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MA in English

Specializations
There are three specializations within the MA program: Literature (Plan A or Plan B), Creative Writing (Plan A only), and TESOL (Teaching English for Speakers of Other Languages) (Plan B only). 4+1 program (Plan B only). “Plan A” degrees require a thesis; “Plan B” degrees do not.

Regardless of the specialization you choose, you must satisfy the core coursework requirements, described below. If you choose Creative Writing, you must write a creative thesis. The Plan B degree for the Literature specialization requires the submission of two papers, often revised versions of seminar papers, instead of a thesis. The TESOL specialization carries additional specified course requirements; refer to “Completing the TESOL Specialization” for more information. All students must complete 30-36 credit hours of coursework:

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Required Core Distribution 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 (one of three areas)*
  a.) Linguistics/Old English/History of the English Language
  b.) Composition Theory/Pedagogy, TESOL
  c.) Creative Writing

Group Four: Literary Criticism
  All students must take one of three courses: ENGL 584 (Literary Criticism), ENGL 587/PHIL 524 (Aesthetics), or ENGL 786 (Literary Criticism).

* Group Three is not required for MA/JD students
ADDITIONAL REQUIREMENTS

MULTICULTURAL/WOMEN’S STUDIES/GENDER REQUIREMENT
At least one course on your program of study must be designated as fulfilling the Multicultural Literature/Women’s Studies/Gender Studies requirement. Courses that meet this requirement may also be used to meet departmental distribution requirements, listed above. For example, a seminar on Contemporary Postcolonial Fiction might be used to fulfill the distribution requirement for British Literature since 1900 or World Literature since 1900 and the Multicultural Literature/Women’s Studies/Gender Studies requirement (as well the seminar requirement, below).

SEMINAR REQUIREMENT
At least three courses on your Program of Study must be designated as graduate-level seminars (700- or 800-level) in English or Linguistics. Note that ENGL 702 and ENGL 795 (required of all new Master’s TAs) do not count as one of the three required seminars. Independent Study, Directed Research, or other 700- or 800-level courses that do not include “Seminar” in the course title may not be used to fulfill this requirement.

ELECTIVES
All students in the Literature or Creative Writing specializations are able to 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. If you take an English Department course (e.g., Shakespeare I) under another prefix (e.g., THEA), it will be considered an elective, and should be listed on your Program of Study under “Related Area,” although it may still cover the appropriate distribution area (e.g., Renaissance/Shakespeare). All related area courses taken outside the English Department should be approved in advance by the graduate coordinator and department chair.

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.

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.

ADMISSION STATUS
Students who have been provisionally admitted to the MA program must be fully admitted in order 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 by the end of the semester before the one in which they plan to graduate.
GRADUATION REQUIREMENTS

- 30-36 credit hours of coursework
- Comprehensive written examinations
- Oral examination or thesis defense

All students must submit the following forms to the coordinator of graduate studies by the appropriate deadlines. Most of these forms are available on the USD Graduate School portal.

- Program of Study/Application for Degree
- MA Prospectus Approval Form (Plan A only)
- Application for Written MA Exam
- Graduation Approval Form

ACCELERATED MASTER’S PROGRAM (4+1): B.A. OR B.S. WITH M.A. (PLAN B ONLY)

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

a. 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.
b. The student must apply to, and be admitted to, the accelerated program prior to taking courses to be credited toward the accelerated program.
c. 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.
d. 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.

The 4+1 program is not available for the Creative Writing or MA, JD specializations.

4+1 Sample Program (Literature Specialization)

Junior/Senior Year

4 courses at 500-level = 12 credits

Fifth Year

1 course at 500-level = 3 credits
6 courses at 700-level = 18 credits

Total = 33 credits
Completing the TESOL Specialization

The MA in English with a TESOL emphasis follows Plan B. Coursework (ordinarily 36 hours) is distributed as indicated below. Students must meet all requirements for the MA in English, which includes a third TESOL-specific exam in addition to the comprehensive written and oral examinations. In order to complete the degree in a timely fashion, students should register for required courses when they are offered, rather than relying on Independent Study courses to fulfill their requirements. Watch for availability of courses, and consult with the relevant departments and your advisors.

