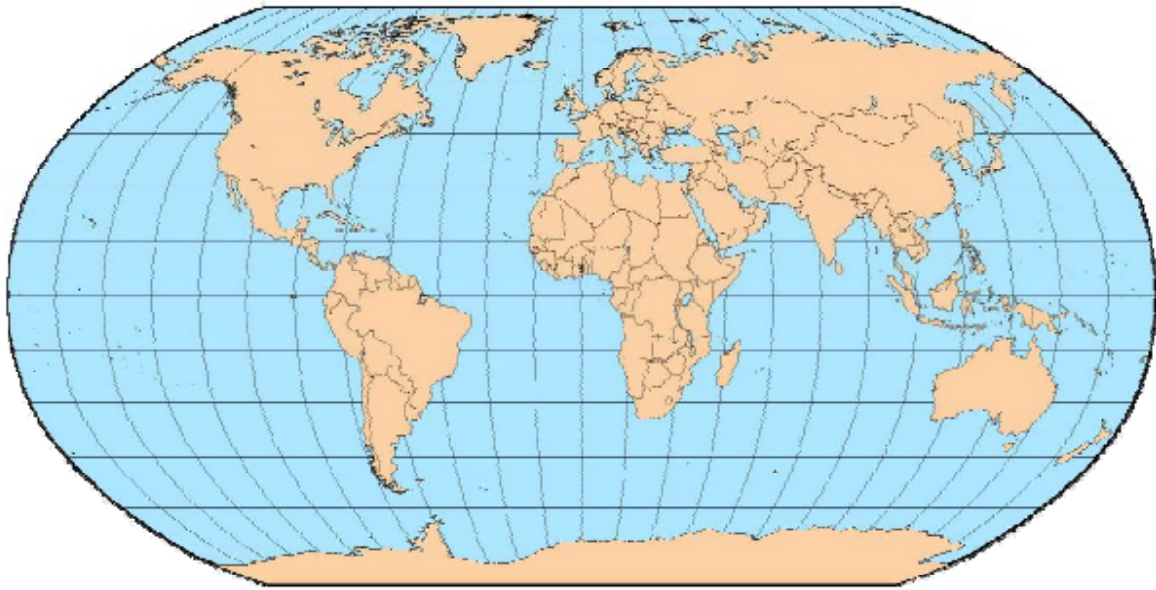


**THE DEPARTMENT OF
MODERN LANGUAGES AND LITERATURES
GRADUATE STUDENT HANDBOOK**



2012-2013

TABLE OF CONTENTS

I. Welcome	3
II. Ph.D. Program	
Overview of Requirements	6
Overview of Normal Progress	7
Advising and Annual Review	8
Courses and Credits	8
Language Requirements	9
Breadth Exam	10
Qualifying Exam	11
Tracking Candidacy	11
Dissertation	12
Graduation	14
III. Graduate Student Teaching	
Preparing to Teach	14
First-year instruction	15
First-year instruction for Heritage-learners of Spanish	15
Second-year instruction	15
Advanced instruction in language, literature, and culture	15
Mentored teaching	16
Co-Teaching	16
Other teaching opportunities	16
T.A. Certification	17
Teaching Evaluations	17
Further Pedagogical Training: The Second Language Acquisition and Teaching (SLA-T) Graduate Certificate	17
IV. Financial Support	
Teaching Assistantships	18
Fellowships	18
Funding for Travel to Conferences	18
Funding for Research Travel	19
Summer Support	19
Internship Program	20
V. Career Development	
Conferences	20
Publishing	20
Job Searching	20
VI. Administrative Information	
Academic Calendar	21
Summary of Roles	21
Graduate Student Listserv	21
Photocopies	21
Printing	22
Technical Support	22
Library Purchases	22
Leave of Absence	22
Academic Policies	22
VII. Graduate Student Activities and Services	23

Appendix: Tracking your progress

Plan of Study (5-year plan, previous degree B.A. or M.A.)	25
Plan of Study (4-year plan, previous degree M.A.)	26
Ph.D. Requirements - French (5-year plan)	27
Ph.D. Requirements - French (4-year plan)	28
Ph.D. Requirements - Spanish (5-year plan)	29
Ph.D. Requirements - Spanish (4-year plan)	30
Preparing for your Breadth Exam	31
Recommended Practices for Dissertation Committees	32

I. Welcome!

We are delighted to have you in our Ph.D. program in Romance Studies. This handbook will provide you all the information you need about your course of study: what to expect, what requirements you need to fulfill, what professional and intellectual development options are available to you, what you need to map out your studies at UM, and some helpful advice.

In the past, faculty and students have contributed some thoughts on how to make the most of your graduate experience:

From your student colleagues...

- The first year can be quite overwhelming, but try to concentrate on your courses. You have 3 or 4 more years to do extra-curricular activities.
- Attend all talks and presentations: they will help prepare you for your own future.
- Do not feel afraid to ask, and ask again, if you have questions in your courses.
- Ask other graduate students for their papers. Reading them will give you a sense of what is expected from you.
- Try to have a clear idea of what your dissertation topic will be, but do not feel that all your papers are part of your dissertation. Diversify yourself.
- Listen carefully to all advice, even when you might not like it: you would not be studying if you were perfect.
- Working as a tutor will prepare you for teaching, even if you have taught before. Do your best and encourage students to study languages, and possibly literature. Put yourself in the place of a student who comes for help with his/her composition: your attitude towards the whole thing can change the student's approach and performance in his/her class.
- Get acquainted with the Interlibrary Loan Service: it works.
- You will have time to go to conferences, as well as the resources, but try not to go to more than one per year.
- Be prepared to carry lots of books: consider getting a book bag on wheels
- Visit and use the T.A. office; it is there for our use.
- It is always a good idea to arrive at least one hour early to the parking lot.
- E-mail is a convenience. Communicate with it.

From your professors...

- You can never communicate with your professors too much. Don't be afraid to ask questions, about anything, in class and outside of class. Always follow up on written feedback you receive.
- Good writing matters: it doesn't matter how cool your ideas are if no one can understand you.

- You are not Zeus, and your essays are not Athena: gestate, gestate, gestate.
- Always have someone whose writing you admire read your work before you turn it in (to a professor, journal, conference, etc.)
- Consider every seminar paper the draft of a future published article: even if you don't like the class, make it count for your future.
- Everyone receives criticism and gets work rejected: the key to success is to listen to the criticisms, revise accordingly, and never give up.
- Your success will be determined by what you do outside of class (research/ publications/ presentations/ networking).
- Take one day off a week, completely. You need the mental break. But work very hard the rest of the week.
- To teach is to learn.
- You will have financial challenges all your life. If you know that you want to finish your Ph.D. and get a job as a professor, don't postpone or delay your graduate work for part time job offers. Keep your long-term goal in mind and ignore the short-term, temporary fix-ups. The sooner you finish, the sooner your financial situation will improve.
- Communicate clearly, honestly, and frequently with your dissertation director about both intellectual and practical matters.
- The best dissertation is a dissertation finished on time.

Further reading...

