

**UNIVERSITY OF GUELPH
SCHOOL OF ENGLISH AND THEATRE STUDIES
GRADUATE HANDBOOK 2016-17**

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1 INTRODUCTION

1.1 THE SCHOOL OF ENGLISH AND THEATRE STUDIES GRADUATE STUDIES HANDBOOK

This handbook is designed to provide necessary information for students and faculty in the M.A. English, M.A. Theatre Studies, and PhD in Literary/ Theatre Studies in the School of English and Theatre Studies (SETS). For information on the MFA in Creative Writing, click here: <http://guelphcreativewritingmfa.com/>

Please note: the MFA in Creative Writing is a University of Guelph program which is located in Toronto, Ontario, at the University of Guelph-Humber (207 Humber College Blvd., Toronto ON M9W 5L7)

This handbook includes information on school policies and procedures, academic progress, and degree regulations. As well, it identifies expectations and procedures for both faculty members and students of Advisory Committees.

All academic policies and procedures of the School are subordinate to the language of the Graduate Calendar. Graduate students and faculty should become familiar with the calendar language regarding programs and degree regulations. The following links in particular will be useful:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/degreg/index.shtml>
<http://www.uoguelph.ca/registrar/calendars/graduate/current/gradprog/index.shtml>

1.2 GENERAL INFORMATION

The University of Guelph is a medium-size university. Ranked as one of Canada's top comprehensive institutions, it has a long tradition, beginning over one hundred years ago when the Ontario government purchased a five hundred-acre farm from Frederick William Stone for its new School of Agriculture, which opened its doors on May 1, 1874. In 1880, the name of the institution was changed to the Ontario Agricultural College and Experimental Farm. On May 8, 1964 the University of Guelph Act was passed by the Ontario legislature, bringing these three full-fledged colleges together as a single institution. Beginning in Fall 2002, the University of Guelph-Humber, building on the combined strengths and traditions of the University of Guelph and Humber College Institute of Technology & Advanced Learning, admitted students to its programs. According to figures in 2009, the University has 785 instructional faculty with doctoral or other terminal degrees. The term "college" has a long-standing connotation at Guelph and is used within the university to designate a group of departments that operate within a structure that is often called a "faculty" at other universities.

1.3 THE UNIVERSITY OF GUELPH CALENDAR

Guelph's Academic Calendars outline the rules, regulations, curricula, programs, and fees for the current academic year. They can be reached at: <http://www.uoguelph.ca/academics/>

1.4 APPLYING FOR GRADUATE STUDIES AT GUELPH

Information for students interested in pursuing graduate studies at the University of Guelph is available online at <http://www.uoguelph.ca/graduatestudies/future/applying-guelph>

1.5 UNIVERSITY POLICIES

All students are expected to familiarize themselves with universities policies and codes of conduct. These include policies covering human rights, which can be found at the website of the Diversity and Human Rights Office. It offers resources on issues pertaining to disability, discrimination and harassment, LGBTTTIQQ and racialization. DHRO also offers workshops. <http://www.uoguelph.ca/hre/>

1.6 REGISTRATION

New students should introduce themselves to the Graduate Secretary and the Graduate Coordinator who will assist them with their first semester registration. Registration is completed through WebAdvisor:

<https://webadvisor.uoguelph.ca/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=4374194953>

Please check the schedule of dates on the web as to when registration and payment of fees are required: <http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml>

Students should not hesitate to ask the Graduate Secretary or the Graduate Coordinator if they have any questions about what they should be registering for. At Guelph, students must register every semester for full or part-time studies, and appropriate course numbers.

To activate registration for each semester, students must use the following number: UNIV*7510 Active Full-time Registration. There is a new synonym number for this course each semester. Students must register for at least one course each semester. If they have completed their coursework, they must register for UNIV*7500 Thesis/Research Writing OR the appropriate number for the MA Major Research Paper (ENGL*6803 or THST*6500). MA Major Research Papers require a course registration in one of ENGL*6803 or THST* 6500.

MA's and PhD's who are researching/writing a Thesis must register for UNIV*7500. Students are allowed to register for courses until the end of the "add" period. Please take note of the last date to do so (on the web).

