



UNIVERSITY OF
SOUTH DAKOTA

**ENGLISH DEPARTMENT
GRADUATE STUDENT HANDBOOK
2021-22**

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LETTER FROM THE CHAIR

Dear Graduate Students,

Welcome to the graduate program in English here at University of South Dakota. We are very pleased to have you all as part of the program and the department. You will find in this handbook valuable information and descriptions of policies and procedures; please remember that your advisors are also a good source of information.

As graduate faculty, we are dedicated to your learning and your success in the program. Take the time to stop by graduate faculty offices during office hours with questions and familiarize yourself with the research work the faculty are doing. I think you will find you have joined a very active community of scholars, teachers, researchers, and thinkers. A great deal of the activity of the department depends on the active engagement of the graduate students. Not only will you find connections across your coursework, but you will also make connections through lectures, workshops, and other department events.

There are various ways students complete graduate work in the English department at USD. Some students are teaching full-time at another institution and completing a degree on a slower time schedule. Some students take coursework full-time and progress toward degree without being TAs. Other students are full-time and teaching as TAs for the department. Similarly, there are a wide range of interests and specializations amongst students in the English MA and PhD programs. All of you are integral members of the department and important to the community we have worked hard to establish. A great strength of the English graduate programs at USD is the interaction and cross-fertilization amongst areas of interest and between the critical and creative tracks in the degree programs. As graduate faculty in the department, our engagement with colleagues (both faculty and students) extends beyond our own specializations. At the end of this handbook, you will find a listing of the graduate faculty with brief descriptions of our areas of specialization, but as a department we are dedicated to supporting, and engaging with, our colleagues' work, regardless of the areas of emphasis. You should plan to do the same. Whatever your plans after the degree, you will find yourself engaging with colleagues with diverse interests and projects. Take the opportunity now to attend events, lectures, and workshops that may seem to be only tangentially connected to your own projects; doing so is a form of professionalization and not only will improve your work but also will help you to become a better colleague. The advantages of being a part of an engaged, tight-knit, collegial, community are incalculable.

Faculty members serve on a variety of standing committees that support the successful running of the department. Many of these committees are specifically relevant to your experiences in the department. Colloquium Committee, for example, invites scholars and writers from outside the university to give talks and workshops throughout the academic year; the Job Search Committee reviews job seekers' materials, produces a Job Search Handbook, and maintains a listserv with notices of jobs, contests, and opportunities; the Graduate Committee reviews program expectations, maintains assessment of the graduate programs, and aids students in their progress through the program. As a graduate student, you may be invited to serve on departmental committees.

As you plan your graduate career, make use of the tentative listings of upcoming courses included with the course descriptions for the upcoming semester. While these listings are tentative, they will give you an idea of the course rotations, as well as the range of offerings, and allow you to have an idea of the larger trajectory of your education through your coursework. Additionally, you will find general descriptions of 500-level and 700- and 800-level courses in this handbook; the distinctions between the levels of coursework may prove illuminating. Plan to meet with your advisor to discuss and map out your plan for completing your coursework.

As a graduate student, you will find yourself balancing several demands; if you are a Teaching Assistant in the English department, you will be acting in dual roles as both a student and an instructor. As Teaching Assistants, you will be asked to file teaching preference forms as you move through the program. Your teaching schedules are set after you have (in discussions with your faculty advisor) decided on the courses you will be taking. In other words, conflicts of scheduling are addressed to prioritize your role as a student. In addition to being attentive to the enrollment schedules, every effort is made to accommodate graduate student requests about their teaching schedules; however, the teaching needs of the department take precedence over individual preferences. Graduate students can expect (as do all graduate faculty) that their schedules will rotate between three-day-per-week teaching and two-day-per-week teaching. For graduate student TAs, this usually means alternating between MWF and T TH schedules. As you may notice, graduate faculty schedules might not alternate between those exact frames, since graduate faculty often teach one-day-per-week courses and have other out-of-classroom teaching duties. All of which is to say, the department organizes the schedule with an eye toward facilitating the department's course needs, while attending to individual preferences and equity across teaching faculty.

As you gain more experience teaching in the English department, you will have the opportunity to propose teaching different, more advanced, more individualized courses. Take advantage of these opportunities as they allow you to develop your teaching repertoire in ways that will serve you well whatever path you take after the degree. Familiarize yourself with the undergraduate curriculum in English here at USD and recognize ways your own teaching fits into that curriculum. In the spring semester, you will see a call to apply for the Emily Haddad Graduate Teaching Award in English. Feedback is provided on all applications, and the annual award carries a monetary prize. Some of you may not plan to teach after completion of your graduate degree, but teaching a variety of courses and preparing materials for the Graduate Teaching Award allows you to more fully explore a wider range of content, approaches, and modes of writing, whatever your career plans.

As a TA, you are contractually obliged to complete your tasks as an instructor, which include teaching your assigned courses, grading fairly your students' work, and posting and maintaining your office hours. Your office hours are hours of guaranteed accessibility for your students and serve as a notice to faculty and other graduate students that you are available in your office space. Like your teaching schedule, these are hours during which you must be in attendance. If you are ill or have an unavoidable conflict with your office hours, you must notify the department secretary in as timely a fashion as possible to post a notice on your office. If an issue arises with your attendance to teach a class meeting, you must make every effort to have the class meeting taught by a colleague. Having your course planning up-to-date and making agreements with other TAs in case of such contingencies will make these last-minute necessities work more smoothly.

The department attempts to provide as much notice of events, lectures, and workshops as possible, and many of the semester's events are in place at the start of the semester, such as the dates for the Vermillion Literary Project events. All graduate student members of the department should take advantage of the opportunities offered in the department and in the university, including visiting writers, lecturers, and conferences that take place on the university campus. You may be interested to know that the University Writing Center schedules writing workshops on Wednesdays from 7-8pm; many of these workshops are of great use to graduate students and several are specifically designed for you. As you become a more experienced member of the department, you may be invited by Michelle Rogge-Gannon (Director of the Writing Center) to lead a workshop. Additionally, you may have noticed, no classes are scheduled during the 4-5pm hour on Monday afternoons. This open hour allows for departmental workshops, pedagogy discussions, and meetings. Do not schedule your office hours over this hour on Mondays, as your attendance will be required at some of these events.

As you move closer to seeking employment, stay in close touch with your advisor and schedule a meeting with the Job Search Committee. This committee can help you address questions about the very specialized genre of job advertisements, cover letters, CVs, teaching philosophies, and diversity statements. The Job Search Committee can also schedule mock interviews and mock teaching demonstrations to help you prepare to best represent your skills and strengths. In the fall, you will receive a print copy of the departmental Job Search Handbook, with examples of documents, advice, descriptions, and links to useful materials. In January of each year, you will be asked to complete a departmental Graduate Student Review form and file a current c.v. with the department. Given that the review form asks you to include dated information, you may find it useful to maintain a draft version of this form throughout the year in preparation for its submission. In all these ways, we can help you to progress toward your own individualized goals.

In addition to the information provided in this handbook and the Job Search Handbook, you have access to the English Department Graduate Student Information Google site, which houses electronic copies of many forms and a wealth of teaching information. Familiarize yourself with these resources and then do not hesitate to ask if you are not finding the information you seek.

I wish you all a warm welcome and a productive year as a part of the Department of English.

Sincerely,

A handwritten signature in black ink, appearing to read "Darlene Farabee". The signature is fluid and cursive, with a large initial "D" and "F".

Darlene Farabee
Chair, Associate Professor
Department of English

MA IN ENGLISH

CORE REQUIREMENTS

Group One: Literature before the 20th Century (2 of 4 areas)

- a.) Renaissance/Shakespeare
- b.) Restoration and Eighteenth-Century British Literature
- c.) Nineteenth-Century British Literature
- d.) American Literature to 1900

Group Two: 20th and 21st Century British, American, and World Literature (2 of 3 areas)

- a.) American Literature since 1900
- b.) British Literature since 1900
- c.) World Literature since 1900

Group Three: Language, Writing, and Pedagogy (1 of 3 areas)¹

- a.) Linguistics/Old English/History of the English Language
- b.) Composition Theory/Pedagogy
- c.) Creative Writing

Group Four: Literary Criticism (1 of 3 courses)²

- a.) ENGL 584 Literary Criticism
- b.) ENGL 587 Aesthetics
- c.) ENGL 786 Literary Criticism

MULTICULTURAL/WOMEN'S STUDIES/GENDER REQUIREMENT

At least one course in your program of study must fulfill the Multicultural Literature/Women's Studies/Gender Studies requirement. Eligible courses are identified on the graduate course descriptions that are disseminated annually. Courses that meet this requirement may also be used to meet departmental distribution requirements.

SEMINAR REQUIREMENT

At least three courses in your Program of Study must be graduate-level seminars (700- or 800-level) in English. ENGL 702 and ENGL 795 do not count toward this requirement, nor do Independent Study, Directed Research, or other 700- or 800-level courses that do not include "Seminar" in the course title.

50% COURSEWORK ABOVE 500-LEVEL

At least 50% of the coursework recorded on your Program of Study must be above the 500-level. Courses with numbers below 500 do not count for graduate credit.

¹ Group Three is not required of MA/JD students

² Other courses may also satisfy this requirement. If you have a question about whether a particular course will work, see the Graduate Coordinator.

THE PLANS

Literature and creative writing students may choose between Plan A and Plan B. Plan A students will write and defend a critical or creative thesis depending on your specialization. Students who are on Plan B will select an area of interest, produce a reading list of primary and secondary texts on that topic, write a 1000-word statement of scholarly interests, and pass an oral exam. Other specializations are Plan A or Plan B as designated below.

