the form of a week-long late summer workshop.

Students can also apply for teaching opportunities through the Humanities Research Center (HRC).

The PWC also offers competitive postdoctoral fellowships for those who complete their degrees by the end of the spring semester.

TEACHING ASSISTANT SELECTION:

Teaching assistants are assigned by the DGS through a process of matching student and faculty requests. While every effort will be made to match students and teachers according to their preferences, teaching assistants will be assigned to specific courses according to the following guidelines:

- 200-level courses will be privileged over 300-level courses.
- 300-level courses will be privileged over 400-level courses.
- Large (40-person) courses will be privileged over smaller ones, and, if possible, one TA will be assigned per 20 students over the minimum of 40.

While it can be valuable for a student to assist in a course in his/her field of specialization this cannot always be arranged, and students are encouraged to apply for assistantships outside their fields. Teaching assistants must register for six hours of ENGL 601 or ENGL 602 (Fall or Spring Teaching Practicum, respectively). These experiences are assigned course numbers so they can appear on students' transcripts; ENGL 601 and ENGL 602 do not count towards the 13-course requirement.

8. Preliminary Examinations

The Preliminary Examination requires significant preparation and students are strongly encouraged to begin work toward this exam as early as possible, but no later than the beginning of their third year. All students will devote the Spring semester of Year 3 to the preliminary examination process, which must be completed by the final day of the Rice examination period for that semester. Students deemed ready by their committee may, however, complete this examination process earlier than this prescribed timeline.

Students will compile two reading lists—one devoted to a field/period, and one devoted to a critical or theoretical approach that will frame the specific mode of critical intervention in the field. Each list will be accompanied by a “qualifying paper” of about 15-20 pages that responds to questions or prompts from the committee.

Once the reading lists and the qualifying papers are approved by the committee, the student may proceed to the final stage of the examination process—an oral examination of 2-3 hours on material covered in the readings lists and qualifying papers. The student successfully completes the preliminary examination requirement when the committee deems that all elements of the examination process—reading lists, qualifying papers, and oral examination—have been completed satisfactorily. The committee may decide to award a student either a “Pass with Distinction,” “Pass,” or “Fail,” using the Preliminary Examination Form (see Appendix G).

Students who are unable to complete the examination process successfully by the end of Spring semester of Year 3 are required to repeat the process and complete it successfully by no later than the end of the first week of the Fall semester of Year 4. Those students required to re-take the exam who fail to pass during this second round of evaluation will be dismissed from the program.

9. Dissertation Prospectus and Chapter

The final requirement to achieve candidacy is the successful completion of a dissertation prospectus and dissertation chapter. These documents are subject to a two-step review process: 1) submission of a prospectus for approval by both the thesis committee and the Graduate Committee; and 2) completion of a chapter draft to the satisfaction of the thesis committee.

DISSERTATION PROSPECTUS:

(Please note the following change in the prospectus deadline that will apply to cohorts admitted Fall 2018 and beyond.) By the end of the first week of the Fall semester of Year 4, students are required to submit a brief dissertation prospectus of 5-10 pages (1250-1500 words, excluding bibliography and footnotes) for approval by their committee.

The prospectus succinctly defines:

- the topic of the dissertation
- the particular thesis that the dissertation hopes to develop about that topic
- the relevance and importance of the dissertation's thesis to debates and discussions in the student's chosen field
- the methods and approaches to be pursued in the dissertation
- the chapter outline of the dissertation

The prospectus should also include a one-page bibliography.

When the prospectus is completed, the department dissertation director(s) and second reader should signify approval by signing Part I of the Dissertation Prospectus & Chapter Review form (see Appendix H). Effective January 2018, students must submit their committee approved prospectus to the Graduate Program Administrator by October 1 for review by the DGS and Graduate Committee. This deadline must be met irrespective of when the student completes the preliminary examination process.

The DGS will review the prospectus to ensure that it meets the format guidelines provided above. A prospectus that meets these guidelines will be approved by the DGS and passed on to the Graduate Committee. The Graduate Committee reserves the right to provide feedback on the prospectus.

A prospectus that does not meet the program guidelines will be returned to the student for revision and resubmission. Should the DGS recommend changes to meet the format guidelines, all revisions must be made to the document in consultation with the Dissertation Committee and resubmitted to the DGS and the Graduate Committee for final review and approval no later than February 1.

