PhD in English

PhD Program Guidebook

Contents

Purpose of this Guidebook

This guidebook is designed to be a comprehensive introduction to Carleton's PhD program in English.

This handbook is not a substitute for the Graduate Calendar, which governs Carleton University's graduate programs. Students are responsible for familiarizing themselves with the academic regulations of Carleton University, as well as the specific requirements of their program, as outlined in the Graduate Calendar.

Summary of Program

Carleton's PhD program in English 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 approximately 200 years ago, establishing itself on a set of assumptions about authors, art, and literary movements. It has 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, calling attention to the historical processes through which literary canons are formed. As a result, 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 that 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 how readers and writers modify their consumption of texts according to social circumstances.

Yet, 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 in English 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 (10.0 GPA). 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.

PhD Application Deadline

Complete applications must be submitted by February 1, to be considered for funding. That said, one can apply to the PhD at any time during the year and will automatically be considered for financial assistance, based on availability of funds.

Please contact the Graduate Administrator with any questions.

EMPLOYABILITY

A recent report by the Council of Canadian Academies states that "The number of PhD graduates in Canada is growing while the number of open tenure-track positions is stagnant or declining." Now more than ever, a PhD does not guarantee full-time employment in academia, where many graduates compete for a limited pool of positions. However, while 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.

INTERNATIONAL STUDENT INFORMATION

Tuition Costs and Financial Assistance for International Students

For the current international student tuition fees, please consult the Student Accounts Receivable website.

Information on financial assistance is available here.

Immigration Information and Support

Please consult the International Student Services Office (ISSO) website for important information on studying and working in Canada, as an international student. You may contact the ISSO at isso@carleton.ca.

ADMINISTRATION

Graduate Administrator

The Graduate Administrator, whose office is on the 18th floor of Dunton Tower, administers the MA and PhD programs and liaises with Graduate Studies on behalf of the Department.

Please contact the Graduate Administrator if you have any questions about administrative matters including, but not limited to, our application process, course registration, program requirements, awards applications, thesis defence, and your audit.

Graduate Committee

The governing body of graduate programs in English is the Graduate Committee, which includes the Graduate Advisor as Chair and at least three other departmental members from the core faculty. This is a standing committee of the Department; the Department ratifies its membership annually. The Graduate Committee is responsible for overseeing the academic integrity of the program, admissions to the program, applications to internal and external awards, recommendations of suspension or withdrawal, and other pertinent matters. With the final approval of the department, this committee will review and amend as necessary the PhD curriculum and program.

Graduate Advisor

The Graduate Advisor, whose office is on the 18th floor of Dunton Tower, chairs the Graduate Committee and, along with the Graduate Administrator, administers the MA and PhD programs. If you have any questions about academic matters including, but not limited to course selection, thesis/research topic, and finding a thesis/research essay supervisor, please contact the Graduate Advisor.

Dissertation Supervisory Committee

The Dissertation Supervisory Committee must be struck by early January of Year 2. It consists of the student's supervisor (Chair) and two to three supporting committee members who are chosen by the student's supervisor in consultation with the student.

The supporting committee members will have research areas of significant relevance to the student's dissertation. 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 Dissertation Proposal (Year 2) but will invariably be the primary examiners of the board members on the Dissertation Defense (Year 5 or 6)—along with additional examiners as outlined under "The Oral Examination."

In the fall of Year 2, the Graduate Advisor 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.

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, as outlined below, over the course of the candidate's program.

