

Graduate Program Handbook

Faculty of Graduate Studies
Department of English

GRADUATE PROGRAM HANDBOOK

THE MA DEGREE

COURSE BASED
MASTER'S RESEARCH PAPER (MRP)
THESIS
SUPERVISION OF MA THESIS
MRP AND MA THESIS PROGRAM INFORMATION

THE PHD DEGREE

COURSEWORK
REQUIRED SKILLS
LANGUAGE REQUIREMENT
PROFESSIONALIZATION WORKSHOPS
QUALIFYING EXAMINATIONS
PROPOSAL & DISSERTATION
DISSERTATION PROPOSAL WORKSHOP
PHD TRACK THROUGH THE PROGRAM

FACULTY IN THE GRADUATE PROGRAM IN ENGLISH, BY FIELD

SUPPLEMENTARY INFORMATION

DIRECTED READING COURSES
GRADES

GRADUATE DIPLOMA IN CREATIVE WRITING

ADMISSION REQUIREMENTS
DIPLOMA REQUIREMENTS

GRADUATE DIPLOMA IN WORLD LITERATURE

ADMISSION REQUIREMENTS
DIPLOMA REQUIREMENTS

INTERNATIONAL STUDY OPPORTUNITIES FOR ENGLISH GRADUATE STUDENTS

FINANCIAL OPPORTUNITIES

EXTERNAL AWARDS
INTERNAL SCHOLARSHIPS

INTELLECTUAL PROPERTY POLICY

USE OF COPY EDITORS

ADMINISTRATIVE STRUCTURE OF THE PROGRAM

GENERAL MEETINGS

GRADUATE PROGRAM IN ENGLISH COMMITTEES

ENGLISH GRADUATE STUDENT ASSOCIATION (EGSA)

CAMPUS RESOURCES

CENTRE FOR HUMAN RIGHTS, EQUITY AND INCLUSION

YORK UNIVERSITY SEXUAL HARASSMENT POLICY

MENTAL HEALTH AND WELLNESS AT YORK

STUDENT COUNSELLING & DEVELOPMENT

APPENDICES

FORMATTING GUIDELINES FOR FIELD EXAM READING LISTS

DIRECTED READING COURSE GUIDELINES

MAJOR RESEARCH PAPER (MRP) PROPOSAL SUBMISSION

INCOMPLETE GRADES

APPEALS

THE MA DEGREE

The full-time MA degree program is three consecutive terms. Students may take longer than three terms to complete their MA; any additional terms are unfunded. After 3 full-time terms, enrolment status will be changed to part-time, and part-time tuition fees will be charged. The maximum number of terms allowable for completion of the degree is 12.

There are three ways of earning an MA degree in English:

COURSE BASED

This option offers the broadest exploration of a diversity of ideas, literatures, and theories. Courses are offered in all three terms: fall, winter, summer.

- 24 credits of course work (plus the six-week Literary Research Methods).

Advantages: Broadest exploration of a diversity of ideas, literatures, and theories. Most structured and directed because of the course format.

Disadvantages: limited opportunities to pursue a project of a student's own choosing and discover how to conduct deep research on a topic that a student may be passionate about.

Fall

- Literary Research Methods (0 credits)
- 9 credits coursework (three courses)
- 9 credits coursework (three courses)

Winter

- 9 credits coursework (three courses)
- 6 credits coursework (two courses)

Summer

- 6 credits coursework (two courses)

MASTER'S RESEARCH PAPER (MRP)

The Major Research Paper affords students the opportunity to pursue their own original, critical research project under the supervision of a faculty member of the GPE. A structured proposal is required and must be approved by both the supervisor and the Graduate Study Committee.

- 18 credits of course work for exposure to a diversity of ideas, literatures, and theories (plus Literary Research Methods), plus a Major Research Paper of 50 to 75 pages (6 credits).

Fall

- Literary Research Methods (0 credits)
- 9 credits coursework
- Secure MRP Supervisor and draft proposal

Winter

- 9 credits coursework
- MRP Proposal Submission (aim for 15 January)
 - 15 April: the absolute final deadline
- Begin research and writing

Summer

- No coursework. Write MRP

Every year, in late September, the program offers an MRP Workshop for Master's students – "Thinking about an MRP? Wondering about the difference between an MRP and a Thesis? A one-hour workshop to answer questions and get you started."

THESIS

The Master's Thesis requires the highest level of original, critical research and analysis. Under the supervision of a faculty member, the thesis should be 100-120 pages and must be defended orally in front of a committee of external examiners. Prior to undertaking the thesis, a formal proposal is required and must be approved by both the supervisor and the Graduate Study Committee.

- 12 credits of course work plus a Master's Thesis (12 credits)

Note: Given its length and difficulty, the MA Thesis usually requires one or more terms of enrolment at the student's expense beyond the regular degree length of three terms.

Fall

- Literary Research Methods (0 credits)
- 6-9 credits coursework
- Secure Thesis Supervisor (October)
- Begin drafting proposal

Winter

- Remaining 3-6 credits
- Thesis Proposal Submission Deadline (15 January)
- Begin research and writing

Summer

- Complete writing of MA thesis
- 1-15 August: Thesis deemed examinable; Oral defence scheduled
- Oral examination result to FGS by third week of August, *at the latest*

SUPERVISION OF MA THESIS

Once approved by the Dean of FGS, the Supervisory Committee will meet with the candidate to discuss:

- a. the proposal,
- b. the timetables of the various members of the Committee (i.e., anticipated leaves or extended absences), and
- c. the procedures that the Committee wishes to follow in supervision (e.g., chapter-by-chapter submission, submission of larger units, or a submission when a first draft is completed).

Note: Any Committee member has the right to insist on an on-going submission – section- by-section or chapter-by-chapter – for themselves.) It is the responsibility of the Supervisor to convene this meeting, which will be chaired by the Supervisor. The meeting must not be waived. A student has the right to request *at least* two meetings/year of their full committee, ideally within a month of the request.

Once the draft is complete, the Committee will meet with the Candidate to discuss revisions. (This meeting may be waived if **all** parties agree to the waiver – i.e., comments have been conveyed separately). Every effort will be made by the Committee to make all necessary suggestions about submitted drafts in order to assist the candidate's production of a final draft.

Once all committee members have read the final draft of the thesis, they will decide whether to approve the thesis for examination. A two-thirds (2/3) majority approval of the committee is required.

Examination

The Oral Examination focuses on the thesis, although it may also cover aspects of the general field in which the study is written.

The Examining Committee consists of at least four voting members plus two non-voting ex-officio members, (whose presence is not required):

- 1) at least one member of the candidate's supervisory committee
- 2) at least one other member from the GPE. Normally the supervisory committee attends. The above lists the "at least" or minimal condition which must be met.
- 3) the Dean of FGS or his/her representative who will be at arm's length from the supervision of the thesis. Person can be from the GPE or not.
- 4) one graduate faculty member at arm's length from the thesis, and normally from outside the program. If this member is from the program, then the Dean's Representative shall be from outside the GPE.
- 5) ex-officio non-voting members: Vice-President (Academic), Graduate Program Director. (Need not be present and rarely are).

The thesis oral examination requirement is met if the committee accepts the thesis with no revisions; or, the committee accepts the thesis with specified revisions. Specified revisions could range from typographical errors or changes of a minor editorial nature, to specified insertions or deletions which do not radically modify the development/argument of the thesis. The examining committee must specify such changes with precision. It is the responsibility of the supervisor to ensure that all such changes are made, and the Chair will confirm that this is the case. Specified revisions must be completed within six months of the date of the oral examination.

Following a successful oral exam (including confirmed approval of any specified revisions), submission by the student of the final approved thesis/dissertation to FGS is a requirement to graduate and for convocation.

