

Graduate Handbook 2017–2018

Department of English, Queen's University, Kingston, ON K7L 3N6, Canada, 613-533-6000, x74447.

This handbook is intended to serve as a supplement to the Calendar of the School of Graduate Studies in providing information about policies and procedures relating to graduate programs in English. Requests for clarification should be directed to the Administrative Assistant for Graduate Studies or the Co-ordinator of Graduate Studies. In the case of any inconsistency between the regulations outlined in this handbook and those of the School of Graduate Studies, the latter have priority.

Officers of the English Department

Head

Shelley King englhead@queensu.ca

Graduate Co-ordinator

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Faculty Members of the Graduate Studies Committee: Leslie Ritchie, Scott-Morgan Straker, Asha Varadharajan, Molly Wallace (Graduate Co-ordinator), PhD Rep. (TBA), MA Rep. (TBA)

Graduate Assistant

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Administration

Graduate programs come under the jurisdiction of the School of Graduate Studies, which administers the policies of the Senate of Queen's University. The regulations of the Graduate School are published in the Graduate Calendar.

The Council of the School is responsible for considering all regulations and procedures. Division II of the School, to which the English Department belongs, considers and recommends to the Council policies and procedures relating to the departments.

Two administrative bodies in the Department of English are specifically concerned with matters relating to graduate students and graduate study in the Department: The Graduate Studies Committee and the Graduate English Society.

Student Representation on the GSC

The Department has adopted the following policy and guidelines for graduate student representation on the Graduate Studies Committee:

- a) **Voting Rights:** There will be one vote for each PhD and MA student representative present for any vote.
- b) **Function:** The Department understands the role of student representatives to represent, as far as possible, their entire constituency (MA or PhD) in its actual diversity of judgements and interests, which may include but will extend beyond those interests of judgements represented or approved by deliberative processes of the Graduate English Society (GES). In other words, the consultative function of the student representative is valuable to the Department when such representation pertains to the full range of student interest, however homogeneous or disparate, and may be presented as such. The Department understands the student representatives' role to include the responsibility to consult their entire constituency as far as possible on issues that have a significant impact on academic or professional aspects of the graduate programs; it is the responsibility of the GSC to allow reasonable time for such consultation. Finally, the Department understands the student representative's role to encompass both responding to the GSC initiatives, as well as bringing to the GSC matters of concern raised by any students that are within the purview of the GSC.

Student Resources

Information and advice on academic matters can be obtained from the Graduate Co-ordinator, the Graduate Assistant, any member of the Graduate Studies Committee, thesis supervisors, or the School of Graduate Studies. The Head is available for discussion of the graduate program or academic concerns, as is the Graduate English Society executive. All these officers are listed at the front of this Handbook.

The University at large provides many resources to assist with a wide range of needs, which are listed on the Division of Student Affairs website: <http://queensu.ca/studentaffairs/current-students/graduate-professional-students> and on the School of Graduate Studies website: <http://www.queensu.ca/sgs/current-students>.

Information for graduate students about harassment protocols and response protocol for faculty can be accessed from the following links: [Information for Graduate Students about Harassment and Harassment Protocols at Queen's University](#) and [Response protocol](#).

Office, Computer, and Library Facilities

Offices

Offices of the School of Graduate Studies are in Gordon Hall. Offices of faculty in the Department of English are in Watson Hall, and the main office of the Department and of the Graduate Assistant is Watson 411. Mailboxes for all graduate students are also located in Watson 410. The office of the Graduate Co-ordinator is in Watson 408.

Graduate Teaching Assistants share a limited amount of office space in Watson Hall. Keys are issued by the Graduate Assistant after the assignment of office space in September. A deposit of \$10 is required for keys; and a deposit of \$20 for fobs for entry into the building. MA students must return their keys in June, at the conclusion of classes. PhD students should return their keys in the first week of September, or upon graduation. Additional office space is reserved for scheduled interviews with undergraduate students by Teaching Assistants.

All graduate students have access, by application, to study carrels in the Stauffer Library.

Computers

All graduate students are provided with university computing accounts, which afford access to the internet, e-mail, and software provided free to students under a university license. All e-mail from the Department of English and the Graduate Co-ordinator will be sent to students' university e-mail accounts. These accounts also enable students to use the Queen's Library online research resources, which comprise numerous databases, online publications, journal archives, and reference works. Graduate students are required to use a separate employee email for all correspondence with their TAs, and all correspondence relating to their work as Teaching Assistants. Students may also produce their own web pages through their computer accounts. Twenty-one semi-public sites on campus offer access to these online services through PCs or Macs. The Stauffer Library has an outlet at each study station for plugging in laptops.

Libraries

For service descriptions visit the Queen's Library website: <http://library.queensu.ca/home>.

The holdings of Queen's University Library are housed in five libraries. The main Humanities collection is in Stauffer Library while Special Collections are held in Douglas Library. The Queen's University Library collections comprise over 2.2 million physical items and over 500 000 electronic resources, including 440 000 electronic books, 60 000 electronic serials, and 625 research databases. For researchers in the fields of English literature, Queen's has nearly complete runs of numerous Victorian periodicals, as well as access to periodical and monographic resources in databases such as the 17th–18th Century Burney Collection Newspapers, Eighteenth Century Collections Online, 19th Century UK Periodicals I & II, and Early English Books Online. You will find many subject and genre specific databases including Literature Online, the Oxford English Dictionary, Oxford Scholarship Online, Past Masters, Early Canadiana Online, Iter: Gateway to the Middle Ages, PEPweb:

Psychoanalytic Electronic Publishing, and Underground and Independent Comics, Comix, and Graphic Novels. The library holdings are particularly strong in early modern and nineteenth-century English literature, and meet the needs of graduate students working in medieval, eighteenth-century, and modern literatures. Complementary holdings in other disciplines support library holdings in literature; History, for example, is very strong.

