

The Production of Literature

PhD Program Guidebook

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INTRODUCTION TO THE PHD PROGRAM

Purpose of this Guidebook

This guidebook is designed to be a comprehensive introduction—in a readable format—to Carleton’s PhD program in *The Production of Literature*. It is not a substitute for the more detailed and more up-to-date information on the department’s institutional website: <http://www2.carleton.ca/english/current-students/graduate/phd-program/>.

Summary of Program

Carleton’s PhD program *The Production of Literature* studies the production, circulation, and reception of texts through analyzing their institutional, technological, and discursive contexts. It is unique in Canada in its commitment to fusing empirical inquiry into book history with theoretical questions about subjectivity, gender, race, and class. It assumes that “literature” is not a given, stable term, but a relational field, which produces culture in terms of identity formation and ideology and is produced by culture in terms of material conditions.

Detailed Description of Program

As an academic discipline, English emerged less than 200 years ago, establishing itself on a set of assumptions about authors, art, and literary movements. It posited literature as a category of written works conforming to specific aesthetic principles and organized within identifiable national traditions and autonomous historical periods. In general, critical practice focused on canonical texts and authorial corpuses, presupposing particular value judgments about literary worth. In recent decades, the erosion of these value judgments has transformed the underlying assumptions into a set of debates in their own right, and such debates call attention to the historical processes through which literary canons are formed. As a result, the research methodology in English studies has changed in subtle yet important ways: whereas many critics once saw their goal to be the mastery of a tradition, that is, the comprehension of canonical authors and canonical works, contemporary critics seek to uncover the social, cultural, and political work that the very notion of “the literary” accomplishes. This current tendency to approach literature and the literary as historically constructed terms means that we need to know more about how people have defined literature in different times and places, and how these definitions have influenced questions about authorship, reading habits, aesthetic evaluation, and different modes of production and circulation.

Responding to these methodological developments in the changing discipline of English studies, Carleton’s PhD program recognizes the shaping power of cultural context for understanding the production of literature. It accommodates the rich inquiry opened up by book history, an interdisciplinary movement which investigates the book as a material and sociological object. This object is embedded in material practices and technological apparatuses, which determine who reads, what is read, when it is read, and how it is read. Studying social conditions across the spectrum of manuscript, print, and digital cultures

enables us to understand how each historical moment constructs author, text, and reader differently. Carleton's PhD encourages students to explore issues of literary production, circulation, and reception, and to consider the ways in which readers and writers modify their consumption of texts according to various social circumstances.

And yet, as the title of the PhD program is meant to suggest, literature is not only produced by culture, but also produces culture in the widest sense of the term. Traditional scholarship regarded literature as interacting with the world in a narrowly mimetic fashion. Literary texts were thought to mirror society and history passively. However, with the advent of critical theory, the discipline of English studies now acknowledges literature's active involvement in producing and reproducing ideology. Thus we cannot divorce the question of literature's material conditions from its contribution to politics and the cultural imaginary and to the ways in which a culture constructs subjectivity through gender, race, and class. Carleton's PhD encourages students to study connections between literature and identity formation in order to interrogate literature's complicity in and resistance to power relations, whether on a national, colonial, or global level.

ADMISSIONS

Admission Requirements

Applicants will normally hold a master's degree in English (or an equivalent humanities degree) with at least an A- average (10 GPA). Applicants judged to be deficient in preparation may be asked to complete course work over and above the PhD program requirements. In addition to transcripts and letters of reference, application packages will include a statement of interest outlining the applicant's proposed area of doctoral research and a representative academic writing sample. All applications will be considered by the Graduate Committee. Application packages may be requested by phone, by mail or on-line through the website of Carleton's Faculty of Graduate Studies and Research.

PhD Application Deadline

Applications reaching the Department of English later than February 1 may not receive financial assistance if spots in the program fill up too quickly. That said, one may apply to the PhD at any time during the year and will automatically be considered for financial assistance.

EMPLOYABILITY

According to the hiring survey conducted by the Canadian Association of Chairs in English (CACE) and the Association of Canadian College and University Teachers of English (ACCUTE), fifty-two per cent of the 2006-2007 PhD graduates in English were able to find tenure-track and contractually limited term appointments (varying from 4

months to 4 years). The CACE/ACCUTE hiring survey provides in tabular form a five-year summary of PhD graduate success in finding academic positions:

Year	Graduates	Tenure-Track	Contractually Limited Term Appointment
00-01	63	34 (54%)	20 (32%)
01-02	75	34 (45%)	18 (24%)
02-03	81	21 (26%)	13 (16%)
03-04	80	19 (27%)	07 (10%)
04-05	83	25 (30%)	20 (24%)
05-06	90	34 (37%)	13 (15%)
06-07	41	15 (37%)	06 (15%)

Please note that the table does not indicate cumulative figures, merely each year's report on those who have found various types of employment soon after graduation. Moreover, the statistics recorded yearly cannot be taken as anything more than a rough indication of the actual situation, partly because the number of reporting institutions varies. In the case of 2006-2007, the use of a web-based form appeared to discourage institutions from inputting the data. Thus the statistics are not as comprehensive as those from previous years. Given these caveats, a few observations can be drawn from the survey:

1. In the last five years, there has been a wide range of employment success rates: from 86% in 2000-2001 to 37% in 2003-2004.
2. The number of graduates has been increasing slightly but there has not been an increase in tenure-track positions, despite the retirements of baby boomers in the professoriate. Success in securing a tenure-track position varies from 26% to 54% of the graduating class.
3. Over the five year period, the average success rate of graduates finding tenure-track and contractually limited term appointments is 56.7%, while the average success rate of graduates finding just tenure-track positions is 36.5%.

In conclusion, a PhD does not guarantee full-time employment in academia, where many graduates compete for a limited pool of positions. Though urging students to recognize that the Canadian university system's job market is highly competitive, Carleton's English department has designed a PhD program and experience that will make its graduates competitive in that system.

FOREIGN STUDENT INFORMATION

Language Assessment for Foreign Students

A student from a country whose first language is not English must take the CAEL (Canadian Academic English Language) Assessment, achieve a minimal overall score of 70, and demonstrate a combined grade of 70 or better in the components of Reading and Writing. A minimum TOEFL score of 580 will suffice only where the CAEL test is unavailable (a CAEL test may still be required). The required IBT scores are as follows:

Overall: 86

Writing:	22
Speaking:	22
Reading:	20
Listening:	20

It is the student's responsibility to contact the CAEL office and set up an examination date as early as possible before applying for the PhD since the exam is held just a few times during the year. Consult the School of Linguistics and Applied Language Studies' website: www.carleton.ca/slals/. Carleton accepts the International English Language Testing System (IELTS). Applicants must achieve an overall score of 6.5 with a minimum of 6.0 in each band score.

Tuition Costs and Fee Waiver Scholarships for Foreign Students

For the current foreign student tuition fees, please consult the Student Accounts Receivable website: <http://carleton.ca/financialservices/student-accounts-receivable/tuition-fees/>. A certain number of foreign fee waiver scholarships are available every year. These scholarships are awarded on similar terms as the graduate assistantships/scholarships. Recipients will be exempted from paying a portion of the foreign student fee. It is not necessary to apply separately for this scholarship. All scholarships are contingent on being accepted to a graduate program and recipients will be notified by the Dean of Graduate Studies and Research.

Work Permit

According to Section 26 (1B) of the Canadian Immigration Act, a work permit is required by all foreign students for employment in Canada. Furthermore, before any payment can be made by Carleton University for the work described in the work permit, the student must obtain a Social Insurance Number. It is the responsibility of the student to obtain a work permit and Social Insurance Number after arrival at the university.