There will always be too much to read—choose wisely! The following published advice comes highly 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.
- 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 organizations to join: some are very general and others focused on specific topics. Dues can add up, even with a student discount. Be selective! And make use of the abundant free information available on the internet (listserv communities, conference announcements, etc.). Here are a few of the most general

organizations to get you started:

- Modern Language Association of America (<http://www.mla.org/>)
This is the main professional organization for students and professors of language and literature. MLA publishes a widely used style guide, many teaching and publishing guides, an on-line bibliography, a journal, and a job information list; most initial academic job interviews take place at its annual December conference. Membership includes a subscription to *PMLA*.
- Association of Departments of Foreign Languages (<http://www.adfl.org/>)
This is the professional organization 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 level. Membership includes a subscription to *The French Review*.
- American Association of Teachers of Spanish and Portuguese (<http://www.aatsp.org/>)
This association focuses on Spanish teaching, from the elementary to university levels. Membership includes a subscription to *Hispania*, one of the leading journals across the Hispanic literary and linguistic fields.
- Tomorrow's Professor (<http://cgi.stanford.edu/~dept-ctl/tomprof/postings.php>)
This site provides a number of links to issues in higher education. You can browse the archives by topics (some of which address issues directly related to graduate study). You may wish to subscribe to 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 support and promote Brazilian studies in all fields, especially in the humanities and social sciences, BRASA organizes an international congress on Brazilian studies every other year.
- Caribbean Studies Association (<http://www.caribbeanstudiesassociation.org/en/index.html>)
An independent professional organization devoted to the promotion of Caribbean studies from a multidisciplinary, multicultural point of view. It is the primary association for scholars and practitioners working on the Caribbean Region (including Central America and the Caribbean Coast of South America).

II. PH.D. PROGRAM

Overview of Requirements

The Ph.D. in Romance Studies (with concentrations in French and Spanish) is designed to prepare you for a career as a university professor and research scholar. It also provides training in advanced language, teaching, and research skills that can be used in other professions. The requirements set out below for the Ph.D. in Romance Studies are minimum requirements: the Committee on Graduate Studies, the Director of Graduate Studies, a student's Qualifying Exam, Dissertation Prospectus, and/or Dissertation committees, and/or your dissertation advisor may decide that you need to fulfill additional requirements before graduating, such as being required to take additional courses in the your field beyond the required number of courses.

1. a) For students entering on the "five-year plan" (B.A. or M.A., see below), passing satisfactorily a minimum of 45 credits in approved courses, with at least 24 graded credits on the 600 level;
b) for students entering on the "four-year plan" (M.A., see below), passing satisfactorily a minimum of 36 credits in approved courses, with at least 18 graded credits on the 600 level;
2. passing "Introduction to Literary Theory" (MLL 611), "Introduction to Foreign Language Teaching: Theory and Practice" (MLL 601), and a minimum of 3 graded credits in each of the following areas:

French

- Middle Ages and/or 16th Century
- 17th Century and/or 18th Century
- 19th Century and/or 20th/21st Century
- Francophone Studies

Spanish

- Middle Ages and/or Golden Age
- 18th-19th-Century Spain and/or 20th/21st-Century Spain
- Colonial Latin America
- 19th-Century Latin America
- 20th/21st-Century Latin America

Note: Ordinarily, students will take at least two graduate courses in the department each semester.

3. in addition to proficiency in English and the language of study, demonstrating the following:
 - a) reading knowledge of two other languages, or
 - b) holistic knowledge of one other language by passing the equivalent of a course at least at the 300-level;

Note: In consultation with the student's advisor, appropriate languages of study will be determined (e.g. Latin American literature students will be encouraged to study Portuguese; students of Early Modern literature may be encouraged to study Italian, etc.)
 - c) if area of specialization is Medieval or Early Modern (including Colonial Latin America), then also demonstrating reading knowledge of Latin;
4. passing a Breadth exam that covers either three periods in one region or two periods and two regions and a Core List of readings common to all students;
5. passing a Qualifying exam on an approved topic (examples include: redefinitions of intimacy in literature about immigration; racialized constructions of masculinity in the Caribbean; the Real in French film and literature; France in the contemporary narrative imaginary). The exam includes three general approaches that focus on literature, theory, and a cognate discipline (e.g. history, sociology, art, film, etc.);
6. successfully defending a dissertation prospectus;
7. completing and defending satisfactorily a dissertation;
8. satisfying the requirements of the Graduate School as stated in the *Graduate Bulletin*.

Overview of Normal Progress

Everyone concerned with the Ph.D. program has an interest in seeing you complete your degree as soon as is consistent with sound scholarly achievement. You, especially, gain professionally and financially by finishing in four to five years. Obviously, illness and unforeseen personal circumstances may reasonably cause delay. All students are reviewed annually to evaluate progress toward the degree: lack of reasonable progress may result in non-renewal of your teaching assistantship or, in extreme cases, dismissal from the program. Some elements of the plans outlined here are merely suggestions (such as the timing for fulfilling the language requirement); others define normal progress (such as the timing of exams). Normal progress for all students is 5 years; students 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).

	5-year Plan	4-year plan
1st semester:	3 courses Work on language requirement	3 courses Work on language requirement <u>Choose Breadth Exam areas and committee</u>
2nd semester:	3 courses Work on language requirement <u>Choose Breadth Exam areas and committee</u>	2 courses and reading for Breadth exam Work on language requirement <u>April: Breadth Exam</u> <u>Choose Qualifying exam committee</u>
3rd semester:	3 courses Work on language requirement	3 courses Work on language requirement <u>Finalize Qualifying exam lists</u>
4th semester:	2 courses and reading for Breadth exam Work on language requirement <u>April: Breadth Exam</u> <u>Choose Qualifying exam committee</u>	2 courses and reading for Qualifying exam Work on language requirement <u>April: Qualifying Exam</u> Preparation of Dissertation prospectus Absolute deadline to fulfill all requirements
5th semester:	3 courses Work on language requirement <u>Finalize Qualifying exam lists</u>	<u>First Month: Defend Dissertation Prospectus</u> Dissertation work
6th semester:	2 courses and reading for Qualifying exam <u>April: Qualifying Exam</u> Preparation of Dissertation prospectus Absolute deadline to fulfill all requirements	Dissertation work Apply for intramural and extra-mural dissertation completion and summer grants
7th semester:	<u>First Month: Defend Dissertation Prospectus</u>	Job-search / attendance to job market workshops Fellowship applications
8th semester:	Dissertation work Apply for intramural and extra-mural dissertation completion and summer grants	Job-search Application for graduation Dissertation defense
9th semester:	Dissertation work Job-search / attendance to job market workshops Fellowship applications	
10th semester:	Job-search Application for graduation Dissertation defense	

Advising and Annual Review

- When you enter the program you will be assigned a faculty advisor. This person may or may not be a specialist in the field in which you plan to write your dissertation. Your advisor's role is to assist you in choosing courses, meeting other faculty relevant to your interests, choosing languages for the language requirement, deciding on whether to request course waivers and transfer credits, deciding to petition for a 4-year plan (if you already hold an MA), and choosing your Breadth Exam areas and committee.
- Towards the middle of each semester while you're taking courses you will meet with your advisor to discuss and choose your plan of study for the following semester; you should also consult broadly with other professors. Only the DGS can provide you with the appropriate PIN to enroll in courses and to effect changes to your registration after you have enrolled.
- After you pass your Breadth exam you will consult with your advisor about selecting a Qualifying exam chair and committee. Once the professor you have selected as chair agrees to serve, that person becomes your advisor. It is normal to change advisors and committees as you move from one stage to another: the Breadth exam committee, the Qualifying exam committee and the dissertation committee each serves a different function. It is also normal to work with the same professors throughout the process. Should you wish to change advisors in the middle of a stage, however, you must obtain approval from the DGS as well as the agreement of your new advisor.
- Each Spring, the DGS will communicate to you a review of your progress toward the degree, based on reports made to the Committee on Graduate Studies (CGS); your advisor will also receive a copy and discussion of it will be useful in making plans for the following year. The review concerns the quality of both academic and teaching performance, as well as extra-curricular professional development; it is based on grades and written reports from the professor of each course taken in the previous two semesters, a report from your current exam or dissertation committee, and your teaching, lab, and/or tutoring supervisors.
- Throughout the program, you should consult with the DGS about the fulfillment of degree requirements, progress toward the degree, and any other general program questions. **However, you hold ultimately responsibility for understanding and fulfilling all program requirements.**