MRP AND MA THESIS PROGRAM INFORMATION

	MRP	MA Thesis
Definition	A piece of original research or criticism in written form on an approved topic. Research may take the form of an annotated bibliography, a critical edition, a substantial summary of the scholarship on a given author or topic. It may be combined with an original creative component, subject to the approval of the Supervisor and Graduate Study Committee.	Colloquially speaking, it is a mini dissertation, which adheres to and is often preparatory for the kind of major research, investigation, interpretation, and criticism found in the PhD. It must demonstrate independence, originality, and understanding of the area of investigation and justify, develop, and substantiate an original critical argument in a specific field or subject.
Length	Approximately 50 to 75 pages of research or critical writing.	Approximately 120 pages of original critical research, scholarship, and analysis.
Supervision	<p>Supervisor: Must be a member of the GPE. Student chooses the supervisor, subject to supervisor's signed agreement. In consultation with the GPD as necessary, the supervisor proposes a 2nd GPE faculty member as second reader. A non-GPE member who is appointed to FGS in another program is possible as second reader, subject to infield qualification and supervisor recommendation.</p> <p>Deadline for 2nd Reader Agreement: Third term of study (or equivalent for part-time students).</p>	<p>Supervisor: Must be a member of the GPE.</p> <p>Committee: Supervisor + 1 more FGS member (may or may not be in GPE). In exceptional circumstances and with clear in-field justification, one additional member may be appointed who is not a member of FGS; requires decanal approval.</p> <p>An External Examiner is required for the defence.</p> <p>Deadline for Committee Formation: Second term of study (or equivalent for part-time students).</p>
Proposal Deadline	October 15, January 15, and April 15: To the Graduate Study Committee for approval	October 15, January 15: To the Graduate Study Committee for approval
Completion Deadline	25 August: Final Grade to FGS if convocating in October	25 August: Successful Defence and External Examiner comments registered if convocating in October

THE PHD DEGREE

The program consists of the following four elements:

- Coursework (18 credits total)
- Required Skills (research methods; language; historical range)
- Attendance at a series of Professional Workshops (see Professionalization Workshops, below)
- Qualifying Examinations (Comprehensive and Dissertation)
- Dissertation

Normally, the PhD is expected to take 18 consecutive terms from the date of first registration, or six years. In this Handbook, all degree requirements are referred to by term, because years shift for students who take a leave of absence. For the purposes of fulfilling degree requirements, the term deadlines mean the number of terms a student has been enrolled full-time.

After the 18th term, students will be automatically de-enrolled. This means the student is no longer active at York University and, therefore, some services provided by the university may be terminated, including email privileges. Any de-enrolled student may re-enrol for one part-time term for the purposes of defending the dissertation and graduating.

COURSEWORK

Doctoral students are required to complete 18 credits of coursework, or equivalent. Coursework is normally completed over years 1 and 2. With permission, up to 6 credits may be taken at the 6000-level in courses offered by another graduate program within or outside York University.

The Pre-1800 Requirement

All PhD candidates are required to demonstrate some acquaintance with works written before 1800. The requirement may be satisfied in either of two ways: by presenting evidence of successful completion of 6 credits (2 terms or a full course) of pre-1800 writings at the MA level, or by successful completion of at least 3 credits based on pre-1800 writings during the PhD. The assumption is that once at the PhD level, the student will have accumulated the equivalent of at least 3 credits worth of pre-1800 material.

The requirement can be satisfied: by taking *one* pre-1800 course (Shakespeare, Early Modern, Eighteenth Century) or two transhistorical courses whose syllabi include **at least** 50% pre-1800 material, and for **both** of which students write a term paper focused on pre-1800 texts.

REQUIRED SKILLS

The Literary Research Methods Seminar is designed to introduce new MA and PhD students to some of the conceptual and/or methodological frameworks which characterize literary scholarship. The seminar examines the physical sites, such as libraries and archives, the technological platforms, such as databases and search engines, and the skills needed to do advanced research in the discipline. Students will be introduced to the

specialized research and writing resources needed to perform both comprehensive and focused literature reviews at the graduate level and asked to critically interrogate those resources.

LANGUAGE REQUIREMENT

To earn a PhD in English Literature in Ontario, all students must demonstrate a reading comprehension of at least one language other than English. By the ***end of their 9th term***, all PhD students are required to demonstrate a reading knowledge of **French or another language relevant to their research** by passing a translation exam in that language. The GPE arranges all French translation exams. If a student wishes to satisfy the language requirement by studying another language germane to their research plans, the program will arrange for a translation exam through another program or research center at York or elsewhere as required. In the last few years, students have arranged translation exams in Spanish, Italian, Latin, and Chinese.

PROFESSIONALIZATION WORKSHOPS

At strategic points in their doctoral studies, candidates will attend workshops focusing on topics of import to their intellectual and professional development. Students must complete seven different workshops, which are held in two series.

ANNUAL WORKSHOPS

The first is a set of three annual workshops which students must complete in the first two years of the PhD:

Applying for Funding
Teaching Strategies: TA workshop
Preparing for the Comprehensive Exams

ADVANCED WORKSHOPS

The second series involves four professionalizing workshops of interest to more advanced doctoral candidates, but open to all. These workshops are offered either every year or every other year. All four must be taken before graduating. They are of intrinsic interest and very useful – many students attend again and again!

Professionalization Workshop I: Academic Conferences and Publications
Professionalization Workshop II: Alt-academic Career Paths
Professionalization Workshop III: The Academic Job Market
Professionalization Workshop IV: Writing across Genres (*topics vary depending on the instructor*)

QUALIFYING EXAMINATIONS

The main value of the “comps” is less the examination in itself than the process of reading the texts on the lists in an engaged and critical fashion. Reading a series of books and essays, plays and poems, consulting one’s supervisor and surveying the critical literature — this is how a student begins to acquire comprehensive knowledge of a field.

MAJOR FIELD EXAMINATION

The Major Field examinations can be taken in areas defined by period, nation, genre, or special subject. One's "Major Field" should be thought of as "the literature in which one wants to specialise and about which one will have something of significance to say/write." It holds much of the literature one will teach and continue to study over the length of a career. A "Major Field" is one's ground.

The exam consists of a list of 60 texts and a four-hour written exam followed by a two-hour oral no more than ten days later.

The main value of the Major Field exam is less the examination itself than the process of reading the texts on the lists in an engaged and critical fashion. Reading a series of books and essays, plays and poems, consulting one's supervisor and surveying the critical literature — this is how a student begins to acquire comprehensive knowledge of a field.

The Written Exam

This is typically divided into three or four sections. Periods, genres, and conceptual approaches form separate sections. For example, in a period exam, such as Eighteenth Century and Restoration, Romantics, or Renaissance, novels, prose writing, poetry, and drama will feature in different sections. In a single genre exam, such as Poetry of Drama, the range of forms and periods will feature in sections.

Students will be presented with a choice of three or even four questions in each of the three or four sections. Answers take the form of short or medium-length essays. A range of texts should be cited in each essay to demonstrate conceptual knowledge, grasp of the field list, and the ability to both connect and distinguish ideas. That said, the work produced in the Major Field Exam is not expected to be a polished essay. It ranges over ideas and topics with some freedom.

The Oral

The written and the oral exams are complementary; a strong performance in one can go some distance to making up for weaknesses in the other. Some students excel at the oral, some at the written, and some in both formats.

The student's written responses serve as the basis for the oral exam. In the interval between the written and the oral examinations, students will be given copies of their written responses, which they should review and consider critically in preparation for the oral examination. The oral is the chance to make up deficiencies, to say what you wish you'd said or had time to say or formulate.

Students will have an opportunity at the beginning of the oral exam to comment briefly about their written responses, and to identify perceived shortcomings or challenges they encountered. In the remainder of the oral, the committee may ask students to expand on their responses. Students may also be asked to speak about works from their list which weren't addressed in their written responses.

Fields

The Major Field examination can be taken in areas defined by period, nation, genre, or special subject. The "Major Field" should be thought of as one's area of specialization. It holds much of the literature one will teach and continue to study over the length of a career. A "Major Field" is one's home ground.

Periods: Medieval Literature (to 1500); Renaissance Literature (1485 to 1660); Restoration & 18th Century Literature (1642 to 1798); Romantic Literature (1789 to 1840); Victorian Literature (1832 to 1901); Modern Literature (1885 to 1950); Contemporary Literature (1945 to present)

Genres: Drama, Poetry, Prose Narrative, Theory

Nation: Canadian Literature; Postcolonial and Diasporic Literature; U.S. Literature Before 1900; U.S. Literature After 1900; World Literature

****Students are advised that an introductory graduate course or, at the least, an upper-level undergraduate course in Old English, is deemed to be an almost essential preparation for the Medieval field and examination.**

All lists must represent women's writing equitably with the field.

Special Subject Option: In rare cases, a student may propose a special reading list equivalent in weight and scope to one of the established Major Field lists. An intellectual and professional rationale must be submitted together with a reading list and approval of a supervisor to the Graduate Study Committee according to regular deadlines (timeline below). Students and supervisors must consider the nature and scope of the special subject field given the nature of the job market in English in the Academy and the already specialized work of the Dissertation Lists Discussion. The written rationale and text list must convey the use and worth of the list if the GSC is to approve it.

Procedures

Reading Lists are available on the Program website. A total of 60 texts must be selected from the larger list. Lists may be modified to suit the interests of individual students. A substitution of 20% is generally permitted. Such substitutions are to be determined by agreement between the student and the student's Field Supervisor and are subject to approval by the Graduate Study Committee. A student may substitute different texts for ones that are already read on the list in order to bring a list up to the minute in terms of critical interventions or create a focus, for instance, "transformations of the Gothic," or "climate catastrophe fiction," that reflects specific interests and a potential dissertation subject. Be mindful that none of the texts examined in the Major Field may reappear on the Dissertation Lists Discussion list.

Students should begin deciding on the major field, and considering potential supervisors, in the first year of study.

