

SIMON FRASER UNIVERSITY



Department of English
GRADUATE STUDENTS' HANDBOOK
Academic Year 2019-2020

Revised June 2018
Graduate Program
Department of English
Simon Fraser University
8888 University Drive
Burnaby BC Canada V5A 1S6

This handbook introduces you to the faculty, programs and procedures of the Graduate Program in the Department of English. Please feel free to call me or the Graduate Assistant (778-782-4614) if you have any questions. We will be pleased to talk or meet with you. Further information about Graduate Programs in English may be found at <http://www.sfu.ca/english>. Information about Graduate Studies at Simon Fraser University can also be found in the Calendar and in the Graduate Studies Handbook and on the web - you may access this information at <http://www.sfu.ca/dean-gradstudies>.

- **Clint Burnham**, Graduate Program Chair

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GRADUATE STUDIES IN ENGLISH AT SFU

A vibrant research and teaching community of over 30 faculty members, SFU's Department of English has strengths in major areas of English literature, language, and print culture. We currently have particular strengths in 18th- and 19th- century literature, 20th-century literatures in English, and we have maintained our distinctive strength in Canadian literature.

The Department of English has been undergoing an unprecedented renewal of its faculty. The English Graduate Program has therefore been recently redesigned to reflect current faculty expertise and research interests. Our new curriculum offers a wide range of courses reflecting a variety of pedagogical and methodological perspectives in fields of theory, print culture, historical literatures, national and geographical literatures, writing and rhetoric, and topics in language and literature.

Our M.A. program is designed to provide a critical and comprehensive awareness of English Studies. We offer students considerable flexibility in structuring their work and currently provide three distinct options for the M.A. program. Our Ph.D. program is highly selective; we accept a small group of students each year whose dissertation proposals closely match current department areas of interest.

As we enter the 21st century, our Graduate Program remains committed to providing students with a balanced program of studies that permits them to prepare for careers in academic life, as well as careers in other fields. We will continue to examine our programs so that we can keep alive the founding spirit of 1965, the belief that the study of literature and writing is essential to the well being of our society.

ADMINISTRATION

GRADUATE PROGRAM CHAIR

Dr. Clint Burnham is the Chair of the Graduate Program Committee and can be contacted by e-mail at cba15@sfu.ca. Please see the Graduate Program Assistant Christa Gruninger in AQ 6134 (778) 782-4614 or e-mail englgrad@sfu.ca to make appointments.

GRADUATE CURRICULUM COMMITTEE

The Graduate Curriculum Committee (GCC) is composed of two elected members from the graduate student body and four elected members of faculty and reports to the Department. Its mandate is to consider courses proposed for inclusion in the graduate curriculum, to consider which courses should be provided in any trimester, to advise the Chair of the Department in the assignment of teaching duties, and to undertake a continuing examination of the program and its purposes.

GRADUATE PROGRAM COMMITTEE

The faculty members of the Graduate Curriculum Committee form the Graduate Program Committee as provided for in the University Graduate Studies Program. This Committee is responsible for the admission of graduate applicants, the recommendation of fellowships and scholarships, the determination of the academic standing of graduate students, and the approval of field exam questions and supervisory committees. For the purposes of assessing doctoral applicants, the committee can request assessment by another faculty member in the applicant's area of specialization.

ENGLISH GRADUATE ASSOCIATION (EGA)

The English Graduate Association (EGA), commonly called the English Graduate Caucus, represents the graduate students' immediate concerns surrounding social and academic issues. All graduate students are automatically members of EGA and are encouraged to participate. The EGA has a "buddy system" for incoming graduate students and provides each new student with a contact person who provides a more personal introduction to the workings of the department as well as the social concerns of those relocating to Vancouver.

GRADUATE ISSUES COMMITTEE

The Graduate Issues Committee (GIC) is a branch of the Simon Fraser Student Society (SFSS). GIC represents the broader concerns of graduate students in a university setting by lobbying the administration on such issues as tuition and funding levels, library and study space and academic concerns. GIC represents graduate students to the SFSS and offers the support of the SFSS to departmental graduate organizations. GIC meetings are open to all graduate students and your participation is encouraged.

TEACHING SUPPORT STAFF UNION

The Teaching Support Staff Union (TSSU), Local 6 and the Canadian Union of Public Employees (CUPE) represents Teaching Assistants, Tutor Markers, Sessional Instructors, Language Instructors and staff at SFU. Membership is automatic, though you may withdraw from the union. The purpose of TSSU/CUPE is to negotiate collective agreements with the administration and to ensure fair and decent working conditions for its members. Read the collective agreement to understand the rights and obligations of your employment.

M.A. AND PH.D. ADMISSIONS

ADMISSIONS

We receive 70-90 applications each year for admission, of which roughly 20-25 are Ph.D. applicants. On average we admit 18-20 students to graduate studies each year, a small number of whom are Ph.D. students. Competition for admission is very strong, and

students are encouraged to read the following sections carefully to ensure that their applications are complete. Application materials are read by the department's Graduate Program Committee.

M.A. Applicants

M.A. applicants should have a strong B.A. in English or Comparative Literature with a broad range of courses in major areas of literature in English. Students should have a high grade point average (normally no lower than a cumulative 3.5 GPA) and strong references.

If there are major gaps in an applicant's undergraduate training which would require as much as one full semester or more of undergraduate make-up courses, that applicant may be advised to enroll on a qualifying basis or as a special student. Normally, satisfactory completion of make-up courses does not, in itself, guarantee admission directly into the graduate program; qualifying and special students must go through the normal application process.

Under very special circumstances a M.A. student may be permitted to transfer directly to the Ph.D. program after two M.A. courses have been completed.

Ph.D Applicants

Ph.D applicants are required to have a M.A. degree or equivalent with high standing from a recognized university and a solid grounding in English studies. Cross-disciplinary proposals and innovative studies are encouraged. Students may be required to do make-up courses at the undergraduate or graduate level to fill any academic gaps. Before accepting a student into the program, the department will consider the proposed research in relation to faculty resources in the field.

Normally, the Graduate Program Committee will not consider applicants to the Ph.D. program who have earned both a B.A. and an M.A. in English at Simon Fraser University.

APPLICATION MATERIALS

The Application Deadline is January 15th.

M.A. and Ph.D. application packages **must include** the following materials:

- Graduate Application Form: <http://www.sfu.ca/gradstudents/applicants/index.html>
- Three (3) academic letters of reference addressed to the Graduate Chair. Letters must be in sealed, signed envelopes. Referees should use their institutional letterhead.
- Transcripts of all previous post-secondary studies. Transcripts must be in sealed envelopes which bear a university seal. One copy of each transcript is needed.

- One (1) sample of academic writing. Substantial literary essays are expected. These papers may be either graduate or undergraduate papers, drawn from the last two years of any B.A. program, or papers written specifically for the purpose of applying to the M.A. or Ph.D. program.
- **Ph.D. applicants** must include a dissertation prospectus of 1-2 pages including a proposed bibliography.
- **M.A. applicants** must include a concise statement (no more than one page) about their intended course of studies.

FAQs ABOUT APPLICATIONS

Q. What is the application deadline?

A. January 15th.

Q. Do you accept applications for January admission?

A. No.

Q. Do I have to pay the application fee before my application will be considered?

A. Yes.

Q. Since applications are entered, and documents uploaded, online, do original hard copy transcripts have to be submitted as well?