Courses and Credits

- In your first year and second year, you should work towards fulfilling requirements (these are designed to provide breadth of knowledge in all historical periods). Take most of your courses in the department.
- In your second and third year, you should continue to develop your breadth of general knowledge in literary history while also exploring topics of particular interest. You should also develop experience in a relevant cognate field (e.g. history, sociology, art, etc.) in preparation for the Qualifying exam.
- Your course grades must reflect an overall grade point average of at least 3.3. Grades of B are cause for real concern. If you receive such a grade you should immediately consult with your professor, faculty advisor, and/or the DGS. B- is the lowest passing grade.
- Incompletes. It goes without saying that courses should be completed before the end of the semester. Incompletes are usually granted *only if*, for a *non-academic reason*, you are unable to meet final deadlines. Your professor may require proof of your non-academic reason, and is not obligated to grant your request in the absence of such proof. Incompletes made up before the beginning of the succeeding semester usually cause no special difficulty (although your transcript will permanently record the delay). A later due date will receive greater scrutiny and require more substantial justification. Failure to meet

the agreed deadline indicates unsatisfactory progress and may jeopardize future appointments to a teaching assistantship. *Although the Graduate Bulletin allows one year for Incompletes, the CGS construes work not completed within one semester as evidence of unsatisfactory progress.*

- You must complete all course work and language requisites before the semester in which you take your Qualifying Exam. Nevertheless, you may be allowed to complete the last of your language requirements during the semester of your Qualifying Exam. No student will be allowed to take the Qualifying Exam if he or she still carries incompletes.
- Students entering the program with previous graduate course work (M.A. degree or otherwise) can request to have up to 2 course requirements waived. Requests must be made during the first semester of study, and accompanied by documentation that demonstrates that the previous course(s) are equivalent to those offered in the program. The CGS evaluates and decides on 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 during the second semester of study. The CGS evaluates and decides on all transfer requests.

Language requirements

The purpose of the language requirements is to develop international literacy and to ensure your ability to teach and consult a broad range of literature and scholarship in your field. The language or languages you choose should support your areas of interest. For example, if you are interested in Caribbean studies, you probably need reading knowledge of German and Portuguese; a specialist in Renaissance studies may need extensive knowledge of Italian; medievalists, German and Italian, and so on. And every student of a romance language should ideally have an understanding of Latin, for historical reasons as well as structural ones. In addition, Latin is widely used alongside the vernaculars in literary and scholarly expression. However, only students specializing in Medieval or Early Modern Studies (including Colonial Latin America) are required to study Latin.

- Latin is usually fulfilled by satisfactory work in LAT 625 or 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 CGS evaluates and decides on all equivalency requests
- You can fulfill part of the language requirement by demonstrating reading knowledge of 2 languages other than English and the language of study. Reading competency exams are given toward the end of each semester. But please notice that no student will be permitted to take more than one reading competency exam in a single semester. You can prepare for them on your own, by taking specialized classes for reading knowledge (these are available for French, German, Italian and Portuguese), or by taking or auditing 100 or 200 level courses (you must obtain the instructor's permission and these courses will not show in your transcript).
- You can fulfill part of the language requirement by demonstrating in-depth knowledge of 1 language other than English and the language of study. Holistic knowledge is demonstrated by the equivalent of a grade of B in the equivalent of a 300-level course or higher. Portuguese offers an accelerated track for students wishing to gain holistic knowledge and have the results show in their transcripts: POR 105 (also 625) – POR 212 (also 635) – POR 300/500. Please note that if you sit in 105 and 212 as an auditor instead of officially registering in POR 625 or POR 635 (i.e. graduate sections for POR 105 and POR 212, respectively), you need to obtain permission from the instructor of the course to audit. Also note that audited courses will not show in your transcript (graduate students are not allowed to register as auditors

in a course). However, if you register in the graduate sections your transcript will reflect these courses even if you will not receive credits for them (in other words, you would have to take the 105/625-212/635 on top of your usual graduate credit load).

- Remember: All requirements must be fulfilled before or during the semester of the Qualifying Exam. This means that you must complete all course work and language requisites before the semester in which you take your Qualifying Exam. Nevertheless, you may be allowed to complete the last of your language requirements during the semester of your Qualifying Exam. No student will be allowed to take the Qualifying Exam if he or she still carries incompletes.

Breadth Exam

- The purpose of the exam is to assess your mastery of fundamental issues in literary movements and genres (the basic areas of knowledge required for college-level teaching) and abilities for textual analysis. See “Preparing for your Breadth Exam” in the Appendix.
- Exam definition: one region and three periods, or two regions and two or three periods. You are free to propose any configuration that meets this definition. Some examples are:
 - Colonial, 19th-, and 20th/21st-Century Latin America
 - 19th-20th-Century Latin America and 20th/21st-Century Spain
 - Golden Age Spain and 19th-20th/21st-Century Latin America
 - Medieval and Renaissance France; Medieval Spain
 - 16th-, 17th-, and 18th-Century France;
 - 19th- and 20th/21st-Century France and 20th/21st-Century Francophone
- Reading lists cover the main genres of the period. They are fixed lists, to which you add a small number of works (approximately 5) chosen in consultation with your committee.
- Core reading list: All students will be responsible for having read all the titles included in the Core Reading List (one for French, one for Spanish). This list guarantees that all doctoral students share knowledge about a common stock of titles and that they can confidently participate in academic conversations about texts beyond their primary areas of focus. Although the student will not be tested in writing on those texts in the Core list that are outside their areas of specialization, they may be asked about them during the oral portion of the exam.
- The exam committee includes one professor for each of the three fields. You are responsible for asking each professor to serve on your committee. The chair of the committee makes all the pertinent decisions. Administrative decisions will be made in consultation with the DGS.
- The exam consists of a 2 hour written exam for each area (total of 6 hours, taken over two days). At least one area must be written in English and one in the language of study. Exams are generally given on a weekend in mid to late September. The written exam is followed within approximately one week by an oral discussion with your committee.
- The results will be communicated to you orally immediately following the oral discussion. You can either: pass with distinction, pass, or fail. In order to pass, you must pass every area. Students failing one or more areas must retake the failed area(s) by the beginning of the following semester, in a format determined by the committee. A second failure in one or more areas requires withdrawal from the program at the end of the current academic year. Students who pass the Breadth Exam but who subsequently do not complete the Ph.D. for any reason may request to receive an M.A.