Students are required to meet at least three times with their supervisor to discuss the material. Study with peers taking the same field examination — or a different one. To find out who is taking what and when, put a query to the English Graduate Students' Listserv as well as the Graduate Program Administrator

Read a text, take notes, but then write a summary of its main arguments or outstanding features. With novels, this may be less about plot than critical interpretation. Note character names and dates. Once a critical mass has been read and summaries have been created, students should begin relating texts according to broad historical, critical, and theoretical questions. The examination questions tend to function in this way. Don't neglect the criticism and theory in the field. Doctoral students must be familiar with the established scholarship and the existing critical canon. Supervisors can help to direct students to these resources. They will help students to formulate and situate their own ideas in the field.

Accommodations

Academic accommodations are meant to remove barriers faced by students with disabilities in relation to their degree expectations (courses, comprehensives, proposal and dissertation writing). Accommodations must be flexible to adapt to student needs and capacities while maintaining the integrity of the academic program. To arrange academic accommodations, the first step is to register with [Student Accessibility Services](#) including the submission of documentation from a health care professional confirming the nature of the disability and related functional limitations. Each student will be assigned to an Accessibility Counselor. With the informed consent of the student, the Accessibility Counselor will work with the student, Course Director, GPD and Faculty Supervisor as necessary to facilitate the implementation of academic accommodations to allow an equitable opportunity for student success in their academic program.

Protocols

No later than five months prior to the intended sitting, the student must submit, to the Program office, written notification of the intention to sit the Major Field Examination. The form is signed by both the Major Field Supervisor and the candidate.

The Examining Committee is set by the GPE Nominating Committee, which may consult the supervisor, who may consult the student. Examining Committees are composed of the supervisor and two other members. If three students are writing in the same field at the same time, then the Examining Committee becomes the three supervisors by default. Final decisions are the province of the Nominating Committee. **Students should not be working with anyone other than the supervisor in preparation for this exam.** Neither students nor supervisors choose the Examining Committee.

No later than **eight weeks** prior to the planned examination, reading lists must be sent to the Graduate Study Committee (GSC) for approval. The GSC needs approximately 2 weeks to consider and approve a list. Lists must be sent to the Program Office for forwarding to the GSC.

No later than 20 business days in advance, the date of the written exam will be communicated to the student.

The Written Examination consists of one half-day sitting of four hours. Questions tend to focus on broad historical, critical, and theoretical issues pertinent to the field. Students will write on a program-supplied laptop computer. Past Examinations are on file in the Program Office. That file should be regarded as illustrative rather than definitive. Candidates may copy past examinations for their own use and reference.

Allowed in Exam: Reading list, dictionary, pencil, eraser, pen, blank paper, and a maximum of 30 pages of notes, one-sided only. Notes may be typed or handwritten, single or double spaced. Notes should be sent to the supervisor (and cc'd to Graduate Program Office), no later than 48 hours prior to the exam day.

The Oral Examination must be held within ten days of the written. Normally there is no contact with any member of the examining committee between the written and oral examination. Duration: normally 2 hours. Allowed in exam: a copy of the written examination and a copy of the reading list.

Conditions:

1. No oral may be held with fewer than three faculty members present. If, due to accident, emergency, or illness, fewer than three faculty members can attend, or if the candidate is unable to attend, then the oral must be rescheduled by the Program Office. The rescheduled time will then be confirmed by a letter to the

Supervisor with copies to the Nominations Committee, the Program Director, the candidate, and to each member of the Examining Committee.

2. If an oral cannot be held within ten working days of the written exam, the supervisor must communicate the reason in writing to the Nominations Committee, the Program Director, the candidate, and to each member of the Examining Committee.

Evaluation and Notification

1. Qualified.
2. Qualified with Condition(s).
3. Not Qualified.
4. Failure: student must withdraw from the Program

Conditions can include up to two papers on specified areas of the field; rewriting parts of the examination after further study; and/or taking up to a maximum of 6 credits of coursework.

The Examining Committee sets the terms of the condition in writing. Deadlines for completion, and names of evaluators of any written work will be specified. No more than three months shall be given for each paper. Failure to meet the terms of the condition mean the candidate is found “not qualified.” A copy of the written terms of the condition must be received by both the student and the Program Office within two weeks of the exam.

If an Examination is deemed Not Qualified, it may be re-taken up to two more times. A total of three attempts are allowed.

DISSERTATION LISTS DISCUSSION

This milestone consists of a formal conversation convened with the three members of the student's dissertation committee to review three lists of 20 texts chosen by the student in consultation with the supervisor and directly contributing to the writing of the Dissertation Proposal. The Dissertation Lists Discussion is a creative and a logical inquiry.

The Procedure

Students isolate three sub-fields informing the dissertation topic and find appropriate supervision for each field, with the understanding that this supervisor may form part of the dissertation committee.

The Lists

Each field is represented by a list of 20 key texts that will help generate and further develop ideas of significance for exploration in a dissertation. For a dissertation on Chinua Achebe, for example, one list could include the author's work (minus what was read for the Major Field exam) in addition to major influences and/or landmark critical works. The two other lists could work out the major theme under consideration: trauma; the global anglophone novel; aesthetics; affect theory and psychoanalysis; postcolonial theory; or world literature. The three lists work together. The goal is to generate lists of texts in sub-fields which are both “need to know” for the dissertation subject and which will help generate ideas and clarify the direction and goals of the dissertation.

The Rationale

Part of the work includes writing a rationale to explain the work of the lists, how they work together and inform one another. This rationale should articulate what the student hopes to discover from the fields and texts. It represents an initial step toward generating the dissertation proposal. The rationale proposes fields of inquiry, texts representative of those fields, the relation between texts within and across fields, and the relation of the fields themselves. It proposes these fields and texts as necessary for and productive of idea generation. The lists and texts are not exhaustive.

The professors in charge of each list will supervise the student's study and then form the Discussion Committee. The committee may or may not become the dissertation supervisory committee.

The discussion will take place over two hours. It explores and assesses the student's knowledge of the texts on the lists and their ability to generate thesis arguments to direct the dissertation.

Students can bring a copy of their lists. A written opening statement may be brought to the discussion by the student.

Timeline

The Dissertation Lists Discussion must take place in term 7 so the student can participate in the Dissertation Workshop in Term 8 and submit the required Dissertation Proposal by the end of Term 9.

These procedures were revised in June 2024. They will be revised again in five years (2029).

PROPOSAL & DISSERTATION

All PhD candidates are required to submit a dissertation proposal following FGS Guidelines. The proposal must be approved by the student's supervisor and two additional supervisory committee members. Once approved, the GPD signs off and sends it to FGS to be recorded.

Full-time doctoral students are expected to have completed their coursework, both field examinations, and dissertation proposal by the end of term 9. Failure to do so will result in an advising block placed on the student's account. The block will necessitate a meeting with the supervisor and Graduate Program Director to enact a plan for a program-approved dissertation proposal by the end of Term 10. In most circumstances, students will be required to withdraw from the graduate program and registration in the Faculty of Graduate Studies will be terminated absent a program-approved dissertation proposal received by the end of Term 10.

The proposal is something that a student should be thinking about from the moment they start their PhD. From coursework, interests, professors, peers, and ongoing research and reading, collect ideas.

The statement of interest written to apply to the Program, SSHRC/OGS funding applications, course papers, field exam answers, and, finally, the dissertation proposal are all related: each is a vehicle – albeit a different type of vehicle – for working through the importance of an idea (proposition or hypothesis) that has stakes, implications, consequences for how we read and understand literary and cultural texts.

The dissertation proposal proposes a set of linked ideas and questions to be developed: what, (and answers the question, so what?); the methodology, or how; and the why, or to what end — what omission or lacuna is

being filled in the existing literature on the subject? The rest of the proposal constructs a chapter breakdown, and gives a sketch of specific texts, how they will be used, and what they demonstrate.

Proposal Length

FGS says that a proposal is a maximum of 3500 words + bibliography. Students are not writing the dissertation or a full review of the literature but proposing research to be undertaken and a set of arguments to be explored.

Research Ethics

Graduate students undertaking research for graduate courses, major research papers, theses, or dissertations involving human participants are required to follow the appropriate procedures and obtain ethics approval **before conducting research activities**. Further information on processes and related forms can be found on the Faculty of Graduate Studies' [Research Ethics](#) website.