Academic integrity is a code of ethics for teachers, students, researchers, and writers. It is fundamental to the University of Guelph's educational mission and to ensuring the value of the scholarly work conducted here. UNIV*7100 Academic Integrity for Graduate Students S,F,W [0.00] is a course which provides definitions, examples, and exercises to help graduate students understand the importance of academic integrity and learn how to avoid academic misconduct in their own work. This course is required of all graduate students has to be completed with 20 days of commencing their graduate program.

1.7 PAYMENT OF FEES

There are several options for payment—debit, certified cheque, money order, or internet/telephone banking and wire transfer. Personal cheques and cash will not be accepted. The fee schedule, as well as the "AUTHORIZATION FOR SETTLEMENT", form are found

on WebAdvisor. This form must be completed and submitted to Student Financial Services by the deadline date.

The schedule of dates for making payments, and late fee information are also found on the web: <http://www.uoguelph.ca/registrar/studentfinance/>

1.8 EMAIL

All students are assigned an email account and address. Email is the official means of communication in the University, which means that even if you use another email provider, our communications to you will continue to use your @uoguelph account. It is imperative that you monitor that account regularly.

To customize your email settings, click here: <http://www.uoguelph.ca/ccs/gryph-mail>

1.9 HOUSING

A limited amount of accommodation is available in the University residences for men and women registered full-time in the Faculty of Graduate Studies. For detailed information about the different types of on-campus accommodation, application procedures, and about off-campus housing please access the University's Student Housing Services:

<http://www.housing.uoguelph.ca>

1.10 ENGLISH GRADUATE STUDENT OFFICES

Office allocation varies from year to year but at least one office with computer, printer, and phone is allocated for the shared use of PhD students. The school does not provide paper for the printer. See 1.15 below re: printing/ computer lab

Two rooms have been allocated as office space for Graduate Teaching Assistants, on a shared basis. Theatre Studies TAs have use of Massey 101; English TAs have use of MacKinnon 429. IICSI (International Institute for Critical Studies in Improvisation)-affiliated graduate students have shared office space in MacKinnon 039 or in the McLaughlin Library.

1.11 LIBRARY CARRELS

In September graduate students can apply for a carrel that they may share with another graduate student in McLaughlin Library. This space includes a desk and a convenient locker for books. Apply for a carrel at the Ask Us desk on the ground floor of the McLaughlin Library.

1.12 LIBRARY OFFICES

Students can also apply for an office in the library. However, each graduate student is entitled to an office for one six-week period. If you are a registered student during the May-August term, this is the best time to obtain an office. You'll likely have the office for this entire term. Many students pursue this workspace option when they are researching and writing their Major Research Paper or Thesis. Offices are single occupancy. To apply for either a carrel or an office, please see: <http://lib.uoguelph.ca/about/about-library/study-space>

1.13 OPEN WORKSPACE

The basement of the library, where the government documents are located, is a great place to study as it is both spacious and quiet. Food and drinks are permitted in all study areas within the library.

1.14 GRADUATE STUDENT MAILBOXES

All graduate students have a mailbox in the mailroom of the SETS office on the 4th floor of MacKinnon (Room 422). It is important that you check your box regularly.

1.15 USE OF FACILITIES

Students which wish to make use of School facilities, such as theatre space, must submit a request to the Theatre Committee. In general, the theatre facilities are used to maximum capacity during the teaching semester by the undergraduate program.

1.16 SERVICES

Teaching Support Services: TSS (located in Day Hall) offers a wide variety of services in its three units: Classroom Technical Support, Educational Development, and Learning Technology & Courseware Innovation. The Graduate Student Teaching Development Program is a useful resource for those who want to develop pedagogical skills. TSS also publishes TAbloid News: The Teaching Assistant Advisory Council (TAAC) Newsletter.

Writing Services: Writing Services, as part of The Learning Commons in the McLaughlin Library, provides individual writing consultation and workshops to help graduate students develop their knowledge and skills in graduate-level academic writing and research strategies.

Professional Writing Consultants provide 50-minute consultations at any point in the writing process, from the early research stage to final editing. Students can book a maximum of 3 appointments per semester online at:

<http://www.lib.uoguelph.ca/get-assistance/writing>

Graduate Student Writing Advisors provide 20-minute drop-in consultations in Writing Central, located on the 1st floor of the McLaughlin Library. Help is provided on a first-come, first-served basis. Library staff provide writing and research workshops for graduate students throughout the fall and winter semesters. To book an appointment or for more information, visit Writing Services at:

<http://www.lib.uoguelph.ca/get-assistance/writing>

1.17 USEFUL LINKS

CUPE Local 3913 represents Teaching Assistants and Sessional Instructors.