Qualifying Exam

- The purpose of the exam is to demonstrate the ability to think critically about methodological issues and to assess theoretical trends in your field(s) of interest.
- Exam definition: defined around a topic, the exam covers a range of theoretical, disciplinary, and literary approaches. You are free to propose any topic or question that lends itself to multiple approaches. Some examples include: the portrait, alternative sexualities, carnival, bilingualism, prostitution, genocide.
- The exam committee consists of 4 members: at least 3 from the department (at least 2 of them from your language area) and 1 representing the cognate field area. The committee members should be chosen for their relevant expertise; they may or may not be former members of your Breadth Exam committee or future members of your dissertation committee. You are responsible for asking each professor to serve on your committee, and for asking one of them to chair the committee (identifying a chair is usually the first step).
- Reading list. You will develop with your committee a list tailored to your topic. The process usually begins with a brainstorming session at the end of the semester of the Breadth exam; the list should be finalized during the following semester. The list includes three parts, each representing a different approach to the topic: literary, theoretical, and multi-disciplinary. You are responsible for submitting a final, clean copy to the Program Administrator and the Director of Graduate Studies.
- The written exam consists of a take-home exam completed over a weekend (you will usually pick up your questions on a Friday and return the answers on a Monday). Exams can be written either in English or in the language of study (you should consult with your committee members well ahead of time, since they may not all have the same linguistic training). You are required to type your answers. Committees expect complete answers, but they also expect you to sleep! Suggested measures: approximately 3-4 hours per area; around 8-15 pages per area. You may consult the works on your lists as well as your notes—but do note that time is probably better spent reflecting on the questions themselves and synthesizing ideas (in other words, specific citations may be helpful in composing answers, but they are not required).
- The oral exam takes place approximately one week later (2-3 hours). It can take place in English, the language of study, or both (you should consult with your committee members well ahead of time, since they may not all have the same linguistic training). In addition to discussing the written exam, you will also be asked to discuss relationships between the different approaches represented by the three list areas as well as between the topic and your projected dissertation interests.
- The results will be communicated to you at the conclusion of the oral exam. You can either: pass with distinction, pass, or fail. Students failing must retake the exam by the beginning of the following semester, in a form to be determined by the committee. A second failure requires withdrawal from the program at the end of the current academic year. A student who fails the Qualifying exam may petition to receive an MA degree.

Tracking Candidacy

In 2009, the Graduate School instituted a new system of course numbering to track your progress towards candidacy. This involves being enrolled in the sequence 730-740-750 (these are not actual courses, but numbers that indicate where you are in your progress towards completing your degree after your Qualifying exam).

- 730 (“Pre-Candidacy Dissertation”) is indicated for students who have not passed the Qualifying examinations yet, but are not taking courses any more.
- 740 (“Post-Candidacy Doctoral Dissertation”) is indicated for students who have passed the Qualifying examinations. You must complete a total of 12 credits combined of 730 and 740 in order to graduate.
- 750 (“Research in Residence”) is indicated for students currently writing their dissertation. You will always be enrolled in 0 credits for this course.

Enrollment in these courses, even if it is only in 0 or 1 credit, indicate that you are a full-time student.

Dissertation

- Choosing a dissertation director. After the Qualifying Exam, you will work primarily on the dissertation. The first step is to choose a director: this person should have relevant expertise in your areas of interest; this may or may not be the former chair of your Qualifying exam committee. You are responsible for asking this person to serve as your director; do not assume that the answer will be yes. The relationship between director and dissertator is generally long-term and intellectually challenging for both parties; some professors may impose pre-conditions on service or simply already have too many students. If you encounter difficulties, don’t be discouraged; consult with the DGS or any other faculty member with whom you feel comfortable.
- Develop your topic in consultation with your director. You have approximately one semester to formalize your topic in a Dissertation Prospectus and establish your committee. Consult, read, and write as much as possible.
- The committee is comprised of at least 4 members: at least 3 from the department (with at least 2 of them from your language area) and 1 qualified person from outside your language area or the department. The chair and any two of the other committee members must be regular members of the Graduate Faculty. A well-balanced committee should have a range of expertise and experience. You are responsible for requesting the participation of all members. You should not assume that a faculty member is required to serve. Each faculty member has the right to refuse service for good reasons or to impose certain conditions of service.
- The duties of the committee are: to consult with you and to advise you on your research; to meet, at intervals, to review progress and expected results; to read, comment and approve the dissertation prospectus; to read and comment upon drafts of the dissertation; to meet, when the dissertation is completed, to conduct the dissertation defense and to satisfy itself that the dissertation is a contribution to knowledge and that it is written in lucid and correct language and submitted in approved form; to prepare and assist you to enter your chosen profession. For further guidance, please see the “Recommended Practices for Dissertation Committees” in the Appendix.
- The Dissertation Prospectus consists of: a description of the proposed research (minimum of 20-25 pages), including an overview of the subject, a rationale for the dissertation project itself, an assessment of the dissertation’s expected contribution to the field, an outline of the projected chapters, and a bibliography. The prospectus should be developed in close consultation with all members of the dissertation committee.
- The Dissertation Prospectus Defense takes place during the semester following the Qualifying Exam. The entire committee must receive the prospectus in final form at least two weeks prior to the defense. The defense is oral, and lasts 1-3 hours. Ideally, the defense provides an opportunity for extended

conversation with committee members that will help you clarify and develop your ideas. The prospectus is either approved or not approved (students may present a second defense by the end of the current semester; if the prospectus is not approved at that time, the student must withdraw from the program at the end of the current academic year). Students whose prospectus is not approved may petition to receive an M.A. degree.

- Admission to Candidacy for the Ph.D. degree takes place once the prospectus is approved. At this point, you have a limited amount of time to complete your dissertation before your credits expire: up to either four years from the date you passed your Qualifying Exam or eight years from when you entered the program, whichever is later.
- The Dissertation itself can be thought of as the draft manuscript for a scholarly book of at least 200 pages of text and additional documentation. In this manuscript, you are expected to develop an original idea as well as to demonstrate how the analysis or perspective adds to or differs from the existing scholarship on the subject. Throughout the process of research and writing, you work closely with all of your committee members, especially the director. The specific ways in which all of you work together depend on the group: don't be shy about asking for and establishing clear mutual expectations. At the very beginning of the process, you should consult *Guidelines for Preparing and Submitting Dissertations Electronically* from the Library (available on its website <http://etd.library.miami.edu/>). By familiarizing yourself with filing procedures well in advance of the anticipated completion date, you can save both time and distress.
- Registration while you write your dissertation: in order to maintain your eligibility to receive your degree, you must maintain continuous registration for at least one-credit per semester (Fall and Spring) until the semester of the Dissertation Defense. While tuition fees can sometimes be waived for one or two semesters, other registration charges are your responsibility—as are tuition fees if a waiver is not available.
- The Dissertation Defense takes place once your committee has provisionally approved a complete draft of the dissertation. The full committee must receive this approved draft *at least one month before the projected defense*. The defense itself is oral, and lasts 3 hours; it is open to the public (and to anyone you wish to invite), although only committee members may ask questions. The dissertation will either be approved (some revisions are sometimes stipulated) or not approved (a second defense may be presented at a later date, so long as the term of your candidacy has not expired). You are responsible for bringing the required forms to the defense for signatures (departmental certificate of defense, university certificates of defense, and signature pages for the dissertation itself on approved paper). For further guidelines, see the “Recommended Practices for Dissertation Committees” in the Appendix.
- Filing the Dissertation. It is common for dissertations to be approved with some requirements for revision. There is often, therefore, a delay of at least a month between the defense and the actual filing of the dissertation with the Graduate School. You must file before your candidacy expires (within 8 years of entering the program or 4 years of passing the Qualifying Exam). There are four filing dates per year (Fall, Spring, and two in Summer); they are usually well in advance of the last day of classes (see the current academic calendar). You do not need to be registered during the semester in which you file. You are responsible for complying with all of the regulations and time-tables set by the Graduate School. These include, but are not limited to, supplying the following: signatures of committee members on specified forms, five copies of the dissertation in approved form on approved, acid-free paper, nine copies of an abstract of not more than 350 words. All dissertations are published by University Microfilms, Inc.

Graduation!

