

FORDHAM

ENGLISH

Ph.D. Handbook 2021-2022

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I. BASIC PROGRAM REQUIREMENTS

Students entering with a BA must complete thirteen courses (39 credits). Those entering with an MA must complete ten courses (30 credits). Students must also demonstrate reading knowledge of one language other than English, pass a PhD comprehensive exam, submit a dissertation prospectus, write the dissertation, and complete an oral dissertation defense. Students must maintain satisfactory academic progress, including a minimum 3.5 GPA and maintenance of continuous enrollment.

II. FUNDING

Students entering with a BA

6-year funding package,* according to the following schedule:

Years 1-3: Graduate Assistantship (GA)

Duties may include and working in the writing center, helping faculty with research, and assisting with various program administration duties. The time commitment is 18 hours per week.

Years 4-6: Teaching Fellow (TF)

TFs teach courses in writing and literature. The teaching load is as follows:

Year 4: 1/1

Year 5: 2/1 (or 1/2)

Year 6: 1/1

Students entering with a MA

5-year funding package,* according to the following schedule:

Years 1-2: Graduate Assistantship (GA)

Duties may include and working in the writing center, helping faculty with research, and assisting with various program administration duties. The time commitment is 18 hours per week.

Years 3-5: Teaching Fellow (TF)

TFs teach courses in writing and literature. The teaching load is as follows:

Year 3: 1/1

Year 4: 2/1 (or 1/2)

Year 5: 1/1

* **NOTE: all students must submit a funding renewal application each year.** This includes students who have deferred a year of funding for any reason.

Funding options after Year 5 or 6

In recent years, students have received a stipend in the summer following Year 5/6 to support dissertation writing and job market preparation. Allotment of this stipend depends on the availability of funding and confirmation from GSAS each year. When available, this funding is automatically awarded without application.

After the incoming funding package is complete, students may work as Teaching Associates (TA). TAs teach and are paid on a per-course basis, at a maximum of two courses per semester. GSAS lists its rate of pay per course for TAs on its [Stipends and Scholarships](#) page.

The university sometimes makes postdoctoral fellowships with a 3-3 teaching load available to the English department. Calls for postdoc applications tend to go out by June. The Chair of the English Department handles all postdoc announcements and application information—please contact the Chair directly with any questions. After receiving the PhD, students may also be able to teach on a per-course basis as Adjuncts under SEIU Local 200 United rules, pay, and benefits.

In all of these cases, this teaching is not guaranteed and is subject to departmental needs.

GSAS Distinguished Fellowships

These fellowships are awarded by the Graduate School, and if the student is still within the funding period, they enable the student to extend funding for one year. For instance, if a student enters the program with a five-year funding package and then is awarded a Research Fellowship during year 4, the student will retain the funding that would normally have been assigned to that year (and so would essentially earn a de facto sixth year of funding). You can and should apply for Distinguished Fellowships as soon as you are eligible, and continue applying as long as you are eligible, **even in your final year of funding**.

Applications for the Research Fellowship, Senior Teaching Fellowship, and Alumni Dissertation Fellowship are due at the beginning of the Spring semester preceding the fellowship year. See the [GSAS Distinguished Fellowship Page](#) for more information on application requirements and deadlines.

Research Fellowship

The [Research Fellowship](#) offers support for students who wish to develop their dissertation research or to learn methods or procedures that they will use for their dissertation research. In recent years, students in years 3 and 4 at the time of the application, with at least one article accepted for publication, a research plan that involves international (or at least beyond-the-tri-state) archival work, and a concrete plan for securing a **prestigious external fellowship**, have been most successful in winning RFs. FYI: a list of prestigious [external fellowships](#) can be found on under the “Resources and Opportunities” tab on the Graduate English site.

Senior Teaching Fellowship

The [Senior Teaching Fellowship](#) is intended for students who have already completed the Teaching Practicum and at least one year as a Teaching Fellow. The application will include teaching evaluation (SEEQs). In recent years, **successful applicants have had SEEQ score averages of at least 7.5-8.0**.

Alumni Dissertation Fellowship

The [Alumni Dissertation Fellowship](#) is the final award a doctoral candidate may receive. To apply for this fellowship, the dissertation proposal, title, and committee must have already been accepted by the English Department and Dean of GSAS. In recent years, successful applicants have had **two articles accepted for publication** by the time of application and have tied to their research statement a concrete plan for securing a prestigious external fellowship with the support of the ADF.