A. Yes. Hard copies of official transcripts, with final grades and proof of degree completion included, must be mailed in sealed envelopes to the SFU Dean of Graduate Studies.

Q. If I have been out of school for a few years, can I get letters of recommendation from my employer or colleagues?

A. If necessary, one letter can be from such a source, but academic references are more effective.

Q. Should my writing sample be a "clean" copy, or can I submit a copy with instructor's comments on it?

A. Either is acceptable.

Q. How do I apply for fellowships or other funding?

A. All applicants automatically receive consideration for available fellowships and other funding.

Q. When will I be notified if I have been accepted?

A. Between early- and mid-April, unless we require your final semester's marks before making a decision.

Q. How long does it take to complete the M.A. Program?

A. A minimum of 12 months, a maximum of 4 years. The average is 4 semesters.

Q. How can I arrange a tour of the campus if I visit Burnaby?

A. Call the SFU Registrar's Office at (778) 782-3397.

M.A. PROGRAM

M.A. PROGRAM DESCRIPTION

The Department of English offers studies leading to the Master of Arts degree. The M.A. program is conceived as one which will serve graduate students in several ways. M.A. candidates will develop critical acumen and mature habits of reasoning about literary problems and texts, familiarize themselves with as broad a spectrum of literary types and periods as is reasonable within the program chosen, and acquire special knowledge in the field or fields to which the thesis or the courses relate. The M.A. program prepares students to join the academic research community or to engage in specialized academic scholarship including Ph.D. studies.

The M.A. program allows considerable flexibility in working out a course of study and offers the means for intellectual and professional development through both the discipline of seminars and personal exchange with individual faculty members.

Students in the coursework option are expected to complete the program requirements in three terms. Students in the project option are expected to complete the program requirements in three to six terms.

M.A. students may choose one of three program options:

Option 1. Coursework M.A.: Students take six courses plus English 880 & 881 (including a pre-twentieth-century literature course and one other pre-nineteenth century literature course); no capstone required; completion time to be specified as three terms (Engl. 891 – M.A. Coursework).

Option 2. Research Project M.A.: Students take five courses plus English 880 & 881 (including a pre-twentieth-century literature course); write two extended essays, or an equivalent project, to be examined by two readers; completion time to be specified as three to six terms. (Engl. 882 - M.A. Project).

Option 3. Specialty M.A in Print Culture: For the specialty M.A. in Print Culture, students take six courses plus English 880 & 881, one of which must be English 820 and three others which carry the Print Culture designation; no capstone required; program to be completed in one year. (Engl. 891 – M.A. Coursework/Sub-plan Print Culture).

COURSEWORK M.A. (Option 1)

Students must complete

[ENGL 880 - Pro-seminar I \(4\)](#)
[ENGL 881 - Pro-seminar II \(4\)](#)

and an additional 24 graduate units (including a pre-twentieth century literature course and one other pre-nineteenth century literature course).

RESEARCH PROJECT M.A. (Option 2)

Students must complete

[ENGL 880 - Pro-seminar I \(4\)](#)
[ENGL 881 - Pro-seminar II \(4\)](#)

and an additional 20 graduate units (including a pre-twentieth century literature course) and a project

[ENGL 882 - MA Project \(4\)](#)

SPECIALTY M.A. IN PRINT CULTURE (Option 3)

This specialization permits interdisciplinary specialization in the politics of print culture (1700-1900), focusing on the changing role of printed texts in an emerging commercial society. The print culture specialization can be done as either a course option or a project option.

Students must complete

[ENGL 820 - Studies in Print Culture Theory \(4\)](#)
[ENGL 880 - Pro-seminar I \(4\)](#)
[ENGL 881 - Pro-seminar II \(4\)](#)

and an additional 20 graduate units (at least 12 units of print-culture designated courses)

or, if choosing the **Project option with an emphasis in Print Culture,**

Students must complete

[ENGL 820 - Studies in Print Culture Theory \(4\)](#)
[ENGL 880 - Pro-seminar I \(4\)](#)
[ENGL 881 - Pro-seminar II \(4\)](#)

and an additional 16 graduate units (at least 12 units of print-culture designated courses) and a project

[ENGL 882 - MA Project \(4\)](#)

PH.D. PROGRAM

PH.D. PROGRAM DESCRIPTION

The English Department at Simon Fraser University has a selective Ph.D. program. Students interested in applying should have a well conceived project that can be supported by the Department's areas of specialization.

The PhD program is designed to be completed, normally, within four years (12 semesters), though the university allows an outside limit of eight years (24 semesters).

The first two years of the program involve course work, field examinations, and a thesis prospectus in order to provide necessary grounding before students engage in the research and writing of the dissertation by the third year.

The doctoral program has three stages:

Courses: By the end of the third semester, students must complete five courses plus English 880 & Engl. 881: Graduate Professional Development I & II.

Field Exams and Approval of Thesis Prospectus: Students must write their Field Exams by the end of the sixth semester, and ~~students~~ must defend their dissertation prospectus by the end of the seventh semester. As field examinations are intended, in part, to encourage breadth of coverage, neither should replicate the fields ~~enjoined~~ covered by the dissertation.

The Thesis: Students complete their research and proceed with the writing of their dissertation. Normally, students submit their dissertation for defence by the end of the 12th semester of study.

PH.D. COURSE REQUIREMENTS

By the end of the third (summer) semester, the student will complete five regular courses, at least one of which must be outside the student's area of specialization. In addition, the student will take ENGL 880 & 881, the graduate professional development seminars. A typical first year of study will entail either two regular courses in fall and three in spring, plus ENGL 880 & 881; or two regular courses in fall, two in spring, and one in summer,

plus ENGL 880 & 881. The senior supervisor in consultation and the graduate program chair will advise students in their choice of courses.

PH.D. FIELD EXAMS

There are three field exams, which are taken in the following order, in the following semesters:

- Secondary Field Exam (third/fourth) (Engl 892)
- Primary Field Exam (fourth/fifth/sixth) (Engl 893)
- Dissertation Prospectus Exam (sixth/seventh) (Engl 894)

This timeline provides some flexibility for students, but the expectation is that all field exams will be completed no later than the end of the seventh semester (the fall of third year).

Students are expected to begin planning their field exams starting in the second semester of the program. No later than the end of the second semester, students should have met with their senior supervisor to discuss and complete the **Field Exams Planning Sheet**, to be submitted to the Graduate Chair for approval. The purpose of this sheet is to develop a timeline for the writing of the field exams, to identify potential faculty for each of the three committees, and to plan the content of the exams.

Purpose of Field Exams

The purpose of the Secondary Field exam, which is written first, is to ensure a comprehensive expertise in an area of study distinct from, but providing a basis of knowledge useful to, the student's field of specialization. The Secondary Field emphasizes thorough general knowledge of the area's scope and relevant theoretical frameworks. The Department offers fields in four general areas, historical, geographical, generic and theoretical, and may entertain proposals for other fields if faculty and library resources are sufficient to handle them and if they seem academically appropriate. In addition, the Secondary Field is intended to help students develop a teaching area beyond their primary area of specialization.

The Primary Field examination is designed to ensure that students have a broad knowledge and understanding of the literature, historical contexts and critical history in a field of English studies germane to their thesis area and in which they will be claiming expertise as university-level teachers and scholars. The Primary Field provides students with the research background to embark on the thesis. The procedure, therefore, emphasizes the close link between the Primary Field and the dissertation. Nevertheless, the Field Exam is not a reading listing for the dissertation per se, but rather should constitute a distinct and coherent field of study.