Required Courses

ENGL 509: Teaching English to Speakers of Other Languages (3 hours)

A total of 18 hours must be distributed as follows:

Linguistics (6 hours) – choose from:
- LING Electives
- PSYC 508: Psycholinguistics
- ENGL 507: World Englishes
- ELED 564: Linguistics/Language P-12

Multicultural Communication (3-6 hours) – choose from:
- EDFN 575: Human Relations
- SOC 530: Culture and Personality
- SOC 550: Race and Ethnic Minorities
- SPSY 752: Multicultural/Professional Issues
- ENGL 801: Multicultural Literature

Reading (3-6 hours) – choose from:
- SEED 550: 7-12 Reading & Content Literacy
- ELED 752: Reading Progress, Leadership, and Change
- ELED 757: Assessment, Diagnosis, and Interventions For Effective Reading Instruction
- ELED 781: Psychology of Reading
- ELED 790: Seminar in Elementary Education
- ELED 795: Practicum

Education (3 hours) – choose from:
- AHED 720: Principles of Post-Secondary Education
- AHED 730: Junior/Community College
- AHED 740: Continuing Education
- ELED/SEED 562: Teaching English: New Language

Written Examinations

After completing at least fifteen hours of graduate work in English, MA students are eligible to take the written comprehensive examinations. The Application for Written MA Examination (available on the English Department Google Site) must be submitted by its due date during the
last week of classes in the fall semester. Examinations are scheduled each spring semester on the Saturday before classes start. The MA exams take place in the McKusick computer labs.

There are two exams, representing the first two areas in the MA distribution requirements: Group One: Literature before the 20th Century, and Group Two: 20th and 21st Century British, American, and World Literature. Each exam consists of a written essay, lasting two hours; no books, notes, or other materials may be consulted during the exams. Two committees, each comprised of three faculty members teaching in that area, will submit five questions for each exam. Students will be required to write an essay responding to one question for each exam. MA students pursuing the TESOL specialization will be required to complete an additional TESOL-specific written exam as part of their oral examination process.

Each exam response will be evaluated by the respective committee, and will be graded pass/fail according to the guidelines of the MA exam grading rubric. Students must receive a passing grade from at least two committee members in order to pass the exam. By unanimous consent of both committees, a student may pass the exams with distinction. Students who fail one or both of the exams may take a make-up exam, scheduled later in the semester, typically in early April. The format of this make-up exam will match the earlier exams. It is the responsibility of the student to contact MA exam committee members to seek feedback on the failed exam and guidance for preparing for the make-up exam. Since passing the MA exam is a requirement for the MA degree, students who fail the make-up exam will be dismissed from the program through an official written notification from the USD Graduate School. Students may appeal their dismissal through the SDBOR 2:9 appeals process.

The content of each exam will be based on a reading list of approximately 20 representative texts. The MA exam reading list will be updated every two years, and your exam will follow the reading list of the catalog and Graduate Student Handbook of your year of entry. Each exam committee will consult the reading list and write questions that address a variety of themes, texts, and approaches. The MA exam reading list is included at the end of the Graduate Student Handbook. An MA exam workshop will be conducted in the fall semester to familiarize students with the format of the exam and to help them prepare. The PowerPoint presentations for this workshop will be made available on the English Department Google Site. ENGL 788, a one-credit colloquium course with the participation of the graduate faculty, is designed to provide students with a helpful review of literary history in preparation for the MA exams. This colloquium series covers many of the texts on the MA exam reading list.

The MA exam questions in each area require that you discuss four to six texts. The questions may refer to texts from the reading list, require you to discuss specific texts from the reading list, and/or specify the number of texts from the reading list you must address. The exam requires students to demonstrate: 1) a solid grounding in the literary history of the period, 2) a knowledge of from four to six texts written during this period, and 3) the ability to write a concise and coherent literary analysis using the conventions of the discipline, including an awareness of the appropriate literary criticism and/or theory. In order to pass the MA written examination, responses should display all the hallmarks of competent writing: a clear thesis
statement, a detailed introduction, adequate textual support, clean prose, and a thoughtful argument.