The Queen's University library system relies very heavily on staff and graduate students for the growth and integrity of its holdings. Each academic department has a member of staff designated as the library representative. Graduate students are encouraged to suggest titles to their supervisors, who will refer orders to the library representative. Likewise, since the library collects usage statistics concerning various subscription materials, the best advocacy for retaining journals and databases is to use them frequently.

The main stacks of the Stauffer Library are open. There are other collections, however, which may be of more interest to advanced students. The Special Collections library, housed in the Douglas Library, has received important gifts through the years, and these have formed the nuclei for later purchases. This collection includes an outstanding collection of Dickens, Anglo-Irish literature, as well as the personal library of Robertson Davies. The Canadiana section, based on the Edith and Lorne Pierce Collection, is one of the most impressive in the country, and the Commonwealth section has grown rapidly in recent years. The Library resources are further augmented by microfilms of books printed before 1700 in the British Isles and abroad (from lists in the English Short Title Catalogue and the Wing Supplement), and a 30-volume microfilm copy of the original Stationers' Company records.

Closely allied with Special Collections are the Queen's University Archives, which house substantial holdings in Canadiana from its beginnings to the present day, including the works of such writers as Carman, Purdy, and Woodcock. Much of this material has not yet been closely examined, and provides an excellent field for research.

Funding

External

The principal external source of financial support for graduate students in English is the Social Sciences and Humanities Research Council of Canada (SSHRC). SSHRC offers three types of awards: the CGSMA for Master's students, the SSHRC Doctoral Fellowships, and Canada Graduate Scholarships (CGS) for doctoral students. The closing date for applications is usually late October. Students are advised to begin the application procedure as soon as possible since the School of Graduate Studies requires that all students apply for these awards in order to be eligible for internal funding. The Graduate Studies Committee also awards Ontario Graduate Scholarships (OGS) to new and continuing students. The deadline for applications is January 15 each year, and the application form is available on the SGS website. Application forms are available online in July or August. As part of English 800* and 900* (Pedagogical and Professional Skills) a workshop in the fall is devoted to the preparation of applications for these awards.

Graduate students are also eligible for assistance through the Ontario Student Assistance Program (OSAP). Information and applications for this program are available from the Student Awards Office in Room 225, Gordon Hall.

University

The university awards a limited number of fellowships. These internal awards include Queen's Graduate Awards, Queen's Graduate Fellowships and Dean's Awards. Visa students are also eligible for Queen's Tuition Bursaries. In May of each year, the Department forwards applications on behalf of all eligible students for all of the above awards. Recommendations for continuing doctoral students are contingent upon satisfactory academic performance in the program. Successful applicants will receive information on the schedule of payments with the award notification

Department

Teaching Assistantships and, for advanced PhD candidates, Teaching Fellowships are available within the Department. These are intended both as a financial supplement and as an opportunity to gain experience in teaching and marking. Details on both these programs are in the department's Policy Statement on Teaching Assistantships. See also the Queen's Senate Policy Document on Teaching Assistantships.

Visa students are also eligible for Queen's International Tuition Awards.

Note: MA students are ineligible for awards after their first full year of study in the program. PhD students are ineligible for university awards and for departmental awards (with the exception of Teaching Assistantships or Teaching Fellowships, if available) after their fourth full year of study in the program.

Regulations for the MA Program

Admission

Applicants are accepted under the general regulations of the School of Graduate Studies, provided that they also satisfy the requirements of the department. Successful candidates for admission have normally completed a BA (Hons.) degree with at least upper second-class standing and with a cumulative average in 10.0 English literary and cultural studies courses of at least 80%. Applicants will be favoured whose undergraduate records show a well-balanced selection of these courses from the medieval period to the present.

Program

The MA program is designed to be completed in twelve months. Although the program offers two patterns, only in exceptional cases are students permitted to follow Pattern 2.

Pattern 1 (courses only): In consultation with the Co-ordinator of Graduate Studies, students will select a combination of eight 12-week seminars (1 seminar =3 graduate coursework units) that will both serve their own special interests and extend their knowledge of particular areas of literature which they may not yet have studied at an advanced level. With the permission of the Graduate Co-ordinator and the course instructor, 3 of these units may be taken outside the English Department. Students take ENGL 800*, the professional skills course, as one of their seminars. MA students are required to complete 3 units (1 seminar) in each of the following ranges of literary history: medieval and early modern literature, long eighteenth- and nineteenth-century literature, and twentieth- and twenty-first-century literature.

Pattern 2 (courses and a thesis): In consultation with the Co-ordinator of Graduate Studies, students will select four half-courses which will both serve their own special interests and extend their knowledge of particular areas of literature which they may not yet have studied at an advanced level. Students take English 800*, the professional skills course, as one of their courses. An MA thesis is about 15 000 words in length and should be finished and defended before a committee within the year. Only those students who have secured the permission of a thesis supervisor will be permitted to register in a Pattern 2 MA.

MA Coursework Requirements at a Glance (Pattern 1)

Required Courses:

- 3 units (1 seminar) Research Forum ENGL 803*
- 3 units (1 seminar) in medieval or early modern literature ENGL 820*–836*
- 3 units (1 seminar) in eighteenth- and nineteenth-century literature ENGL 840*–859*
- 3 units (1 seminar) in twentieth- and twenty-first-century literature ENGL 860*–884*

Recommended Courses:

- 3 units (1 seminar) Introduction to Professional and Pedagogical Skills I ENGL 800*

Free Courses:

- 9 or 12 units (3 or 4 seminars), depending on whether ENGL 800* is taken

Total:

- 9 or 12 units (3 or 4 seminars), depending on whether ENGL 800* is taken

Residence Requirements and Time Limits

Effective for students admitted 1 September 2013 and all subsequent years: The Graduate School's regulation on Time Limits for Completion of Programs states, "Master's programs are designed and approved such that requirements can be completed within one year (3 terms) or two years (6 terms) of initial full-time registration in the program. Extensions for Master's students may be granted by the Department/Program no later than two weeks prior to the end of term 4 or 7 of a one- or two-year Master's program, respectively. All extensions follow the Extension of Time Limits policy."