Believe it or not, you don't automatically get your degree when you file the dissertation... you have to

have *previously* applied to graduate by filing a form with the Graduate School. There are four application deadlines per year (Fall, Spring, and two in Summer); they are usually toward the beginning of the semester (check the current academic calendar). Graduation ceremonies take place in both Fall and Spring (the Spring one is substantially larger); students graduating in Summer are eligible to participate in ceremonies the preceding Spring or the 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 when they graduate.

You should also read carefully the Graduate School's Student Handbook for other policies and details: http://www.miami.edu/gs/index.php/graduate_school (click on the left-hand link "Student Handbook")

III. GRADUATE STUDENT TEACHING

Although teaching is not a requirement of the Ph.D. program, most students teach during all or part of their graduate study. If you plan a career in college-level teaching, this experience is vital to your professional preparation. Most college and university teaching positions involve basic language instruction as well as advanced instruction in language, literature, and culture. Graduate students should therefore have at least some experience at all levels in order to compete successfully for college and university teaching positions and to meet the challenges of those positions with skill. At the same time, the faculty believes that the single most important factor in students' future careers is the quality and timeliness of the dissertation. The faculty thus encourages students to seek out a range of teaching experiences, but will consider satisfactory progress toward the completion of the degree as the first criterion when approving requests for more time-intensive experiences.

Preparing to teach

- Working in the language laboratory: You will gain valuable professional and technological experience by working with language learners in the lab. Your supervisor for this work is the Director of the Language Laboratory, whose evaluation is included in your annual review.
- Working as a tutor: You will also gain pedagogical experience in one-on-one tutoring sessions, working with students at all levels of the language program. Your supervisor for this work is a director of one of the basic language programs, whose evaluation is included in your annual review.
- Apprenticeship workshops: Throughout the school year, the Directors of the Language Programs will organize a series of mandatory training workshops that will help you gain experience and self-assurance before you teach for the first time during your second year.
- MLL 601 (Introduction to Modern Language Teaching): All students take this course, which expands on the training given in the lab and tutoring programs and prepares you to teach on various levels over the next several years.

First-year instruction

For the first two years of teaching (that is, years two and three of your program), you will usually teach in the

introductory 100-level language sequence (101-102). You'll have the opportunity to teach the same course several times, enabling you to experiment with various methods and develop your pedagogical skills. As you hone your skills, course preparation takes less time: repeating courses thus enables you to spend some additional time on your research. In exceptional circumstances and by approval of the CGS and the appropriate Language Program Director (LPD) a student with extensive prior teaching experience may be allowed to move faster through this sequence.

First-Year instruction for Heritage-learners of Spanish

Students who have passed their Qualifying exam, have received satisfactory teaching evaluations, have taken a designated course in "Bilingualism and Heritage Language Development" or "Spanish in the United States," and are making satisfactory progress toward their degree may request to teach SPA 143 (Spanish for Heritage Language Learners). Students need to submit the "Special Teaching Requests" form during the previous semester, obtaining all the necessary approval signatures.

Second-year instruction

Students who have passed their Qualifying exams, have received satisfactory teaching evaluations, and are making satisfactory progress toward their degree may be recommended by their supervisor to teach 211. In semesters of intense research and dissertation writing, it is often advisable to return to 100-level teaching.

In 211, you will gain practice in teaching short cultural and literary texts, designing writing tasks in the target language, structuring in-class discussions, and designing appropriate assessment measures. These skills can be transferred to the teaching of higher-level language, literature, and culture courses.

Advanced instruction in culture, literature, and language

A range of options of varying intensity is available for developing skills in advanced instruction. All students have access to the following opportunities through coursework:

212-214 (French or Spanish) and 243-244 (Spanish for Heritage Language Learners) advanced language sequence: Students will be allowed to teach in this sequence on a case-by-case basis. In order to qualify for teaching these courses a student will need to have completed the SLA-T Certificate (see below) and may be required to take additional coursework in linguistics, the preparation of a professional portfolio (teaching philosophy, CV, syllabi, materials developed), or a semester of co-teaching. The LPD will nominate a graduate student to teach any of these courses upon the basis of the student's excellence in teaching. In order to be selected, the nominee must be evaluated by the DGS and the student's dissertation director as being an outstanding student and making satisfactory progress toward the degree. A TA will be assigned to teach one of these courses only if a tenured or tenured-track (T/TT) faculty member is teaching the course in the same language during the same semester, and that faculty member is willing to take on the responsibility of mentoring the TA. The TA will be under the direct supervision of a T/TT faculty mentor. This mentoring will include observing the TA teach the course 3 times during the semester (after the beginning, in the middle, and toward the end of the semester). The student will also observe the faculty mentor's class every day for the first three weeks and typically at least once a week after that, as deemed appropriate by the mentor and LPD. A student will only be allowed to teach 243 or 244 after having taken a requisite course assigned by the Heritage Learners Language Program Director.

MLL 603: Advanced Topics in Second Language Acquisition: This course can address various issues that can inform the teaching of literature and culture. Topics vary, but have included: reading and writing theory, first-language literacy in relation to foreign language development, assessment, etc.

MLL 605: Literacy Development in Advanced Foreign Language Courses: The goal of this graduate-level pedagogy seminar is to integrate approaches and goals of foreign language learning and literary study and to provide a forum for considering throughout the term the question of how advanced-level courses can best

develop students' content knowledge (e.g., of culture or literature) and foreign language capabilities. This seminar builds on concepts and techniques introduced in the introductory-level pedagogy seminar.

MLL 606: Topics in Bilingualism: This course provides an overview of sociolinguistic and educational issues around contemporary bilingual societies in North America and the Caribbean. It examines, from psychological and sociolinguistic perspectives, the interface of theory and research in *second language acquisition* and *bilingualism*, highlighting the areas of mutual interest and significant overlap between these two fields. It questions the traditional dichotomy made between “native” and “nonnative” speakers by scrutinizing the concepts of the “near-native” speaker, “native-like” language ability, and bilingual competence. It then moves to societal and linguistic level implications of languages in contact, focusing on general issues of group identity, language maintenance and shift, creolization, and external factors in processes of structural change in contact situations. It highlights the grammatical and discourse characteristics of the language produced by bilinguals, including code-switching. Finally, it places the study of bilingualism in the educational context, addressing contemporary bilingual education models and heritage language development.

Mentored Teaching

Students who have completed their coursework and are making satisfactory progress toward their degree may apply for Mentored Teaching; MLL 603 or 605 are also highly recommended. Mentored teaching supplements a student's primary teaching assignment in a given semester. Students may receive 0-3 credits of MLL 693 (Teaching Practicum). Students work with a professor teaching on the 200-400-levels, developing units on specific works and/or coordinating particular assignments. Students meet with the professor as necessary throughout the semester to develop the project (which should be relatively limited in scope), and attend the course as necessary. Depending on the professor, additional training may involve: theoretical readings; teaching writing; comments/critiques on grading techniques (i.e. how to grade papers, what kinds of written comments one should give, what problems one should prioritize when grading undergraduate student writing, etc.); how to facilitate discussion; regular meetings with the professor to discuss teaching philosophy, teaching assignments and the rationales behind them, and constructive criticism of teaching activities, styles, and methods.

