

Department of English

Guide to Graduate Studies



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Preface

This *Guide to Graduate Studies in the Department of English* contains the specific rules and regulations that apply to the MA and PhD programs and graduate certificates offered by the department. The contents comply with the rules and policies of the Graduate School of the University of Cincinnati. No information contained in this *Guide* shall be deemed to amend or modify the rules of the university.

In addition to this *Guide*, the following official document is binding on graduate programs, graduate students, and faculty in the Department of English. Graduate students are required to familiarize themselves with all regulations and procedures in [**The Graduate Handbook of the Graduate School at the University of Cincinnati.**](#)

The Graduate Director and the Graduate Coordinator are happy to assist students in interpreting the regulations and procedures in these publications. Please feel free to ask.

[Jennifer Glaser](#)

Director of Graduate Studies
Department of English
248 McMicken Hall
513-556-3129

[Jenny Lin](#)

Graduate Program Manager
Department of English
248 McMicken Hall
513-556-3902

Goals of the Graduate Programs

Goals of the Master's Programs

- give students a sense of the textual, intellectual, rhetorical, and sociopolitical history of their particular areas of study
- prepare them to address current language-related issues by enhancing their research skills and critical thinking
- enable them to join the professional dialogues in their areas of study by acquainting them with the sites and rhetorical conventions of that discourse
- prepare them to contribute positively—whether as scholars, teachers, editors, writers, or otherwise—to the ways that language is taught and used in our culture and internationally

Goals of the Doctoral Programs

- acquaint students with the textual, intellectual, rhetorical, and sociopolitical history of their chosen areas of expertise
- introduce them to critical debates in these areas and in the profession at large
- help them develop the skills necessary to participate in these debates by teaching them various interpretive approaches, acquainting them with important research tools both contemporary and traditional, and familiarizing them with rhetorical/argumentative conventions in the discipline
- enable them to complete a sustained piece of scholarship or a long creative work, of publishable or near-publishable quality
- help them to become effective teachers of writing, composition, and literature
- enable them to influence the future of English Studies through scholarship, creative work, teaching, and other professional activities

Goals of the Certificate Program in Professional Writing

- enable students to extend their range of writing, editing, design, and publishing skills
- provide students an academic foundation for best current writing practices in their chosen and future careers
- aid students in using appropriate technologies and software to organize, present, and communicate information to address a range of audience and purposes
- introduce working professionals to a wide variety of career opportunities

Admission to Graduate Degree Programs

Admission Requirements

Creative Writing and Literary and Cultural Studies MA application requirements, procedures, and deadlines are posted at <https://www.artsci.uc.edu/departments/english/grad/ma-application.html>.

Professional Writing MA application requirements, procedures, and deadlines are posted at <https://www.artsci.uc.edu/departments/english/grad/ma-application-professional-writing.html>.

PhD application requirements, procedures, and deadlines are posted at <https://www.artsci.uc.edu/departments/english/grad/phd-application.html>.

Application of Internal Applicants

Students who are enrolled in the MA program at the University of Cincinnati and wish to apply to the doctoral program must follow the standard application process.

Financial Aid

The Department of English awards a wide variety of financial aid to full-time students based on academic merit. Recipients of awards should familiarize themselves with the [Financial Aid Policies](#) available from the Graduate School. All students receiving Graduate Assistant stipends through the Department must carry a full-time load (12 credits or more) each term, exclusive of audit and/or undergraduate credits; part-time students are not eligible for graduate assistantships. For full-time students, any additional employment must be approved by the Graduate Director.

Internal Applications for Financial Aid

Reappointment to any departmental award is not automatic. The Director of Graduate Studies will review academic records at the end of spring semester, and if a student is not making sufficient progress toward the degree, the Director will inform him or her promptly—generally within one week of the grading deadline. Any funded student who does NOT want to renew an assistantship for the following year should inform the Graduate Director of this intention by March 1. Those wishing to upgrade their aid (e.g., from a tuition scholarship to a Grad Assistantship, or Grad Assistantship to fellowship) may petition the Graduate Director to do so, but the granting of such petitions depends upon both the availability of funds and the student's having made a compelling case. For further details and procedures, contact the Director of Graduate Studies no later than January 15.

University Graduate Scholarships

The Graduate Incentive Award (GIA) and Graduate Assistant Scholarship (GAS) are university-funded scholarships that cover all or part of a full-time or part-time student's tuition and out-of-state, general, and campus life fees. These awards do not cover the Instructional Technology Information Equipment, UC student health insurance, or international student fees. The GIA is for Graduate Students who are not graduate assistants, and therefore no service is required in return for the award. The GAS is for graduate students who are graduate assistants. These students must fulfill all eligibility requirements in their Graduate Assistant letter to maintain their GAS. Students registered for more than 18 credits in a semester will be billed tuition and general fees on a per-credit-hour rate for each credit over the 18. If a student withdraws from a class funded by a GIA or GAS, the GIA or GAS is canceled immediately, and the student is responsible for the tuition balance, based on the date of withdrawal. Students may receive GIA/GAS support for audited courses only after the first 10 graduate credit hours, 12 if supported by a graduate assistantship.

All rules that govern recipients of GIA/GAS support pertain to all students with GIA/GAS awards, including international students. Other rules and policies that apply specifically to international students are independent of GIA/GAS regulations. Neither negates or takes the place of the other.

Note: Financial awards that require no service may reduce eligibility for educational loans. Please notify the Student Financial Aid Office of your GIA/GAS if you apply for aid from that office.

Graduate Assistantships

A significant proportion of financial aid offered by the Department is in the form of the Graduate Assistantship. Availability varies each year, as do the amounts for both the master's and the doctoral stipends. These awards include both a financial stipend and a Graduate Assistant Scholarship (GAS) that covers 100% of tuition and out-of-state, general, and campus life fees. ([Refer to the University Graduate Scholarships section for more information.](#))

Graduate Teaching Assistants are required to teach one class section per term and hold three office hours each week. Teaching, preparation, conferences, grading, and related activities require approximately twenty hours per week. Doctoral students may have the opportunity to teach a more advanced literature, rhetoric and composition, or creative writing class. Eligibility to teach literature or creative writing is generally contingent upon having already taught one full year of English Composition.

In addition to Graduate Assistantships, students may qualify for occasional specialized Research, Editorial, or Administrative Assistantships, the duties of which vary but will typically require twenty hours per week.

Graduate assistants are entitled to a discount at the University Bookstore. In addition, they may be eligible for the [Graduate Assistant/Fellow Health Insurance Awards](#). Graduate assistants

must be registered for 12 graduate credit hours or more at UC exclusive of audit credits for each semester they receive the assistantship. University assistantships will be canceled if the awardee does not meet his/her enrollment obligation. The exception to this rule is the summer semester.

Taft Fellowships

As one of the UC departments with access to the Charles Phelps Taft Memorial Fund, the Department of English may recommend one of its advanced graduate students for a one-year Taft Dissertation Completion Fellowship. These Fellowships carry a full stipend and GAS tuition scholarship.

No outside employment during the Taft year is permitted.

Advanced PhD students (typically those who have completed or are about to complete their oral exams) need to submit an application if they are interested in a Taft Fellowship. The Graduate Director invites such applications each December or January and provides guidelines for how to prepare them.

To be nominated by the department for a Taft Fellowship, a doctoral student should show evidence of academic excellence beyond normal academic progress as well as the ability to profit from a Fellowship year free from teaching responsibilities. Academic excellence is based on GPA, progress to degree, publications, service, teaching, awards, and evaluations. Students must be able to articulate their projects for a wide audience and to write a convincing proposal that conforms to the conventions of that genre. The applications are then read and ranked by the members of the Graduate Studies Committee, a group comprised of faculty representatives from each area of the program, as well as the Grad Director.

Departmental Fellowships

The department is fortunate, thanks to generous donors and bequests, to have some additional fellowship, scholarship, and enhancement money available for incoming doctoral students with superior academic and/or creative qualifications. The George Elliston Fund supports students of poetry-writing; the Robert and Adele Schiff Fund supports students of fiction-writing and contemporary American fiction; The Helen Weinberger Fund supports students of drama and performance; the Pat Belanoff Summer Research Award benefits students in Rhetoric & Composition. We have a number of other funds that can sometimes provide or enhance stipends for graduate students; these include the Ricking, the Fick, and others. Fellowships or enhancements, with a range of stipends, are awarded competitively to doctoral students each year. Each departmental Fellowship is accompanied by a [Graduate Incentive Award \(GIA\)](#) tuition scholarship.

Reappointments

All tuition scholarships and Graduate Assistantships are granted on a yearly basis. An MA student may be awarded aid for a second year, and a PhD student for a second, third, and fourth year, provided the student shows evidence of superior work (both as a student and, if applicable, as a teacher) and evidence of normal progress toward the degree.

It is possible for the PhD student to receive a fifth year of aid while writing the doctoral dissertation, provided resources are available. Paid teaching may be the method of support and students will need to apply for funding in their fifth year and demonstrate their plan to complete the degree over the course of the next year.

Superior work as a student means a cumulative GPA of at least 3.3 with no grades below a B-, and no incompletes. Superior work as a teacher is indicated by excellent evaluations by supervisors and students regarding all areas of the Graduate Assistant's duties.

Normal progress means that a student appointed as a Graduate Assistant in the first year of graduate work should complete the MA in two years; a doctoral student with an assistantship should complete all coursework and exams for the PhD in three years.

The 174-Hour Rule

Graduate students who have attempted 174 graduate credit hours at the University of Cincinnati are not eligible for financial aid once they have attempted (including hours for which credit has been awarded, as well as withdrawn courses, audited courses, and hours in progress or incomplete) 174 hours. All graduate hours attempted at the University of Cincinnati, regardless of program or student status, count toward the 174 total.

