Preface

A Handbook for Graduate Studies in English provides a general introduction to graduate study in the Department of English at Howard University. Like other Masters’ and Doctoral programs at Howard, ours is governed by The Rules and Regulations for Pursuit of Academic Degrees in the Graduate School of Arts and Sciences (accessible online at http://www.gs.howard.edu/pdf/GSRulesRegs2007_FINAL.pdf). In matters of policy, the Rules and Regulations document is the final arbiter.

A Handbook for Graduate Studies in English is intended to familiarize students with the specific design of the graduate program in English at Howard University. Additional information may be found on the Department of English webpage at http://www.coas.howard.edu/english/programsgraduate.html and through consultation with the faculty and students here at Howard. We welcome your queries. A list of useful departmental e-mail addresses is provided in this Handbook.

While the graduate director, the graduate faculty, and the Graduate School can provide guidance, students must remember that responsibility for fulfilling the requirements for their degrees ultimately rests with them. Students must consult the Graduate School website for deadlines and policies.
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GENERAL INFORMATION

PURPOSE AND GOALS
OF THE GRADUATE PROGRAM IN ENGLISH

The Department of English roots its graduate program in recognition of the African Diaspora as a founding event of modern history and culture. The courses of the Department address fundamental literary issues such as genre and period formation, authorial techniques, rhetorical strategies, thematic motifs, and critical theories and fundamental language issues such as discourse analysis and sociolinguistics. Substantive specialization may be gained in the various periods of African American, American, British, and Caribbean literatures, as well as in comparative studies among those fields, and in Literary Theory and Criticism.

The Department seeks to sustain a community of learning where students, under the direction of the faculty, participate with their peers—and the faculty, too—in creative scholarship and lively interchange centering upon the significance of literature. Toward that end, the graduate program demands that students read widely in the literatures written in English, become familiar with the research and critical problems generated within the fields we offer, and produce work that contributes to collective knowledge.

The Department of English awards two graduate degrees: the Master of Arts in English and the Doctor of Philosophy in English.

THE FACULTY

Responsibility for graduate programs at Howard University rests with the graduate faculty. The graduate faculty comprises seasoned scholars with strong records of on-going publication in their areas of specialization. Members of the faculty attain graduate appointments by action of their peers and are subject to regular re-evaluation. This cadre of faculty—designated as graduate professors, graduate associate professors, or graduate assistant professors—has the exclusive authority to direct theses and dissertations and to evaluate graduate qualifying examinations. With limited exception, only graduate faculty members teach graduate courses.

ACADEMIC ADVISING

The graduate program director provides formal academic advising, maintains student records in the Department, approves and signs registration forms, and conducts entry and exit interviews. Other members of the graduate faculty are available during their posted office hours to discuss academic specializations and other matters of professional interest.

The graduate faculty tracks the performance and progress of students enrolled in the program as either provisional or degree students and recommends special actions or requirements when
students fail to progress at a satisfactory pace towards graduation.\(^1\) A cumulative average of 3.0 (B) is required for graduation, and other rules limit the number of sub-par grades allowed.\(^2\)

At the start of each semester, all students, except those in candidacy, must update their program of study and submit a status report (essentially a self-assessment) with the graduate program director to help students meet time-to-degree expectations and to help encourage excellence. Students who are in candidacy are required to submit progress reports on their theses or dissertations at the end of each semester. The report, developed in consultation with their advisors and submitted by the student with the signature of approval of the student’s advisor, must indicate the work that has been completed, the work that is as yet to be completed, and the timeline for its completion.

E-mail aids both the formal and informal academic advising of the Department. All faculty members have e-mail addresses, and all students are strongly urged to use their Howard University email addresses (these are also used to access HU library databases). If an alternate email address is preferred, students should set their University email accounts to forward messages to the alternate account. Upon entering the program, students will also complete data sheets with full contact information. It is the students’ responsibility to keep faculty and staff apprised of any changes in all contact information.

Because the faculty wishes students to become professionally active early in their careers at Howard, we are eager to help students discover venues for publication; conference presentations; and seminar/workshop and fellowship opportunities. The graduate faculty also encourages students to explore these professionalization experiences with potential thesis and dissertation projects especially.

Students should note that academic advising should be distinguished from thesis and dissertation advising. A thesis or dissertation advisor acts as the director of a student’s thesis or dissertation committee. These committees (three faculty members in the case of the thesis, four in the case of the dissertation) are assigned by the director when the student has completed all other degree requirements, gained approval of the prospectus, and applied for candidacy. The director, in consultation with the student (upon completion of coursework) and faculty, will assign an official advisor to encourage students to produce a viable prospectus.