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 Advisor possible members for the Dissertation Proposal Committee
- serve on the Dissertation Proposal Committee
- read and respond in a timely fashion to drafts of the student's Dissertation Proposal
- chair the meeting for the student's Dissertation proposal

Year Three, Year Four, Year Five, Year Six
- 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 in a timely fashion to the student's dissertation proposal and participate in the oral discussion of the proposal

Year Three, Year Four, Year Five, Year Six

▪ 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 focuses entirely on course work, is organized around two required courses (ENGL 6003 and ENGL 6004). In the second year, students complete one comprehensive exam and one dissertation proposal. The first is a five-hour exam in the candidate's declared area of expertise. The second is a dissertation proposal of 25 to 30 pages. **All doctoral candidates are required to complete <u>5.0 credits </u>to qualify for the degree.** Further description of program requirements is included below:

Year One

- 1.0 credit in Doctoral Seminars: ENGL 6003 [0.5] and ENGL 6004 [0.5]
  - ▪ ENGL 6003 [0.5] and ENGL 6004 [0.5] (Doctoral Seminars) are required courses that must be taken in the first year of the program. ENGL 6003 (offered in the fall term only) is a survey of foundational theoretical texts from the fields of book history, manuscript and print cultural studies, media studies, and cultural theory. With a focus on one or more approaches, ENGL 6004 (offered in the winter term only) studies how literary and cultural production are shaped by economic, historical, institutional, sociological, legal, and technological forces.
- 2.0 credits of course work to be completed by April.
  - ▪ These 2.0 credits will be selected from among the department's 5000 and 6000 level courses. With approval of the Graduate Advisor, students may take 1.0 credit outside the English department. Approval will depend on relevance to the student's program of study.
- 1.0 credit ENGL 6900 Comprehensive Examination
  - ▪ Students will register in ENGL 6900 by May. The written and oral exams for ENGL 6900 are usually held in November (the beginning of Year Two). ENGL 6900 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 written examination followed one week later by an oral defence on a reading list compiled by experts in the field. It will be assigned a grade of SAT/UNSAT.

Year Two
- ENGL 6900 Comprehensive Examination (contd.)
  - Written and oral exams will be completed by November (the beginning of Year Two). **NOTE**: Students will register in ENGL 6900 in Year 1 summer (see Year One).
- 0.5 credit ENGL 6002 Proseminar
  - ENGL 6002 is a required 0.5 credit course (fall and winter) taught by the Graduate Advisor. It not only continues the discussion of the critical issues and theories about the production of literature raised in ENGL 6003 and ENGL 6004 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 grade of SAT/UNSAT.
- 0.5 credit ENGL 6902 Dissertation Proposal
  - ENGL 6902 consists of the writing of a 25–30-page dissertation proposal. This will ideally be submitted in mid-April and discussed with the dissertation committee at the end of April, when it will be assigned a grade of SAT/UNSAT. Students may proceed to writing the dissertation only after successfully completing and defending the dissertation proposal.

Year Three, Year Four, Year Five, Year Six
- 0.0 credit ENGL 6909 Dissertation (beginning Year 2 Summer)
  - Completion of dissertation will include an oral examination. ENGL 6909 will be assigned a grade of SAT/UNSAT.

For Graduate Studies policy on time limits and extensions, please consult the Graduate Calendar (regulations 13.3 - 13.5).

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 Advisor before registering for, adding, or dropping courses. Moreover, by consulting with the Graduate Advisor, students avoid further unforeseeable difficulties related to course registration and program status.

Course Selection: NOTES
1. An agreement between Carleton University and the University of Ottawa allows a graduate student registered at Carleton University to take certain courses at University of Ottawa if approved by the student's department. **Carleton students must obtain the Graduate Advisor's prior approval before registering in courses at the University of Ottawa.**
2. With the Graduate Advisor's prior approval, you may take graduate-level courses, up to 1.0 credit, in another department or discipline that complements or enriches your interests and plans.

Courses

Not all of the courses listed in the Graduate Calendar are offered in a given year. Please consult the English department's website for course offerings. Coursework must fulfil the graduate-level course requirements as described in the Graduate Regulations.

In addition to two core 6000 level courses (ENGL 6003 and ENGL 6004), PhD students will normally take 5000 level courses to satisfy the coursework requirement in Year 1.

