

*Handbook for English M.A. and Ph.D. Students*  
*University of Arkansas*  
*2016-2017*

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**GRADUATE STUDENT ADVISING**

**Advising Schedule . . . . . 2**  
**Program Requirements . . . . . 3**  
**English Graduate Faculty Members’ Areas of Specialization . . . . . 7**  
**GPA Requirements and Annual Evaluation of Graduate Student Progress . . . . . 9**  
**Annual Graduate Student Academic Review Form . . . . . 11**  
**Guidelines for Ph.D. Written Exam Reading Lists . . . . . 12**  
**Guidelines for M.A. Portfolios . . . . . 14**  
**Guidelines for M.A. Thesis and Ph.D. Dissertation Prospectuses . . . . . 15**  
**Samples of M.A. and Ph.D. Prospectuses, as well as Ph.D. Written-Exam Reading Lists and Ph.D. Written Exam Questions . . . . . 17**  
**Important Graduate School Forms and Documents. . . . . 18**

**STAYING HEALTHY**

**Counseling and Psychological Services (CAPS) . . . . . 19**  
**On-Campus Exercise Resources. . . . . 19**  
**Northwest Arkansas Parks and Trails System . . . . . 19**

**BEING INVOLVED IN THE DEPARTMENT COMMUNITY**

**Connections among Graduate Students . . . . . 20**  
**Student-Faculty Connections . . . . . 20**

**ACCESSING PROFESSIONALIZATION AND CAREER RESOURCES**

**Academic and Alternative-Academic Professional Skill Development . . . . . 21**  
**Professionalization Sessions offered by Faculty Members . . . . . 21**  
**Conferences and Publication Opportunities . . . . . 21**  
**Professional Internships . . . . . 21**

**GRADUATING**

**Scheduling and Completing Final Projects . . . . . 22**  
**Other Helpful Links . . . . . 22**

Note: The *Handbook for English M.A. and Ph.D. Students* will be re-published every year because it includes information that is subject to regular revision either by the Department of English or by the Graduate School. Users of the handbook are therefore advised to confirm with the Director or Assistant Director of Graduate Studies the current status of any official procedure that is described in the handbook.

## Advising Schedule

Incoming M.A. and Ph.D. students in English meet with the Director of Graduate Studies during the summer before the fall that they begin their programs in order to decide upon their fall class schedules.

Then, during their first fall semester, new students attend a meeting at which the Director and Assistant Director of Graduate Studies review the requirements and recommended timeline for completing the M.A. or Ph.D. program.

Throughout their graduate careers, students continue to meet with the Director or Assistant Director of Graduate Studies every fall and spring semester to discuss their class schedules, any questions they have about completing program requirements, and their submission of department and Graduate School paperwork.

Finally, early in the semester that students intend to graduate, they should contact the Director or Assistant Director of Graduate Studies to receive guidance on meeting all official deadlines for graduation and completing the final paperwork required by the Department of English and the Graduate School.



**Lisa Hinrichsen, Director of Graduate Studies, Advising Doctoral Student Huseyin Altindis**

## Program Requirements

### *2016-2017 Graduate Catalog Description of English M.A. Program*

1. Each candidate must complete a total of thirty credit hours.
2. Each candidate must take:
  - a. ENGL 5203/Introduction to Graduate Studies, one course emphasizing theory, and two courses at the seminar (6000) level
  - b. ENGL 5213/Portfolio Workshop (and successfully present a portfolio for the final project) or six thesis hours (and successfully defend a thesis for the final project)
    - i. The candidate's portfolio or thesis, which will be used to fulfill the comprehensive exam requirement for the degree, is evaluated by faculty committee and scored Pass/Fail.
3. Each candidate must also select either the Generalist Concentration or the Specialist Concentration and take the following courses:

#### Generalist Concentration (Portfolio Track)

- a. Two courses selected from two of the following three areas: Medieval Literature and Culture; Renaissance Literature and Culture; Restoration and Eighteenth-Century British Literature and Culture
- b. Three courses selected from three of the following five areas (at least one course being in British literature and at least one course being in American literature): Nineteenth-Century British Literature and Culture; Modern and Contemporary British Literature and Culture; American Literature and Culture before 1900; Modern and Contemporary American Literature and Culture; World Literature and Culture in English
- c. Three elective courses

#### Generalist Concentration (Thesis Track)

- a. Two courses selected from two of the following three areas: Medieval Literature and Culture; Renaissance Literature and Culture; Restoration and Eighteenth-Century British Literature and Culture
- b. Three courses selected from three of the following five areas (at least one course being in British literature and at least one course being in American literature): Nineteenth-Century British Literature and Culture; Modern and Contemporary British Literature and Culture; American Literature and Culture before 1900; Modern and Contemporary American Literature and Culture; World Literature and Culture in English
- c. Two elective courses