Note that the academic year is divided into 3 terms: Fall (September–December), Winter (January–April) and Summer (May–August). Each term is 4 months long.

Effective for students admitted before 1 September 2013: The requirements for Master's programs must be completed within five years from the time of initial registration in the department/program. It should be noted that this is a time limit, and is not indicative of normal program duration. Students admitted before September 2013 continue to use the SGS Time Limit Extension Request form. A revised version of this form for students admitted in September 2013 onwards will be posted at a later date.

Accessibility Training

All graduate students (TAs and TFs) are required to complete both the Health and Safety Orientation Training and the four AODA Suites (available on the Equity Office website). The training must be completed in September before the Teaching Assistantship commences.

Regulations for the PhD Program

Admission

Applicants are accepted under the general regulations of the School of Graduate Studies, provided that they also satisfy the requirements of the Department. Normally a first-class MA degree or its equivalent is required for admission; applicants will be favoured whose academic records show a well-balanced selection of courses in English literary and cultural studies from the medieval period to the present.

Students may not register in the PhD program if they have failed to complete any of the requirements for their MA degree. This rule may be waived only in exceptional circumstances with the approval of the Graduate Studies Committee.

Program

The first year of the PhD program consists of six 12- week seminars (1 seminar = 3 graduate coursework units), selected with the approval of the Co-ordinator of Graduate Studies. 3 of these units (1 seminar) may be taken outside the department, with the permission of the instructor and

the Co-ordinator of Graduate Studies. PhD candidates are required to complete 3 units (1 seminar) in each of the following ranges of literary history: medieval and early modern literature, long eighteenth- and nineteenth-century literature, and twentieth- and twenty-first-century literature. The compulsory non-credit course in Professional and Pedagogical Skills (900*) consists of a number of workshops geared to the students' progress over the first three years. Failure to maintain an 82% average in courses will result in a student being asked to withdraw at the end of the first year. At the end of the first year if they have not done so already, students should initiate the process of securing a dissertation supervisor, in consultation with the Graduate Co-ordinator, and select a specialist Field in which to establish their disciplinary expertise.

Following on the Field Exams and Special Topic Presentation in year 2, as described below, the final requirement is the submission of a thesis prepared under the direction of a supervisor and a second reader, and defended at an oral examination.

PhD Coursework Requirements at a Glance

Required Courses:

- 3 units (1 non-credit course) Introduction to Professional and Pedagogical Skills II ENGL 900*
- 3 units (1 seminar) Research Forum ENGL 903*
- 3 units (1 seminar) in medieval or early modern literature ENGL 820*–836*
- 3 units (1 seminar) in eighteenth- and nineteenth-century literature ENGL 840*–859*
- 3 units (1 seminar) in twentieth- and twenty-first-century literature ENGL 860*–884*

Free Courses:

- 6 units (2 seminars)

Total:

- 18 units (6 seminars) + 1 non-credit course

Residence Requirements and Time Limits

Effective for students admitted 1 September 2013 and all subsequent years: The Graduate School's regulation on Time Limits for Completion of Programs states, "Doctoral programs are designed and approved such that requirements can be completed within four years (12 terms) of initial full-time registration in the program. This standard timeframe for doctoral programs may not account for discipline-related (for example, required internships, archival research or fieldwork) or individual circumstances that can extend the time to completion. When circumstances are discipline-related, the Department/Program may grant to all doctoral students an extension to five years (15 terms), otherwise extensions may be granted to individual students by the Department/Program no later

than two weeks prior to the end of term 13 of a PhD program. All extensions follow the Extension of Time Limits policy.”

Note that the academic year is divided into 3 terms: Fall (September–December), Winter (January–April) and Summer (May–August). Each term is 4 months long.

Effective for students admitted before 1 September 2013: The requirements for doctoral programs must be completed within seven years from the time of initial registration in the department/program. It should be noted that this is a time limit, and is not indicative of normal program duration. Further extensions after this time limit require the student to submit an SGS Time Limit Extension Request form, which includes a summary of work completed to date and a detailed plan for completion.

Language Requirement

Candidates for the PhD degree must demonstrate a basic reading knowledge of two languages or a more advanced reading knowledge of one language other than English either by passing a departmental examination or by successfully completing one or two (as appropriate) approved university-level, full- year language courses. Both languages and courses must be approved by the Graduate Co-ordinator. An introductory university language course will be deemed “basic reading knowledge”; more advanced university-level language courses will qualify as evidence of “advanced reading knowledge.”

Examination requirements are met by sight tests of one-hour sittings in which a page of literary or critical prose of moderate difficulty is translated, with the aid of a dictionary, into English. If the test is failed, it may be retaken at a subsequent sitting.

The languages chosen to satisfy this requirement must be from those in which there is extensive and significant critical or scholarly discourse on the English literary tradition, from those which have influenced that tradition, or which are clearly related to the student’s area of research. At least one of the languages chosen should have a significant relationship to the candidate’s specialist area of study.

There will be no exemptions, but under compelling circumstances exceptions to regulations concerning the choice of languages will be considered by the Graduate Studies Committee.

Comprehensive Examination

The Comprehensive Examination for the PhD in English is in two parts:

1. A Field Examination covering one major field of the study of literature in English (see details below)
2. A Special Topic Presentation based on a reading list of the candidate’s devising, and addressing a broad issue or cluster of issues which will be pertinent to the dissertation topic (see details below)

The Field Examination must be attempted in the Fall Term of the second year and will normally be offered in early November. Second sittings will be offered in April. Special Topic Presentations will normally be made in late April or early May of the second year.

A candidate's performance on the Field Examination will be evaluated as either Pass, Pass with Distinction, or Fail. When the Field Examination has been approved and the Special Topic Presentation completed, the following line will be entered on the transcript: (Date) Comprehensive Examination Passed.