After registering but before beginning any form of employment at Carleton University, foreign applicants must submit a copy of their work permit and Social Insurance Number to Human Resources, Room 507. Failure to provide these documents may result in the foreign applicant's payment being withheld. Please note that students working illegally in Canada may be subject to legal action taken against them by the Canadian Immigration authorities.

ADMINISTRATION

Graduate Administrator

The Graduate Administrator, whose office is in 1812 Dunton Tower, administers the PhD program as well as the MA, liaising with the office of the Faculty of Graduate Studies and Research on behalf of the Graduate Supervisor. If you have any questions about the

application process, course registration, scholarship applications, office keys, or any other administrative matter, please contact the Graduate Administrator.

Graduate Committee

The governing body of the PhD program is the English department's Graduate Committee, which includes the Graduate Supervisor, the Chair of the department, and at least three other departmental members included in the core faculty. This is a standing committee of the department and membership is ratified annually by the department as a whole. The Graduate Committee is responsible for overseeing the academic integrity of the program, admissions to the program, student audits and recommendations of suspension or withdrawal, and other related matters. With the final approval of the department, this committee will review and amend as necessary the PhD curriculum and program.

Graduate Supervisor

The Graduate Supervisor, whose office is in 1818 Dunton Tower, heads the Graduate Committee and, along with the Graduate Administrator in the main office, administers the PhD program, as well as the MA.

Dissertation Supervisory Committee

The Dissertation Supervisory Committee will be struck in late August at the end of the candidate's second year, when the doctoral research project has received a grade. It consists of the chair, that is, the student's supervisor, and two to three supporting committee members who are chosen by the chair in consultation with the student.

Normally, the two or three supporting committee members are made up of English faculty; however, a third supporting member may be a professor outside the department or even outside the university. But at least two of the members of the committee, not including the supervisor, must be from the department. The supporting committee members will have research areas of significant relevance to the student's dissertation project. Committee members may read and comment on the dissertation in progress, and provide other supervisory support; the extent of each committee member's involvement with the dissertation is entirely up to the committee, varying according to student needs, faculty availability, and research expertise. Each member of the committee must approve the dissertation before it is submitted for defense. The chair and committee members may have been the primary examiners of the student's Doctoral Research Project (Year 2), but will invariably be the primary examiners of the Dissertation Proposal (Year 3) and board members on the Dissertation Defense (Year 4)—along with additional examiners as outlined under "The Oral Examination."

Usually, in August of Year Two, the Graduate Supervisor will ask the student's supervisor for names of the two other positions on the Dissertation Supervisory Committee, which should be in place before the student submits the dissertation proposal.

The Graduate Supervisor will seek faculty members to fill the positions and suggest substitutes where individuals have declined service. Membership on the Dissertation Supervisory Committee may be subject to change during the course of the dissertation. In all cases, the Graduate Committee needs to approve the membership of the Dissertation Supervisory Committee.

Supervisor's Role

The PhD candidate's supervisor is charged with a number of responsibilities over the course of the candidate's program. These responsibilities break down in the following manner:

- Year One
 - suggest to the Graduate Committee possible members for the Comprehensive Examination Committee
 - with the Comprehensive Examination Committee compile reading lists for the examination

- Year Two
 - participate in the setting and grading of the comprehensive examination
 - suggest to the Graduate Supervisor possible members for the Doctoral Research Project Committee
 - serve on the Doctoral Research Project Committee
 - read and respond in a timely fashion to drafts of the student's Doctoral Research Project
 - read and respond in a timely fashion to the student's dissertation proposal

- Years Three and Four
 - chair the meeting for the student's Dissertation proposal
 - read and respond in a timely fashion to drafts of the student's dissertation chapters
 - facilitate the student's awareness of the profession and its expectations regarding conferencing, publishing, grant application, teaching, collegiality, and administrative work

Dissertation Supervisory Committee Members

Members of the Dissertation Supervisory Committee are charged with a number of responsibilities over the course of the PhD candidate's program. These responsibilities break down in the following manner:

- Year Two
 - read and respond to the student's dissertation proposal

- Years Three and Four

- read and respond in a timely fashion to drafts of the student's dissertation chapters that are relevant to the committee member's expertise

THE PROGRAM

Program Requirements

The doctoral program is structured to enhance students' intellectual development as they move through the degree. The first year, which is entirely course work, is organized around a two-term required course that will explore different theoretical and historical aspects of the production of literature. In the second year, students complete one comprehensive credit and one research project credit. The first is a four-hour sit-down exam in the candidate's declared area of expertise. The second is a research project that requires the student to write an essay of publishable length and defend it orally. These two credits will normally be completed near the beginning and end of the second academic year, respectively. Students will ordinarily submit their dissertation proposal in the fall term of their third year. **All doctoral candidates will be required to complete 10 credits to qualify for the degree.** Further description of program requirements is included below.

Year One

- 1.0 credit ENGL 6000 Doctoral Seminar
 - ENGL 6000 (Doctoral Seminar) is a required 1.0 credit course that must be taken in the first year of the program. Drawing on the expertise of various members of the faculty, ENGL 6000 will cover major issues related to the production of literature as a material object, as an institutional site or practice, and as an enabling concept. Discussion will include the literatures of various historical moments and social groups. Over the duration of this two-term course, students will have an opportunity to become familiar with the work of a number of faculty members who do research in the areas covered by the course. Students will be evaluated on the basis of seminar participation and written assignments and will be assigned a letter grade.
- 2.0 credits of course work to be completed by April.
 - These 2 credits will be selected from among the department's 5000 and 6000 level courses. With approval of the Graduate Supervisor, students may take 1.0 credit outside the English department. **Approval will depend on relevance to the student's program of study.**

Year Two

- 1.0 credit ENGL 6900 Comprehensive Examination (November)
 - ENGL 6900 will be completed by November (the beginning of Year Two) and will focus on the student's primary field along with relevant critical issues. It is considered a breadth requirement and will normally consist of a sit-down written examination based followed one week later by an oral defence on a reading list compiled by experts in the field. It will be graded on the basis of pass/fail/distinction.
- 0.5 credit ENGL 6001 Proseminar
 - ENGL 6001 is a required 0.5 credit course (offered over two terms) taught by the Graduate Supervisor. It not only continues the discussion of the critical issues and theories about the Production of Literature raised in ENGL 6000 but also ensures that students receive the research, pedagogical, and disciplinary skills and knowledge

- necessary to function professionally.
- Students will be evaluated on the basis of seminar presentations and participation and will be assigned a letter grade.
- 1.0 credit ENGL 6901 Doctoral Research Project
 - ENGL 6901 will be completed by August 31st and will comprise of an essay of publishable length and quality as well as an oral examination (on a date prior to Sept. 30th of Year 3). It will be assigned a letter grade.
- By the end of this year students should have completed any remaining course requirements. Students should also satisfy their language requirement by the end of this year.

Year Three

- Defense of Doctoral Research Project by September 30th
- Dissertation Proposal will be submitted by November 1st
 - As part of the proposal process, the student will participate in a discussion with his or her Dissertation Supervisory Committee by November 15
- 4.5 Credits ENGL 6909 (Dissertation in Progress)

Year Four

- ENGL 6909 Continued
 - Completion of dissertation will include an oral examination.
 - We will make every effort to enable students to complete the program within four years. We do recognize that in some cases students will require additional time, and the existing funding formula for PhD students guarantees five years of TAs.

Registering for Courses

Because Carleton's English department strives to assist students in selecting the best possible courses to support the development of their individual research programs, all students should consult the Graduate Supervisor before registering for, adding, or dropping courses. Moreover, by consulting with the Graduate Supervisor, students avoid further unforeseeable difficulties related to course registration and program status; for example, if Graduate Studies perceives a student as dropping down to part-time status, it might withdraw funding.