### Specialist Concentration (Portfolio Track)

- a. Five courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; Rhetoric, Composition, and Literacy
- b. Three elective courses

### Specialist Concentration (Thesis Track)

- a. Five courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; Rhetoric, Composition, and Literacy
  - b. Two elective courses
4. Each candidate must demonstrate a reading knowledge of a language other than English that is relevant to the student's area of study. French, German, Italian, Spanish, Russian, Ancient Greek, and Latin are the normally acceptable choices, although other languages may be used with the approval of the Director of Graduate Studies. (For details about this requirement, see section 2, a-c, under "Requirements for the Doctor of Philosophy Degree, below.)
  5. Each candidate must have a cumulative GPA of at least 3.33 for the total number of hours presented for the degree and may take a maximum of one course at the 4000 level for credit.

### *2016-2017 Graduate Catalog Description of English Ph.D. Program*

1. A student who begins doctoral study here may be required, at the discretion of the Director of Graduate Studies, to take certain designated deficiency courses in lieu of electives. However, these hours will count toward the 24-hour course requirement for the doctoral degree.
2. Each doctoral candidate is required to demonstrate a reading knowledge of at least one language other than English that is relevant to the student's area of study. French, German, Italian, Spanish, Russian, Ancient Greek, and Latin are the normally acceptable choices to meet the foreign language requirement, although other languages may be used with the approval of the Director of Graduate Studies. Students who elect the medieval period as the field of specialization must demonstrate a reading knowledge of Latin, Old English, and Middle English as well as one relevant modern language. Doctoral candidates can meet the foreign language requirement by documenting that they have met a foreign language requirement at the University of Arkansas or another accredited M.A. program no more than two years before starting the Ph.D. program. This require-

ment should be met as early as possible in the student's program of study, preferably before registration for doctoral dissertation hours.

For either the M.A. or Ph.D. degree, reading knowledge must be demonstrated in one of the following ways:

- a. The student passes a test of reading knowledge as administered through the Department of World Languages, Literatures, and Cultures or by a member of the faculty of another department in the University who is competent to assess reading knowledge in the given language. The Department of World Languages, Literatures, and Cultures administers testing either in conjunction with Ph.D. reading courses (course number 3063) in French, German, Latin, or Spanish; or through individual examinations. Students wishing to be examined in a foreign language should contact the Department of World Languages, Literatures, and Cultures well before the test to familiarize themselves with the different requirements of each language program.
  - b. The student presents evidence of having completed the equivalent of one semester of graduate or upper-level undergraduate study in the given foreign language with a grade of "B" or above at an accredited college or university.
  - c. The student documents that the language in question is his or her native language and that he or she has native fluency in the language.
3. By the time they take the candidacy examinations, students must have completed the 24-hour course requirement or be registered for courses which, if passed, will complete the 24-hour course requirement. Students must pass both candidacy exams before registering for dissertation hours.
  4. To strengthen and support a field of specialization, each student may take up to six hours of graduate course work in other departments. Subject to the approval of the student's adviser, these hours will count toward the 24-hour course requirement for the degree.
  5. Students in the doctoral program are required to complete 24 semester hours of course work for graduate credit beyond the M.A. degree. This work must include at least one course in critical theory and at least four seminar courses, at least one of which must be in the field of specialization.
  6. With the consent of the Graduate Studies Committee, students will declare a field of specialization. This declaration will be made prior to the completion of the candidate's first year of doctoral studies; it must be made before arranging to take the written candidacy examination. The field of specialization may be a period (Medieval, Renaissance to 1660, Restoration and Eighteenth-Century British, Nineteenth-Century British, Modern

and Contemporary British, American to 1900, Modern and Contemporary American) or an area (Southern Literature and Culture, World Literature and Culture in English, American Multiculturalism, Gender Studies, Film and Media Studies, Literary Criticism and Theory, Popular Culture and Popular Genres, and Literary History). In conjunction with their committee and with the approval of the Director of Graduate Studies, students may propose additional fields if their particular projects do not fit within any of the suggested areas.