1. The Field Examination

The Field Examination is designed to ensure that candidates have a broad knowledge and understanding of the literature, historical contexts and critical history of the primary field of English studies which is germane to their dissertation area and in which they will be claiming expertise as university-level teachers and scholars. Our expectation is that candidates will have pursued a wide range of courses both at the undergraduate levels and in their Master's and Doctoral level course work which will have acquainted them with most of the periods and fields of literature in English. The Field Examination is intended to develop a professional expertise in the field within which students will be seeking academic employment. We understand this expertise to consist both of genuine erudition in the literature of that field and a deep understanding of the scholarly and intellectual issues which have shaped work in that particular field. Such knowledge plays a significant role in the preparation of research and of a dissertation and its defence. It also enables candidates to become teachers who can convey the full richness and significance of a literary field to students at all levels of university study.

The examination is designed to test factual knowledge of matters such as historical developments, bibliographical problems and critical movements, the ability to perform close readings and discuss formal features of all the literary genres relevant to the historical scope of the field, and the ability to place texts within broadly synthetic critical argument. Successful candidates are thus expected to produce answers that are factually correct, internally coherent, and that demonstrate both sensitivity to language and mature critical intelligence.

The specialist areas in which Queen's is prepared to offer examinations are as follows:

1. Old English Literature
2. Middle English Literature
3. Renaissance Literature other than Drama
4. Renaissance Drama
5. Restoration and Eighteenth-Century Literature
6. Romantic Literature
7. Victorian Literature
8. Modern British Literature

9. Modernism
10. Canadian Literature
11. Colonial and Early Nineteenth-Century American Literature
12. Late Nineteenth-Century and Twentieth-Century American Literature
13. Commonwealth/Postcolonial Literature
14. Literary Theory and Criticism
15. Gender Studies
16. North American Literatures

The Department also entertains proposals for other specialist fields if faculty and library resources are sufficient to handle them and if they seem academically appropriate. It may also withdraw certain areas of specialization if faculty are unavailable for supervisory purposes in that area. Reading lists are supplied by the Department as a guide in preparation; these are kept on file in the department office, and are available for the asking at any time.

Timeline: Doctoral students must declare their intended field of specialization to the Graduate Co-ordinator by 1 May of their first year of study at latest. Students will be assigned a two-person examination committee in spring of their first year of study. Reading for the exam using the field exam lists mentioned above should commence after coursework is completed. Conversation with the examination committee about these readings may take place by mutual arrangement, but reading and preparation for the exams are understood to be a student-led, independent process. The exams are written in early November at a date determined by the Graduate Co-ordinator.

Format

The Field Examination consists of two papers. The first paper, written in a four-hour sitting, is intended to test the candidate's general knowledge of the literature, historical contexts, and bibliographical issues pertinent to the field. Although the exact format and nature of the questions will vary depending on the field, the questions generally will take the form of items for identification and passages for identification, commentary, and close reading. The second paper will be written as a take-home exam over a period of eight hours two days after the completion of Paper I. The suggested length of each of the candidate's three answers is 1000–1500 words. Candidates are expected to acknowledge the sources of quoted/ paraphrased material; however, candidates will not be penalized for minor lapses in MLA citation format. Sample exams are kept on file in the department office, and students are encouraged to study and work through past exams.

Procedures

Each Field Examination is set by a committee consisting of two faculty members with expertise in the field in question and appointed for that purpose by the Head on recommendation of the Co-ordinator of Graduate Studies. Their proposed examination is submitted for approval to the faculty members of the Graduate Studies Committee. After evaluating the written examination, each examiner will file a Pass or Fail decision with the Co-ordinator of Graduate Studies, and if the judgment is Fail will give the Co-ordinator a brief written statement of the grounds for the decision. If both examiners approve a paper, the Co-ordinator will notify the candidate and will show him or her the written reports. If the examiners enter differing judgments, the Co-ordinator and the Head of the Department will ask a third member of staff with reasonable knowledge in the field—this may on occasion be someone from another university—to act as referee and cast the deciding vote. The Co-ordinator will then inform the candidate of the decision within 15 days of the examination having been completed, and if it is Not Approved will show the candidate the relevant written reports, including the third reader's. Questions and examinations as a whole are judged on a pass/fail basis. Exceptional exams will be recognized with the term "Pass with Distinction." Candidates dissatisfied with the committee's judgment may, after such consultation, appeal to the Graduate Co-ordinator to have their papers re-read. If, in the opinion of the Co-ordinator, sufficient reasonable grounds exist to justify an appeal, the Co-ordinator will ask two other faculty members to read the papers. Normally the Co-ordinator will be one of the two. The view of these readers is taken as final. Appeals against decisions on the Field Examination (including the composition of the examining committee) follow the procedures detailed in Appeals against Academic Decisions (pp. 23–24).

Candidates who do not receive an "Approved" judgment on taking the Field examination may re-sit the failed examination at the next sitting.

Subsequent attempts, i.e., in the third year of the program, are permitted at the discretion of the Graduate Co-ordinator.

All records relevant to the examination will be maintained for 12 months by the graduate assistant.

2. The Special Topic Presentation

The Queen's English Department wishes to produce doctoral candidates who are not only professionally competent but who can also situate their work in relation to broad intellectual, cultural, theoretical and historical horizons. Thus while the Field Examination moves candidates from the more wide-ranging pursuits of course work toward a specific field of expertise, the Special Topic Presentation is designed to guide candidates toward the identification of a consequential dissertation topic by requiring students to identify a historically or conceptually broad issue or set of issues which they foresee having to engage in the course of their dissertation research and writing, and to produce a substantial reading list related to the topic. The nature of the topic may vary considerably from candidate to candidate but in each case the reading list is expected to cut across the boundaries which demarcate Field Examination reading lists in order to draw selectively from literature from other historical periods, theoretical texts and work from other disciplines, in addition to any works from the candidate's historical period.