**PEDAGOGICAL TRAINING**

The Department of English expects that students who complete the doctorate will possess the pedagogical skills required to begin a professional career in college or university teaching. Most graduate students will serve as teaching fellows, working in the Writing Center under the tutelage of the director of the Center. For those who wish to receive classroom experience, the apprenticeship in pedagogy begins as students work closely with faculty mentors. During this first stage of the

\(^1\) The graduate faculty can recommend dismissal of a student who demonstrates an inability to perform satisfactorily at the graduate level.

\(^2\) It is the responsibility of students to be aware of the stipulations regarding grades and academic status set down in the *Rules and Regulations for the Pursuit of Academic Degrees*. 
training, a student “shadows” a faculty member—that is, she or he works with a professor in devising the syllabus and reading list for an undergraduate course, attends the course meetings to observe the way a course unfolds from its initial plan, and participates in assessing the performance of the undergraduates. The student “shadow” may also make some of the class presentations, conduct discussion, and prepare examinations. At this stage, the student “shadow” is ranked as a teaching assistant.

In the next stage of the training experience, a graduate student takes a course focused on the methodologies and theories of teaching college-level English courses (writing and literature) and attends workshops (affiliated with this course) centered upon designing syllabi, assessment of undergraduate performance, administration of supporting technology for class instruction, and other practical requirements of effective instruction. The apprenticeship concludes as the student, under the supervision of an experienced professor, takes responsibility for teaching a required undergraduate writing course. At this stage, the student—now the instructor of record for a course—is ranked as a teaching associate.

**TRANSFER OF CREDITS**

Transfer credits, courses taken in the consortium, and courses taken in other departments in the University must first be approved by the graduate faculty. To initiate the process, the student must write a letter to the director petitioning consideration of his or her request. The letter should identify courses taken elsewhere by course name and number and be accompanied by a copy of the relevant official transcript, a copy of the course description (along with proof that the course is a graduate-level course), and the course’s syllabus. The letter should also identify, where appropriate, the number of the equivalent Howard University course. Documentation of the faculty’s approval of substitute courses and transfer credits must be recorded and filed in the student’s official departmental file (with a copy rendered to the student) before it may be entered on the student’s individual program of study. The general rules governing the process are detailed in the Graduate School’s *Rules and Regulations for the Pursuit of Academic Degrees*, Article 3, Section 7; Article 5, Section 4; and Article 6, Section 4. The Graduate School has rules limiting the number and the nature of transfer courses allowed. MA students may transfer six credits of graduate-level courses, while PhD students may transfer twenty-four credit hours of graduate-level courses. Students admitted to Howard’s MA program can only transfer twenty-four credit hours from the Howard MA program to the Howard PhD program. University regulations specify that no more than six credit hours of courses taken in the consortium may be applied to the Howard University graduate degree. According to the Department of English, these should be elective courses in literature not offered at Howard, unless otherwise preapproved by the director of Graduate Studies. Likewise, the Department limits the number of courses students can take in other departments to (two?); these should also be electives in literature preapproved by the director of Graduate Studies. Students should note that transfer credits and substitute courses are not guaranteed until the Executive Committee of the Graduate School approves the request.
OUTLINE OF GRADUATE PROGRAM REQUIREMENTS

WRITING EXAMINATIONS FOR ENTERING STUDENTS

Howard University mandates that all entering graduate students pass an expository writing examination administered by the Graduate School unless a student has earned a score of 5.0 or better on the GRE Analytical Writing test. The expository writing requirement must be met within the student’s first semester of enrollment. Students who have not met his requirement will not be allowed to proceed with graduate coursework until the requirement has been met and the student has demonstrated writing proficiency.

In addition, the Department requires that all entering graduate students take a diagnostic examination in critical writing during the first week of classes. This examination, devised by the faculty of the department, is intended to identify both the strengths and needs of students, so that the faculty may help them adapt quickly to the requirements of scholarly, academic writing.

REQUIRED INTRODUCTORY COURSES

The Graduate Program in English features two introductory courses required of all students:

- 200 Scholarship: Research Methods
- 201 Scholarship: Critical Methods

These methodology courses relate to the principal activities that build the knowledge base of our discipline. They are intended to convey the rigorous standards that distinguish professional scholarship and criticism as well as to acquaint students with the types of discrete projects that characterize the practice of scholarship and criticism in literary studies.