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. Faculty members are not obliged to lead tutorials on topics on which they have no expertise. 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 (link below), submit it to the Graduate Advisor and await 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 Faculty of Arts and Social Sciences (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.

Please contact the Graduate Administrator for registration in ENGL 6101 and/or any relevant questions.

ENGL 6101: Directed Reading approval form

Full-time and Part-time Status

According to regulation 7.9 of the Graduate Calendar:

> Full- or part-time status is established at the time of admission to a program. Graduate students admitted and registered as full-time students will be required to continue in and complete their program as full-time students and will be assessed full-time fees for the duration of their program. Graduate students admitted and registered as part-time students will be required to continue and complete their program as part-time students and will be assessed part-time fees for the duration of their program.

A part-time graduate student may not register in more than of 1.25 credits per term, including audit courses.

Students wishing to change their status from full-time to part-time should consult the Graduate Administrator.

The Graduate Calendar is the final authority in matters of regulations and policies.

Language Requirement

PhD Candidates must demonstrate reading ability in a language other than English, normally by successfully completing a university level language course (with a minimum grade of B-) or a two-hour pass/fail translation exam, administered by the Department of English. Students who fail the translation exam will be allowed to reattempt it at the discretion of the Graduate Committee. Students whose transcripts demonstrate that they have already completed an MA level language requirement are exempt from this requirement.

The choice of language used to fulfill this requirement may be determined either by its appropriateness to supporting the student's doctoral research or by its suitability for the student's professional development outside of an academic setting. Courses in Old or Middle English cannot be used to satisfy the language requirement.

In cases where it is not possible to satisfy the language requirement through a university-level course or a translation exam, students should consult with the Graduate Advisor to identify an appropriate method of assessment. Such alternative means of assessment are subject to the approval of the Graduate Committee.

The language requirement should be satisfied prior to the submission of the dissertation proposal.

Students who opt to satisfy the language requirement by completing a university-level language course are advised that the grade they obtain in that course will become part of their academic transcript and will affect their GPA. Students who are concerned about this issue may wish to audit a language course for zero credit and write the departmental translation exam following their period of language study.

Academic Standing

Doctoral students must obtain a grade of B- or better in each course counted toward the fulfillment of the degree requirements and must achieve a Satisfactory (SAT) grade on the Proseminar (ENGL 6002), comprehensive examination (ENGL 6900), dissertation proposal (ENGL 6902), and the PhD Dissertation (ENGL 6909), including its oral defence.

Milestones and Program Audits

A doctoral student is expected to finish each component of their program—from courses, through comprehensive exams, to dissertation—in a timely fashion. Students are responsible

for reviewing their program audits regularly to ensure that they meet program requirements as per the program timeline (see p. 26). 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. Students who provide no explanation for their failure to achieve milestones may lose their funding. It is strongly recommended that a student in jeopardy of missing a deadline contact the Graduate Advisor as soon as possible.

The following milestones must be completed by the indicated term after initial registration:
- 2.0 Credits—Approved coursework options [except 5005, 5908, 5909]) must be completed within 2 full-time terms of initial registration.
- 1.0 Credit—ENGL 6003 [0.5] and ENGL 6004 [0.5] must be completed within 2 full-time terms of initial registration.
- 1.0 Credit—Comprehensive Examination (ENGL 6900) must be completed within 4 full-time terms of initial registration.
- 0.5 Credit—ENGL 6002 must be completed within 5 full-time terms of initial registration.
- 0.5 Credit – Dissertation Proposal ENGL 6902 must be completed within 5 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 Graduate Studies 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 refer to the Graduate Calendar for all general regulations governing Carleton's graduate programs.

COMPREHENSIVE EXAMINATION

Goals of the Exam

PhD candidates will complete a written and oral comprehensive examination. The purpose of the examination is to assess the candidate's knowledge of their field, that is, the general subject area in which their scholarship will be conducted. The reading list should consist of the key primary texts in the field and should make the candidate conversant in the field's key critical

debates. 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 field.