Courses

Not all of the Graduate Calendar's courses are offered in a given year. For an up-to-date statement of course offerings available in a given term, consult the English department's website online at <http://carleton.ca/english/current-graduate-courses-2013-2014/> PhD students will normally take 5000 level courses, with the exception of at least two core 6000 level courses.

Directed Reading

The directed reading is available to students who want to explore a topic not offered in the annual course selections and can find a faculty member with the suitable expertise in

the area to direct the tutorial. Faculty members are not obliged to lead tutorials on topics that they have no expertise in. In some instances, faculty members may indicate their willingness to offer directed readings to a group of students. In other cases, individual students may seek tutorials on a one-to-one basis. Before a student can register for the course, both the student and the supervisor must fill out an approval form—found on the website—submit it to the Graduate Supervisor, and wait for the approval of the Graduate Committee. A syllabus must be attached to the form. The Graduate Committee members will approve the directed reading primarily on the basis of how well the syllabus conforms to FASS standards and reproduces the workload of a regular graduate seminar.

The directed reading, taken for one or two terms depending upon the number of weekly meetings, will count towards 0.5 credits of the student's coursework. The reading list is a joint effort between the instructor and the student. The supervisor and the student(s) will meet at least once a week if the tutorial lasts a term or at least twice a month if the tutorial lasts two terms. Evaluation in the tutorial is solely the responsibility of the supervising faculty member.

Full-time and Part-time Status

Full-time PhD students are expected to complete their requirements within **six calendar years**. Students who undertake the program through a combination of full-time and part-time study must complete their degree requirements within an elapsed period of **eight calendar years**, as set out in the General Regulations section of the Graduate Calendar.

A part-time graduate student will normally register in a maximum of 1.0 credit per term, including audit courses. In addition to the course load restriction described above, the Faculty of Graduate Studies and Research stipulates that a part-time graduate student must:

1. identify himself or herself at the point of first registration as a part-time graduate student.
2. be considered a part-time graduate student by his or her supervisor.
3. be designated as a part-time graduate student by the University.

A student who has valid reasons for changing status from full-time to part-time for a term may apply for permission by writing to the Dean of the Faculty of Graduate Studies and Research stating the reason(s) for seeking exemption from the full-time registration requirements stated in 7.10 and 7.11 of the Graduate Calendar. This letter will include a statement from the Graduate Supervisor (and the dissertation supervisor if there is one) in support of his or her request; it will confirm that he or she will be infrequently on campus for the term, will be using the University facilities (i.e. library, laboratories, computer centre, etc.) on a part-time basis, and will be receiving supervision on a part-time basis, including supervision through correspondence.

Language Requirement

Candidates must demonstrate reading ability in a language other than English, normally

by successfully completing a reading course or doing a two-hour translation exam. This requirement should be completed prior to the submission of the dissertation proposal. The second language should enhance the primary area of research. If you have already passed a language requirement at the MA level and if the MA transcript documents the fulfillment of this requirement, you do not need to satisfy Carleton's PhD language requirement.

The language requirement may be satisfied by a suitable language course taken at the university level, or by taking FINS 2105 (French) and obtaining a grade of B- or better. FINS 2105, Written Comprehension 1, a course given in English and offered by the French department, is designed to enable specialists from other departments in the humanities, social sciences and sciences to read technical texts in French with reasonable ease. The course involves basic French grammar, the reading of selected material from various fields, and an individual assignment in the student's specialization. Registration in FINS 2105 does not count as a credit toward the PhD requirements. For the date and time when FINS 2105 will be offered, please check the French department's class schedule. Alternatively, students can complete a two-hour translation exam overseen by the English Department. Students wishing to do the translation exam should consult with the Graduate Supervisor.

Academic Standing

Doctoral students must obtain a grade of B- or better in each course counted toward the fulfillment of the degree requirements and in the Doctoral Research Project and must achieve a Satisfactory/Pass grade on the comprehensive examination and the PhD Dissertation and its oral defence.

Milestones and Program Audits

A doctoral student is expected to finish each component of his or her program—from courses, through comprehensive exam, to doctoral research project—in a timely fashion. Graduate Studies has implemented a formal auditing process to identify students who have not completed one or more of these components by the allotted deadline or deadlines. Students who have no explanation for their failure to achieve milestones will lose their funding. It is strongly recommended that a student in jeopardy of missing a deadline contact the Graduate Supervisor as soon as possible.

The following milestones must be completed by the indicated term after initial registration:

- 2 Credits—Approved coursework options (ENGL 6101 to 6103 and ENGL 5*** [except 5005, 5908, 5909]) must be complete within 2 full-time terms of initial registration
- 1 Credit—ENGL 6000 must be complete within 2 full-time terms of initial registration
- 1 Credit—Comprehensive Examination (ENGL 6900) must be complete within 4 full-time terms of initial registration.

- .5 Credit—ENGL 6001 must be complete within 5 full-time terms of initial registration
- 1 Credit—Doctoral Research Project (ENGL 6901) must be complete within 6 full-time terms of initial registration
- 0 Credit—Thesis Proposal must be complete within 7 full-time terms of initial registration

Residence Requirements

The normal residence requirement for the PhD degree is the first two years of the PhD program.

Continuous Registration

After initial registration in a dissertation, candidates (full-time or part-time) must maintain this registration in all successive terms (including the term in which the student is examined) until the dissertation is completed. Completion means submission of a final grade to the Faculty of Graduate Studies and Research after all revisions have been made. Students should note that faculty approval to register in the dissertation is given on the understanding that students will be in regular contact with their supervisors, and that dissertation research will be actively pursued in each term of registration.

Further General Regulations

Please check the Carleton University Graduate Calendar for all general regulations governing Carleton's graduate programs. These regulations may be found in hard copy at the Faculty of Graduate Studies or on Carleton's website.

COMPREHENSIVE EXAMINATION

Goals of the Exam

PhD candidates will complete a written and oral comprehensive examination in the candidate's declared general area of expertise. The purpose of the comprehensive examination is to test the candidate's knowledge of their field, that is, the general subject area in which his or her future scholarship will be conducted and which will provide the candidate with a broadly teachable area of expertise for the job market. Pragmatically speaking, in other words, the exam establishes the foundation for the candidate's thinking about his or her scholarship and teaching and is distinct from the Doctoral Research Project, whose purpose is to provide the candidate with an opportunity to explore the more narrowly-focused subject area of their dissertation in a targeted way. For the purposes of the comprehensive exam, then, "field" will be defined as any subject area (historical, geographical, and/or theoretical) that is commonly recognized by academic institutions as an area of English or interdisciplinary study in which an individual might be hired (for example: American Literature, African Literature, Postcolonial Literature

and Theory, Victorian Literature, Literary Theory, Digital Humanities, etc.). Comprehensive Examination Supervisors are advised to check current MLA job listings in their subject areas to stay abreast of how their field is currently being defined. To be as comprehensive as possible, the list should consist of the key primary texts of the field and should make the candidate conversant in current critical debates in and around those texts. It should provide the candidate with the opportunity to solidify intellectual and scholarly knowledge of their field—its events, its movements, its institutions, its practices, and its discourses. Its selections should assist the candidate in mapping out the macro-contexts, meta-narratives, historical forces, epistemic shifts, and large-scale frames of reference that inform meaningful research in the designated field.