READING COURSES

The specialized fields of literary study in the Department are first presented in year-long READING COURSES that serve as prerequisites for advanced investigation and as the bases for qualifying examination areas. These specializations are organized into five groups of period and/or national courses:

**BRITISH LITERATURE—GROUP A**

- English Renaissance Literature I & II 211/212
- Restoration and 18th-Century Literature I & II 220/221

**BRITISH LITERATURE—GROUP B**

- 19th-Century British Literature I & II 223/224
- 20th- & 21st-Century British Literature I & II 228/229

**AMERICAN LITERATURE**

- American Literature I & II 233/234

**AFRICAN AMERICAN LITERATURE**
Some courses with high demand are offered annually in order to maintain small class size. Other courses are given in alternate years. Generally all of the core reading courses are available within a two-year cycle, although variations may occur due to faculty leaves of absence and other contingencies. Given the uniqueness of the faculty’s approach to reading these literatures, with a particular emphasis on these literatures’ relation to the African Diaspora, all Reading Courses must be taken at Howard University. An exception may be made for reading courses in literature that match our content, with a requirement that an acceptable essay be submitted as a precondition.

Master’s degree students are required to take at least one semester of a reading course from four different fields of study.

Doctoral degree students are required to take two semester-long reading courses from British Literature—Group A and two semester-long reading courses from British Literature—Group B. They must also take the two-semester reading courses in American, African American, and Caribbean literature: 233/234, 248/249, and 231/232.

**STUDIES COURSES**

Advanced investigations are undertaken in the STUDIES COURSES. One semester of the related reading course, or its equivalent, is prerequisite to each studies course. The scheme below groups studies courses by fields:

**BRITISH LITERATURE—GROUP A**

215 Studies in English Renaissance Literature
222 Studies in Restoration and 18th-Century Literature

**BRITISH LITERATURE—GROUP B**

225 Studies in English Romantic Literature
227 Studies in Victorian Literature
Studies in 20th- & 21st-Century British Literature

**AMERICAN LITERATURE**

244 Studies in American Literature through Romanticism
242 Studies in American Realism and Naturalism
243 Studies in American Modernism and Postmodernism

**AFRICAN AMERICAN LITERATURE**

251 Studies in African American Literature
257 Studies in African American Genres
261 Studies in African American Literary Criticism
CARIBBEAN LITERATURE
260  Studies in Caribbean Literature
235  Studies in Caribbean Genres
252  Studies in Caribbean Literary Criticism

LITERARY CRITICISM
230  Studies in Literary Theory and Criticism
253  Methods in Comparative Literature

Studies courses are given the broad titles listed above to permit a range of invention within the rubric. Professors offering studies courses provide specific descriptions of the plan of investigation and/or syllabi in advance of course registration. Typically, studies courses are offered in the year following the scheduled reading courses.

ELECTIVE COURSES

To enroll in the following elective courses, students must have completed 200 Scholarship: Research Methods and 201 Scholarship: Critical Methods. Course titles permit variety and invention. Professors mounting graduate elective courses generally provide specific descriptions of the plan of investigation and/or syllabi in advance of registration. General electives include:

204  Linguistics
205  Studies in Linguistics
213  Shakespeare
270  History of English
271  Major African American Authors
272  Harlem and Chicago Renaissance(s)
273  The Black Arts Movement
274  Black Women Writers
299  Teaching of English
206-209 Special Topics

PRE-CANDIDACY, CANDIDACY, AND POST-CANDIDACY

Pre-Candidacy
To enter candidacy for their degrees, students must (among other requirements) have finished their course work, passed all their general qualifying exams (GQE's), and had their prospectuses approved. At this stage of the process, students may take Research Seminars (ENGG 291, 292, 293) as described on the next page to guide them in their initial stages of research.

Candidacy
Candidacy forms are submitted when the student has fulfilled all requirements for the degree except the completion of the thesis and the final oral defense. The director is responsible for checking the accuracy of the Admission to Candidacy forms and acquiring the requisite
signatures from faculty committee members. The form is then transmitted to the Graduate School for approval and signatures.

Under no circumstances should a student begin writing the thesis or dissertation before having had the prospectus approved by the designated departmental committee.

Admission to candidacy is not official until the forms are signed by the deans of the Graduate School.