Comprehensive Examination Committee

The examination committee is usually formed in February (Year 1), and it will consist of three faculty members: the candidate's supervisor and two other faculty members. This committee is different from the dissertation supervisory committee, which is formed in year two of the program. The committee will select a chair who must not be the candidate's supervisor. The chair will be responsible for any communications to the student(s) and all communications to the Graduate Advisor. The comprehensive exam list is formulated in early April, by the student in consultation with their supervisor and committee members. Each committee member must sign off on the reading list by April 14 so that the Graduate Committee can ratify it by April 30.

Committees set the questions for the exam and forward it to the Graduate Advisor 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. The Chair will communicate their decision via email to the student, with a copy to other committee members and the graduate administrator. This evaluation will *not* be based on the quality of the exam itself. The chair will simply ensure that all the questions have been completed and there are no obstacles to moving forward. Committee members then prepare questions for the oral examination. After the oral exam is completed, the committee will inform the students of their grade, based on their performance on the written and oral exams in combination. Within two weeks of the oral exam the committee will send written feedback to the Graduate Advisor, who shares it with the candidate.

Reading List

Normally, about 80% of the items on the list will be primary sources, while the rest should be current secondary material. The reading list should be divided into appropriate sections and headed by a one-paragraph rationale explaining the thinking behind the composition of the reading list.

The list will consist of 60-90 items in a variety of genres. 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.

It is the Graduate Committee's responsibility to ensure equity amongst study loads. They may request modifications to the list before approving it. Once the graduate committee has approved the list, additional changes to no more than 10% of the list may be introduced by the comprehensive examination committee up until September 1, after which the revised and final version of the list must be emailed to the Graduate Advisor and the Graduate Administrator.

The Written and Oral Exams

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 normally be decided, in consultation with the student's committee, by 30 July.

The written exam will be conducted over 5 hours. The student must check in with the Graduate Administrator at 10 am. At this time, the student will receive the exam, to review the questions (10 – 11 a.m.). The written exam will be a four-hour, sit-down exam (11 am – 3 pm) in the boardroom (DT 1808). At 11 am, the Graduate Administrator will provide the departmental laptop to the student so they may begin writing the exam. The student may refer to their study materials and make an outline (notes), if needed, while reviewing the questions (10 am – 11am). The student may keep the outline they made during the review hour (10 – 11 am); however, they may not keep any other study materials for the duration of the exam (11am – 3pm).

Students are urged to use the time allotted. The exam will have the following generic format, with exceptions reserved for students in particular fields at the discretion of their supervisor:

> Answer THREE of the following FIVE questions. Your objectives in the exam should be to demonstrate your familiarity with a range of texts and a variety of genres, and to demonstrate depth via an examination of several texts in detail. In each of your answers you will be asked to discuss at least FOUR primary texts in detail (from at least two genres), and make reference to at least TWO secondary sources, unless otherwise specified by the question. Although you may reference a given text more than once, do not write focally on any text more than once.

> Your answers will be evaluated according to the following criteria: the ability to deal with a number of texts and genres that cover the full range of the period; the ability to engage critically with relevant secondary sources in the field; and the ability to provide specific and detailed answers that examine specific texts in depth.

If the number of these primary and/or secondary sources differs from the norm of FOUR primary and TWO secondary texts, examiners will spell this out.

The written exam is composed on a PC laptop (not a Mac) provided by the department. Students are advised to familiarize themselves with the laptop in advance. They may contact the Graduate Administrator to do so. Students may hand write the exam or switch from the laptop to handwriting should they encounter any technical difficulties during the examination itself. Students will be provided with a copy of their reading list when they receive their exam. Upon completion of the written exam, students will be given a copy of the exam questions as well as their answers to take home.