<http://www.cupe3913.on.ca/>

Graduate Student Association: The GSA administers a dental plan for graduate students, and sets policies on health benefits. It also operates the very popular Grad Lounge in the University Centre. <http://www.uoguelph.ca/gsa/>

ACCUTE: The Association of Canadian College and University Teachers of English is the major professional society for literary studies in Canada. It hosts an annual refereed conference at the Congress of Humanities and Social Sciences, usually on the last weekend of May. Papers are accepted on the basis of abstracts submitted in response to the annual Call for Papers. For many graduate students, participation in ACCUTE is an important step in their progression as a scholar. <http://www.accute.ca/>

CATR: The Canadian Association for Theatre Research is the foremost society in theatre studies in Canada. Its annual conference at the Congress of Humanities and Social Sciences features panels and workshops in an increasingly broad range of topics and approaches. Graduate students play a prominent role in the association's activities. <http://www.catr-acrt.ca/>

Congress of Humanities and Social Sciences: The Congress (formerly and still occasionally called "the Learned's") is an annual event during which dozens of scholarly societies meet at a designated university over a two-week period. Most academic associations schedule a conference lasting three or four days in that period. In addition to the conferences, the Congress hosts lectures and events, and an important book fair of Canadian academic publishing. <http://www.ideas-idees.ca>

2 ADMINISTRATION OF SETS

2.1 DIRECTOR

The Director is the equivalent of the departmental chair, and is responsible for all aspects of academic and administrative operations of SETS. Because work assignments, including Graduate Teaching Assistantships, are governed by collective agreements, all matters pertaining to graduate student employment are overseen by the Director and the School's Administrative Assistant.

The Director of the School is Prof. Ann Wilson
Room 425, MacKinnon Building
annwilso@uoguelph.ca
519-824-4120 x53881

2.2 ADMINISTRATIVE ASSISTANT

The "Admin" manages all aspects of the administrative and financial functioning of the school, supervises support staff, prepares contracts, and books appointments for the Director.

The SETS Administrative Assistant is Phyllis Reynen
Room 424, MacKinnon Building
preynen@uoguelph.ca
519-824-4120 x53882

Phyllis will be seconded to the School of Computing Science for 2016-2017.

2.3 SETS OFFICE STAFF

Yvonne Yates is the full-time English secretary in MacKinnon (Room 427). Michael Boterman is the half-time Theatre Studies secretary in Massey Hall (Room 102). Their duties include Undergraduate Faculty Support, signing out keys, and general inquiries/office support.

2.4 SCHOOL COMMITTEES

ETC (English and Theatre Council) encourages graduate students to participate in the governance of the School. This includes representation on most School committees and at the regular meetings of the School, as well as the program's "caucuses" for English and Theatre Studies, each normally meeting twice a semester. ETC, the MA and PhD Student society, determine student representation.

<https://www.facebook.com/EnglishTheatreCouncil>

2.5 THEATRE FACILITIES

Use and scheduling of the theatre facilities (The George Luscombe Theatre, Lower Massey, Upper Massey, and the Backspace) are determined by the Theatres Committee. Technical operations of the theatre spaces are the responsibility of the Technical Coordinator, Chris Clifford, and the Wardrobe Coordinator, Denis Huneault-Joffre.

2.6 GRADUATE COORDINATOR

The Graduate Coordinator chairs the Graduate Studies Committee, and is responsible for the academic operation of the graduate programs. This includes administering curriculum and course offerings, qualifying examinations and thesis defenses, serving as a resource for Advisory Committees, monitoring student progress, and advising students on their programs. Students should not hesitate to contact the Graduate Coordinator for any general advice they may need, or if they have any concerns with their course instructors or Advisory Committees.

The Graduate Coordinator is Prof. Gregor Campbell
Room 431, MacKinnon Building
gregorc@uoguelph.ca
519-824-4120 x53255

2.7 GRADUATE SECRETARY

The Graduate Secretary can advise on most technical issues relating to graduate studies matters such as course additions and deletions, deadlines, and leaves of absence. She also handles all administrative and booking aspects of doctoral exams.