**ORAL EXAMINATIONS**

**Plan A (Thesis Defense):**
After the thesis has been completed and a workshop has been conducted with your committee, the chair of the committee (in consultation with you and other committee members) will schedule a one-hour oral defense in which members of the committee may ask you to clarify, expand, reconsider, or otherwise comment on the ideas and material of your thesis. You may also be asked for an oral statement of the important elements of the thesis. The defense is graded pass/fail. If the committee members judge your performance unsatisfactory, they may ask you to retake the oral examination after a suitable period of study and preparation. They may also ask you to rework (portions of) your thesis. Even if you pass your defense, your committee is likely to suggest some revisions. For more information on the defense process, see below, under “Writing the Thesis.”

**Plan B (No thesis):**
Students in the TESOL specialization are examined based primarily on their Program of Study and an additional TESOL-specific written exam. For students in the Literature specialization, this examination is based on the Program of Study and on two papers submitted to the committee at least one month before the exam. Ordinarily revisions of seminar essays, each paper should meet the standards for scholarly writing within the discipline. Specifically, each paper should have a minimum length of 20 pages, present and support a clear and distinctive thesis, demonstrate a meaningful engagement with contemporary scholarship, cite at least ten secondary critical sources, follow current MLA formatting guidelines for citation and manuscript preparation, and reflect careful revision for issues of style, clarity, and coherence, as well as for any grammatical or mechanical errors.

The chair of your committee (in consultation with you and other committee members) will schedule the oral exam, usually after you have passed your written exams and always at least one week before Graduation Approval Forms are due. The oral exam is graded pass/fail. If the committee members judge your performance unsatisfactory, they may ask you to retake the oral exam and/or rework portions of your paper(s). Even if you pass your oral exam, your committee is likely to suggest some revisions. You are responsible for bringing to your exam a copy of each Plan B paper, a copy of your Program of Study/Application for Degree form, and a typed Graduation Approval Form ready for your committee to sign.

**SAMPLE PROGRAM OUTLINES**
These are only examples, provided to help you visualize your progress through the program. Keep in mind that you can be flexible about the number of courses you take each term. Exam and thesis scheduling can vary as well. Note that you should take 6-9 hours per semester if you are a Teaching Assistant, and 9-12 if you are not a TA.
Plan A (at 6-9 hours per term):

**Term 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 thesis.
   Complete written exams.
   Take oral exams (defense of thesis).

Plan A (at 6 hours per term):

**Term 1:** Take 6 credits.
2: Take 6 credits.
   Select thesis topic.
   Select thesis committee chair.
3: Take 6 credits.
   Form committee.
4: Take 6 credits.
   Complete written exams.
   Conduct research.
   Submit thesis prospectus.
5: Register for 6 thesis hours.
   Finish thesis.
   Take oral exams (defense of thesis).

Plan B (at 6-9 hours per term):

**Term 1:** Take 6 credits.
2: Take 9 credits.
3: Take 9 credits.
   Form exam committee.
   Select seminar papers to be revised and submitted (for Literature specialization).
4: Take 9 credits.
   Finish work on papers (for Literature specialization).
   Complete written exams.
   Take oral exams.

Plan B (at 6 hours per term):

**Term 1:** Take 6 credits.
2: Take 6 credits.
3: Take 6 credits.
4: Take 6 credits.
   Form committee.
5: Take 6 credits.
   Complete written exams.
   Select seminar papers to be revised and submitted (for Literature specialization).
6: Take 3 credits.
   Finish work on papers (for Literature specialization).
   Take oral exams.

WRITING THE MA THESIS

Choosing a Topic
Usually, your thesis topic will emerge from your graduate coursework. Creative theses are often built around stories or poems originally written for a class. Scholarly theses 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 compose a multi-genre thesis? Similarly, writing a scholarly thesis about a novelist you hate might help you understand why you find his/her work so unappealing, but you will enjoy your thesis more if you select a less irritating topic.

