DEPARTMENT OF
MODERN LANGUAGES AND
LITERATURES

GRADUATE STUDENT HANDBOOK

(2023/24)

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I. WELCOME

We are delighted to have you in our Ph.D. program. This handbook provides essential information about course requirements, exams, professional and intellectual development, mapping your studies at UM, and other helpful advice.

Faculty and students have contributed some thoughts on how to make the most of your graduate experience:

- The first year can be overwhelming. Concentrate on your courses. You have three or four more years to do extra-curricular activities.

- In consultation with your advisor and professors, plan to attend most MLL talks and presentations: they are an integral component of your professional training.

- If you have questions in your courses, ask.

- Share work with your student colleagues. You are an excellent resource for one another.

- Keep your long-term dissertation goals in mind while exploring new concepts, regions, theories, and methodological approaches. You are here to expand and deepen your projects.

- Seek advice from your peers, advisors, professors, and the DGS.

- Familiarize yourself with library resources as soon as possible: go on a tour and use Interlibrary Loan.

- If you do not hear back from an advisor or faculty member after three days, follow up.

- Good writing takes years to develop. Aim to communicate clearly and succinctly. Seek feedback from student colleagues and faculty before submitting your work.

- Consider your best seminar papers to be drafts of conference presentations and published articles.

- After your first year at UM (and earlier, if your faculty advisors approve), seek to present two conference papers and to publish one peer-reviewed article per year.

- Critique is an essential part of academic life. Listen to constructive criticisms, discuss them with your advisors, revise your work accordingly, and do not give up.

- Your professional success will be determined by what you do in and outside of class: research, presentation, publication, conference organization, and networking are all essential skills.

- Take some time to rest mentally and physically every week.

- To teach is to learn. To be a university professor is to be a lifelong student.

- Be timely in completing program requirements. Keep your long-term goals in mind.

- Communicate clearly, honestly, and frequently with your dissertation director and committee members. They are your most important advocates on campus.

Practical Reading

The following publications are recommended:

Alonso, Carlos. "My Professional Advice (to Graduate Students)." *PMLA* 117 (2002): 401-6.

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. NY: Holt, 1998.

Evans, David, Paul Gruba, and Justin Zobel, *How to Write a Better Thesis*. Melbourne: Melbourne University Publishing, 2014.

Kamler, Barbara and Pat Thompson, *Helping Doctoral Students Write*. New York: Routledge, 2006.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or a Ph.D.* New York: Noonday Press; Farrar, Straus and Giroux, 1997.

Roberts, Carol M. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending your Dissertation.* Thousand Oaks, CA: Corwin Press, 2004

Single, Peg Boyle and Richard M. Reis. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text.* Stylus Publishing, 2009.

Professional Organizations

There are many professional organizations to join: some are general and others focused on specific topics. Be selective. Here are some key organizations to consider:

- Modern Language Association of America (http://www.mla.org/)
  The MLA is the main professional organization for students and professors of language, literature, and cultural studies and publishes a widely used style guide, teaching and publishing guides, an on-line bibliography, journal, and job information list. Most initial academic job interviews take place at the annual January conference. Membership includes a subscription to *PMLA*.

- Association of Departments of Foreign Languages (http://www.adfl.org/)
  This professional organization is for all teachers of languages.

- American Association of Teachers of French (http://www.frenchteachers.org)
  This association focuses on French teaching, from elementary to university levels. Membership includes a subscription to *The French Review*.

- American Association of Teachers of Spanish and Portuguese (http://www.aatsp.org/)
  This association focuses on teaching, from the elementary to university levels. Membership includes a subscription to *Hispania*.

- Tomorrow's Professor (http://cgi.stanford.edu/~dept-ctl/tomprof/postings.php)
  This site provides links to key issues in higher education. Archives are arranged by topics that address graduate study). The organization offers receive free weekly postings of abridged articles.

- Latin American Studies Association (http://lasa.international.pitt.edu) International, interdisciplinary organization of scholars focused on Latin America.

- Brazilian Studies Association (http://www.brasa.org/) An international, interdisciplinary group of scholars who

promote Brazilian studies in all fields.

- Caribbean studies association (http://www.caribbeanstudiesassociation.org/en/index.html)
  An independent professional organization devoted to Caribbean studies from a multidisciplinary,

II. PH.D. PROGRAM

The Ph.D. in Literary, Cultural, and Linguistic Studies offers two major concentrations: 1) Literary and Cultural Studies and 2) Critical Studies of Language/Linguistics. Students in each concentration may opt to develop a secondary field of expertise in the other.

Our program is a triad comprised of 1) the coursework; 2) the breadth and qualifying exams; 3) the dissertation prospectus defense and the successful completion of a dissertation. The coursework is therefore not solely a preparation for the exams or the dissertation, but rather, a series of explorations of questions, issues, problematics, periods, and domains pertaining to the scholarly research of the faculty and aimed at training students in a pluri-disciplinary and comparatist way.

The program is designed primarily to prepare students for careers as university professors and research scholars. Students develop advanced language, teaching, and research skills that lend themselves to other professions, as well. While the primary language tracks are Hispanophone, Francophone and Lusophone studies, a variety of geographic, temporal, and theoretical concentrations allow students to carry out innovative and interdisciplinary research projects, often with a transnational focus.

Basic Program Requirements:

The requirements set out below for the Ph.D. in Literary, Cultural, and Linguistic Studies are minimum requirements. The Graduate Studies Committee, Director of Graduate Studies, and individual advisors may set additional requirements.

1. The requirements:
   a. for students entering on the "five-year plan" (with a B.A. or M.A., see below), passing satisfactorily a minimum of 60 credit hours in approved courses. 45 credits must be graded, 30 of which must be open to graduate students only. Twelve dissertation credits must be taken.
   b. for students entering on the "four-year plan" (with an M.A. in a closely related field, see below), passing satisfactorily a minimum of 48 credit hours in approved courses. 33 credits must be graded, 24 of which must be open to graduate students only. Twelve dissertation credits must be taken.
2. Passing MLL 701, MLL 711, MLL 799, and a minimum of 18 graded credit hours in the area(s) of research emphasis to be determined on an individualized basis in collaboration with the graduate advisors. 15 out of the 18 credit hours should be in MLL. However, students may petition the GSC to take 3 more credit hours in an outside department only if the class directly relates to the student's research project.
3. For students in the Literary and Cultural Studies concentration, three credits of Critical Studies of Language/Linguistics and three credits in any Arts and Sciences discipline focusing on Colonial or Early Modern Studies (18th century or earlier).
4. At least six credits in an approved cognate discipline to be determined in consultation with graduate advisors.

5. Nine credits in Literary/Cultural Studies or Critical Studies of Language/Linguistics, for students pursuing an optional minor concentration.

6. In addition to proficiency in English and the major language of study, demonstrating the following:
    a. reading knowledge of two other languages; or
    b. holistic knowledge of one other language (e.g. university studies completed in the language at hand; passing a course at the 300-level with a grade of B or better);

Note: Appropriate languages of study will be determined in collaboration with students' advisors. (e.g.: Students of Latin America may be encouraged to study Portuguese or an indigenous language. Students focusing on Early Modern Spanish or French Studies may be encouraged to study Italian. Students working in the French-speaking Caribbean many need to take Haitian Kreyòl; etc.). Students specializing in Medieval, Early Modern, or Colonial Latin American Studies, must also demonstrate reading knowledge of Latin.

7. Passing a Breadth Exam.* Depending on the student's interests, the exam shall reflect three research areas, according to one of the following configurations (modifications maybe be made provided the student still demonstrates a broad command of the research fields):

a. one geographic region over three time periods;
b. two geographic regions over two or three time periods;
c. two geographic regions over one or two time periods and one area of critical sociolinguistics;
d. two areas of critical sociolinguistics and one geographic region over one-time period.