For a complete checklist and the specific rules governing the validity and viability of coursework credits and candidacy periods, students must consult the Graduate School’s Rules and Regulations for the Pursuit of Academic Degrees. The Graduate School is bound by Howard University’s Board of Trustees to abide by the rules and regulations defined there. It is crucial that students be fully aware of their responsibilities in regard to University policies. The director will willingly help students interpret the Graduate School’s rules and regulations upon the students’ request. Students are encouraged to keep a written record of all matters related to their program of study and said program’s relation relevant policies, rules, and regulations.

Post-Candidacy

When a student has fulfilled the basic requirements for admission to candidacy, she or he maintains Howard University registration by signing up for thesis or dissertation credit hours, which are available as one-credit, two-credit, or three-credit-hour courses for independent work. These courses will be assigned a grade of Incomplete on the student’s transcript until the thesis or dissertation is accepted, at which time the Incomplete grades (a maximum of six credit hours for the thesis and twelve credit hours for the dissertation) are converted to the letter grade awarded by the student’s committee for the thesis or dissertation.

Candidates for the M.A. degree may take up to six hours of thesis credit. Candidates for the Ph.D. degree may take up to twelve hours of dissertation credit. Enrollment beyond those maximums must be designated “auditor,” and no grade will be earned for audited credits.

Admission to candidacy is not tantamount to being granted a degree. Subject to a vote by the graduate faculty, students at this stage may be dismissed from the program for “failure to progress.”

**GRADUATE RESEARCH SEMINARS**

Course Level

The research seminar is a pre-candidacy course—i.e., only students who have not yet been admitted to candidacy may enroll. Thus, the seminar is not the equivalent of dissertation hours. Three research seminars, ENGG 291 (1 credit hour), ENGG 292 (3 credit hours), and ENGG 293 (6 credit hours), will be offered each semester.

Credit and Enrollment

Students will receive credit for each of the three research seminars they take, but the credits will not count toward the degree. Students may receive up to ten (10) credit hours for the
three seminars combined and may take two of the seminars in one semester. However, they are allowed to enroll in each seminar only once; that is, they cannot repeat a seminar. Students who enroll in a seminar must have two (2) or fewer courses left to complete their coursework.

**Grading**

The grade for each seminar will be <P> (Pass) or <F> (Fail). In order for a student to earn a <P> in the seminar, s/he must produce a satisfactory annotated bibliography and a satisfactory preliminary draft of the prospectus. Students who fail to produce a satisfactory bibliography and prospectus draft will receive an <F>.

**Course Instructorship**

The director assigns faculty to lead research seminars. Whereas the specific faculty assignments are informed by a student’s field of study, the director shall be listed as the instructor of record. The seminar assignments do not affect the University’s workload policy because faculty members do not receive a course release for leading a seminar. Instead, leading a seminar is considered advising and/or departmental service.

**GRADUATE QUALIFYING EXAMINATIONS**

Graduate qualifying examinations (GQEs) are designed to determine a student’s readiness to conduct independent research on topics suitable for theses and dissertations. These examinations assess the way a student applies knowledge gained in reading and studies courses to the discussion of related literary and critical questions. Students are expected to show that they have a good knowledge of issues, concepts, and historical contexts basic to the field of study being examined; a sound acquaintance with key literary and critical texts in the field; an historical sense of the types of critical perspectives that have been brought to bear on the literature in that field; and an articulate knowledge of the ideas of some key theorists and critics in the field. The examinations test students’ ability to understand the demands of questions posed and their ability to write a response that shows command of relevant scholarship; awareness of literary form(s); and good organizational, conceptual, argumentative, and expressive skills.

Students are required to have completed a significant amount of their coursework before taking their qualifying examinations and must pass all of their exams before embarking upon the preparation of their prospectuses for theses or dissertations. To help students prepare for the GQEs, some faculty will have study packets available upon request. Whereas graduate faculty members are available and willing to assist with advice, the course outlines and reading lists provided in reading and studies courses offer the best answer to the question, “What should I study in preparation for my GQEs?”

Students seeking an M.A. must pass qualifying examinations in two fields of study. Graduate Qualifying Examinations for Ph.D. students will involve the writing of two four hour take home “papers” in response to questions developed by the student’s committee. The written component of the exam will be followed by an oral defense to be scheduled within thirty days, except under extraordinary circumstances or unless the student’s written examination is found to be unsatisfactory by the student’s committee. The entire examination will be overseen by a three person committee on the English graduate faculty drawn up in accord with Graduate School
Regulations. The chair of this committee should be either a faculty member with expertise in the teaching field or the likely advisor of the student’s dissertation committee. Students will nominate the members of their committee to the DGS at least six months before the exam, and must obtain approval of the DGS and Chair of the English Department before they can proceed to work with the committee.