If a student earned master's credits at the University of Cincinnati (for either a partial or a full degree), the exact number of these credits are deducted from the 174 credit hour total for which he/she can receive funding.

Graduate students who have earned a master's degree or other equivalent or higher advanced degree at another institution are not eligible for a university scholarship or fellowship once they have attempted 140 graduate credit hours at the University of Cincinnati.

Professional degrees, like a juris doctorate or medical doctorate do not count as a master's or higher equivalent for the purpose of comparative funding. Students who enter graduate school at the University of Cincinnati with a professional degree and no other advanced degrees are still eligible to receive up to the 174 credit hours of funding.

If a student enters the University of Cincinnati with only partial credit toward a degree from another institution, those credits are not deducted from the 174 total—even if the program he/she is entering at the University of Cincinnati agrees to accept transfer of those credits toward the student's degree requirements at the University of Cincinnati. The student can still

receive state subsidy for up to 174 credit hours earned at the University of Cincinnati beyond those transferred in.

A student is not eligible for funding beginning with the semester in which said student will reach the 174 (or 140) attempted hours.

Termination/Leave of Absence

Students wishing to terminate a GA or tuition scholarship award prior to the established termination date should notify the Graduate Director in writing 30 days prior to the proposed termination date. Except in emergencies, such early termination should occur only at the end of academic terms. This rule applies both to students who intend to exit the program permanently and those who seek a temporary leave of absence. Temporary leaves are not automatic, but may be granted by the Director of Graduate Studies under exceptional circumstances.

General Department Procedures

Graduate Student Conduct

Success in an English department (and in an academic career) requires both intellectual and interpersonal skills, and the ability to balance between the competing roles of student, scholar, teacher, and colleague. With this in mind, in addition to successfully maintaining academic excellence and integrity, the English department requires that its graduate students adhere to the [Student Code of Conduct](#) ("SCOC"). The SCOC outlines both academic and nonacademic violations, process rights, and possible sanctions. Moreover, Graduate Assistants are subject to the [Student Worker Handbook](#) ("SWH"). Violations of the SWH may result in loss of employment.

In accordance with the SCOC, prior to initiating any formal process under the SCOC, the English department may schedule an educational conference to discuss behavioral issues with students and their impact on the mission of the University and the English department. Conferences may result in an action plan agreed on by all parties to address the behavior. If the action plan is not honored, the English department reserves the right to initiate a formal review under the SCOC.

Teaching

Most students will teach courses in composition, literature, professional writing, and/or creative writing during the course of their graduate career in English. After the first-year, during which most students will teach composition, PhD students may request to teach courses in other

program tracks. Students will be sent instructions for how to request courses during the Fall semester.

Requirements for courses are set by the area directors (Director of Composition, Director of LCS, Director of PW, Director of CW, respectively), in conversation with the Department Head. Graduate students generally teach in-person courses unless they are given permission to do otherwise due to extenuating circumstances. At no time can student instructors alter the format of a course (from in-person to online or online/in-person hybrid) without the express permission of the area director who oversees the courses. All graduate student instructors must require their students to complete course evaluations at the end of the term and undergo periodic outside evaluation of their teaching by a teaching mentor or area director.

Advising

Each incoming student is assigned as an initial advisor the area director in her or his field: Literature & Cultural Studies, Professional Writing, Rhetoric & Composition, or Creative Writing. The Director of Graduate Studies is also available to help and to give counsel. Once students arrive and begin their studies, they are responsible for seeking out (presumably with the help of their initial advisor) a faculty advisor to obtain assistance regarding registration, requests for financial aid, formation of special committees, examinations, and other related matters in the English graduate programs. The advisor must be tenure-track.

Mail Service

Graduate students who are teaching are assigned a departmental mailbox in McMicken 241. Students should make sure their address and telephone number is [current in Catalyst](#).

E-mail Accounts

All graduate students are **required** to activate their UC e-mail account and use it as their primary address for all university electronic mail. To activate your account, please visit <http://mail.uc.edu/>.

Graduate Organizations

The English Graduate Organization (EGO) comprises all graduate students in the Department and is governed by a Steering Committee of elected students. EGO was formed to protect the rights and hear the grievances of all graduate students in English, and has expanded into a more extensive role in enhancing the professional lives of graduate students. EGO may elect representatives to the department's Graduate Studies Committee. It also arranges seminars, social events, and readings of various kinds throughout the year.

The Graduate Student Governance Association (GSGA) represents all graduate students in the University (except medicine and law). The English Department is represented by volunteers from the EGO Steering Committee. The GSGA meets bimonthly to discuss changes to policies affecting all graduate students. You may read more about this organization at <http://www.artsci.uc.edu/departments/english/grad/ego.html>.

Petitions for Reinstatement/Extension

To maintain active graduate status and thus be eligible to graduate, students must register for at least one credit each academic year. Students who allow their active status to lapse, or who have surpassed the time allowed for a program, must petition the Graduate School for a reinstatement and/or an extension. For reinstatement approval, the student must pay the tuition for each of the single credit hours on which they lapsed in prior terms. Students who allow their active status to lapse for three years must reapply to the program (no reinstatement will be allowed). For help with reinstatement or extension requests, please contact the Director of Graduate Studies and Graduate Coordinator.

Graduation

Eligible students may receive degrees at the end of any of the academic terms by formally applying for graduation. Students need to inform the Graduate Coordinator when they wish to apply for graduation. All relevant deadlines for graduation are posted at <http://www.grad.uc.edu/graduation-deadlines.aspx>. NOTE: These deadlines typically occur soon after the semester's beginning.

Department Grading Policies

Incompletes and No Grade

Failure to abide by these policies will jeopardize any financial aid award. The Department of English strictly enforces the following departmental policies of zero tolerance for Incompletes (*I*) and No Grades (*NG*) for Graduate Assistants and Student Lecturers:

- Any *I* or *NG* received at end of fall term must be converted to a standard letter grade within one academic semester. Example: Student receiving an *I* for 18FS must have the grade changed prior to the end of the 18SS.
- Students cannot withdraw from a class retroactively or be given additional opportunities to seek a different final grade retroactively. If an F is in a non-required course or the required course has since been retaken for a passing grade, the Graduate Director at certification may request a waiver of the F grade from the Associate University Dean of the Graduate School.

For all students *not* categorized as Graduate Assistants or Student Lecturers, the Department abides by the following Graduate School policy:

The instructor who assigns the incomplete grade may set a specific date (up to one year) by which the student must complete the remaining course work. The student must work with the instructor to develop an agreement that indicates the date by which the remaining course work is to be completed and submitted to the instructor. The instructor is not obligated to provide the student with a full year to complete the remaining course work. If the remaining course work is completed within the time period agreed upon by the instructor and the student, and that completion occurs within the one year, then the instructor will submit, to the Registrar's Office, a change of grade based on the quality of the remaining work. If no specific time for completion is set by the instructor, the student has one year (from the end of the term in which the incomplete was assigned) to complete the remaining course work. If the course-work is not completed within the one-year period (i.e., one year from the end of the term in which the "I" grade was assigned), the "I" grade automatically converts to an "I/F" grade which affects the student's GPA the same as the grade of "F".

Quality of Work

In order to graduate, candidates for graduate degrees in the Department of English must have a cumulative GPA of at least 3.3 in all graduate coursework. Any student whose grades fall below that threshold, or who accumulates a total of two semester grades below the B range, is subject--at the discretion of the Director of Graduate Studies in consultation with the Department Head, the student's Area Director, and the Graduate Studies Committee--to rescission of any assistantship and/or dismissal from the program. Any student whose grades remain below the 3.3 threshold at the conclusion of two consecutive semesters, or who accumulates three grades in the C range or below, will be dismissed from the program.

Credits and Courses

Transfer Credits

Except under exceptional circumstances, no more than nine graduate credit hours may be transferred from another college or institution. No more than twelve graduate credits in English taken as a non-matriculated or undergraduate student at the University of Cincinnati will be accepted toward the MA or PhD degrees.

Auditing

Students who desire or need coursework for remedial instruction in areas of their programs may audit classes. The student must discuss the course-work expectations with the instructor (e.g., attendance only) prior to auditing the course. A passing audit grade ("T") will be awarded by the

course instructor if the student has academically attended the course to the level of faculty expectation for passing the course.

Students who audit a course must pay regular fees for the audited course. At the end of the term, the instructor should enter a grade of “T” for those students who have met course attendance expectations.

Audit hours count toward the [174-hour limit](#), but are not included in the determination of full-time status. A GAS will cover audit hours, provided the total number of registered hours is 18 or fewer, with a minimum of 12 being graduate credits. Only one audit course may be taken per term.

Full-/Part-Time

Full-time graduate students must register for at least 10 graduate credit hours (12 if funded by a Graduate Assistantship) per semester. Undergraduate credits or audited courses do not count toward full-time status, or toward the graduate degree.

The MA may be achieved on a part-time basis.

PhD may be achieved on a part-time basis, but all doctoral students must complete a one-time residency requirement prior to admission to doctoral candidacy by enrolling in 10 graduate credit hours (12 if funded by a Graduate Assistantship) per semester for two out of three consecutive semesters of study (including summer) in a single academic year (e.g., fall and spring, or spring and summer). Part-time students are not exempt from enrollment requirements to achieve residency. However, full-time UC employees using their tuition remission benefit to complete a part-time doctoral program may request a waiver of this requirement from the Associate Dean of the Graduate School.

Course Levels

Courses with 5000 and 6000 level numbers are introductory in their approach to subjects and can sometimes be combined to carry both graduate and undergraduate credit. To receive graduate credit, English graduate students must register for the 6000-level section of the combined course and may be required to complete a certain amount of academic work in addition to that required of undergraduates in the corresponding 5000-level section. The extra work may consist of reading and reviewing additional books, presenting reports, or doing such supplementary work as the instructor in charge of the course deems advisable.