*These research field configurations are currently under review by the faculty. For students taking the new format of the Breadth Exam, please consult with your committee members in regard to achieving appropriate breadth in your materials and oral examination.

Note: Students entering the doctoral program with an MA in a relevant field may petition to waive the Breadth Exam (taken in the Spring of the second year) after the first semester of study. The Graduate Studies Committee will consider petitions on an individualized basis and in consultation with the students' advisor(s) and other specialist faculty. The petition must include 1) a statement describing previous coursework and format of the completed examination, as well as how it would satisfactorily substitute for the MLL Breadth examination; 2) copy of the previous examination and questions; 3) transcript proving having successfully passed the examination.

8. Passing a Qualifying Exam during the Spring of the third year on an approved topic. The exam typically includes three bibliographies focusing on:

a. literature, cultural studies, or sociolinguistics;
b. critical theory;
c. a cognate discipline (e.g. history, sociology, philosophy, law, art, film, etc.).

9. Successfully defending a dissertation prospectus in early Fall of the fourth year.
10. Completing and defending satisfactorily a dissertation during the Fifth year.
11. Satisfying the requirements of the Graduate School as stated in the *Graduate Bulletin*.

Timeline of Expected Degree

Students are expected to complete their degrees on time and with sound scholarly achievement. Every student is reviewed annually to evaluate progress toward the degree. While personal matters may understandably cause delay, lack of timely progress may result in non-renewal of the teaching assistantship and/or dismissal from the program.

Some elements of the plans outlined below are suggestions (e.g. the timing for fulfilling the language requirement) while others define expected progress (e.g. the timing of exams). While most students are expected to complete the degree in five years, those entering with an M.A. may petition during their first semester to follow the accelerated 4-year plan of progress. If approved, this choice is irrevocable for funding purposes.

	5-year Plan	**4-year plan**
1st semester:	3 courses (including MLL 711, Introduction to Critical Theory I) Work on language requirement	3 courses (including MLL 711, Introduction to Critical Theory I) Work on language requirement Be mindful of your Cognate requirement April: choose Breadth Exam areas and committee Apply for summer research funding.
2nd semester:	3 courses (including MLL 701: Introduction to Second Language Teaching) Work on language requirement April: choose Breadth Exam areas and committee June and July- Make progress on reading lists linked to Breadth exam	2 courses (including MLL 701: Introduction to Second Language Teaching) **and** MLL 797 (three credits of Breadth Exam readings) **If you have waived the breadth exam:** 2 courses **and** FRE/SPA 830 – 3 credits Work on language requirement Be mindful of your Cognate requirement April: Breadth Exam May: choose Qualifying Exam committee June: Work on abstract to send to a conference. July: work on developing a research paper for publication

3rd semester:	3 courses Work on language requirement Be mindful of your Cognate requirement Apply for summer research funding.	3 courses Work on language requirement Be mindful of your Cognate requirement Finalize Qualifying Exam lists Apply for summer research funding.
4th semester:	2 courses **and** MLL 797 (three credits of Breadth Exam readings) **If you have waived the breadth exam:** 2 courses **and** FRE/SPA 830 – 3 credits Work on language requirement Be mindful of your Cognate requirement April: Breadth Exam May: choose Qualifying Exam committee June: Work on abstract to send to a conference July: Work on developing a research paper for publication	2 courses **and** FRE/SPA 830 – 3 credits **If you have waived the breadth exam:** 2 courses **and** MLL 797 Work on language requirement Be mindful of your Cognate requirement April: Qualifying Exam May: Turn in Dissertation Abstract (3-5 pages to Chair and GSC Begin preparation of Dissertation Prospectus Deadline to fulfill all requirements expect MLL. 799 June: Work on abstract to send to a conference July: Work on developing a research paper for publication
5th semester:	2 Courses **and** FRE/SPA 830 – 3 credits **If you have waived the breadth exam**: 2 courses **and** FRE/SPA 830 – 3 credits Work on language requirement Be mindful of your Cognate requirement All requirements must be met by the end of this semester! Finalize Qualifying Exam lists Apply for summer research	MLL 799 (Dissertation and Professionalization Seminar **and** FRE/SPA 830 – 3 credits **If you have waived the breadth exam:** MLL 799 (Dissertation and Professionalization Seminar **and** FRE/SPA 830 – 6 credits First Month: defend Dissertation Prospectus Dissertation work Apply for intramural and extra-mural dissertation completion and summer grants

6th semester:	1 course **and** FRE/SPA 830 – 3 credits **If you have waived the breadth exam:** 1 course **and** MLL 797 **and** **FRE/SPA 830 – 3 credits** April: Qualifying Exam May: Turn in Dissertation Abstract (3-5 pages to Chair and GSC) Preparation of Dissertation Prospectus Deadline to fulfill all requirements except MLL 799. June-July: work on developing a research paper for publication	FRE/SPA 840 – 6 credits **If you have waived the breadth exam:** FRE/SPA 840 – 3 credits Dissertation work June: Work on abstract to send to a conference. July: work on developing a research paper for publication
7th semester:	Enroll in MLL 799 (Dissertation and Professionalization Seminar) 840 – 6 credits First Month: Defend Dissertation Prospectus Apply for intramural and extra-mural dissertation completion and summer grants	850 – 1 credit Job search / attendance to job market workshops Fellowship applications
8th semester:	Enroll in 850 – 1 credit Dissertation work July: Work on developing a research paper for publication	850 – 1 credit Job search/fellowship applications Dissertation defense
9th semester:	Enroll in 850 – 1 credit Dissertation work Job search / attendance to job market workshops	

10th semester:	Enroll in 850 – 1 credit Job search / fellowship applications Application for Graduation	

Advising and Annual Review

• When you enter the program, you will be assigned a faculty advisor whose research interests may or may not align with yours. Your advisor's role is to assist you in choosing courses, meeting faculty relevant to your interests, deciding how to fulfill the language requirement, requesting course waivers and transfer credits, deciding whether to petition for a 4-year plan, and choosing the Breadth Exam areas and committee. ***The advisor and student MUST complete and submit a copy of the LCLS tracking form to the DGS and the Graduate Studies secretary for record-keeping. It is imperative to keep an accurate account of the student's progress towards completion. This should be accompanied by a copy of an unofficial transcript. The Graduate Secretary will add a copy of this form *every* semester to the student's file.***

- After passing the Breadth Exam you will select a Qualifying Exam chair and committee in consultation with your advisor. Your Qualifying Exam chair then becomes your advisor. It is fine to change advisors and committees as you move from one stage to another, as the Breadth Exam committee, Qualifying Exam committee, and Dissertation committee all serve different functions. It is also fine to work with the same professors throughout the process. Should you wish to change advisors in the middle of a stage, you must obtain approval from the DGS and your new advisor.

- Each Spring the DGS and your advisor will review your progress and help you plan for the following year. The review concerns the quality of academic and teaching performance and extra-curricular professional development, based on: 1) grades and written reports from the professor of each course taken in the previous two semesters; 2) a report from your current exam or dissertation committee; and 3) your teaching, lab, and/or tutoring supervisors. Lack of acceptable progress will be documented and communicated to student when necessary. It is imperative for the graduate student and advisor to have *submitted* the LCLS tracking form to complete this assessment. It should be submitted to the DGS and graduate secretary immediately after grades are released.

- Throughout the program, you should consult with your advisors and the DGS about degree requirements, progress toward the degree, and any other general program questions. You hold the ultimate responsibility for understanding and fulfilling all program requirements.