If you are writing a scholarly thesis, you should also pay attention to the scope of your topic. You should avoid focusing on a single text unless the text in question is extremely substantial and widely recognized for its literary value. On the other hand, if you attempt to cover too many texts, you will end up with a thesis that feels superficial. Aim for the middle ground – if you are writing about novels, for instance, you might have better success focusing on two or three books rather than five or six.

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. Theses can be original if they combine 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 essentially 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.

Selecting a Committee
In order to write a thesis and apply for written exams, you must have a committee, which consists of two 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. Conventional wisdom suggests that you should choose a committee chair from whom you have taken a class. Your chair should be familiar with your work. Exceptions do occur, but it is a good general rule to follow. All committee members must be members of the graduate faculty (listed near the end of the handbook). You should consult with your committee chair or the
coordinator of graduate studies about finding an appropriate committee member from outside the English Department. If you are in a cooperative MA program with another institution, your committee may include a faculty member from that institution. You are strongly encouraged to begin the process as early as possible. We recommend that you select a topic and thesis committee chair near the end of your second semester of the MA program. Use the following summer to fine tune your topic and draft your thesis prospectus. Then you will be able to present a coherent project to prospective committee members in the fall.

You should speak with the director of your thesis regularly during the drafting process. Meetings with the entire committee before the workshop are not required, but the workshop, in which your entire committee weighs in on a completed draft of your thesis, is required. MA thesis workshops are designed to prevent major surprises at the defense. In other words, they are held for your benefit. Meetings with your thesis director should be much more frequent. Your thesis director (the chair of your committee) should have substantial expertise in your topic. Creative writers should choose a thesis director who is a member of the creative writing faculty, although the second member of the committee can be any member of the graduate faculty in English. If you are planning to complete a significant portion of your thesis during the summer months, you should confirm the availability of your committee (and especially your committee chair) in the summer.

Writing a Prospectus/Proposal
A prospectus presents your thesis plans in compact form. Your thesis will inevitably evolve, so you are not bound to follow this proposal religiously. However, the prospectus should demonstrate that you have done enough preliminary work to formulate an original and viable creative or research project. Since creative and scholarly research projects vary enormously in scope, we have provided guidelines for the length of the each type of prospectus below. However, you should work closely with the chair of your committee to determine the details of your prospectus. Its practical purpose is to earn the approval of your committee. Your prospectus must be submitted along with the English Department’s Prospectus Approval Form, signed by the members of your committee. The due date for the prospectus is near the end of the semester prior to the one in which you expect to graduate.

The Creative Thesis Prospectus
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, Parenthetical Citations, and Works Cited Required), 1000-1500 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 direction; 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**

The Artist Statement is a description of the thesis, which 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.**

**Format:** Formal, MLA Style (Double-Spaced, Pages Numbered, Parenthetical Citations, and Works Cited Required), 3000-4500 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 Thesis Prospectus**

The Scholarly Thesis Prospectus is a road map of your proposed research and consists of two parts: a description of the project and a bibliography.

**Format:** Formal, MLA Style (Double-Spaced, Pages Numbered, Parenthetical Citations, and Works Cited Required), Bibliography, 1500-3000 words.

**Description:** 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 somewhat different. However, the prospectus identifies your topic, lists the texts you plan to discuss, and describes the issues upon 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.
Style and Format
Your thesis should adhere perfectly to the discipline’s standards, which for English can be found 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. Both books are available at mla.org, as well as from many other booksellers.

Most scholarly theses are at least 70 pages long. 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 consult carefully with your committee chair about the organization of your thesis. A scholarly thesis is normally organized into chapters of approximately seminar-paper length, 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 you address through analysis of your chosen texts.

Preliminary pages should be numbered separately from the body of your thesis, with lowercase Roman numerals at the bottom center of the page. The title page does not contain a page number. Have your committee members sign the signature page in black ink. Preliminary pages should be placed in the following order:

- Title page, with date of degree confirmation
- Committee signature page
- Abstract
- Dedication (optional)
- Acknowledgments (optional)
- Artist’s statement (creative writers only)
- Table of contents
- List of tables, with titles and page numbers (if necessary)
- List of illustrations, with titles and page numbers (if necessary)

The Workshop
In the early stages of the thesis, you will work almost exclusively with the chair of your committee. Chapters of critical theses and drafts of creative works should be approved by your chair before further distribution to the rest of your committee. When the chair has reviewed your thesis and deems it ready for input from the rest of the committee, then you will distribute the complete work to the committee for the workshop. Workshops should be scheduled at least two weeks after the distribution of your thesis draft. Your committee members bring different areas of expertise to the table, and your project will benefit from feedback from multiple sources. 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 at least one month prior
to the defense date to provide you the time necessary to make the requested revisions. More time for revisions is preferable, so the earlier you can schedule the workshop, the better.