Credits and Courses

Students who have not been formally admitted as creative writers require permission from the course instructor in order to enroll in a writing workshop at the 7000 level.

Courses and seminars at the 7000 to 9000 level carry graduate credit only. The differences between 7000-level and 9000-level course vary across courses.

Course Credits and General Credits

Students may earn two kinds of graduate credits—course credits and general credits. Students receive graduate course credits in all courses offered by the Department of English numbered 6000 to 9099, except the following, which are not courses and which give general graduate credits: Teaching (ENGL 9095), Professional Practice (ENGL 9096), and Research (ENGL 9099). Course credits count toward the hours required for the MA or PhD; the general credits are intended to help the student maintain full-time status while teaching or serving as research or administrative assistants.

Independent Work Course Credits

Independent Study (ENGL 9098 or PWRT 9098) gives course credit. Students wishing to receive credit in Independent Study need to arrange with an appropriate instructor to define a project or course of study and get permission from the Director of Graduate Studies. Those interested in an Independent Study should contact the DGS via email for approval. Most tracks discourage independent study courses.

No more than three course credits from independent work will apply to MA degree requirements, and no more than nine will apply to PhD degree requirements. Independent work may not be substituted for regular courses in areas typically addressed by the graduate curriculum. Independent Study is *not* an ordinary part of the graduate curriculum.

Teaching General Credits

Credits for Teaching (ENGL 9095) give formal recognition to work done by Graduate Assistants conducting classes. Students may enroll in 3 Teaching credits per term. The grade of P (Pass) is given if the teaching is successfully completed. These credits should not be confused with credits for Teaching College Writing (ENGC 7030/ ENGL 7130), which are course credits.

Professional Practice General Credits

Credits for Professional Practice (ENGL 9096) give formal recognition to work done by students on non-teaching assistantships—for example, Graduate Research Assistantships or Graduate Administrative Assistantships. Students may enroll in 3 Professional Practice credits per term, in consultation with the DGS or Coordinator of Graduate Studies. The grade of P (Pass) is given if the assistantship work is completed.

Research General Credits

Research hours are intended to help students maintain full-time status when they are not taking courses but are doing other work related to the degree, such as working on a thesis or dissertation or studying for exams.

Legitimate MA uses of research hours are as follows:

- to maintain full-time status for financial aid once coursework has been completed
- to register for one credit hour during the year of planned graduation in order to maintain active status (this applies only to students who did not graduate in their second year)

Legitimate PhD uses of research hours are as follows:

- to study for the doctoral exam
- to write a dissertation
- to acquire the minimum overall hours, including both course-credit hours and non-course credit hours, needed for the degree (30 for MA students and 60 for PhD students).
- to register for one credit hour during the year of planned graduation in order to maintain active status (this applies only to students who are no longer attending full time)

It is also possible for both MA and PhD students to sign up for research hours in order to compensate for degree-related work that does not carry graduate credit.

As a strict rule, students should limit their use of research hours before finishing coursework. In the eyes of the Admissions and Awards Committee, extensive use of research hours weakens “normal academic progress,” and thereby decreases the likelihood of financial aid awards. MA graduates continuing on to doctoral studies at the University of Cincinnati must be especially careful that research hours do not put them over the 174-hour limit for students on financial aid.

Requirements for Non-Degree Programs

Graduate Certificate Program in Professional Writing

The graduate certificate program in Professional Writing is geared primarily toward working professionals who seek to extend their writing and technology skills and to gain a more solid academic foundation for their current practices. (Please note: It is not a program in creative writing or publishing.)

The certificate can help working professionals become more competitive in today’s job market by extending their skills and introducing them to a wide variety of career opportunities.

Certificate students who decide along the way to pursue the MA in Professional Writing may apply to that degree program at any point. If the application is accepted, all certificate hours will count toward the MA.

Program Design

The Graduate Certificate in Professional Writing at the University of Cincinnati requires 12 hours of graduate course work, including one technology course, one theory course, and two electives. There is no comprehensive exam or thesis requirement. Courses typically meet one day per week in three-hour blocks.

Required

Four courses (12 credit hours), including one technology course, one theory course, and two electives. Click [here](#) for a list of courses.

General Requirements for Graduate Degrees

Course of Study

A student's course of study is planned in consultation with an advisor, and is subject to the general approval of the Director of Graduate Studies. With the permission of the Director of Graduate Studies, it may include coursework from other departments.

Time Limit

Students working toward the MA degree must complete all requirements no later than five years from the date when they entered the degree program.

Students working toward the PhD degree must complete all requirements no later than nine years from the date when they entered the degree program.

Credit Hours

The Literary and Cultural Studies and Creative Writing MA tracks in the Department of English require 34 graduate course credits. The Professional Writing MA program in the Department of English requires 33 graduate course credits.

The doctoral program in the Department of English requires at least 60 overall post-master's-degree hours. This includes at least 34 hours of doctoral course credits, plus teaching and research hours. The Graduate School requires at least seven dissertation research hours.

Teaching Experience

Full time MA students in the Literature & Cultural Studies and Creative Writing tracks and all students in the PhD program must have classroom teaching experience. This is arranged in cooperation with the Director of English Composition. Exceptions to this teaching requirement are noted under the MA Professional Writing specific requirements.

Students on Graduate Assistantships generally teach English Composition. PhD-student GAs entering their second year and beyond are invited to submit proposals for 2000-level literature courses, undergraduate creative-writing workshops, or advanced topics in composition classes. Any teaching other than composition classes requires permission from the Director of Undergraduate Studies and the Director of Composition.

There is a December 15 deadline to apply for teaching outside the composition program; procedures and eligibility varies from track to track, but details about the procedures will be emailed to students each year in October.

Foreign Language

The department will no longer have a formal foreign language requirement, but we strongly encourage graduate students who do not have reading proficiency in at least one foreign language to undertake such study while at UC, whether in modern or ancient languages, computer coding, American Sign Language, etc. Learning a foreign language can be immensely valuable to students in helping them become citizens of the wider world (or more rounded job candidates); moreover, such study teaches important lessons about our own language and culture, and about the assumptions built into our ways of thinking by structures like grammar and syntax. The department will do all it can to help students for whom foreign-language study is personally or professionally important to gain access to such training, and to make sure that students on graduate assistantships continue to have access to up to six hours of such coursework per semester for free (always outside the departmental course count). We will also continue to build intra-university alliances and collaborations with the Department of Romance Languages & Literature and with other departments, and we'll offer translation workshops, bilingual poetry readings, opportunities for peer training, and the like.

Disability Accommodations / Accessibility

The Department of English is committed to supporting equitable learning conditions for all students. To that end, if you have a diagnosed disability that may influence your performance in the graduate program, we are happy to negotiate and arrange any needed accommodations.

The procedure for such accommodations will be a collaboration among the student, Disabilities Services, and the Director of Graduate Studies (who will consult as well with any affected faculty members). For the student's benefit, such accommodations should be sought in advance wherever possible. Please don't hesitate to let an advisor and/or the Director of Graduate Studies know if you may need our help.

Changing Programs

A student in one MA program or track who wishes to transfer to another within the department of English must satisfy the admission requirements for the second program or track before making the transfer. Then the student needs to request, in writing, that the Director of Graduate Studies, after consultation with the relevant area directors, approve this transfer.

Specific Requirements for Graduate Degrees

The following specific degree requirements are in addition to the general degree requirements that apply to all graduate programs in the Department of English.

MA in Professional Writing

The MA in Professional Writing (PWRT) enables students to practice and hone their advanced writing and editing skills in a variety of media, with a specific emphasis on content generation, information design, and technological literacy. The PWRT program emphasizes a fundamental understanding of communication processes, an understanding that puts theory into practice and bridges disciplines and industries. Upon completion of this program, students may choose to work as professional writers, editors, information managers, web developers, or planners. Some students have chosen to enter PhD programs in rhetoric, communication, and health.

Specific Requirements

Coursework

- Introduction to Professional Writing (PWRT 7001, 3 hours)
- Internship (PWRT 7030, 3 hours – second year only)
- Web Design (PWRT 7045, 3 hours)
- Capstone in Professional Writing (PWRT 7095, 3 hours)
- Teaching Technical and Professional Communication (TAs only—PWRT 7002, 3 hours)
- In addition, students must take one Theory course (3 hours), two Technology courses (6 hours), two Genre courses (9 hours), and two additional electives (one if a TA). A list of categories and courses may be found on the [MA in PW Curriculum Checklist](#).

Internship

The student must arrange a project with at least 120 total hours of work, to be supervised by a professional writer or editor and approved by the faculty advisor. The internship culminates with a report that is approved by a committee of two faculty members chosen by the student. To find an appropriate internship, students usually make inquiries with local businesses and professional organizations. They should also check with the Professional Writing Director and faculty. Once a student has lined up a promising arrangement and cleared it with the faculty advisor, the student should submit a formal internship proposal.

Capstone

Students in the PWRT program take a specialized capstone course. This course provides an opportunity for students completing the graduate program in Professional Writing to demonstrate their mastery and integration of the skills, principles, and knowledge gained from the courses they have taken. It requires the application of that learning to a field project. This service-learning course will be evaluated by faculty in the writing programs and others.

MA in English, Tracks in Literature & Cultural Studies and in Creative Writing—Expected Timeline

Important note: Please consult the information on your specific track (below) for a fuller account of requirements and deadlines.