This revised and resubmitted prospectus must satisfy the expectations of both the Graduate and the Dissertation Committees. Students failing to meet this standard will not be able to advance to candidacy and may be subject to dismissal.

DISSERTATION CHAPTER:

Additionally, a satisfactory draft of a chapter (which need not be the dissertation's first chapter) must be approved by the student's committee by the last day of class of Fall semester Year 4 (regardless of when the student completes the examination process). The thesis committee signifies their approval by signing Part II of the Dissertation Prospectus & Chapter Review form (see Appendix H) and submitting it to the Graduate Program Administrator by the last day of class of the Fall term. Compliance with this departmental deadline requires that students work collaboratively with their dissertation committee to construct a chapter draft completion timeline that adequately allows for feedback, revision, and finally, signed committee approval by the last day of class.

10. Achieving Candidacy

Candidacy is contingent on the successful completion of coursework, department required service, written and oral components of the preliminary examination, and a dissertation prospectus and chapter. Per university guidelines, students must achieve candidacy after eight academic semesters (or the end of the fourth year).

Students will work with the Graduate Program Administrator to submit the necessary forms and documents to the Office of Graduate and Postdoctoral Studies once the department requirements for candidacy have been satisfied. Students will also be able to apply for the Candidacy MA degree at this time (optional). Students must be admitted to candidacy by the end of their fourth year or they will not be eligible for fifth-year funding.

11. The Dissertation

The dissertation should demonstrate a capacity for independent work of high quality in either scholarship, critical interpretation, or critical theory. Although it may be a monograph rather than a full-length book, it should be the beginning of a major work of criticism or scholarship. The student should be able to complete the research and writing of a dissertation within twelve months. The dissertation must essentially be finished by mid-March of the year in which the student intends to graduate, so that revision, the oral exam, and final proofing can be finished in time to award the degree. The dissertation will be written in consultation with a dissertation committee consisting of the director, and second reader from within the department (or two co-advisors), and at least one outside reader from another department at Rice. Please see the [Regulation and Procedures for Doctoral Degrees](#) section of the Rice University's General Announcements for more details about thesis committee composition.

12. Thesis Defense

Students must defend their theses before the end of the 16th semester of their enrollment at Rice. Students who are unable to meet the university time boundary for thesis defense may petition the dean of graduate and postdoctoral studies or his/her designee for an extension of time to defense, but these petitions require prior approval of the DGS and the department's graduate committee. Extensions of the time boundary for thesis defense are only granted by the department if the student can justify such an accommodation and if a substantial majority of the thesis is already completed.

13. Prizes and Awards

Every year the department is asked to nominate one or more students for university-wide prizes or awards. It is the responsibility of the Graduate Committee to solicit nominations from the department faculty as a whole, to decide among the various nominees, and to provide for the timely presentation of application materials. Students should be prepared to respond to requests for materials by maintaining an up-to-date vita at all times, and (for advanced students) by having ready a one-page description of the thesis topic. The vita will also be useful in helping the department in compiling its annual list of Honors and Awards for graduation.

14. Procedures for Dispute Resolution

Problems or conflicts may arise during a student's graduate education. Students should take responsibility for informing the appropriate faculty of any such problem that arises in the course of their study, research or teaching. All parties involved should work together amicably with the goal of resolving the problem informally if possible. If appropriate, a student may petition to replace the thesis advisor or a member of the dissertation committee.

When attempts to resolve a problem informally do not meet with success, the Dispute Resolution procedures outlines in the General Announcement should be followed. Information on Petitions and Appeals, Grievances, and Problem Resolution is available on the following webpage:
<https://ga.rice.edu/graduate-students/rights-responsibilities/dispute-resolution/>.

In situations where a faculty member who is actively involved in a student problem has a designated role in this grievance procedure, that role will be transferred to a suitable senior faculty member. This substitute should be chosen by the department chair, if appropriate, or by the divisional dean if the chair must recuse him/herself. The substitute should be acceptable to all parties immediately involved in the dispute.

15. Leaves and University Holidays

Graduate students are eligible for the same holidays recognized by the University. Please refer to the Academic Calendar for a list of school closures: <https://registrar.rice.edu/calendars>.

Students who require additional time away during the academic year should refer to the section on “Leaves, Interruptions of Study and Withdrawal,” available on the Graduate and Professional Studies (GPS) website: <https://graduate.rice.edu/leaves>.