Summer Fellowship

[Summer Fellowship](#) applications are normally due in February. The highest priority will be given to summer projects designed to prepare a student to apply for prestigious fellowships and to improve a student’s professional credentials (beyond the normal expectations of the program).

Additional Funding Opportunities

GSAS Professional Development Assistantships (a.k.a. Summer GAships)

Faculty members submit a proposal with a specific project and student(s) in mind. Applications are normally due in late April. Priority is given to assignments that provide students with professional development opportunities and/or support GSAS academic programs.

GSAS/GSA Graduate Student Support Grants

The Graduate Student Support Grant is a competitive grant jointly funded and administered by GSAS and the Graduate Student Association (GSA). It is offered once each semester. Graduate students are eligible to apply for the Graduate Student Support Grant each semester, but priority will be given to applicants who have not received support in the immediate past funding cycle. Eligible students applying during their **first**

semester of GSAS enrollment must provide with their application a letter of support from a faculty member.

A student is eligible to submit an application to one of three tracks for Graduate Student Support Grant funding: Conference Funding, Research Funding, and Alternative Learning Experiences Funding.

Conference Funding

- The maximum award for presenting at domestic conferences is \$1,000
- The maximum award for presenting at international conferences is \$1,500
- The maximum award for attending domestic or international conferences is \$750

Research Funding

- The maximum award for research funding is \$1,500

Alternative Learning Experiences Funding

- The maximum award for alternative learning experiences funding is \$1,500

*Please note that these are the “maximum” amounts that may be awarded; actual awards tend to be in the range of **\$300-\$500**. Students should keep this in mind when making plans for conference and/or research travel.*

A review committee consisting of nine faculty and graduate students meet to review applications and make funding decisions. GSAS will notify applicants of the committee’s decisions. Please check the GSAS website for any updates to the above information when applying.

GSAS Cornell School of Criticism and Theory Award

Each year, GSAS may provide funding for one English PhD student to attend the Cornell School of Criticism and Theory (SCT). The award covers tuition and also provides a small stipend for living expenses (in the recent past, awards have totaled \$4000). To receive the award, students should contact the DGS and express interest in being considered at least one month before the deadline to apply for the SCT (usually Feb 1 – see the [SCT’s website](#) for more information about the deadline and the application process). If students receive the GSAS award, they must then submit a full application directly to the SCT by the SCT’s deadline.

GSAS Santander International Internships Fellowship

The Santander International Internships Fellowship provides support for graduate students who wish to spend the summer working with an international non-governmental organization (NGO). The amount of the award varies, depending on the details of the proposal. Students who have completed at least one semester of full-time graduate study (9 credits) in GSAS by the time the fellowship begins are eligible to apply. The deadline is usually in April.

III. COURSEWORK

Coursework Requirements

PhD students entering with a BA must complete thirteen courses overall; those entering with an MA must complete ten courses overall. The following distribution requirements apply in both cases:

- Research Methods (NOTE: Research Methods must be taken in the first semester of the first year)
- One course in each of three historical areas
 - Pre-1500
 - 1500-1850
 - 1850-present

- The two-part Teaching Practicum.
- A course that fulfills the Difference and Intersectionality requirement (designation "DI").
- **NOTE: check DegreeWorks periodically to make sure that you are fulfilling your distribution requirements and meeting your overall course completion number.**

Course Waivers

Graduate courses taken elsewhere may count toward these requirements, subject to submission of the [waiver form](#) and review by the DGS.

Credit Transfers

Students who have completed graduate courses elsewhere may apply to have **up to two** courses counted toward the overall number of required courses (listed above). GSAS has **specific eligibility rules** for this process – please see the **“Transfer of Advanced Credit”** form on the [GSAS Student Resources site](#). If you have completed an eligible course that you wish to have applied to your PhD coursework, please contact the DGS.

Inter-University Doctoral Consortium (IUDC)

Fordham participates in a consortium with several universities in the New York City area. To take courses through the consortium students **must have completed at least one year of full-time doctoral study at Fordham (the English department does not have the authority to waive this rule)**. With the permission of both the home and host institutions, doctoral students can take one or more courses at any school in the consortium. Participating institutions include:

Columbia University	The New School for Social Research
New York University	Rutgers University
Princeton University	Stony Brook University
Graduate Center, City University of New York	Teacher's College, Columbia University

Registering for an IUDC Course

One consortium course may be taken each semester (the consortium exchange is not available during the summer). Students register and receive credit at their home institution. To register for consortium courses, follow the instructions on the [IUDC Registration Form](#). PLEASE LET LABELLE KNOW IF/WHEN YOU SIGN UP FOR AN IUDC COURSE. Deadlines for making consortium course changes (add, drop, change of grade type) are governed by the GSAS academic calendar.