Thus, for instance, a candidate might choose as his or her special topic “Modernist Notions of Consciousness and their Genesis” and produce a reading list that includes the literature of early psychoanalysis, nineteenth-century psychology, and philosophy of mind as well as key Romantic texts. Such a topic would build on the literature the candidate had encountered while studying for the Modernist Field Exam but would permit the candidate to range beyond the historical, canonical and disciplinary boundaries which necessarily delimit a field of literary study. The candidate’s task is to define the topic, devise the reading list, read its contents, produce an annotated bibliography based on the list, and present some of the ideas and issues which the reading has permitted him or her to explore. The process culminates in a presentation to an audience comprising faculty and members of the graduate community rather than an examination because candidates are expected to demonstrate their abilities under circumstances that more closely resemble the dynamics of actual professional performance. It also serves as a public event in which the Department can come together at the end of the academic year to celebrate the work of its graduate students.

Process

Upon successful completion of the Field Examination, the candidate will prepare a brief single-paragraph proposal for the Special Topic Presentation, to be submitted to and approved by the Graduate Co-ordinator by 1 December. By mid- January, two faculty members will then be appointed by the Graduate Co-ordinator to serve as an advisory committee, for each student. These advisors may later form part of the student’s dissertation committee, if desired. In most cases the process of studying for the Field Exam, and consultation with prospective supervisory committee members, will have helped to generate ideas for this process. The candidate will arrange to meet with the advisors early in the Winter Term to discuss the development of the reading list. The candidate and the advisors will meet again by mid-April in order to discuss the annotated bibliography as well as the content and format of the presentation. Candidates and their advisors are free to arrange additional meetings, submissions, and other process-related activities at their discretion; for clarity, such arrangements should be formalized in writing shortly after the initial meeting. Regardless of the frequency of meetings, the Special Topic Presentation is a student-directed process: the responsibility for generating the reading list and working through it rests with the candidate.

Presentation and Evaluation

It is required that candidates submit their annotated bibliography to their advisors at least three weeks in advance of the presentation, in order to address any omissions in the reading list. Examples of annotated bibliographies from previous Special Topic Presentations are available from the Department of English office. Annotated bibliographies should have at least thirty items; annotations should be approximately a paragraph in length, and should be formatted in MLA style. The presentation will proceed only when the annotated bibliography has been approved by the students’ advisors.

The Presentation will normally be scheduled for the last week of April or the first week of May, and will take the form of a half-hour paper followed by a question period. Typically, a paper of this length will be 14-16 pages in length, though this may vary depending on font, the use of visual aids, and the speed of the reader.

The content of the presentation may vary according to the needs of the topic and the desires of the individual candidate. In some cases, it will consider the historical development and transformation of an idea, in others it might focus on a small group of texts and their contexts, in still others it might address the limits and value of an interdisciplinary approach. With the understanding that the demand for breadth must be satisfied by the annotated bibliography, the presentation can take a number of forms: these include exploring a secondary field or a set of ideas across various fields, examining a genre or a theoretical issue, or undertaking exploratory research for a chapter of the thesis.

The advisors will attend the presentation and hold a follow-up meeting with the candidate no later than one week after the presentation; the purpose of this meeting is to discuss the work the candidate has done for the Special Topic Presentation and to pursue lines of inquiry which might be fruitful for the dissertation.

By submitting the annotated bibliography and making the presentation (both deemed satisfactory by the candidate's committee), the candidate will have completed the requirement. Paper copies of both bibliography and presentation are to be submitted to the Graduate Co-ordinator, and will be kept on file to provide exemplars for future students.

Special Topic Presentations Process

The Graduate Studies Committee has prepared this checklist for STP candidates and their supervisors to clarify the process and the schedule on which it should proceed. It is intended for reference only; it is not a form candidates are expected to submit, nor is it a comprehensive guide to the STP.

1 December

- Deadline: Candidates submit a one-paragraph description of their proposed topic to the Graduate Co-ordinator for approval. The Graduate Co-ordinator compiles these descriptions and circulates them to faculty members.

Mid-January

- The Graduate Co-ordinator appoints two faculty members to serve as an advisory committee.
- [20th January: date on which the Doctoral Dissertation Proposal is submitted; please see the section on the thesis proposal below]

Late January / Early February

- Candidates meet with their advisors to discuss the development of the reading list.

February—March

- Candidates read through the reading list, preparing annotations for the annotated bibliography as they go.
- Additional meetings between candidates and their advisors may be scheduled if desired.

April

- Deadline: Candidates must submit their annotated bibliography to the advisory committee for their approval no later than three weeks before the presentations are scheduled. Earlier submission is encouraged.
- Candidates meet with their advisory committee by mid-April to discuss the annotated bibliography. Once the committee approves the bibliography, the presentation may proceed.

Late April / Early May

- Presentations are held.

Early May

- Follow-up meeting between candidates and the advisory committee to be held no later than one week after the presentations.
- Submission of the annotated bibliography and a copy of the presentation to the Graduate Chair.

PhD Thesis Requirements and Procedures

The degree program is completed by the preparation and presentation for defence of the doctoral thesis. In order to complete the thesis, most students find it necessary to maintain registration for four years or more.

Thesis Proposal

During the second year, students will consider their choice of thesis supervisor. This is a student-driven process, but each student should consult with the Graduate Co-ordinator about the suitability of potential supervisors. The student approaches the faculty member(s) with whom he or she would like to work. Once a supervisor's (provisional) agreement has been secured and potential second readers have been discussed, a second reader is approached and the process of producing a formal

dissertation proposal may begin. When a proposal has been approved by the supervisor and second reader, indicating formally their agreement to serve in these supervisory committee roles by filling in the Thesis Proposal Supervisory Committee's Report, the proposal and accompanying form are forwarded to the Graduate Studies Committee for approval. The GSC must also approve the proposed supervisor and second reader. The deadline for submission of the thesis proposal is 20 January of the second year of registration.