DISSERTATION PROPOSAL WORKSHOP

The material objective of the workshop is the creation by each student of a draft of the dissertation proposal on his or her topic; therefore, most of the reading in the workshop will be of the various drafts of student work. While format may vary depending on enrolment numbers in each iteration, proposal drafts become the focal text each week for critical discussion. **The workshop does not seek to circumvent or override committee supervision; rather, it requires supervisory committees to work with students as they draft their proposals.** The educational objective of the seminar is the development of a thought/writing process germane to exploring critical ideas in an academic format. The writing encouraged is clear, jargon-free, and sufficiently detailed for readers of the proposal to understand the idea, the context(s) in which it arises, its implications, and its "contribution to the field." The Dissertation Proposal Workshop is about more than generating a practical proposal, though it does this. It aims also to have students internalize a form and logic of *proposing* intellectual ideas, their development and appropriate research methods, and the implications of those ideas for other purposes, such as grant applications, post-docs, and book prospectuses. Unless they have a dissertation proposal approved by the 3-member supervisory committee and the GPD by March 1 of Term 8, all students must take the Dissertation Proposal Workshop.

Dissertation

Dissertations take on myriad different forms, depending on the argument, the field itself, and the advice of the candidate's supervisory committee. The page count guideline is broad: 200-400 pages. Consult the [Faculty of Graduate Studies](#) website for all guidelines and requirements concerning all aspects of the dissertation.

The dissertation proposal is the map or outline; the supervisory committee is the guide; and the field itself is a crucial reference point. It helps to see the dissertation as a contribution to a conversation, an ongoing conversation within a chosen field above all, and with both the history of other contributions that it contains as well as the present state of the discussion. Attending conferences, not always just to present, but to listen, as well as drafting conference papers and articles, are ways of joining an existing conversation. So is reading widely and attentively in a chosen field. Chapter by chapter, a dissertation is a major contribution to this conversation.

Submission and Examination

Contact the English Graduate Program Office when the dissertation is finished, and the supervisory Committee has approved in writing the version to be submitted for examination. Students must supply one digital version of the final draft to the graduate program administrator ***at least four weeks prior (20 business days)*** to the oral defence date. Be advised that these submission dates are absolute deadlines. It is strongly advised that the final version of the dissertation be submitted as far in advance of the defence date as possible.

PHD TRACK THROUGH THE PROGRAM

The deadlines of the first three years (9 terms) are meant to be a “reasonable push,” allowing for little “down time.” In making this “push,” the Program also endeavours to provide appropriate and responsible faculty and Program administrative involvement, advice, and supervision to facilitate student progress. The “push” works to facilitate another program goal – that of providing up to three funded years during which students can research, write, complete, and defend the dissertation.

Extension of any deadline and regulation is subject to extenuating circumstances, such as medical conditions and other emergencies, provided the circumstances can be verified and documentation provided to the Program Director.

Year 1

Term	Requirements	Workload	TA Workload*
1 - Fall	Coursework	Choose Major Field	TA hours
2 - Winter	Coursework + EN 6000 .00 requirement completed (if applicable)	Meet with in-field professors to find a good fit for Major Field Exam supervision.	TA hours
3 - Summer	Coursework	Read for Major Field Exam	

Year 2

Term	Requirements	Workload	TA Workload*
4 - Fall	Major Field Exam (Dec.)	Finish any remaining coursework. Prepare for Major Field Exam Meet with professors to find a good fit for Dissertation supervision	TA hours
5 - Winter	Major Field Exam (May, if not written in December) Choose Dissertation Supervisor	Students unable to make this deadline must meet with their supervisor and the GPD to determine whether it is practicable to write the exam at the end of term 6. Practicability would entail a written plan of study for taking the exam at the end of term 6. If it is not practicable, then such students should withdraw from the Program in good standing while this choice is still an option for them. FGS deadline for signed <i>supervisor</i> form. Students must have a dissertation supervisor declared and on file with FGS by the end of Term 5. Finish any remaining coursework	TA hours
6 - Summer		<ul style="list-style-type: none"> Develop sub-fields topics and lists: 3 x 20 texts Choose supervisors, revise lists, submit to GSC Devote summer to reading 	

Year 3

Term	Requirements	Workload	TA Workload*
7 - Fall	Dissertation Sub-fields Exam (before December)	<p>Students unable to make this deadline must meet with their dissertation sub-fields supervisory committee and the GPD to determine whether it is practicable to write the exam by the end of February in term 8.</p> <p>Practicability would entail a written plan of study for taking the exam at the end of February in term 8. If it is not practicable, then such students should withdraw from the Program in good standing while this choice is still an option for them.</p>	TA hours
8 - Winter	Proposal Workshop	FGS deadline for signed <i>supervisory committee</i> form. Students must have a dissertation supervisory committee declared and on file with FGS by the end of Term 8.	TA hours
9 - Summer	1. Submit completed, signed proposal	<p>Students unable to achieve the status of "qualified" in the Dissertation Sub-fields Exam by the end of Term 9 will be de-registered by the Program for failure to maintain academic standards. Students who achieve the status of "qualified with condition" will have this deadline extended in order to achieve the terms of the condition. If such students cannot meet the condition and achieve "qualified" status, then they will be de-registered for failure to maintain academic standards.</p> <p>FGS deadline for proposal to be approved by FGS Full-time doctoral students are expected to have completed their coursework, graduate milestone examinations, and dissertation proposal by the end of term 9. Failure to do so will result in a registration block on the student's account at the end of Term 9. (This rule applies only to students who entered the PhD program September 1, 2023 or later)</p>	

Year 4

Term	Requirements	Workload	TA Workload*
10 - Fall	Write Dissertation		TA hours
11 - Winter	Write Dissertation	Minimum: One chapter reviewed by committee	TA hours
12 - Summer	Write Dissertation		

Year 5

Term	Requirements	Workload	TA Workload*
13 - Fall	Write Dissertation	Minimum: Two chapters reviewed by committee	TA hours
14 - Winter	Write Dissertation		TA hours
15 - Summer	Write Dissertation	Last term of PhD Fellowship	

Year 6

Term ³	Requirements	Workload	TA Workload*
16 - Fall	Complete Dissertation	Full TA-ship funding only in Year 6	TA hours
17 - Winter	Final Editing	Last term of eligibility for TAship	TA hours
18 - Summer	Defend Dissertation	If a successful defence has not yet occurred, in order for a student to withdraw in "good standing," the dissertation must be substantially complete	No Summer Funding

³ Year 6 is not a full year, but rather two possible terms of TA funding, according to the CUPE Unit 1 Collective Agreement, as a safety if the dissertation has not yet been defended. The PhD Fellowship does not extend into Year 6. Funding is from the TAship only.

*Full TA-ship = 2 x 135 hours. Norm is F/W, but could be W/S or F/S.

FACULTY IN THE GRADUATE PROGRAM IN ENGLISH, BY FIELD

CANADIAN LITERATURE: Bloom, Cain, Davis, Goldie, Medovarski, Powe, Warwick, Weaver, Weiss, Whitfield, Zacharias

CONTEMPORARY LITERATURE: Bloom, Boon, Cain, Creet, Horowitz, Powe, Redding, Tremblay, Warwick, Weaver, Zacharias

DRAMA: Bird, Blumberg, Goldstein, Ingram, Pentland, Williams, Zeifman

MEDIEVAL LITERATURE: Goldstein, Khomenko, Pentland, Williams

MODERN LITERATURE: Cain, Clements, Halsall, Higgins, Rangwala, Redding, Warren

POETRY: Allen, Cain, Goldstein, Higgins, O'Briain, Weaver

POSTCOLONIAL & DIASPORIC LITERATURE: Alston, Ebrahimi, Goldie, Medovarski, Mukherjee, O'Briain, Reid, Zacharias

PROSE NARRATIVE: Choi, Michasiw, Neill, O'Briain, Rangwala, Tremblay, Valihora, Warren, Zacharias

RENAISSANCE LITERATURE: Djordjevic, Goldstein, Pentland, Williams

RESTORATION & 8TH CENTURY LITERATURE: Michasiw, O'Briain, Valihora

ROMANTIC LITERATURE: Michasiw, Neill, Valihora

THEORY: Boon, Creet, Ebrahimi, Goldie, Ingram, Michasiw, Powe, Rangwala, Redding, Reid, Tremblay, Valihora, Warren

U.S. LITERATURE BEFORE 1900: Allen, Warren

U.S. LITERATURE AFTER 1900: Allen, Boon, Horowitz, Redding, Rangwala, Reid, Tremblay, Warren, Weaver

VICTORIAN LITERATURE: Choi, Halsall, Higgins, Neill, Shea

WORLD LITERATURE: Creet, Horowitz, Ingram, O'Briain, Pentland, Redding, Reid

SUPPLEMENTARY INFORMATION

DIRECTED READING COURSES

Students have the option of taking a Directed Reading course with a faculty member provided that a seminar with similar material is not available in the current curriculum and it does not overlap significantly with a course taken previously. Students are normally allowed one 3.0 reading course during their entire graduate tenure at York.

The following information must be included in any Directed Reading Proposal:

RATIONALE: The rationale must explain how the syllabus of the course forms a coherent focus of study and outline the objectives. In cases in which the material resembles that of a graduate program course, the rationale should explain how the reading program will differ from the course. When appropriate, the rationale should explain the critical context in which the material will be studied.