16. Department Contacts and Student Resources

<i>Department Contacts</i>	
Graduate Program Administrator Tel: 713-348-2078 / Humanities 107 / Herring 116	
Betty Joseph, Director of Graduate Studies Tel: 713-348-2774 / beejay@rice.edu / Herring 319	
Linda Evans, Department Administrator Tel: 713-348-4846 / lre1@rice.edu / Herring 227	
Rosemary Hennessy, Department Chair Tel: 713-348-2666 / rh4@rice.edu / Herring 331 (Chair's Office: Herring 226)	
Rice University English Department Tel: 713-348-4840 / Fax: 713-348-5991 / Herring 225 / www.english.rice.edu	
<i>Student Resources</i>	
Rice University General Announcements – Graduate Students	https://ga.rice.edu/graduate-students/
Office of Graduate and Postdoctoral Studies – Current Students	https://gps.rice.edu/current-students
Student Health Services	https://health.rice.edu/
Rice Wellbeing & Counseling Center	https://wellbeing.rice.edu/rice-counseling-center
Office of Sexual Violence Prevention & Title IX Support	https://safe.rice.edu

17. Appendices

- A. Graduate PAC Advising Checklist
- B. Advising Update Form (Preliminary Examination Committee Selection)
- C. Graduate Directed Reading/Independent Study Request Form
- D. Annual Graduate Student Self-Assessment
- E. RA Rights and Responsibilities
- F. TA Rights and Responsibilities
- G. Preliminary Examination Form
- H. Dissertation Prospectus & Chapter Review Form



Department of English

Graduate PAC Advising Checklist

Student Name: _____

SID: _____ Matriculation Term: _____

Previous Degrees: _____

PAC Membership

1) _____

2) _____

3) _____

PAC Membership Changes (DGS/GA Initial & Date)

1) _____

2) _____

3) _____

Required Coursework

☐ ENGL 600, "Topics in Literary Studies" Term Completed _____☐ ENGL 610, "Topics in Literary Studies 2" Term Completed _____☐ ENGL 605, "Third-Year Writing Workshop" Term Completed _____☐ ENGL 510, "Pedagogy" Term Completed _____☐ Course pre-1800: _____ Term Completed _____☐ Course pre-1800: _____ Term Completed _____☐ Course post-1800: _____ Term Completed _____☐ Course post-1800: _____ Term Completed _____☐ Other: _____ Term Completed _____☐ Other: _____ Term Completed _____☐ Other: _____ Term Completed _____☐ Other: _____ Term Completed _____☐ Other: _____ Term Completed _____

Service Assignments

☐ Year 1 Fall – RA: _____ Term Completed _____☐ Year 1 Spring – RA: _____ Term Completed _____☐ Year 2 Fall – TA: _____ Term Completed _____☐ Year 2 Spring – TA: _____ Term Completed _____☐ Year 4 (Teaching): _____ Term Completed _____



Department of English

Advising Update Form: Preliminary Examination Committee Selection

Students who are ready to transition advisors from the Preliminary Advising Committee to a Preliminary Examination committee should notify the Department of English and by submitting this form, complete with advisor signatures.

Student (print name): _____ SID: _____

Committee Director (print name): _____

Second Reader (print name): _____

☐ Check here if these are co-advisors

Additional information (optional):

Graduate Student Signature

Student: _____ Date: _____

Faculty Approvals

Committee Director (signature): _____ Date: _____

Second Reader (signature): _____ Date: _____



GRADUATE DIRECTED READING/INDEPENDENT STUDY REQUEST FORM

Graduate students interested in pursuing intensive semester-long study of a particular topic not included in the curriculum are able to enroll in **ENGL 621 – Fall Directed Reading**, **ENGL 622 – Spring Directed Reading**, or another department's graduate-level independent study course (3 credit hours) as an alternative to established courses. With the instructor's agreement, a topic and plan for the course must be devised, and approval must be granted for student participation by his/her Director of Graduate Studies. Instructor and department permission (signatures) are required on this form, as well as on the Office of the Registrar's Graduate Special Registration Request Form (please see https://registrar.rice.edu/online_forms#GR). **Both** should be completed by the add/drop registration deadline set by the Office of the Registrar.

Student name: _____ Student ID#: _____

Term: _____ Instructor Name/Dept: _____

Catalog Course Prefix/#: _____ Course title: _____

If applicable, undergraduate equivalent catalog course prefix/#: _____

.....