Below are some examples of Ph.D. Fields:

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Commented [EGP2R1]:

Commented [ML3]: I have added this. Primary fields have become dissertation reading lists. Are we ok with this?

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Example 1

Secondary Field: Literary theory with an emphasis on psychoanalytic theory

Primary Field: Modernism

Example 2

Secondary Field: Romantic Literature

Primary Field: Victorian Literature

Example 3

Secondary Field: History of poetic genres with an emphasis on the epic and long forms

Primary Field: Contemporary Canadian and North American Literature

Secondary Field Exams: Process and timeline

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Beginning no later than their third semester, students, working with their supervisor, will ask two faculty members to serve as committee members for the Secondary Field Exam. The committee for the Secondary Field consists of **two** faculty members, an advisor who is a specialist in the field and one other knowledgeable faculty member. Usually, the student's senior supervisor does not serve as a member of the Secondary Field Committee.

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Once a committee is established, the student will consult with Secondary Field advisor to prepare a proposal of no more than two pages and a reading list of a minimum of 50 titles. The proposal should describe the field, and the list should identify primary texts in the area, along with related historical, cultural, and critical texts. This proposal presents a concise statement of purpose, including relevance to the student's thesis. Approved secondary field proposals and lists are available for consultation by students online via the graduate student portal.

Students are also encouraged to think of traditional teaching fields, and are not required or encouraged to invent new or highly specialized fields of study. Typical secondary fields include historical periods (Early Modern or Modernism); geographical fields (American Literature since 1945); generic fields (History of drama from the Renaissance to the present); or theoretical (Literary theory with an emphasis on psychoanalytic theory).

Once the Secondary Field advisor approves of the proposal and list, s/he will seek feedback from the other committee member. Once both committee members have approved the list, the secondary field committee will draft a question to be presented to the student in his/her exam. The question, to be drafted by the Secondary Field Committee, is designed to test the student's knowledge of the field. The senior advisor will send the proposal/list and question to the graduate program chair for approval. The graduate chair will circulate the proposal/list and question to the GPC, who may make further suggestions and request additions/revisions for the proposal/list and/or question.

It should be noted, by the student and the Secondary Field Committee, that the approval process (by both the Secondary Field Committee and the GPC) may take several weeks. As a result, students wishing to write their exams by a given date should ensure that their proposal and list has been submitted well in advance of this date.

Once the proposal/list and question are approved by the GPC, the Secondary Field advisor will be told and will work with the graduate program assistant to set a date. Exams are usually emailed, by the graduate program assistant, to the student on Mondays at 9 am. The graduate program assistant should be told what Monday the student would like to start the exam, and she will email the question to the student on that date. The student will write a 25-page take-home essay, to be submitted to the Secondary Field committee by email no later than one week after they receive the question (that is, usually by the following Monday, at 9 am). The essay will be graded pass/fail. In exceptional cases a grade of pass with distinction will be given. A field exam that does not pass may be repeated, no later than the following semester. A second failure requires withdrawal from the program.

Within two weeks of submitting the exam, the student will receive feedback from the committee. The purpose of the feedback is to provide the student with a sense of his/her performance in surveying and analyzing the field in his/her essay. The feedback should discuss the strengths and weaknesses of the field paper, and make suggestions for further study.

Upon receiving feedback, the student draws on the research s/he conducted for the field paper as well as the field committee comments to produce two undergraduate course proposals, including outlines, reading lists, and evaluation criteria; one will be for a lower-division introductory course and the other will be for an upper-level undergraduate seminar. The field committee assigns a grade of pass or fail to the research paper and course proposals within one week.

The Secondary Field exam must be completed before going on to the Primary Field exam.

Primary Field Exam: Process and Timeline

Before the secondary field exam is complete, the student should begin to assemble her/his Primary Field committee. The committee for the Primary Field consists of **three** faculty members: the Primary Field advisor (normally the thesis supervisor) and two other faculty members in the field. The Primary Field Committee advises and guides the student through all stages of the primary field exam process. In most cases, this committee will also constitute the student's thesis committee.

The Primary Field process should begin no later than the start of the fifth semester. After the committee is formed, the student will consult with the senior supervisor to develop a Primary Field proposal of no more than two pages and reading list of a minimum of 50 titles to the Graduate Program Committee. The proposal will outline a distinctive field of

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scholarship in which the topic of the thesis will be situated and identifying appropriate primary and secondary texts related to the area of specialization. As with the Second Field list, the 50 titles may be any combination of primary and secondary/theoretical sources, as appropriate to the list. The senior supervisor and student will seek input from the other two committee members on the proposal/list. When all committee members are satisfied with the proposal/list, they will draft a question for the student's exam based on the proposal/list and forward both the proposal/list and question to the graduate chair for review.

Commented [ML7]: This is from the original hadnbook and explains (1) why the rationales are longer than 2 pages; (2) why they are so much work; and (3) why the secondary fields are becoming essentially dissertation reading lists. I think we should remove this language. Maybe just 'distinctive'?

The GPC will review the proposal/list and question, and respond to the senior supervisor with any concerns and suggestions for revision to the proposal/list and/or question. If changes are required to the proposal/list, the student, in consultation with the senior supervisor of each field committee, undertakes revisions and resubmits the proposal/reading list to the senior supervisor, who forwards it to the GPC for final approval. If the GPC requires revision to the question, it will send suggestions to the senior supervisor.

Once the proposal/list and question have been approved by the GPC, a date will be sent for emailing the question to the student, consistent with the process described above for the Secondary Field Exams. The student will have one week to write and email the 25-page exam to the committee members.

Ideally, within two weeks after submission, the Primary Field committee will provide written feedback to the student. The field paper is awarded a pass/fail, and a pass with distinction may be given. [from the handbook: the committee is supposed to meet with the student to orally discuss ~~takes place~~, chaired by the Graduate Program Chair. The student presents research and responds to questions and comments from the field committee and audience.

Commented [ML8]: I think this is insane and as far as I know has not been followed. This sounds like a defence! I personally think written feedback is fine, given that we have a meeting for the diss prospectus. Thoughts?

The Primary Field must be complete before continuing on to the Thesis Prospectus.

The field exam process will begin at the start of the third semester of doctoral studies, normally in the first summer semester, and must be completed by the end of the sixth semester. If the student chooses to spread course work over three semesters, the first field will begin in addition to the final course. There are two fields, to be taken consecutively in the fourth and fifth semesters of the program. The thesis prospectus will be written in the sixth semester of study.

The format of the field exams is the take-home essay, written in the course of a week and graded pass/fail. In exceptional cases a distinction will be recognized. Their primary purpose is for faculty supervisors to assess the current state of the student's knowledge of the field(s), noting areas of particular strength and promise and those where further study would be useful. A field exam that does not pass may be repeated, not later than the following semester. A second failure requires withdrawal from the program.

In the first semester of the field-exam process, the student, with guidance from supervisor and field committees, sets up the field exams in preparation for writing in the following two semesters. At this time, the student decides on areas in which to take the exam papers, forms and seeks approval of the committees for each exam, and compiles the reading lists for approval by the graduate program committee. Once the field exams are complete, the student will undertake the thesis prospectus in preparation for writing the thesis.