Sample Programs

This is a two-year program. The plans below outline one path to graduating on time. You can be flexible about the number of courses you take each term. Exam and thesis scheduling can vary as well. Teaching Assistants must take at least 6 credit hours per semester to maintain full-time status within the Graduate School. MA students without a teaching assistantship should take 9-12 hours per semester. See below for the Accelerated MA sample program.

Plan A:

- Semester 1:** Take 6 credits
- 2:** Take 9 credits
Select thesis topic
Select thesis committee chair
- 3:** Take 9 credits
Form committee
Conduct research
Submit thesis prospectus
- 4:** Register for 6 thesis hours
Finish and defend thesis

Plan B

- Semester 1:** Take 6 credits
- 2:** Take 9 credits
Select area of interest
Form oral exam committee
- 3:** Take 9 credits
Construct reading list
Write statement of scholarly interest
- 4:** Take 6 credits
Take oral exams

SPECIALIZATIONS

Below are the specializations available to MA students. Regardless of specialization, all students must complete 30 credit hours of coursework, as determined by your plan. Literature Plan B and 4+1 students will take additional electives rather than thesis hours.

Literature (Plan A or Plan B)

| Plan A (Thesis) | | Plan B (Oral Exam) | |
|-------------------|-----------|--------------------|--------------|
| Courses | Credits | Courses | Credit |
| Core Requirements | 18 | Core Requirements | 18 |
| Electives | 6 | Electives | 12-15 |
| Thesis Hours | 6 | Thesis Hours | N/A |
| Total | 30 | Total | 30-33 |

Creative Writing (Plan A)

| Plan A (Thesis) | |
|-------------------|-----------|
| Courses | Credits |
| Core Requirements | 18 |
| Electives | 6 |
| Thesis Hours | 6 |
| Total | 30 |

ACCELERATED MASTER'S OR 4+1

(Plan B, Literary Specialization)

Up to 12 credits applied toward the B.A. program may be used to satisfy graduate credit. The following restrictions apply:

- Dual-listed courses taken at the 500-level can be applied to both the B.A./B.S. and M.A. degrees. Dual-listed courses must be taken at the 500-level.
- The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.
- No courses taken prior to admission to the accelerated program may be counted toward an accelerated graduate degree. No exceptions to this policy will be approved.
- Only courses taken at the student's home institution are eligible for dual credit. No transferred courses from other institutions will be allowed to count toward the accelerated master's degree.

| Plan B (Oral Exam) | |
|--------------------|--------------|
| Courses | Credit |
| Core Requirements | 18 |
| Electives | 12-15 |
| Thesis Hours | N/A |
| Total | 30-33 |

Sample Program

Senior Year: Take 6 credits of 500-level ENGL

Semester 1

2 Take 6 credits of 500-level ENGL

Fifth Year:

3 Take 9 credits of 700-level ENGL
Form Oral Exam Committee

4 Take 3 credits of 500-level ENGL

Take 6 credits of 700-level ENGL

Take Oral Exam

MA/JD (Plan A)

| Plan B (Revised Seminar Papers) | |
|---------------------------------|-----------|
| Courses | Credit |
| Core Requirements | 15 |
| Law | 9 |
| Thesis Hours | 6 |
| Total | 30 |

ELECTIVES

All students with Literature or Creative Writing specializations will take a specified number of credit hours of elective courses. These may include courses in a related area, including relevant courses listed with a prefix other than ENGL. All courses taken outside the English department should be approved in advance by the graduate coordinator and department chair.

ADDITIONAL REQUIREMENTS

PLAN A: THESIS DEFENSE

Plan A students need to successfully defend their thesis to graduate. See below for more information.

PLAN B: ORAL EXAM

Plan B students must pass an oral exam based on a topic and texts they select and approved by their committee. See below for more information.

TRANSFER CREDIT

You may transfer up to 9 hours of graduate credit from other accredited institutions. Credits must not be more than seven years old at the time of graduation from USD. All students must take at least three graduate seminars and a literary criticism course at USD.

PROVISIONAL ADMISSION

Students who have been provisionally admitted to the MA program must be fully admitted to graduate. Once you have fulfilled the requirements for full admission to the program, notify the Coordinator of Graduate Studies, who will then initiate the necessary paperwork required for full admission. You will receive written notification of any change in admission status from the Dean of the Graduate School. Students must be fully admitted at least one semester before graduation.

DEPARTMENT AND GRADUATE SCHOOL FORMS

All students must submit the following forms to the Coordinator of Graduate Studies by the appropriate deadlines. Please consult the chart at the end of the handbook for this year's deadlines based on expected graduation dates. Graduate School forms are available on the USD Graduate School portal. English department forms are available on the department's Google site.

- Degree Checklist – English department form
- Program of Study/Application for Degree – Graduate School form
- MA Prospectus Approval Form (Plan A only) – English department form
- MA Oral Exam Approval Form (Plan B only) – English department form
- Graduation Approval Form – Graduate School form

COURSEWORK EXPECTATIONS

DESCRIPTIONS OF 500- LEVEL AND 700/800-LEVEL COURSES

As a graduate student in English at USD, you can enroll in 500-level and 700- or 800-level courses. While the general descriptions provided here aim to help you as you make decisions about your enrollments, not every course will adhere in every way to these general descriptions. You are encouraged to carefully read the circulated course descriptions and seek information from professors. In some instances, professors may have syllabuses available in advance of the course.

Graduate faculty expend significant effort in constructing courses that will challenge you and help you develop during your time at USD. Faculty attend carefully to the needs of students; simultaneously, individual courses are framed to fulfill programmatic and pedagogical goals. Taking a range of courses (as required by MA distribution requirements) ensures that you will explore different content, different pedagogical styles, and different ways of thinking, researching, and writing, and to develop breadth in a wide range of periods and genres.

THE SYLLABUS

The syllabi you receive for your courses at the beginning of the semester include a complete listing of necessary course materials and the policies governing the course. While the included schedule for the individual course meetings and deadlines for assignments may shift, the policies in the syllabus at the beginning of the semester are firm. Carefully consider the arc of the course as it appears in the syllabus and plan your schedule accordingly. For example, if two of your courses require presentations you might be strategic about when you choose to present. Additionally, you may wish to consider the reading schedule when planning your book purchases. Familiarize yourself thoroughly with the expectations outlined, including the statements about the academic integrity policies governing the writing you produce for your courses.

500-LEVEL COURSES

At USD, 500-level English courses often run concurrently with 400-level courses and meet three days a week (50-minute class meetings) or 2 days a week (75-minute class meetings). The enrollments for 400- and the 500-level, together, range from 10 to 25. In some instances, 500-level students are expected to lead course meetings or present materials to the entire group. In addition to the regular class meetings, it is not unusual for professors to require additional meetings with only the 500-level students. The reading expectations for 500-level courses will vary; students can expect a substantial amount of reading of various types of materials (including literary and critical texts). 500-level courses provide opportunities to practice professionalism and collegiality and to interact with advanced undergraduate students (students you might one day teach or engage with as colleagues outside academia). Specifically, graduate-level participation in these dual-listed courses means that you will help to facilitate discussion and engage with fellow students in ways that contribute rigor to the conversation. During class meetings, graduate students in 500-level courses are expected to act as role models and mentors to undergraduates enrolled at the 400-level.

Literature courses include a wide range of materials about a subject or period. Writing assignments in 500-level courses vary across courses and might include (for example) several short pieces of writing, a scaffolded series of activities that lead to a long paper, or exercises designed to introduce research tools and materials. 500-level courses often include a final exam, often to model the style of comprehensive exams in the PhD program (choosing one of a series of questions to write a single essay answer displaying knowledge of the material and critical adeptness in framing the argument).

In 500-level creative writing courses, students are expected to participate fully with the entire group in class discussions, workshop, and in-class writing exercises. Writing assignments may include multiple assignments in the focus genre as well as responses to assigned creative works, critical and craft materials, and other workshop members' writing. In some cases, students may be asked to lead a workshop discussion or teach a class session, and/or submit a sustained critical-creative essay addressing elements of genre, craft and technique, or style and aesthetics. Students often, in addition to drafting new creative work during the semester, submit a final portfolio at the end of the semester consisting of revised versions of draft creative work accompanied by process reflections.

700-LEVEL AND 800-LEVEL Courses

At USD, the 700- and 800-level courses are scheduled weekly for 165-minute class meetings in the afternoons or evenings. Enrollments range from 4 to 15. These courses run as seminars with expectations that smaller sections allow for and require greater participant engagement. To ensure that you can achieve the expected consistent, informed, and rigorous participation, prepare carefully, read all the assigned material, take notes, and think about them thoroughly before seminar meetings. It is advisable to bring your notes or prepare a few questions to bring to class so that you can contribute fully to the discussion.

Literature courses may offer students greater depth in a specialized area of research or may be framed to elucidate a particular question in a literary period. The reading load in a seminar is usually greater than in a 500-level course and typically includes more rigorous engagement with secondary material. In many seminars, students are expected to lead discussions or present to the group. Writing assignments often include shorter response papers, abstracts, annotated bibliographies, as well as "seminar-length" research papers (of around 5,000 words). 700- and 800-level courses sometimes include a final exam designed to allow you to demonstrate competence in handling a range of the course materials in a rigorous, critically aware essay response.

In creative writing seminars, 700-level courses usually include creative, critical, and craft readings, workshop experiences, written reviews of published and/or student work, discussion leading or presentations, and work on sustained critical-creative projects that take into consideration larger historical contexts, conventions, and trends within the genre, and/or questions of craft and technique, style, or aesthetics. Students often, in addition to drafting

new creative work during the semester, submit a final portfolio at the end of the semester consisting of revised versions of draft creative work accompanied by process reflections.