EVALUATION METHOD: Lists the number of written assignments and their approximate length to be submitted to the director of the course. Any additional grounds of evaluation should be specified, together with a rationale (the written assignments of essay type should be listed with an approximate word-count or page length; if different from essay type, the format and length should be explained). The relative weightings of each component of the grade should also be given.

SCHEDULE: States the frequency and length of time of face-to-face meetings. Normally such courses meet for an average of one hour per week. A rationale should be provided for any significant deviation from this norm.

LIST OF TEXTS: This list should follow the style prescribed by the *MLA Handbook*. Primary and secondary materials should be listed separately. Usually, course proposals should include a critical or theoretical component among texts to be read.

Proposals, together with a completed Directed Reading Form, may be submitted to the Graduate Study Committee by any of the deadlines: September 15; October 15; January 15; April 15.

GRADES

It is the student's responsibility to ensure that all work is completed by the deadlines set by the course director, or to request alternate arrangements before the deadline. After these dates a grade of "F" will be entered on the official transcript.

The regulations of the Faculty of Graduate Studies designate that course work be graded as follows:

Grade Legend

Grade	Definition	Point Value
A+	Exceptional	90-100%
A	Excellent	85-89%
A-	High	80-84%
B+	Highly Satisfactory	75-79%
B	Satisfactory	70-74%
C	Conditional	60-69%
F	Failure	0-59%
I	Incomplete	N/A

GRADUATE DIPLOMA IN CREATIVE WRITING

The Graduate Diploma in Creative Writing is designed to expand and refine the already excellent writing skills of students enrolled in both the MA and PhD programs. Students will want to explore diploma offerings in fiction, every possible variety of literary nonfiction, and poetry. Students make take a class or a workshop — or undertake the full range of training the Diploma accreditation offers.

ADMISSION REQUIREMENTS

The Graduate Diploma in Creative Writing can be obtained in conjunction with an MA or PhD degree in English.

DIPLOMA REQUIREMENTS

Diploma students must successfully complete:

1. One **three-credit** core course in **fiction or poetry, in addition** to their regular degree (MA or PhD) requirements. Prior to the start of classes, students interested in taking creative writing courses are asked to submit a portfolio. Only those who have received the course director's approval are granted permission to enrol.
2. One **three-credit** course in **literary nonfiction**, which also counts toward the student's regular degree requirements (MA or PhD).
3. The **Capstone Creative Project**, to be completed under the supervision of a member of our program with expertise in creative writing. The project includes an introductory literary-critical essay (approximately 10-15 pages) and a coherent body of work, either fiction, literary non-fiction, or poetry. Details of the Capstone Creative Project can be found below.

Our core courses in fiction, poetry, and literary nonfiction are open to all English graduate students, with the following notations:

- Students interested in taking Fiction Workshops must first submit a portfolio of approximately 15-25 pages of fiction writing. Enrolment is only granted with the instructor's permission.
- Students interested in taking Poetry Workshops must first submit a portfolio of approximately 15-25 pages of poetic writing. Enrolment is only granted with the instructor's permission.
- Students enrolling in either the Poetry or Fiction Workshop, have the option to complete it as a traditional course in literary analysis, but with the added benefit of receiving practical training in poetic and/or fiction technique. Diploma students will be evaluated on both their creative and critical work.
- Literary nonfiction courses are open to all English graduate students. There are no separate admission requirements nor separate streams for these courses.

Capstone Creative Project

Students complete the Capstone Creative Project (CCP) under the supervision of a member of the Graduate Program in English with expertise in creative writing. The project includes:

- an introductory literary-critical essay (approximately 10-15 pages) explaining the student's aesthetic choices and contextualizing the creative work in relation to contemporary writing trends
- a coherent body of creative work. For fiction projects 40-60 pages; for poetry projects, approximately 20 pages; literary nonfiction 30-50 pages.

MA students should expect to complete the CCP in the final term of their degree, normally the Summer term. PhD students can complete the CCP at any point in their program and after they have met the Diploma course requirements.

Normally a supervisor is secured in the term before the project is due. For the one-year MA, this means the winter term. The student will submit a formal proposal of 200-300 words (approved by their supervisor) to the Creative Writing Diploma coordinator prior to the beginning of the student's third term.

Given the significant length of the CCP, students should begin working towards it as soon as a supervisor has been secured (no later than March 1st in any given year) Students should meet with their supervisor several times per term to share and discuss their work in progress. When the CCP is complete, it will be read and assessed by the supervisor and one other reader selected from among Creative Writing faculty members with the relevant expertise. The readers will agree on the appropriate grade.

To ensure that the CCP is graded and finalized on time, the student must submit the final draft to the supervisor no later than the first day of the final month of the final term (i.e., for students planning to finish their degree in the Summer term, that would mean August 1st).

GRADUATE DIPLOMA IN WORLD LITERATURE

Designed to highlight and give official accreditation to our students' transnational, cross-cultural, and interdisciplinary literary expertise, this challenging graduate diploma is unique in Canada. It can lead to prospective careers in a range of areas requiring a high level of cross-cultural literacy in this era of globalization, from government to the global creative industries.

ADMISSION REQUIREMENTS

The Graduate Diploma in World Literature can be obtained in conjunction with an MA or PhD degree in English, Humanities, or Translation Studies.

DIPLOMA REQUIREMENTS

Diploma students must successfully complete:

1. A compulsory three-credit course on the history and practice of Comparative and World Literature: *HUMA/EN/TRAN 6157 3.0: Comparative and World Literature Seminar: History and Practice*. This course is in addition to the requirements of an MA or PhD degree in English or Humanities, or of an MA in Translation Studies.
2. A capstone diploma research paper, elaborated with the advice of a professor with specialization in the topic to be explored. This paper further develops expertise in World Literature and requires that students demonstrate the interdisciplinary, cross-cultural research and critical skills acquired throughout their World Literature graduate diploma studies. The diploma research paper is marked by the primary advisor, then submitted to a second reader who also marks and comments. Both reports are sent to the graduate program director. This is also an additional requirement.
3. One course in cultural theory (3 or 6 credits), to be chosen among the offerings of the Graduate Programs in English, Humanities, or Translation Studies. A list of available courses is given to students each year. While this course counts for both the degree and diploma, students enrolled in the graduate diploma must write a research paper that extends the discussion of cultural theory into the domain of World Literature.
4. Three course-related research papers with a World Literature perspective and content; **or** an MA Major Research Paper (MRP) or thesis; **or** a PhD dissertation with a World Literature approach. While such work counts for both the graduate diploma and the degree program, students enrolled in the graduate diploma need to supplement their MA or PhD requirements with work done from a World Literature perspective throughout their degree studies: the graduate diploma augments the degree requirements and allows students to receive accreditation for the added value of this specialized training.

It is recommended, but not required, that students complete a study period, research stay, or a internship in a country pertinent to their projects in world literature. The Graduate Program in English has an exchange program with Mainz University; York University has an agreement with every university in France for “cotutelle” doctorates; York University is an institutional affiliate of the Institute for World Literature, which meets for a month in cities across the globe every summer. More generally, York International has a large number of exchange agreements, summer programs, and internships that are available to graduate students.

For more information, please visit the [York International’s Academic Exchange](#) website. Students are provided with a list of such opportunities for studies and internships abroad and encouraged to take advantage of them.

INTERNATIONAL STUDY OPPORTUNITIES FOR ENGLISH GRADUATE STUDENTS

INSTITUTE FOR WORLD LITERATURE

Every year two doctoral students studying World Literature at York are selected to attend the month-long Harvard Institute for World Literature. Tuition and most travel expenses are paid by the program. The Institute is held at a different glamorous location around the world each July and attracts a truly international range of students and faculty. Apply to the Director of the Graduate Diploma in World Literature for more information.

MAINZ EXCHANGE

Since 1975 York University has had an exchange with the American Studies division of the Department of English and Philology at Johannes Gutenberg University, in Mainz, Germany. Students prioritized for this exchange will be well advanced in their degrees with enough teaching experience to warrant their being appointed Course Director while in Mainz. While a command of German is not required, some knowledge of the language is an asset. While at Mainz students may be paid to teach a course in Canadian Studies or another area of choice. York University's International Studies office offers some limited travel support. Applications for this exchange should be underway by the end of December. For more information, consult the Director of the Program and <https://yorkinternational.yorku.ca/where-can-i-go/#G> (under the G tab, click on Johannes Gutenberg-University).