IV. READING KNOWLEDGE OF A LANGUAGE OTHER THAN MODERN ENGLISH

PhD students must demonstrate reading knowledge of one language other than English. This requirement must be fulfilled before students take the Comps exam. This requirement may be fulfilled in several ways:

1. Pass a no-fee exam administered by the English Department. This includes exams in Spanish, French, German, Hebrew, Latin, Italian, Irish, ASL, Russian, Middle Welsh, Old English, Old French, Occitan, and other languages when possible (exams require the student to translate a passage of academic prose with the use of a translation dictionary). Exams are not listed on transcripts until successfully passed. These exams may be scheduled throughout the year. **Contact Labelle De La Rosa if you wish to set up an exam.**
2. Pass a zero-credit Graduate Reading Course.
3. For incoming PhD students who hold an MA, we accept proof of the language requirement fulfilled during the course of their MA work (including MA work at Fordham).
4. Pass an exam with the Modern Languages and Literatures (MLL) or Classics Departments.
5. For incoming and currently enrolled students, we accept graduate-level language courses (such as

"French for Reading") taken at other institutions. Students must submit a copy of the course syllabus and transcript to the DGS for approval.

6. Undergraduate degrees earned in a language other than English are accepted as fulfilling the requirement. For instance, if a student's undergraduate school was in Rome and the coursework was conducted in Italian, that student's undergraduate transcript would fulfill the requirement (no testing is required).

V. COMPREHENSIVE EXAM

The Comprehensive Exam consists of **two parts**: a qualifying paper and an oral exam. Preparation of the qualifying paper usually takes place during the fall semester of the last year of coursework. Students usually choose their oral exam fields at the beginning of this semester, then approach faculty members to serve on the exam committee and construct reading lists soon after. Oral exams usually take place in December or May of the last year of coursework, or in August following the last year of coursework.

Planning and Registering for Comps

- Use DegreeWorks to verify that all degree requirements have been met or are in progress
- Meet with the DGS to finalize the exam committee members and exam fields.
- If taking the May exam and not taking any credit-bearing coursework in the Spring, register for the Spring semester REQUIREMENT PREP (ENGL 0912). Also register for the Fall semester PROPOSAL DEVELOPMENT (ENGL 0950).
- If taking the August exam and not taking any credit-bearing coursework in the Spring, register for the Spring semester REQUIREMENT PREP (ENGL 0912). If not taking any credit-bearing coursework in the Fall either, also register for the Fall semester REQUIREMENT PREP (ENGL 0912).
- If taking the December exam and not taking any credit-bearing coursework in the Fall, register for the Fall semester REQUIREMENT PREP (ENGL 0912). Also register for the Spring semester PROPOSAL DEVELOPMENT (ENGL 0950).
- If re-taking the exam and not taking any credit-bearing coursework during the semester that the exam is being re-taken, register for REQUIREMENT PREP (ENGL 0912) in that semester.
- All registrations must be completed through my.fordham.edu by the add/drop deadline for continuing students as indicated in the [GSAS academic calendar](#).

Qualifying Paper

Students submit a revised coursework essay of journal-article length (6,000 to 12,000 words, including notes and bibliography) tailored for a specific scholarly journal. **Essays should include a 250-500 word abstract** of the argument and its critical significance, follow either MLA or Chicago Style, be paginated, and include the student's name at the top of each page. Although some students may ultimately submit their essay to a scholarly journal, this is not required.

Essays should be based on assignments originally submitted for PhD coursework at Fordham. Students should consult with their faculty advisors to determine which coursework essay is most appropriate for revision. **NOTE: Essays revised in the Research Methods course may not be submitted.** Two faculty readers will be assigned by the DGS. Students may share their work with these faculty readers once, at least 6 weeks before the due date, while revising their coursework essays. Faculty readers are expected to give informal feedback on draft submissions within three weeks of receiving the draft. **Students may not submit drafts within 6 weeks of the due date.**

Qualifying Paper Submission

For students entering with a BA, the essay is due on the first day of classes for the spring semester of the student's third year (consult the GSAS calendar). For those entering with a MA, it is due on the first day of classes for the spring semester of the student's second year (consult the GSAS calendar). Students must submit a digital copy (by email attachment) of the essay to the Graduate Administrator and DGS by 5:00 p.m. on the day of the deadline. No late submissions will be accepted, except in case of emergency.