The Defense
After the workshop and the completion of the suggested revisions, the chair of the committee (in consultation with you and other committee members) will schedule a one to two hour oral defense in which members of the committee may ask you to clarify, expand, reconsider, or otherwise comment on the ideas and material of your thesis. You should expect to provide an oral overview of the important elements of the thesis. The defense is graded pass/fail. If the committee members judge your performance unsatisfactory, they may also ask you to rework (portions of) your thesis. 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.

You should provide your committee with your thesis well in advance of the defense date so as to allow time for a careful reading of your work. Generally, committee members should have at least two weeks to read and respond to the submitted thesis. Your defense should be scheduled at least a week before Graduation Approval Forms are due, primarily in order to provide time for any final revisions. In other words, you should expect to produce a complete, “defensible” thesis at least three weeks before the deadline for the Graduation Approval Form.

You are responsible for bringing the following to your defense:

- One complete copy of your thesis.
- One copy of your Program of Study/Application for Degree.
- One typed Graduation Approval Form ready for your committee to sign.
- The signature page of your thesis. Once signed by all committee members, this document may be scanned and included with your thesis for electronic submission to Proquest.

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. Theses are given standard letter grades (A, B, etc.).

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. These include the following:

- No more than 350 words
- Single-spaced on one page
- Each paragraph indented two spaces

This abstract will be a revised and condensed version of your prospectus. Nevertheless, its goals and components are basically the same.
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.
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
• Advanced proficiency in a language other than English
• Oral defense of the dissertation

COURSEWORK
Required core: Total 9-12 credit hours
1. ENGL 801 - Seminar: Multicultural Literature (3)
2. ENGL 802 - Seminar: Bibliography and Research (3)
3. Criticism:
   ENGL 584 - Literary Criticism (3)
   ENGL 587 - Aesthetics (3)
   ENGL 786 - Seminar: Literary Criticism (3)
4. Linguistics/Old English (students who have taken one of these courses, or its equivalent, at the Master’s level may substitute an elective):*
   ENGL 507 – World Englishes (3)

Specialization: Literary Studies: Critical: 24 credit hours
• Graduate seminars in literature (21)
• Additional selection from the criticism courses in the required core (3)

Specialization: Literary Studies: Creative: 27 credit hours
• Graduate seminars in Creative Writing (15)
• Course in applied theory for Creative Writing (3)
• Graduate seminars in literature (9)

Electives: Total 0-6 credit hours in ENGL

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

* The English Department has voted to eliminate the Linguistics requirement, but the proposed changes need to be approved by the Curriculum and Instruction Committee. We expect the elimination of the Linguistics requirement will be approved in the fall of 2018.
**THE 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. A reading proficiency exam administered by USD’s Department of Languages, Linguistics, & Philosophy or other acceptable academic group equipped to do proficiency testing.
2. 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.)
3. 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.
4. Completion of a graduate-level language for reading comprehension course from USD’s Department of Languages, Linguistics, & Philosophy. These course offerings are subject to change and contingent upon enrollment numbers.
5. Completion of a graduate-level language for reading comprehension course at another university, especially if the Department of Languages, Linguistics, & Philosophy at USD does not offer the courses in the desired language (subject to approval from the English Department).
6. 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 later in the semester by an oral examination that incorporates consideration of your dissertation prospectus. 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:**

In order 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
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 at least several months before your first examination date. Your exam committee is normally the same as your dissertation committee, and the chair of your exam committee is normally your dissertation director. However, it is possible to replace members of your committee if your dissertation requires different faculty expertise than your exams. Once all faculty members have agreed to serve on your committee, you should confirm this information with the coordinator of graduate studies.