All activities associated with the field papers and thesis prospectus, such as compiling the reading list, reading, writing, and participating in the oral discussion (where applicable), should proceed in close consultation with the field committee.

Field Committees

The committee for the Secondary Field, which will be written first, consists of an advisor who is a specialist in the field and one other knowledgeable faculty member. The committee for the Primary Field, which will be written second, consists of three faculty members: the Primary Field advisor (normally the thesis supervisor) and two other faculty members in the field. The Primary Field Committee advises and guides the student through the drafting of the summary statement of the proposed thesis topic and all other facets of the field. This committee also constitutes the student's thesis committee. Committees are expected to meet regularly with students.

Secondary Field

The purpose of the Secondary Field examination paper is to ensure a comprehensive expertise in an area of study distinct from, but providing a basis of knowledge useful to, the student's field of specialization. The Secondary Field emphasizes thorough general knowledge of the area's scope and relevant theoretical frameworks. A reading guide is supplied to students to assist in their preparation, and they are also encouraged to meet with the examiners during the preparatory period. The Department offers fields in three general areas, historical, geographical, and theoretical, and may entertain proposals for other fields if faculty and library resources are sufficient to handle them and if they seem academically appropriate. Students' research interests, as well as critical perspectives, should be served by this paper. In addition, the Secondary Field is intended to help students develop teaching areas and requires that they also produce two undergraduate course proposals, including full course descriptions, week by week reading schedules, required texts, and evaluation criteria. The course outlines are to be submitted within two weeks of the student receiving feedback on the Secondary Field exam paper.

Primary Field

The Primary Field examination is designed to ensure that students have a broad knowledge and understanding of the literature, historical contexts and critical history of the primary field of English studies germane to their thesis area and in which they will be claiming expertise as university level teachers and scholars. A reading guide is supplied

to students to assist in their preparation, and they are also encouraged to meet with the examiners during the preparatory period. The Primary Field provides students with the research background to embark on the thesis. The procedure, therefore, emphasizes the close link between the Primary Field and the dissertation. In order to develop the communication skills that are foundational to scholarly exchange and post-secondary teaching, the final requirement for the Primary Field exam is an oral discussion.

Examples of Ph.D. Fields

Example 1

Secondary Field: Literary theory with an emphasis on psychoanalytic theory

Primary Field: Modernism

Example 2

Secondary Field: Romantic Literature

Primary Field: Victorian Literature

Example 3

Secondary Field: History of poetic genres with an emphasis on the epic and long forms

Primary Field: Contemporary Canadian and North American Literature

PH.D. FIELD SCHEDULE

First Semester of Fields (normally third semester of doctoral studies)

May 1: the student submits to graduate program committee a two-page draft of most recent thesis proposal.

May 15: the student and senior supervisor, in consultation with the graduate chair and appropriate faculty members, determine each of the field/dissertation committees for the graduate program committee's approval. The Graduate Program Committee notifies the student and advisor of its approval of the field/thesis committees within one week of receiving the information.

June 15: the student submits the Secondary Field proposal of no more than two pages and reading list of a minimum of 50 titles to the Graduate Program Committee. In consultation with the Secondary Field supervisor, the student prepares a proposal that marks out a distinctive field of scholarship and identifies primary texts in the area, along with related historical, cultural, and critical texts. This proposal presents a concise statement of purpose, including relevance to general field of thesis.

July 15: student submits the Primary Field proposal of no more than two pages and reading list of a minimum of 50 titles to the Graduate Program Committee. In consultation with the senior supervisor, the student prepares a Primary Field proposal, outlining the distinctive field of scholarship in which the topic of the thesis will be situated and identifying appropriate primary and secondary texts related to the area of

specialization. This proposal includes a rationale for the student's chosen area of study and for the reading list.

July 30: the Graduate Program Committee responds to the student and the senior supervisor of each field committee with a summary of concerns, revisions, or emendations required of the proposals and reading lists. The student, in consultation with the senior supervisor of each field committee, undertakes revisions sought by the Graduate Program Committee and resubmits the proposal and reading list within two weeks.

Second Semester of Fields (normally fourth semester of doctoral studies)

The Secondary Field begins normally at the start of the fourth semester. The student and Secondary Field supervisor are expected to be in close consultation throughout. The student and thesis supervisor are also encouraged to remain in close consultation.

October 15: the student submits two-page work-in-progress report on the Secondary Field, including discussion of the final reading list, to the field committee.

November 1: the field committee proposes the Secondary Field question and final reading list to the Graduate Program Committee for approval.

November 15: the Graduate Program Committee forwards the Secondary Field question to the student.

November 22: the student submits 25-page research paper to the field committee. The field committee provides evaluation and feedback on the strengths and weaknesses of the field paper within one week of receiving it, and makes suggestions for further study.

December 7: the student draws on the research s/he conducted for the field paper as well as the field committee comments to produce two undergraduate course proposals, including outlines, reading lists, and evaluation criteria; one will be for a lower division introductory course and the other will be for an upper-level undergraduate seminar. The field committee assigns a grade to the research paper and course proposals within one week.

The secondary Field must be complete before going on to the Primary Field.

Third Semester of Fields (normally fifth semester of doctoral studies)

The Primary Field begins normally at the start of the fifth semester. Student and senior/thesis supervisor are expected to be in close consultation throughout.

February 15: the student submits a two-page report on research-in-progress, including discussion of final reading list, to field committee.

~~March 1:~~ the field committee proposes the question and final reading list to the Graduate Program Committee for approval.

~~March 15:~~ the Graduate Program Committee forwards question to the student.

~~March 22:~~ the student submits a 25 page research paper.

~~March 31:~~ the Primary Field oral discussion takes place, chaired by the Graduate Program Chair. The student presents research and responds to questions and comments from the field committee and audience. The field paper is awarded a pass/fail/pass with distinction at the oral discussion.

~~The Primary Field must be complete before continuing on to the Thesis Prospectus.~~

PH.D. FIELD EXAMS and DISSERTATION FORMS

	Download
Field Exams Planning Sheet	PDF
Secondary Field Supervision & Completion Form	PDF
Primary Field Supervision & Completion Form	PDF
PhD Dissertation Supervision & Schedule/Prospectus Approval Form	PDF

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PH.D. THESIS PROSPECTUS

The Thesis Prospectus helps to guide the student toward defining a significant thesis topic and is undertaken normally in the sixth semester of the PhD program, following the completion of the Primary Field exam. The supervisory committee for the thesis prospectus will normally be the thesis committee that was formed for the Primary Field.