ANNUAL REVIEW

Every January you will meet with your advisor to complete the Degree Checklist and Annual Review Form. This form asks you to list items, such as expected exam and defense dates, recent professional activities and accomplishments, and goals for the spring and summer. Part of the purpose of this form is to give you an idea of milestones and professionalization activities that you should be meeting and doing during your time as a graduate student. However, you can also provide this form to faculty members when you ask them to write you a letter of recommendation. It should give your recommenders material to discuss in their letters. You will be asked to submit this form, signed by your advisor, along with an updated CV to the Coordinator of Graduate Studies no later than January 15, 2022.

THE MA THESIS

LITERATURE SPECIALIZATION

To write a thesis, you will need to:

- Choose a topic
- Form a committee
- Prepare a reading list, write a prospectus, and get approval from committee to proceed
- Write the thesis
- Workshop the thesis
- Write an abstract
- Defend

Choosing a Topic

Topics often emerge from graduate coursework—classes you take, texts you read, and papers you write. You might decide to pursue a similar line of analysis in several of your seminar papers then use three of them as the basis of your thesis. It is important, however, to choose a topic that you can live with for a significant period. It is best to avoid focusing on a single text unless it is extremely substantial and widely recognized for its literary value. You also do not want to tackle too many texts. Once you decide what area interests you, assemble a committee with that expertise and discuss it with them. The committee is there to provide advice and guidance.

Selecting a Committee

Committees consist of two graduate faculty members in the English Department and one from another department. A list of the graduate faculty is provided near the end of this handbook. One of the English Department members will serve as chair. It is up to you to ask English faculty to serve on your committee, but they can help you determine who to ask to be the external member. It is a good idea to choose a chair with whom you have taken a class or who is

otherwise familiar with your work. You should form your committee and discuss your topic with your chair no later than the end of your second semester in the MA program. You can use the summer to fine tune your topic and draft your prospectus for presentation to the committee in the fall. The chair of your committee should have substantial expertise in your topic.

Writing a Prospectus

A thesis prospectus is a brief, prose proposal of what you plan to argue in your thesis. It should demonstrate that you have done enough preliminary work to formulate an original and viable research project. Writing proposals is a task you will encounter in various guises in your professional career, whether it is for grants, conference papers, journal submissions, or books. The guidelines for each of these proposals are different. However, the prospectus identifies your topic, lists the texts you plan to discuss, and describes the issues on which you intend to focus, including your theoretical framework. It presents your argument clearly and provides some sense of how the thesis will be organized. It also contextualizes the thesis in relation to other scholarly work on the topic. Your prospectus must be accompanied by a one-page (minimum) bibliography of sources relevant to your topic.

You will work closely with the chair of your committee to determine the details of your prospectus. The thesis prospectus must be approved by your committee before you start drafting the thesis. Once it is approved, you will submit the prospectus and the English Department's Prospectus Approval Form (available on English department Google site), signed by your committee members, to the Graduate Coordinator by the end of the semester before you graduate.

Format: As a road map of your proposed research, the prospectus consists of a description of the project and a bibliography. It assumes a formal tone, uses MLA Style (double-spaced, pages numbered, parenthetical citations, and works cited). It should be between 1500-3000 words. The one-page bibliography is attached at the end, after the works cited.

Writing the Thesis

You should speak with your committee chair regularly during the drafting process, though meeting with the entire committee before the workshop is not required. Meetings with your chair should be frequent and regular. It is the chair's responsibility to review your work and provide feedback to help you get it ready for the rest of the committee. You should get your chair's approval before circulating it to the rest of the committee. It is advisable to start drafting your thesis during your third term so that it is ready to defend by the end of your fourth term. If you are planning to complete a significant portion of your thesis during the summer months, note that most faculty are not on contract during the summer months and are unlikely to be able work with you until the start of fall semester.

Style and Format: Most scholarly theses are around 70 pages long and are organized into three chapters, each approximately the length of a seminar paper. Theses also have an introduction and a brief conclusion. A review of relevant scholarship on the topic and texts should be included in the introduction or elsewhere. It may make sense to organize chapters by text or by

concept and issues. In any case, you should decide how to organize your thesis by discussing it in detail with your committee chair.

Your thesis should adhere to the discipline's standards as outlined in the most recent edition of the *MLA Style Manual and Guide to Scholarly Publishing*. You may also find the *Handbook for Writers of Research Papers* useful.

Arrange your thesis in the following order with the pagination format specified for each part:

- Title page, with date of degree confirmation (no page number)
- Committee signature page (lower case Roman numerals)
- Abstract (lower case Roman numerals)
- Dedication (optional) (lower case Roman numerals)
- Acknowledgments (optional) (lower case Roman numerals)
- Table of contents (lower case Roman numerals)
- List of tables, with titles and page numbers (if necessary) (lower case Roman numerals)
- List of illustrations, with titles and page numbers (if necessary) (lower case Roman numerals)
- Body of the thesis (Arabic numerals)

You will need a committee signature page, signed with black ink, before you submit the thesis to the Graduate School. You may create your own or use the committee page that the Graduate School has provided through DocuSign. Please consult with your advisor and/or the Graduate School regarding the format of signature pages. Refer also to the "Guide to Preparing Your Thesis or Dissertation" on the Graduate School Portal.

The Workshop

Drafts of each chapter should be reviewed and approved by your chair before the draft thesis is distributed to the rest of the committee. Once your chair approves it for distribution to the committee, you will provide a complete draft to the committee for the workshop *at least* two weeks prior to the workshop. The workshop is a venue for the committee to discuss your work, provide feedback, and suggest revisions prior to the defense. The purpose is to help you prepare a thesis of sufficient quality to be defended. Your workshop should be scheduled at least one month prior to the defense date to provide you the time necessary to make the requested revisions.

Writing an Abstract for the Thesis

The prospectus provides the basis for the abstract that you will submit to the Graduate School with your final thesis draft. The abstract is a revised, significantly condensed version of your prospectus. It should adhere to the following guidelines:

- No more than 350 words
- Single-spaced on one page

- Each paragraph indented two spaces
- Signed signature line from the committee chair

The Defense

After you complete the revisions suggested in the workshop, the chair of the committee will schedule a one- to two-hour oral defense. You should provide your committee with a revised draft of your thesis *at least* two weeks prior to the defense. The defense should occur at least a week before the Graduation Approval Form (available on the English Google site) is due to provide time for final revisions. Therefore, your complete, “defensible” thesis should be ready at least three weeks before the Graduation Approval Form deadline.

In the defense, you will provide a brief overview of the principal elements of the thesis. Your committee members will ask you to clarify, expand, reconsider, or otherwise comment on the ideas and material of your thesis. You should be prepared to answer questions and competently discuss your thesis and its argument.

The defense is graded pass/fail. If the committee members deem your performance unsatisfactory, they may ask you to rework portions of your thesis and/or redefend. Even if you pass your defense, your committee is likely to suggest some changes, and may require another revision before signing off on the Graduation Approval Form.

After you have satisfactorily completed the oral defense and have made any alterations requested by the committee, the members of the committee will either determine a grade collaboratively or delegate responsibility for grading to the chair of the committee. These are given standard letter grades.

Bring one complete copy of your thesis, including the abstract with a signature line for your chair.

Following a successful defense, circulate the signature page of your thesis for your committee to sign. You may create your own or use the committee page that the Graduate School has provided through DocuSign (available on the Graduate School’s website). Once signed by all committee members, this document must be included with your thesis for electronic submission to ProQuest. Your chair will be responsible for submitting the Graduation Approval Form.

Submitting Your Thesis to ProQuest

Prepare the final version of your thesis according to the guidelines posted on the Graduate School portal. You should submit your thesis online using ProQuest at <http://www.etdadmin.com/sdakota>.

CREATIVE SPECIALIZATION

Choosing a Topic

Topics often emerge from graduate coursework—classes you take, texts you read, and the work you produce in workshops. Creative theses are often built around stories or poems originally written for a class. It is important, however, to choose a topic that you can live with for a significant period. If you are interested in a particular genre, it would make sense to write a creative thesis in that genre. If do not have a single genre that interests you, you might write a multi-modal work. Once you decide what genre(s) interest you, find a committee with that expertise and discuss it with them. The committee is there to provide advice and guidance.

Selecting a Committee

Committees consist of two graduate faculty members in the English Department and one from another department. At least one committee member should be a creative writer. A list of the graduate faculty is provided near the end of this handbook. One of the English Department members will serve as chair, preferably a creative writing faculty member. It is up to you to ask English faculty to serve on your committee, but they can help you determine who you might ask to be the external member. It is a good idea to choose a chair with whom you have taken a class. Your chair should be familiar with your work. You should form your committee and discuss your topic with your chair no later than the end of your second semester in the MA program. You can use the summer to fine tune your topic and draft your prospectus for presentation to the committee in the fall.

Writing a Creative Prospectus

A thesis prospectus is an argument of aesthetic and thematic viability combined with a statement of how to you intend to proceed toward a successful project. It should demonstrate that you have done enough preliminary work to formulate an original and viable project.

You will work closely with the chair of your committee to determine the details of your prospectus. The thesis prospectus must be approved by your committee before you start drafting the thesis. Once it is approved, you will submit the prospectus and the English Department's Prospectus Approval Form (available on English Department Google site), signed by your committee members, to the Graduate Coordinator by the end of the semester before you graduate.

The prospectus is similar to grant proposals and residency/fellowship statements of plans. Writers need to ask for funds/grants/residencies to complete projects, and the skills developed in creating a prospectus entail pitching a project in a way that is coherent, compelling, and viable, while including a clear statement of intention for how to accomplish this project. Some projects require extensive research (historical, aesthetic, or critical), while others require mastery of a certain type of craft/technique. Mentors can suggest a process, in addition to simply drafting and writing, that will facilitate execution of the project. The prospectus should leave room for the project to take its own necessary direction; through the process of writing and mentor feedback, a manuscript might become different from its initial conception. Ultimately, this document is intentional and process-based with attention to style, themes, and (when necessary) critical background.