☐ I have attached a description of the agreed upon plan of study to this form, which includes a short description of the topic and how it will be covered (one paragraph), a schedule of meetings between the faculty member and the student (once a week for X hours, e.g), a preliminary reading list, a list of the written assignments (i.e., Final seminar-length paper, or 4 short (3-page) response papers on different aspects of the topic), and an explanation of what the grade and evaluation will be based on.

.....

By my signature, I acknowledge the established course plan, as outlined in the attached document, and agree to the expectations that have been set for earning course credit.

Student signature: _____ Date: _____

Instructor signature: _____ Date: _____

.....

Director of Graduate Studies: _____ Date: _____

[This form will be kept in the graduate student's file after all signatures are obtained.

The Graduate Special Registration Request Form must be completed and turned into the Office of the Registrar.
Questions? Please contact the Graduate Program Administrator.]



Annual Graduate Student Self-Assessment

Name:

Academic Year:

Year Entered Program:

Advisor(s):

Dissertation Committee Members, if applicable:

SELF-EVALUATION- For each of the following, please respond in 1-2 paragraphs.

1. Briefly describe your experience in the program over the past year, including your accomplishments, setbacks, and personal strengths and weaknesses as they relate to your performance in the program.
2. Briefly discuss your goals for the coming year and what you plan to do to accomplish them (e.g., program milestones, research and/or professional experiences, work on publishable paper(s), make conference presentation(s), etc.).
3. List any concerns you have as well as any suggestions you would like to offer for improvement in the program which might help you and/or other students.



DEPARTMENT SERVICE – If you were a TA, RA, or instructor in the department in the previous year, please evaluate your experience.

RESEARCH & PUBLICATION - List any of the following, if applicable.

- Research activities
- Conference presentations (paper title, name of conference, date)
- Publications (including working papers), using full citation, if possible; if published, forthcoming or submitted, mention where.

AWARDS & PROFESSIONAL DEVELOPMENT - List any of the following, if applicable.

- Awards, fellowships, or other external support received
- Teaching, internship, or professional experience
- Professional service activities (e.g., conference reviewer, conference planner, etc.).

CURRENT CV - Please attach a current academic curriculum vitae.



RESEARCH ASSISTANTS: RIGHTS AND RESPONSIBILITIES – AY 2019-2020

The purpose of the guidelines is to ensure that Research Assistants (RAs) are neither overworked nor underutilized and that the RA experience will be productive for both the faculty member and the student. As the first component of the department's Mentored Teaching Program, the first-year research assistantship is designed to familiarize students with research skills that will be useful for their further work. While RAs are assigned, in part, to help the faculty member with ongoing projects, faculty should also actively mentor students, sharing with them wherever possible the methods and assumptions behind the task they are asked to do. RA hours are limited (see below); if a faculty member requires more assistance, s/he can use research or personal funds to hire an advanced student for the purpose. All logistical inquiries about graduate student payment should be addressed to the Graduate Administrator (GA).

SELECTION

During the summer preceding matriculation, incoming students will be matched with faculty. The Director of Graduate Studies (DGS) or GA will send an email asking faculty if they need an RA for the Fall semester. They will be asked to indicate the nature of the project(s) they have in mind for the RA, as well as the timeframe for the advancement or completion of the work. The DGS and GA will then match students with faculty for that semester. The process will be repeated for the Spring semester. While faculty can ask that they continue with the same RA for two semesters, normally students will be assigned to another faculty member.

WORKLOAD

RAs should be asked to devote, on the average, no more than five hours per week, and they should only work up to the end of the 10th week of the semester. Faculty members should try to distribute the work evenly over the the-week period. RAs should under no circumstances be underutilized for weeks and then suddenly asked to do several weeks' worth of work at once.

RAs may be asked to do library research, copy editing, fact-checking, or bibliographic work. Although it is appropriate to ask an RA to do some photocopying, this and other clerical tasks should be kept to a minimum.

EVALUATION

The faculty supervisor is required to send a written report (evaluation letter) on the RA's work to the Graduate Committee at the end of each semester. This report forms part of the material the Graduate Committee reviews to evaluate each student's progress in the program. Students can report their own experience in their annual self-assessment. Students wanting to report a concern or a grievance should contact the department chair.

By my signature, I acknowledge that I have read, understand, and agree to the policies and procedures outlined in this document.