Students may bring any of the following items with them to the oral exam: a laptop, notes, their reading list, a copy of the exam questions, their exam answers.

The oral exam will be between one and two hours. It will use the written exam as a point of departure, giving students the opportunity to expand and clarify on written answers. Aspects of the comps list that are 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.

Upon completion of the oral component of the exam, the exam committee will award a grade of Satisfactory or Unsatisfactory. 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 within the next four months. The result is communicated by the committee chair via email to the Graduate Advisor, with a copy to other committee members and the Graduate Administrator.

Please note that you must register for the Comprehensive Exam (ENGL 6900) as you would for any other course.

See Appendix 1 for a general Grading Rubric for the exam.

Comprehensive Exam Timeline

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

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

March-April – Composition of the reading list.

14 April – By this date comprehensive examination committee chairs will forward the reading lists to the Graduate Advisor 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, with the oral to 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 – Complete written examination documents will be submitted to the Graduate Advisor.

24 October-23 November – Written examinations held

November 1-30 – Oral examinations held; immediately after the oral examination the student will be given one of the following grades: 1) Satisfactory 2) Unsatisfactory.

Two weeks after completion of the oral exam – The Graduate Advisor will receive from the chairs of the Comprehensive Examination Committees a document for each exam providing unattributed commentary.

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.

DISSERTATION PROPOSAL

The dissertation proposal is a requirement with a 0.5 credit weight. The proposal should be 25-30 pages in length, or 6,250-7,500 words, plus bibliography (in MLA or Chicago format). Students will have developed considerable knowledge of the field through the experience of completing coursework in year 1 and writing the comprehensive exam in the fall of year 2. The dissertation proposal should exhibit this knowledge in the following ways:

- The proposal should refer to key debates and scholarly/critical/theoretical conversations in the broader field(s), and at the broadest level in which the dissertation is situated (approx. 10-15 pages) For example, if your topic is the relation of the novel as a form to the emergence of the carbon economy in the late eighteenth and early nineteenth centuries, you might situate the topic in the larger field of the history of the novel.
- The proposal should also refine the discussion to the specific terms of the dissertation topic itself, including its stakes, argument, and contribution to knowledge. This will require the proposal to engage in a significant way with key texts in the critical or secondary literature more immediately related to the dissertation topic.

- The proposal should answer the question "why?" Offer a justification for why the project is necessary, explaining the significance of the argument and its contribution to knowledge.
- Finally, the proposal should address the question of "how?" This will include a discussion of method: what kind of material you will study and why; how you will gather or organize or analyze your material; do you need to travel to access library or other resources? This should also include a discussion of your theoretical approach: for example, how do you understand the category of "literature;" through what lens will you examine your topic?
- The proposal should also include a breakdown of the proposed sections or chapters (approx. 5-10 pages). The emphasis is on "proposed," because as with any large project, the dissertation will change and develop. The proposal is best understood as a roadmap or guide, and the student should not feel as though its terms are binding.

Students will be supported in the writing of the dissertation proposal in the winter term of ENGL 6002, which will consist of several classes devoted to writing and workshopping the dissertation proposal. Faculty members with expertise relevant to the particular students enrolled in ENGL 6002 will be invited to participate in one or more classes. The dissertation proposal should ideally be submitted to the dissertation committee by April 20, to be defended by April 30. 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 discussion will include clear expectations and guidelines about each committee member's role with respect to reading and responding to the student's dissertation. The student should come away from this discussion with a clear sense of what they can expect with regard to each committee member's involvement in this process.

DISSERTATION

Finding a Supervisor

It is never too early to begin thinking about a supervisor for your dissertation. 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.

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. 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 consult the faculty profiles on the department website to learn about the expertise of individual faculty members. The Graduate Committee must approve the PhD candidate's selection of a supervisor.