Paper One will deal with two or more currently established academic fields, outside of the student’s major concentration or dissertation area, in which they plan to claim within their teaching range. These two fields will be chosen from the American, African-American, British, and Caribbean literatures, Literary Criticism and Theory, the primary strengths of the department. The paper should demonstrate the student’s understanding of the diasporic connections within the two literatures addressed.

Paper Two will deal with a coherent field of study in which the student plans to do his/her primary research. Normally, this paper will focus on material likely to be the area of the student’s dissertation.

Each of these areas will be defined by a reading list of 30-50 items drawn up on consultation with the chair of the student’s preliminary examination committee.

Notes: This process is designed to demonstrate the student’s familiarity and expertise in at least three literatures reflective of the strengths of the department. The written portion of the exams will be graded by the three committee members within a two week period after its submission. The oral defense will be administered by the same three members who graded the written portion of the exam. One of the goals for the oral exam will be to give the student an opportunity to fill any gaps that may occur in the written portion of the exam and to demonstrate subtle nuances of understanding and mastery in the field(s).

Graduate Qualifying Examinations for M.A. students are administered in August (at the start of the Fall Semester), and in January (at the start of the Spring semester). Students must indicate in advance of the announced dates of the examination that they intend to be examined. Official enrollment is required to take the examination.

Registration Guidelines for Graduate Qualifying Examinations

To register, students must fill out a departmental application form. Excluding exceptional cases, Ph.D. and M.A. students are required to take all fields-of-study examinations (three and two examinations, respectively) within one examination period. M.A. exams will be scheduled in such a way to ensure that no student will be required to sit for two exams within 24 hours.

Once a student registers, he or she will be allowed to withdraw without penalty only up to one week before the examinations start. A student cannot withdraw with impunity from any examination once the examinations have started. An M.A. student who withdraws from any one of the examinations will be given a failing grade of F for that examination and forfeits the right to sit for the other scheduled examinations. If a student does not withdraw one week before the
examinations start, only in exceptional circumstances (documented emergencies) will he or she be allowed to withdraw from this registration commitment.

In the event of illness or an unavoidable absence that prevents the Ph.D. or M.A. student from sitting for one or more examinations, he or she must contact the director of graduate studies and provide formal documentation to the director within one week following the scheduled examination date. If granted approval of the documents, the student will be permitted to repeat/retake the missed or interrupted examination cluster in the next scheduled examination period.

**POLICY ON COURSE & FIELD RESTORATION**

The term *field restoration* refers to a bundle of courses to be restored for credit, while *course restoration* refers to credit for a single course. Course and field restoration examinations must be written on site in the Department of English at Howard University. Failing any course or field restoration examinations at any point will result in dismissal from the graduate program. Failure is defined as a grade of C or below. Under no circumstances may a student be allowed to retake a course or field restoration examination. Again, students are reminded that they are required to comply with the official *Rules and Regulations* of the Graduate School with regard to course viability.

According to the Graduate School’s *Rules and Regulations for the Pursuit of Academic Degrees*, course viability is determined as follows:

**M.A. Degree**

Degree requirements for the master’s must be completed within a maximum of five years. Credit for courses pursued more than five and less than seven years prior to the term in which the student presents herself/himself for the final examination can be counted toward the fulfillment of degree requirements only if they are restored as described in this paragraph with the approval of the departmental Committee on Graduate Studies and the Dean. In order for a course to be restored under this paragraph, the student must pass a written examination administered expressly for the purpose of restoration of credits in the course concerned or a comprehensive examination in the field in which the course falls.

*Under no circumstances, however, may a student receive credit toward the degree for a course, which the student pursued more than seven (7) years prior to the time the student presents herself/himself for the final examination.*

**Ph.D. Degree**

Degree requirements for the doctorate must be completed within a maximum of seven years. Credit for courses pursued more than seven and less than ten years prior to the term in which the student presents herself/himself for the final examination can be counted toward the fulfillment of degree requirements.

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3 For additional information, see “Course Viability” for M.A. students in The Graduate School’s *Rules and Regulations*, 11-12.
requirements only if they are restored as described in this paragraph with the approval of the departmental Committee on Graduate Studies and the Dean. In order for a course to be restored under this paragraph, the student must pass a written examination administered expressly for the purpose of restoration of credits in the course concerned or a comprehensive examination in the field in which the course falls.