Format: The prospectus should assume a formal tone, use MLA Style (double-spaced, pages numbered, parenthetical citations, and works cited), It should be between 1000 and 1500 words.

Writing the Thesis

You should speak with your committee chair regularly during the drafting process, though meeting with the entire committee before the workshop is not required. Meetings with your chair should be frequent and regular. It is the chair's responsibility to review your work and provide feedback to help you get it ready for the rest of the committee. It is advisable to start drafting your thesis during your third term so that it is ready to defend by the end of your fourth term. If you are planning to complete a significant portion of your thesis during the summer months, note that most faculty are not on contract during the summer months and are unlikely to be able work with you until the start of fall semester.

Style and Format: The length of a creative thesis depends upon the genre chosen, but the following guidelines may be helpful: novel, 250 pp.; poems, 25-40 pieces; short fiction, 60-100 pp.; play, at least two acts; nonfiction, 60-100 pp. Creative theses must be accompanied by a substantive artist's statement. You should decide the length and organization of your thesis by discussing it in detail with your committee chair.

Arrange your thesis in the following order with the pagination format specified for each part:

- Title page, with date of degree confirmation (no page number)
- Committee signature page (lower case Roman numerals)
- Abstract (lower case Roman numerals)
- Dedication (optional) (lower case Roman numerals)
- Acknowledgments (optional) (lower case Roman numerals)
- Artist's Statement/Critical Introduction (lower case Roman numerals)
- Table of contents (lower case Roman numerals)
- List of tables, with titles and page numbers (if necessary) (lower case Roman numerals)
- List of illustrations, with titles and page numbers (if necessary) (lower case Roman numerals)
- Body of the thesis (Arabic numerals)

You will need a committee signature page, signed with black ink, before you submit the thesis to the Graduate School. You may create your own or use the committee page that the Graduate School has provided through DocuSign. Please consult with your advisor and/or the Graduate School regarding the format of signature pages. Refer also to the "Guide to Preparing Your Thesis or Dissertation" on the Graduate School Portal.

The Workshop

Drafts of each chapter should be reviewed and approved by your chair before it is distributed to the rest of the committee. Once your chair approves your thesis for distribution to the

committee, you will provide the complete draft to the committee for the workshop at least two weeks prior to the workshop. The workshop is a venue for the committee to discuss your work, provide feedback, and suggest revisions prior to the defense. The purpose is to help you prepare a thesis of sufficient quality to be defended. Your workshop should be scheduled at least one month prior to the defense date to provide you the time necessary to make the requested revisions.

The Creative Writing Artist Statement/Critical Introduction

The Artist Statement is a description of the thesis that clarifies the project's aesthetic and critical contexts and provides a clear statement of what the work is doing and why. In this regard, the Artist Statement represents an extended revision of the prospectus that describes the finished product. The Artist Statement also provides a critical analysis of the project within these contexts, citing specific examples from the work to support this analysis. In some respects, this can be considered a Critical Introduction and Artist Statement in that the student must provide a discussion of the critical/aesthetic context through definitions, summaries, explanations, and examples. In some instances, mentors may suggest a more rigorous engagement with the theoretical context when called for by the project's topic or the student's objective for the thesis. The Artist Statement must be included in the thesis submitted to ProQuest.

The Artist Statement provides a document that students can utilize in their careers. Ideas, wording, and sections of the artist statement may later be used in (1) query letters sent to presses or agents describing a completed manuscript; or (2) sections in job letters/discussions in job interviews/ job talks in which the writer is asked to discuss and contextualize their own work and speak compellingly about their own project; or (3) sections in grant/fellowship proposals where the writer is asked to provide a retrospective artist statement about the history of their work, etc.

Format: The artist's statement should adopt a formal tone and follow MLA Style (double-spaced, pages numbered, parenthetical citations, and works cited). It should be between 3000 and 4500 words.

Writing an Abstract for the Thesis

The prospectus provides the basis for the abstract that you will submit to the Graduate School with your final thesis draft. The abstract is a revised, significantly condensed version of your prospectus. It should adhere to the following guidelines:

- No more than 350 words
- Single-spaced on one page
- Each paragraph indented two spaces
- Signed signature line from the committee chair

The Defense

After you complete the revisions suggested in the workshop, the chair of the committee will schedule a one- to two-hour oral defense. You should provide your committee with a revised draft of your thesis *at least* two weeks prior to the defense. The defense should occur at least a week before the Graduation Approval Form (available on English Google site) is due to provide time for final revisions. Therefore, your complete, “defensible” thesis should be ready at least three weeks before the Graduation Approval Form deadline.

In the defense, you will provide a brief overview of the principal elements of the thesis. Your committee members will ask you to clarify, expand, reconsider, or otherwise comment on the ideas and material of your thesis. You should be prepared to answer questions and competently discuss your thesis and your craft.

The defense is graded pass/fail. If the committee members deem your performance unsatisfactory, they may ask you to rework portions of your thesis and/or retake the defense. Even if you pass your defense, your committee is likely to suggest some changes, and may require another revision before signing off on the Graduation Approval Form.

After you have satisfactorily completed the oral defense and have made any alterations requested by the committee, the members of the committee will either determine a grade collaboratively or delegate responsibility for grading to the chair of the committee. These are given standard letter grades.

Bring one complete copy of your thesis, including the abstract with a signature line for your chair.

Following a successful defense, circulate the signature page of your thesis for your committee to sign. You may create your own or use the committee page that the Graduate School has provided through DocuSign (available on the Graduate School’s website). Once signed by all committee members, this document must be included with your thesis for electronic submission to ProQuest. Your chair will be responsible for submitting the Graduation Approval Form.

Submitting Your Thesis to ProQuest

Prepare the final version of your thesis according to the guidelines posted on the Graduate School portal. You should submit your thesis online using ProQuest at <http://www.etdadmin.com/sdakota>.

PLAN B: ORAL EXAM

Plan B invites you to reflect on your coursework, identify and articulate your critical and/or creative interests, and demonstrate critical rigor in your engagement with these areas of interest. For Plan B you will need to:

- Choose a topic, theme, or area of interest

- Form a committee
- Select 20 texts (10 primary/10 critical, theoretical, or historical) drawn primarily from your coursework
- Write a 1,000-word Statement of Scholarly Interests that describes your scholarly interests
- Pass an oral exam on the list of texts that you have selected

Choosing a Topic

Plan B asks you to think deliberately about how your coursework has stimulated, shaped, changed, or in other ways contributed to your interests as a scholar, writer, and/or teacher. The first step in the Plan B process is to define a topic that reflects one of your primary areas of interest. As you work to identify your topic, you might consider questions such as: Do you see connections between the essays you have written for your courses? What kinds of questions (formal? historical? political?) do you find yourself asking? What theoretical orientations, or themes, or literary genres, most interest you? You might think of your topic as the topic of a course you would like to teach. What would you title that course and what would that course description include? Examples of topics: 1) literature and social change, 2) experiments in poetic form, 3) feminist theory from the 17th century to now, 4) representations of otherness in literature.

Forming a Committee

Committees consist of three graduate faculty members in the English Department from whom you have taken a course. A list of the graduate faculty is provided near the end of the handbook. One of the committee members will serve as your chair. Your chair should be a graduate faculty member with knowledge and expertise in your topic area. It is up to you to ask English faculty to serve on your committee, but your chair can help you to determine whom to ask. You should ask someone to be your chair no later than the end of your second semester in the MA program. Use the summer to begin studying the texts you have selected and drafting your Statement of Scholarly Interests.

Selecting the Texts: Reading List

Your reading list consists of texts that help you to think and write broadly and deeply about your chosen topic. Please work with your committee members to construct this list. It should include at least 20 texts: a minimum of 10 primary texts (e.g., poetry collections, plays, novels, short stories, creative non-fiction pieces, and/or films) and 10 secondary texts (critical, theoretical, and/or historical essays or books). Texts should be drawn from your coursework, the research you conduct for these courses, and—if relevant—additional texts approved by your committee.

Writing the Statement of Scholarly Interests (1,000 words)

The Statement of Scholarly Interests describes—and provides a rationale for why you selected—your topic and the texts on your list. It offers you an opportunity to craft the kind of formal, self-reflective, academic document that you can develop into a statement of purpose for PhD programs, into a statement of your teaching philosophy or interests, and/or into cover

letters for jobs, fellowships, or other opportunities. As you craft this statement you might consider: What questions does your topic explore? How does your topic inform your thinking/scholarship/writing/teaching? In what ways do your selected texts enrich your thinking and/or writing about this topic? In what ways might this topic and/or these texts contribute to your future work? This statement should demonstrate: 1) critically rigorous engagement with your topic and texts, and 2) thoughtful, clear, concise writing. At the end of your Statement of Scholarly Interests include your complete reading list in MLA format.

Work with the chair of your committee in crafting the Statement of Scholarly Interests. When your statement and reading list are ready, your chair will arrange a meeting with the full committee. When the committee approves the Statement of Scholarly Interests and Reading List, obtain their signatures on the “Oral Exam Approval Form” and submit it to the Coordinator of Graduate Studies. The Coordinator and the Chair of the English Department will review the documents and grant formal approval.