Comprehensive Examination Committee

For each candidate a separate “Comprehensive Examination Committee” will be struck, unless two or more candidates are working in the same field. In consultation with the student’s supervisor, the Graduate Committee will appoint members to the Comprehensive Examination Committees. Being formed in February, the examination committee will consist of three faculty members: the candidate’s supervisor and two other faculty members working in the candidate’s field or related fields. This committee is not the same as the Dissertation Supervisory Committee, which is formed later in year two of the program. The committee will select a chair who must not be the candidate’s supervisor. On behalf of the committee, the chair will be responsible for any communications to the student(s) and all communications to the Graduate Supervisor. At some point in early April before the Comprehensive list is formulated, the Graduate Supervisor will discuss with the student’s supervisor protocol and guidelines for the Comprehensive Exam as well as the Preparation Tips and Grading Rubric (Appendices 1 & 2 of this Handbook). Once the Comprehensive Examination Committee is established, the Graduate Committee will play no role in the process, except for ensuring through periodic reviews that each stage of the process meets programmatic deadlines and that consistency and equity are maintained from one student’s reading list to another’s and from one student’s exam to another’s. In the event of any difference of opinion among the members of the Comprehensive Examination Committee, the Graduate Committee will serve as an advisory board.

The Comprehensive Examination Committee members will supervise and monitor the entire process from composing the reading list and setting the written and oral exam questions, to grading and commenting upon the answers. They are responsible for demarcating the boundaries of the field, selecting the individual primary items to populate that field, and establishing the secondary items to represent current scholarly debates. Through the candidate’s supervisor, they should take into account the candidate’s input, but should keep in mind that the exam is comprehensive, not dissertation-specific. Each committee member must sign off on the reading list by April 14th so that the Graduate Committee can ratify it by April 30th.

The Comprehensive Examination Committee will not only set the questions for the exam but also establish the criteria for writing and grading the written and oral answers. The document given to the candidate at the sitting of the written exam will be composed by

this committee. Each committee member must also sign off on this final document and forward it to the Graduate Supervisor two weeks before the exam is written. Upon completion of the written exam, the chair of the committee will decide whether the student is ready to proceed to the oral exam. This evaluation will *not* be based on the quality of the exam itself. Rather, the chair will simply ensure that all the questions to the exam have been completed and there are no other obvious obstacles to moving forward. Finally, the committee members will meet to grade the exam and to compose questions for the oral examination. After the oral exam is completed, students will be told their grade based on their performance on the written and oral in combination. Two weeks later the student will be provided with written comments jointly established by all committee members. Each committee member must sign off on the written feedback. When the committee has finished its work, the grade with the unattributed commentary will be forwarded two weeks after the completion of the oral exam to the Graduate Supervisor, who will notify the candidate. From this point onwards, the Graduate Supervisor will deal directly with the candidates, the work of the committees being officially finished.

Reading List

The comprehensive exam reading list will consist of 75-85 items designed to provide the student with comprehensive knowledge of their field in a variety of genres. In order to provide some minimum standard of fairness across lists, a list “item” will be defined in the following way:

- An item will normally be equivalent to a novel, a long poem, a poetry collection, a short story collection, a work of nonfiction prose, or a critical monograph (single- or co-authored), or any other text of comparable length and difficulty.
- In exceptional instances, some particularly dense, difficult, or lengthy texts may be designated by the student’s Comprehensive Examination Committee as counting for 1.5 items, with the understanding that such a weighting will be the exception rather than the rule.
- 4 individual articles or book chapters will be equivalent to 1 item.
- 6 individual short stories will be equivalent to 1 item.
- 6 individual poets (represented by a selection of 1-5 poems) will be the equivalent of 1 item.
- Large anthologies of articles and edited essay collections *cannot* be counted as individual items. The relevant individual entries in such collections must be listed and counted separately as articles.

Normally, about 80% of the items on the list should be primary sources, while the rest should be current secondary material. The bibliography will be divided according to primary and secondary sources and in each division there will be topic headings established by both the committee and the candidate. Although the Comprehensive Examination Committee is ultimately responsible for drawing up the list, the student should be consulted during the process. All lists must be ratified by the Graduate Committee.

The Graduate Committee ratifies each list before the Graduate Supervisor sends the final

copy to the candidate. It is neither the responsibility nor the authority of the Graduate Committee to question the content of the reading list. The Comprehensive Examination Committee has strict control over the nature of the items selected. However, it is the Graduate Committee's responsibility to ensure equity amongst the study loads of the PhD Candidates in any given year. To that end, the Graduate Committee may request modifications to the list before approving it..

The Written and Oral Exams

The comprehensive exam will be composed of a written exam in combination with an oral exam. The written exam will be held between 24 October and 23 November. The oral exam will follow one week later (between 1 November and 30 November). The exam date will be decided, in consultation with the student's committee, by 30 July.

The written exam will be a four-hour, sit-down exam. The oral exam will be between one and two hours and, as stated above, will occur one week after the written exam. The oral exam will use the written exam as a point of departure for questions that relate to aspects of the written exam (thereby giving students the opportunity to expand on areas that they may not have answered fully in the written version); aspects of the comps list that are either relevant to the student's written answers or felt by the committee to be especially useful in the student's continued studies may also be addressed. Both exams will focus on breadth of coverage and will be designed to aid the student in his or her intellectual development and to provide a firm basis in moving forward to dissertation writing.

With respect to the written exam, students should be urged to use all of the time allotted; that is, no one should leave early. Students can check over their answers if they have time to spare. The exam will have the following generic format (with exceptions reserved for students in particular fields at the discretion of their supervisor):

- Students will write on three questions out of a choice of five.
- Each question will invite the candidate to engage with a broad range of material.
- For each question, the examiners should provide instructions detailing the question's goals and the criteria for an exemplary answer.
 - o For example, "this question tests the student's judgment in selecting and commenting upon a range of literary genres relevant to early modern print culture."
 - o The examiners should spell out the minimum number of primary and/or secondary sources to be cited in the answer.

With respect to the oral exam, students should expect a discussion that both expands upon and extends aspects of the written exam. There is no need for more study between the two exams; no new material that departs from the comps list will be introduced. Taken together, both exams will allow students to excel in their areas of strength. Upon completion of the oral component of the exam, students will be awarded one of the following grades: 1) Pass With Distinction 2) Pass 3) Fail. The written and oral components of the exam will be evaluated together. Weaknesses in the written exam can be balanced by strengths in the oral and vice versa. Students who are unsuccessful in completing this examination may be granted, upon the recommendation of the Graduate

Committee, one opportunity to re-write.

The Comprehensive Examination Committee will meet shortly after the oral examination to compose written feedback. The Graduate Supervisor will provide the student with written feedback within two weeks of the oral examination. **Please note that you must register for this exam as you would for any other course.**

Please see Appendix 1 for Tips on Writing the Comprehensive Exam and Appendix 2 for the Grading Rubric for the Exam.

Dates and Deadlines

1 February – In writing to the Graduate Supervisor, students will identify their supervisors and their fields.

Mid-February – the Graduate Supervisor in consultation with supervisors will search for members to serve on the Comprehensive Examination Committees.

March-April – the different Comprehensive Examination Committees will meet to compose reading lists.

Early April – the Graduate Supervisor will discuss with the student's supervisor protocol and guidelines for the Comprehensive Exam as well as the Preparation Tips and Grading Rubric (Appendices 1 & 2 of this Handbook).

14 April – the chairs on different Comprehensive Examination Committees will forward the reading lists to the Graduate Supervisor who will meet with the Graduate Committee to ratify the lists. Comments from the Graduate Committee will be sent back to Comprehensive Examination Committees for final revisions.

30 April – Reading lists sent to students.

30 July – a date between 24 October and 23 November will be chosen for the written comprehensive (the oral will follow one week later).

May-October – students study for the comprehensive examination.

Fall – Comprehensive Examination Committees will set the examination questions and criteria for the answers.