**Written Examinations:**
There are 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.

- **Exam A:** Based on standard suggested reading lists developed by graduate faculty members in the applicable areas, you make final selections with the advice and approval of your committee. Your list will cover a century of either American or British literature; 30-35 authors will be included, as will at least 8-10 significant critical works relevant to the periods covered. The list will focus on a major genre of your choice, with texts in one or more additional genres substantially represented as appropriate to the periods covered. You must provide a list of 8-10 topics of significant interest within the century selected; each topic should be accompanied by a brief explanation (2-3 sentences). This list of topics will guide your committee in writing your exam questions.

- **Exam B:** With the advice and approval of your committee, you develop a reading list of texts within or adjacent to the century covered by your Exam A. The list is focused around a topic, issue, or other concern of interest to you; 20-25 authors will be included, as will at least 8-10 significant critical works. The content may be drawn partly, but not wholly, from the standard suggested reading lists, and the texts chosen should not overlap 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 to support your dissertation project. 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, spring, and summer terms (September, January, and May). 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. An Application for PhD Examinations, signed by you and your committee chair, must be submitted by the stipulated deadline, ordinarily about a month prior to the exam date. The department’s coordinator of graduate studies administers the exam.

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. Grades are due within three weeks of the exam date.

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 School. 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 suspending the dismissal are invalid. Students may formally appeal the decision through SDBOR 2:9 appeals process.

**Oral Examination:**
You will take a two-hour oral examination that addresses not only the reading lists for both written exams but also a near-final draft 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 oral examination.

The PhD oral examination generally consists of the following elements, although the order of the examination is left to the discretion of the committee. Examinees should consult with their director prior to the exam to confirm the details:

1) The candidate provides an overview of the proposed dissertation lasting approximately 10-15 minutes. This presentation should be rehearsed and well-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) the relationship between the proposed dissertation project and the reading lists for the written exams, and e) 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, b) provide an artist’s statement that articulates the literary
ambitions, formal properties, thematic concerns, and/or influences of the project, and
c) discuss the relationship between the proposed dissertation project and the reading
lists for the written exams.

2) The candidate fields questions from the committee regarding the oral presentation, the
dissertation prospectus, texts and topics on the student’s reading lists, and the written
examination (including those questions the candidate chose not to answer). The
question and answer period generally begins with the outside member.

In order 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) An ability to articulate a well-developed critical or creative research project in a clear
and coherent manner.
3) The capacity to generate plausible, well-supported critical arguments in response to
impromptu questions from the committee.

The oral exam must be scheduled at least two weeks before the end of the semester in which
you take the written exams (August 15 will be considered the end of the summer “semester”).
The date is chosen at the mutual convenience of you and your committee but must follow
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 Skype. (The USD Department of History has a good system set up for Skype in
their conference room in East Hall, which they have been generous enough to let the
Department of English use.) 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. 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.

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.

The final prospectus, signed by your committee members, is due to the English Department office at the end of the semester in which the exams are taken. Ordinarily, the committee will require some revisions after the oral exam. 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. 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, any request 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.

**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.

In order 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, 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 prospectus is accepted 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; if you are not, you may be
able to complete the program more quickly. Keep in mind that TAs must take at least six credit hours and should take no more than nine per semester.

**First Year**
- Take fifteen credit hours of coursework

**Second Year**
- Take fifteen credit hours of coursework
- Form committee for comprehensive exams and dissertation

**Third Year**
- Take nine 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 twelve credit hours of dissertation
- Complete and defend dissertation

**ANNUAL REVIEW**
The graduate faculty will try to meet to discuss the performance of all PhD students at the beginning of each year. This review process will help provide written and oral feedback for the student on his or her overall academic performance, teaching, expectations for research and/or creative writing, and areas for growth or improvement. Students will be invited to submit for inclusion in the review a CV and a reflective statement on their experience and their plans.

**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 essentially 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.

Selecting a 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. 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 / Writing an Abstract
A prospectus essentially 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. You will present a draft of your prospectus at your oral examinations, and you should distribute electronic versions of the prospectus to your committee two weeks in advance of the exam. Presumably, you will be required to revise your prospectus after the exam 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. 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
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.