Qualifying Paper Results

Within 30 days of receiving the qualifying paper, faculty readers will return brief evaluative reports to the Graduate Administrator and assign one of three possible grades: "Pass"; "Pass with Reservations"; and "Fail." The Graduate Administrator will distribute the reports and grade to the student. In case of a split decision, a third faculty member will read the essay. Any student whose essay receives a "Fail" may resubmit it once within 60 days. Students whose resubmitted essays do not receive a passing grade will not be allowed to continue in the PhD program.

Passing essays and readers' reports will be distributed to PhD Comprehensive Exam Committees prior to the Exam. The essay, essay grade, and reader reports are normally considered in assigning the overall PhD. Comprehensive Exam grade, but the essay is not expected to be discussed during the oral exam.

Oral Exam

The oral exam will last two hours. Approximately one hour will be devoted to the major field and one half hour to each of the two minor fields.

Major fields should be selected from the historical area divisions:

- Medieval
- Early Modern
- 18th-Century British (including Restoration)
- 19th-Century British (Romantic and Victorian)
- 20th- and 21st-Century British (including post-colonial and Irish)
- Early and 19th-Century American
- 20th- and 21st-Century American

The major field exam will include discussions of both primary and secondary texts, including **central field questions and critical interventions**. Students should consult faculty in their exam fields for a sense of the most apt parameters for their chosen major field.

The first minor field will normally be chronologically or geographically contiguous with the major field (e.g., if the major field is 20th- and 21st-Century British, the first minor field might be 19th-Century British or 20th- and 21st-Century American).

The second minor field will be defined more flexibly, in ways appropriate to students' research interests. Students might choose another historical period, a literary genre, a theoretical tradition, an interdisciplinary topic, or any other broadly conceived field that does not significantly overlap with the major field or first minor field. As students consider potential minor fields, they are encouraged to think about how such expertise might inform their dissertation research.

Students should anticipate a wide variety of questions relevant to the major and minor fields. These questions may concern primary *and* secondary texts, literary and cultural history, the analysis of single texts and comparisons of multiple texts, and broad issues of interpretation and narrow issues of fact. But the oral

exam is not only a test of knowledge. In the most successful exams, students use specific questions as an opportunity to shape an engaging, wide-ranging conversation, one in which they share their best ideas, insights, questions, and hypotheses.

Timing of the Exam

For students entering with a BA, the oral portion of the comprehensive exam will normally be taken in December or May of the third year. For those entering with a MA, the oral exam is normally taken in May or August of the second year. The May exam is recommended as it allows students to begin developing their dissertation proposals during the summer before they begin teaching. Students should begin planning their exams in consultation with the DGS no later than the semester preceding the oral exam.

In May and December, exams are held on designated Reading Days (see the [FCRH academic calendar](#)). In late August, they are held on the last two non-holiday weekdays before the first day of fall semester classes.

Exam Committee

Comprehensive Exam Committees consist of **three** English department faculty members, one of whom serves as the Committee Chair. The student, in consultation with the Director of Graduate Studies (DGS), will select the Committee Chair, and, in consultation with the Committee Chair, the other committee members. Committees must be finalized during the fall semester prior to the May or August exam date, or the spring semester prior to the December exam date. (Note: when necessary to cover a specific area of study, a fourth Committee Member may be added, at the discretion of the Committee Chair and DGS).

Preparing for the Oral Exam

Students are required to discuss specific expectations for the oral exam with their committee chairs, and chairs should share these expectations with the other exam committee members. Students are encouraged to meet with each member of their committee at least once before the exam.

In studying for the oral exam, students normally compile lists of authors and texts, both on their own and in consultation with their committee members. Doing so can be a useful way to define a field and reflect upon its priorities. Reading from lists can also be an effective way to manage time during the studying process. Lists are not mandatory, however, and individual exam committees will determine if lists will be considered during the oral exam.

It is recommended that, in addition to reading and taking notes, students develop a wide range of possible exam questions and practice answering them. Some students form reading and study groups and conduct informal exam practice sessions with one another or with committee members.

Exam Results

After the oral exam has taken place, the committee will grade the student's entire exam as a whole and immediately communicate the result to the student. Written and oral portions of the exam will be graded together and a student will receive only one exam grade. GSAS grades include High Pass, Pass, and Fail. If a fourth examiner is present, grades require the agreement of at least three of the four examiners.