RA Name: _____ Faculty Member Name: _____

RA Signature: _____ Faculty Member Signature: _____

Date: _____ Date: _____



TEACHING ASSISTANTS: RIGHTS AND RESPONSIBILITIES – AY 2019-2020

The purpose of this document is to ensure that teaching assistants (TAs) are neither overworked nor underutilized. Teaching assistantships are required of all second-year students during the second year of the department's Mentored Teaching Program through which students become exposed in a structured way to the pedagogical skills they will need to succeed as scholar/teachers. In some cases, the teaching assistantship will be the student's first exposure to classroom teaching. Because assistantships are primarily a learning experience for the student, TAs cannot be used as substitute teachers. If the faculty supervisor will be absent for more than one class session in a given semester (see below), s/he can use research or personal funds to hire an advanced student as a replacement. All logistical inquiries about paid substitutes should be addressed to the Graduate Administrator.

SELECTION

TAs and faculty supervisors are matched through a two-step process. First, faculty are asked by the Graduate Administrator (GA) whether they would like to make their course(s) available to potential assistants. The GA then sends a list of those courses to all eligible graduate students, who rank their preferences. The GA and the Director of Graduate Studies (DGS) match students to courses based on these preferences. Students who do not get their first or second choice in the first semester of their TA year will be given preference in the second. TAs will not always get --or ask for-- assistantships directly in their field of study.

PREPARATION

Supervisors should meet with TAs before the semester begins to go over the syllabus and articulate their expectations for the semester. TAs should also be invited to talk about their teaching experiences (if any) and their goals for the teaching assistantship. When possible, TAs should be exposed to the process of syllabus construction. Supervisors should be aware (see above) that they can be matched with a TA who has little or no experience with the field/materials for a given class and to take this into account when assigning teaching responsibilities.

ATTENDANCE/CLASSROOM DYNAMICS

TAs are expected to attend all class meetings and should be formally introduced during the first class session. It is helpful to include the TA's name and office hours on the syllabus. Supervisors should have already discussed with their TAs their expectations regarding participation in class discussion.

CLASSROOM TEACHING

TAs should teach no fewer than one week's worth of classes and no more than two weeks' worth of classes in a given semester. The classes do not have to be sequential. The faculty supervisor should offer specific feedback on all aspects of the teaching experience from the lesson plan forward. The supervisor can be absent during only ONE of the classes taught by the TA and should give at least two weeks of warning of the intended absence (see above).



PAPERS, EXAMS, ETC.

Class enrollments vary, so it is hard to create strict guidelines for the number of papers a teaching assistant should be asked to grade. Under no circumstances should the TA be asked to grade more than half the papers and/or exams for a specific course. We suggest that, when possible, the TA be asked to grade at least some of the papers from two different sets so that s/he will have experience with different kinds of assignments at different times in the semester. Supervisors should discuss their grading standards and procedures with the TA before the grading begins, and provide feedback afterwards.

Faculty supervisors are ultimately responsible for the grades given in the course, although they should be careful not to undermine the authority of the TA. If a student challenges a grade, that student should be encouraged to meet with the TA before meeting with the supervisor.

The teaching assistant may participate in the construction of exams, paper assignments, etc. Under no circumstances should a TA be used as a clerical assistant.

EVALUATION

At the end of the semester, the supervisor must ensure that departmental TA evaluations, typically given to the TA by the GA, are passed out to the students in the class.

The supervisor must submit a detailed evaluation of the TA's performance to the Graduate Committee for inclusion in the student's dossier. This evaluation will be part of the student's third-year review.

Students can report their own experience in their annual self-assessment. Students wanting to report a concern or a grievance should contact the department chair.

By my signature, I acknowledge that I have read, understand, and agree to the policies and procedures outlined in this document.

TA Name: _____ Faculty Member Name: _____

TA Signature: _____ Faculty Member Signature: _____

Date: _____ Date: _____



Preliminary Examination Form

As part of their degree requirements, Department of English graduate students will participate in the preliminary examination process during the Spring semester of their third year, consisting of compiling two reading lists, writing two qualifying papers, and participating in an oral examination. In preparation, and for more detailed information, students and committee members should review the Preliminary Examination section of the Graduate Handbook:

<https://english.rice.edu/graduate/current-students/graduate-handbook>.