Preparing for and Taking the Oral Exam

Based on your Statement of Scholarly Interests and your reading list, the two-hour oral exam provides an opportunity for you to discuss your scholarly interests with other experts in the field. You will begin the exam by giving a 5-7 minute presentation describing your topic—including how you arrived at this topic and why you selected it—and discussing some of the major connections you see between the texts on your list and how they contribute to your topic. After your presentation, each committee member will ask several questions based on your presentation, your Statement of Scholarly Interests, and the texts on your reading list. You will not have access to the questions in advance but should be familiar enough with the texts on your lists to be able to talk about them intelligently and knowledgeably. The purpose of the exam is to test your understanding of not just the texts, but how they speak to your topic area, how they speak to each other, and how the texts from different periods and in different genres represent your topic in ways that are significantly similar and dissimilar to each other. Your goal is to demonstrate your expertise in the corpus you have chosen, across periods and genres.

To be eligible to graduate, you must pass the oral exam. The exam is graded pass/fail. If the committee members consider your performance unsatisfactory, they will ask you to retake the exam. Students have two opportunities to pass the oral exam. You must take and pass the exam at least one week before Graduation Approval forms are due the semester you intend to graduate. It is strongly recommended that you work with your committee chair to schedule the exam far enough in advance that, should you need to take it again, you can do so by the deadline stated above. Students who do not pass the oral exam after retaking it once will not be granted a Master’s Degree in English, though they may work with the Graduate School to transfer their credits and do the additional coursework necessary to obtain a MA in Interdisciplinary Studies.

Bring the following to your oral exam:

- One copy of your Statement of Scholarly Interests.

PHD IN ENGLISH

AREAS OF SPECIALIZATION

Literary Studies: Critical

Literary Studies: Creative

REQUIREMENTS

All PhD students must complete the following requirements:

- 54-69 Credit Hours of coursework
- Comprehensive written and oral examinations
- Dissertation prospectus workshop
- Advanced proficiency in a language other than English
- Oral defense of the dissertation

COURSEWORK

Required core: Total 9 credit hours

- 1) ENGL 801 - Seminar: Multicultural Literature (3)
- 2) ENGL 802 - Seminar: Bibliography and Research (3)
- 3) Criticism (choose one of the following):³
 - ENGL 584 - Literary Criticism (3)
 - ENGL 587 - Aesthetics (3)
 - ENGL 786 - Seminar: Literary Criticism (3)

Specialization: Literary Studies: Critical: 24 credit hours

- Graduate courses in literature: at least five must be seminars (21)
- Additional selection from the criticism courses in the required core (3)⁴

Specialization: Literary Studies: Creative: 27 credit hours

- Graduate courses in Creative Writing: at least three must be seminars (15)
- Course in applied theory for Creative Writing (3)
- Graduate courses in literature: at least two must be seminars (9)

Electives: Total 3-6 credit hours in ENGL

Dissertation Hours

- ENGL 898 - Dissertation in English: 15-30 credit hours

³ Other courses may also satisfy this requirement. If you have a question about whether a particular course will work, see the Graduate Coordinator.

⁴ Critical track students with a literary criticism or theory course in their MA program (and on their official transcript) may claim an exemption from this additional criticism requirement. Confer with the graduate coordinator for department approval.

PHD LANGUAGE REQUIREMENT

The PhD language proficiency requirement may be met by achieving competence in any language other than English considered suitable by a student's committee. Neither Old nor Middle English, however, will satisfy this requirement, nor will a course in computer language(s). No student will be admitted to candidacy for the PhD until he/she has satisfied the language requirement. Language proficiency established more than seven years before entry into the program will be subject to revalidation.

The requirement may be satisfied by any one of the following:

- 1) Completion of two semesters of introductory courses in a language at the undergraduate level, i.e., Lakota 101 and 102.
- 2) A reading proficiency exam administered by USD's Department of Languages, Linguistics, & Philosophy or other acceptable academic group equipped to do proficiency testing.
- 3) Completion of an upper-division undergraduate course, with a minimum grade of B, in the chosen language, in which the student reads literature primarily in that language. (Independent study at this level also acceptable.)
- 4) Completion of a course similar to #2 at another university, especially if the Department of Languages, Linguistics, & Philosophy at USD does not offer courses in the desired language.
- 5) Completion of a graduate-level language for reading comprehension course from USD's Department of Modern Languages & Linguistics. These course offerings are subject to change and contingent upon enrollment numbers.
- 6) Completion of a graduate-level language for reading comprehension course at another university, especially if the Department of Modern Languages & Linguistics at USD does not offer the courses in the desired language (subject to approval from the English Department).
- 7) Other substantial project to demonstrate basic language proficiency, such as a committee-approved translation project.

WRITTEN AND ORAL EXAMINATIONS

OVERVIEW:

When you have completed your coursework, or nearly done so, you will take two written examinations, followed approximately two weeks later by an oral examination. Together, the exams will enable you to demonstrate that you are prepared to teach and do research in the areas you have identified as your specialization.

Committee:

To take your exams, you must have a committee, which consists of three English Department faculty members and one faculty member from outside the Department. You will ask one of the English Department members to chair the committee, presumably a faculty member who is

familiar with your work from your coursework. All committee members must be members of the graduate faculty. The composition of creative writing committees is limited to two creative writing faculty members. Therefore, creative writers should plan to include at least one literature specialist on the committee. You should consult with your committee chair or the Coordinator of Graduate Studies about finding an appropriate committee member from outside the English department. You are responsible for forming and arranging meetings of the committee and should begin to do so approximately one year before your anticipated examination date. Your exam committee is typically the same as your dissertation committee, and the chair of your exam committee is typically your dissertation director. However, it is possible to replace members of your committee if you find that your dissertation requires different faculty expertise.

WRITTEN EXAMINATIONS:

With the advice and approval of your committee, you will develop **two reading lists** that will serve as the foundation for the written and oral qualifying examinations. Once the reading lists have been approved by your committee, you will submit the **signed** PhD Reading List Approval Form (available on the Google site), **along with** the two reading lists and the accompanying topics/rationales, to the Coordinator of Graduate Studies. After submitting the PhD Qualifying Exam Reading List Approval Form, you will schedule both your written exam and your oral exam (which should take place no more than two weeks after the written exam).

There will be **two three-hour written examinations**. For each exam, your committee writes three questions based on the reading lists that you and your committee have agreed upon. You choose one of the questions and write an essay in response to it. Sample reading lists are available for your perusal in the black binder in the English Student Lounge, Dakota Hall 222.

- **Exam A:** This list should serve to establish your teaching area of specialization. To that end, this list should cover a century of either American or British literature and should include 30-35 authors and at least 8-10 significant critical works relevant to the period covered. The texts on your list should reflect a range of genres important to your period. In addition, please provide a list of 8-10 topics of significant interest within the century selected and a brief explanation (2-3 sentences) of each topic. This list of topics will guide your committee in writing your exam questions.
- **Exam B:** This list will include texts within or adjacent to the century covered by your Exam A. This list is focused on a topic, issue, or question that might inform your dissertation. The list should include 20-25 authors and 8-10 significant critical works. The texts should not overlap with those on your Exam A list, although some of the same authors may be included. You must provide a rationale of approximately 500 words to accompany your Exam B list.

Doctoral students are expected to prepare new material for their exams. However, in choosing items for your lists, you should make the best possible use of texts with which you are already familiar. If you are in the critical specialization, you should also design your lists with an eye

toward developing your dissertation project and gaining expertise in your area of specialization. In other words, your exams should serve as a springboard for your dissertation research.

Written exams are scheduled once per semester on a specific date early in the fall and spring terms (September and January). Both exams are given on the same day. Exams are closed book with no notes or internet use permitted. You will not be informed of the exam questions or specific topics in advance. A PhD Reading List Approval Form (available on the English Department Google Site), signed by you and your entire committee, must be submitted by the stipulated deadline, ordinarily a month prior to the exam date.

The written exams are graded pass/fail by your committee. The PhD exam grading rubric provides general guidelines for the evaluation of the exams and is available on the English Department Google Site. A passing grade on each essay requires a pass from three of the four committee members, including the one who composed the question. With the unanimous consent of the committee, a student may be passed “with distinction” if both essays are of exceptional quality.

Your committee chair will notify you with the written exam results, including the grading rubrics from all committee members, approximately one week after the written exam. You must receive a passing grade on both essays—list A and list B—to proceed with the scheduled oral exam. In the event of a failing grade, the oral exam will be cancelled, and you will be required to retake the failed written exam.

If you do not pass one or both written exams, you may retake the failed exam(s) at the next scheduled exam date; your committee provides new questions covering the same topics. In this circumstance, the oral exam is deferred until you have successfully retaken the written exam. Only one retake is permitted; a student who does not pass on the second attempt is not permitted to remain in the program. After failing the written exam(s) a second time, the student will receive a formal notification of their imminent dismissal from the Graduate Coordinator. The student will be given the opportunity to discuss the dismissal decision with the chair of the department before any action is taken. This conversation may take place in person, but it may also be conducted by phone or email. Following this discussion or the time specified in the initial letter for a discussion to take place, the student will receive official notification of his/her dismissal from the English Department, if the chair determines that the grounds for appealing are invalid. Students may formally appeal the decision through SDBOR 2:9 appeals process.

ORAL EXAMINATION:

There will be a **two-hour oral examination** that addresses the reading lists for both written exams. You are welcome to bring to the oral exam hard copies of your two essays and a copy of your reading lists.

The exam will begin with a question from your outside committee member and will include discussion of your two essays, texts on your reading lists, and your plans for the dissertation

prospectus. You should be prepared to answer a variety of questions about your list A essay, your list B essay, and your reading lists more generally (including texts you did not address in your essays).

To pass the oral examination, candidates must demonstrate that they are prepared to move on to the dissertation, which includes the following:

- 1) Comprehensive knowledge of the literary field as constituted by their reading lists (literary and critical texts).
- 2) The capacity to generate plausible, well-supported critical arguments in response to impromptu questions from the committee.