A Pass grade requires a sound conceptual grasp of literary history and form, as well as evidence of a solid familiarity with the individual works discussed. Successful students are able to respond productively to questions and argue points with clarity and specificity, while demonstrating competent knowledge of their major and minor fields. A High Pass grade requires a higher order of synthetic understanding, historical range, original insight, theoretical sophistication, and detailed recollection. In assigning a High Pass, exam committees look for evidence of serious and sustained independent thinking.

Students who fail the exam may retake it once, within six months of the first attempt. The first failure does not appear on a student's transcript. Students who fail the exam may read faculty comments on their exams after submitting a written request to the graduate administrator.

Students whose exam is only marginally passable but not indicative of the ability to complete a dissertation will receive a special departmental grade of Low Pass. Because this grade is officially recorded as a Pass, it allows the student to receive the MPhil degree, but students receiving a Low Pass will not be allowed to continue work toward the PhD.

After the Exam

Students receiving a Pass or High Pass officially become doctoral candidates. Within two weeks of passing their PhD. comprehensive exam, they should select a Dissertation Mentor and begin identifying a First and Second Reader, conducting preliminary dissertation research, and drafting a dissertation prospectus. (Often, though not always, the Comprehensive Exam Committee will stay in place as the Dissertation Committee.)

VI. DISSERTATION PROSPECTUS

Advisor and Committee

Students receiving a Pass or High Pass on the Comprehensive Exam officially become doctoral candidates. Within two weeks of passing the Comprehensive Exam, students should identify and confirm a dissertation advisor. Send an email to your advisor, copying the graduate administrator (GPA) and the Director of Graduate Studies (DGS), and asking the advisor to reply to all (GPA, DGS, and student), so the department will have a record of the mentorship. You should work with your advisor to identify suitable committee members. The most common committee size is three (advisor + two additional readers, at least one of whom must be from the English faculty), though additional readers are sometimes included on committees.

Prospectus

The dissertation prospectus should not be more than 10 double-spaced pages, with an added bibliography of not more than 5 pages. Students must submit an approved dissertation prospectus within one semester of passing their comprehensive exams. If the prospectus is not submitted within 6 months of passing the comprehensive exam, the student will be placed on GSAS academic probation. At this point, the student must submit to GSAS and the DGS a written plan for submission **endorsed by the advisor**.

The prospectus explains the dissertation's subject, positions the project in a critical conversation, offers provisional chapter outlines, and includes a working bibliography. Be sure to address how your dissertation will add to – or redirect – current critical conversations. Students should expect to consult with their advisor several times during preparation of the prospectus. For a sample prospectus, please see Graduate English site or click [here](#) (password: Dealy). **Students and advisors should keep in mind that the prospectus is a provisional document and needn't be perfect: dissertations change during the research and writing process.**

Enrollment in Proposal Development is required (one credit) for the semester in which students are writing the prospectus. Students who take more than one semester to complete the prospectus must complete the submission plan mentioned above and enroll in Proposal Development again.

In order to help students prepare the prospectus and advance in dissertation writing, the department offers a Dissertation Writing Seminar each semester (ENGL 8935). This seminar is a zero-credit class with no associated fee. Participants workshop their ongoing projects with other seminar members. Students are especially encouraged to take this seminar during the semester immediately after comps.

Many prospectuses require revision. Students are ordinarily limited to two prospectus submissions, but individual dissertation committees may increase this number. When the advisor and committee members agree that the prospectus is acceptable, students should email the Graduate Administrator (cc to DGS) with a request to process the Dissertation Title Approval form. **Be sure to include the names of committee members as well as the dissertation title.** Once GSAS officially approves the prospectus, a notice is sent to you with a copy to the English Department, and your registration is changed for the semester from Proposal Development to Proposal Acceptance (3 credits).

Dissertation Registration/Reading

GSAS registers you for Dissertation Mentoring (ENGL 0970; 3 credits) for the semester after you are registered for Proposal Acceptance. After that, **you are required to register yourself** for Dissertation Direction (ENGL 9999; 1 credit) for each semester up to and including the one in which your defense is scheduled. The only exception is for students who defend in the summer: GSAS will register you for Requirement Prep in Summer (ENGL 0914; 0.5 credits) during the summer in which you are defending.

The English Department allows a great deal of flexibility in the administration of the work that dissertation committees do, and students should work out a writing and feedback schedule with their Committees. For a general sense of guidance, however, the Graduate Program Committee suggests the following as one possible arrangement: the second and third readers will normally receive dissertation chapters after they have been through at least one round of feedback and revision with the student's main advisor. Second and third readers will normally receive each revised chapter when it is ready, rather than receiving all chapters at the very end of the process.