Under no circumstances, however, may a student receive credit toward the degree for a course that the student pursued more than ten (10) years prior to the time the student presents herself/himself for the final oral examination.4

The policy of the Department of English is to test students on fields of knowledge, rather than on individual courses within the field. If a Ph.D. student has taken a GQE in a field within five years of a course expiration, that GQE can be used to restore any courses in the field that have expired during that time period. For M.A. students, a GQE taken within three years of course expiration would restore any courses in the field that have expired during that period. If a student has not taken a GQE within the requisite time period, or if the student needs to restore a course outside of the fields tested by the GQEs, a field examination will be constructed by the graduate faculty for that purpose. M.A. and Ph.D. course restoration and field restoration examinations will consist of 2 or 3 broad questions, of which the student answers one (question) over two hours.

FOREIGN LANGUAGE EXAMINATIONS

Both M.A. and Ph.D. students must pass a proficiency examination in a language other than English that may serve as a research tool. The Department of World Languages and Cultures offers proficiency-equivalence courses and administers language proficiency exams in French, German, Spanish, and Italian. The Classics Department administers language proficiency exams in Latin and Classical Greek. For other languages, with the approval of the graduate faculty of the Department of English, arrangements for testing may be made with the departments within which language instruction is provided. A student may also demonstrate proficiency in a foreign language via the Graduate School Foreign Language Test (GSFLT) administered by E.T.S. For information concerning the date and time of the GSFLT, contact Mr. Morgan McDonald, Counseling Center, Room 127, O’Boyle Hall, Catholic University, Washington, DC 20064, (202) 319-5765.

WRITING THE PROSPECTUS

For guidelines on writing the prospectus, see the appendix at the end of this handbook. Failure to produce a viable prospectus after two opportunities for revision can result in dismissal from the program for failure to progress.

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4 For additional information, see “Course Viability” for Ph.D. students in The Graduate School’s Rules and Regulations, 16-17.
WRITING THE M.A. THESIS OR PH.D. DISSERTATION

The thesis or dissertation major advisor (or director) will supervise the preparation of the document, making sure that all other members of the committee have full opportunity to read each section of the thesis or dissertation as it is being written. This means that the student must allow time for all comments to be collected and transmitted. Only when each member of the committee has read and has approved the document can it be considered completed.

Document preparation: Students must prepare documents (prospectuses, thesis/dissertation introductions and chapters) carefully, with all mechanics errors removed and the prose edited for maximum clarity and sharpness. The documents should reflect a thorough assimilation of oral and written guidance from the advisor and the committee. Professors are required to read no more than two drafts of the entire document (if submitted at one time) or of chapters submitted individually. Failure to produce viable chapters or full document after two opportunities for revision can result in dismissal from the program for failure to progress.

Deadlines: Each separate document submitted by the student requires at least two weeks to be read and evaluated by the thesis advisor and/or committee members. At a minimum, another two weeks are required for the student to make substantive revisions (not cosmetic revisions and editing) that incorporate, as directed by the advisor, the committee’s suggestions into the document. The advisor and committee members then need another two weeks to ensure the document is in its final form so that an oral defense can be scheduled. Given the nature of the process, doctoral candidates should submit their final completed drafts to their advisors in the semester before they intend to graduate. Master’s degree candidates should submit their final completed drafts to their advisors by the beginning of the semester in which they intend to graduate.

Format: In terms of documentation, theses and dissertations in English must use the *MLA Handbook* as the guide to style. In terms of format, the directions for the preparation of theses and dissertations issued by the Graduate School must be followed precisely.

THE FINAL EXAMINATION OR ORAL DEFENSE

When the thesis or dissertation committee is in agreement that the document is in final form, the student’s committee advisor will schedule an oral examination for the candidate to defend the thesis or dissertation. The advisor and/or committee members recommend to the director an external reader, who is selected to join the examining committee for the oral defense. The subject of the final oral defense will be the candidate’s scholarly writing; however, it should be understood that the defense itself is a separate activity during which the candidate is required to demonstrate a full command of the field of study and to elucidate his or her particular contribution to scholarship. The oral defense is open to the entire Howard University community; the candidate may invite non-University guests as well.

If the candidate does not meet the requirements of the oral defense, a second examination may be scheduled no earlier than two months following the date of the first examination. The result of that second defense determines whether or not the candidate can receive a degree. Failure on the second examination will result in dismissal from the Graduate School. A student
dismissed for this reason will not be readmitted to the Graduate School. A department can recommend dismissal of a student who, after failing the dissertation oral defense the first time, does not resubmit the dissertation and present himself/herself for the reexamination within a six-month period.