The oral exam must be scheduled no more than two weeks after the successful completion of the written exam. The date is chosen at the mutual convenience of you and your committee, but the oral exam only takes place after notification that you have passed both written exams.

With the prior written approval of all committee members, PhD oral exams (not dissertation defenses) may be conducted via the Dakota Digital Network (DDN) or other video-conferencing systems, such as Zoom or Skype. In such cases, the student is responsible for all arrangements for the video conference with USD's Information Technology Services, including reserving the proper on-campus facilities.

The oral exam is graded pass/fail. Following the oral exam, the committee members confer in private and then immediately inform you of their decision.

If you fail the oral examination, you are allowed to retake it once. The retake must be scheduled before the end of the following semester. (For example, if you fail the oral exam in the fall semester, you must retake and pass the exam before the end of the spring semester of that academic year. If you fail the oral exam in the spring semester, you must retake and pass the oral exam before the end of the fall semester of the next academic year.) Only one retake is permitted; a student who does not pass on the second attempt is not permitted to remain in the program. After failing the oral exam a second time, the student will receive a formal notification of their imminent dismissal from the Graduate School. The student will be given an opportunity to discuss the decision with the chair of the department before the dismissal is finalized. This discussion may take place in person or by phone or email. Following this discussion or the time specified in the initial letter for a discussion to take place, the student will receive official notification of his/her dismissal from the English Department, if the chair determines that the grounds for suspending the dismissal are invalid. Students may formally appeal the decision through SDBOR 2:9 appeals process.

After successfully passing the written and oral exams, you will schedule a **Dissertation Prospectus Workshop** (outlined below). The workshop should take place no more than 90 days after the oral exam.

Good Standing, Candidacy, and Eligibility to Take Examinations:

Any PhD student who has completed at least 33 of the required 39 credits of non-dissertation coursework is eligible to take exams. Students are urged to sit for their exams as early as possible.

To remain in good standing, you must take written exams no more than three terms (fall, spring, summer) after completing 36 credits of coursework. For instance, if you finish 36 credits at the end of the fall semester, you will be required to take exams no later than the following September. If extenuating circumstances are present, or if you are a part-time student, you may be granted an extension of no more than one semester to sit for exams, with the approval of the department chair, the Coordinator of Graduate Studies, and your committee chair.

If on the due date for the Application for PhD Examinations your program of study contains any course with a grade of Incomplete (dissertation hours in progress being excluded), your application will not be approved, and you will be expected to reapply for exams at the next scheduled date. The presence of an Incomplete per se does not constitute extenuating circumstances; as a result, a student who must defer his/her exams because of an Incomplete is not assumed to have an extension and therefore may be found to be not in good standing.

Students are admitted to candidacy for the PhD once all required coursework and exams are completed, the language requirement is satisfied, and the dissertation prospectus is approved by the committee.

PHD PROGRAM OUTLINE

The following outline is a guide and may need to be adjusted according to individual circumstances. It assumes that you are a full-time teaching assistant. Keep in mind that TAs must take at least six credit hours and should take no more than nine per semester.

First Year

Take 15 credit hours of coursework

Second Year

Take 15 credit hours of coursework

Form committee for comprehensive exams and dissertation

Third Year

Take 9 credit hours of coursework and three credit hours of dissertation

Satisfy foreign language requirement if you have not already done so

Take comprehensive written and oral exams

Complete dissertation prospectus

Begin work on dissertation

Fourth Year

Take 12 credit hours of dissertation

Complete and defend dissertation

ANNUAL REVIEW

Every January you will meet with your advisor to complete **the Degree Checklist and** Annual Review Form. This form asks you to list items, such as expected exam and defense dates, recent professional activities and accomplishments, and goals for the spring and summer. **Part of the purpose of this form is to give you an idea of milestones and professionalization activities that you should be meeting and doing during your time as a graduate student. However, you can also provide this form to faculty members when you ask them to write you a letter of recommendation. It should give your recommenders material to discuss in their letters.** You will be asked to submit this form, signed by your advisor, along with an updated CV to the Coordinator of Graduate Studies no later than **January 15, 2022**.

WRITING THE DISSERTATION

Choosing a Topic

Usually, your dissertation topic will emerge from your graduate coursework. Creative dissertations are often built around stories or poems originally written for a class. Scholarly dissertations might be inspired by a text you read or by a seminar paper you wrote. In either case, select a topic that you can be happy living with for an extended period of time. Writing a short story cycle if you really consider yourself a poet might be an interesting experiment, but it could also entail more angst than necessary; why not write a volume of poetry instead, or compromise on a multi-genre dissertation? Similarly, writing a scholarly dissertation about a novelist you hate might help you understand why you find his/her work so unappealing, but you will enjoy your dissertation more if you select a less irritating topic. Remember that your dissertation will establish your professional credentials. In other words, it will define you in terms of your specialization as you enter the job market, so choose your topic carefully.

If you are writing a scholarly dissertation, you should also pay attention to the scope of your topic. You should avoid focusing on a single writer unless that writer has a large corpus widely recognized for its literary value. For professional purposes, a wider range of texts also indicates broader coverage of your field and prevents you from appearing too specialized. However, if you attempt to cover too many texts, you will end up with a dissertation that feels hurried and superficial. Aim for the middle ground – if you are writing about novels, for instance, you may have better success with four or five books than with nine or ten.

Students are often concerned that they will not find anything original to say about a topic that interests them. This should not be a major worry. Dissertations can be original if they combine familiar material in innovative ways; the material itself does not have to be new. In the unlikely event that your intended argument about your topic is identical to one already published, you should find a new topic. In most cases, however, you will be able to identify new angles even if your topic has been thoroughly studied.

The Committee

You will work closely with a dissertation director from the English Department and a committee consisting of the director, two other faculty members from the English Department, and a faculty member from outside the department. All committee members must also be members of the graduate faculty. Your dissertation director (the chair of your committee) should have substantial expertise in your topic. Creative writers should choose a dissertation director who is a member of the creative writing faculty. Creative writing committees may only have two creative writing faculty members on them. Therefore, your third committee member will be a literature specialist. If you are planning to complete a significant portion of your dissertation during the summer months, you should make sure that your dissertation director is available for consultation in the summer.

Your comprehensive examinations may require a different combination of faculty expertise than your dissertation. You may replace members of your committee if necessary; please consult appropriately with the professors involved, including your committee chair. You may also add a member to your committee, but be cautious, as committees larger than four members become unwieldy. When you make the final selections for your dissertation committee, try to cover as many relevant areas of expertise as possible, keeping in mind the theoretical approach, as well as the topic of your dissertation.

You are responsible for forming your committee and for arranging committee meetings. You should meet regularly with your committee chair as you proceed through the various stages of your degree. Meetings with the entire committee are less frequent, but you should meet to discuss the following elements of your project: (a) the general plan for your comprehensive examinations; (b) reading lists for each exam as you prepare for it; (c) your prospectus; (d) ideally, each chapter after you have submitted it; and (e) your dissertation as a whole before you defend it (the dissertation workshop). You should consult with your committee chair about the schedule for committee meetings.

WRITING A PROSPECTUS

A prospectus presents your dissertation plans in compact form. Its practical purpose is to earn the approval of your project from your committee. The specific requirements for the prospectus vary between the Critical and Creative specializations, as outlined in greater detail below. Presumably, you will be required to revise your prospectus after the defense based upon the suggestions of your committee. Your final prospectus along with the English Department's Prospectus Approval Form, signed by all the members of your committee, must be submitted to the Coordinator of Graduate Studies by the end of the semester in which the exams are taken (approximately three months). If extenuating circumstances are present, you may be granted an extension of no more than one semester to submit the accepted prospectus. Extensions require the approval of the department chair, the Coordinator of Graduate Studies, and your committee chair. Expectations are that the approval of the prospectus initiates the process of writing the dissertation, which generally takes a minimum of one year to complete. Please keep in mind that the prospectus presents a plan for your dissertation, and that the final product may vary from the blueprint due to changes necessitated by your research.

The Creative Writing Prospectus Guidelines

The Creative Writing Prospectus is an argument of aesthetic and thematic viability combined with a statement of intent for how to proceed toward a successful project.

Format: Formal, MLA Style (Double-Spaced, Pages Numbered, Citations, and Works Cited Required), 2000-3000 words.

Rationale: The Prospectus is similar to grant proposals and residency/fellowship statements of plans. Writers need to ask for funds/grants/residencies to complete projects, and the skills developed in creating a prospectus entail pitching a project in a way that is coherent, compelling, and viable, while including a clear statement of intention for how to accomplish this project. Some projects require extensive research (historical, aesthetic, or critical), while others require mastery of a certain type of craft/technique. Mentors can suggest a process, in addition to simply drafting/writing, that will facilitate execution of the project. The Prospectus should also leave room for the project to take its own necessary directions. Through the process of writing and mentor feedback, a manuscript might become different from its initial conception. Ultimately, this document is intentional/process-based with attention to style, themes, and (when necessary) critical background.

The Creative Writing Artist Statement/Critical Introduction Guidelines

Think of your creative writing prospectus as a rough draft of the Artist Statement. Like the prospectus, the Artist Statement is a description of the dissertation, which clarifies the project's aesthetic and critical contexts and provides a clear statement of what the work is doing and why. The Artist Statement also provides a critical analysis of the project within these contexts, citing specific examples from the work to support this analysis. In some respects, this can be considered a Critical Introduction and Artist Statement in that the student must provide a discussion of the critical/aesthetic context through definitions, summaries, explanations, and examples. In some instances, mentors may suggest a more rigorous engagement with theoretical context when called for by the project's topic or the student's objective for the thesis. The Artist Statement must be included as part of the manuscript submitted to ProQuest.

Format: Formal, MLA Style (Double-Spaced, Pages Numbered, Parenthetical Citations, and Works Cited Required), 4500-7500 words.