Courses and Credits

- In your first and second years, you should work towards fulfilling requirements, which are designed to provide a solid grounding in critical theory and breadth of knowledge in your field. It is expected that students will take the courses offered in their major research languages (FRE/SPA/POR/MLL), which will change every semester depending on the rotation among faculty.

- In your second and third years, you should continue to develop your knowledge in literary, cultural, and linguistic studies while exploring topics of particular interest. You should begin coursework in a relevant cognate field (e.g. History, Philosophy, Communications, etc.) to fulfill your Cognate requirement and prepare for the Qualifying Exam.

- Independent Studies": Students must submit a petition to take a Directed Reading (Independent Study) for

approval by the DGS and the GSC. A syllabus must be submitted with the petition. In general, a student may take one or two Independent Studies at most throughout their career.

- Your course grades must reflect an overall grade point average of at least 3.3. Grades of B are cause for concern. If you receive such a grade, you should consult with your professor, faculty advisor, and/or the DGS. B- is the lowest passing grade.

- Incompletes. Courses should be completed before the end of the semester in which they are taken. Incompletes are discouraged, **as no student is eligible to sit for any graduate exam or defense with an unresolved incomplete.** On the *rare* occasion that a faculty member accords a student an Incomplete, the completed work should be submitted for grading no later than January 15th for Fall courses, or June 1st for Spring courses. The GSC generally considers work not completed within one semester as evidence of unsatisfactory progress, which may jeopardize future appointments to a teaching assistantship.

- The language requirement may be completed during the semester of the Qualifying Exam. All other requirements, including coursework (with the exception of MLL 799) must be completed before the semester in which you take your Qualifying Exam. No student will take the Breadth or Qualifying Exam if they carry an incomplete.

- Students entering the program with previous graduate coursework (M.A. or otherwise) can petition for two course requirements to be waived. Requests must be made during the first semester of study and accompanied by documentation that demonstrates that the coursework is equivalent to that offered in the program. In consultation with an MLL faculty expert in the relevant area of study, the GSC evaluates all waiver requests.

- Students with graduate credits that have not been applied toward an M.A. degree can request to have up to 6 credits transferred. Credits that have counted toward another degree cannot be transferred; credits more than 6 years old cannot be transferred. Requests must be made no later than the second semester of study. The GSC evaluates all transfer requests.

Language Requirements

The purpose of the language requirements is to develop transnational literacy and ensure the student's ability to engage a broad range of texts and scholarship. Languages should support the student's areas of interest. For example, students interested in Caribbean Studies might need reading knowledge of Haitian Kreyòl; specialists in Renaissance Studies might need knowledge of Italian; scholars of Latin America might choose Portuguese, French, or an indigenous language. Students specializing in Medieval Studies, Early Modern Studies, or Colonial Latin American Studies must have reading knowledge of Latin (please see below).

- The Latin requirement can be fulfilled by satisfactory work in LAT 725 or by following the LAT 101-102 sequence. Students who have taken university-level Latin within the last four years can request to have the requirement filled by equivalency. Requests must be made during the first semester. The GSC evaluates all equivalency requests.
- The language requirement can be met by demonstrating reading knowledge of two languages other than English and the language of study. Reading competency exams are given each semester. No student will be permitted to take more than one reading competency exam in a single semester. Students can prepare for reading exams on their own or by enrolling in graduate-level sections of basic language courses for zero credits. For instructions on how to enroll in these courses, see here: http://www.as.miami.edu/media/college-of-arts-and-sciences/content-assets/modern-languages/documents/graduate-program/grad_lang_course_instructions2.pdf

- Students can also fulfill the language requirement by demonstrating in-depth knowledge of one language other than English and the language of study. Holistic knowledge can be demonstrated with a grade of B or higher in a 300-level course or higher or by providing transcripts of a secondary or university-level education conducted in that language. In all cases, the language must be pertinent to the course of study and meet the approval of the students' advisors and the GSC.

Breadth Exam

The purpose of the Breadth Exam is to assess students' mastery of fundamental issues in literary, cultural, and/or linguistic studies and to prepare them for the profession. The Breadth Exam demonstrates sufficient knowledge of works and

problems of fundamental importance to students' selected fields of study across a broad range of materials, time periods, and cultural forms. It also demonstrates that they master the major debates and theoretical approaches of their selected research fields. It establishes that students have the basic knowledge necessary to identify specialized topics for dissertation research and will be qualified to teach those fields when they graduate.

The Breadth Exam consists of two parts, described in greater detail below:
1) A research paper revised for publication;
2) Design two syllabi, each in a distinct research area.

There are four possible configurations of research areas for the exam:
a) three areas of literary movements/genres comprising one region over three periods; OR
b) three areas literary movements/genres comprising two regions over two or three periods; OR
c) two areas of literary movements/genres over one or two periods AND one area of sociolinguistics.
d) two areas of critical language analysis and one area of literary movements/genres.

Students are free to propose diverse configurations meeting the above definitions, or that incorporate a field represented by expertise from the research assignment that will be transformed into a publishable scholarly essay (course offerings will vary from year to year, changing possible research areas for the publishable article).

Thus, diverse configurations may be proposed for consideration by student's examination committee and the GSC. Examples include:

- Colonial, 19th-, and 20th/21st-Century Spanish America
- 19th-, 20th/21st -Century Spanish America and Brazil/Lusophone
- Golden Age Spain and 19th-, 20th/21st-Century Spanish America
- Maghrebian Literature; 19th Century France; 20th /21st Century Francophone
- 20th/21st-Century France and 20th/21st-Century Francophone ; Bilingualism
- 20th/21st-Century France; 20th/21st-Century Spanish America; Critical Sociolinguistics
- Critical Sociolinguistics; Bilingualism; and 20th/21st-Century Spanish America

Breadth Exam reading lists include key genres and canonical texts of the period, and should be reflected in the syllabi crafted for undergraduate courses. (For students who have experience teaching upper division courses, syllabi for graduate seminars may be proposed but must receive approval from the committee). Syllabi for critical language analysis should include fundamental texts in the fields of critical discourse analysis, sociolinguistics, sociocultural theory, socio-cognitive approaches to second language acquisition, and ideologies of language.

The student will assemble committee of 3 MLL faculty members, one of whom will serve as Chair of the exam and they will work with members throughout year two and submit before spring deadline at the end of the year. The Breadth Exam committee includes one faculty member from each exam area (this may include the faculty member with whom they have authored the original research paper selected for expansion but it does not have to be the same person). Students are responsible for asking professors to serve on their committees and should seek advice from the advisor they were assigned during the first two years. The advisor does not necessarily need to be on the committee but should serve as a resource for the student and facilitate the work between the respective committee members. Administrative decisions regarding the exam are made by Breadth Exam Committee chairs in consultation with the DGS.

Students take the Breadth Exam in their fourth semester of study.

Breadth Exam Format: Students will defend each of the following three artifacts (one essay and two syllabi) in a scheduled 3-hour oral examination within **two weeks** of submission of the written documents.
1. SELECT a research paper completed during the first year of MLL Grad courses. Transform the paper with significant revision into a scholarly article by the end of year two (5000-7000 words: appropriate length to be decided in concert with committee members based on the required length of 2 or 3 potential publication venues in the student's areas of interest). (While it is recommended, it is not *required* for the student to retain the same faculty member with whom they developed original project).

2. Design TWO Syllabi, one in a major area survey (for example, Introduction to Latin American Literature, Intro to Early

Modern and Medieval Studies, Intro to Sociolinguistics, etc.) and another for a thematic content course developed with a specific theme, based on the student's research fields (for example: XXth century Latin American literature, XIX century Peninsular literature). The syllabi should be broad and designed for undergraduate courses (graduate seminar syllabi may be proposed only if the student has experience teaching upper division courses, and must first be approved by the committee).