Fall Semester, Year One

- Intro to Grad Studies (ENGC 7002/ ENGL 7101, 1 hour)
- Teaching College Writing (ENGC 7030/ ENGL 7130, 2 hours)
- Teaching Practicum (ENGC 7031/ ENGL 7131, 1 hour)
- ENGL 9095 Teaching or ENGL 9096 Professional Practice (3 hours)
- Two graduate seminars and/or workshops (including ENGC 7004 / ENGL 7104 Introduction to Theory if offered in Fall) (6 hours)

Spring Semester, Year One

- Three seminars and/or workshops (including ENGC 7004 / ENGL 7104 Introduction to Theory if offered in Spring) (9 hours)
- ENGL 9095 Teaching or ENGL 9096 Professional Practice (3 hours)
- By May 1 of your first year, you should check with your advisor within the track and with the Director of Graduate Studies to fill out an Individual Academic Plan and make sure everything is order and that you're set to complete all required coursework on time.

Fall Semester, Year Two

- Three seminars and/or workshops (9 hours)
- ENGL 9095 Teaching or ENGL 9096 Professional Practice (3 hours)
- By November 15th of your second year, you should have identified a thesis director and a second reader. It is your responsibility to convey those names to your area director and to the Director of Graduate Studies by way of your track's [Thesis Committee Form](#).

Spring Semester, Year Two

- Three seminars and/ or workshops (9 hours)
- Thesis: Students register for three hours of MA Thesis credit (ENGL 9090) during the term in which they intend to complete the paper, usually in the final semester of study. They are responsible for seeking out a director and second reader and for obtaining permission for ENGL 9090 from the project director; the thesis paperwork must be approved by and filed with the Director of Graduate Studies. Students must submit a final full draft of the paper two weeks before the required oral defense. The project director submits a letter grade for the thesis hours based upon the quality of the MA thesis to the Director of Graduate Studies.

Specific Requirements for Graduate Degrees

MA in English, Literature & Cultural Studies Track

The MA Literature & Cultural Studies track is designed for students who wish to extend their liberal education beyond the bachelor's level, to acquire professional training for teaching in high schools and junior and community colleges, and/or to prepare for the PhD, the degree most often required for teaching literature and writing in four-year colleges and universities.

Specific Requirements

Coursework:

- Introduction to Graduate Study (ENGC 7002 / ENGL 7101, 1 hour)
- Methods of Criticism and Critical Debates: Introduction to Theory Course (ENGC 7004 / ENGL 7104, 3 hours)
- Cultural Difference and Alterity* requirement: literature and/or theory course (3 hours)
 - Each student is to take a seminar that engages in a substantive way with issues of identity, difference, and 'otherness.' Students with questions about whether specific courses can satisfy the alterity requirement should consult the Area Director in Literary and Cultural Studies or the Director of Graduate Studies.
- Teaching College Writing (ENGC 7030 / ENGL 7130, 2 hours)

- Teaching Practicum (ENGC 7031 / ENGL 7131, 1 hours)
- Historical requirement: 3 courses in literature, with at least one of those pre-1900 and at least one post-1900 (9 hours)
- Electives chosen from courses at the 6000-8000 levels (12 hours)
- MA Thesis, ENGL 9090 (3 hours)

MA Research Paper

Students complete the degree with a Master's project, for which the student receives a letter grade. The project is most often a substantial revision of a seminar paper. MA papers are 25-40 double-spaced pages in length (excluding footnotes), modeled after articles published in refereed academic journals, and written under the supervision of two faculty members.

MA in English, Creative Writing Track

Through genre-specific workshops and seminars, the Creative Writing track provides an opportunity for students to combine the writing of poetry, fiction, and/or nonfiction with the advanced study of literature and craft. Upon completion of the two-year degree, some students may choose to pursue either an MFA in creative writing or a PhD in writing or literature. Graduates of our program in recent years have also pursued professional degrees or taken jobs in business and arts-or-writing-related fields.

Specific Requirements

Coursework:

- Intro to Graduate Study (ENGC 7002 / ENGL 7101, 1 hour)
- Teaching Practicum (ENGC 7031 / ENGL 7131, 1 hours)
- Teaching College Writing (ENGC 7030 / ENGL 7130, 2 hours)
- Technique & Form in Poetry (ENGL 7085), Fiction (ENGL 7086) or Nonfiction (ENGL 7084) (3 hours)
- MA Thesis (ENGL 9090, 3 hours)
- One Theory Course (3 hours)
- Three Literature Courses above 6000 (comprising a field, area, critical approach, discipline, or genre of student's choice) (9 hours)
- At least three workshops (9 hours)
- One Elective (3 hours)

MA Thesis:

By November 15th of the second year, MA students should secure a thesis director as well as a second reader. The thesis director and the student will set up a schedule of deadlines and meetings over the course of the year, as the student revises existing work and/or drafts new

work. The second reader will read the completed thesis in preparation of the defense. The thesis should be 75-125 double-spaced pages for prose or 25-35 double-spaced pages for poetry. Students should deliver the completed thesis to both the director and the second reader at least two weeks before the defense date, which should take place before the end of the spring semester. It is the student's responsibility to schedule a time and place for the defense.

Double Degree (MA/PhD) with Women's, Gender, and Sexuality Studies

Required Coursework WGSS:

1st year of the WGS MA (and English Electives)

Fall

- Proseminar I: Professional Development (WGS 7000, 1 hour)
- Proseminar II: Directed readings (WGS 7001, 1 hours)
- Feminist Methods and Methodologies (WGS 7004, 3 hours)
- Fem Theory Foundations (WGS 7012, 4 hours)
- Feminist Research & Methods (WGS 8000, 3 hours)
- Two of the following core courses: Race, Class, Nation (WGS 7013, 4 hours), Contemporary Issues (WGS 7014, 4 hours), or Transnational Theory (WGS 7015, 4 hours)
- Two English electives (6 hours)

2nd year WGSS MA (MA Project and English Teaching Requirements)¹

- Individual Directed Research I (WGS 8010, 1-4 hours)
- Individual Directed Research II (WGS 8011, 1-4 hours)
- Graduate WGSS Internship I (WGS 7050, 1-4 hours)
- Graduate WGSS Internship II (WGS 7051, 1-8 hours)
- WGSS Comprehensive Analysis (WGS 8020, 1-3 hours)
- Two English electives (6 hours)
- English Teaching Practicum (ENGC 7031 / ENGL 7131, 2 hours)

¹ Variable credit hours are based a combination of coursework and independent research hours necessary to complete the MA project and exam. GAs must carry a minimum of 12 credit hours per term (24 for the academic year) to remain in good standing with the Graduate School. WGSS graduate students typically carry additional hours.

3rd Year in English (Additional PhD Coursework)

- Four English courses supporting two fields of study (12 hours)
- Two graduate-level WGSS or English electives at the 6000-8000 levels (6 hours)

At least one of the English courses taken in years two or three should be an intensive 8000-level seminar.

The WGSS MA Comprehensive Analysis counts for one-half area of critical theory for the English PhD qualifying exams.

PhD Program in English, Expected Timeline Tracks: Literature & Cultural Studies, Rhetoric & Composition, and Creative Writing.

The PhD program in English features three tracks: Literature & Cultural Studies, Rhetoric & Composition, and Creative Writing. The degree is designed to prepare our students for careers as teachers (primarily as college faculty), as scholars, as writers, and in general as contributors to the future of English Studies, whether through scholarship, creative work, teaching, or other professional activities. Our tracks are designed to offer great flexibility for graduate students to pursue their wide-ranging interests, and in turn to produce versatile graduates who can thrive either in academic jobs or in an increasingly broad variety of related fields.

Important note: This is not an exhaustive list, and some areas have track-specific requirements (for instance, the First-Year Review in Rhetoric & Composition). Please consult the information on your specific track (below) for a fuller account of requirements, deadlines, and procedures.

Fall Semester, Year One

- **Courses:** ENGC 7003 / ENGL 7102 Professionalization Seminar; ENGC 7030 / ENGL 7130 Teaching College Writing; ENGC 7031 / ENGL 7131 Teaching Practicum; ENGL 9095 Teaching or ENGL 9096 Professional Practice¹; two seminars, including ENGC 7004 / ENGL 7104 Introduction to Theory² if offered in Fall.
- **Teaching:** Teach one composition course (or be an assistant)
- **Applying:** CW and LCS students are guaranteed to teach one course in their area next year. Students should secure a faculty member as a teaching mentor and submit a proposal for the course(s) they'd like to teach by **Dec. 15**

Spring Semester, Year One

- **Courses:** Three seminars (including ENGC 7004 / ENGL 7104 Introduction to Theory² if offered in Spring); ENGL 9095 Teaching or ENGL 9096 Professional Practice
- **Teaching:** Teach one composition course (or be an assistant)
 - If teaching an CW/LCS/RC course in Fall, (1) observe your mentor's class and (2) turn in a syllabus to your mentor, the Director of Grad Studies (DGS), and the Dept. Head by **Mar. 15**
- By May 1 of your first year, you should check with your advisor within the track and with the Director of Graduate Studies to fill out an Individual Academic Plan and make sure everything is in order to complete required coursework on time.