Two weeks before the written examination – the complete written examination documents will be submitted to the Graduate Supervisor.

24 October-23 November – written examinations held; 1-30 November: oral examinations held; immediately after the oral examination the student will be given one of the following grades: 1) Pass With Distinction 2) Pass 3) Fail.

Two weeks after completion of the oral exam – the Graduate Supervisor will receive from the chairs of the Comprehensive Examination Committees a document for each exam that provides unattributed commentary that the candidate can read.

December – The Graduate Committee will meet to discuss any failed exams, deciding whether or not the candidate(s) may have an opportunity to re-write.

DOCTORAL RESEARCH PROJECT

Goals of the Project

The Doctoral Research Project—not to be confused with the dissertation beginning in the third year—has a twofold purpose: to serve as a second comprehensive examination with a narrower focus attuned to the student’s research interests and to introduce the student to the challenges of researching and composing a scholarly paper of publishable length and quality. In the essay, the student should demonstrate his or her research’s relationship to existing scholarship and current debates. The Doctoral Research Project should be directly related to the student’s dissertation; it will, accordingly, provide the student with a valuable opportunity to prepare material and skills related to his or her anticipated dissertation topic.

Stages of the Project

The student’s dissertation supervisor will be involved in supervising this project from beginning to end as well as contributing to the grading process. Because of the scope of the research and the expectations of the assignment, nothing can be left to “the last minute.” To that end, the project will be divided into distinct stages with deadlines to help ensure that the final essay is of a publishable standard and finished in a timely fashion. It is highly recommended that students do not submit their DRP for publication before their DRP defence.

The student needs to register for ENGL 6901 as though it were a regular course. The research project will move through four formal stages, before the student can submit the essay to be evaluated—though presumably he or she will communicate regularly with his or her supervisor. Before registering in ENGL 6901, the student must have met with his or her supervisor to agree upon a viable topic. It is expected that the student will have already done preliminary research, either in a course or for his or her OGS/SSHRC application. This initial meeting should establish the promise of the topic and begin to set up parameters for the research, such as possible primary and secondary sources. The student will then embark upon the second stage: the completion of a two-page proposal and an annotated bibliography. Once the supervisor has found the proposal and bibliography to be a sound foundation for further research, the student may proceed to the third stage: the writing of the first draft. Two months after the first draft, a second draft will complete the fourth stage. The student will then have two months to make final revisions. The final paper should be between 7,000 and 10,000 words (roughly 24-33 pages).

The deadlines of the stages are laid out as follows:

- Meet with one's supervisor before December 30
- Submit to one's supervisor a two-page proposal and an annotated bibliography by February 1
- Submit to one's supervisor a first draft for feedback by May 1
- Submit to one's supervisor a second draft for feedback by July 1
- Submit to Graduate Supervisor the finished essay by August 31
- Defend the essay at Oral Examination by September 30

To ensure that the student is advancing through the stages in a timely fashion, the Graduate Supervisor will contact the student's supervisor after each deadline. No formal paperwork need pass between Chair and supervisor, but the latter should indicate the student's progress and success at researching the essay.

The student will email the finished essay with a cover letter directly to the Graduate Supervisor, who will forward both documents to all committee members. In the cover letter, the student will explain his or her research's contribution to the field and indicate to which peer-reviewed journal(s) he or she should submit the essay, fully justifying the choice.

Oral Examination

After the project has been read by the committee, an oral examination will be held. The purpose of the oral examination is twofold: to examine comprehensively the student's knowledge of the field in which his or her project is situated and to provide helpful feedback for improving the quality of the paper. During the examination, committee members may question the candidate on any relevant aspect of the project and its relationship to its field. The committee will factor the student's oral examination into the overall grade for the project.

Doctoral Research Project Committee

The Doctoral Research Project Committee must not be confused with the Comprehensive Examination Committee or, for that matter, the Dissertation Supervisory Committee. However, the members of this committee—unless the student radically changes the nature of his or her dissertation topic—will in all likelihood serve on the Dissertation Supervisory Committee in the coming years. For each student a separate "Doctoral Research Project Committee" will be struck well before July 1. In consultation with the student's supervisor, the Graduate Supervisor will invite individuals to serve on this committee, which will consist of at least two faculty in addition to the supervisor. These faculty should work in the area covered by the research project. Once the Graduate Supervisor has solidified the composition of the Doctoral Research Project Committee, he or she will not be involved in the process until the committee notifies him or her of the student's final grade for ENGL 6901. The primary duties of committee members will be to evaluate the project and hold an oral examination. But practically speaking there is a number of tasks to be performed. First of all, the committee members must vote in a chair, who cannot be the student's supervisor. After the members have individually

evaluated the project, the chair will then schedule a meeting time and reserve a meeting room so that the committee can discuss the project. If the examiners agree that the project is ready for examination, they will define the range and the scope of the examination itself, formulate the questions to be asked, generate some productive commentary and reach a consensus on the project's preliminary grade. The feedback should consist of advice on how the student can publish his or her essay in a peer-reviewed journal appropriate to the topic. The supervisor, who is in a conflict of interest, should not be involved in assigning the actual letter grade, but can contribute to the commentary. Finally, the committee chair will arrange a time and book a room for the oral examination, where the committee members will examine the student and provide him or her with commentary on the project. In fairness to the student, more than two weeks should not elapse between the submission of the essay on July 1 and the oral examination. After the examination, the examiners will reach a consensus on the grade, which measures both the oral and written performances; again, the supervisor can contribute to the discussion but should not be involved in assigning the final grade. After the deliberations, the committee chair will send an email to the Graduate Supervisor, communicating the student's grade.

DISSERTATION

Finding a Supervisor

It is never too early to begin thinking about a supervisor for your dissertation. There is no formal way of approaching a potential supervisor; however, it is the student's responsibility to find an appropriate person. Because this professional relationship with the faculty member is foundational to a successful dissertation, forethought should be exercised in your selection. The faculty member should be doing research directly in the field that you have chosen, and he or she should be enthusiastic about your topic. Remember too that no faculty member is required to accept a student's request for supervision. You should have more than one potential supervisor in mind, given that your first choice may decline the invitation for a variety of reasons. Before you approach someone, it is necessary to have a field in place and to have considered thoroughly a topic, if not an argument or guiding principle to your research. Individual faculty members are valuable resources that can help a student explore possible ideas, even if they do not eventually become the student's supervisor. Please check the section "Faculty Research Profiles" to see the expertise of individual faculty members. The Graduate Committee must approve the PhD candidate's selection of a supervisor.

Dissertation Proposal

All students are required to submit a dissertation proposal of approximately 10-12 pages with bibliography by November 1st of Year 3. A student may not proceed to the writing of the dissertation until they have met with the Dissertation Supervisory Committee to discuss the proposal and all committee members agree that the project is ready to go forward. This meeting should occur prior to November 15th of Year 3.

Dissertation Requirements

The following sections are taken from the General Regulations in Carleton University's Graduate Calendar. Guidelines for the preparation of graduate theses and information on the procedures for examination of graduate theses are available at <http://www.carleton.ca/graduate-studies/current-students/thesis/>. The doctoral dissertation must report, in an organized and scholarly fashion, the results of original research. The dissertation must be a contribution to knowledge and must demonstrate the candidate's ability to undertake sustained research and to present his or her findings in an organized, articulate, and coherent fashion.

Oral Examination

The candidate is expected to notify his or her supervisor and the Chair of English at least two weeks in advance of the date on which he or she intends to submit the completed dissertation. The candidate is then expected to submit six copies of the completed dissertation to the department at least six weeks in advance of the intended date of examination.