Co-Teaching

Students who have taught at least one semester of 211 and are making satisfactory progress toward their degree may apply for Co-Teaching; MLL 603 or 605 are also highly recommended. Co-teaching constitutes a student's primary teaching assignment in a given semester (approval is often contingent on budgetary considerations). Students may receive 0-3 credits of MLL 693 (Teaching Practicum). Students work with a professor teaching on the 200-400-levels. Students are present for all of the class sessions, share grading responsibilities, and share direction of class sessions or other aspects of the course. Depending on the professor, additional training may involve: theoretical readings; teaching writing; comments/critiques on grading techniques (i.e. how to grade papers, what kinds of written comments one should give, what problems should one prioritize when grading undergraduate student writing, etc.); how to facilitate discussion; regular meetings with the professor to discuss teaching philosophy, teaching assignments and the rationales behind them, and constructive criticism of teaching activities, styles, and methods.

Other teaching opportunities

Exceptionally, opportunities to teach for the Bachelor in General Studies (BGS) at the School of Continuing Studies and/or for the Women's and Gender Studies Program may arise for very advanced graduate students (those already writing the dissertation). Consult with the DGS for the most current policies on how to qualify to teach for BGS.

Note: The terms set out here represent the only conditions under which student teaching takes place. In order to support student research to the fullest possible extent, the faculty will not ask students to serve as substitute teachers or to engage in other ad-hoc projects. In addition, any teaching experience beyond 101-102, including enrollment in MLL 603 and beyond, is entirely optional and should be based solely on student initiative. Faculty will not require advanced teaching experience as a condition of other kinds of support (intellectual, professional, etc.).

T.A. Certification

The Instructional Advancement Center (IAC) offers a university certification for Graduate Teaching Assistants. Having this certification on your CV can help to make you more competitive in national job markets. The requirements for certification are the following:

- Attend the IAC Orientation session in August.
- Attend 3 workshops offered by IAC

Teaching Evaluations

For every course you teach, you will be evaluated both by your students (at the end of the semester), by the course coordinator, and (if different) the language program director. During the semester, the director (and possibly your coordinator) will visit your class and offer on-going feedback; at the end of each year, the director will provide the CGS with an assessment of your progress and achievements.

Further Pedagogical Training: The Second Language Acquisition and Teaching (SLA-T) Graduate Certificate

The SLA-T Graduate Certificate is an integrated group of courses that is designed to have a very clear and focused academic topic: acquiring expertise and experience in the important field of applied language studies, centering on theories of second language acquisition and bilingualism, empirical research in these areas, and their applications to the teaching of second and heritage languages at the postsecondary level. The goals of the Certificate include developing the expertise of participants in the fields of applied language studies, research on second language acquisition and bilingualism, teaching methodology and pedagogy; integrating meaningful use of technology into the participants' teaching practices; and helping participants become more marketable professionally through the development and completion of a digital teaching portfolio (CV, teaching philosophy, sample materials, syllabi, etc).

The program comprises coursework at the graduate level in language teaching methodology and pedagogy, language learning, literacy, sociocultural theory, and sociolinguistics and bilingualism. The program also integrates practical opportunities that will allow participants to acquire professional experience coordinating and supervising language instructors. Finally, a variety of workshops on technology and language teaching are part of the Certificate.

SLA-T Graduate Certificate Requirements:

To earn the SLAT Graduate Certificate, a minimum of nine (9) credit hours of graduate level coursework within the SLA-T curriculum must be completed. Any course taken in fulfillment of the required credits toward the Certificate must already be designated as SLA-T-related or must receive prior approval of the SLA-T faculty. Incoming graduate student Teaching Assistants will fulfill three (3) credit hours of the requirement through MLL 601 (Introduction to Modern Language Teaching).

The Certificate has been approved by the faculty of the Department of Modern Languages and Literatures but is currently in the process of being approved by other appropriate bodies of the University. Until this process is completed, the Certificate will not appear in a student's transcript. In the meantime, upon request, the Department will issue an official letter confirming a student's completion of SLA-T Certificate requirements.

IV. FINANCIAL SUPPORT

Teaching Assistantships

- What work is required: Teaching Assistantships include a combination of work in the language lab, tutoring offices, and classroom. Usually, first-year students work as tutors and/or in the language laboratory for the equivalent of approximately 10 hours per week in addition to several mandatory pedagogical workshops. Beginning in your third semester, the normal teaching responsibility is the equivalent of two courses per year, which amounts to about 15 hours per week.
- A teaching assistantship is understood to be full-time employment by 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 part-time or temporary work. Students should seek advice and approval from the DGS and current advisor well before accepting any employment during the semester (this includes the intensive language program in Continuing Studies). Unauthorized employment, no matter how minimal, is a violation of the terms of the assistantship and it can result in the loss of funding.
- Renewal of Teaching Assistantships: The department has a limited number of teaching assistantships, and their award is very competitive. They are awarded annually and are usually renewable up to 4 or 5 years. Renewal is decided at the end of each year by the CGS and is based on your teaching and academic performance (including a minimum GPA of 3.3), and your overall 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 annual dissertation completion fellowships to advanced graduate students. The College of Arts and Sciences Dissertation Award is a 9-month departmental-level TA stipend award without teaching duties for students expecting to complete their dissertation within 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>)
 You will receive notification of when to apply through the graduate listserv

Funding for Travel to Conferences

The Department of Modern Languages and Literatures strongly encourages professional activities for graduate students, especially the presentation of papers at scholarly meetings. This is crucial since job candidates are expected to show evidence of such activities. Funding levels comfortably support one trip per year. Students must consult with their advisors before sending abstracts to scholarly conferences. Once your advisor has approved your abstract and it has been accepted at scholarly meeting, obtain a Travel Request Packet and instructions from the Program Administrator; return it completed to the Program Administrator. The packet includes all the forms you will need to submit to various funding sources, which include:

- GAFAC (Graduate Activity Fee Allocation Committee) will pay up to \$350.00 for one trip per year. Note: You're only eligible if you have paid a Student Activity Fee; funds are awarded either for presenting or for attending an event.
- Max and Peggy Kriloff Graduate Student Travel Fund (College of Arts and Sciences) provides up to \$200 per event to supplement departmental and GAFAC support. Funds are awarded only for presenting; exceptions are sometimes for attending an event.
- The Department of Modern Languages and Literatures provides up to \$400 per year, dependent on simultaneous application to all other available sources. Funds are awarded primarily for presenting; exceptions are made for attending key events.

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

Funding for Research Travel

Students working in Latin American and Caribbean Studies can apply to the Center for Latin American Studies (CLAS) for summer research travel grants (the deadline is usually in mid-Spring). Visit the following website for more information: <http://www.as.miami.edu/clas/grants/researchgrants>

The department also allows students who have passed their Qualifying exam to request to teach two courses in one semester, so as to be free for travel abroad the following semester. Under this arrangement, you receive your stipend during the semester in which you teach two courses. You are then required to go on leave during the semester that you are conducting research abroad. This means that you cannot continue to be under UM's health insurance. You will have to make arrangements to pay for your own health insurance during your semester abroad.

Depending on the availability of funding returned to the department annually by the College of Arts and Sciences, the Department of Modern Languages and Literatures may offer a few Romance Studies Graduate Students' Research Travel Grants to conduct research abroad. Calls for applications will go out in Fall and Spring.

Summer Support

The College of Arts and Sciences Summer Fellowships are \$5,000 summer awards for PhD students who have completed their Qualifying examinations or are about to take them to pursue research during the summer. Eight to ten of these awards are granted annually across all disciplines in the College.

The Center for Latin American Studies also offers summer research awards to conduct research abroad on topics related to Latin American Studies (in any language).

Financial support for summers within the Department of Modern Languages and Literatures is usually 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 satisfactory progress towards completion of their degree. The application deadline is late March of each year.