Fall Semester, Year Two

- **Courses:** Three seminars; ENGL 9095 Teaching or ENGL 9096 Professional Practice¹

- **Teaching:** Teach one course (or be an assistant)
 - If teaching a Fall CW, LCS, or RC course, ask your teaching mentor to observe your class
 - If teaching a Spring CW, LCS, or RC course, (1) observe your mentor's class and (2) turn in a syllabus to your mentor, the Director of Grad Studies, and the Dept. Head by **Nov. 15**
- **Qualifying Exams:** Plan exam areas and find examiners.
- **Applying:** Submit one or more proposals for CW, LCS, or RC courses you'd like to teach next year by **Dec. 15**

Spring Semester, Year Two

- **Courses:** Three seminars, ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Teaching:** Teach one course (or be an assistant)
 - If teaching a Spring CW, LCS, or RC course, ask your teaching mentor to observe your class
- **Qualifying Exams:** Turn in the Exam Areas and Committee form to the DGS by **Jan. 15**, and your Exam List form to the DGS by **May 1**. If your track or examiner requires a preliminary rationale at the time of list-making, that rationale should be included in the document you file with the area director and the Director of Graduate Studies.
 - Over summer read for Qualifying Exam

Fall Semester, Year Three

- **Courses:** ENGL 9099 Research (9-12 credits), ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Teaching:** Teach one course (or be an assistant)
 - If teaching a Spring CW, LCS, or RC course, ask your teaching mentor to observe your class
- **Qualifying Exams:** Read for exams and set exam date with the Graduate Director
 - Over the summer, read for Qualifying Exam and set your exam date by **Nov 15**.
- **Applying:**
 - Submit a proposal for courses you'd like to teach next year by **Dec. 15**
 - Research the [Taft Dissertation Fellowship](#) and contact faculty for letters if you wish to apply

Spring Semester, Year Three

- **Courses:** Three seminars, ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Teaching:** Teach one course (or be an assistant)
 - If teaching a Spring CW, LCS, or RC course, ask your teaching mentor to observe your class
- **Qualifying Exams:** Read for exam and Take exam by **Mar. 1**
 - The Exam Results form must be turned in to the Graduate Coordinator immediately after completion of the oral exam. Once the Director of Graduate

Studies' approve the student's admission into doctoral candidacy, the Graduate Coordinator will enter the doctoral candidacy information into the student's record in Catalyst and a candidacy letter will be issued to the student

- **Applying**
 - Apply for the Taft Dissertation Fellowship by the dept's **Feb. deadline** if substantial work has been completed
 - Research the [Graduate School Dean's Dissertation Competition Fellowship](#) and contact faculty for letters if you wish to apply
- **Dissertation Work:** Assemble dissertation committee and over summer start dissertation

Fall Semester, Year Four

- **Courses:** ENGL 9099 Research (9-12 credits); ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Teaching:** Teach one course (or be an assistant)
- **Dissertation:** Turn in a chapter draft by Sep. 1 and another by Dec. 10
- **Applying:** Apply for the Graduate School Dean's Fellowship by early Dec.
 - Research the [Taft Dissertation Fellowship](#) and contact faculty for letters if you wish to apply
 - The fourth year of study is generally devoted to the writing of the dissertation. The student should take note that the Graduate School's defense deadline for spring falls generally around the end of March.

Spring Semester, Year Four

- **Courses:** ENGL 9099 Research (9-12 credits); ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Teaching:** Teach one course (or be an assistant)
- **Dissertation:** Turn in a chapter draft by Apr. 25
- **Applying:**
 - Apply for fifth-year funding to the DGS by Mar.15
 - Apply for the Taft Dissertation Fellowship by **Feb. deadline**
 - Look for UC Grad assistant jobs at <https://jobs.uc.edu/>
- The department is mindful that students writing research dissertations may need part or all of the fifth year to complete them. Fifth-year funding, often in the form of teaching, may be available, but it is not guaranteed.

Fall Semester, Year Five

- **Courses:** ENGL 9099 Research (0-12 credits)³
- **Teaching:** Teach one course (or be an assistant)
- **Dissertation:**
 - Turn in a chapter draft by Sep. 1 and another by Dec. 10;
- **Applying:**
 - Apply for Graduate School Dean's Fellowship by **early Dec. 15**
 - Apply for the Taft Dissertation Fellowship by **Feb. deadline**

- Look for UC Grad assistant jobs at <https://jobs.uc.edu/>

Spring Semester, Year Five

- **Courses:** ENGL 9099 Research (9-12 credits); ENGL 9095 Teaching or ENGL 9096 Professional Practice¹
- **Dissertation:** complete dissertation, defend and submit your dissertation by the Graduate School deadline in Spring or turn in a chapter draft by **Apr. 25**
- **Applying:** Apply for graduation by the **Graduate School deadline in Jan.** or inquire about teaching opportunities for next academic year with Dept. Head and Composition Director

Notes:

¹ Students teaching or TAing for the department will sign up for **ENGL 9095** while students serving as research or administrative assistants will sign up for **ENGL 9096**; unfunded students sign up for neither.

Unfunded students are required to enroll in 10 credit hours to be considered full time, and 5 credit hours to be considered half-time for student loan deferral purposes.

Full time, funded students must register for **at least 12 credit hours** and **no more than 18 credit hours** per semester. ENGL 9095 and ENGL 9096 are not required courses; they are filler courses that give funded students 3 credit hours in order to meet the 12 credit hour requirement. Funded students can opt out of enrolling in ENGL 9095/6 as long as they are enrolled in 12+ credit hours each semester. **Do not sign up for ENGL 9095/6 if doing so puts you over 18 credit hours** a semester.

² Students can take a higher-level Theory course in lieu of Intro to Theory with permission from Grad Director.

³ If you have external (non-English Dept.) GAship funding, sign up for 12 credit hours of ENGL 9099 each semester. If you have fifth-year English Dept. funding and do not want UC student health insurance, sign up for 1 credit hour in the Fall only. If you have fifth-year English Dept. funding and require **UC student health insurance**, sign up for 1 credit hour each semester. If you have fifth-year English Dept. funding and want to **defer student loans**, sign up for 5 credit hours each semester.

Specific Requirements for Graduate Degrees

PhD, Literature & Cultural Studies Track

Required Coursework:

- Professionalization Seminar (ENGC7003 / ENGL7102, 1 hour)
- Teaching College Writing (ENGC7030 / ENGL7130, 2 hours)

- *Students may, in certain circumstances, apply to the Director of Composition for a waiver of the Teaching College Writing requirement.*
- Teaching Practicum (ENGC7031 / ENGL7131, 1 hours)
- Methods of Criticism and Critical Debates: Introduction to Theory Course (ENGC7004 / ENGL7104, 3 hours)
- Cultural Difference and Alterity requirement: literature and/or theory course (3 hours)
- Historical Requirement: 1 pre-1900 lit course and 1 post-1900 lit course (6 hours)
- Four courses supporting two fields of study (12 hours)
- Two additional graduate-level electives (6 hours)

PhD Qualifying Exams

LCS students select two fields of study (which may include additional areas within a field). Fields might be constituted in terms of broad literary or theoretical movements; they might be based on historical chronology, national boundaries, and genre study (including narratology and poetic theory), and on pedagogy. They might also focus on visual culture, media and film studies, gender and sexuality, drama and performance studies, race and ethnicity, and women's literary studies. The students must secure the faculty members who will examine them. See below for the various ways that a third examiner might contribute to a qualifying examination.

- The first field of study includes a substantial theoretical component relevant to the proposed dissertation topic. Along with coverage of primary and secondary texts in the area studied, it begins to formulate the topic and research question (problem) of the dissertation and includes methodological and theoretical positions that will assist in the writing of the dissertation. It should also include some literary or other texts to help elucidate the theoretical questions.
- The second field of study may be a single area further supporting work on the dissertation, or it may even include hybrid lists designed to enhance the candidate's areas of special expertise.

While compiling and finalizing reading lists, students also complete specific rationales for each of the chosen areas, clarifying their content, relevance to the proposed topic and research question of the dissertation, and addressing theoretical approaches to the texts studied in the areas.

Reading lists for each field of study are generally structured under the following plan: 17-20 primary works and 8-10 theoretical and/or critical works from lists suggested by the area directors; 17-20 primary and 8-10 theoretical and/or critical more works chosen by the candidate, subject to the examiners' (and in some cases, the third examiner's) approval, supporting the two areas. The total number of works per list (with "works" to be defined by mutual agreement between the examiner and the student) should be 50-55. See below for how the third examiner might contribute to a qualifying examination.

The Graduate Coordinator will retain some reading lists and rationales from past Ph.D. exams,

and these may be consulted as resources.

Exam Committee

Usually, students will negotiate an area-exam list with each of two faculty members, and then they will ask a third faculty member to serve as a kind of “examiner without portfolio”—someone to read the written exams and ask questions about them, but from the fresh perspective of someone who has been relatively outside the list-making process. Students are strongly encouraged to choose faculty with whom they have taken courses and who are familiar with the student’s work. The student should work closely with the examiners during the entire exam process—in assembling the lists and rationales and also in reviewing for the exams.

If a specialist in a desired area is not available among the department’s faculty, that area cannot be included on the exam. However, outside experts or specialists in any of the three areas may be invited to serve as additional *ex officio* members of the exam committee.

Once the student has prepared the individual reading lists and the rationales for the fields/areas, they must be approved by the Director of Graduate Studies and filed electronically with the Graduate Coordinator. Once the exam dates are scheduled, the student must obtain and fill out the [Pre-Candidacy Doctoral Exam Form](#), which requires the signatures of all committee members.

Submitting the Reading Lists

During their first year, students begin to develop, in consultation with a faculty mentor, two fields of study.

Second-year students construct reading lists and write rationales for their fields in consultation with members of their exam committees. They have an “Exam Areas and Committees Form” due by January 15 that says, “Students must have committees formed by the beginning of the second semester or their second year of study and approval of their areas and lists by exam committees and the Director of Graduate Studies by the end of their second year of study.” By the end of the second year of PhD study, students should submit their full lists to the Director of Graduate Studies.

Submitting the Rationale

At least 2 months prior to the exam, students should complete an exam rationale. The rationale should be approximately 6 double-spaced pages (with three pages on each exam area/list). In each section, the student will articulate the themes that she has focused on in her reading for the exam areas. Examiners use the rationale when developing questions for the written and oral examinations. Examples of rationales can be provided by the Director or Coordinator of Graduate Studies.