Rationale: The Artist Statement provides a document that students can utilize in their careers. Ideas, wording, and sections of the artist statement may later be used in (1) query letters sent to presses or agents describing a completed manuscript; or (2) sections in job letters/discussions in job interviews/ job talks in which the writer is asked to discuss and contextualize their own work and speak compellingly about their own project; or (3) sections in grant/fellowship proposals where the writer is asked to provide a retrospective artist statement about the history of their work, etc.

The Scholarly Dissertation Prospectus Guidelines

Format: Formal, MLA Style (Double-Spaced, Pages Numbered, Parenthetical Citations, and Works Cited Required), Bibliography, 3000-5000 words.

Description: The prospectus for a scholarly dissertation should include the following elements: 1) a concise description of your project, including the texts under consideration, your methodology, the central issues on which you will focus, and a provisional overview of your argument; 2) a summary of the current scholarship on your topic, particularly as it affects your own understanding of the issues relevant to your project; 3) an explanation of the place of your dissertation within this scholarship, in particular, the ways in which your dissertation will contribute to the body of knowledge on this topic; 4) a proposed outline of the dissertation, chapter by chapter, with some discussion of how each chapter will contribute to the overall project, as it has been defined; and 5) a substantial, if not comprehensive, bibliography of primary and secondary sources relevant to your topic. Subject to the approval of your director and committee, the prospectus should be 3000-5000 words in length, not including the bibliography.

DISSERTATION PROSPECTUS WORKSHOP

Following the successful completion of your PhD written and oral exams, you will then have 90 days to write and get approval from your committee of your dissertation prospectus. The draft of your dissertation prospectus, including full bibliography, should be distributed to your committee at least two weeks before the workshop.

At the prospectus workshop, the candidate may be asked to provide an overview of the proposed dissertation that lasts approximately 5 minutes. This presentation should be rehearsed and logically organized. For critical dissertations, this opening presentation should articulate: a) a coherent research question or problem, b) a brief critical review that summarizes the current scholarship on the topic, c) a tentative thesis, d) a chapter-by-chapter overview of the project that includes the texts that will be examined. For creative dissertations, the opening presentation should: a) describe the project in terms of genre and specific content, and b) provide an artist's statement that articulates the literary ambitions, formal properties, thematic concerns, and/or influences of the project. Frequently, the examinee will be asked to revise his/her prospectus based on suggestions provided by the committee at the defense before final approval of the project.

The prospectus approval form (a DocuSign document available on the English Google site), signed by your committee members, with the actual dissertation prospectus attached is due to the Coordinator of Graduate Studies at the end of the semester in which the exams are taken. If extenuating circumstances are present, you may be granted an extension of no more than one semester to submit the approved prospectus. Extensions require the approval of the department chair, the Coordinator of Graduate Studies, and your committee chair. If you fail to submit an accepted prospectus after the one semester extension, then you will no longer be considered in good standing and will be placed on probation. As a result, requests to register for English 899: Dissertation Sustaining credit will be denied. You will then need to re-apply to the PhD program in order to complete the degree once you have an approved prospectus.

Style and Format of the Dissertation

Your dissertation should adhere perfectly to the discipline standards, which for English can be found in the *MLA Style Manual and Guide to Scholarly Publishing*. Please use the most recent edition. You may also find the *Handbook for Writers of Research Papers* useful. Both books are available at mla.org, as well as from many other booksellers.

You should consult carefully with your committee chair about the organization of your dissertation. A scholarly dissertation is normally organized into chapters of at least twenty pages, often preceded by a separate introduction. A review of prior scholarship on the topic should be included either in the introduction or elsewhere. The simplest organizational scheme is text-based; each chapter focuses on a single text (or set of texts) to be discussed. However, your argument may be better served by a concept-based organization, where individual chapters focus on specific issues or ideas which you address through analysis of your chosen texts. The USD English Department does not have any hard and fast rules about the required length of a scholarly dissertation. Every critical project imposes different research demands upon the writer. However, you should aim for a dissertation that is between 175-225 pages in length.

THE DISSERTATION WORKSHOP

In the initial stages of the dissertation, you will work primarily with the chair of your committee, although that is not a hard and fast rule. Some dissertation projects require the expertise of more than one faculty member in the preliminary stages of research and drafting. Individual chapters or drafts of your dissertation should be approved by your chair before distribution to the rest of your committee. When the chair has reviewed your revised dissertation draft and deems it ready for input from the rest of the committee, then you will distribute the complete draft to the committee for the workshop. Workshops should be scheduled approximately three weeks after the distribution of your dissertation draft. The workshop provides a venue for the committee to discuss your work prior to the defense and suggest revisions so as to avoid serious problems when the stakes are higher at the defense. Your workshop should be scheduled well in advance of the defense date to provide you the necessary time to revise your dissertation thoroughly based on the suggestions of your committee.

WRITING AN ABSTRACT

The prospectus provides the basis for the abstract that you will submit to the Graduate School with your final dissertation draft. The requirements for that abstract include the following:

- No more than 350 words
- Single-spaced on one page
- Each paragraph indented two spaces
- This abstract will be a much revised and condensed version of the project description you provided for your prospectus. Its goals and components are the same
- Signature line signed by your dissertation committee chair

THE DISSERTATION DEFENSE

Following the dissertation workshop and the subsequent revisions to your project, when the chair of your committee agrees that your dissertation is complete and copies have been provided to the members of your committee, the committee chair (in consultation with you and the other committee members) will schedule a two-hour oral defense. All defenses must be conducted in person on the USD campus.

You will probably be asked for an oral statement of the principal elements and contributions of your dissertation; unless otherwise instructed, keep your statement to less than fifteen minutes. You may also be asked to clarify, expand, reconsider, or otherwise comment on the ideas and material of your dissertation. You may invite professors not on your committee to your defense but remember that discussions will be more focused with a smaller group. The dissertation defense is graded pass/fail. If the committee members judge your performance unsatisfactory, they may ask you to rework portions of your dissertation, as well as to repeat the defense. Even if you pass your defense, your committee is likely to suggest revisions.

You should provide your committee with your dissertation, including the abstract, well in advance of the defense date to allow time for a careful reading of your work. You should consult with your chair about the amount of time necessary, but in most cases, you should allow at least a month for committee members to read and respond to your dissertation. Your exam should be scheduled at least a week before Graduation Approval Forms are due. You must bring to the defense the signature page of your dissertation for your committee members to sign. For reference, you should bring a copy of your dissertation and a copy of your Program of Study/Application for Degree as well. Your committee chair is responsible for providing your committee with a Graduation Approval Form, completed and ready for signatures, at the defense.

Submitting the Dissertation to ProQuest

Prepare the final version of your dissertation according to the guidelines posted on the Graduate School portal. You should submit your dissertation online using ProQuest at <http://www.etdadmin.com/sdakota>.

Examples

You might wish to consult past dissertations for insight into both content and formatting issues. Copies are available through Dissertation Abstracts Online, a database that provides full-text access to all dissertations submitted since 1997. This database may be accessed through the USD Library's website.

GRADUATE STUDENT POLICIES

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC PROGRESS AND REGISTRATION

Students who have completed all coursework and are working toward completion of a thesis or dissertation should register for zero-credit sustaining courses (ENGL 799D - Thesis Sustaining or ENGL 899D - Dissertation Sustaining) in order to maintain their enrollment status within the degree program. Students who do not maintain continuous enrollment may be required to reapply for admission before resuming their program of study.

The Graduate School requires that students demonstrate thesis and/or dissertation progress to register for sustaining hours, as stated in the 2021-22 Online Graduate Catalog:

Progress on the dissertation or thesis must be evident to retain active status and to allow future enrollment in dissertation and thesis sustaining courses. The student is responsible for submitting, in writing, such evidence to his/her committee chairperson each term and the committee chairperson will determine whether sufficient progress has been made to permit continued active status and continued enrollment in dissertation and thesis sustaining courses. If sufficient student progress has not been made, the committee chairperson will consult with the graduate program director. In turn, the graduate program will formally notify the student of his/her pending inactivation due to lack of progress; the graduate program will provide the student an opportunity to meet with the program director by a given date to state his/her case to continue in the program. After the meeting with the student or if the student does not respond by the response deadline, the graduate program director must make a decision. If the director's decision is to inactivate the student due to lack of progress, the action is managed like a dismissal. The program director sends the student a letter of dismissal and provides the student his/her appeal rights under [SDBOR policy 2.9](#). The Graduate School is copied on all formal communication with the student. If the student, once dismissed, wishes to return to the program, he/she would need to reapply.

ACADEMIC STANDING AND INCOMPLETE GRADES

The **2021-22** Online Graduate Catalog includes the following: "In addition to overall satisfactory performance, graduate students must maintain a cumulative GPA average of 3.0 in all work included in the program of study submitted for their degree. Furthermore, no more than one-third of the credit hours with grades of 'C' are permitted . . . Grades of 'D' and 'F' or other unsatisfactory designations are not acceptable for graduate credit." The Graduate Catalog further states, "If a student has more than one course of unsatisfactory work and/or has not maintained a 3.0 term or cumulative graduate GPA, the academic program places the student on warning, probation, or dismisses him/her from the program in keeping with department and Graduate School policies. Degree programs and the Graduate School review the academic standing of all graduate students each term, and program leaders notify students directly of academic warning, probation, or dismissal. The Graduate School is copied on all student communication. A graduate student may be dismissed from the program at any time for failure

to meet the academic performance and progress standards of the degree program's or Graduate School. The department is required to provide students a written notice of the issues and an opportunity to meet with the program head (face-to-face, teleconference, virtually) before dismissal action."