Proposals are to be 1200 words in length (approximately 3 pages), excluding the bibliography. All proposals should include:

1. a working title for the thesis project;
2. a statement of the argument to be developed and an identification of the specific primary and secondary work(s) to be discussed;
3. a preliminary outline of the probable structure and methodology of the proposed study, with an indication of the number of chapters projected and the focus of each, and a provisional plan for completion of various components of the thesis work (such as archival / field research or language courses, where appropriate);
4. a bibliography identifying primary texts and appropriate secondary materials (general recommendation: 1 page primary sources / 2 page secondary sources, or 3 pages in total for those whose projects have a different range or balance of research sources). The bibliography need not be separated into primary and secondary sources.
5. a [Thesis Proposal Supervisory Committee's Report](#) (PDF), completed and signed by the supervisor and second reader.

Students are advised that their thesis proposal will remain on file in the Graduate Chair's office and may be used as a model for future proposals.

Failure to submit the thesis proposal by the specified deadline will be regarded as "unsatisfactory progress in research," and the student may be asked to withdraw on general academic grounds, as defined in the School of Graduate Studies' General Regulations item c, as shown below:

c. The Case of Withdrawal on General Academic Grounds: There are other academic reasons to request that the student withdraw than those dealt with in a. and b. of this Section. To cite several examples: in the judgment of the supervisor or a supervisory committee the student may be making unsatisfactory progress in research; the student may have failed the comprehensive examination; there may have been marginal performance in seminars; preliminary drafts of chapters of the thesis may reveal an unsatisfactory standard of scholarship; or the Department may believe that the student's overall marks are too low.

Note particularly the following statement in the General Regulations of the Graduate Calendar regarding the expectations and requirements for a thesis:

Parts of the thesis may be prepared in a form suitable for separate publication, but it must overall comprise a coherent account of a unified research project rather than a collection of loosely connected studies. A critical review of previous work related to the subject and a

concluding summation of the contribution made in the thesis to scholarship in the chosen field must be included in the thesis.

Doctoral theses are examined by a committee comprising the supervisor, a second departmental reader who is normally the second reader, a third departmental reader designated by the Head, a faculty member from another department at Queen's, and an examiner from outside Queen's University. In preparation for the thesis oral examination, the candidate must submit to the School six copies of the thesis, in temporary bindings, not later than 25 working days before the tentative examination date. These copies, along with thesis report forms, are forwarded to the members of the Thesis Examining Committee.

For further details regarding the presentation, examination, and archiving of theses, and completion of degree requirements, see Thesis under the General Regulations in the Graduate Calendar, and the Degree Completion guidelines published by the School of Graduate Studies.

Candidates are asked to submit an electronic copy of the final draft of their thesis to the Graduate Assistant.

A. C. Hamilton Prize

The A. C. Hamilton Prize is awarded by the Graduate Studies Committee for the most distinguished dissertation submitted in a given year. The value of the prize is \$200 and the winner is announced each year in October.

Accessibility Training

All graduate students (TAs and TFs) are required to complete both the Health and Safety Orientation Training (available on Moodle) and the four AODA Suites (available on the Equity Office website). The training must be completed in September before the Teaching Assistantship commences.

Teaching Fellowships

Senior PhD students are invited to apply on a competitive basis for Teaching Fellowships each year. Applications should include a cv and a cover letter describing which courses in the undergraduate calendar the candidate feels best prepared to teach or to propose. A TF orientation session is offered in early fall term by the Associate Head and Graduate Co-ordinator.

Annual Reports

PhD students in year 2 and above are required to submit an annual report on the last Friday in April. The annual report must be discussed and signed by the student and his/her supervisor, using the [Annual Progress Report form](#) (PDF). Pre- dissertation students may have their forms signed by the

Graduate Co-ordinator. Annual reports are designed to facilitate communication about students' academic and professional progress.

Outline of the Graduate Programs

MA Program

Pattern 1

- 8 seminars (24 graduate coursework units: ENGL 803* plus 3 units from each of 3 course groups)

Pattern 2

- 4 seminars (12 graduate coursework units) plus thesis
- Thesis proposal to be submitted by January
- An average of 82% or better must be achieved for the candidate to be eligible to apply to the doctoral program

PhD Program

Year 1

- 6 seminars (18 graduate coursework units: ENGL 900*, 903*, plus 3 units from each of 3 course groups)
- An average of 82% or better must be achieved for the candidate to be allowed to continue in the doctoral program

Year 2

- Field Examination (Fall)
- Submit Thesis Proposal by 20 January
- Submit Annual Report (last Friday in April)
- Special Topic Presentation (late April or early May)

Year 3

- Writing thesis
- Complete language requirements
- Submit Annual Report (last Friday in April)

Year 4

- Complete thesis
- Submit Annual Report (last Friday in April)

Inactive and Part-Time Studies

All changes in registration must be approved by the Department and the School of Graduate Studies, using the forms provided on the SGS web site.

A graduate student who has completed residence requirements may register as inactive if permitted by the Registrar of the Graduate School to discontinue studies temporarily for personal or other reasons. Permission may be granted only if on return, the student will still be able to complete the degree program requirements within the allowed time. An inactive student will not normally be excused term fees.

Maternity and Parental Leave

Please see the Graduate Calendar and the current Collective Agreement for PSAC 901 for details on the Maternity/Parental Leave funding available to doctoral students.

Transferring Status

Students wishing to transfer from full-time to part-time studies should consult the regulations in the Graduate Calendar. Acceptable reasons for part-time status include full-time employment or family, medical, or other circumstances that prohibit full-time registration.

Financial Awards

Holders of financial awards must be registered full-time for the tenure of the award.

Employment

Provincial government regulations require that graduate students who are registered as full-time and who take on any part-time employment within the university must restrict the time they spend on such employment, including preparation work for lectures given, to ten hours per week per term. If these limits are exceeded, the full-time status for the three terms or for the single term will be forfeited retroactively.