A. Accompany both syllabi with an 8-10-page paper explaining literary/cultural, pedagogical, and bibliographic choices
B. Both syllabi should have a critical annotated bibliography (of approximately 10-15 books and 10 articles between the two). These bibliographies may include both primary and secondary sources, to be decided in consultation with the committee members. This would encompass a three-step process, as follows:
    1. Write a detailed description or summary of each source;
    2. Assess comparatively and critically how each source corroborates, dialogues, or disagrees with other sources and their overall argument;
    3. Explain how feasible or viable each source is in relation to the specific purpose or theme of the course.
C. Students will defend their choice of primary (or foundational in the case of critical studies of language) and critical texts in their essays and in the oral defense, demonstrating deep familiarity with the canon and its criticism.
D. If a student does not pass *any* part of the exam the student will have one month to revise the written components. It is up to the committee's discretion (in consultation with the DGS) to request a second oral examination.

Please note that at least one portion of the exam **must be in English and at least one portion of the exam in the target language (French, Portuguese or Spanish).** For example: if the essay is in French, one syllabus and one critical annotated bibliography must be in English or vice versa. Also, because of the nature of the exam, it is essential that students consult regularly with the members of their committee. It is strongly recommended that this process begin as early as the close of the student's second semester in the program.

Students are expected to meet regularly with their committee members during their third and fourth semester to prepare the research paper, the two syllabi and the commented bibliographies. The purpose of this exercise is to prepare the different parts of the exam in dialogue and collaboration with the faculty member mentoring the student in each part of the exam. Students shall discuss a timetable and schedule of meetings with each committee member for the Fall and Spring semesters of the second year in the program.

Oral defense: Students will be asked to make an opening statement in which they supplement their written documents –the research article and two syllabi. The committee will then ask questions about the research essay and syllabi, interrogating theoretical as well as bibliographic choices, as well as scholarly debates chosen for the focus of the respective courses. The student may be examined about *any* work included in the research paper, the syllabi, and/or their annotated bibliographies. The language or languages in which the oral exam is conducted is at the discretion of the committee members. Students will be advised in advance regarding the committee's choice.

Grading Scale:

1.Pass with Distinction
2.Pass
3.Fail (with remediation – no more than one section)
4.Fail

Students failing one or more areas may retake the failed area(s) within one month but at least ten days before the end of the semester in a format determined by the committee. Remediation may not take place later than the beginning of the following semester. Students who fail a second time in one or more areas must withdraw from the program by the end of the academic year. Students who pass the Breadth Exam but who do not complete the Ph.D. may request a terminal M.A. degree.

Reading Lists

Reading lists are available on-line. The Core reading lists include additional, fundamental works from all periods and all genres. Once the exam committee is established, students should consult with the members responsible for each area regarding their exam preparation. These reading lists should serve as a guide for the design and crafting of the two syllabi that will demonstrate mastery and command of major research areas.

Studying For The Exam

Each student brings a different set of prior readings to the Breadth Exam and will devise a personalized method of study. Committee members can provide general guidance and should be consulted regularly to verify understanding of terms and classifications (i.e. movements, genres, critical debates, etc.). Students should submit drafts of their publishable essay and syllabi and complete all readings before the semester of the exam to allow at least one month for additional consultation with committee members prior to the due date. **The student may not consult with the committee members after turning in the written materials, and before the oral exam, however, can seek guidance from the advisor (if not on the committee) or the DGS.**

Language of the exam

- Students must answer one question in English and another in the primary language of study. The third area may be answered in either language. Students should make these decisions in advance of the exam and in consultation with faculty in order to prepare accordingly.

Oral defense: Students will be asked to make an opening statement in which they defend their arguments and supplement their written documents. The committee will then ask questions about these materials, as well as works not included in the final bibliographies/syllabi but thar are reflected in the Core Reading List.

Protocol for Breadth Exam preparation

- Faculty should meet with students during the late spring semester prior to the academic year of the Breadth Exam to discuss research areas, possible research essay, as well as potential courses that reflect these research areas. so that students can begin preparation over the summer.
- Faculty should discuss the scope and genre of questions they will ask on the oral exam and their suggested guidelines for preparation of the publishable essay, and the two courses the student will design that reflect major research areas and relevant scholarly debates in those areas. Faculty and students should refer to the core reading lists for guidance when crafting the syllabi.
- Students should schedule regular meetings with their examining faculty to discuss readings and any doubts or concerns they might have about their exams. **Students who fail to meet with one or more of the committee members prior to the exam may have their examination postponed or suspended depending on committee's assessment of the student's preparation of the examination materials. The student will not be allowed extra time to complete the program.**
- Faculty should not meet with students after exam materials have been submitted.
- The Oral Defense is designed as an exercise where the student should be able to engage in the major scholarly debates relevant to their selected fields with the faculty examiners.

Qualifying Exam

The Qualifying Exam prepares students to work on their dissertation proposals and should demonstrate the ability to think critically about methodological issues and to assess theoretical trends in the field(s) of interest.

The Qualifying Exam is defined around a broad, student-selected theme and typically covers three approaches to that theme:
1) theoretical;
2) that of the primary field (literary, cultural, and/or linguistic); and
3) that of the cognate field.

Recent themes include: Existentialism, Memory, Childhood, Terrorism, Urban Development, Diaspora, Bilingualism, Economic Crisis.

The Qualifying Exam committee consists of four members, typically three from MLL and one representing the cognate field. Committee members should be chosen for their expertise; they may or may not be former members of the student's Breadth Exam committee or future members of the dissertation committee. Students are responsible for asking each professor to serve on their committees and one professor to serve as Chair. Students develop a reading list tailored to their topics in consultation with committee members. The process

begins upon completion of the Breadth Exam and reading lists should be finalized during the following semester. The list comprises three sections, each representing one approach to the topic under study. Students should submit final copies of their reading list to each of their committee members, the DGS, and the Graduate Secretary.

Students take the Qualifying Exam during April of their sixth semester. Exams are conducted as follows:

1) Students receive three possible questions per field (theoretical, primary, cognate) three weeks prior to the exam.

2) Students receive (on exam distribution day) one or two of the three questions per area (to be determined in advance by each committee member).

3) Students have one week to complete their exams and should turn in answers of 15-20 double-spaced, typed pages per field.

4) At least one area of the exam must be written in English and one in the primary language of study. While students may consult their texts and notes, time is best spent reflecting on the questions and synthesizing ideas. Citations may be helpful in composing answers, but are not required.

An oral defense lasting 2-3 hours will take place one week after the written exam. The discussion may be in English, the language of concentration, or both (students should consult with committee members regarding language of the exam ahead of time). In addition to discussing the written exam, students will consider relationships among the different approaches represented by the list areas and projected dissertation interests. One express purpose of the oral exam is to help students transition to the dissertation proposal. **To this effect, within one month of taking the oral exam (but no later than the end of the academic semester) the student must submit a 3-5 page dissertation abstract, or "pre-prospectus" to the entire committee, as well as to the DGS and the Graduate secretary. The abstract should briefly articulate the approach, scope, and general research questions to be proposed in the dissertation.**

Grading Scale:

1.Pass with Distinction
2.Pass
3. Fail (with remediation – no more than one section)
4. Fail (exit program)

Committee members will communicate exam results (pass or fail) to students at the conclusion of the oral exam. In order to pass, examinees must pass each area. Students failing one or more areas must retake the exam by no later than the beginning of the following semester in a format to be determined by the committee. Students who fail the exam a second time will withdraw from the program by the end of the academic year and may petition to receive an M.A. degree.