Internship Program

This program is designed to provide doctoral students with the opportunity for work experience related to

language and cultural issues. Internships usually involve work with organizations outside the university, and can broaden students' preparation for a range of educational careers. While internships are not a mandatory part of the doctoral program, students are strongly recommended to pursue an internship opportunity at some point during their doctoral studies. Internships are approved and monitored by the DGS. Once approved, students register for MLL 599 (1 credit). Internships may be paid or unpaid; most take place in the summer. For international students, an additional application to the Office of International Students and Scholars is required. Please consult with your International Advisor or at the ISS web page.

V. CAREER DEVELOPMENT

Supplemental information on professional development can be found on the Blackboard system, a department "organization" in which all students are registered.

Conferences

In most cases, you should plan on participating in several academic conferences during your career as a graduate student. These are vital experiences for developing professional contacts, intellectual confidence, and feedback on your research from specialists in your field. (See above, "Funding for Travel to Conferences"). In order to assist you in selecting appropriate venues and timeframes for presenting your work, we sponsor a workshop each spring. It is also very important to consult closely with your professors prior to submitting any abstracts.

Publishing

Different people have different opinions on the advisability and desirability of publishing scholarly work as a graduate student. On the one hand, publications can provide vital visibility in the job searching process (see below). On the other hand, scholarship often benefits from extended periods of reflection, and an essay is likely to grow in interest and originality with successive revisions. In any case, the decision on when and where to try to publish what is a very personal one, and one that should be taken in close consultation with your professors. In order to assist in this process, we also offer a workshop each spring.

Job Searching

Most, although not all, 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 general calendar of what you should expect of the process; you also have access online via Blackboard to more extensive and detailed materials that should be helpful in supporting the process. Each year, a Job Placement officer is appointed to help consult, along with your dissertation committee, on the application process.

Late August	<ul style="list-style-type: none"> • Consult with your dissertation committee on the current status of your dissertation and plans for completion • Draft your CV, and seek feedback from your professors • Plan on asking 3-5 professors for letters of recommendation
September	<ul style="list-style-type: none"> • Department workshop on preparing application
October	<ul style="list-style-type: none"> • MLA begins posting job openings online • Provide recommenders with nearly-polished CV • Develop an extended piece of polished writing you can use for a writing sample • Begin drafting application letters
November	<ul style="list-style-type: none"> • Check the MLA listings regularly • Continue drafting application letters • Make sure that all of your recommendation letters are on file

December	<ul style="list-style-type: none"> • Check the MLA listings regularly • Continue sending application letters • Department workshop on the MLA interview process
January	<ul style="list-style-type: none"> • First weekend of January after New Year': MLA convention with interviews • Future Faculty Forum (practice "job talks")
February-June	<ul style="list-style-type: none"> • 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: primary contact for academic advise on courses, languages, credit requirements, waivers and transfer advise, decisions about plan of study, exam areas, committee members, special requests, etc.
- Program Administrator (PA): 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, general program advising, any questions not resolved by either your faculty advisor or the PA, referral of special requests and petitions to the CGS, etc.
- Committee on Graduate Studies (CGS): final approval of special requests, waivers, and transfers; review of progress; re-appointment to teaching assistantship; approval of program requirements and policies, etc.

Graduate Student Listserv

You are registered to receive postings from the student listserv: <mlgrad@listserv.miami.edu>.

Through the listserv, you will receive many important messages about program issues, deadlines, conference announcements, etc. You should make a habit of checking your mail regularly. Anyone can send messages to the listserv, but only students receive them—so make sure that you reply to the sender directly if you don't want everyone to receive your reply!

Photocopies

UM has adopted the "U-Print" program, a user friendly application based on "Green U" initiatives and should encourage responsible printing and copying. Students receive an annual allowance of 100 "U-Print Credits." One U-Print credit is equivalent to one dollar, that is, approximately 2,000 copies at \$.05 a page. For a complete guide to use U-Print, visit:

http://www.miami.edu/finance/index.php/document_services_solutions/uprint/.

The departmental photocopiers are to be used only to support your teaching activities; limits are currently set at copies/course. You may not use departmental copiers for research or coursework. There are a number of ways you can acquire free or low-cost copies:

- For items on electronic course reserve, Richter library has U-Print 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
- Lakeside Copies in the University Center charges a reduced rate for items left overnight
- Use PDFs, which are free and which you can make in the departmental photocopiers/scanners.

Printing

Printing in the lab and the offices is limited to support for teaching and course work. This means essentially

printing of assignments and papers for courses, and of internet materials for use in class. All other printing should be done at the library, which allows 100 pages per day. Please observe these limits. Abuses of these resources will lead to greater restrictions or even the elimination of services.

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

The Richter Library maintains an automatic approval system for both domestic and foreign books. You may nonetheless come across gaps in the holdings as you pursue your research. When these seem to be of general interest (and not too narrowly concerned with a highly specialized topic), please bring them to the attention of the professor most involved in the relevant area; they can then be passed on to the library for a purchase request. When making a request, please provide a complete citation including ISBN number (this is easily obtainable in electronic form from the WorldCat system).

Leave of Absence

If, for non-academic reasons, you need to interrupt your studies, you may request a leave of absence by writing to the DGS specifying the reason for both the leave and for its length; all leaves must be approved first by the CGS and then by the Dean of the Graduate School. Rarely will an authorized leave of absence exceed one year; the maximum is two years. If approved, the validity of your credits will be extended by the period of the leave.

Academic Policies

- **Grievances**. If you ever have grievances about a policy, academic decision, or anything else, consult first with the DGS. If not answered or resolved to your satisfaction, you have further recourse to the Chair of the Department, Dean of the College of Arts and Sciences, and Dean of the Graduate School. In the case of academic decisions, however, the professors or committee involved, unless they have been demonstrably negligent, have final authority.
- **Graduate Student Honor Code**. The University of Miami expects all graduate students to adhere to the highest standards of ethics and academic integrity. All forms of academic fraud are strictly prohibited. These include, but are not limited to, plagiarism, cheating, collusion, falsification, violation of professional ethics or misrepresentation of research data. Students 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. Additionally, graduate students are expected to respect and appreciate the diversity of the community and to respect the rights of others, be they property, privacy, opinion, or expression. Students found to be in violation of these standards are subject to disciplinary actions by the student's department and/or the Graduate School, which may include expulsion from the program and the University. For further information, please refer to the Graduate Student Honor Code, available at the Graduate School web page: http://www.miami.edu/index.php/graduate_school/current_students/ under "Current Students," on the right-hand side menu bar.

VII. GRADUATE STUDENT ACTIVITIES AND SERVICES

- Departmental Representatives: Each year, the graduate students elect four representatives:
 - 1) a general representative to the faculty, who can request to attend meetings of the Committee on Graduate Studies and generally represents students' concerns to the faculty
 - 2) a representative to the Lecture Committee, who attends the meetings of this committee and coordinates the students' nominations of invited speakers
 - 3) a representative 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.
 - 4) a representative to GAFAC (Graduate Activity Fund Allocation Committee).