FINANCIAL OPPORTUNITIES

EXTERNAL AWARDS

OGS (Ontario Graduate Scholarship): \$15,000 per year for one year*

SSHRC DOCTORAL FELLOWSHIP: \$20,000 per year up to 4 years*

SSHRC CGS DOCTORAL FELLOWSHIP: \$35,000 per year up to 3 years*

SSHRC MASTERS CANADA GRADUATE SCHOLARSHIPS: \$17,500 for one year

Information about these and other financial opportunities can be found on the Faculty of Graduate Studies Scholarships and Awards website: <https://www.yorku.ca/gradstudies/students/current-students/awards-and-scholarships/>

** If a PhD student receives a SSHRC or OGS, part of those funds will count towards the York Fellowship*

INTERNAL SCHOLARSHIPS

UNIVERSITY WIDE

York offers a range of donor-funded awards for both incoming and continuing students. Current students are encouraged to apply for all internal awards for which they are eligible.

For more information, please visit the [York Internal Awards](#) website

ENGLISH PROGRAM

CLARA THOMAS DOCTORAL SCHOLARSHIP IN CANADIAN LITERATURE

Named in honour of Dr. Clara Thomas (1919-2013), a distinguished founding member of the Department of English and an eminent scholar, biographer, critic, advocate and teacher of Canadian Literature. The Clara Thomas Doctoral Scholarship in Canadian Studies is designed to provide support for full-time doctoral students in the Graduate Program in English who have demonstrated outstanding academic achievement in the field of Canadian Literature, have successfully completed their comprehensive examinations and are embarked on the research for and/or writing a dissertation in the field of Canadian Literature.

LINDA HEATHER LAMONT-STEWART SCHOLARSHIP IN CANADIAN LITERATURE

Named in honour of Dr. Linda Heather Lamont-Stewart (1949-1998), a member of the Department of English and Canadian Literature specialist, this annual scholarship is designed to provide support for doctoral students in the Graduate Program in English who have demonstrated outstanding academic achievement in the field of Canadian Literature, have successfully completed their comprehensive examinations, and are embarked on the research for and/or writing of a dissertation in the field of Canadian Literature.

INTELLECTUAL PROPERTY POLICY

The Faculty of Graduate Studies recognizes the mission of the university to seek, preserve, and disseminate knowledge and to conduct research in a fair, open, and morally responsible manner.

In that regard, the Faculty of Graduate Studies believes that intellectual property rights are divided among several interests, and that the rights and obligations of various claimants should be specified, fairly regulated, and that disputes arising may be mediated. All students and faculty are expected to behave in an ethically appropriate manner beyond their immediate graduate student/supervisory relationship, to consider intellectual property rights in the dissemination of research data, and in making decisions on authorship and publication of joint research.

The Graduate Program in English is bound by the Faculty of Graduate Studies Policy on Intellectual Property for Graduate Programs.

USE OF COPY EDITORS

Graduate students in English should not require a copy editor to complete their essays, theses, or dissertations. The Graduate Program in English does not allow the employment of copy editors simply to correct deficiencies that students are not willing or able to correct on their own. This of course does not preclude the normal editing that peers and professors do for each other and their students.

The policy outlined below is circulated so that students in our Program who are asked to work as copy editors for students from other disciplines are aware of the guidelines directing this practice at York University. It is important for our students to know the context and the legality of the position this would put them in.

"Editing must not affect the content, data or structure of a student's work. If there are no program guidelines, it is assumed that copy editing is not permitted.

- The student must obtain written permission from the supervisor for professional editing
- A contract should be signed by the student and the editor
- Editing should be acknowledged in the dissertation
- Until the dissertation has been accepted, the editor should keep a copy that shows the editing, as well as all the correspondence with the student.

Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

- Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- Copying another person's answer to an examination question;
- Consulting an unauthorized source during an examination;

- Obtaining assistance by means of documentary, electronic, or other aids which are not approved by the instructor;
- Changing a score or a record of an examination result;
- Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
- Submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor;
- Submitting work prepared in whole or in part by another person or through the use of artificial intelligence (ChatGPT and/or related programs) and representing that work as one's own;
- Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.
- Impersonation is to have someone impersonate one's self in class, in a test, examination, or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.
- Plagiarism is the misappropriation of the work of another by representing another person's ideas, writing, or other intellectual property as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's artistic or technical work or creation as one's own. Any use of the work of others, whether published, unpublished, or posted electronically, attributed, or anonymous, must include proper acknowledgement.
- Any use of an AI software application, such as ChatGPT or any versions or variations of such a software program to produce any written content whatsoever in the context of one's work in the GPE, whether on a funding application, for a term paper, an oral presentation, or in one's teaching practice is strictly forbidden.
- ***Improper research practices.*** Academic research includes the collection, analysis, interpretation, and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:
 - Dishonest reporting of investigative results, either through fabrication or falsification;
 - Taking or using the research results of others without permission or due acknowledgement;
 - Misrepresentation or selective reporting of research results or the methods used.
- ***Dishonesty in publication.*** It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

- ***Dissemination of information without permission.*** Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their permission.
- ***Abuse of confidentiality.*** Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications, or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.
- ***Falsification or unauthorized modification of an academic document/record.*** It is a breach of academic honesty to falsify, fabricate, or in any way modify, either through omission or commission, an application to the University or a program, course student examination, or test, transcript, grade, letter of recommendation or related document, a degree, a physician's letter/form, or any other document used in support of an academic application, record, petition/appeal or endeavor.
- ***Obstruction of the academic activities of another.*** It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.
- ***Aiding and abetting.*** Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office, or committee as to a student's academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct.

ADMINISTRATIVE STRUCTURE OF THE PROGRAM

GENERAL MEETINGS

Decisions on policies, curricular offerings, requirements, grading, recommendations on appointments, and all other matters relating to the activities of the Graduate English Program reside with the general membership. General meetings are held at least twice each academic year. All general meetings may be attended by six voting graduate student representatives (two of these voting members are the EGSA Co- Coordinators) and as many authorized auditors as wish to come.

GRADUATE PROGRAM IN ENGLISH COMMITTEES

Committees handle much of the important day-to-day business of the Program. We have six committees to which members are nominated by the Nominating Committee, generally in consultation

with the Program Director. Terms are normally three years. There are three **ex-officio** members of the Executive Committee. The Grad Program Director is an **ex-officio** member of all committees.

EXECUTIVE COMMITTEE

Membership: 3 elected Program faculty members; 3 ex-officio members (Chairs of the Departments of English departments in LAPS and Glendon; GPD); 2 EGSA members

Mandate: Advises the Director on all matters concerning the policies and operation of the Program. Considers the policy and general status of the Program. Assesses applications of members to the GPE and conducts periodic reviews of GPE members continued meeting of the terms of their appointment to the GPE. Considers issues of future planning, including anticipation of periodic review of the Program by the university and/or external bodies, as well as curricular and Program change ideas.

ADMISSIONS COMMITTEE

Membership: 3 elected Program faculty members, GPD ex-officio

Mandate: Responsible for reviewing and evaluating all application files submitted to the Program and recommending acceptances and rejections. It stipulates conditions for provisional candidates or students lacking certain preparation. It reviews admission standards on an ongoing basis.

CURRICULUM COMMITTEE

Membership: 3 elected Program Faculty members; 2 EGSA representatives; GPD ex-officio

Mandate: Responsible for planning and administering the curriculum for the Program. It evaluates and recommends proposals for new courses, considers long-term needs for curricular planning and development, and assesses coverage, rotation, and scheduling of annual course offerings. It solicits new courses and encourages faculty who have not previously taught in the Program to offer courses.

GRADUATE STUDY COMMITTEE

Membership: 3 elected Program faculty members; 2 EGSA representatives; GPD ex-officio

Mandate: Receives and assesses all proposals for MA theses and research papers, Directed Reading Courses, and Field Examination reading lists.

NOMINATIONS COMMITTEE

Membership: 2 elected Program faculty members; GPD ex-officio

Mandate: Responsible for annually preparing a slate of nominees for all Program committees with elected members, and for nominating faculty to serve on Major Field Examination Boards.

SCHOLARSHIPS AND GRANTS COMMITTEE

Membership: 3 elected Program faculty members; GPD ex-officio

Mandate: Responsible for assessing and ranking all applicants for the Ontario Graduate Scholarship and the Social Science and Humanities Research Council Doctoral Fellowship. It reads and comments on preliminary drafts of applications for those scholarships. Additionally, it recommends students in the Program for special awards such as the Dissertation Prize.

ENGLISH GRADUATE STUDENT ASSOCIATION (EGSA)

The members of the English Graduate Students' Association welcome everyone to the Graduate Program in English at York University. Whether embarking upon a MA or PhD, full-time or part-time, students are automatically a member of EGSA. In addition to representing the interests of English graduate students at the program, faculty, and university levels, EGSA works to foster a sense of community both between graduate students and faculty and among graduate students themselves. To accomplish this aim, EGSA members serve on various departmental and program committees, organize an annual student colloquium, publish a peer-reviewed e-journal, and organize social events throughout the year.

EGSA also administers a student listserv in order to facilitate communication among its members. Becoming involved in EGSA, whether by serving on a committee or simply by coming out to EGSA events will enrich the experience as a graduate student.