Tracking Candidacy

The Graduate School tracks all students' progress towards candidacy. This tracking means being enrolled in the sequence 830-840-850, which indicate progress towards the degree as follows:

- 830 ("Pre-Candidacy Dissertation") for students who have not yet passed the Qualifying Exam.
- 840 ("Post-Candidacy Doctoral Dissertation") for students who have passed the prospectus defense and are not taking any more courses. .
- 850 ("Research in Residence"), for one credit, for students who are writing their dissertations.

Note: Enrollment in these courses, even if for one credit, indicates full-time student status

Dissertation

- Choosing a dissertation director. After the Qualifying Exam, students begin work on the dissertation. The first step is to choose a director with expertise in the areas of interest. The dissertation director may or may

not be the chair of the Qualifying Exam committee. Students are responsible for asking faculty members to serve as their dissertation directors and committee members. Consult with the DGS if you encounter difficulties making arrangements.

- Develop your topic in consultation with your director before the end of the semester in which you take your Qualifying Exam. Consult, read, and write as much as possible, keeping in mind that you will defend your Dissertation Prospectus at the beginning of your fourth year in the program.

- The dissertation committee comprises at least four members, typically, three from the Department and one from outside the department. The chair and at least two of the other committee members must be members of the Graduate Faculty. A well-balanced committee should have a range of expertise and experience. Students are responsible for requesting the participation of all members. Faculty have the right to decline a request to participate or to impose specific conditions on their participation.

- The duties of the committee are: to advise you on your research; to meet on a regular basis to review progress and expected results; to read, critique, and approve the dissertation prospectus; to read and comment on drafts of the dissertation; to meet, when the dissertation is completed, to conduct the dissertation defense; to ensure that the dissertation is a contribution to knowledge written in lucid, correct language, and submitted in approved form; to help prepare you for the job market.

- The Dissertation Prospectus consists of: a description of the proposed research (approximately 15-20 pages), including an overview of the subject; rationale for the project; proposed contribution to the field; outline of projected chapters; and preliminary bibliography. The prospectus should be developed in consultation with all members of the dissertation committee.

- The Dissertation Prospectus defense takes place during the semester following the Qualifying Exam. The committee must receive the prospectus in final form two weeks prior to the defense. The defense is oral and typically lasts between two and three hours. The defense provides the student an opportunity for extended conversation with committee members to help clarify and develop ideas. If the prospectus is not approved, students may present a second defense by the end of the given semester. If the prospectus is not approved the second time, the student must withdraw from the program at the end of the academic year and may petition to receive an M.A. degree.

- Admission to Candidacy for the Ph.D. takes place after the prospectus is approved. Students have limited time to complete the dissertation before their credits expire: four years from passing the Qualifying Exam or eight years from entering the program, whichever is later.

- The Dissertation is a draft manuscript for a scholarly book comprising at least 200 pages of text. In this manuscript, students are expected to develop an original idea and demonstrate how their analysis adds to existing scholarship. Throughout the process of research and writing, students should work closely with all committee members, especially the director. Ways of working together depend on the group: students and committee members should have clear mutual expectations. At the beginning of the process, students should consult *Guidelines for Preparing and Submitting Dissertations Electronically* from the Library (available on its website http://etd.library.miami.edu/) to familiarize themselves with filing procedures in advance of their completion date.

- Registration while writing the dissertation: To maintain eligibility to receive the degree, students must maintain continuous registration for at least one-credit per semester (i.e. Fall and Spring) until the semester of the dissertation defense. After the end of the guaranteed funding period (five years in the program) tuition fees are the student's responsibility if a tuition waiver is not available.

  The dissertation defense takes place once the committee has approved a complete draft of the dissertation. The full committee must receive the approved draft **one month before the defense**. The defense is oral and lasts approximately three hours; it is open to the public (and to anyone you wish to invite). Committee members will ask questions first and then the chair of the dissertation committee may invite questions and

comments from the audience. The dissertation will either be approved (with "pass" or "pass with distinction") or not approved. If the work is not met with approval, a second defense may be held at a later date so long as the term of candidacy has not expired. Students are responsible for bringing required forms to the defense (e.g., departmental certificate of defense, university certificates of defense, signature pages). For further guidelines, consult with the Graduate Secretary and see the "Recommended Practices for Dissertation Committees" in the Appendix.

- Scheduling the defense. Defenses should be scheduled during the regular academic year, usually spring of the 5th year before the deadline issued by the Graduate School (unless the student has received a fellowship from CAS or another entity for a sixth year). Dissertation defenses demonstrate the culmination of the student's scholarly research in a public forum. As such, summer defenses are highly discouraged, and should be scheduled only in the event of an emergency. Students wishing to defend in the summer must submit a formal petition to the Graduate Studies Committee requesting a summer defense with its rationale. Students are responsible for all associated matriculation fees; however, students may petition the GSC to advocate for a tuition waiver from the Department.

- Filing the Dissertation. It is not uncommon for approved dissertations to require revision. There may therefore be a delay between the defense and the filing of the dissertation with the Graduate School. Students must file before candidacy expires (within eight years of entering the program or four years of passing the Qualifying Exam). There are four filing dates per year (Fall, Spring, and two in Summer), in advance of the last day of classes (see the current academic calendar). Unless a formal leave of absence is granted, students must be registered continuously prior to and during the semester in which they file. **Students are responsible for complying with regulations and timetables set by the Graduate School** and must supply the following: 1) signatures of committee members on specified forms; 2) five copies of the dissertation in approved form on approved, acid-free paper; 3) nine copies of an abstract of not more than 350 words. Dissertations are typically published on the UM ETD and Proquest UMI databases.

Recommended Practices for Dissertation Committees

In the spirit of encouragement for our intellectual community, ABD students should arrange a meeting with all members of their dissertation committees once per year. The purpose of these meetings is to discuss research opportunities (grants, conferences, symposia, workshops, etc.) and publishing opportunities with which they would like to have the support of their committee members. Given faculty interest in encouraging effective scholars and teachers, these meetings should also serve to discuss teaching plans during the doctoral program, practices for balancing teaching and scholarship, and general preparation for a successful career. Students should seek the assistance of the Graduate Secretary in scheduling these meetings and provide an updated CV and list of questions to committee members one week in advance.

The Graduate Studies Committee expects students and committee members to maintain ongoing consultation throughout the development of the dissertation.

Dissertation directors should review chapters and necessary revisions should take place before feedback is solicited from other committee members.
Dissertation directors should consult with the entire committee before planning a defense.

The final draft of the dissertation is due at least one month prior to the defense. Students who miss this deadline will have their defenses postponed.

Graduation

Upon filing the dissertation, students must apply to graduate by filing a form with the Graduate School. There are four application deadlines per year (Fall, Spring, and two in Summer) available on the current academic calendar. Graduation ceremonies take place in Fall and Spring (the Spring one is substantially larger). Students graduating in Summer are eligible to participate in ceremonies the preceding Spring or following Fall or Spring.

Graduation with Honors

Students with a GPA of 3.8 or higher will receive an Award of Academic Merit from the Graduate School.

Please read carefully the Graduate School's Student Handbook for other policiesand details: https://www.grad.miami.edu/_assets/pdf/Graduate-School-Student-Handbook-2017-2018.pdf

III. GRADUATE STUDENT TEACHING

Graduate student teaching is a fundamental aspect of professional preparation. Many faculty positions involve language instruction at diverse levels as well as instruction in literature, cultural studies, and/or linguistics. Graduate students should have formal training and practical experience to compete successfully for faculty positions and to meet the challenges of those positions with skill. The faculty encourages students to seek a range of teaching experiences but considers satisfactory progress toward the degree the principal criterion for approving requests for advanced pedagogical experience (e.g. teaching beyond the 100- level, co-teaching or mentor teaching with a faculty advisor, etc.).