Dissertation Requirements

The doctoral dissertation must report, in an organized and scholarly fashion, the results of original research. The thesis must be a contribution to knowledge, and must demonstrate the ability to conceptualize, design and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems. The normal length of a PhD thesis is 200-350 pages (50,000-87,500 words). The upper end of this limit may only be exceeded with special permission from the Department.

Candidates are responsible for familiarizing themselves with guidelines on the preparation of graduate theses and information on the procedures for examination of graduate theses.

Thesis Submission Deadlines and Oral Examination

Once the candidate's supervisor has read and commented on a full draft of the dissertation and the required revisions have been approved, the candidate may begin the submission process. (Normally, committee members will also have read and approved a final draft before the submission process begins. However, committee members will be involved in this process to varying degrees, according to what was agreed upon at the Dissertation Proposal stage.)

It is recommended that thesis supervisors contact the Graduate Administrator about the defence process the term prior to the term of defence. Please review the Thesis Examination Policy for more information on doctoral thesis examinations, and contact the Graduate Administrator with any questions about the thesis defence process.

Deadlines for Convocation

Students must apply to graduate, in Carleton Central. Below are the deadlines:

Spring Graduation (June)	April 1
Fall Graduation (November)	August 31
Winter Graduation (February)	November 30

Important dates and deadlines are available here.

TIME LIMITS AND EXTENSIONS FOR PROGRAM COMPLETION

Time Limits for Program Completion

According to regulation 13.3 in the Graduate Calendar:

> All Ph.D. students admitted as full-time students and admitted on the basis of a master's degree must complete the Ph.D. degree requirements within six calendar years after the date of initial Ph.D. registration unless their specific program provides for a different time limit. Terms of non-registration are equated to full-time

registration terms when calculating the overall time to program completion.
All Ph.D. students admitted as part-time students must complete the degree requirements within nine calendar years after the date of initial Ph.D. registration. Terms of non-registration are equated to part-time registration terms when calculating the overall time to program completion. A change of a student's status from part-time to full-time status will result in a pro-rated reduction in the required time to completion for each subsequent term of full-time study.

Program Extensions

According to regulation 13.5 of the Graduate Calendar:

> Students will submit requests for an extension of time limits to the academic department for review. The department must then submit the request to Graduate Studies following Graduate Studies Program Extension Policies and Procedures.

The completed form must be submitted to the Graduate Administrator for processing.

STUDENT EXPERIENCE AND PROFESSIONALIZATION

Communication and Important Information

Please consult the departmental website for relevant news and events. Graduate Students are responsible for keeping up-to-date on information pertaining to CUPE 4600 and the GSA.

The Carleton360 portal is a one-stop shop for access to important information and multiple services that students, faculty, staff, and other members of the University community use frequently. You can access Brightspace (formerly cuLearn), cmail (Carleton student email account), Carleton Central, and more.

The Department will communicate with graduate students through their cmail account. It is the responsibility of each student to check their Carleton360 and cmail accounts and visit the departmental website, regularly.

BABEL: Graduate Student Reading Group

Organized by a faculty member 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 enables 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.

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, and network toward future collaborations.

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.

Limited funding is available for research-related travel. Information on the Graduate Student Travel Research Bursary (GSTRB) is available here.

Please contact the Graduate Administrator once you have submitted an application and if you have any questions about the GSTRB.

Click here for information on GSA's travel grant.

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 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. Because this evidence and its significance develop from course to course, the teaching dossier is always a work in progress. 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 their pedagogy
4. it enables the individual to mentor young faculty and thereby strengthen the department.

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

With respect to teaching assistantships, in the first two years of the program, whether marking assignments or leading a tutorial, one should seek permission to lecture once a term and to receive written feedback.

From third year onwards, ABD students may have the opportunity to teach a course. One can invite a professor to one's class 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 you build your teaching experience, it is strongly recommended that you peruse syllabi, assignment sheets, and student evaluations in order to create a statement of teaching philosophy. This reflective statement, of one to two pages, clearly summarizes one's personal stance on classroom pedagogy and learning.