7. The Director of Graduate Studies in the department must be notified by each student of his or her intention to take the candidacy examinations a month before the end of the term preceding the date of the examinations, which will be scheduled by the student in consultation with the committee administering the examinations. At the time of the candidacy examinations, each student must have a grade-point average of 3.50 for courses taken beyond the master's degree. The grade point will be on the following scale: A, 4.00; A-, 3.66; B+, 3.33; B, 3.00; etc. The plus and minus ratings are recorded on the student's record in the Department of English only and do not appear on the official record in the Registrar's Office.
8. Each student must pass the following candidacy examinations:
  - a. A 72-hour take-home written examination in the field of specialization.
  - b. An oral examination on a specific topic within the student's broad field, approved jointly by the student and the exam committee. Students may retake only once any examination they fail.
9. Upon successfully completing the candidacy exams, each student must submit a dissertation prospectus to be discussed and approved in a formal meeting with the student's dissertation committee.
10. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
11. Each student must pass a dissertation defense administered by the student's dissertation committee.



**Old Main  
(left)**

**Mullins Library  
(right)**



## English Graduate Faculty Members' Areas of Specialization

Whether you are studying at the M.A. level or whether you are studying at the Ph.D. level, you should familiarize yourself with the wide range of research areas our faculty represents. Doing this soon after you begin your graduate program will allow you to think ahead regarding which faculty members may be best suited to serve on your committee, as well as which faculty member might be the most appropriate to serve as your committee chair.

Here is the list of our current graduate faculty members who teach courses at the M.A. and Ph.D. levels and their respective areas of specialization.

[Constance Bailey](#) - African American Literary Criticism and Theory; African American Comedy and Satire; African American Folklore; Black Science and Speculative Fiction; Childhood and Adolescent Literature

[Keith Booker](#) - Science Fiction, Postcolonial Literature, Literature of the Left, Modern American Literature, Modern British Literature, Film Studies, Literary Theory

[Sidney Burris](#) - 20th-Century Literature, Creative Nonfiction, Human-Rights Literature, History of Non-Violence

[Joseph Candido](#) - Renaissance Literature, Shakespeare, Drama

[Robert Cochran](#) - Folklore, American Studies, Contemporary Literature, World Drama

[Sean Dempsey](#) - Romanticism, 18th- and 19th-Century British Literature and Culture, Modernism and Modernity, Critical Theory, Religion and Literature, Psychoanalysis, Political Theology, Cosmopolitanism, Ecocriticism, Visuality, Film Studies



**Sean Dempsey Teaching 19th-Century British Literature and Culture**

[Elías Domínguez Barajas](#) - Composition Theory and Practice, Ethnography of Literacy, Ethnolinguistics, Latino/a Literature

[Lisa Hinrichsen](#) - Southern Literature and Culture, 20th-Century American Literature, African-American literature, Psychoanalytical Theory, Cultural Studies

[David Jolliffe](#) - Literacy Theory and Practice, History and Theory of Rhetoric, Teaching of English

[Mohja Kahf](#) - Comparative Literature, Arabic Literature, the Quran, Postcolonialism, Gender Studies



**Mohja Kahf Teaching Literature of Spain**

[Casey Kayser](#) – Medical Literature, Drama, Southern Literature

[Mary Beth Long](#) - Late-Medieval and Early Modern Literature, Hagiography and Religious Culture, Manuscript and Early Print History, Gender Studies

[Karen Madison](#) - British Novel, Trans-Atlantic Literature and Culture to World War I, Post-Colonial Literature, Composition Theory, Textual Editing, and Writing Center Pedagogy

[Robert Madison](#) - American Literature to 1900, 19th-Century Poetry, the Traditional Ballad, Literature of the Sea, and Textual Editing

[Susan Marren](#) - Modern American Fiction, American Literature, African American Literature, Gender Studies

[Yajaira Padilla](#) - U.S. Latino/a Literatures and Culture, Ethnic Studies, Modern American Literature, 19th- and 20th-Century Latin American Literature, Central American Literature, Contemporary Latin American Literary, Cultural, and Social Theory



**Yajaira Padilla Teaching U.S. Latino/a Literature and Film**

[Adam Pope](#) - Graduate Certificate Administration and Pedagogy, Online Pedagogy, and Digital Rhetorics

[William Quinn](#) - Old and Middle English Literature, Prosody and History of Prosodic Theory, and Performance Features of Narrative Poetry

[Robin Roberts](#) – Science Fiction, Popular Culture, Gender Studies

[Patrick Slattery](#) - Composition Theory and Practice, Research Designs in Composition, Writing Across the Curriculum

[Joshua Byron Smith](#) – Medieval Literature, History of the English Language



**Joshua Byron Smith Teaching Introduction to Old High German**

[Dorothy Stephens](#) - Renaissance Literature, Gender Studies, Heian Japan



**Department Chair Dorothy Stephens**

[Lisette Szwydky-Davis](#) - Romantic and Victorian Literature and Culture, 19th-Century Theater, Popular Culture, Gender Studies, Postcolonial and Critical Race Studies, History of British Abolition and Colonialism, Adaptation Studies, Film Studies, the Gothic Tradition, Digital Humanities, Professional Issues in the Humanities including Alternative-Academic Careers

[Sean Teuton](#) - North American Indigenous Literature, Cherokee Studies, Global Indigenous Literature

[Kay Yandell](#) - Early and 19th-Century American Literature, with an emphasis on the Technologies and Literatures of American Indian Women

## **GPA Requirements and Annual Evaluation of Graduate Student Progress**

Each M.A. student must have a cumulative GPA of at least 3.33 on the total number of graduate credit hours appearing on the transcript before being allowed to graduate.