The rationale follows these guidelines:

- One rationale, of about four-six double-spaced pages, covers the two field exams.
- The rationale opens with a paragraph announcing what the two areas are, who the three examiners will be, and distinguishes between the two areas.
- The rationale then goes on to explain why the student chose these fields (or half- fields), showing why they make intellectual and practical sense. Then, more specifically, the student must explain the rationales behind the selection of the additional readings on the lists (selected and added by the student).

The Written Exam

Students have two options for how to take the written exam.

1. They may complete this portion of the exam as a take-home test. Under this option, the student is given the questions for both areas of the exam on an agreed-upon day and then has four full days to write their answers. The students will receive the questions from the Graduate Coordinator at 9:00am (who will, in turn, receive the questions from the examiners at least 2 full days before the exam is set to begin) via email and will return their answers to the Graduate Coordinator, their examiners, and moderator at 6:00pm on the fourth day via email.
2. They may take the exam on two separate days, receiving exam # 1 from the Graduate Coordinator via email on the morning of an agreed-upon date at 9:00am and returning it 9 hours later to the Coordinator, examiners, and moderator via email. 1-3 days later, they would take the second exam in the same manner.

Students may compose their answers anywhere they see fit. The expectation is that students will wish to write in a comfortable place, near their study materials. The student must return her or his response via e-mail to the Graduate Coordinator *and the entire committee* before time expires. Individual faculty members set the word limit (or page count) for their section of the exam.

The Oral Exam

The oral exam should be scheduled one week or less from the completion of the written exam. Prior to the exam, students should print out the Doctoral Exam Results approval sheet, available via the Graduate Coordinator, and bring it to the exam in order to obtain signatures from the examiners after the exam is completed.

The oral exam is approximately 90 minutes. How to apportion the oral examination's time is up to the committee, but a typical exam period might be divided this way: Field 1: 25 minutes for the first examiner, 10 minutes each for the second examiner and moderator. Field 2: 25 minutes for the second examiner, 10 minutes each for examiners 1 and moderator. The moderator should keep time and make sure the exam does not go long over the prescribed time limit.

Examiners may not ask questions (during either the written or oral exams) about works that do not appear on the lists. After the student has finished answering questions, s/he should step out of the room while the examiners confer about the exams (both written and oral) and assign a cumulative grade. They then sign the Doctoral Exam Results approval form and the student returns it to the Graduate Coordinator or Graduate Director in the English department office.

Once the Director of Graduate Studies approves the student's admission into doctoral candidacy, the Graduate Coordinator will enter the candidacy information into the student's Catalyst record, and a candidacy letter will be issued to the graduate student confirming that s/he is officially ABD.

Grading of the Exam

All examiners should have read both portions of the written exam. Students receive one of three grades on the exam: Pass, High Pass, or Fail. If a student fails the exam, he or she may take it, again, at the beginning of the next semester. If a student fails the written portion of the exam, examiners may recommend that the student refrain from taking the oral component of the exam and wait to take both portions of the test after further study. If a student fails the test twice or is found to engage in plagiarism on the exam, he/ she will be dismissed from the program.

After the student has completed the written qualifying exams, the Committee will make a preliminary judgment to confirm that the written exam justifies proceeding to the oral component. (There may be instances where the committee decides that the student's written exam is clearly failing in one field. In this situation, the student may be asked to retake the field that s/he failed.) The student must pass both fields in order to pass the qualifying exam.

Guidelines for Assembly of the Dissertation Committee

As soon as possible after the completion of the qualifying exams, students should assemble their dissertation committee. Dissertation committees should have at least three people from the English department on it. In rare instances, with the written permission of the Director of Graduate Studies, students may have a tenure-track faculty member from another department at UC as one of their three committee members (although not their committee chair).

Once the student has determined who will serve on their dissertation committee, the student should email the Graduate Coordinator the names of the committee members (making sure to indicate which faculty member will serve as chair) to be entered into the Graduate School's [GradTracker](#) system.

Dissertation Committee

The dissertation committee usually consists of a director and a second and third reader, though under certain circumstances, and with the permission of the dissertation director and the Director of Graduate Studies, faculty members may be added. The dissertation committee and the exam committee need not be identical, although they can be.

The dissertation committee may include a person or persons from outside the department who has/have special competence or interest in the dissertation area. For example, expertise on the dissertation topic may be available in the person of a former faculty member or an appropriate professional practitioner. Typically the committee will include three English department faculty, but exceptions to that rule are possible—with the permission of the Director of Graduate Studies. The dissertation director and at least one other committee member should be faculty in the department of English.

Once the student has assembled a committee—a step that should take place as soon as possible after the successful completion of the qualifying exams—s/he should obtain approval of the committee from the Director of Graduate Studies.

Dissertation Proposal

By the end of the third year of study or the beginning of the fourth, each student should submit a draft of his or her dissertation proposal. The proposal should be from 5 to 10 double-spaced pages in length (depending on the extensiveness of the bibliography) and should include:

- a clear statement of the aim, scope, and proposed organization of the dissertation
- a reasoned argument for the importance of the project, and a review of the research in this area
- a bibliography of criticism and scholarship immediately relevant to the subject

Advisors should approve proposals by the summer between the third and fourth years of study. After all members of the dissertation committee have approved the proposal, a copy is filed electronically with the Director of Graduate Studies.

Dissertation Defense:

It is the student's responsibility to apply for graduation by the Graduate School deadline for the terms in which s/he intends to defend. Application for graduation requires that the student set a date of defense and announce their defense via their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>). Once the dissertation director and the student have agreed, in consultation with the committee, that the dissertation is ready for defense, the student should contact the Graduate Coordinator to schedule a room and a time. Except under exceptional circumstances, the student should provide copies of the complete dissertation to all members of the committee at least three weeks in advance of the defense. Defenses will last about an hour and a half. After time to confer, the committee will convey results.

Upon successful completion of the defense, the student will submit the Committee Approval Form. The student is responsible for downloading this form from their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>) and for printing and bringing this form to the defense for signature. After committee approval of the dissertation, the candidate should scan the approval form and upload and submit the form along with their electronic dissertation.

Information and requirements related to preparing and submitting the electronic dissertation may be found here: <https://grad.uc.edu/student-life/etd.html>.

Dissertation

Doctoral students in the LCS PhD program complete a scholarly dissertation formatted according to the [Graduate School's formatting guidelines](#).

PhD, Rhetoric & Composition Track

Required Coursework:

- Professionalization Seminar (ENGC 7003 / ENGL 7102, 1 hour)
- Teaching Practicum (ENGC 7031 / ENGL 7131, 1 hours)
- Teaching College Writing (ENGC 7030 / ENGL 7130, 2 hours)
- Two courses in Rhetoric & Composition, and two in a supporting area (at least one 8000-level course among the four, preferably in dissertation area -- 3 hours each, 12 hours total)
- Two courses in Critical Theory (rhetorical, literacy, professional writing, or literary theory -- 3 hours each, 6 hours total)
- Four electives (3 hours each, 12 hours total)

First-Year Review

The academic review takes place at the end of a student's first year in the doctoral program. The goal of the review is to identify areas of strength, growth, and/or weakness as revealed in completed work and in verbal responses during the review. Faculty members may recommend that the student take particular courses, read more extensively in a specific area, or meet with faculty on a regular basis for a certain purpose (i.e., to improve writing, develop a research agenda, etc.).

The review is a ninety-minute session during which the student and two professors discuss a portfolio of work, consisting of a brief self-evaluation and two unrevised seminar papers completed during the academic year. In addition, the student, in consultation with his/her advisor, will develop a reading list of 10-15 books (many of which are drawn from the year's coursework), which will shape part of the group's conversation. Ideally, the review will be a conversation about the reading list and the student's intellectual and rhetorical progress as demonstrated in the papers. The committee's questions can be open-ended or direct. Broad, open-ended questions will ask students to relate texts to each other, to the papers, to the student's goals and understanding of the field. Direct questions will require the student to discuss specific theories, authors, concepts, or ideas that emerge in the written work or in the conversation. The student will be notified verbally of the committee's assessment shortly after the review. Faculty will jointly write an assessment of the student's progress, indicating whether the student passed or failed the review, and then submit a copy of this report to the graduate office and to the student. If a student fails the review, he/she may be asked to revise one of the

included papers, read specific texts and discuss them with faculty, and/or meet regularly with faculty for focused discussion on particular topics.

Second Year Conference

After the student's second year in the PhD program, she will meet with the two faculty serving on her comprehensive exam committee to reflect on coursework and build momentum toward exams. The 60-minute conference will allow the student to articulate emerging lines of inquiry influenced by course work, the exam reading list, teaching experiences, and other factors. The committee will help the student fine-tune a summer reading plan and discuss possible directions for the dissertation.

Qualifying Exams and Dissertation

The goal of the qualifying exam is to ensure that students have both broad and deep knowledge of the field and are prepared to begin work on the dissertation. Students will work with a faculty member in the area to select 24 core readings from the [Exam Guidelines & Core List](#) and to develop an individualized reading module (or set of smaller modules). The module, however configured, should include approximately 24-26 texts. Thus, with the core of 24 texts plus module readings, the Rhetoric & Composition exam will cover approximately 50 texts total. See the [Resource for Developing a Reading List](#) for ideas on module topics and [Sample Reading Lists](#) for helpful models. Please note that students take exams in at least two areas, so the Rhetoric & Composition exam would constitute one area. For a student working toward a PhD with concentration in literature or creative writing, the other area would be in one of these broad areas; for a student working toward a PhD with concentration in Rhetoric & Composition, the second exam list will be developed in consultation with an advisor, and will likely include areas of study in Rhetoric and Composition not covered in the Core List. It may also include literary and/or creative texts/issues.