Upon successful completion of the secondary and primary field exams, the student will draft a thesis prospectus, describing the project and its relation to current scholarship, succinctly stating the theoretical approach and methodology, and main problems to be addressed, and outlining the thesis chapters. The thesis prospectus should be a maximum of 10 pages, and will be followed by submits a substantial reading list by May 15th on the background readings for the thesis topic. The prospectus and reading list will be reviewed by to the senior supervisor and thesis committee, who -The dissertation committee will respond with revisions and concerns. Once the committee are satisfied with the prospectus and list, the senior supervisor will submit it to the Graduate Chair, who will seek approval from the GPC within one week. In consultation with the senior supervisor, the student will identify a broad issue or set of issues with which to engage in the course of the thesis research and writing. The student will then produce a thesis prospectus, outlining potential thesis chapters, which identifies succinctly the research topic, theoretical approach and methodology, and main problems to be addressed. The thesis prospectus (maximum of 10 pages) will be submitted by June 15th. The senior supervisor

and thesis committee responds to the student with concerns, revisions, or emendations required of the proposal by July 1st. The student undertakes revisions sought by the senior supervisor and thesis committee, and submits the Thesis Prospectus and reading list within two weeks to the Graduate Program Committee. The GPC will review the prospectus and list, and make suggestions for revisions. Once the revisions have been made to the satisfaction of the GPC, a thesis prospectus meeting date will be set. This meeting will include the student, the thesis committee, and the Graduate Program Chair. The student will bring the "PhD Prospectus Approval and Dissertation Schedule Form" to the meeting. During this meeting, the prospectus will be discussed, and the student will lay out a timeline for completion of the dissertation. A brief discussion will follow, in either electronic or oral format and moderated by the Graduate Program Chair, with respect to approach to the topic, theoretical perspectives, and research methodology.

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PH.D. THESIS

After the completion of the Thesis Prospectus, the candidate will write a scholarly thesis normally of between 200 and 250 pages (not including bibliography).

From the time of the supervisory committee's appointment, the student and senior supervisor meet regularly (at least three times a semester) through the field exam period, the Thesis Prospectus semester, and the thesis research and writing period.

The completed thesis is defended in an oral examination. The (defence) examining committee consists of a chair (normally the Graduate Program Chair), members of the supervisory committee (senior supervisor and at least one other department member), a faculty member external to the Department of English, and an external examiner who is not a member of Simon Fraser University.

PH.D. PROGRAM

PH.D. SUPERVISION AND SUPERVISORY COMMITTEE

Upon admission, the Graduate Chair functions as advisor until a senior supervisor and supervisory committee are confirmed. Each student will be matched with a potential senior supervisor, normally on admission to the program, and the supervisory committee should be formed during the first year of the program and no later than the beginning of the field exams. Student and senior supervisor are encouraged to meet early in the program of study.

The Ph.D. supervisory committee consists of a senior supervisor and two readers (one of whom may be from another department). The supervisory committee is assembled by the graduate student in consultation with the Graduate Program Chair. Committee members are drawn from the areas of the student's research interest. The committee is normally appointed by the middle of the student's third semester in residence and must be appointed before the student commences work on the thesis.

Note that the names of the supervisory committee must be submitted on the appropriate form and approved by the Graduate Program Committee and the Dean of Graduate Studies.

EXPECTATIONS OF SUPERVISORS AND STUDENTS

- All graduate students should meet with their supervisors or advisors at least three times each semester.
- If the senior supervisor is to be away from campus for more than a month, she/he should inform the GPC and arrange for another member of the supervisory committee to meet with the student.
- It is the student's responsibility to take the initiative in setting up a schedule of meetings.
- The senior supervisor should normally respond to work submitted by graduate students within a three week period.
- All students engaged in research (890/899) should give the supervisor a written report on their research at the end of every semester.
- Students who are actually engaged in writing and submitting chapters of their work to their supervisor are not required to submit an additional written report, but if they have not submitted any written work to the supervisor, they should report on their work in progress.
- Students doing research toward their thesis should indicate any digressions in the proposed research or shifts in focus.
- Students may make changes to their supervisory committee in cases where such changes are appropriate. For instance, the development of a more refined topic may indicate that a different faculty member would be more appropriate for the committee. Changes made for any reason must be formally approved by the Graduate Program Committee and the Dean of Graduate Studies.
- Every year, at the end of the spring semester, supervisors **must** complete a PH.D. Progress Report Form.

NOTE: The Graduate Assistant has information on Guidelines for Faculty/Student Relations.

PH.D. LANGUAGE REQUIREMENT

Ph.D. students must demonstrate to the supervisory committee a reading ability in a language other than English. This requirement will be satisfied by proof that the student has taken a course, at the post-secondary level (or equivalent), taught in a language other than English or offered by a language department other than English. If the student is unable to demonstrate that they have already taken such a course, they will be encouraged to take a similar course at SFU. Alternatively, students may take a time-limited exam of a literature or criticism passage in the second language that they will translate, with the use of a dictionary.

PH.D. RESIDENCE REQUIREMENT

"The aim of the residence requirement is that a student should spend a period of time in contact with faculty members and with other students." To this end, the student shall be registered in a master's program at the University for a minimum of three full time equivalent semesters. Ph.D. students entering the program with a M.A. degree shall be in residence for five full time equivalent semesters as found under sections 1.7.3 and 1.7.4 of the SFU Calendar.

GRADUATE COURSES

GRADUATE COURSE OFFERINGS

810 Studies in Theory I

Provides a detailed and contextual overview of critical debates in twentieth-century literary and cultural theory. The critical lineage explored will vary according to theoretical focus.

811 Studies in Theory II

Explores specific critical issues, approaches, or movements in literary and cultural theory. The course will vary according to theoretical and historical focus.

820 Studies in Print Culture Theory

Introduces the history of print culture along with a variety of theoretical approaches. Students enrolled in the Print Culture program are required to take this course.

821 Studies in Manuscript, Print, and Media Culture

Explores critical issues, approaches, or movements in manuscript, print, and media culture. The course will vary according to geographical and historical focus and theoretical approach.

829 Studies in Shakespeare

Examines selected works of Shakespeare, organized by critical issues or theoretical approaches.

830 Studies in Medieval Literature

Examines selected medieval works in a variety of genres from Britain and Europe , organized by critical issues or theoretical approaches. May include works in a variety of media and study texts in the original language or in translation.

831 Studies in Early Modern Literature

Examines selected works of the sixteenth and seventeenth centuries organized by critical issues or theoretical approaches. May include some writing from outside Britain .

832 Studies in Eighteenth-Century Literature

Examines selected eighteenth-century works in a variety of genres organized by cultural movements, critical issues, or theoretical approaches. May include works in a variety of media and from diverse geopolitical regions.

833 Studies in Nineteenth-Century Literature

Examines selected nineteenth-century works in a variety of genres organized by cultural movements, critical issues, or theoretical approaches. May include works in a variety of media and from diverse geopolitical regions.

834 Studies in Twentieth-Century Literature

Examines selected twentieth-century works in a variety of genres, organized by cultural movements, critical issues, or theoretical approaches. May include works in various media, and explore Canadian, British, American, and other literatures.

835 Studies in Contemporary Literature

Examines selected contemporary literary works in a variety of genres, organized by cultural movements, critical issues, or theoretical approaches. May include works in various media, and explore Canadian, British, American, and other literatures.

840 Studies in American Literature

Examines selected works of American literature in a variety of genres, organized by cultural movements, critical issues, theoretical approaches, or historical periods. May

include works in various media, and explore relations between American and other national or regional literatures.

841 Studies in Canadian Literature

Examines selected works of Canadian literature in a variety of genres, organized by cultural movements, critical issues, theoretical approaches, or historical periods. May include works in various media, and explore relations among Canadian, Quebec , American, British, World literatures.

842 Studies in British Literature

Examines selected works of British literature in a variety of genres, organized by cultural movements, critical issues, or theoretical approaches. May include works in various media. The historical and geographical focus of the course will vary.

843 Studies in Colonial, National, and Diasporic Literatures

Examines selected colonial, national, and literatures in a variety of genres, organized by cultural movements, critical issues, or theoretical approaches. May include works in various media. The historical and geographical focus of the course will vary.