- The Graduate Student Association: <http://www6.miami.edu/gsa/>

- The Graduate School: http://www.miami.edu/gs/index.php/graduate_school
1531 Brescia; telephone 305-284-4154
Offers many services, including: Change of Status information; Fellowship information; Graduation information; Guidelines for thesis and dissertation writing; Housing information; How to apply for candidacy information; Insurance information - dental and health; Short-term (60-day) loans; SPIN program (Sponsored programs Information network); Wellness Center fee waiver information

APPENDIX: Tracking your progress

You can 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.)	25
Plan of Study (4-year plan, previous degree M.A.)	26
Ph.D. Requirements - French (5-year plan)	27
Ph.D. Requirements - French (4-year plan)	28
Ph.D. Requirements - Spanish (5-year plan)	29
Ph.D. Requirements - Spanish (4-year plan)	30
Preparing your Breadth Exam	31
Recommended Practices for Dissertation Committees	32

Plan of Study (5-year plan)

Name: _____

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

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

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

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

Semester:	Semester:
Teaching: _____	Teaching: _____

Dissertation Defense Date: _____

Plan of Study (4-year plan)

Name: _____

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

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

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

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

Dissertation Defense Date: _____

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

Name: _____

Entry date: _____

COURSES	SEMESTER	500 #	600 #	CREDITS	GRADE
Middle Ages and/or 16 th Century					
17 th Century and/or 18 th Century					
19 th Century and/or 20 th /21 st Century					
Francophone Studies					
Pedagogy					
Theory					
			Min: 8 courses	Min: 45 credits	

FRE 730 & 740 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

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

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

**Ph.D. Requirements: French
(4-year plan)**

Name: _____

Entry date: _____

COURSES	SEMESTER	500 #	600 #	CREDITS	GRADE
Middle Ages and/or 16 th Century					
17 th Century and/or 18 th Century					
19 th Century and/or 20 th /21 st Century					
Francophone Studies					
Pedagogy					
Theory					
			Min: 6 courses	Min: 36 credits	

FRE 730 & 740 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH	Committee:			
EXAM	Areas:			
	Date:		Result: (distinction/P/F)	

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

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

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

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

Name: _____

Entry date: _____

COURSES	SEMESTER	500 #	600 #	CREDITS	GRADE
Middle Ages and/or Golden Age					
18-19 th Spain and/or 20 th /21 st Spain					
Colonial Lat America					
19 th Latin America					
20 th /21 st Latin America					
Pedagogy Theory					
			Min: 8 courses	Min: 45 credits	

SPA 730 & 740 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

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

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

**Ph.D. Requirements: Spanish
(4-year plan)**

Name: _____

Entry date: _____

COURSES	SEMESTER	500 #	600 #	CREDITS	GRADE
Middle Ages and/or Golden Age					
18-19 th Spain and/or 20 th /21 st Spain					
Colonial Lat America					
19 th Latin America					
20 th /21 st Latin America					
Pedagogy Theory					
			Min: 6 courses	Min: 36 credits	

SPA 730 & 740 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

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

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

Preparing for your Breadth Exam

- Keep in mind the purpose of the exam! The Ph.D. program is designed to help you meet several interrelated goals. The course requirements provide you with broad-based knowledge of literary and cultural studies across historical periods. They allow you to experiment with an array of interpretive methods and theories. *The Breadth Exam shows your knowledge of the canonical works and the critical problems prevalent in the periods and regions that most interest you. It establishes that you will be qualified to teach those fields in general and introductory courses when you graduate. It also indicates that you have enough broad knowledge of those fields to begin to identify more specialized topics for analysis and research in your dissertation.*
- Reading Lists
 - These are fixed, non-negotiable lists published at the beginning of each year for use for exams to be taken the following year. They include a Core Reading List common to all students of a language. The Core Reading List includes fundamental works from all periods and all genres.
 - You are responsible for asking relevant faculty members to serve on your exam committee; consult with your advisor about any questions or difficulties. All committees are administratively chaired by the DGS.
 - Once you have established an exam committee, consult with the member responsible for each area about the works (approximately 5) you wish to add. Once the additions are finalized, provide all committee members and the DGS with a clean copy of the titles.
 - When a title is marked “selections,” you are responsible for finding out from the professor which extracts you are meant to read
- 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. Your committee members can provide guidance as you read through the lists. Go to their office hours regularly while you are preparing for the exam. Verify with them your understanding of difficult terms and classifications (i.e. literary movements, genres, major critical debates, etc.). If you stay in touch with your committee members, they can provide better advice throughout the process. You are expected to complete all readings before the beginning of the semester when you will take the exam. You will then have approximately one month to consult with your committee on specific insights as well as overall conclusions.
- Exam Questions. The Breadth Exam focuses on canonical texts, definitions of literary movements and genres, and major critical/thematic debates in each of your three areas.
 - You must answer at least one of the areas in English, and at least one in your language of study; the third area may be answered in either. Decide early on which language you will use for each area, so that you can prepare accordingly.
 - When questions allow you to choose the primary texts you will include in your answers, you must choose different texts for each answer. In other words, you may not use the same text twice in answering different questions.

The following samples indicate the type and format of questions you will most likely receive. They are *not* actual questions for your exam.

French

- a. Définissez _____ (*un mouvement littéraire, un genre, un concept critique, etc.*). Commentez et comparez l'utilité du terme dans une analyse de _____, _____ (*trois œuvres de la liste*).
- b. Comment représente-t-on _____ (*un groupe social, un débat politique ou social, un problème philosophique ou critique, etc.*) dans la tradition _____ (*de l'essai, le théâtre, le roman, la poésie, etc*) du siècle _____? Dans votre réponse, considérez une œuvre de chaque groupe _____, _____, _____ (*chaque groupe avec trois auteurs*).

- c. Interprétez _____, _____, et _____ (*œuvres de la liste*) de la perspective de _____ (*texte critique de la liste*). Quelles sont les limitations et les avantages de cette perspective par rapport au débat sur _____ (*le mouvement littéraire auquel les œuvres appartiennent ; un thème qu'elles ont en commun, etc.*)?

Spanish

- a. Defina _____ (*un movimiento literario, un género, un concepto crítico, etc.*). Comente y compare la utilidad del término en un análisis de _____, _____, _____ (*tres obras de su lista*).
- b. ¿Cómo se ha representado _____ (*un grupo social, un debate político o social, un problema filosófico o crítico, etc.*) en la tradición _____ (*ensayística, teatral, novelística, poética, etc.*) del siglo _____? Base su respuesta en las obras de uno de estos grupos: _____, _____, _____ (*cada grupo con tres autores*).
- c. Interprete _____, _____, y _____ (*textos primarios de su lista*) desde la perspectiva planteada en _____ (*texto crítico o teórico de su lista*). ¿Cuáles son las limitaciones y los aportes de esa perspectiva en cuanto al debate sobre _____ (*el movimiento literario al que supuestamente pertenecen los textos primarios; un tema que tienen en común; etc.*)?
- **Oral Defense:** You will be asked to make an opening statement in which you supplement your written responses. The committee will then proceed to ask you questions about your written responses. The committee may also ask you about other literary works that you did not include in your written responses but that are included both in your exam lists and in the common Core Reading List that covers all periods and all geographical regions. You are not expected to have read criticism on the books in the Core list, but you are expected to have read them.

Recommended Practices for Dissertation Committees

The Committee on Graduate Studies expects that students and all committee members be involved in ongoing consultation throughout the development of the dissertation.

It is recommended that dissertation directors review chapters and that necessary revisions take place before feedback is solicited from other committee members.

It is recommended that committees meet in person at least once a year (once a semester is ideal) to discuss with the student the current and future directions of the project on the basis of whatever writing has been completed to date.

Dissertation directors are expected to consult with the committee as a whole before planning with the student for a defense.

Where committees have not met regularly in person and the committee as a whole has not previously seen a complete draft of the dissertation, a committee meeting (without the student) is required 2 months prior to the projected defense to determine the dissertation's "defensibility" on the basis of the then-available draft. Only after this meeting can a defense date be set.

The final draft for the defense is due *one month prior to the defense*. Students who miss this deadline will have their defense postponed.