**STATEMENT ON DEPARTMENTAL FUNDING**

Students funded through the Department of English will receive funding for only one year after coursework is completed. During that year, PhD students should plan to take twelve credit hours of dissertation direction. Students who have not completed the dissertation at that time will receive financial support only as it is available; these students will have to maintain one credit hour of dissertation direction in order to remain active students.
PROGRAM OF STUDY FOR Ph.D. STUDENTS

STUDENT NAME: ____________________________ STUDENT I.D.: @ ______________

GSAS graduate expository writing examination passed _________ (date)**
English Department diagnostic critical writing examination taken _________ (date)
Foreign language proficiency examination/course passed _________ (date)
Responsible conduct of research workshop/GSAS _________ (date)

**Note: Students must take course equivalent or examination by end of first semester in order to register for following semester.

Required Tool Courses

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<th>6 credits</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 7 yrs (sem/year)</th>
<th>Not viable after 10 yrs (sem/year)</th>
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<td></td>
<td>Scholarship: Research Methods</td>
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<td>ENGG201</td>
<td>[ ]</td>
<td></td>
<td>Scholarship: Critical Methods</td>
<td></td>
<td></td>
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</table>

30 credits (10 courses) of reading courses:

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 7 yrs (sem/year)</th>
<th>Not viable after 10 yrs (sem/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG211/ENGG220</td>
<td>[ ]</td>
<td></td>
<td>Renaissance I or Rest. &amp; 18th Cent. Lit. I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG212/ENGG221</td>
<td>[ ]</td>
<td></td>
<td>Renaissance II or Rest. &amp; 18th Cent. Lit. II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG223/ENGG228</td>
<td>[ ]</td>
<td></td>
<td>19th Cent. Lit I or 20th/21st Cent. Lit I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG224/ENGG229</td>
<td>[ ]</td>
<td></td>
<td>19th Cent. Lit II or 20th/21st Cent. Lit II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG231/ENGG232</td>
<td>[ ]</td>
<td></td>
<td>Caribbean Lit I or Caribbean Lit II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG233/ENGG234</td>
<td>[ ]</td>
<td></td>
<td>American Lit I or American Lit II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG246/ENGG247</td>
<td>[ ]</td>
<td></td>
<td>Literary Theory &amp; Criticism I or Literary Theory &amp; Criticism II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG248/ENGG249</td>
<td>[ ]</td>
<td></td>
<td>African American Lit I or African American Lit II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 credits Students must take at least one Studies course in the dissertation field:

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 7 yrs (sem/year)</th>
<th>Not viable after 10 yrs (sem/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG____</td>
<td>[ ]</td>
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<td></td>
<td></td>
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<tr>
<td>ENGG____</td>
<td>[ ]</td>
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</tbody>
</table>

15/24 credits Electives (5 courses) and/or transfer credits (up to 8 courses)**(NOTE: see p.42)

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 7 yrs (sem/year)</th>
<th>Not viable after 10 yrs (sem/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG____</td>
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<td>ENGG____</td>
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<td>ENGG____</td>
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<td>ENGG____</td>
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</tr>
</tbody>
</table>
**NOTE:** Electives must be graduate level courses in English or approved by the graduate faculty. Substitute courses and transfer credits must be approved by the graduate faculty in English and by the executive committee of the GSAS. Documentation for the GSAS’s approval of substitute courses and transfer credits must be recorded and filed in the student’s official departmental file before it may be entered on this checklist.

### Research Seminar credits

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 7 yrs (sem/year)</th>
<th>Not viable after 10 yrs (sem/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG____</td>
<td>[ ]</td>
<td>______</td>
<td>______</td>
<td>______________________________</td>
<td>____________</td>
</tr>
<tr>
<td>ENGG____</td>
<td>[ ]</td>
<td>______</td>
<td>______</td>
<td>______________________________</td>
<td>____________</td>
</tr>
</tbody>
</table>
Application for admission to candidacy approved by the GSAS

Date

Expiration date

Dissertation deemed “in final form” by committee; oral exam scheduled

Date

Oral examination date ________________________, Grade assigned to dissertation __________________

Date

External examiner named __________________________________________________

Date
PROGRAM OF STUDY FOR M.A. STUDENTS

STUDENT NAME: ___________________________ STUDENT I.D.: @____________________

GSAS graduate expository writing examination passed ____________ (date)**
English Department diagnostic critical writing examination taken ____________ (date)
Foreign language proficiency examination/course passed ____________ (date)
Responsible conduct of research workshop/GSAS ____________ (date)

**Note: Students must take course equivalent or examination by end of first semester in order to register for following semester.