The dissertation must be defended successfully at an oral examination. The doctoral dissertation will be examined by a board consisting of at least five members, including the dissertation supervisor, the English Chair, an examiner from a department other than English, the members of the candidate's advisory committee, the Dean of the Faculty of Graduate Studies and Research (or the Dean's delegate), and an external examiner who is a recognized authority on the subject of the dissertation. The Dean of the Faculty of Graduate Studies and Research will announce the constitution of the examining board; both it and the dissertation examination process are defined by guidelines, principles, and practices prescribed by the Faculty of Graduate Studies and Research.

Deadlines for Convocation

A PhD student expecting to graduate at the Spring Convocation must submit his or her dissertation to his or her supervisor, in examinable form, by March 1. A PhD student expecting to graduate at the Fall Convocation must submit his or her dissertation by August 1. A PhD student expecting to graduate at the Winter Graduation must submit his or her dissertation by December 1. For all deadlines, check the Graduate Calendar or the website of Carleton's Faculty of Graduate Studies and Research.

STUDENT EXPERIENCE AND PROFESSIONALIZATION

Notice Board and MyCarleton

Please consult weekly the departmental website for news, events, and deadlines, and check the Graduate Student Notice Board (on the 18th floor). It is the department's way of notifying students about requirements, deadlines, events, changes in the program, or regulations, etc. The notice board is also the student's point of contact with the Graduate

Students' Association and the Union (CUPE 4600).

The English department frequently sends personal and campus announcements to the MyCarleton University Portal. It is the responsibility of each student to log into the MyCarleton account and visit the website bulletin board on a daily basis. The Graduate Administrator and the Faculty of Graduate Studies and Research contact students only through this email account.

Graduate Student Reading Group

Organized by a professor from the English department, the graduate student reading group has a number of purposes. First, it is intended to expand the students' theoretical knowledge of the production of literature in directions not covered by coursework. Second, it is hoped that it will enable graduate students from all years of the program to get to know one another. Third, it allows students to draw upon the expertise of faculty members who can suggest texts and provide guidance from time to time. During the first few weeks of classes, an assigned faculty member will arrange a meeting with the graduate students to forge a reading list, a format, and meeting times. Even though the reading group is not a formal requirement to the program, students are encouraged to attend this venue, since its exploratory scope will greatly assist them in developing the theoretical dimensions of their research projects, grant proposals, and dissertations.

Departmental Colloquium

Every year the department organizes a PhD colloquium in the Fall or Winter Terms. PhD students are encouraged to present papers at the colloquium in order to obtain feedback from a wide scholarly audience as well as hone their presentation skills. The colloquium provides students with the opportunity to deliver a working version of a paper before it is presented at a conference.

Conference and Research Travel

PhD students are encouraged to present two conference papers during their degree program, but more than that is not advisable until the dissertation is completed. Conference presentation allows scholars to promote their research, receive feedback from peers, network toward future collaborations, and learn about the latest currents in academia. Please see "Graduate Student Travel Grants" under "Financial Assistance" for information concerning funding for conferences.

Students are encouraged to work with scholarly materials in their primary field and should thus make every effort to travel to appropriate special collections and research libraries, such as Library and Archives Canada, the British Library, the Huntington, the Folger, and the Robarts Library. Trips to research libraries enable students to familiarize themselves with specialized and rare reference works, to uncover new archival sources, and to forge partnerships with peers working in the same area. Indeed, acquainting

oneself with a variety of research libraries should be one of the goals of student experience in *The Production of Literature*.

Teaching Dossier

As soon as PhD students start their first teaching assignment, they should think about building their teaching dossier. A teaching dossier or teaching portfolio—as it is called in the US and the UK—has become a popular method of documenting performance in the area of teaching. Just as both research and service, the two other components of a professor’s job description, have traditionally been evaluated through records (articles, books, policies, and reports), teaching has become over the last few decades assessed with documentation. In other words, the teaching dossier bears the same relation to pedagogy and education as the CV’s list of publications bears to research and scholarship.

Although many different formats for the teaching dossier may be found on the websites of university teaching centers worldwide, the dossier consists of two essential parts: evidence and reflections on that evidence (Sheridan Center, Brown University). Because this evidence and its significance develop from course to course, the teaching dossier is always a work in progress: “The Dossier is a map or template, helping you to organize, articulate and support your teaching contributions and documentation. It is a cumulative document, updated at least yearly, and parts of it can form the teaching component of your curriculum vitae” (TAG at UBC). Over the course of a professor’s career, then, the teaching dossier serves a number of distinct functions:

1. it supplies evidence of a job applicant’s experience and success in teaching certain types of courses
2. it supplies evidence of performance in the classroom in order to make a case for tenure and promotion
3. it enables the individual to consider ways of improving his or her pedagogy
4. later on, it enables the individual to mentor young faculty and thereby strengthen the department.

The continued collection and reflection upon evidence for the teaching dossier are marks of an engaged university professor.

For each of the first two years of the PhD, students will hold teaching assistantships. Whether marking assignments or leading a tutorial, one should seek permission to lecture once a term and to receive written feedback. The lecture can be used as a trial run to work on strengths and weaknesses.

From third year onwards, a student may have the opportunity to teach a course in his or her primary field. One can invite a seasoned professor to one’s classroom to provide feedback and to write a letter of reference for the dossier. Such letters are important for future job applications. One should explain to one’s letter writer the thinking behind the course, the design of the assignments, and any other evidence of engaged pedagogy. As one builds up one’s experience teaching, one should peruse syllabi, assignment sheets, and student evaluations in order to create a statement of teaching philosophy. This

reflective statement, which should be no longer than a page or two, clearly summarizes one's personal stance on classroom pedagogy and learning. By the time that one completes the PhD, one should have evidence of successful teaching that one can organize into a dossier for applying to academic jobs.

Educational Development Centre

The Educational Development Centre is dedicated to the support of teaching excellence at Carleton University. The centre's goal is "to provide a comprehensive range of technological and pedagogical teaching tools and resources to faculty, instructors, and Teaching Assistants in order to ensure an exceptional learning experience for students in the classroom and beyond." As a TA, you can attend seminars and workshops on both classroom technology (WebCT, PowerPoint, and web design) and teaching practice (marking essays, teaching critical writing skills, office hours, teaching to a global classroom, discouraging plagiarism, grading and feedback). The Educational Development Centre also assists you with starting a curriculum vitae and a teaching dossier. Be sure to check out the centre's Certificate in Teaching Skills, which would be a fine addition to a dossier.

FINANCIAL ASSISTANCE

Internal Funding

The two most common scholarships, each based on academic merit, are the Tuition Scholarship and the Entrance Scholarship, for which incoming students do not need to submit an application. These scholarships may be held concurrently with a Teaching Assistantship and, in the case of students entering with external funding, there is no claw-back system. Please note that **only continuous full-time students** are eligible for financial assistance.

New PhD candidates are urged to check out the funding available to Carleton graduate students online in the awards database at Carleton's Faculty of Graduate Studies and Research website. The university offers various kinds of financial assistance, apart from the funding that you may have received upon being admitted into the program; for example, there are awards for academic merit, scholarships for particular areas of research, and bursaries for financial need. Although some funding is based on recommendations from the English department, other types of funding require that you apply yourself.

Entrance Scholarship

On the recommendation of the department and approval by the Dean of Graduate Studies, students with a 10.5 GPA may receive an Entrance Scholarship. The duration of this scholarship is one year.

External Funding

When first admitted to the program, students who hold external funding are fully eligible for internal funding as well. Those who enter the program without external funding will be encouraged to apply for it. The department is committed to working with students as they apply for scholarships and fellowships, particularly OGS and SSHRC. Every September the Graduate Supervisor will ask each student to begin to draft an application so that it can be vetted by at least one expert in the field. The application process is an important dimension of scholarly life. Applying for an OGS and SSHRC fellowship should be regarded not as an optional activity but as an integral academic practice by which a student's research is validated on a provincial and a national level and his or her career is advanced through the professoriate.