In the fall term the Chair of the Department will invite eligible students to submit their expression of interest in teaching their own course, by completing the appropriate form. Please note that this is not an application process but simply an expression of interest.

Teaching and Learning Services (TLS)

Teaching and Learning Services (TLS) is dedicated to the support of teaching excellence at Carleton University. TLS "supports Carleton University's faculty members, contract instructors, teaching assistants and educational support staff in all facets of teaching and learning as we aim to empower students to succeed in the classroom and beyond." As a TA, you can attend seminars and workshops on both classroom technology (Brightspace, 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). More information is available here.

TLS also assists you with starting a curriculum vitae and a teaching dossier. Be sure to check out their Certificate in University Teaching, which would be a great addition to a dossier.

FINANCIAL ASSISTANCE

Internal Funding

The Departmental Scholarship and the Entrance Scholarship are the two most common scholarships, each based on academic merit, for which incoming students do not need to submit an application. These scholarships may be held concurrently with a Teaching Assistantship and with external sources of funding, although some restrictions may apply to the level of internal funding that may be held in conjunction with some external awards. Please consult the Graduate Advisor for details. Please note that only full-time students are eligible for financial assistance.

Entrance Scholarship

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

Donor-Funded Awards

These financial awards are valued from several hundred dollars to a maximum of $20,000 and are provided by an individual or organization to Carleton. They are administered by the University and are awarded based on academic merit, financial need, and/or specific research areas. Graduate students in English are strongly encouraged to apply for these awards. Unless stated otherwise, students must be registered full-time in the term in which the award is to be held in order to be eligible.

Information on donor-funded awards is available here.

External Funding

When first admitted to the program, students who hold external funding are eligible for internal funding as well. Those who enter the program without external funding are encouraged to apply for relevant awards. The department is committed to working with students as they apply for scholarships and fellowships, particularly OGS and SSHRC.

Every summer, the Graduate Advisor will ask each student to begin to draft an application so that at least one expert in the field can review it and provide any feedback. 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 or a national level and their 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. Applications must be submitted through Carleton Central.

Click here for more information on OGS.

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. Click here for more information on SSHRC.

Please note that applications should be submitted through the [SSHRC online portal](#).

Teaching Assistantships

All successful applicants will be considered for teaching assistantships. A Teaching Assistantship provides 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. These positions, if available, are advertised by faculty members, usually by word of mouth.

Please contact the Graduate Advisor if you are interested.

Graduate Student Travel Grants

Each year graduate students can apply to the English department for conference travel funding. The application for the Graduate Student Travel/Research Bursary (GSTRB) is available in Carleton Central. Applications must be submitted at least a month in advance.

Please contact the Graduate Administrator once you have submitted an application and if you have any questions about the GSTRB.

For information on the Graduate Student Travel Research Bursary (GSTRB), visit https://gradstudents.carleton.ca/awards-and-funding/internal-awards/.

Information on GSA's travel grant is available [here](#).

LIBRARY AND COMPUTER RESOURCES

Computer Facilities

All graduate students at Carleton are provided with email accounts (cmail) and access to a variety of online services and licensed software packages (including library databases, Brightspace course management software, web-based course calendars, scheduling software, and class discussion lists) through the University's [Carleton360](#) portal. Carleton360 also provides the main channel through which students receive departmental, faculty or University-wide announcements.

The Department's e-Lab (DT 1805) was created for the exclusive use of our graduate students. This facility has Apple desktops, internet access, large flat screens, a whiteboard, and comfortable, moveable furniture to facilitate group work.