First-year teaching assistants (TAs) typically work as tutors in the MLL Language Laboratory or in administrative support positions for ten hours per week or as Graduate Assistant Editor for the Cuban Theater Digital Archive.

All students are required to take MLL 701 ("Introduction to Second Language Teaching: Theory and Practice") during the semester they enter the classroom as TAs. MLL 702 ("Bilingualism") is a prerequisite to teach heritage courses.

Throughout the academic year, language program directors organize a series of workshops to provide training and build awareness of methods and approaches to classroom language acquisition and assessment.

SLAT Certificate

As part of the Ph.D. in LCLS, students may obtain a certificate in Second Language Acquisition and Teaching (SLAT) by completing nine credits in MLL 701 (required), 702, 703, or 704. These courses focus on social, cultural, and socio-cognitive theories of language acquisition and use, dimensions of second and heritage language learning, and approaches to understanding bilingualism. Empirical research studies and their applications to the teaching of second and heritage languages at the postsecondary level are included. The goals of the SLAT Certificate are: a) to develop students' knowledge and awareness of theory and research on second language acquisition and bilingualism; b) to prepare students to engage in academic conversations regarding major issues in language acquisition and use; c) to help them gain additional expertise as language instructors; d) to provide them with strategies to integrate texts and technologies into their teaching. The certificate aims to position Ph.D. candidates well on the job market by assuring that they are conversant in theories and practices of second and heritage language acquisition. It also helps them produce course syllabi, pedagogical materials, and statements on teaching philosophy.

Preparing to Teach

During the first year of the program, TAs gain professional and technological experience working in the MLL Language Laboratory under the supervision of the lab director. TAs also gain pedagogical experience by participating in language tables and tutoring sessions for learners at various levels of undergraduate study.

100- and 200- Level Instruction

TAs begin their classroom teaching at the 100-level in the language of their primary concentration (French 101/102; Portuguese 101/102/105; Spanish 101/102) during their second year in the program. Once they have successfully taught 101 and 102 in subsequent semesters, TAs may teach a 200-level course, a heritage language course, or a course in a language other than that of their primary concentration, usually during their third year. Teaching at the 200- level is contingent on positive teaching evaluations and good progress toward the degree.

Graduate students' teaching is evaluated at the end of every semester through an online form administered by the College of Arts and Sciences. In addition, a course coordinator or language program director conducts a classroom visit and observation at least once during the semester. The basic language program director should submit an evaluation of TA performance in the student's annual review.

Advanced-level Instruction

Opportunities for TAs to gain pedagogical experience at more advanced levels include: a) teaching advanced language courses; b) mentored teaching with a faculty member (defined below); and c) co-teaching with a faculty member (defined below). These opportunities are sought by request to the DGS and must be approved by the student's faculty advisor and the Graduate Studies Committee. Teaching opportunities at advanced levels are contingent on teaching performance, good progress toward the degree, and course availability. Ideally, every graduate student should have each of these opportunities once.

TAs may be assigned advanced courses if a tenured or tenured-track faculty member is teaching the same course during the same semester and agrees to serve as supervisor, co-teacher, or mentor for the course. Faculty overseeing these courses should include a performance evaluation in the student's annual review.

Teaching 202 and 203

TAs may be nominated to teach 202 or 203 on the basis of excellent teaching, outstanding academic performance, and good progress toward the degree. The DGS, the student's dissertation director, and the Graduate Studies Committee must approve nominees. TAs may be assigned to teach 202 or 203 if a T/TT faculty member is teaching 202 or 203 in the same language during the same semester and is willing to supervise and mentor the TA. Mentors should observe the TA's class at least three times during the semester (after the beginning, in the middle, and toward the end of the semester). TAs will observe the faculty mentor's class every day for the first three weeks and at least once every two weeks thereafter, as deemed appropriate.

Mentored Teaching

Students in years three or above may participate in mentored teaching to prepare for a future co-teaching experience. Mentored teaching entails the student accompanying a faculty member in a 300- or 400- level course for a limited portion of the semester (typically between one and two weeks) assisting in the preparation, teaching, and evaluation of one or more units of the course. Mentored teaching does not replace the graduate student's regularly taught course and can be carried out at any time during the semester with approval by the advisor, instructor, DGS, and GSC.

Co-teaching

Co-teaching experiences require that students in years four or five have previously completed at least one successful teaching mentorship. Ideally, students should have taught at the 202 or 203 level at least once prior to their co-teaching experience.

With faculty oversight and supervision, co-teaching students may offer sufficiently enrolled survey courses at the 300-level (e.g. 301, 302, 303); or, in some cases, topics courses at the 300 or 400 level. In all instances, supervising faculty shall remain the instructor of record, attend all class sessions, and oversee all facets of the co-teacher's work

Supervised Teaching

Fifth-year students who have done co-teaching and who are exceptionally prepared to assume greater independence and responsibility in the classroom (as determined by the advisor, language program director, DGS, and GSC), may in rare cases request supervised teaching. Per this arrangement, supervising faculty will approve the course syllabus and materials prior to the beginning of the semester, and TAs will be responsible for preparing, teaching, and grading their own courses. Supervising faculty will participate in classroom activities and meet with TAs at least once every two to three weeks, offering guidance throughout the semester and before final grades are submitted. Supervised Teaching Assistants appear on record as primary instructors

for their courses, requiring that supervising faculty maintain a regular teaching load.

Co-teaching and supervised teaching shall be requested one year in advance, and must be approved by the DGS, GSC, and the scheduling committee. In all instances, enrollments must be sufficient (per the Department and the College of Arts and Sciences) for collaborative teaching initiatives to take place.

Ideally, collaborative teaching experiences should be done at least once during a student's career.

Special teaching loads may be requested for year four to conduct pre-dissertation research abroad. Only in exceptional cases may students in year five request a special teaching load, as the Department's expectation is that fifth-year students will have completed the bulk of their research and remain in residence to participate in seminars offered by the Job Placement Officer, finish writing, and defend their dissertations.

All special teaching load requests must be accompanied by a research and writing plan and must be approved by the dissertation advisor before they are submitted to the DGS and GSC. Students granted a special teaching load are required to submit a detailed summary of their progress to the GSC one month after returning to campus.

While the Department wishes to maximize the number of graduate students who can take advantage of these opportunities, teaching assignments ultimately depend on scheduling needs and undergraduate enrollment, making it impossible to guarantee co-teaching or special teaching assignments to all students.

Other teaching opportunities

Opportunities to teach in the Bachelor's in General Studies (BGS) program or other university programs/units will be announced when they arise and should be sought by request to the DGS with the approval of the student's advisor and the GSC. Teaching opportunities beyond the department are contingent on teaching performance and good progress toward the degree.

Faculty members should consult the GSC before asking students to serve as substitute teachers or to engage in other forms of ad-hoc teaching. Faculty members will not require advanced-level teaching a condition of their intellectual or professional support for graduate students**.**

IV. FINANCIAL SUPPORT

Teaching Assistantships

- Required work: Teaching Assistantships may include a combination of work in the language lab, tutoring offices, and classroom. Usually, first-year students work as tutors in the language laboratory, assistants to faculty in administrative positions, or research assistants. Beginning in the third semester, the customary teaching responsibility is two courses per year (approximately fifteen hours per week).
- A teaching assistantship is full-time employment per the Graduate School, the College of Arts and Sciences, and the Department of Modern Languages and Literatures. In exceptional cases, students may be granted approval for other part-time or temporary work. Students should seek advice and approval from the DGS and faculty advisors before accepting any employment during the semester. Unauthorized employment is a violation of the terms of the assistantship and can result in the loss of university support.