Each Ph.D. student must have a cumulative GPA of at least 3.5 on the total number of graduate credit hours appearing on the transcript after completion of the M.A. A doctoral student whose GPA is below 3.5 will not be allowed to proceed from candidacy exams to dissertation.

According to Graduate School policy, each student must receive an Annual Graduate Student Academic Review Form (see p. 11) from the Director of Graduate Studies at the end of each spring semester. If a student's GPA were to drop below the required minimum, or if the student were to receive an incomplete grade in a course (indicated by an "I" on the transcript) and not complete the work for that course by the end of the academic year, the Academic Review form would indicate that the student is not making satisfactory progress and that the student needs to contact the Director of Graduate Studies immediately to discuss the student's status in the program.



## **Guidelines for Ph.D. Written-Exam Reading Lists**

**Coverage.** As you start compiling your reading list for the Ph.D. written exam (the first of two doctoral candidacy exams), keep in mind that the area covered by the written exam should be noticeably broader than the area covered by your dissertation. The broad area of specialization covered by the exam—and represented by the works you select for your reading list—should include the more specific research area you intend to inhabit while writing your dissertation but should usually not be limited to that focus. You can think of your reading list for the exam as representing multiple research areas, and multiple teaching areas, and you can plan on marketing your research interests and teaching expertise to search committees in terms of these areas when you go on the academic job market. Because the broad area of specialization covered by the Ph.D. written exam usually includes multiple research and teaching areas, students often divide their reading lists for the exam into sections and use subheadings to organize their bibliographical entries.

**Number and Types of Works Included.** Because students' reading lists for the Ph.D. written exam reflect differing research interests and areas of expertise, reading lists naturally vary in terms of the number and types of works included. As you define your broad area of specialization, and begin to compile your reading list, you might initially think of including 75 to 100 entries, with perhaps half of them being books and half being articles, although the number and types of works included will change, of course, as you receive feedback from your Advisory Committee and your reading list evolves.

Your reading list may include works you know well, works you need to reread, and works you've never read. For secondary sources, you may have reason to include older material but should typically concentrate on publications from the past twenty years or so: in addition to helping you develop a broad area of specialization, the process of reading for the Ph.D. written exam should help you position your dissertation research within a current scholarly conversation, once you start writing your dissertation. Depending on how you and the chair of your Advisory Committee decide to define your broad area of specialization, you may not need to include a large number of purely theoretical texts on your reading list. The members of your committee will, however, expect your reading list to demonstrate that you are making informed methodological choices; therefore, your committee members will expect to see a respectable amount of theory, or theoretically rich analyses, on the list. Even in the earliest versions of your reading list, you should include your selections as full bibliographical entries in the correct (usually MLA style) form so that you and the members of your Advisory Committee can more easily consider publication dates and any particular editions you may be using.

**Interaction with Your Advisory Committee.** It is critical that you have regular interaction with your Advisory Committee while compiling your reading list for the Ph.D. written exam. Be sure to communicate regularly with the chair of your committee, in particular, consulting with him or her about the coverage of your reading list and about the number and types of

sources you are including. Whenever you are in doubt about how to proceed with your reading list, meet with, and talk directly to, the chair of your committee. When your chair says you are ready to do so, share your list with the other two members of your Advisory Committee and ask them to respond to it. You should give your reading list to your chair, and then to the rest of your committee, as early as possible, because the committee members may well want you to make major changes to the list (for example, to add more theory or to replace older secondary sources with more recently published material) before they feel you are ready to schedule the Ph.D. written exam.

**Exam Preparation.** Once your entire Advisory Committee has approved your reading list for the Ph.D. written exam, you will likely need to spend the next several months preparing for the exam by reading your way through all the works on the list and carefully taking notes on them. As you prepare, keep in mind that the exam is open note and open book: you won't need to worry about memorizing information, but you probably will want to take thoughtful and well-organized notes, in anticipation of using your notes during the exam. While reading through your list, you will almost certainly want to write summaries of some of the works and perhaps want to write detailed responses to some. Be sure, however, also to take notes that will enable you to synthesize the works—that is, to make meaningful connections among them. In some few cases, you may realize while reading something that it isn't especially useful for your purposes; in such cases, you may ask your committee members whether you can remove it from your reading list.