Courses

Most graduate courses are half-courses. Half-courses designated as “Topics” or “Studies” focus on the study of an issue, a single work, a group of related works, or an author or authors within the period or grouping indicated. The content of these offerings will vary from year to year. In addition to the courses required by their program, all doctoral students are required to complete a non-credit half- course in pedagogical and professional skills (English 900*). Students may take one of their required courses outside the Department.

Not all of the courses listed in the Graduate Calendar will be offered in any one year. For a list of the courses offered during the current academic year, consult the English Department’s web site.

Graduate classes are usually two and a half hours in length and meet once per week. Spring term classes are also two and a half hours in length, but meet twice per week for six weeks. Evaluation is normally based on the equivalent of one oral and/or written seminar presentation per term, one essay per term and/or a final examination, but there are variations on this evaluative scheme.

Students registered in a degree program may audit courses provided they obtain the permission of the Department and the instructor.

Academic Integrity

The Calendar of the School of Graduate Studies defines academic integrity as a set of values comprising honesty, trust, fairness, respect, and responsibility, and requires that graduate students “pursue their research activities in a manner that is consistent with the highest standards of ethical and scientific practice.” The most familiar departure from academic dishonesty in literary studies is plagiarism. The penalty for plagiarism in the Department is normally a mark of zero on the plagiarized assignment. In some cases (involving either plagiarism or other departures from academic integrity), the Head may impose the penalty of failure in the course or recommend to the Graduate School a still heavier penalty.

Examples of departures from academic integrity and the sanctions that can follow from such departures are detailed in the Academic Integrity Policy in the Graduate Calendar.

MA candidates must attain a minimum of second-class standing in the courses in which they are registered as part of their degree requirements.

PhD candidates who fail to maintain an A- average in courses will be asked to withdraw at the end of first year.

Grade Range

First Class: A-, A, A+

Second Class: B-, B, B+

Failure of a Primary Course

The Course Work Requirements in the Graduate Calendar's General Regulations designate the courses prescribed for a student's approved program of study as primary. The number and type of courses depend upon the degree program for which the student is registered, the field of study, and the departmental requirements. In the primary courses, students must attain a minimum grade of B-

In cases when a student does not achieve a B- in a primary course, the Head or Graduate Co-ordinator may recommend to the Faculty Graduate Council/ Committee that the student:

- i. repeat the examination (or equivalent) with- in one year after the original examination (or equivalent), or
- ii. repeat the course, or
- iii. take a substitute course. If approved, a student may take another course approved by the Faculty Graduate Council/Committee to allow them the opportunity to complete the degree requirements.

If such a recommendation is not made or, if made, is not approved by the Faculty Graduate Council/ Committee, any student who fails to obtain the required standing in any primary course shall be required to withdraw.

Graduate Departments/Programs may also recommend that a student be required to withdraw due to the failure of a primary course (see Withdrawal on Academic Grounds in the Graduate Calendar's General Regulations).

The failed course and grade will not normally be removed from the transcript.

Appeals against Academic Decisions

1. Appeals against Academic Decisions Made by an Instructor in a Graduate Course.

Step 1: If a student wishes to question a course grade or other academic decision made by an individual instructor, he or she must first appeal informally to that instructor and ensure that the instructor is aware of any and all the facts which the student believes should bear upon the decision. This should be done as early as possible after the decision is announced and, normally, not more than two months thereafter. The instructor shall be obliged to make a formal reply to the appeal, normally within two weeks of receipt of the request.

Step 2: If the decision is not altered and the student is not satisfied that it is academically proper, he or she may lodge with the Head of the department a formal request for review of the decision. This request must be made as soon as possible and not later than one month after the appeal to the instructor has failed. The request must be made in writing and must include a complete statement of any and all the facts which the student believes should bear upon the decision. The Head shall investigate the case by whatever means seem appropriate and shall endeavour to ensure that all the

facts which the student believes to be pertinent to the appeal have been brought to the Head's attention and that of the instructor, and that all the factors which bear on the instructor's decision are known to the Head, who shall also attempt to ensure that both the instructor and the student are fully aware of the other's point of view. The Head shall normally return a formal, written response to the student's appeal within two weeks of the receipt of that appeal. It is highly desirable, and in the interests of the department and the student, that all reasonable steps be taken by the Head to resolve the dispute at this level.

Step 3: If the student is not satisfied with the outcome of Step 2, he or she may seek the assistance of an Associate Dean of the School of Graduate Studies for a further attempt at informal resolution. The student may also proceed directly to Step 4. If the student opts for Step 3, any request to subsequently proceed to Step 4 must take place within two weeks of receiving the Head's written response in Step 2.

Step 4: If the student is still not satisfied, he or she may, within two weeks of receiving the Head's written response (OR with two weeks of receiving the Associate Dean of the School of Graduate Studies' written response if Step 3 was followed), ask the Secretary of the Academic Appeal Board of the School of Graduate Studies to convene an Academic Appeal Board to hear his or her appeal. The student must submit a written statement of appeal within one week of such a request to the Secretary of the Academic Appeal Board of the School of Graduate Studies, attaching the written decision of the Head. The Secretary of the Academic Appeal Board of the School of Graduate Studies shall inform the Head of the department/program of the request for a hearing by the Academic Appeal Board and give a copy of the student's written statement to the Head.

Step 5: The Secretary of the Academic Appeal Board of the School of Graduate Studies shall distribute the student's statement to the members of the Academic Appeal Board. Within one week of receiving this statement, the Board shall convene to review the written material. The Board shall, within two further weeks, meet with all the parties to the appeal. The student may be accompanied by a Grievance Advisor, legal representation or other support person. Under normal circumstances, it is anticipated that the appeal can be heard in its entirety at this meeting and that the Academic Appeal Board shall issue its report within a further two weeks. Each party to the appeal shall be given the opportunity to present his or her case to the Board. Although neither party is precluded from having legal counsel, such counsel is not usually desirable or necessary at this stage of the appeal procedure. The intent is to provide a fair hearing in an atmosphere of relative informality. The student should notify the Appeal Board at least one week prior to the meeting if he or she is to be legally represented.