VII. DISSERTATION CHAPTER MEETING

No later than eight months after the approval of the dissertation prospectus, the student must have a group meeting with the dissertation adviser and committee members to discuss a draft of a dissertation chapter. Meetings that happen well before the eighth month are permitted and encouraged.

The exact parameters of the meeting are up to the adviser and committee members, but, in most cases, the meeting need not extend beyond an hour. Meetings may take place in person, via Zoom, on the phone, or in any other format that the adviser and committee members determine to be appropriate.

The adviser and committee members will not issue a formal evaluation or grade as a result of the meeting (i.e., the meeting is not an exam). Rather, the point of the meeting is to promote timely completion of a chapter draft and to provide concerted, coordinated feedback at an early stage in the dissertation writing process. Because the goal is to facilitate the writing process, the adviser and student also have flexibility in deciding what constitutes a chapter draft and what will be presented to the committee.

If a dissertation chapter meeting is not held within eight months of the approval of the prospectus, the student must send the DGS a plan for completion of the chapter draft and holding a group meeting with the dissertation committee, endorsed by his or her adviser.

If the eight-month deadline for the meeting falls during a period when school is not in session (i.e., winter break, spring break, Easter break, or summer break), the chapter draft is still due within eight months. The meeting, however, can be postponed to the next available opportunity (for example, if the eight-month deadline falls in July, the chapter draft would still be due in July, but the meeting could be held in September).

VIII. DISSERTATION TIME LIMITS AND DEFENSE

In keeping with GSAS regulations, students must complete their dissertations within five years of passing the comprehensive exams. Students should also keep in mind the program time limit: those who enter with a BA have ten years to complete the degree; those who enter with an MA have eight years.

Once you and your advisor agree that the dissertation is complete, your advisor will work with your committee and one additional reader to schedule the date, time, and campus preference for the defense. Report all of this information to the Graduate Administrator, who will schedule a room for the defense, prepare the necessary paperwork, and submit the defense announcement to GSAS. Also notify the Graduate Administrator if you have made *any* changes (even minor) to your dissertation title, since GSAS must approve the revised title.

NOTE: Defense announcements must be submitted to the GSAS Dean's office **at least two weeks prior** to the defense and within the semester deadline for oral defense notifications. See the GSAS academic calendar for exact dates, but typically, defense announcements must be submitted to GSAS by the end of March for a May graduation, by mid-July for an August graduation, and by early January for a February graduation.

Announcements with the date, time, and location of every defense are posted in the English Department and outside the Dean's office. These events are open to the public. The Dissertation Defense is a formal questioning and evaluation of the dissertation, attended by the candidate, the committee, and one additional faculty member. This fourth reader is expected to read one chapter of the dissertation (along with the abstract). The defense should be thought of as a professional conversation among colleagues: if your dissertation is in good shape, the defense provides an opportunity to talk about your ideas and look ahead to the scholarly prospects afforded by the dissertation. The dissertation committee, in conferring privately after the defense, votes to award the candidate the PhD or to terminate the project.

According to GSAS policy, the physical presence of the student at the defense is required (candidates may not defend the dissertation via distance communication). The physical presence of the dissertation advisor is also required. Readers and examiners are expected to appear in person at the defense and to sign the Report on Oral Defense form. Exceptions to physical presence and signature policy are approved for a reader only in cases such as those of illness or prolonged absence from the University, and require the recommendation of the department and the written permission of the Dean. One examiner may participate by distance methods but only if such participation provides expertise that cannot be otherwise obtained. In all, at least three defense committee members, in addition to the candidate, must be physically present at the exam and no more than one person may participate by distance methods.

The presentation of the dissertation to the Dean of GSAS, not the oral examination, is the last requirement to be satisfied for receiving the degree. Thus, degree completion will not be certified until after the presentation of the dissertation. See the [GSAS website](#) for specific requirements for the dissertation presentation.