**Format and Expectations.** The format of the Ph.D. written exam provides each student with 72 hours (three consecutive days) at home to compose essays in response to the questions on the exam. Most Advisory Committees include three questions on the written exam, and the format for your particular exam may or may not provide a choice in answering the questions. Your exam could require you to write on three out of three questions, to write on two out of three questions, or to answer one question and then choose between two others. Each student is expected to write approximately 30 double-spaced pages in response to the exam questions—about 15 pages on each of two questions, or about 10 pages on each of three questions. Because the written exam is open book (as well as open note), students are expected to provide full documentation, including parenthetical citations and a “Works Cited” page, with each essay submitted.

When your Advisory Committee assesses your responses to the exam questions, the committee will not expect you to have generated publishable ideas and prose. In assessing your exam responses, the committee will, however, consider the following: 1) your knowledge of your broad area of specialization; 2) your understanding of the current scholarly conversation(s) to which your dissertation will contribute; 3) your ability to analyze intelligently, and to synthesize with purpose, the works on your reading list; and 4) your ability to write coherent, detailed, and persuasive essays under pressure.

## **Guidelines for M.A. Portfolios (Note: Only those M.A. students choosing the portfolio option should refer to this section.)**

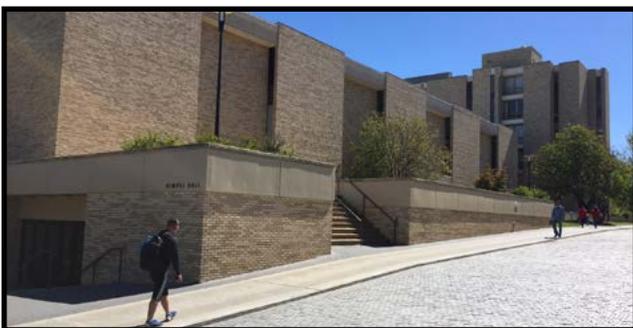
When you are nearing the end of your first semester of the M.A. program, you should decide whether you want to complete a portfolio for the final project of your degree program or whether you want to complete a thesis. Students choosing to complete a portfolio are advised to stay committed to that option once they decide upon it as switching to the thesis option later may result in their not having enough time to finish the thesis project by the end of their second year in the program.

Students choosing the portfolio option must take ENGL 5213/Portfolio Workshop the spring semester of their second year in the program--that is, the semester they plan to graduate. Students prepare and submit portfolios by the end of the course, and the portfolios are evaluated by a committee of three faculty members: the professor of ENGL 5213 (who serves as chair of the committee), the Director of Graduate Studies, and another committee member selected by the professor of the course. Portfolios are given a score of Pass or Fail, and a student must receive a passing score in order to complete the M.A. program. If a student receives a failing score, he or she is allowed to rework the portfolio and to submit it a second time, but this second attempt at receiving a passing score is the final one granted.

The writing selected for a student's portfolio should include two to five main documents totaling 50-75 pages and an introductory essay of 5-10 pages.

The introductory essay should provide an overview of the main documents selected for the portfolio and contextualize each of them. The introductory essay should also offer a self-reflective account of the student's trajectory in the program, considering the student's goals and objectives in undertaking the program, the development and growth experienced as a result of work in the program, and an indication of how this work could be applied to future career development.

The two to five main documents for the portfolio should represent a student's best work in the program, so at least one of the main documents should normally be a researched critical essay written for a course and revised for publication in a peer-reviewed journal. Other types of documents that could be suitable for the portfolio include shorter critical essays, pedagogical pieces, websites and multi-media projects, and job application materials.



**Kimpel Hall**



**Department of English**

## **Guidelines for M.A. Thesis and Ph.D. Dissertation Prospectuses (Note: Only those M.A. students choosing the thesis option should refer to this section.)**

If you are nearing the end of your first spring as an M.A. student or your Qualifying Exams as a Ph.D. student, you need to start thinking ahead to the prospectus for your thesis or dissertation. The prospectus is a plan of action—not an outline, but a description—that is required of graduate students in English before they are allowed to begin writing a thesis or dissertation. It is vital that before writing the prospectus, you do a great deal of research to make sure you are planning an original project that does not repeat arguments published by other critics. M.A. students should start researching the prospectus and building a working bibliography during that first summer and discuss this work with their Advisory Committee Chair early in their second fall semester. Ph.D. students normally write the prospectus and submit it to their Dissertation Committee Chair within four months of passing their Qualifying Exams but may write it—or a draft of it—as part of the process of studying for their Qualifying Exams.