The SETS Graduate Secretary is Olga Petrik
Room 427, MacKinnon Building
petriko@uoguelph.ca
519-824-4120 x56315

2.8 THE GRADUATE COMMITTEE

The Graduate Committee consists of the Coordinator, four elected faculty members, as well as an MA student representative and a PhD student representative, both elected by the graduate student body. (The student reps do not participate in the Graduate Committee's deliberations about admissions or matters pertaining to individual students' programs.) The Committee reads all MA and PhD applications and selects those candidates who will be offered admission. It also reviews policy, considers changes to the structure of the program, approves course proposals, theses and dissertations proposals, and doctoral exams, and deals with any major changes or issues arising in a student's program. Students should feel free to approach any member of the Graduate Committee for advice.

The Graduate Committee derives its authority from the Board of Graduate Studies (BGS), the committee of the University Senate that oversees all aspects of Graduate Studies at the University of Guelph. The Admissions and Progress committee of BGS, chaired by the Associate Dean of Graduate Studies, oversee decisions on student progress.

2.9 COLLEGE OF ARTS ASSOCIATE DEAN, RESEARCH

The Associate Dean, Research chairs the College of Arts Graduate Committee, which consists of the coordinators of all graduate programs in the college. This office administers funding allocations and Dean's Graduate Scholarships, and twice yearly adjudicates applications to the Graduate Students Research and Travel fund.

The Associate Dean, Research is Prof. Andrew Bailey.

<https://www.uoguelph.ca/arts/philosophy-andrew-bailey>

2.10 OFFICE OF GRADUATE STUDIES

The Office of Graduate Studies (formerly Graduate Program Services) is the registrarial office that oversees student admissions and progress, applies the policies of the Board of Graduate Studies, deals with External Awards, and assists with forms and documents.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/adminfac/adminfac-gradstfac-gps.shtml>

2.11 BOARD OF GRADUATE STUDIES

The BGS is a standing committee of the University Senate. It approves and monitors graduate programs, sets policy for graduate degree regulations, appoints graduate faculty, and approves course changes, additions, and deletions. The **Admissions and Progress** committee of BGS monitors student progress, and approves requests for program adjustments from students (such as requests for leaves of absence).

<http://www.uoguelph.ca/registrar/calendars/graduate/current/adminfac/adminfac-gradstfac-bogs.shtml>

2.12 GRADUATE PROFESSIONALIZATION OFFICER

The GPO is a faculty member who, in consultation with the Graduate Committee and graduate students, organizes a series of workshops and information sessions throughout the year. These sessions may cover such topics as funding application procedures, SSHRC grant applications, Major Research Paper (MRP) proposals, PhD admission applications, conference paper proposals, and how to publish.

The Graduate Professionalization Officer for 2015-2016 is Ajay Heble.

2.13 ETC

ETC (the English and Theatre Council for SETS) represents every graduate student in the department. Responsibilities include electing representatives to sit on Graduate Committee and Department meetings, organizing both professionalization and social events for the graduate student body, facilitating community between MA and PhD students, and providing support and resources for SETS graduate students. It is administered by an executive of MA and PhD representatives for the Graduate Committee, as well as the Professional Development and Socialization coordinators. Students are encouraged to become active in graduate student affairs. For information about ETC's activities see <https://www.facebook.com/EnglishTheatreCouncil>

2.14 THE BUDDY SYSTEM: FACULTY AND STUDENT MENTORS

Each new MA and PhD student is assigned a Faculty and Student Mentor. Students admitted into the program will hear directly from their Student and Faculty Mentors and can communicate with them by email, or telephone. The purpose of this informal Buddy System is to facilitate the students' entry into the University's, as well as our graduate program's, community. Students are encouraged to take up their mentors' offer of assistance in any matters that are of concern to them. While Student Mentors can offer valuable information about both the program and living in Guelph, Faculty Mentors can introduce students into the "culture" of the School and the University. ETC assigns student mentors, while the Graduate Coordinator assigns faculty mentors; the Graduate Secretary communicates their names to new students.

2.15 MFA, COORDINATOR, ADMINISTRATIVE ASSISTANT CREATIVE WRITING MFA ASSOCIATE COORDINATOR

The Creative Writing MFA Coordinator is responsible for the academic operation of the CW MFA graduate program. This includes administering curriculum and course offerings, qualifying examinations and thesis defenses, serving as a resource for Advisory Committees, monitoring student progress, and advising students on their programs. Students should not hesitate to contact the Graduate Coordinator for any general advice they may need, or if they have any concerns with their course instructors or Advisory Committees.