Required Tool Courses

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Semester/ Year</th>
<th>Grade</th>
<th>Course</th>
<th>Viable through 5 yrs (sem/year)</th>
<th>Not viable after 7 yrs (sem/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG200</td>
<td>[ ]</td>
<td>______</td>
<td>_______</td>
<td>Scholarship:</td>
<td></td>
</tr>
<tr>
<td>ENGG201</td>
<td>[ ]</td>
<td>______</td>
<td>_______</td>
<td>Research Methods</td>
<td>Critical Methods</td>
</tr>
</tbody>
</table>

15 credits (5 courses) of reading courses: Students must take parts I & II of the two-semester readings course in the field in which they plan to write the thesis. (Indicate thesis area with a star.) In addition, M.A. students take at least one semester of reading courses from 3 of the other 4 (non-thesis) areas.

| ENGG211/   | [ ]            | ______| _______| Renaissance I/                   |                                  |
| ENGG220    | [ ]            | ______| _______| Rest. & 18th Cen. Lit. I         |                                  |
| ENGG212/   | [ ]            | ______| _______| Renaissance II /                 |                                  |
| ENGG221    | [ ]            | ______| _______| Rest. & 18th Cen. Lit. II        |                                  |
| ENGG223/   | [ ]            | ______| _______| 19th Cent. Lit I /               |                                  |
| ENGG224/   | [ ]            | ______| _______| 20th/ 21st Cent. Lit I           |                                  |
| ENGG225/   | [ ]            | ______| _______| 19th Cent. Lit II /              |                                  |
| ENGG231    | [ ]            | ______| _______| Caribbean Lit I                  |                                  |
| ENGG232    | [ ]            | ______| _______| Caribbean Lit II                 |                                  |
| ENGG233    | [ ]            | ______| _______| American Lit I                   |                                  |
| ENGG234    | [ ]            | ______| _______| American Lit II                  |                                  |
| ENGG246    | [ ]            | ______| _______| Literary Theory & Criticism I    |                                  |
| ENGG247    | [ ]            | ______| _______| Literary Theory & Criticism II   |                                  |
| ENGG248    | [ ]            | ______| _______| African American Lit I           |                                  |
| ENGG249    | [ ]            | ______| _______| African American Lit II          |                                  |

<table>
<thead>
<tr>
<th>6 credits</th>
<th>Research seminars</th>
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</thead>
<tbody>
<tr>
<td>ENGG____</td>
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<tr>
<td>ENGG____</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 credits</th>
<th>Students must take at least one Studies course in the thesis area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG293</td>
<td>[ ] Studies course (in thesis field)</td>
</tr>
</tbody>
</table>

| 6 credits | Elective(s) and/or thesis credits |
Graduate Qualifying Examinations: **Note: One of the examinations must be in thesis field.**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Thesis field</th>
<th>Semester/ Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M.A. Thesis Advisor assigned: __________________________ Date

MA. Thesis Prospectus approved by assigned committee __________________ Date

(Thesis advisor must be GSAS-eligible graduate faculty)

________________________, Thesis advisor
Expiration Date

________________________, Committee member
Expiration Date

________________________, Committee member
Expiration Date

Application for admission to candidacy signed & forwarded to the GSAS
Date

Application for admission to candidacy approved by the GSAS
Date

Expiration date

Thesis deemed “in final form” by committee; oral exam scheduled
Date

Oral examination date: __________________ Grade assigned to Thesis __ Date

NOTE: DGS and students must update and sign form each semester.

YEAR 1, SEMESTER 1:

<table>
<thead>
<tr>
<th>Signature of DGS</th>
<th>Date</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

SEMMESTER 2:

<table>
<thead>
<tr>
<th>Signature of DGS</th>
<th>Date</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

COMMENTS/NOTES:

________________________

________________________

________________________

________________________

________________________

YEAR 2, SEMESTER 3:

<table>
<thead>
<tr>
<th>Signature of DGS</th>
<th>Date</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

SEMMESTER 4:

<table>
<thead>
<tr>
<th>Signature of DGS</th>
<th>Date</th>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

COMMENTS/NOTES:

________________________

________________________

________________________
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Williams, Dana 202.806.5371 d_williams@howard.edu

5 Current publication and research agenda and interests information of graduate faculty appears on the Department’s website at www.coas.howard.edu/english/graduatfaculty.html.