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
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

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, the critical approach you will adopt, 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 add 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.

Style and Format

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 Workshop
In the early 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 early 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.

The 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 important elements and contributions of your dissertation; unless otherwise instructed, try to 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 well in advance of the defense date so as 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 are responsible for providing your committee with a Graduation Approval Form, completed and ready for signatures, at the defense. You must also 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.

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.

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

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 which 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 in order to register for sustaining hours, as stated in the 2018-19 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 2018-19 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. In order 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**
If for any reason you need to suspend your graduate education for one semester or more, the Graduate School requires that you fill out a Leave of Absence form, which is available on their portal. The Leave of Absence will enable you to return to the program without reapplying.

**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.

*Adopted by vote of the faculty of the College, April 12, 2005*
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.

*Adopted by vote of the English Department faculty, February 5, 2001*

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.

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, Room 205 - Slagle, 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, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 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 Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.
GRADUATE FACULTY
2018-2019

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: 18th and 19th Century American Literature, Scholarly History, Literature and Philosophy.

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: Rhetoric and Composition, Ecocriticism, American Literature.

Benjamin Hagen, PhD, University of Rhode Island, 2012. Assistant Professor: 20th and 21st Century British/Anglophone Literature, Philosophy, Pedagogy, Affect, 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, Theories of Mind and Imagination, Cognitive Theory.


# 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 webpage entitled “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.

Graduate School deadlines are subject to change. Please check online for updated information.

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<tr>
<th>Form</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
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<tr>
<td>Degree Checklist *</td>
<td>05/05/18</td>
<td>12/07/18</td>
<td>12/07/18</td>
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<tr>
<td>Program of Study/Application for Degree w/committee members’ signatures</td>
<td>04/15/18</td>
<td>10/15/18</td>
<td>10/15/18</td>
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<tr>
<td>Prospectus Approval * w/prospectus attached</td>
<td>05/05/18</td>
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<td>05/08/19</td>
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<tr>
<td>MA Written Examinations</td>
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<tr>
<td>Last Date for Oral Examination or Defense</td>
<td>11/21/18</td>
<td>04/12/19</td>
<td>07/31/18</td>
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<tr>
<td>Graduation Approval Form w/committee members’ signatures</td>
<td>11/30/18</td>
<td>04/26/19</td>
<td>08/16/19</td>
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<tr>
<td>Dissertation/Thesis submitted online to ProQuest</td>
<td>11/30/18</td>
<td>04/26/19</td>
<td>08/16/19</td>
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* Indicates an English Department form. Submit to coordinator of graduate studies on the deadline.
MA Exam Reading List 2018-2020 (Exam Dates: January 2020 and January 2021)

Area A:
3. Sidney, Sir Philip. *Astrophil and Stella* (1591) and *The Defence of Poesy* (c1579)
11. Equiano, Olaudah. *The Interesting Narrative* (1789)
14. Coleridge, Samuel Taylor. Chapters 4, 13, 14 from *Biographia Literaria* (1817)
15. Austen, Jane. *Pride and Prejudice* (1813) and *Mansfield Park* (1814)
16. Dickens, Charles. *Oliver Twist* (1839)
17. Douglass, Frederick. *Narrative of the Life* (1845)

Area B:
MA Exam Reading List 2016-18 (Exam Date: January 5, 2019)

Area A:
1. *Beowulf*
3. Chaucer, Geoffrey. *The Canterbury Tales*
13. Shakespeare, William. *Hamlet*, *As You Like It*, *1 Henry 4*
16. Stedman, John Gabriel. *Narrative of a Five Years Expedition against the Revolted Negroes of Surinam* (1790)

Area B:
2. Douglass, Frederick. *Narrative of the Life* (1845)
5. Keats, John. “Ode to a Nightingale” (1819) and “Ode on a Grecian Urn” (1820)
8. Shelley, Mary. *Frankenstein* (1818)
12. Toomer, Jean. *Cane* (1923)
15. Williams, Tennessee. *A Streetcar Named Desire* (1947)