OGS

The Ontario Graduate Scholarship (OGS) program makes available an award designed to encourage excellence in graduate studies at the doctoral level. The scholarship is awarded for one academic year, consisting of either two or three consecutive terms. An award is not granted for one term. Please check out OGS information at <http://osap.gov.on.ca/> for eligibility requirements, application forms, and conditions of the award.

SSHRC

SSHRC makes available two types of awards to students registered in a doctoral program in the social sciences or humanities. The first is the SSHRC Doctoral Fellowship and the second is the Canada Graduate Scholarship (CGS). A student applies for both awards by completing one application form. If you are eligible for both awards, SSHRC will automatically consider you for both. For more information on the application process, including qualifications and requirements, please go to <http://www.sshrc-crsh.gc.ca/Default.aspx>.

Teaching Assistantships

All successful applicants will be considered for teaching assistantships. A Teaching Assistantship provides part-time employment for two terms each year for up to five years. Pay and working conditions for these unionized positions are governed by a collective agreement between CUPE 4600 and Carleton University.

Research Assistantships

PhD students may also work as Research Assistants (RAs) within the University, depending upon the research needs of faculty members inside or outside the department. The Research Assistantship's salary is calculated from Carleton's standard rates. These positions, if available, are advertised by faculty members, usually by word of mouth. Please contact the Graduate Supervisor to see which faculty members you can approach.

Graduate Student Travel Grants

Each year PhD students apply to the English department for conference travel funding. If further assistance is required, students can also make an application to the Faculty of Arts and Social Sciences. If these two applications are successful, students are in good standing to receive more funding from the Graduate Student Association. But they must apply to these departments at least a month in advance of their travel date. Depending on where the conference is, conference travel can be rather expensive. When drafting your budget for an application, include, along with the costs of airline/train ticket and accommodation, expenses for ground travel, registration and association fees, and per diem (daily meal allowance). Give a detailed explanation of each budget item. Base your per diem claim on the rates given on the Treasury Board Secretariat Website: see http://www.tbs-sct.gc.ca/index_e.asp.

LIBRARY AND COMPUTER RESOURCES

Computer Facilities

All graduate students at Carleton are provided with email accounts and access to a variety of online services and licensed software packages (including library databases, Web CT course management software, web-based course calendars, scheduling software, class discussion lists, etc.) through the University's "MyCarleton" portal (formerly "Connect"). MyCarleton also provides the main channel through which students receive departmental, faculty or University-wide announcements. Each student can also access two Student Network Drives providing 70 MB total of personal storage, backed up daily. In addition, students can access materials placed on the Course Setup drive by their professors, as well as WebCT discussion lists and digital object repositories.

Student computer accounts also provide access to the campus Standard Disk Image, which includes both office applications and course-related software, including electronic mail facilities, internet, statistical software packages, word processors [e.g., Corel WordPerfect, MS Office, PDF Creator], scientific graphics, computer language compilers, and a rich mathematical software library. Of particular interest to English students is RefWorks, the web-based bibliographic creation and management software integrated into the MacOdrum Library Catalogue. RefWorks and other Library resources for literary studies are demonstrated to new students in ENGL 5005 and ENGL 6001.

The Graduate English Computing Lab, also located in our department (DT 1805), was created for the exclusive use of our graduate students. This facility has networked computers, a scanner, a networked laser printer, and a complement of software. Students can connect to the Library's databases and full-text archives, surf the Internet, or check their e-mail.

Ottawa's Libraries

Carleton's main library, the MacOdrum Library, has significant holdings in the major subject areas related to the doctoral program in The Production of Literature. Students also have borrowing privileges at the University of Ottawa's Morisset Library, whose holdings complement those at Carleton's MacOdrum Library. Students have access to the public library system too. And because it is the nation's capital, students benefit from the fact that Ottawa is home to various public and private sector research institutes, media outlets, and cultural agencies, including the National Library and the Jean-Léon Allie Library at St. Paul's University.

MacOdrum Library

Janice Scammell, a subject specialist in the Reference Services Department, maintains liaison between the Library and the English department. She maintains direct contact with faculty to ensure that the Library collection reflects changes in research interests and teaching programs. She works co-operatively with other subject specialists to support interdisciplinary collection development.

Carleton's integrated library system provides a user-friendly Web-based online public access catalogue, which allows for sophisticated search techniques and the ability to search multiple library catalogues at one time. It provides links to journal indexes, articles, and full-text electronic resources. It is available from more than 172 workstations in the Library as well as remotely through the Internet.

The Joy MacLaren Adaptive Technology Centre, located on the main floor of the Library, is equipped with adaptive equipment for use by students with disabilities who are registered with the Paul Menton Centre. Wheelchair accessible library catalogue terminals, equipped with large monitors, are available throughout the Library.

To provide access to resources not available locally, Carleton offers an interlibrary loan service to registered students. Materials can normally be obtained in a very short turnaround time, often via fax or ARIEL. The interlibrary loan system RACER allows students to search Ontario University Libraries for books or journals not held at Carleton and to track their requests.

Journal articles not held at Carleton are also available through the Library's journal article service, Ingenta. Ingenta provides access to more than 18,000 journals in all subject areas and to their table of contents. Graduate students can have 150 free articles per calendar year (January-December) from all sources.

Carleton students can also take advantage of direct borrowing. The Library participates in a number of agreements which allow currently registered students to borrow material in person from a number of libraries across the country and the rest of North America. The Canadian University reciprocal borrowing agreement permits all students with a valid Carleton University ID card, to register at participating Canadian university libraries to borrow material directly. Membership in the Center for Research Libraries, Chicago,

permits the Library free access and borrowing of the Center's materials of almost 5 million volumes covering all subject areas. The Center's holdings are accessible from Carleton's Library Catalogue.

Appendix 1

Tips for Students Preparing for the Comprehensive Exam

- read the policies of the exam in the Handbook and discuss anything that is unclear with your supervisor
- tell your supervisor if there are any texts that you would especially like to appear on your list so that your committee can take these into account when composing your list
- work with the supervisor to identify deficits in your knowledge so the reading list can help to address them
- discuss the purpose of the exam with your supervisor; ensure that you understand the expectations for the exam so that you can plan accordingly
- ask other students for advice about how to approach the comprehensive exam process and to tell you about their experiences
- consult previous comprehensive exams (available upon request from the graduate administrator)
- shortly before the exam itself, you may want to write a practice exam on your own; writing a few practice questions (or, better, an entire exam) will help you to learn how to shape a response quickly and effectively given the time limitations
- before the oral exam, it is a good idea to try to imagine four or five questions you may be asked and prepare answers for these questions; this preparation can often be helpful for a range of questions, even those that do not exactly conform to your imagined questions (at the same time, it is always important to answer the question that is asked; if you don't understand the question, don't hesitate to ask the examiner to repeat it)

Appendix 2

Comprehensive Exams: A Grading Rubric

This rubric is meant to offer guidelines for students but it does not necessarily capture every aspect of the grade categories outlined below. Further, these criteria are meant to indicate, for the most part, a combination of factors that contribute to a grade of distinction/pass/fail; for the most part, no one criterion can stand on its own. With a few exceptions, for example, a student may not meet one criterion for a distinction/pass/fail but fail to meet most others and still receive a distinction/pass/fail.

Pass With Distinction

The answers to the questions engage specifically and critically with the texts on the reading list. That is, concrete examples from the texts are used to support the student's claims. The breadth of the student's reading and knowledge of his or her field is everywhere apparent in the written and oral exam.