Student Name: _____ SID: _____

Committee Director: _____ Second Reader: _____

☐ Check here if co-advisors (print name) (print name)

Preliminary Examination Requirements

☐ Reading List #1 (field/period): _____

☐ Reading List #2 (critical/theoretical approach): _____

☐ Qualifying Paper #1 (title): _____

_____ Date submitted: _____

☐ Qualifying Paper #2 (title): _____

_____ Date submitted: _____

☐ Oral Examination (2-3 hours on material covered in readings lists and qualifying papers)

Preliminary Examination Results

Date of Oral Examination: _____ ☐ Pass with Distinction ☐ Pass ☐ Fail

Committee Director (signature): _____ Date: _____

Second Reader (signature): _____ Date: _____

Reexamination Results, if applicable:

Date of Oral Examination: _____ ☐ Pass with Distinction ☐ Pass ☐ Fail

Committee Director (signature): _____ Date: _____

Second Reader (signature): _____ Date: _____

Questions? Please contact the Graduate Program Administrator.

Dissertation Prospectus & Chapter Review Form

As part of their degree requirements, Department of English graduate students will prepare a brief dissertation prospectus of 5-10 pages (1250-1500 words, excluding bibliography and footnotes) as well as a first chapter in the Fall semester of their fourth year. The prospectus should also include a one-page bibliography. In preparation, and for more detailed information, students and committee members should review the Dissertation Prospectus section of the Graduate Handbook: <https://english.rice.edu/graduate/current-students/graduate-handbook>.

Review and Approval Steps -

FOR STUDENTS WHO MATRICULATED PRIOR TO FALL 2018:

- 1) ***By the end of the first week of Fall semester of Year 4***, student submits the dissertation prospectus draft to his/her thesis committee.
- 2) ***During Fall semester***, student continues to work on dissertation prospectus and satisfactory draft of a dissertation chapter, under the guidance of the thesis committee.
- 3) ***By the end of Fall Semester of Year 4 (last day of final exams)***, student submits dissertation prospectus to Graduate Program Administrator by email, along with Parts I and II of the Dissertation Prospectus & Chapter Review Form, indicating thesis committee's approval of the prospectus and chapter draft.
- 4) The Graduate Committee will review the dissertation prospectus by the end of January of the Spring semester and either approve or request additional revisions from the student. All revisions must be submitted to the Director of Graduate Studies by the date requested by the Graduate Committee.

FOR STUDENTS WHO MATRICULATED FALL 2018 OR LATER:

- 1) ***By the end of the first week of Fall semester of Year 4***, student submits prospectus draft to his/her thesis committee.
- 2) ***By October 1 of Year 4***, student submits prospectus to Graduate Program Administrator by email, along with Part I of the Dissertation Prospectus and Chapter Review Form, indicating thesis committee's approval of the prospectus.
- 3) ***During Fall semester***, student continues to work on satisfactory draft of a dissertation chapter, under the guidance of the thesis committee, while the Graduate Committee reviews dissertation prospectus and either approves or requests additional revisions from the student. All revisions must be submitted to the Graduate Committee no later than February 1 of Spring Semester of Year 4.
- 4) ***By last day of classes of Fall Semester of Year 4***, student submits Part II of Dissertation Prospectus and Chapter Review Form to Graduate Program Administrator by email, indicating thesis committee's approval of the dissertation chapter.

Candidacy is achieved when the prospectus is approved by the Graduate Committee, all other candidacy requirements are satisfied, and appropriate forms are filed with the Office of Graduate & Postdoctoral Studies.

Questions? Please contact the Graduate Program Administrator.



RICE

Department of English

Dissertation Prospectus & Chapter Review Form, cont.

Student Name: _____

Dissertation Prospectus Title: _____

Committee Director: _____ Second Reader: _____

Part I: Dissertation Prospectus

Student Name: _____

Dissertation Prospectus Title: _____

Committee Director: _____ Second Reader: _____

Dissertation Committee Review

I have read and approved the dissertation prospectus submitted by the above-named student.

Committee Director Approval: _____ Date: _____

Second Reader Approval: _____ Date: _____

Graduate Committee Review

The Graduate committee has read and approved the dissertation prospectus submitted by the above-named student.

Director of Graduate Studies Approval: _____ Date: _____

Part II: Dissertation Chapter

Dissertation Committee Review

I have read and approved the dissertation chapter submitted by the above-named student.

Committee Director Approval: _____ Date: _____

Second Reader Approval: _____ Date: _____

Questions? Please contact the Graduate Program Administrator.