Students should familiarize themselves with the Graduate School's regulation on Appeals against Academic Decisions.

B. Appeals against Decisions on the Comprehensive Examination.

1. If a student wishes to query an academic decision made initially by the Board of Examiners for the PhD comprehensive examination and ratified by the Graduate Studies Committee, he or she must lodge the appeal formally with the Head, in the manner cited in A (2) above,

- within one month after the decision is announced. The Head shall meet with the student in order to ensure that all the facts the student believes pertinent to the appeal are contained in his or her written request for reconsideration of the academic decision, and to ensure that the student understands the procedures by which decisions on the comprehensive examination are reached. If the student then still desires to proceed with the appeal, the Head shall meet with the Graduate Studies Committee, and with the Board of Examiners, within two weeks of receipt of the appeal, to review the appealed decision, and shall communicate his or her judgement to the student as soon thereafter as possible.
2. If the decision is not altered and the student is not satisfied that it is academically proper, then he or she may, within two weeks of receipt of the Head's judgement, request that the Head strike a review committee; this request will consist of a detailed rebuttal of the Head's report, stating the grounds for a further appeal. The Head shall advise the Chair of Division II of the appeal and its grounds. The Head shall appoint a special committee, constituted as described in A (3), except that, since this appeal is against the decision of a committee and not of a single instructor, no member of that committee or of the Board of Examiners may serve on the special committee. The committee shall review the case as it deems appropriate, but will normally seek knowledgeable advice from faculty members not on the Board of Examiners or on the Graduate Studies Committee. The committee shall normally communicate its findings to the Head within 3 weeks of its formation. The Head shall, within 1 week of receipt of these findings, communicate his or her decision to the student and to the Graduate Studies Committee and send a copy of the decision to the Chair of Division II. There shall be no further appeal against this academic decision.
 3. Appeals against the composition of examining committees should follow the general procedure detailed in A (2) above.

C. Grievances

Academic decisions are not matters of grievance and do not fall under the University grievance procedures. If the academic decision has not been altered after the appropriate review procedures have been carried out, and if the student believes he or she may have a case of grievance, he or she should consult with the University Grievance Advisor.

Placement

Queen's has an excellent record of placement for its PhD graduates. PhD candidates seeking full-time teaching positions should regularly consult the lists of positions in University Affairs, the CAUT Bulletin and the MLA Job Information List (the MLA list includes a section on Canadian jobs, and Canadians may be eligible for jobs in the United States). The Graduate Chair also sends job advertisements via the department listserv when appropriate. The Graduate Chair, supervisors, and other faculty members can sometimes supplement these sources with personal information regarding available positions.

Dossiers

Job candidates should investigate Interfolio, a service which offers an online dossier account for approximately \$20 for one year. Anyone applying to a job advertised on the MLA's Job Information List receives a free Interfolio account.

The Queen's Centre for Teaching and Learning publishes a pamphlet entitled *Preparing a Teaching Dossier*, which PhD candidates are encouraged to consult.

Sample Format for a *Curriculum Vitæ*

Full Name:

Mailing Address:

Telephone Number:

Citizenship:

Education and Degrees:
(with dates, most recent first)

Awards and Honours:

Teaching Experience:
(with dates, most recent first)

Teaching Interests:

Doctoral Thesis:
(title, followed by a brief description and by names of the supervisor and second reader)

Conference Papers and Lectures:
(titles and dates)

Publications:
(list forthcoming work after articles or reviews already published)

Referees:
(give full professional titles and contact information)

Professional Development

The Queen's Centre for Teaching and Learning offers a Certificate Program in University Teaching and Learning to graduate students and postdoctoral fellows. This program is a way to earn formal recognition of your training and development undertaken to enhance teaching related skills and expertise. It is self-directed, and can be completed at any time to fit with training and development opportunities.

The School of Graduate Studies also runs a series of workshops entitled “Expanding Horizons,” which supports the academic, personal, and professional success of graduate students. Graduate students may take as many workshops/seminars as they would like; by attending an assortment of workshops across theme areas, students may earn a Certificate in Professional Development.

Conference and Travel Awards

Conference Travel Award

The Department of English offers an award to defray travel and registration costs required by its graduate students to present peer-reviewed papers at major professional conferences in their fields, to a maximum of two awards in one academic year. Preference will be given to those applicants who are not holders of major awards such as SSHRC or OGS, and to those applicants whose papers are closely related to their primary research field. The amount of the award varies each year: for its value in the current academic year, consult the [application form](#).

Applications are adjudicated by the faculty members of the Graduate Studies Committee. Complete information about the award and the application procedure is provided on the [application form](#).

Dean’s Travel Grant for Doctoral Field Research

PhD students may apply to the School of Graduate Studies for a Dean’s Travel Grant for Doctoral Field Research, to a maximum of \$3000. These awards can be used to consult archival collections and research libraries beyond Queen’s, or to attend advanced research workshops such as those offered by the Folger Shakespeare Library. Application deadlines will be announced to all eligible students.

Lecture and Workshop Series

In addition to lectures scheduled by the Visiting Speakers Committee, the special Dolman and Whalley lectures, and job talks by applicants for positions in the Department, the following are of particular interest to graduate students:

GES Forum

The GES Forum was set up to facilitate an informal exchange of ideas among graduate students and faculty. The forum is open to a wide variety of submissions, but has so far attracted three main sorts: first, papers that were delivered previously at conferences and sessions outside of Queen’s; second, work in progress—the forum, because it is informal, allows the presentation of papers at an early stage of development; third, other presentations, such as poetry readings. The overall aim of the series is to encourage mutual interest in and contributions to the work of students in the Department, and students at all stages of study are encouraged to attend.

Professional Workshops

Each year the Chair of Graduate Studies organizes workshops for graduate students on various facets of professionalization, either within or outside the framework of ENGL 800* and 900*, the professional skills courses. These are meant to help students plan and manage their programs of study so as to be competitive on the academic and professional job markets.