- Renewal of Teaching Assistantships: The department has a limited number of competitive teaching assistantships. TAships are awarded annually and are usually renewable for five years. The GSC will decide whether to renew TAships at the end of each year based on academic performance (including a minimum GPA of 3.3), teaching evaluations, and progress toward the degree.

Fellowships

- Information on extra-mural fellowships can be found under the "Student Resources" section of the graduate program website: http://www.miami.edu/index.php/graduate_school/costs_and_financial_aid/information_about_fellowships/ and on the Graduate School's web page: http://www.miami.edu/gs/index.php/graduate_school/costs_and_financial_aid/information_about_fellowships/

- Intramural fellowships: The College of Arts and Sciences awards a limited number of dissertation completion fellowships to advanced graduate students on a competitive basis. The College of Arts and Sciences Dissertation Award is a departmental-level stipend without teaching duties for students expecting to complete their dissertations the following year. Four to six of these awards are granted annually across all disciplines in the College (http://www.as.miami.edu/scholarships/doctoralawards).

- The Center for the Humanities accepts three graduate fellows annually (http://www.humanities.miami.edu/programs/fellows). Students will receive notification of these and other competitive awards over the course of the academic year.

Funding for Travel to Conferences

The Department of Modern Languages and Literatures encourages professional activities for graduate students, especially the presentation of papers at scholarly meetings. Students must consult with their advisors before sending abstracts to scholarly conferences. Once the advisor has approved an abstract and it has been accepted at scholarly meeting, students complete the Travel Request Packet with the Graduate Secretary. The packet includes application forms from various funding sources, which include:

- GAFAC (Graduate Activity Fee Allocation Committee): up to $375.00 for one trip per year. Note: Students are eligible only if they have paid a Student Activity Fee. Funds are awarded for presenting papers or attending an event.

- Max and Peggy Kriloff Graduate Student Travel Fund (College of Arts and Sciences): up to $400 for one event to supplement departmental and GAFAC support. Funds are awarded only for presenting papers.

- MLL: up to $500 per year to support conference presentations, depending on simultaneous application to other available sources. The GSC considers applications for funds three times per year: twice in the fall and once in the spring. Support is contingent on funds available.

Before going to a conference, consult with your advisor and request the most recent reimbursement policies and forms from the Graduate Secretary.

Funds for Research Travel

Original research, oftentimes requiring travel, is necessary for successful completion of the program. Students working in Latin American and Caribbean Studies can apple to the UM Institute for the Advanced Study of the Americas (UMIA) for summer research travel grants (the deadline is usually mid-Spring). Visit the UMIA website for more information: http://www.mia.as.miami.edu/

Depending on the availability of tuition funding, the Department may offer Graduate Student Research Travel Grants to conduct research abroad.

Summer Support

The College of Arts and Sciences offers competitive Summer Research Fellowships of $5,000 to Ph.D. students who have completed their Qualifying Exams. Eight to ten awards are granted annually across all disciplines in the College. Typically, students who will have passed their exams by the award period are

eligible to apply.

The Miami Institute for the Advanced Study of the Americas (UMIA) offers summer research often awards to conduct research abroad on topics related to Latin American Studies. Consult the CLAS website for details.

Financial support for summer work in the Department of Modern Languages and Literatures is often available for tutoring, language lab work, and teaching. In case of limited resources, priority is given to students who have received the least amount of financial support in previous summers and are making good progress towards completion of the degree. The application deadline is early December of the previous year.

Internship Programs

Paid and unpaid internships provide opportunities to gain work experience related to broad variety of linguistic, cultural and/or scholarly issues over the summers or during the academic year. Internships are typically approved and monitored by the advisor and the DGS. Once approved, students register for MLL 699 (for 1-3 credits). International students must complete an additional application with the Office of International Students and Scholars (consult ISSS for details).

Beginning in AY 15-16, UM initiated the UGrow Program to provide training and experience for developing careers inside and outside of the academy. UGrow Fellows work as interns in place of their regular teaching assignments. For more information, consult the UGrow website: http://www.as.miami.edu/academics/graduate-studies/ugrow/.

V. CAREER DEVELOPMENT

Conferences

Regular conference participation is necessary for successful completion of the program, as well as for developing professional contacts, intellectual confidence, and feedback from specialists in the field. Two conferences per academic year is an acceptable number after the first year in the program. Students must consult with their advisors before submitting abstracts and funding requests.

Publishing

A record of publications in peer-reviewed journals is important to professional success. Students should work with their faculty advisors to find suitable venues for their research. Publishing one article per year – ideally, a revised seminar paper or conference presentation – is a good goal during years 2-5 of the graduate career.

Job Search

Many students envision a future as college and university professors. The program is designed to support this goal, and we offer an extensive sequence of workshops throughout the year to support the academic job search. Below is a calendar of what students can expect of the process. Students have access via Blackboard to more extensive and detailed materials that will be helpful in supporting the process. The Job Placement Officer, DGS, and dissertation committee members all assist students in the job application process.

Late August	• Consult with your dissertation committee on the status of your dissertation and plans for completion. • Draft your CV and cover letter and seek feedback from your professors. • Plan on asking 3-5 professors for letters of recommendation.
September	• MLA begins posting job openings online. • Department workshops on preparing application.

October	• Provide recommenders with polished CV. • Develop an extended piece of polished writing you can use for a writing sample. • Draft application letters.
November	• Check the MLA listings regularly. • Send application letters. • Make sure that all of your recommendation letters are on file.
December	• Check the MLA listings regularly. • Continue sending application letters. • Department workshop on MLA interviews.
January	• MLA convention with interviews. • Future Faculty Forum (practice "job talks" and mock interviews).
February-June	• Continue checking MLA listings, as well as department postings.

VI. ADMINISTRATIVE INFORMATION

Academic Calendar

http://www.miami.edu/index.php/registrar/calendar/

Summary of Roles

- Faculty Advisor (FA): primary contact for academic advicee on courses, languages, credit requirements, waivers and transfer advice, decisions about plan of study, exam areas, committee members, special requests, etc.
- Graduate Secretary (GS): primary contact for information on registration status, university policies, payroll, travel requests, departmental and university forms and procedures, record keeping, etc.
- Director of Graduate Studies (DGS): final approval of registration and plans of study, course rotation, general program advising, any questions not resolved by your faculty advisor or the GS; referral of special requests and petitions to the GSC, etc.
- Graduate Studies Committee (GSC): final approval of special requests, waivers, and transfers; review of progress; re-appointment to teaching assistantship; approval of program requirements and policies; admissions; TA renewals; ad hoc funding matters, etc.

Graduate Student Listserv

All students are registered to receive postings from the student listserv (mllgrad@listserv.miami.edu) regarding program issues, deadlines, conference announcements, jobs, etc. Anyone can send messages to the listserv, but only graduate students receive them. Please respond promptly to email from faculty and MLL staff.

Photocopies

UM has adopted the "U-Print" program, a user-friendly application based on Green U initiatives that encourage responsible printing and copying. Students receive an annual allowance of 100 UPrint Credits. One UPrint credit is equivalent to one dollar, that is, approximately 2,000 copies at $.05 a page. For a complete guide to UPrint, visit:
http://www.miami.edu/finance/index.php/document_services_solutions/uprint/.
The departmental photocopiers support teaching activities. There are a number of ways you can acquire free or low-cost copies for other purposes:

- For items on electronic course reserve, Richter library has UPrint printers available.
- The GSA office in Building 21-T offers free printing, scanning, faxing, copying and Internet access to all UM graduate students (http://www6.miami.edu/gsa/about.html).
- The International Students' office in Building 21-F allows copying for a very low fee.

- Use departmental scanners.