Students will ask a third faculty member to serve as an additional examiner, who reads the written exams and ask questions about them, but from the fresh perspective of someone outside the list-making process. It is also permissible to split the second exam between two examiners. In this case, each examiner handles one half-list (the construction of the list, the written exam, and the oral portion). Students should work closely with the examiners during the entire exam process—in assembling the lists and rationales and also in reviewing for the exams.

Approximately two weeks prior to taking exams, students should submit a double-spaced, six-to-eight-page rationale that describes the central themes and/or critical viewpoints made available in each area of study, articulates interrelationships between areas, and addresses the overall relevance of the exam to the student's future work.

The Written Exam

Students have two options for how to take the written exam.

1. They may complete this portion of the exam as a take-home test. Under this option, the student is given the questions for both areas of the exam on an agreed-upon day and then has four full days to write their answers. The students will receive the questions from the Graduate Coordinator at 9:00am (who will, in turn, receive the questions from the examiners at least 2 full days before the exam is set to begin) via email and will return their answers to the Graduate Coordinator, their examiners, and moderator at the 6:00pm via email.
2. They may take the exam on two separate days, receiving exam # 1 from the Graduate Coordinator on the morning of an agreed-upon date at 9:00am and returning it 9 hours later to the Coordinator, examiners, and moderator. 1-3 days later, they would take the second exam in the same manner.

Students may compose their answers anywhere they see fit. The expectation is that students will wish to write in a comfortable place, near their study materials. The student must return her or his response via e-mail to the Graduate Coordinator *and the entire committee* before time expires. Individual faculty members set the word limit (or page count) for their section of the exam. We do not expect or want students to write constantly all day; we seek the equivalent of four to six hours of thoughtful writing, with time enough for breaks and editing/proofreading.

The Oral Exam

The oral exam should be scheduled one week or less from the completion of the written exam. Students should print out the exam approval sheet, available on the English department website and via the Graduate Coordinator, and bring it to the exam in order to obtain signatures from the examiners after the exam is completed.

The oral exam is approximately 90 minutes. How to apportion the oral examination's time is up to the committee, but a typical exam period might be divided this way: Field 1: 25 minutes for the first examiner, 10 minutes each for the second examiner and moderator. Field 2: 25 minutes for the second examiner, 10 minutes each for examiners 1 and the moderator. The moderator should keep time and make sure the exam does not go long over the prescribed time limit. Examiners may not ask questions (during either the written or oral exams) about works that do not appear on the lists. After the student has finished answering questions, s/he should step out of the room while the examiners confer about the exams (both written and oral) and assign a cumulative grade. They then sign the Doctoral Exam Results approval form and the student returns it to the Graduate Coordinator or Graduate Director in the English department office.

Once the Director of Graduate Studies approves the student's admission into doctoral candidacy, the Graduate Coordinator will enter the candidacy information in the student's Catalyst record, and a candidacy letter will be issued to the graduate student confirming that s/he is officially ABD.

Grading of the Exam

All examiners should have read both portions of the written exam. Students receive one of three grades on the exam: Pass, High Pass, or Fail. If a student fails the exam, he or she may take it, again, at the beginning of the next semester. If a student fails the written portion of the exam, examiners may recommend that the student refrain from taking the oral component of the exam and wait to take both portions of the test after further study. If a student fails the test twice or is found to engage in plagiarism on the exam, he/ she will be dismissed from the program.

After the student has completed the written qualifying exams, the committee will make a preliminary judgment to confirm that the written exam justifies proceeding to the oral component. (There may be instances where the committee decides that the student's written exam is clearly failing in one field. In this situation, the student will retake the field that s/he failed.) The student must pass both fields in order to pass the qualifying exam.

Guidelines for Assembly of the Dissertation Committee

As soon as possible after the completion of the qualifying exams, students should assemble their dissertation committee. Dissertation committees should have at least three people from the English department on it. In rare instances, with the written permission of the Director of Graduate Studies, students may have a tenure-track faculty member from another department at UC as one of their three committee members (although not their committee chair).

Once the student has determined who will serve on their dissertation committee, the student should email the Graduate Coordinator the names of the committee members (making sure to indicate which faculty member will serve as chair) to be entered into the Graduate School's [GradTracker](#) system.

Dissertation Committee

The dissertation committee usually consists of a director and a second and third reader, though under certain circumstances, and with the permission of the dissertation director and the Director of Graduate Studies, faculty members may be added. The dissertation committee and the exam committee need not be identical, although they can be.

The dissertation committee may include a person or persons from outside the department who has/have special competence or interest in the dissertation area. For example, expertise on the dissertation topic may be available in the person of a former faculty member or an appropriate professional practitioner. Typically the committee will include three English department faculty, but exceptions to that rule are possible—with the permission of the Director of Graduate Studies. The dissertation director and at least one other committee member should be faculty in the department of English.

Once the student has assembled a committee—a step that should take place as soon as possible after the successful completion of the qualifying exams—s/he should obtain approval of the committee from the Director of Graduate Studies.

Dissertation Proposal

By the end of the third year of study or the beginning of the fourth, each student should submit a draft of his or her dissertation proposal. The proposal should be from 5 to 10 double-spaced pages in length (depending on the extensiveness of the bibliography) and should include:

- a clear statement of the aim, scope, and proposed organization of the dissertation
- a reasoned argument for the importance of the project, and a review of the research in this area
- a bibliography of criticism and scholarship immediately relevant to the subject

Advisors should approve proposals by the summer between the third and fourth years of study. After all members of the dissertation committee have approved the proposal, a copy is filed electronically with the Director of Graduate Studies.

Dissertation Defense:

It is the student's responsibility to apply for graduation by the Graduate School deadline for the terms in which s/he intends to defend. Application for graduation requires that the student set a date of defense and announce their defense via their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>). Once the dissertation director and the student have agreed, in consultation with the committee, that the dissertation is ready for defense, the student should contact the Graduate Coordinator to schedule a room and a time. Except under exceptional circumstances, the student should provide copies of the complete dissertation to all members of the committee at least three weeks in advance of the defense. Defenses will last about an hour and a half. After time to confer, the committee will convey results.

Upon successful completion of the defense, the student will submit the Committee Approval Form. The student is responsible for downloading this form from their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>) and for printing and bringing this form to the defense for signature. After committee approval of the dissertation, the candidate should scan the approval form and upload and submit the form along with their electronic dissertation. Information and requirements related to preparing and submitting the electronic dissertation may be found here: <https://grad.uc.edu/student-life/etd.html>.

Dissertation

Doctoral students in the R/C PhD program complete a scholarly dissertation formatted according to the [Graduate School's formatting guidelines](#).

PhD, Creative Writing Track, Specialization in Fiction, Poetry, or Literary Nonfiction

Specific Requirements

Coursework

- Professionalization Seminar (ENGC 7003 / ENGL7102, 1 hour)
- Teaching College Writing (ENGC 7030 / ENGL 7130, 2 hours)
- Teaching Practicum (ENGC 7031 / ENGL 7131, 1 hours)
- 4 Workshops (3 hours each, 12 hours total)
- Theory Course (usually ENGC 7004 / ENGL 7104, 3 hours)
- Technique & Form in Poetry (ENGL 7085), Fiction (ENGL 7086) or Literary Nonfiction (ENGL 7084) (3 hours)
- Literature Course pre-1900 (3 hours)
- Literature Course post-1900 (3 hours)
- 2 Non-Workshop Electives (6 hours)

Teaching College Writing may under certain circumstances be waived at the discretion of the Director of Composition, based upon prior coursework. The literature courses must be above the 6000 level. Of the required four workshops, one may be in a second genre or in a hybrid course. The theory course should generally be Introduction to Literary and Cultural Theory, but with the permission of the Graduate Director the student may—usually on the basis of having taken a similar class—substitute another such course.

PhD Exams

Students should pick two areas of focus in consultation with their advisors. One exam list should be craft-based, and should be conducted by a professor from their chosen creative writing area. The other exam should be in a scholarly area (literary and/ or theoretical), and must be conducted by a professor in literature or rhetoric and composition. The moderator/ third examiner can be a professor from any area of the program. Together, the two reading lists should contain 100 works, generally 50 to no more than 55 per list. Though both exams are expected to cover both primary and secondary works and consider texts with attention to scholarly issues, one of the exams will look at the student's main area more from the perspective of the practitioner and the other will look at its material from the perspective of the scholar, historian, and theorist. A third examiner, in addition to serving as moderator, will be a full member of the committee and respond to exams as a whole.

Exam Committee

Usually, students will negotiate an area-exam list with each of two faculty members, and then they will ask a third faculty member to serve as a kind of “examiner without portfolio”—someone to read the written exams and ask questions about them, but from the fresh perspective of someone who has been relatively outside the list-making process. Students are strongly

encouraged to choose faculty with whom they have taken courses and who are familiar with the student's work. The student should work closely with the examiners during the entire exam process—in assembling the lists and rationales and also in reviewing for the exams.

If a specialist in a desired area is not available among the department's faculty, that area cannot be included on the exam. However, outside experts or specialists in any of the three areas may be invited to serve as additional *ex officio* members of the exam committee.

Once the student has prepared the individual reading lists and the rationales for the fields/areas, they must be approved by the Director of Graduate Studies and filed electronically with the Graduate Coordinator. Once the exam dates are scheduled, the student must obtain and fill out the [Pre-Candidacy Doctoral Exam Form](#), which requires the signatures of all committee members.

Submitting the Reading Lists

During their first year, students begin to develop, in consultation with a faculty mentor, two fields of study.

Second-year students construct reading lists and write rationales for their fields in consultation with members of their exam committees. They have an "Exam Areas and Committees Form" due by January 15 that says, "Students must have committees formed by the beginning of the second semester or their second year of study and approval of their areas and lists by exam committees and the Director of Graduate Studies by the end of their second year of study." By the end of the second year of PhD study, students should submit their full lists to the Director of Graduate Studies.