IX. REQUESTS TO EXTEND TIME LIMITS

GSAS observes the following policy:

All requirements for the doctoral degree must be completed within eight years of the first semester of matriculation in the graduate school for those students who enter with a master's degree from another institution, or within ten years of the first semester of matriculation for those students who are direct doctoral students (students who receive a master's degree *in curso* from Fordham) or who complete a

master's degree from Fordham and then continue directly into a doctoral program. Time limit requirements apply to both full and part time students. Students who wish for an extension to the doctoral time limit must apply before the conclusion of their final academic year. Such a request must be directed in writing through the department chairperson or program director, must be approved by the dissertation mentor, readers, and the department chairperson, and must receive the written approval of the dean. An extension to the time limit for degree completion will be granted only if in the dean's judgment there is sufficient evidence that the degree will be completed expeditiously and that the dissertation will be of high merit. Extensions beyond the time limit will not be granted to students who have not secured approval of a dissertation topic prior to the expiration of the time limit or who have otherwise not made substantial academic progress toward completion of the degree, except with the permission of the dean.

Requests for an extension of the doctoral time limit must include:

- A sufficient portion of the dissertation to permit an objective evaluation of the quality of the student's work. In the humanities, a reasonable portion is one-half of the dissertation; in the sciences, research through the stage of data collection should be presented.
- A timetable for the completion of the remaining portions of the dissertation.
- A plan for renewed demonstration of language and/or research skills competency (if needed for dissertation research) if more than five years have elapsed since the original completion of these requirements.
- A plan to demonstrate currency of knowledge for any courses taken prior to the request for extension, and departments may require that they retake certain courses.
- A timetable for retaking and passing the doctoral comprehensive examinations in the department's or program's current format if more than five years have elapsed since any portion of the comprehensive examination was completed.

X. DISSERTATION FORMATTING GUIDELINES

Dissertations written in the Department of English may use either MLA or Chicago citation style. Students should consult their advisor and committees about which style is preferred. GSAS requires that all dissertations follow the format and order outlined below.

- GSAS no longer requires the dissertation to be submitted in hard copy. All dissertations should be submitted through the UMI ETD Administrator website.
- Margins. All margins should be 1 inch, with no printing in the margins.
- Pagination. Number the first page of any chapter in the center of the page, one double-space below the last line of the text, approximately 5/8 to 3/4 inch above the bottom. All other numbers are placed one double-space above the first line of printing and just inside the right margin, that is, approximately 5/8 to 3/4 inch from the top and 1 inch from the right edge.
- Font. The pitch of the font should be at least 10, with a pitch of 12 preferred. If proportional spacing is used, the average number of characters per inch (cpi) should not exceed 15. If special symbols are required, the symbols within a word processing package should be used.
- The dissertation should be arranged in the following order:
 - Title Page
 - Dedication or Acknowledgments (if used)
 - Table of Contents
 - Preface (if used)
 - Introduction
 - Chapters
 - Conclusion (if used)
 - Bibliography

- Appendices (if used)
- Abstract (no pagination)
- Vita (no pagination)

For examples of title page and front matter formatting, see Appendix F of the [GSAS Policies and Procedures Guidebook](#).

XI. TEACHING

Teaching Practicum

English PhD students take a pedagogy training sequence spanning two semesters. ENGL 5999 is the first part of the Teaching Practicum. This part of the course is taken in the spring semester before the student teaches. Once students pass ENGL 5999, they will be approved to take ENGL 6004 in the fall semester.

Common Assignments for Graduate Instructors

Composition I

Instruction in how to generate and present a critical position in the college essay. Emphasis on the development of unity, coherence, and clarity of expression in written communication. Review of basic grammar with emphasis on diagnosing and solving persistent problems.

Composition II

Intensive training in the principles of effective expository writing, including attention to the techniques and ethics of scholarly research.

Texts and Contexts

An introduction to the literary analysis of texts and the cultural and historical contexts within which they are produced and read. Significant class time will be devoted to critical writing and to speaking about literature. Each section of Texts and Contexts will have a focus developed by the individual instructor and expressed in its subtitle. This course fulfills the undergraduate Core requirements for the second Eloquencia Perfecta seminar.

XII. ADVISING, PLACEMENT, & PROFESSIONAL DEVELOPMENT

Faculty Advising for Students in Coursework

Incoming PhD students will be assigned field-appropriate faculty advisors who will be responsible for guiding the students' intellectual and professional development in their first two years, especially regarding course selection and coursework performance. Either students or faculty advisors may request a change, and there is no requirement that the advisor become the PhD comprehensive exam chair or the dissertation mentor.