**Purpose.** Your prospectus is a crucial tool in three ways:

1. A prospectus lets your committee know your initial ideas about your thesis or dissertation, thus enabling them to help you fine-tune your plans—by, for example, suggesting additional primary or secondary works for you to read, helping you figure out a more useful argumentative structure, or telling you that you need to go back to the drawing board.
2. It is likely that while writing your thesis or dissertation—and virtually certain that while writing your dissertation—you will at times lose track of the overall shape of your argument or the purpose of your project. At those times, it is a relief to be able to consult your own prospectus, which can set you back on track and bring order to the chaos of your thoughts. A good prospectus can serve this purpose even when, as is often the case, you have changed various aspects of your initial plans since writing the prospectus.
3. Having written a prospectus will help you a great deal in the future, when you will have to write similar documents for potential book publishers, conference organizers, professional fellowship committees, and institutions that offer grants.

**Length.** The prospectus can be either about five pages (plus a bibliography) or about ten to thirty pages (plus a bibliography), depending on how much research you have done beforehand and the nature of your project. Only you and your director can decide which format will be most useful for you. Write the longer version if you believe that with little revision you will be able to use it as the introductory chapter of your thesis or dissertation. If you are not at the right stage in your research to produce an introductory chapter, choose the shorter version. (A ten-page introductory chapter might be an appropriate length for one chapter of a fifty-page M.A. thesis; a thirty-page introductory chapter might not be too long for a 200- to 400-page dissertation.)

***Components of a Prospectus.*** Below is an annotated list of the normal components of a prospectus. Not every prospectus contains all of these components, but if you decide to omit any, discuss the omission with your advisor, first. If your thesis or dissertation is unusual in some way—say, if your research will consist mostly of classroom observation or if you will not be analyzing texts—your advisor may suggest a slightly different form for the prospectus. The nature of your project may lead you to change the order of these components or to combine some of them.

1. Briefly explain your project. If you are writing an introductory chapter, you will want to articulate the central argument or arguments of your thesis or dissertation, but if you are writing the shorter form, you may want to stick to the traditional expectation for a prospectus, which is that it will not state the writer's argument. The reasons for this are similar to those in the sciences: one cannot report scientific results until the experiment is made; one can only advance an hypothesis and keep one's mind open. Similarly, the literary scholar cannot predict an argument until the process of writing chapters has produced that argument. Whether or not you state your central argument, however, you must go far beyond simply describing a topic. Focus on describing the central issue that you wish to address in your thesis or dissertation—that is, the problem with which you want to grapple. Your description of this issue should be unique; it should not look like it could refer to any article or book previously published by another scholar (or by yourself, for that matter).
2. Describe what has been done before in this research area. The purpose of this part of your prospectus is not to summarize entire articles or books by other scholars, nor is it to demonstrate how much you have read. Instead, the purpose is to indicate that you are entering an ongoing scholarly conversation and that you have something new and useful to offer to that conversation. If no other scholar has ever written about the author whose work you are going to address, you can still point to scholars who have asked related questions, who have addressed authors writing in similar genres in the same historical period, or the like.
3. State explicitly how your approach to your issue or authors will differ from what has been done before, and explain how your work will contribute usefully to the body of literary or rhetorical scholarship. You do not need to claim that your project represents a mind-blowingly new development in the history of literary or rhetorical criticism; still less do you need to claim that all scholars before you have been nitwits. Again, remember that literary and rhetorical scholarship are collections of conversations and that your responsibility is to write something that will carry at least one of those conversations forward in a fresh way. (Remember, too, that within a very few years you are quite likely to meet some of the scholars to whom you refer. You want them to be interested in what you have to say even when you are strongly disagreeing with them.)
4. Explain what your methodology will be. You need not espouse one “-ism,” and indeed, most literary scholars these days use parts of at least two or three sorts of theory. The aim of this part of your prospectus is to demonstrate to your committee that you have not

simply defaulted to the one type of theory you know; instead, you have thoughtfully chosen to use certain methodologies because you believe they will be the most useful in addressing the particular topic and issue you have chosen.