Submitting the Rationale

At least 2 months prior to the exam, students should complete an exam rationale. The rationale should be approximately 6 double-spaced pages (with three pages on each exam area/list). In each section, the student will articulate the themes that she has focused on in her reading for the exam areas. Examiners use the rationale when developing questions for the written and oral examinations. Examples of rationales can be provided by the Director or Coordinator of Graduate Studies.

The rationale follows these guidelines:

- One rationale, of about four-six double-spaced pages, covers the two field exams.
- The rationale opens with a paragraph announcing what the two areas are, who the three examiners will be, and distinguishes between the two areas.
- The rationale then goes on to explain why the student chose these fields (or half- fields), showing why they make intellectual and practical sense. Then, more specifically, the

student must explain the rationales behind the selection of the additional readings on the lists (selected and added by the student).

The Written Exam

Students have two options for how to take the written exam.

3. They may complete this portion of the exam as a take-home test. Under this option, the student is given the questions for both areas of the exam on an agreed-upon day and then has four full days to write their answers. The students will receive the questions from the Graduate Coordinator at 9:00am (who will, in turn, receive the questions from the examiners at least 2 full days before the exam is set to begin) via email and will return their answers to the Graduate Coordinator, their examiners, and moderator at the 6:00pm.
4. They may take the exam on two separate days, receiving exam # 1 from the Graduate Coordinator on the morning of an agreed-upon date at 9:00am and returning it 9 hours later to the Coordinator, examiners, and moderator. 1-3 days later, they would take the second exam in the same manner.

Students may compose their answers anywhere they see fit. The expectation is that students will wish to write in a comfortable place, near their study materials. The student must return her or his response via e-mail to the Graduate Coordinator *and the entire committee* before time expires. Individual faculty members set the word limit (or page count) for their section of the exam.

The Oral Exam

The oral exam should be scheduled one week or less from the completion of the written exam. Students should print out the exam approval sheet, available on the English department website and via the Graduate Coordinator, and bring it to the exam in order to obtain signatures from the examiners after the exam is completed.

The oral exam is approximately 90 minutes. How to apportion the oral examination's time is up to the committee, but a typical exam period might be divided this way: Field 1: 25 minutes for the first examiner, 10 minutes each for the second examiner and moderator. Field 2: 25 minutes for the second examiner, 10 minutes each for examiners 1 and the moderator. The moderator should keep time and make sure the exam does not go long over the prescribed time limit. Examiners may not ask questions (during either the written or oral exams) about works that do not appear on the lists. After the student has finished answering questions, she should step out of the room while the examiners confer about the exams (both written and oral) and assign a cumulative grade. They then sign the Doctoral Exam Results approval form and the student returns it to the Graduate Coordinator or Graduate Director in the English department office.

Once the Director of Graduate Studies approves the student's admission into doctoral candidacy, the Graduate Coordinator will enter the candidacy information in the student's

Catalyst record, and a candidacy letter will be issued to the graduate student confirming that s/he is officially ABD.

Grading of the Exam

All examiners should have read both portions of the written exam. Students receive one of three grades on the exam: Pass, High Pass, or Fail. If a student fails the exam, he or she may take it, again, at the beginning of the next semester. If a student fails the written portion of the exam, examiners may recommend that the student refrain from taking the oral component of the exam and wait to take both portions of the test after further study. If a student fails the test twice or is found to engage in plagiarism on the exam, he/ she will be dismissed from the program.

After the student has completed the written qualifying exams, the Committee will make a preliminary judgment to confirm that the written exam justifies proceeding to the oral component. (There may be instances where the committee decides that the student's written exam is clearly failing in one field. In this situation, the student will retake the field that s/he failed.)

The student must pass both fields in order to pass the qualifying exam. Neither qualifying exam may be retaken more than once; a repeated failure of an exam shall result in dismissal from the PhD program.

Guidelines for Assembly of the Dissertation Committee

As soon as possible after the completion of the qualifying exams, students should assemble their dissertation committee. Dissertation committees should have at least three people from the English department on it. In rare instances, with the written permission of the Director of Graduate Studies, students may have a tenure-track faculty member from another department at UC as one of their three committee members (although not their committee chair).

For Creative Writing students, at least one member of the committee must be from LCS or RC, and must oversee the scholarly portion of the dissertation.

Once the student has determined who will serve on their dissertation committee, the student should email the Graduate Coordinator the names of the committee members (making sure to indicate which faculty member will serve as chair) to be entered into the Graduate School's [GradTracker](#) system.

Dissertation Committee

The dissertation committee usually consists of a director and a second and third reader, though under certain circumstances, and with the permission of the dissertation director and the Director of Graduate Studies, faculty members may be added. The dissertation committee and the exam committee need not be identical, although they can be.

The dissertation committee may include a person or persons from outside the department who

has/have special competence or interest in the dissertation area. For example, expertise on the dissertation topic may be available in the person of a former faculty member or an appropriate professional practitioner. Typically the committee will include three English department faculty, but exceptions to that rule are possible. The dissertation director and at least one other committee member should be faculty in the department of English.

Once the student has assembled a committee—a step that should take place as soon as possible after the successful completion of the qualifying exams—s/he should obtain approval of the committee from the Director of Graduate Studies.

Dissertation Proposal

By the end of the third year of study, each student should submit a draft of his or her dissertation proposal. The proposal should be from 5 to 10 double-spaced pages in length (depending on the extensiveness of the bibliography) and should include:

- a clear statement of the aim, scope, and proposed organization of the dissertation
- a reasoned argument for the importance of the project, and a review of the research in this area
- a bibliography of criticism and scholarship immediately relevant to the subject

Advisors should approve proposals by the beginning of the summer between the third and fourth years of study. After all members of the dissertation committee have approved the proposal, a copy is filed electronically with the Director of Graduate Studies.

Dissertation Defense:

It is the student's responsibility to apply for graduation by the Graduate School deadline for the terms in which s/he intends to defend. Application for graduation requires that the student set a date of defense and announce their defense via their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>). Once the dissertation director and the student have agreed, in consultation with the committee, that the dissertation is ready for defense, the student should contact the Graduate Coordinator to schedule a room and a time. Except under exceptional circumstances, the student should provide copies of the complete dissertation to all members of the committee at least three weeks in advance of the defense. Defenses will last about an hour and a half. After time to confer, the committee will convey results.

Upon successful completion of the defense, the student will submit the Committee Approval Form. The student is responsible for downloading this form from their Graduation Checklist (<https://gradapps.uc.edu/GraduationChecklist/>) and for printing and bringing this form to the defense for signature. After committee approval of the dissertation, the candidate should scan the approval form and upload and submit the form along with their electronic dissertation. Information and requirements related to preparing and submitting the electronic dissertation may be found here: <https://grad.uc.edu/student-life/etd.html>.

Dissertation

Committee: Students should turn in their Doctoral Exam Results form to the Graduate Coordinator for the Director of Graduate Studies' approval immediate following the successful oral exam. Once the Director of Graduate Studies' approve the student's admission into doctoral candidacy, the Graduate Coordinator will enter the doctoral candidacy information into the student's record in Catalyst and a candidacy letter will be issued to the student.

Students will also be required to provide the graduate coordinator with the names of their dissertation committee members to be entered into the Graduate School's Gradtracker system, so the student should have identified, asked, and secured dissertation committee members at the time of the oral qualifying exam. Students should limit themselves to three committee members, and must select one member from outside the Creative Writing faculty to oversee the scholarly portion of their dissertation.

Process: The dissertation director and the student will set up a schedule of deadlines and meetings over the course of the student's fourth year, the student should set up a similar schedule to work with the scholarly reader on the critical portion. The goal is a completed and revised manuscript of at least 175 double-spaced pages in prose or 50 pages in poetry, plus a completed and revised critical essay of 25-30 double-spaced pages. The second and third readers will read the complete manuscript at least once in advance of the defense.

Guidelines for the Scholarly Portion of the Creative Dissertation

Creative writing PhD students must complete both creative and scholarly portions of the dissertation in order to gain their doctorate. The scholarly portion of the dissertation is central to the project as a whole and should take up one of the areas of scholarly interest that the student has pursued during her doctoral career.

The scholarly portion of the dissertation should be 25-30 double-spaced pages long and be able to function as an original, stand-alone article in terms of academic rigor and argumentation. While it is fine to begin from work done in a class, students cannot use unrevised work written for a class as the scholarly portion of the dissertation. The scholarly portion of the dissertation is expected to be substantial, original work that has been completed with the help and oversight of an LCS or RC scholar in the program. The dissertation committee must receive an early draft of the scholarly portion of the dissertation in the semester prior to the one in which she intends to graduate and another draft at least 2 months prior to the dissertation defense date. Professors must give feedback at least one month prior to the defense date in order to ensure appropriate time for revision and conversation.

Defense: It is the student's responsibility to set a date and time for the defense, with an eye toward Graduate School deadlines, and to give copies of the complete dissertation to all three members at least three weeks in advance of the defense. Please note that defenses should be held during the school year. Defenses will last about an hour and a half. The student can expect questions from the committee about genre, intention, technique, the link between critical and creative practice, and related matters. The committee will also offer critique of both the creative and critical manuscript. After time to confer, the committee will convey results.

Electronic Submission: Creative dissertations are protected from public electronic publishing. Creative Writing students' dissertations will automatically be uploaded to the UC Repository. If students encounter any problems during the graduation application process, they should reach out to the Director of Graduate Studies and graduate coordinator for assistance. Please note that as part of the electronic submission process, students will be asked to upload an abstract of the dissertation.