The CW MFA Coordinator is Catherine Bush
Room 408-L (Fourth Floor)
The University of Guelph Humber
207 Humber College Blvd.
Toronto ON M9W 5L7
cbush@uoguelph.ca
647-459-1331

CREATIVE WRITING MFA ADMINISTRATIVE ASSISTANT

The part-time Administrative Assistant is the link between SW MFA students and the Department. She can advise on most issues relating to graduate studies matters, such as, course additions and deletions, deadlines, leaves of absence – almost anything you might need to know. She also handles all administrative and booking aspects of MFA exams.

The CW MFA Administrative Assistant is Mahak Jain
Room 408-I (Fourth Floor)
The University of Guelph Humber
207 Humber College Blvd.
Toronto ON M9W 5L7
jainm@uoguelph.ca
647-459-1331

3 SETS GRADUATE DEGREES

3.1 ENGLISH MA

The MA in English at Guelph is designed to provide students with an intensive introduction to graduate-level work in English studies within a flexible program. Students can draw on SETS' strengths in the following fields: Colonial, Postcolonial, and Diasporic Studies; Canadian Literature; Early Modern Studies; Media, Technology and Literacy in the Humanities; Studies in Performance and Politics; Sexuality and Gender Studies; Transnational Nineteenth-Century Studies. Students can also pursue a wide range of research topics in consultation with faculty members actively engaged with the literatures of different historical periods and geographical locations, and with current debates in such areas as critical theory, cultural studies, gender studies, and queer theory.

Preparation for advanced academic work at the PhD level is the primary focus of the program, but the program also encourages students to consider alternative career paths in teaching, administration, advertising, research, journalism, publishing, law, arts management, the media, information technology, creative writing, public relations, the entertainment industry and other enterprises requiring analytical, organizational, and creative skills in communications.

Students have the option of completing their MA either by following the MRP stream or the Thesis stream. In MRPs and MA theses, students have the opportunity to develop research projects that entail practice-based methods and/or creative components. These are worked out in consultation with the Advisory Committee.

3.2 THEATRE STUDIES MA

The MA in Theatre Studies is a research-based degree that offers students the opportunity to work with award-winning theatre scholars and practitioners. The program provides an integrated graduate education that applies several dynamic approaches to theatre studies that merge theory and practice and aims to prepare students for both doctoral-level study and careers in the academy, and for a broad range of careers related to the performing arts. The program builds on the expertise of its award-winning faculty and on Guelph's extensive Trellis Tri-University Library holdings. Through its courses and the readily available supervision that a relatively small enrolment permits, and through its final projects (thesis or research paper), the Theatre Studies MA Program encourages independent research and self-learning, and is strongly research-oriented as opposed to providing graduate-level training in theatre practice.

Graduates of the Program gain entry into doctoral programs and academic positions, and pursue careers in arts administration, research, law, teaching, publishing, the media, creative writing, public relations, and the entertainment industry.

3.3 MFA

Since September 2006, the University of Guelph has offered an innovative Master of Fine Arts (MFA) Program in Creative Writing on the campus of the University of Guelph-Humber in Toronto. Workshops address the following genres: fiction, poetry, drama, and creative non-fiction. Our stellar core faculty includes Dionne Brand, Catherine Bush, Sky Gilbert and Judith Thompson. Defining characteristics of the program include plenary courses on “Writers on Writing” and “Writers in the World,” the participation of a wide range of well-established professional writers from Canada and abroad, and alliances with a number of cultural organizations in the Toronto area. For more information on the program please contact jainm@uoguelph.ca.

3.4 PhD

The PhD program in Literary Studies/Theatre Studies provides an opportunity for doctoral study that is unique in Canada and builds on the expertise of nearly fifty faculty members, who provide graduate students with an impressive range of scholarship, approaches, and research achievements. The program aims to give intellectual and practical academic training to a small number of students who demonstrate exceptional scholarly potential and who show keen interest in one or more of the PhD program's fields of specialization:

- Studies in Canadian Literatures
- Colonial, Postcolonial and Diasporic Studies
- Early Modern Studies
- Studies in the History and Politics of Performance and Theatre
- Sexuality and Gender Studies
- Transnational Nineteenth-Century Studies
- Critical Studies in Improvisation

Although students might choose to focus on either literary studies or theatre studies, the special opportunity provided by the PhD program is its contribution to the evolution of interdisciplinary work in the humanities. The collaboration allows for opportunities not available in more traditional doctoral programs, especially in inter-discursive and theoretical work across the boundaries of literary and theatre studies. The program aims to foster in students a flexibility and creativity in defining their areas and methods of research that will serve them well in an academic job market that now seldom looks for narrow specialization or coverage of a single field.