5. List and describe each of the chapters of your work. You needn't have chapter titles yet, and again, you probably will not want to list the central argument of each chapter. (If you are writing your prospectus as an introductory chapter, you may want to list the central argument of each chapter, but you will probably have to come back and revise that portion of your introduction heavily after writing the entire thesis or dissertation.) Here, it is particularly important not only to describe the anticipated topic of each chapter (e.g. "painful self-awareness in *Wuthering Heights*") but also to describe its issue—the literary-critical problem that it is addressing. If you describe only a topic for each chapter, you will likely find yourself writing in circles a few months from now, as you realize that you are answering some of the same questions in your second chapter that you answered in your first. Putting a great deal of thought into this part of your prospectus now will save you a great deal of anxiety, frustration, and even panic later on.
6. Attach a Working Bibliography several pages long, impeccably proofread and formatted according to MLA guidelines. You need not have read everything listed in the bibliography, and it is expected that you will both delete and add items later on while writing the thesis or dissertation. However, you should have read at least parts of most of the items on your list, enough to have a shrewd idea that they will be useful to your project. List both primary and secondary works. Your bibliography may consist of one list, or you may separate it into categories of some sort—e.g. all works pertaining to one of your authors, then all pertaining to another of your authors; or primary works and then secondary works; or works addressing rhetorical aspects of your project and then works addressing political aspects. You need not annotate your bibliography, though if you include a work that might look out of place, unscholarly, or otherwise odd to your committee members, you can always add a sentence of explanation at the end of the entry.

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**[Samples of M.A. and Ph.D. Prospectuses, as well as Ph.D. Written-Exam Reading Lists and Ph.D. Written Exam Questions](#)**

The above link (use your uark.edu account information to log in) will connect you to a secure SharePoint site that can be accessed only by current graduate students in the Department of English. M.A. students can access the site to review sample thesis prospectuses that have been developed by past M.A. students and approved by department faculty. Ph.D. students can access the site to review sample written-exam reading lists that have been compiled by former Ph.D. students and approved by the department faculty. Ph.D. students can also access the site to review sample questions that department faculty have used on past written exams. Finally, Ph.D. students can access the site to review sample dissertation prospectuses that have been developed by past Ph.D. students and approved by department faculty. (Contact the Assistant Director of Graduate Studies if you need assistance logging into the site for the first time.)

## Important Graduate School Forms and Documents

Below is a list of the Graduate School forms and documents that you may need to submit to the Graduate School over the course of your program. PDF versions can be accessed at the Graduate School's website (<http://graduate-and-international.uark.edu/graduate/current-students/forms.php>) or the website for the Department of English in the section focused upon the English M.A. and Ph.D. programs (<http://fulbright.uark.edu/departments/english/graduate/ma-phd-english/graduate-student-advising/graduate-school-forms.php>).

### *Forms and Documents Used by English M.A. Students*

- [Travel Grant Application Form for M.A. Students](#)
- [M.A. Committee Form](#)
- [M.A. Thesis Title Form](#)
- [Guide to Preparing Theses and Dissertations](#)
- [M.A. Record of Progress](#)
- [Thesis/Dissertation Submission Form](#)
- [Intellectual Property Disclosure Form](#)

### *Forms and Documents Used by English Ph.D. Students*

- [Travel Grant Application Form for Ph.D. Students](#)
- [Ph.D. Committee Form](#)
- [Candidacy Exam Notification Form](#)
- [Ph.D. Dissertation Title Form](#)
- [Guide to Preparing Theses and Dissertations](#)
- [Dissertation Defense Announcement](#)
- [Ph.D. Record of Progress](#)
- [Thesis/Dissertation Submission Form](#)
- [Intellectual Property Disclosure Form](#)
- [Survey of Earned Doctorates Certificate](#) (Print a copy of the certificate when you are done.)



**Gearhart Hall (location of the Graduate School offices)**

## Counseling and Psychological Services (CAPS)

Students who succeed in graduate school are those who care for themselves while they complete their studies. Make sure to take breaks from studying to exercise, hang out with friends, write in a journal, read for yourself (not just for class), watch episodes of your favorite Netflix series, etc. If necessary, also take advantage of on-campus counseling services.

[Counseling and Psychological Services \(CAPS\)](#) is part of the Pat Walker Health Center, located on campus at 525 N. Garland Avenue. If you would like to speak with a counselor, you can ask the Director of Graduate Studies to set up an appointment at CAPS for you, or you can directly contact the CAPS office between 8-5, Monday-Friday, at **479-575-5276**. (CAPS also offers 24-hour services through this number.) Group therapy (such as the Thesis & Dissertation Support Group) is an option, as well as individual counseling. If your first counseling session is not a perfect fit, continue to make appointments with different counselors or to explore different therapy groups until you find the setting in which you feel most comfortable. And always feel free to keep the Director of Graduate Studies informed with regard to your status. If you continue to experience mental and/or emotional distress while in your graduate program, the Director of Graduate Studies can help you to pursue other options, including taking a leave of absence from your program until you are ready to return to your studies.