EGSA is run by an executive elected annually—a four-member steering committee, a treasurer, and a secretary—and is funded by the Graduate Students' Association of York University. The funding comes from a levy included in the academic fees of all graduate students. EGSA uses these monies to support its colloquium, journal, and social events. EGSA also offers small bursaries to members to defray the costs of travel for research and/or conferences.

EGSA COMMITTEES

STEERING COMMITTEE (4): facilitates communication between faculty and students within the department of English and ensures that EGSA is represented at the level of the department, FGS, GSA and CUPE. Holds several meetings a year to facilitate discussion of student issues both within the department and university-wide.

TREASURER (1): responsible for keeping track of EGSA's finances. Responsibilities include drafting a budget and signing cheques.

SOCIAL COMMITTEE (1-3): coordinates social events for EGSA members.

COLLOQUIUM PLANNING COMMITTEE (4): organizes EGSA's annual student colloquium, held every March.

ACADEMIC COMMUNITY BUILDING COMMITTEE (2): organizes a series of joint faculty/student academic talks and additional academic activities.

CUPE REPRESENTATIVE (1 and 1 alternate): represents EGSA at CUPE meetings and reports on CUPE matters at EGSA meetings and/or through the listserv.

FGS COUNCIL REPRESENTATIVE (1 and 1 alternate): attends monthly FGS Council meetings and reports back to EGSA either at EGSA meetings or on the listserv. For more information, please visit the [Faculty of Graduate Studies Council](#) website.

GSA REPRESENTATIVE (1 and 1 alternate): attends Graduate Student Association meetings and acts as a liaison between EGSA and the GSA.

PIVOT, THE EGSA JOURNAL: an interdisciplinary journal in the humanities with the mandate of publishing the work of both graduate students and faculty. Our focus is on exploring the multiple facets of a single topic from a number of disciplinary perspectives: literary, historical, cultural, philosophical, educational, psychological, linguistic, legal, and sociological.

EGSA members also represent graduate students on the following department and program committees:

EXECUTIVE COMMITTEE (2): reviews matters related to the graduate program in English.

GRADUATE STUDIES COMMITTEE (2): receives and assesses all proposals for MA theses and research papers, Directed Reading Courses, and Field Examination reading lists.

GRADUATE CURRICULUM COMMITTEE (2): plans and administers curriculum for the GPE; meets 3 or 4 times per year.

UNDERGRADUATE CURRICULUM COMMITTEE (2): plans and administers curriculum for the Department of English.

UNDERGRADUATE TEACHING COMMITTEE (1): organizes and administers teaching evaluations and faculty and TA teaching awards.

ADJUDICATION COMMITTEE (1): reviews faculty files for tenure and promotion; formerly known as the Tenure and Promotions committee.

CAMPUS RESOURCES

CENTRE FOR HUMAN RIGHTS, EQUITY AND INCLUSION

York University's Centre for Human Rights, Equity and Inclusion (REI) promotes and builds a respectful, equitable, diverse and inclusive university community. They strive to be a leader in providing accessible, impartial, non-adversarial, and confidential programs and services that uphold human rights, facilitate equitable access to opportunities, and champion diversity and inclusion. REI provides **free services** to current York students, faculty and staff.

YORK UNIVERSITY SEXUAL HARASSMENT POLICY

York University has a [Sexual Violence Policy](#). This policy affirms York University's ongoing commitment to foster a culture where attitudes and behaviors that perpetuate sexual violence are rejected, survivors are supported, and those who commit incidents of sexual violence are held accountable. York's [Sexual Violence Policy](#) incorporates the definition in the Ontario Human Rights Code and elaborates that sexual harassment is:

- Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
- The making of an implied or express promise of reward for complying with a sexually oriented request;
- The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request;
- Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Both the Ontario Human Rights Code and York University policy are explicit that sexual harassment includes harassment based on gender, gender identity, gender expression and sexual orientation. This policy applies to York University community members including but not limited to students, staff, administrators, faculty, librarians, members of the Board of Governors and Senate, adjunct and visiting faculty, postdoctoral fellows, volunteers, contractors, and invited guests.

MENTAL HEALTH AND WELLNESS AT YORK

York University's Mental Health Steering committee oversees an initiative that aims to promote a healthy, inclusive and supportive environment that fosters mental health and well-being among members of the York community. The initiative was developed on the premise that wellness is a necessary pre-condition to learning and working, and that physical, emotional, intellectual, social, spiritual, mental, and cultural and environmental health and learning are interdependent. Through a variety of education, training and awareness events, York University's Mental Health and Wellness committee strives to promote a more holistic, and integrated approach to campus health that supports academic excellence, employee satisfaction and productivity, as well as the overall success of all York community members.

STUDENT COUNSELLING & DEVELOPMENT

Student Counselling & Development's purpose is to support students in realizing, developing and fulfilling their personal potential in order to maximally benefit from their university experience and manage the challenges of university life.

APPENDICES

FORMATTING GUIDELINES FOR FIELD EXAM READING LISTS

When creating your Major Field or Dissertation Sub-Fields reading lists for submission, please adhere to the following guidelines:

ALL FIELD LISTS:

- All lists must be sent to the Graduate Program Administrator at least two months before the examination takes place.
- Please submit your list as a Word document.

MAJOR FIELD LIST:

- Use the field list as it is set out and indicate clearly what selections and substitutions you have made.
- If the reading list suggests this title/author OR that title/author, delete the one you are not reading.
- If you are replacing a text, put the title in square brackets and add your new title in bold.
- If you are adding a title, indicate this by putting your addition in bold.

DISSERTATION SUB-FIELDS:

- Remember to add a rationale at the beginning of your lists.
- Avoid using tables or any complex formatting.
- Simply set out your lists single-spaced, with the title of each list in capital letters, followed by the number of works in the list in parentheses. For example:
Gothic World Literature (20 texts)
- Please indicate in brackets after the title of each list who is supervising that list.

TIME FRAME:

The Graduate Study Committee aims for a two-week turnaround time. If, during this time, you have any questions or concerns, please communicate with the Graduate Program Administrator.

DIRECTED READING COURSE GUIDELINES

All proposals for a directed reading course should be submitted to the Graduate Study Committee (via the Graduate Program Administrator). Email submission is preferred.

Proposals must include the following:

- Title of course, name of student, name of supervisor
- A note from the supervisor indicating their willingness to supervise the directed reading course
- The term in which the student will take the course (for ex., Fall 2023; Winter 2024)
- The proposal itself

The approval process takes approx. 2 weeks therefore students are advised to submit their proposal at least 3 weeks before the start of the term in which they plan to take the course.

Students have the option of taking a Directed Reading course with a faculty member provided something like it is not available in the current curriculum and provided it does not overlap significantly with a course taken previously. Students are normally allowed two 3.0 reading courses (or one 6.0) during their entire graduate tenure at York.

Instructions for Directed Reading Proposals:

The following information must be included in any Directed Reading Proposal:

Rationale: The rationale should both explain how the material of the course forms a coherent focus of study and outline the objectives of study. In cases in which the material resembles that of a graduate program course, an explanation should be made to explain how the directed reading course will differ from the existing course. When appropriate, the rationale should explain the critical context in which the material will be studied.

Evaluation Method: List the number of written assignments that will be submitted to the course supervisor and the approximate length of each. Any additional grounds of evaluation should be specified, together with a rationale (the written assignments of essay type should be listed with an approximate word-count or page length; if different from essay type, the format and length should be explained.) The relative weightings of each component of the grade should also be given.

Schedule: State the frequency and length of time student and supervisor will meet. Normally such courses meet for an average of one hour per week. A rationale should be provided for any significant deviation from this.

List of Texts: This list should follow the style prescribed by the MLA Handbook. Primary and secondary materials should be listed separately. Usually, course proposals should include a critical or theoretical component among texts to be read.

MAJOR RESEARCH PAPER (MRP) PROPOSAL SUBMISSION

All MRP proposals must be submitted to the Graduate Program Administrator in English. The proposal will then be forwarded to the Graduate Study Committee for final approval. Please refer to the Graduate English MA handbook (<https://www.yorku.ca/gradstudies/english/current-students/>) for a detailed description of what the MRP proposal submission should include.

Students are strongly encouraged to submit their proposal by January 15 (January 31 at latest), to allow sufficient time for completion of the MRP by the end of summer term.

The MRP Proposal must include the following information:

- Student Name
 - Supervisor Name
 - MRP Working Title
 - Supervisor's Approval (email indicating approval will suffice)
-

MRP FINAL SUBMISSION

The recommended completion deadline is August 25. MRPs completed later than this date may result in additional tuition fees and delayed convocation. **Please note that this is the deadline for the final grade to be submitted.** MRPs should be submitted to the supervisor and second reader at least two weeks before this date.

Once a final grade has been decided upon, the supervisor must send it to Graduate Program Administrator along with the second reader's comments.