844 Studies in Aboriginal Literature

Examines selected Aboriginal writings in a variety of forms and contexts, organized by cultural movements, critical issues, or theoretical approaches. May include works in various media, and explore relations between Aboriginal and relevant national literatures. The historical and regional focus of the course will vary.

850 Studies in Globalization, Literature, and Culture

Examines the debates and interconnections among globalization, literature, and culture. May explore other media in relation to globalization. The course will vary according to theoretical and historical focus.

851 Studies in Popular Literature and Culture

Investigates interconnections between literature and popular culture through a variety of texts. The course will vary according to theoretical and critical approach, selection of media, and geographical and historical focus.

852 Studies in Gender, Sexuality, and Literature

Investigates intersections among gender, sexuality, and literature in a variety of writings and cultural contexts. The course will vary according to theoretical and critical approach, selection of media, and geographical and historical focus.

853 Studies in Postcolonial Literature

Examines postcolonial theories and literatures in a variety of genres. The course will vary according to critical approach, selection of media, and geographical and historical focus.

854 Studies in Poetics

Examines theories of poetic production and issues related to the history and distribution of poetry through literary communities. May emphasize active practice alongside theories of poetic production, and may also draw upon the resources of the SFU library's Contemporary Literature Collection. The historical and geographical focus of the course will vary.

860 Studies in Writing and Rhetoric

Focuses on the study and application of rhetorical theories. May include theories and topics in writing and composition.

870-874 Topics in Language and Literature

875 Directed Studies

After successfully completing a specified number of regular SFU English graduate courses,* graduate students may be permitted, in exceptional cases and at the discretion of the Graduate Program Committee, to take one Directed Reading course in order to pursue a special interest or to satisfy a need. Those who wish to apply must justify clearly the need and demonstrate that no similar course will be offered during their program. Students must apply in writing to the Graduate Program Committee at least four weeks before the beginning of the term in which they wish to take the course. They must provide a detailed rationale to explain how the course furthers or completes their program of study as well as a careful breakdown of course requirements, including a reading list, frequency of meetings, and assignments. Their request must also include a statement of consent from the faculty member with whom they wish to study.

* MA students will have completed four regular SFU English graduate courses other than English 880 and 881, and PhDs will have completed three.

880 Pro-seminar 1

881 Pro-seminar 2

882 M.A. Project

891 M.A. Coursework

892 Ph.D. Field Exam One

893 Ph.D. Field Exam Two

894 Ph.D. Prospectus

899 Ph.D. Thesis

COURSE REGISTRATION AND FEES

There are two registration processes, both of which must be completed: the English Department's internal pre-registration and official university registration.

English Department Pre-Registration

The English Department conducts an internal pre-registration in order to ensure students meet their program requirements and to ensure courses are organized according to class size. Graduate classes are normally capped at twelve students. Course requests will be allocated on a priority system according to the following criteria: (1) student's declared area of interest; (2) student's academic standing.

Students are also asked to provide rationale for registration priority on the pre-registration form. Course changes subsequent to pre-registration will be permitted in exceptional circumstances only, and will require the approval of the Graduate Program Chair.

Students who change courses during the regular add/drop period following university registration must complete the add/drop form, have it signed by the Graduate Program Chair, and submit it to the Registrar's Office.

University Registration and Fees

All graduate students must pay \$100 registration deposit—that is, a partial payment of tuition fees for the semester—at least five days before registering. You will not be able to access the online registration system until your deposit is paid.

Students who wish to defer their fees must complete the necessary forms, available from the Cashier's Office, Maggie Benston Building. New graduate students only may register up to the end of the second week of classes without penalty.

COURSE SELECTION

M.A. students normally complete their course requirements before beginning work on their thesis or final paper, at which time they may enroll in English 890 (thesis) or 891 (M.A. Project/Paper). Courses under the same number may be repeated if the content of each offering is significantly different. On such occasions, students must submit a memo that demonstrates that the course content is significantly different from the previous course of the same number. Registration in duplicate numbered courses must be approved

by Graduate Program Chair.

Ph.D. students normally complete their course requirements before commencing work on field examinations (Engl. 892/893) and their thesis (Engl. 899).

WESTERN DEANS' AGREEMENT

"A graduate student may apply to take one or more courses at another university for credit towards a degree at this University. Such applications shall be made at least one month before the course or courses start and shall be approved by the student's Supervisory Committee and Graduate Program Committee for final approval. No more than one half of the minimum course work requirement for the Master's Degree may be taken at another university. While taking a course or courses at another university under these provisions, the student shall maintain registration at this University."

- Regulation 7.2, Western Deans' Agreement

ON-LEAVE REGISTRATION

Any semester in which a student does not enroll in a seminar, dissertation (Engl 890/899) or field examination (Engl 892/893), she/he must register on-leave, and pay the on-leave fee. Failure to thus register may result in removal from the program, or in late registration fees. The department has no control over this process, and will recommend a waiver of late registration penalties only in the most unusual circumstances. Applications for on-leave status must be accompanied by a memo from the student outlining the reasons for the request and acknowledging that they may not make significant use of University facilities including the library and consultations with their supervisor, and that they are ineligible for TA/TM positions and Graduate Fellowships. The on-leave form must be signed by the student's senior supervisor as well as the Graduate Chair.

GRADING IN GRADUATE SEMINARS

The following course grades are available to faculty teaching graduate seminars: A+; A; A-; B+; B; B-; C; and F (failure). University regulations require that students maintain a minimum grade point average of 3.0 (B). If a student's grade-point average falls below this level, she/he will be officially withdrawn from the program unless the Graduate Program Committee considers there to be valid mitigating circumstances.

A grade for a course may be deferred until the end of the first month of the next semester. Such a deferral may only be extended due to medical emergencies or bereavement.

GRADE APPEALS

Grades may be appealed to the instructor, department chair and, in some cases, faculty dean in accordance with academic policy T.20.01.

FUNDING

COST OF LIVING

Living costs in Vancouver, especially for housing and food, are higher than in most other major cities in Canada and the United States. All students, including those with scholarships and teaching assistantships, should ensure that they have sufficient supplemental funds to see them through the year. SFU does not pay student travel expenses and tuition waivers are not available even for holders of scholarships or teaching assistantships. Various forms of financial aid are available at Simon Fraser University. Scholarships are available to graduate students and/or undergraduates applying to enter graduate school. Please consult the SFU Calendar or contact Financial Assistance (778-782-4356) or the Dean of Graduate Studies Office (778-782-5411).

FINANCIAL SUPPORT

Our success as an innovative graduate program depends largely on recruiting outstanding graduate students and enabling them to realize their potential. We offer the financial resources to allow eligible students to focus on their studies, to gain valuable teaching experience, and to complete their degrees in a timely manner.

Graduate funding packages are constructed from a variety of internal and external sources.

Eligible Ph.D. students in English are offered funding based on a combination of teaching assistantships and internal fellowships of at least \$18,500 per year for **up to four years** of doctoral studies.

Eligible M.A. students in the first year of registration are currently offered a minimum level of funding through teaching assistantship appointments valued at approximately \$10,500. Our top M.A. students also receive merit-based scholarships upon entrance into the program and all students may qualify for a merit-based scholarship later in the program.

Incoming graduate students are automatically considered for scholarships. Continuing graduate students **must apply** regularly for support. Applying for fellowships and

scholarships is a skill that is integral to a student's intellectual training and professional development, and students are encouraged to consult with their peers and with faculty members about their research proposals.