Ottawa's Libraries

Carleton's main library, the [MacOdrum Library](#), has significant holdings in the major

subject areas related to the MA program in English 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. Ottawa is home to various other 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

MacOdrum Library serves all disciplines at Carleton University. Its services include:

- borrowing physical resources
- electronic access to digital resources
- graduate study area
- printing on each floor
- specialized in-library resource collections such as Archives and Research Resources, Maps, GIS, and Data sources
- resources for students with disabilities in the New Sun Joy Maclaren Adaptive Technology Centre (JMC)
- workstations
- wireless access on all floors
- IT help on the fourth floor
- in-person, telephone, chat, or email research help

Not all resources desired by students may be found in Carleton's library. In this case, students may borrow from other local libraries or from other Canadian university libraries. Also, students may request materials via Interlibrary Loan, using RACER. More about these and other services can be found on the library's web site: https://library.carleton.ca.

For more information on Library services visit https://library.carleton.ca/services/services-graduate-students.

The subject guide for English Language and Literature highlights resources of interest to English students. In particular, consult the section entitled Databases, for subject-specific journal articles search engines and repositories.

Students are encouraged to contact the subject specialist for an appointment to develop search skills, to request the purchase of materials, or to receive advice on appropriate resources to choose. For the list of subject specialists, visit https://library.carleton.ca/services/research-help.

APPENDIX – Comprehensive Exams

Comprehensive Exams: A Grading Rubric

Satisfactory

The answers to the questions engage specifically and critically with the texts on the reading list. Concrete examples from the texts are used to support the student's claims. The breadth of the student's reading and knowledge of their field is clear.

It is clear that the student has read the texts thoroughly and thought independently about them.

Exam answers are not formal essays, but we suggest the writer structure their ideas coherently, with a general thesis or organizing idea uniting the various points of discussion.

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.

Oral discussion is articulate, engaged, thoughtful, and tightly related to the questions posed.

The answers contain few or no factual errors.

Unsatisfactory

The student has not prepared as carefully. Little supporting evidence is provided to support their claims. The committee does not feel confident that the candidate has read widely enough in their field.

The student does not engage with the terms of the question but spins off into unrelated areas of analysis.

There is little evidence of independent thinking about the texts. 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.

The answers seem either thin or unorganized.

Oral discussion is incomplete, unclear, or poorly expressed. The student does not offer full responses to the questions posed.

There are considerable lapses in accuracy.

PROGRAM TIMELINE

Year One: Fall
- Register for doctoral seminar ENGL 6003 (0.5 cr) and two other courses (0.5 credit each) by September
- Establish Reading Group with Graduate Advisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Begin actively looking for a supervisor

Year One: Winter
- Register doctoral seminar ENGL 6004 (0.5 cr) and for two other courses (0.5 credits each) by January
- Declaration of primary field and Supervisor made to Graduate Advisor 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: Fall
- Register for ENGL 6002 Proseminar (.5 credits) by September
- Establish Reading Group with Graduate Advisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Prepare for Comprehensive Examination
- If necessary, register for language course to help fulfill language requirement
- Write Comprehensive Examination in November

Year Two: Winter
- Register for ENGL 6902 Dissertation Proposal by January
- ENGL 6002 Proseminar finished in April
- Submit Dissertation Proposal by mid-April; defend by end of April
- Language requirement fulfilled

Year Two: Summer
- Register for ENGL 6909 Dissertation by May

Year Three: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Advisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications

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: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Advisor and Doctoral Peers by October
- Submit OGS and SSHRC Applications
- Continue working on Dissertation
- Continue assembling teaching dossier

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

Year Five: Fall
- Register for ENGL 6909 Dissertation by September
- Establish Reading Group with Graduate Advisor and Doctoral Peers by October
- Submit OGS Application
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Five: Winter
- Register for ENGL 6909 Dissertation by January
- Continue working on Dissertation
- Continue assembling teaching dossier

Year Five: Summer
- Register for ENGL 6909 Dissertation by May
- Continue working on Dissertation
- Begin to think about postdoctoral applications
- Prepare to go on job mark

FACULTY RESEARCH PROFILES

Click here for our faculty listing and their profiles.