INCOMPLETE GRADES

The Faculty of Graduate Studies allows for students in exceptional circumstances to complete and hand in specified course assignments after the formal end of the course. This is called a “course extension,” and students must apply in writing, specifying the assignments remaining and the extended due date, with the signed agreement of the professor for the course. During this extended time, a grade of “Incomplete” is registered for the student in lieu of a final course grade. “Incomplete,” therefore, is the name of the interim grade.

FGS encourages all programs to specify their own policies for incompletes. The GPE policy is as follows:

- Students must submit a written request for a course extension and “incomplete” grade to the course director no later than one week prior to the final due date for course work as set by the course director; incomplete form available from the Graduate Program Assistant
- The new due date to resolve an incomplete will be negotiated by the course director and the student;
- Once a date has been set, the course director will inform the graduate office of the set date and agreement using the Course Transaction form found here: <https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/fgs-forms/> (look under Student Affairs, Enrolment).
- No due date for submission of work to resolve an incomplete may exceed the end of the term subsequent to that in which the course was taken, namely:
 - 30 April for Fall courses,
 - 31 August for Winter courses,
 - 31 December for Summer courses.
- Students may not hold more than two incompletes in any given term.
- Failure to meet the deadlines of a mutually negotiated incomplete will result in a grade of F on the student’s transcript.

Note: Students should understand that no application for external funding can be successful if “Incomplete” grades appear on the transcript.

Students must also maintain at least “standard” performance in their courses. “Substandard” performance will cause de-enrolment. The Faculty of Graduate Studies defines “substandard” as follows:

A student who has received in total any of the following combinations of grades for graduate courses may not continue to be registered in the Faculty of Graduate Studies and in a graduate program unless this continuation is recommended by the Program Director and approved by the Dean:

- two C grades for full courses;
- one C grade for a full course and one C grade for a half course;
- a total of three C grades for half courses

In no case will grades be averaged.

APPEALS

Appeals on Academic Grounds

If a student is dissatisfied with the grade awarded on an essay, the following procedure must be followed.

1. The student must first discuss the matter informally with the instructor involved.
2. If no resolution is reached, then the student must submit to the Director the following documents:
 - a. a written request for a reappraisal which briefly explains the **academic** grounds for the appeal, and which includes a statement that the matter has been discussed with the instructor;
 - b. a description of the assignment which the essay addressed;
 - c. one copy of the essay with the instructor's original grade (dated and signed) and comments
 - i. ("the identified copy");
 - d. one copy of the essay without the instructor's original grade or comments and without any identifying references to the student or instructor ("the unidentified copy").

Such documentation must be submitted to the Director ***within one calendar month*** of the date on which the essay grade was dated. If there are genuine reasons (e.g., logistical, perception of harassment, strong personality conflict) why the student cannot meet with the instructor to discuss the matter, then that must be detailed in the written request to the Director for a reappraisal instead of the statement that the matter has been discussed with the instructor.

3. The Director asks the instructor for a description of the assignment which the essay addressed. If it is not provided within one week, the Director proceeds to the next step without it and sends it along as soon as it is provided. (If the description of the assignment is substantially different from that provided by the student, then the Director may attempt to re-open the discussion between the student and the instructor, with a view to resolving the matter totally, or at least coming up with a consensus on the assignment that was to have been addressed in the essay.)
4. The Director selects a faculty member, with expertise in the relevant subject matter, from the Program to reappraise the essay. In trying to find such a faculty member, the Director is free to consult with anybody he/she wishes, except the student and original instructor. The Director provides the reappraiser with the description of the assignment which the essay addressed (or both descriptions, if student and instructor still disagree), and the unidentified copy of the essay, but with no information about the grounds for the appeal. The reappraiser must report back to the Director in writing, with a suggested grade and comments, within one calendar month.
5. If the reappraiser gives the same grade as the instructor, then the grade remains the same. The student, the instructor, and the reappraiser are so informed, and the matter is closed as far as this program is concerned.

If the reappraiser gives a different grade (whether higher or lower) from that given by the instructor, then the Director informs the instructor in writing of the grade and comments given by the reappraiser, without identifying the reappraiser. If the instructor agrees to the reappraiser's suggested grade, then he/she must inform the Director in writing or submit a change-of-grade

form within one calendar month. If the instructor does not agree to the reappraiser's suggested grade, then he/she must report back in writing to the Director within one calendar month, counterarguing for the original grade; otherwise the reappraiser's grade automatically stands, and program records will be altered accordingly. If the instructor counter-argues, then the Director informs the reappraiser of the counter-argument and verifies whether the reappraiser now wishes to change his/her grade or comments in view of the instructor's counter-arguments. The reappraiser has one calendar month to respond but is encouraged to respond more quickly.

6. If the reappraiser does not respond or if this process still has not produced consensus, the Director selects a third faculty member, with expertise in the relevant subject matter, from the Program to reappraise the essay. In trying to find such a faculty member, the Director is free to consult with anybody he/she wishes, except the student, instructor, and reappraiser. The Director provides this second reappraiser with the description of the assignment which the essay addressed (or both descriptions, if student and instructor still disagree), the unidentified copy of the essay, information about the grounds for the appeal, the instructor's grade and comments, the reappraiser's grade and comments, the instructor's counter-argument thereto, and any available further response by the reappraiser. The second reappraiser must report back to the Director in writing, not necessarily with comments, but with a grade that is either the instructor's, the first reappraiser's, or somewhere in between, within one calendar month. The second reappraiser's grade is the final, official grade. If this second reappraisal does not arrive within a calendar month, then the Director assigns a grade that is either the instructor's, the first reappraiser's, or somewhere in between. Program records are altered accordingly (where necessary). This step is the final step, and no further appeal on academic grounds is possible.

Once an appeal has been initiated, it cannot be withdrawn. The result of an appeal can be a higher grade, a lower grade, or the same grade.

Appeals on Procedural Grounds

Such appeals must be filed with the Program Office ***within one calendar month*** of the alleged procedural violation. Such an appeal will be handled by the Executive Committee. Procedural grounds include (but are not limited to) failure to observe the procedures and deadlines above, harassment of a racially- or sexually-based nature, and failure to observe the proper weightings of grade components as announced in the course outline.

Field Exam Appeals

The evaluation of a Field Examination ***may not be appealed on academic grounds*** since the decision of an Examining Board is based on the collective opinion of at least three faculty members. ***Appeals on procedural grounds*** must be filed with the Program Office within one calendar month of the alleged procedural violation. Such an appeal will be handled by the Executive Committee.

Appeal to Sit a Field Examination without Supervisory Meetings Fulfilled

In the exceptional circumstances that the required three in-person meetings with a field supervisor have not taken place, and if the candidate still wishes to sit the examination, a written request to waive this requirement must be submitted to the Program Director:

- no later than **six weeks prior** to the scheduled sitting;
- outlining the rationale for waiving the requirement;
- including the signatures of both the candidate and the Chief Examiner

The Director will inform the candidate and the Supervisor whether or not the request has been approved no later than four weeks before the scheduled sitting.

- Once the candidate has submitted this written confirmation, **the candidate cannot withdraw from the contracted sitting** of the examination without penalty.
- If a candidate withdraws from a contracted sitting less than six weeks before the sitting, the candidate will have used up one of the three possible examination opportunities.

Appeals Procedure for the Supervisory Relationship

The following procedures are intended to help resolve serious problems, should they occur, in the relationship between a student and their supervisor. In what follows, the discussions referred to at each stage should be kept confidential by all parties. If the supervisor is the Graduate Program Director, then the role of Director in the procedure outlined below is performed by the Chair of the Graduate Study Committee. While no precise time limits are given below, all parties involved should proceed as quickly as possible; this is particularly important given the relationship between the proper functioning of a supervisory relationship, the quality of the student's experience at York, and completion times and rates.

1. The student should first discuss the matter informally with the supervisor.
2. If this is not possible or if no resolution is reached, then the student might discuss the matter with the Graduate Program Director. If for some reason this is not possible, then the student can discuss the matter with the Department of English Chair. If appropriate the student might consider first discussing the matter with the Centre for Race & Ethnic Relations or the Sexual Harassment Education & Complaint Centre.
3. The Program Director will attempt to mediate a settlement between the supervisor and the student. If that fails, or if in the Program Director's judgement such mediation is inadvisable for any reason, the Program Director will bring the matter to the Executive committee.
4. The Executive Committee will hear whatever the student and the supervisor have to say on the matter. Unless there is some compelling reason otherwise, both the student and the supervisor will appear before the Executive Committee to do this, rather than be represented by agents. The Executive Committee will try to arbitrate or mediate, but if necessary, will impose a settlement.
5. The matter ends at this point as far as this Program is concerned. Any further procedure will fall under the mandate of FGS, YUFA, CUPE 3903, the university's policies on sexual harassment and human rights, or other university procedures.