INTERNAL AWARDS

Applicants to the English department may be eligible for nomination for a university Graduate Entrance Scholarship valued at up to \$18,000. Top Ph.D. students may be eligible for a two-year Graduate Entrance Scholarship valued at up to \$19,000 per year.

The English department also has a substantial number of privately endowed scholarships (up to \$10,000 each) and graduate fellowships (\$6,500) available to qualified applicants as well as continuing students. A student must make satisfactory progress in order to maintain department funding.

Deadline dates for these awards may vary, but most have deadlines of September 30, January 30, and May 30. For a complete listing of English Department Graduate Awards, see <http://www.sfu.ca/english/grad/GraduateAwards.html>.

EXTERNAL AWARDS

The principal external source of financial support is the Social Sciences and Humanities Research Council of Canada (SSHRC) Master's Scholarships and Doctoral Awards.

CGS-Master's SSHRC Scholarships in the amount of \$17,500 are awarded for a 12-month period and are non-renewable. A SSHRC Doctoral Fellowship is currently valued at \$20,000 per year and is awarded for a period of one to four years. CGS - Doctoral scholarships, in the amount of \$35,000 per year, are awarded for a period of three years.

Every fall, the English department runs a **SSHRC Research Proposal Workshop** where graduate students receive immediate one-to-one feedback from faculty members on their draft research proposals. In recent years, the department has achieved outstanding SSHRC success rates.

All Canadian graduate students are strongly urged to apply. Applicants who hold a major external scholarship may be eligible for additional internal funds, but will have a lower priority. Continuing students are expected to apply for all sources of funding for which they are eligible. Failure to do so may result in less than the guaranteed minimum.

For a full list of external awards, see:

<http://www.sfu.ca/dean-gradstudies/current/funding/ExternalAwards.html>

The closing dates for applications are usually in early November.

TRAVEL FUNDS

The English department provides travel awards for graduate students to attend or present papers at academic conferences or to conduct scholarly research. Graduate students are eligible for funding normally up to a total of \$600 per year from the Travel and Minor Research Awards Program for Graduate Students and from the Messenger Travel Awards fund. Use the English Department Graduate Student Travel Award Form to apply for a department travel award.

When successful applicants have completed their travel, they must submit expense receipts to the Graduate Secretary. Eligible expenses include conference fees, travel and transport costs, accommodation, and 2 days SFU subsistence allowance at \$45 per day for Canadian travel. To make the claim, use the Travel and Business Expense Claim Form.

Graduate students who must travel abroad to undertake research required for their program of study may be eligible for a \$6,000 Graduate International Scholarship. See http://www.sfu.ca/dean-gradstudies/graduate_intl_scholarship_tor.html

EMERGENCY LOANS/BURSARIES

Graduate students in critical financial need due to unforeseen circumstances may be eligible for emergency loans or bursaries. For further information on need-based awards or loans, contact the Office of Financial Assistance, Maggie Benston Student Services Centre, phone (778) 782-3892.

CANADA STUDENT LOANS / B.C. STUDENT ASSISTANCE

The British Columbia Student Assistance Program (BCSAP) provides government loans and grants to full-time BC students with financial need. BCSAP is the "umbrella" organization handling Canada Student Loans, BC Student Loans, and BC Student Grants – one application lets you access all programs.

PRIZES

ANN AND WILLIAM MESSENGER PRIZE FOR BEST M.A. GRADUATING ESSAY

The Ann and William Messenger Prize for the Best M.A. Graduating Essay is awarded annually and adjudicated by the Graduate Program Committee. Only those essays that have passed with distinction are eligible for the award. The award period is from September 1st to August 31st. The value of the prize is normally \$300.

ANN AND WILLIAM MESSENGER PRIZE FOR BEST PH.D. DISSERTATION

The Ann and William Messenger Prize for the Best PH.D. Dissertation is awarded annually (when merited) and adjudicated by the Graduate Program Committee. The award period is from September 1st to August 31st. The value of the prize is normally \$700.

TEACHING ASSISTANTSHIPS AND TUTOR MARKERS

TEACHING ASSISTANTSHIPS

The English Department offers a limited number of Teaching Assistantships to selected graduate students. These positions typically pay \$5,700 per semester for M.A. students and \$6,725 per semester for Ph.D. students. M.A. students may receive a maximum of five full TAs (or the equivalent) during their program; Ph.D. students a maximum of eight during their program. Very few positions are available during the Summer Semester.

When funding for sessional appointments allows, Ph.D. candidates who have fulfilled all degree requirements but the dissertation will be given priority for such teaching positions.

The responsibilities of a Teaching Assistant include teaching two one-hour tutorial groups per week in a 100-level course in connection with two hours/week of faculty lecture. TAs are expected to schedule two hours per week for office hours. Occasionally, a TA may be assigned to teach three one-hour tutorial groups in a 200-level course. The tutorial groups are similarly tied to two weekly hours of faculty lectures. These positions are normally reserved for Ph.D. students.

The TA is responsible for meeting classes, discussing the readings in the course, marking papers, and marking examinations. The lecturer is responsible for supervising the TAs in a course, assuring consistent grading standards, and evaluating the TAs' performance.

TUTOR MARKERS

Support is also available through a few Tutor-Marker positions, administered by Continuing Education, and supervised by English Department faculty. Tutor-markers are responsible for marking papers and discussing students' work (usually by telephone) in correspondence courses.

APPOINTMENT OF TAs AND TMs

Because the number of TAs in any one semester is tied to enrolment, and to the University's budget, appointments can be made only one semester at a time. However, every effort is made to see that students receive the maximum level of support. The

Graduate Chair and Undergraduate Chair assign teaching assistants (TAs/TMs) to courses. Course enrolments affect the number of TAs.

All TAs will receive the English Instructors' and Teaching Assistants' Information Manual that contains a synopsis of resources, policies and procedures affecting their work.

English Department lower level courses which use Teaching Assistants are:

ENGL 101W Introduction to Fiction
ENGL 102W Introduction to Poetry
ENGL 103W Introduction to Drama
ENGL 104W Introduction to the Essay
ENGL 105W Introduction to Issues in Literature and Culture
ENGL 201 Medieval Literature
ENGL 203 Early Modern Literature
ENGL 205 Restoration and Eighteenth-Century Literatures in English
ENGL 206 Nineteenth-Century Literatures in English
ENGL 207 Twentieth-Century Literatures in English

English Department Correspondence courses which use Tutor Markers are:

ENGL 199W University Writing
ENGL 101W Introduction to Fiction
ENGL 102W Introduction to Poetry
ENGL 104W Introduction to Prose Genres
ENGL 203 Early Modern Literature
ENGL 205 Restoration and Eighteenth Century Literature (1660-1800)
ENGL 206 Nineteenth-Century Literatures in English
ENGL 207 Twentieth-Century Literatures in English
ENGL 210 Writing and Critical Thinking
ENGL 304 Studies in Medieval Literature
ENGL 311 Studies in Early Shakespeare
ENGL 327 Studies in Romantic Literature
ENGL 330 Studies in Victorian Literature
ENGL 340 Studies in 20th-Century British Literature before 1945
ENGL 359 Studies in Literature of British Columbia
ENGL 468W Topics in Drama