Technical Support

For questions concerning support for the computers in the TA office, you should first contact MLL's Office Manager at 284-5585. Should she not be available, you can contact Computer Support Services in the College of Arts and Sciences at 284-4223; techsupport@mail.as.miami.edu

Library Purchases

Richter Library maintains an automatic approval system for domestic and foreign books. You may nonetheless come across gaps in the holdings as you pursue your research. Please bring these gaps to the attention of your professors so they can make a purchase request.

Leave of Absence

If for non-academic reasons you need to interrupt you studies, you may request a leave of absence by writing to the DGS specifying the reason for the leave and its desired length. The advisor, DGS, GSC, the Associate Deans of the College of Arts and Sciences, and the Dean of the Graduate School, must approve all leaves. Rarely will an authorized leave of absence exceed one year; the maximum is two years. If approved, the validity of credits will be extended by the period of the leave.

Academic Policies

- Grievances. If you have grievances about a policy, academic decision, or any other matter, consult with your advisor and the DGS. If matters are not resolved to your satisfaction, you have further recourse to the Chair of the Department, the Dean of the College of Arts and Sciences, and the Dean of the Graduate School. Unless they have been demonstrably negligent, professors and committee members have final authority regarding academic decisions.
- Graduate Student Honor Code. The University of Miami expects graduate students to adhere to the highest standards of ethics and academic integrity. All forms of academic fraud are prohibited. Violations include but are not limited to: plagiarism, cheating, collusion, falsification, violation of professional ethics, or misrepresentations of research data or other information. Students must certify that all work (whether an examination, dissertation, thesis, research paper, research project, form of creative expression, experimental data, or any other academic undertaking) submitted for evaluation, presentation, or publication meets these standards. Graduate students are expected to respect the diversity of the community and to respect the rights of others – of property, privacy, opinion, and expression. Students found in violation of these standards are subject to disciplinary actions by the department and/or the Graduate School, which may include expulsion from the program and the University. For further information, refer to the Graduate Student Honor Code: http://www.miami.edu/index.php/graduate_school/current_students/.

VII. GRADUATE STUDENT ACTIVITIES AND SERVICES

- Departmental Representatives

Each year, MLL graduate students elect six representatives:

1) A representative (and alternate) who can request to attend faculty meetings.
2) A representative (and alternate) to the Lecture Committee, who attends meetings and coordinates the students' nominations of invited speakers.
3) A representative (and alternate) to the Graduate Student Association, who serves as the MLL Senator to the Graduate Student Senate which meets several times during the year. The senator is responsible for sharing information from these meetings with MLL graduate students, as well as

sharing concerns of MLL graduate students with the Graduate Student Senate.

- Information on the Graduate Student Association is available here: http://www6.miami.edu/gsa/

- The Graduate School offers a variety of services and information regarding: change-of-status, fellowships, graduation, dissertation writing, applications for candidacy, housing, dental and health insurance, short-term loans, the SPIN program (Sponsored programs Information network), and Wellness Center fee waivers. Links to these and other resources are available here: http://www.miami.edu/gs/index.php/graduate_school.

VIII. APPENDIX: TRACKING PROGRESS

Use the forms on the following pages to plan your studies and track your progress toward the degree:

Plan of Study (5-year plan, previous degree B.A. or M.A.) 27
Plan of Study (4-year plan, previous degree M.A.) 28

Ph.D. Requirements - (5-year plan) 29
Ph.D. Requirements - (4-year plan) 31

Plan of Study (5-year plan) **Name:**

Semester:	Semester:
Courses: _____ _____ _____ Language:	Courses: _____ _____ _____ Language: Exam: Areas _____ Committee:

Semester:	Semester:
Courses: _____ _____ _____ Language:_____ Teaching: _____	Courses: _____ _____ _____ Language:_____ Teaching: _____ Exam Topic_____ Committee:_____

Semester:	Semester:
Courses: _____ _____ _____ Language:_____ Teaching:_____ Dissertation topic: _____ Committee:_____	Courses: _____ _____ _____ Language:_____ Teaching: _____ Extra- and intra-mural fellowship applications:

Semester:	Semester:
Teaching: _____ Extra- and intra-mural fellowship applications: _____	Teaching: _____ Extra- and intra-mural fellowship applications: _____

Semester:	Semester:
Teaching: _____	Teaching: _____

Dissertation Defense Date:_____

Plan of Study (4-year plan) **Name:**

Semester:	Semester:
Courses: _____ _____ _____ Language:_____ Teaching: _____ Exam: Areas_____ Committee:_____	Courses: _____ _____ _____ Language:_____ Teaching: _____

Semester:	Semester:
Courses: _____ _____ _____ Language:_____ Teaching: _____ Exam Topic: _____ Committee:_____	Courses: _____ _____ _____ Language:_____ Teaching: _____

Semester:	Semester:
Teaching: _____ Dissertation topic:_____ Committee:_____	Teaching: _____ Extra- and intra-mural fellowship applications: _____ _____

Semester:	Semester:
Teaching: _____ _____ Extra- and intra-mural fellowship applications: _____ _____	Teaching: _____ _____

Dissertation Defense Date:_____

Ph.D. Requirements (5-year plan): **Name:**

Entry date: _____

COURSES	SEMESTER	700-level courses	CREDITS	GRADE	NOTES
Field course 1			3		
Field course 2			3		
Field course 3			3		
Field course 4			3		
Field course 5			3		
Theory I MLL 711			3		
Pedagogy MLL 701			3		
Linguistics/Critical Studies of Language			3		
Colonial or Early Modern Studies			3		
Cognate I			3		
Readings for Breadth (*credits don't count toward 45 required)			3*		
Readings for Qualifying (*credits don't count toward 45 required)			3*		
Dissertation Seminar (799)			3		
Elective course			3		
Elective course			3		
Elective course			3		

830, 840, 850 (total of 12 credits)				

LANGUAGES	1) Comprehensive knowledge:	2) Reading knowledge a) b)	Latin (if Colonial, Medieval, or Early Modern Studies is primary field):

BREADTH	Committee:			
EXAM	Areas:			
	Date:		Result: P/F	

QUALIFYING	Committee:	(chair)		
EXAM	Cognate member:			
	Topic			
	Date:		Result: P/F	

DISSERTATION	Committee:	(chair)		
PROSPECTUS	Outside member:		Additional member:	
	Date:		Result: P/F	

DISSERTATION	Committee:	(chair)		
DEFENSE	Outside member:		Additional member:	
	Date:		Result: (approved/not)	

Ph.D. Requirements (4-year plan): Name:

Entry date: _____

COURSES	SEMESTER	700-level courses	CREDITS	GRADE	Notes
Field course 1			3		
Field course 2			3		
Field course 3			3		
Field course 4			3		
Field course 5			3		
Theory I MLL 711			3		
Pedagogy MLL 701			3		
Linguistics/Critical Studies of Language			3		
Colonial or Early Modern Studies			3		
Cognate I			3		
Cognate II			3		
Readings for Breadth (*credits don't count toward 36 required)			3*		
Readings for Qualifying (*credits don't count toward 36 required)			3*		
Dissertation Seminar 799			3		

830, 840, 850 (total of 12 credits)				

LANGUAGES	1) Comprehensive knowledge:	2) Reading knowledge a) b)	Latin (if Colonial, Medieval, or Early Modern Studies is primary field):

BREADTH	Committee:			
EXAM	Areas:			
	Date:		Result: P/F	

QUALIFYING	Committee:	(chair)		
EXAM	Cognate member:			
	Topic			
	Date:		Result: P/F	

DISSERTATION	Committee:	(chair)		
PROSPECTUS	Outside member:		Additional member:	
	Date:		Result: P/F	

DISSERTATION	Committee:	(chair)		
DEFENSE	Outside member:		Additional member:	
	Date:		Result: (approved/not)	