In addition, the faculty of the English Department has approved a policy on incomplete grades and academic standing. Graduate students in the English Department who have three or more incompletes on their transcript will not be considered in good academic standing. Transcripts will be audited by the Coordinator of Graduate Studies prior to the start of each term (fall, spring, summer), and students with three or more incompletes will be notified in writing that they have been placed on probation. To return to good academic standing and be removed from probation, students must have no more than one incomplete remaining on their transcript by the end of that term. If at the end of that term more than one incomplete remains, they will not be permitted to enroll in classes until they have returned to good standing. (For purposes of this policy, summer will count as one term regardless of the number of summer sessions. Incomplete grades for MA thesis or PhD dissertation hours will be excluded from this policy.)

LEAVE OF ABSENCE

Should you need to suspend your graduate education, you may do so for up to three semesters (including summer). If you return within this timeframe, you will not need to reapply for admission. Taking a leave of absence does not change the time frame for degree completion, therefore, students will be subject to the time limits discussed before the leave occurred. Students returning after three consecutive semesters of leave will need to contact the Graduate School before re-enrolling. See the Continuous Enrollment policy for more information.

ORAL EXAMS AND DEFENSES

All MA thesis defenses or oral examinations and PhD dissertation defenses must be conducted in person on the USD campus. With the prior written approval of all committee members, PhD oral examinations (not dissertation defenses) may be conducted via the Dakota Digital Network (DDN) or other video-conferencing systems, such as Skype. In such cases, the student is responsible for all arrangements for the video conference with Information Technology Services, including reserving the proper on-campus facilities.

ACADEMIC INTEGRITY

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.

- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Addendum to the Academic Integrity Policy

Graduate students are expected to conduct themselves honestly and professionally both within and outside the department. Graduate students who engage in dishonest conduct in their professional relationships, including in the production and submission of theses, dissertations, and work for publication, may be subject to sanctions, including but not limited to removal of departmental funding or dismissal from the program.

Evidence submitted in substantiation of a case of questionable conduct must be explicit, specific, and well-documented. Students who feel they have been unfairly treated in such cases should refer to the Graduate Student Grievance Procedure in the USD Graduate Catalog.

Students who have engaged in academic dishonesty may be referred to the Office of Student Rights and Responsibilities for violation of the Student Code of Conduct.

ACADEMIC APPEALS

All students may appeal an academic decision involving such matters as final course grades and dismissal from the program. Appeals must be initiated by the student through discussion with the individual responsible for the decision. For grades, students should contact the appropriate faculty member; for decisions regarding the program, students should contact the Coordinator of Graduate Studies and the chair of the English Department. The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days of the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term. If a student wishes to pursue the appeal following this discussion, he or she should submit an Academic Appeal form (available from the Graduate School) within 5 working days of the meeting. Further information about the Academic Appeals process is available in the Graduate Catalog. See [SDBOR policy 2:9](#) for more information.

PROFESSIONAL DEVELOPMENT

GRADUATE STUDENT ADVISORY COMMITTEE

The Graduate Student Advisory Committee, which consists of five graduate students split between the MA and PhD programs, meets several times each semester with the Coordinator of Graduate Studies and the department chair to discuss policies, issues, or questions related to the English graduate programs. At the beginning of the academic year, all graduate students are encouraged to volunteer to serve on the GSAC. One MA member and one PhD member of GSAC will be elected by the graduate students, and the remaining members will be appointed by the chair of the English Department and the Coordinator of Graduate Studies. Before each meeting, any graduate student may contact one or more GSAC members with any questions or concerns to be raised by the committee. Service on this committee provides graduate students with an

opportunity to provide and receive feedback on issues related to the English Department and the University and to participate in the formation and administration of departmental policies and procedures.

DEPARTMENTAL COLLOQUIA

The department regularly sponsors colloquia featuring presentations by faculty, students, and visiting scholars or writers. PhD students are required to attend all departmental colloquia. MA students are strongly encouraged to attend as part of their engagement with the discipline and their training in the field.

PROFESSIONAL WORKSHOPS

Each academic year, the department offers a series of professional workshops for graduate students on a variety of topics, including publishing, participation in academic conferences, the academic job search, and other relevant issues, at the request of GSAC. A schedule of each semester's workshops will be made available to graduate students.

GRADUATE STUDENT RESEARCH

Graduate students are strongly encouraged to pursue professional opportunities as part of their training in the discipline, including membership and service in professional organizations and scholarly societies, conference presentations, and publication in peer-reviewed journals. Some travel funding for students who have had a paper accepted at an academic conference may be available from the Graduate School, the Office of Research, or the English Department. Students should contact the chair to request research funding.

GRADUATE STUDENT TRAVEL

The USD Department of English will make every effort to reimburse graduate students for expenses they incur while traveling to present their work at conferences. The following policies apply:

- All reimbursement is subject to the availability of funds and to the approval of the department chair.
- A formal request for funding must be approved by the English Department chair and several other University administrators prior to departure. Students are strongly urged to notify the department of their plans as early as possible, and to submit travel request forms at least six weeks before the start of their trip. Each travel request form must include a budget and a justification for the trip; ordinarily, the justification should consist of one or two paragraphs explaining the specific professional benefits of participation.
- Receipts and other documentation must be provided in accordance with University accounting procedures.
- Before seeking support from the English Department, students are expected to apply for any appropriate funding competitions sponsored by the Graduate School, Office of Research, or other University entity.

- No student will receive more than \$800 in reimbursement from the English Department in any academic year.
- Reimbursement will not be provided for more than two trips in any academic year.
- Students attending national conferences (or similarly large/reputable regional conferences) may be reimbursed for up to \$400 in expenses. Those attending regional or graduate-student conferences may be reimbursed for up to \$200.
- Expenses will not normally be reimbursed for students who are not presenting.
- Per diem will not be provided.
- Membership fees will not be reimbursed, even when membership is a requirement for registration.

NOTICE OF NONDISCRIMINATION POLICY

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity, and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of [1:18](#) of this policy. For additional information, please contact the Director, Equal Opportunity, and Chief Title IX Coordinator, 205 Slagle Hall, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, The Commons, Room 116, USD, Vermillion, SD 57069. Phone: 605-658-3745 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu.

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990), and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Cheryl Tiahart, Chief Information Officer, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Tiahart to provide equal access for all persons with disabilities.

GRADUATE FACULTY

2021-22

duncan barlow, PhD, University of Denver, 2007. Lecturer: Creative Writing (Fiction, Poetry, and Non-Fiction), Literature of the Absurd, Critical Theory.

Prentiss Clark, PhD, SUNY Buffalo, 2014. Assistant Professor: American Literature (Late-18th through early 20th Century), the American Renaissance, Literature and Philosophy, Ethics, Aesthetics, and Writing.

John Dudley, PhD, Tulane University, 2000. Professor: 19th and 20th Century American Literature and Culture, Realism and Naturalism, African American Literature, Race and Gender Studies.

Darlene Farabee, PhD, University of Delaware, 2008. Associate Professor: 16th and 17th Century British Literature, Shakespeare, Drama, Early Modern Travel Narratives, Performance Theory.

Paul Formisano, PhD, University of New Mexico, 2012. Associate Professor: 19th and 20th Century American Literature, Western American Literature, Ecocriticism, Rhetoric and Composition.

Benjamin Hagen, PhD, University of Rhode Island, 2012. Assistant Professor: 20th and 21st Century British/Anglophone Literature, Critical Theory, Modernist Studies, Pedagogy, Affect Studies, Age Studies.

Leah McCormack, PhD, University of Cincinnati, 2015. Assistant Professor: Creative Writing (Fiction and Creative Non-Fiction), Magical Realism, Trauma Studies, Graphic Narratives, 20th and 21st Century American Literature.

Lisa Ann Robertson, PhD, University of Alberta, 2013. Assistant Professor: 18th and 19th Century British Literature, The Novel, Cognitive Historicism, Lit-Sci-Med.

Lee Ann Roripaugh, MFA, Indiana University, 1996. Professor: Creative Writing (Poetry), 20th and 21st Century American Poetry, Asian-American Literature, Queer Theory.

Skip Willman, PhD, Indiana University, 1998. Associate Professor: Contemporary American Literature, Critical Theory, Postmodernism.

DEADLINES FOR GRADUATION

All forms should be submitted to the Coordinator of Graduate Studies at least three business days prior to the Graduate School deadlines listed below.

The Graduate School deadlines may also be found on the USD Graduate School portal (through MyUSD) under “Graduate Student Responsibilities & Deadlines.” This page can be found through the following links on the USD Portal: Graduate School Home > Student Resources > Graduate Student Responsibilities & Deadlines. It is advisable to confirm all deadlines on the Graduate School portal since they are subject to change.

| Form | Fall 2021 | Spring 2022 | Summer 2022 |
|-------------------------------------------------------------------------|-----------|-------------|-------------|
| Program of Study/Application for Degree w/committee members' signatures | 04/15/21 | 10/15/21 | 10/15/20 |
| Prospectus Approval * w/prospectus attached | 05/01/21 | 12/04/21 | 05/07/22 |
| Annual Review Form* | | 01/15/22 | |
| MA or PhD Degree Checklist * | | 01/15/22 | |
| PhD Reading List Approval Form* | 05/01/21 | 12/03/21 | 04/29/22 |
| Last Date for Oral Examination or Defense | 11/19/21 | 04/15/22 | 07/29/22 |
| Graduation Approval Form w/committee members' signatures | 12/03/21 | 04/29/22 | 08/12/22 |
| Dissertation/Thesis submitted online to ProQuest | 12/03/21 | 04/29/22 | 08/12/22 |
| Commencement Ceremony | 05/07/22 | 05/07/22 | 05/06/23 |

* Indicates an English Department form. Submit to Coordinator of Graduate Studies by the deadline.