PRIORITY SYSTEM FOR TA ALLOCATION

In hiring Teaching Assistants and Tutor Markers, the department shall give priority to the applicants in the following order:

1. Graduate students registered in the department with priority under XIII F.4
2. Graduate students registered in the department without priority under XIII F.4
3. External applicants

Whenever the number of graduate students who have priority for appointment (as defined in Article XIII, paragraph F3 of the collective agreement) exceeds the number of TA ships available in a given semester, the following criteria will be used to decide which students should get an appointment:

- TSSU Contract Priority (Graduate students within the department with fewer than 25 TA base units experience at the M.A. level and 40 TA base units experience at the Ph.D. level).
- Ph.D. students in their first nine semesters of full-time study.
- Students not holding a concurrent Graduate Fellowship.
- Full-time M.A. students not beyond their first four semesters of full-time study who have previously had only one or no TA position.
- Those full-time M.A. students not beyond their first six semesters of full-time studies.
- Those students with the highest GPA in SFU graduate courses (or upper division undergraduate courses when graduate grades are not available).
- Those students with positive student and Instructor TA evaluations.
- Those students with experience in a particular field of study.
- Those students with Instructor preference.
- Those students expressing a preference for a particular course.
- Those students in extreme financial need.

Any or all of these same factors may be taken into account whenever any number of TAships is smaller than the number of eligible students making normal progress toward the degree. The criteria listed above are not listed in order of priority.

RESOURCES

LIBRARY

"Over the thirty years since Simon Fraser University came into existence, the Library has been a centre for the Burnaby (WAC Bennett Library), and later Harbour Centre (Belzberg Library), campuses. The Library continually works to provide services, which most effectively meet the needs of faculty, students, and staff of the SFU community. Our book and journal collection is augmented by a variety of online full text sources, and by online request forms for materials from University of British Columbia and other Western Canadian University Libraries." - Lynn Copeland, University Librarian

The Library of Simon Fraser University contains over 2 million volumes, with over 260,000 volumes in the humanities. Specialized holdings of interest to students and

scholars of English, in Special Collections, include the Contemporary Literature Collection, the largest single collection of post-war, experimental and avant-garde poetry in Canada. The collection features American, British and Canadian modernist/postmodernist poetry, and houses over 18,000 books, 1,600 periodical titles, 750 poetry broadsides/posters, 146 metres of manuscripts, 185 journals/serial publications, and 900 audio recordings of poetry readings.

Special Collections also contains the finest collection of Wordsworth material in Canada and Western North America. It includes first editions of Wordsworth's Poetical works, the first edition, second issue (London) of the *Lyrical Ballads* (1798) as well as all the Moxon editions published with Wordsworth's corrections during his lifetime. There are also many 18th and 19th century travel books of the Lake District, and two books from Wordsworth's own library. The Wordsworth Collection was used in the preparation of the Cornell Wordsworth series. Special Collections also houses a fine collection of William Blake drawings, illuminations, and engravings in facsimile.

FORMS

Forms for various aspects of graduate studies at Simon Fraser University can be found on the Dean of Graduate Studies website and the English Department website. For links to both, see http://cgi.sfu.ca/~engldept/cgi-bin/grad/current_students.php

MISCELLANEOUS

Mailboxes

All graduate students have a mailbox in the general office or hallway outside the English Department office - each student should regularly check for mail, memos, updates, etc. There is also a photocopier, fridge, microwave. Upon entry to the program you will be given the name(s) and phone number(s) of another graduate student you can contact with any questions you might have.

Computer Lab

All graduate students have access to the department computer lab located in AQ6090. You will be given the numerical key to the door lock when you arrive.

Printing

All graduate student TAs/Tms are given a limited amount of free photocopying per teaching semester. All graduate students are given a limited amount of free printing in the computer lab per semester.

Semester Parking

Please see the receptionist for assistance in obtaining parking.

ENGLISH DEPARTMENT FACULTY MEMBERS

Arab, Ronda

Gender constructions of masculinity and femininity; intersections of class, gender, and work in the social world; non-elite culture and its challenges to patriarchy; the role of literature and theatre in the construction of cultural discourse and social practice.

Brook, Susan

Postwar British literature; British cultural studies; feminist and gender theory; theories of affect; urban theory

Budra, Paul

Shakespeare; drama to 1642; Elizabethan and Jacobean poetry and prose; popular culture

Burnham, Clint

Psychoanalysis, cultural studies, Marxism, 20th-century literature, popular culture

Chariandy, David

Postcolonial literatures and theory; Canadian literature; diasporic studies

Coley, David

Late medieval literature and culture, Chaucer, Middle English, alliterative poetry, speech act theories.

Colligan, Colette

19th-Century English literature and culture; obscenity; print and media culture; British imperialism

Collis, Stephen

American literature; modernism; contemporary poetry and poetics

Cramer, Peter

Discourse analysis; argumentation; media studies; style

Davis, Leith

Romantic literature; Scottish and Irish literature, 1700-1850; literature and nationalism; 18th-Century folk music and print culture

Derksen, Jeff

Contemporary poetry and poetics; globalization; urbanism; critical methodologies

Dickinson, Peter

Modern drama; comparative literature; Canadian literature; queer theory and gender studies; literature and film

Didicher, Nicky

18th-Century British literature; children's literature; science fiction; pedagogy

Everton, Michael

Colonial, early American, and Transatlantic print culture; history of the book; authorship

Fleming, James

17th-Century literature, especially Milton: Spenser; Shakespeare; modernism/postmodernism

Gerson, Carole

Canadian literature and literary history; women and literature; "Print Culture in Canada"

Gillies, Mary Ann

Late 19th-Century and early 20th-Century British literature

Grieve, Tom

Modernism (poetry and fiction); 20th-Century literature; 19th-Century poetry; the essay; history and theory of rhetoric; composition

Higgins, Anne

Medieval and Renaissance drama; Shakespeare; Middle English literature

Hussey, Matthew

Medieval literature and culture, including Old English and Latin literary tradition; bilingual aesthetics; intellectual history; and the relationship between material and literary artifacts

Kehler, Torsten

Literature and political agency; Tacitus, Machiavelli and early modern dystopian thought; Orwell and Shakespeare

Kim, Christine

Asian North American literary production: how politics, gender, race and print culture impact the formation of social identities, national boundaries, and transnational politics

Lesjak, Carolyn

Victorian literature and culture; Marxist and feminist theory; theory of the novel; literature of empire

Levy, Michelle

Romantic literature; women writers; domesticity and the family; law and literature; literature and the environment

Linley, Margaret

Victorian poetry and prose; 19th-Century women poets; literature and visual representation

McCall, Sophie

Contemporary Canadian literature; First Nations studies; Postcolonial studies

Reder, Deanna

Indigenous literatures in Canada; Indigenous literary theories and epistemologies; autobiography theory.

Schellenberg, Betty

Restoration literature; 18th-Century literature; 18th-Century women writers; print culture

Smith, Jon

U.S. Southern literatures and cultures, cultural studies, U.S. modernisms, and hemispheric American studies

Solomon, Diana

Gender, comedy, performance, and print-culture studies

St. Pierre, Paul Matthew

World literature; critical and postcolonial theory; narratology; performance studies; Barry Humphries; Elsie and Doris Waters

Valiquette, Michele

Critical discourse analysis; composition theory and practice; feminist studies in language and literature

Zwagerman, Sean

Rhetoric and writing; speech act theories; gender and discourse; American literature