DPPD and JPC

The Director of Placement and Professional Development (DPPD) serves as a resource for all graduate students and especially job candidates. The DPPD leads an annual program to prepare doctoral students for the academic job search and organizes various workshops throughout the year on topics such as academic publication, conference participation, and external fellowship applications. The DPPD also runs the Dissertation Workshop in the fall. The DPPD is chair of the Job Placement Committee (JPC). Students entering the job market will each be assigned a mentor from this committee. Job candidates are counseled at each stage of the process (document development, interview practice, job talk preparation, etc.). Information on recent Ph.D. job [placements](#) can be found on the Graduate Program website.

XIII. GRADUATE STUDENT GROUPS AND RESOURCES

Graduate English Association (GEA)

The [GEA](#) is a student-run group that hosts various social and academic events for English graduate students. Featuring a board of three elected graduate students, the GEA works to fulfill three core objectives: first, to enhance Fordham English graduate students' academic and professional experiences; second, to provide graduate students a with network of support; and third, to represent graduate students' interests and concerns.

Graduate Student Association (GSA)

The [GSA](#) is a University student government organization charged with “meeting the needs, furthering the interests, and realizing the potential of our student body” in our Constitution. The GSA is led by two officers and its council comprises representatives from each program within University's Graduate School of Arts and Science (GSAS). The GSA has two primary objectives: first, to act as a liaison between the student body and the GSAS administration; and second, to coordinate social, academic, and professional events throughout the year to both support graduate student development and foster community across the disciplinary divides.

APPENDIX: ADVISING GUIDELINES

Administrative Responsibilities

- Consult the [English PhD handbook](#) and [GSAS Guidebook](#) for the requirements and policies of both English and GSAS. **These documents should be your first stop for administrative questions.**
- If you're uncertain about any administrative issue, please direct your questions to the Graduate Program Administrator (GPA), Labelle de la Rosa (ldelarosa1@fordham.edu).
- Submit all required paperwork, funding applications, and reports on time. This includes the Matriculated Student Status Certification (MSSC), which must be submitted **each semester**.

Meeting & Communication

- Update your advisor on your research, teaching, and service activities at least twice per semester.
- Answer all department/university emails **within 48 hours**.
- You should expect timely written feedback from your advisor. If you do not hear back within 4 weeks of submitting a piece of writing, please follow up; if you do not get a response, please contact the DGS.
- Let your advisor know if you have questions about requirements, progress toward the degree, teaching, or balancing work with other parts of your life. You may also discuss these questions with the DGS.
- Please discuss any concerns about your relationship with your advisor with the DGS.

Planning & Timeline

- Work with your advisor to develop a timeline for the prospectus and dissertation:
 - The prospectus should be completed in one semester; it must be submitted **no later** than six months after you pass the comprehensive exam. Failing to do so puts you at risk of academic suspension.
 - Within eight months of your prospectus's acceptance you must submit a dissertation chapter and meet in person with your entire committee to discuss this chapter and the dissertation more broadly. Please contact your advisor well in advance of the eight-month deadline to set up this meeting.
- Check the [GSAS academic calendar](#) for deadlines relating to course enrollment, fellowship applications, graduation, etc. This is regularly updated; if anything is missing, contact the GPA.
- Keep an eye on [internal](#) and [external fellowship](#) deadlines, including deadlines for advisors' letters. Be sure to give your advisor at least **three weeks** to write recommendations, and/or to review your internal or external fellowship application materials. Provide [specific details](#) and deadlines with every such request.
- Ask your advisor to observe you teach a comp or a lit course (usually T&C). Give your advisor the syllabus as well as info about both the arc of the course and the goals of the observed class. Have your teaching observed ahead of time if you might receive a fellowship that will relieve you from teaching.
- When filling out Course Request forms, request to teach T&C (don't wait to be asked: English is a big department, and we don't want you to be unintentionally overlooked).

Employment

Remember that you are in charge of your own job search. Faculty are here to advise you in your chosen professional goal(s), but the choices, and the responsibilities, are yours.

- For the academic job market give your four main job documents (letter, cv, abstract, teaching statement) to your advisor **by June 1 before your job search begins**. Use the samples in the [Job Search Handbook](#) (password: Dealy) as models. After your advisor has vetted the documents, please send them to the DPPD **by July 15** for further honing.
- Give your advisor a spreadsheet listing every position for which you are applying; if any of these require [recommendation letters](#) by a specific date, indicate this, as well as the delivery method (Interfolio, etc.)
- Ask your advisor to introduce you to contacts he/she has at high schools and community colleges, in academic admin, and in areas beyond the academy (mention that our alumni can be a good place to start).
- The call for postdoc applications goes out in **March from the department chair** (you must defend by August to take up a postdoc). Students who hold a postdoc may apply for a second year.