It is clear that the student has read the texts thoroughly and has done some of his/her own independent thinking about them.

The answers skillfully incorporate both the standard and/or recent critical debate on the text in the answer, giving the evaluators a sense of the student's awareness—and engagement with—the ongoing scholarly conversation about the texts. The student does an excellent job of synthesizing the critical debate in her or his argument and does not refer to only one or two critics but rather exhibits a breadth of knowledge in the comprehensive field.

The answers to the questions on the written exam have some sense of structure. Exam answers are not formal essays, but if the writer can organize his or her ideas coherently, and has some kind of general thesis or overall organizing idea uniting the various points of discussion, so much the better.

All three written answers are fairly equal in terms of length and presentation. Within each answer, the space devoted to each text is roughly equivalent.

The answers to the questions on the oral exam are articulate, engaged, thoughtful, and tightly related to the questions posed. They demonstrate the student's ability to respond on the spot with grace and composure.

The answers contain no factual errors.

The exam is treated as more than an attempt to answer the questions in some kind of mechanical sense. The student actually treats the questions as an opportunity to do some thinking, summarizing, and speculating, and ends up surprising and delighting the reader of the written exam and the participants in the oral defence.

Pass

The student engages specifically and intelligently with the texts she or he is discussing. The breadth of the student's reading is clear and convincing.

The student offers clear and accurate insights into the texts, but without the same level of freshness or complexity as "distinction" exams. Perhaps the student only explores one side of the question, or doesn't anticipate how the question could be approached from several different angles

The student engages with the critical debate on the text or texts.

One question on the written exam has received more attention than the others, or one text has received more attention than the others.

The answers to the questions on the oral exam are engaged, thoughtful, and related to the question posed.

There are occasional minor lapses in accuracy.

There is good attention to structure and there is a general overarching idea uniting the various points.

The written and oral exams offer good evidence of critical and independent thinking.

Fail

The student has prepared for the exams, but not very carefully. Little supporting evidence is provided to support his or her claims. The committee doesn't feel confident that the candidate has read widely enough in his or her field.

The student doesn't engage with the terms of the question, but spins off into unrelated areas of analysis.

There is little attempt to engage with the critical analysis on the texts, or the student engages only with the criticism but doesn't seem to have read the primary texts very thoroughly.

There is little evidence of independent thinking about the texts.

The answers seem to settle too quickly, and there is little nuance or complexity in the analysis. The answer relies too heavily on plot description, and offers few critical insights, for example.

One question or text in the written exam has barely been touched on, while the other has

received only fair treatment.

Some attention to structure within the answer to the written exam is evident, but overall the answers seem either thin or unorganized.

The answers to the questions on the oral exam are incomplete, unclear, or poorly expressed. They do not offer full responses to the questions posed.

Lapses in accuracy are frequent and serious.

PHD PROGRAM TIMELINE

Year One: Fall

- Register for ENGL 6000 Doctoral Seminar (1 credit) and 2 other courses (.5 credits each) by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications to Faculty of Graduate Studies and Research Office by October
- Begin actively looking for a Supervisor

Year Two: Fall

- Register for ENGL 6001 Proseminar (.5 credits) by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications to Faculty of Graduate Studies and Research Office by October
- Prepare for Comprehensive Examination
- If necessary, register for language course to help fulfill language requirement
- Write Comprehensive Examination in November

Year Three: Fall

- Oral Examination for DRP held in September
- Register for ENGL 6909 Dissertation by September
- Work on Dissertation Proposal (Sept-Oct)
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications to Faculty of Graduate Studies and Research Office by October
- Submit Dissertation Proposal by November 1
- Meet with Dissertation Supervisory Committee to discuss Dissertation Proposal by November 15

Year Four: Fall

- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Supervisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications to Faculty of Graduate Studies and Research Office by October
- Continue working on Dissertation
- Continue assembling teaching dossier

Year One: Winter

- Register for 2 other courses (.5 credits each) by January
- Declaration of primary field and Supervisor made to Graduate Supervisor by February
- Comprehensive Examination Committee compiles comprehensive examination reading list
- Course work done in April
- Register for ENGL 6900 Comprehensive Examination by May

Year One: Summer

- Study for Comprehensive Examination

Year Two: Winter

- Register for ENGL 6901 Doctoral Research Project by January
- ENGL 6001 Proseminar finished in April
- Language requirement fulfilled

Year Two: Summer

- Register for ENGL 6901 Doctoral Research Project by May
- Submit Doctoral Research Project by end of August
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Year Three: Winter

- Register for ENGL 6909 Dissertation by January
- Start assembling teaching dossier
- Continue working on Dissertation

Year Three: Summer

- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation

Year Four: Winter

- Register for ENGL 6909 Dissertation by January
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Four: Summer

- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation
- Begin to think about postdoctoral applications
- Prepare to go on job market

FACULTY RESEARCH PROFILES

Faculty Member	Historical Period	Culture and Geography	Theory and Critical Approach
Pius Adesanmi	20 th -21 st Century	Africa	Postcolonialism
Adam Barrows	20 th Century	Britain	Modernism, Postcolonialism
Donald Beecher	Renaissance	England, France, Italy	Cognitive Theory; History of Ideas; Narratology; Textual Editing and Publishing
Siobhain Bly Calkin	Medieval	England	New Philology; New Historicism; Postcolonialism
Arnd Bohm	18 th century, Romanticism	Britain, Germany	History of Ideas; Literary History
Sarah Brouillette	20 th -21 st Century	Britain, Ireland	Postcolonialism; Book History; Literary and Cultural Theory
Sarah Casteel	20 th -21 st Century	The Americas	Transnationalism; Hemispheric American Studies
Travis DeCook	Renaissance	England	Intellectual History; Cultural Theory
Dana Dragunoiu	20 th -21 st Century	United States, Britain, Europe, and Russia	Intellectual History
Brian Greenspan	20 th -21 st Century	United States, Australia	Utopia Studies; Subcultural Theory; New Media Theory
Jennifer Henderson	19 th -20 th Century	Canada	Cultural Theory; Gender Studies
Robert Holton	20 th Century	United States	Literary Theory; Cultural Theory
Sara Jamieson	19 th -20 th Century	Canada	Aging Theory
Brian Johnson	20 th -21 st Century	Canada	Literary Theory; Cultural Theory
Sukeshi Kamra	19 th -20 th Century	India, South Asia	Social History; Subaltern Historiography
Paul Keen	18 th Century, Romanticism	Britain	Literary Theory; Cultural History
Barbara Leckie	19 th -Century	Britain	Cultural Theory; Architecture and Print Culture
Jody Mason	20 th -21 st Century	Canada	Cultural Theory; Neo-Marxism; Postcolonialism
Jodie Medd	20 th Century	Britain	Lesbian and Gay Studies
Julie Murray	18 th Century	Britain	Cultural Theory
Stuart Murray	20 th -21 st Century	Western Europe and North America	Rhetorical Theory and Criticism; Cultural Theory

Faculty Member	Historical Period	Culture and Geography	Theory and Critical Approach
Franny Nudelman	19 th -20 th Century	United States	Cultural Studies
Armand Ruffo Janice Schroeder	20 th Century Victorian	Canada, Aboriginal Britain	Gender Studies; Historicism; Cultural Materialism
Brenda Vellino	20 th Century	Canada	Postcolonialism; Feminism
Andrew Wallace	Renaissance	England	Literature and Philosophy
Priscilla Walton	19 th -21 st Century	United States, England	Popular Culture; Media Studies
Micheline White	Renaissance	England	Feminism; Historicism
Grant Williams	Renaissance	England	Literary Theory; Cultural Theory