## On-Campus Exercise Resources

There is an excellent array of on-campus resources to help you stay in good physical shape while completing your graduate school experience--which we highly recommend that all graduate students do. To find out about opportunities to participate in yoga, group fitness, intramural sports, and university-organized outdoor activities like running, cycling, hiking, kayaking, and canoeing, go to the [“University Recreation” homepage](#) or call **479-575-4646**.

## Northwest Arkansas Parks and Trails System

Get outside! One of the best reasons to attend graduate school at the University of Arkansas is the beautiful landscape of walking, hiking, and biking trails that surrounds you. Check out a list of all of the fun outdoor activities that are available to you at the [“State Parks of Arkansas”](#) and [“Explore Northwest Arkansas”](#) websites.

Photos by Jared Sparks



### Connections among Graduate Students

You can meet and get to know other students through the graduate courses you take, the offices you share with other teaching assistants, the Graduate Students in English (GSE) events you attend, and the conferences and the professionalization events in which you participate. Develop a strong support network through the cohort of your graduate program peers!



**Graduate Students Sara West and Rebecca Chatham**

### Student-Faculty Connections

Another source of support can be the chair of your graduate program committee, as well as the non-chairing members. Likewise, other faculty members with whom you take courses and perhaps collaborate on teaching, researching, and/or publishing projects can provide you with valuable advice on issues related to academic success and professionalization experience.



**Patrick Slattery with Graduate Students Farzana Akhter, Afrin Zeenat, and Huseyin Altindis**

## Academic and Alternative-Academic Professional Skill Development

To help them develop competitive job application materials, we encourage our M.A. and Ph.D. students to take part in a variety of professionalization activities while completing the requirements of their respective degree programs. These opportunities can take the form of annual professionalization training sessions offered by department faculty, conference presentations, publication in professional journals, and completion of a semester-long internship with a local business, local non-profit organization, or on-campus office. In addition, we are committed to supporting our graduate students' efforts to acquire alternative-academic professional training as well as training that will prepare them for careers as academic research and/or teaching faculty. Students may choose to take a course like Dr. Lissette Lopez Szwydki's "English (and Liberal Arts) Degrees at Work" or take advantage of other opportunities to develop their technical writing skills (designing wiki pages, organizing online portfolios, participating in digital humanities projects, etc.) that can be applied to careers both inside and outside of academia.

### Professionalization Sessions Offered by Faculty Members

Each year, a professionalization committee made up of three department faculty members leads a series of professionalization sessions. These meetings traditionally focus upon preparing job application materials, presenting at conferences, submitting articles for publication, and exploring alternative academic career opportunities.

### Conference and Publication Opportunities

One of the best ways to learn about resources for conference and publication opportunities in your particular area of research is to network with your faculty mentors and other graduate students by 1) liking the [department's](#), [GSE's](#), and [M.A./Ph.D.](#) Facebook pages; 2) visiting the [GSE's website](#); and 3) submitting a paper proposal to the GSE's annual spring conference. Also make sure to check out the English M.A. and Ph.D. programs' "[Professionalization Resources](#)" and "[Career Resources](#)" web pages.



Presenting at the 2016 GSE Conference

### Professional Internships

Our graduate students can register for ENGL 5193/Graduate Internship in English (3 hours) in order to get credit for professional work completed outside of the classroom. Such an opportunity must be set up by the student in conversation with the Director of Graduate Studies and then approved by the department before the student can register for that course number.

## Scheduling and Completing Final Projects

Early in the semester that a graduate student intends to graduate, he or she should contact the Director or Assistant Director of Graduate Studies to receive guidance on wrapping up. The student should also access that semester's graduation checklist, available on the [Graduate School's website](#).

### *Paperwork Required of M.A. Students Defending a Thesis*

- Pre-Check Sheet or E-Mail Showing Format Approval (from the Graduate School)
- [Thesis Submission Form](#)
- [Intellectual Property Disclosure Form](#)
- Full Title Page of Your Thesis with Original Signatures
- [Record of Progress](#)

### *Paperwork Required of Ph.D. Students Defending a Dissertation*

- Pre-Check Sheet or E-mail Showing Format Approval (from the Graduate School)
- [Dissertation Submission Form](#)
- [Intellectual Property Disclosure Form](#)
- [Survey of Earned Doctorates Certificate](#)
- Full Title Page of Your Dissertation with Original Signatures
- [Record of Progress](#)

## Other Helpful Links

[Commencement and Graduation Page of Graduate School Website](#)  
[Guide to Theses and Dissertations](#)



**A Number of Very Happy English Graduate Students**