3.5 TIMELINES FOR GRADUATE PROGRAMS

The University has instituted maximum time-to-completion windows for all graduate programs. Students who have reached their program limit must apply to the BGS for the right to continue. If granted, the extension is subject to a final limit.

MA – Course-Work Option (Full-time)

Expected Completion Period: 3 semesters (one year)

Maximum Program Duration: 6 semesters (two years)

Six courses (total credits 2.5)
MA Research Project (MRP) (0.50 credits)

MA-Thesis Option (Full-time)

Expected Completion Period: 3 semesters (one year)
Maximum Program Duration: 6 semesters (two years)
Four courses (total credits 2)
Thesis (1 credit)

MA (part-time)

Expected Completion Period: 6 semesters (four years)
Maximum Program Duration: 8 semesters (four and a half years)

MFA

Expected Completion Period: 6 semesters (two years)
Three intensive workshops
Two plenary courses
Individual study course
Thesis

PhD

Expected Completion Period: 12 semesters (four years)
Maximum Program Duration: 18 semesters (six years)
Five courses (total credits 2.5)
Secondary Area Qualification Exam (SAQ)
Primary Area Qualification Exam (PAQ)
Dissertation

3.6 LEAVES OF ABSENCE

Students may request a leave of absence, also known as a hiatus, if circumstances do not permit registration in a given semester. As the Graduate Calendar specifies:

A regular student may make prior arrangements, subject to review and recommendation by the department, to take a leave of absence from graduate studies for a specified period of time, not to exceed one year. The Board of Graduate Studies may approve a leave of absence for students who request permission not to register for two or more consecutive semesters. Further leave(s) of absence may be granted subject to review and recommendation by the department and approval by the Board of Graduate Studies.

Typical reasons for requesting a leave include work commitments, relocation, or financial hardship. No tuition fees are paid during a leave of absence. During this period a student is not allowed to work on research contributing to the degree program.

3.7 GRADING

Grades in graduate courses normally fall within a narrow band of variation. A grade of less than 60% is a failure. For PhD students the minimum mark in prescribed courses for continuation is 70%.

Graduate grades are reviewed by SETS at a Grades Meeting at the end of every semester. Students who have not completed work in a course will receive an Incomplete (INC) for that course. A mark must be entered for that course by the end of the next semester; if no mark is entered the INC reverts to INF (Incomplete Failure).

3.8 INTERPRETATION OF GRADES

The Graduate Calendar contains the following interpretation of grade bands:

90-100 (A+)

Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.

80-89 (A- to A)

Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.

70-79 (B)

Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.

60-69 (C)

Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.

0-59 (F) An inadequate performance.

The Board of Graduate Studies encourages faculty to grade outstanding work appropriately in order to meet competitive standards.

4 ADMISSION TO SETS GRADUATE PROGRAMS

4.1 ON-LINE APPLICATION

All applicants to the University of Guelph's graduate programs must use the on-line application form that can be accessed at the following URL:

<http://www.uoguelph.ca/graduatestudies/future/applying-guelph> The on-line application site also offers the convenience of submitting your application fee in one of three ways: direct debit, credit card, or cheque.

Once you have submitted your application on-line, the rest of the application package is self-administered. You must also assemble all the components specified by the program you are applying to, and forward them as a complete package to the address provided under each specific program.

4.2 APPLICATION DEADLINES

MA in English and Theatre Studies and PhD: **January 15** of the year in which you anticipate entering the program. If January 15th falls on a weekend or holiday, applications will be accepted on the next business day. The Fall semester is the only entry point for these programs.

MFA in Creative Writing: **December 15** of the year before you anticipate entering the program. If December 15th falls on a weekend or holiday, applications will be accepted on the next business day. The Fall semester is the only entry point for this program.

Consideration of your application cannot begin until all of the supporting documentation has arrived here, and applicants are advised to apply as early as possible and to make certain that the entire application package (with all supporting materials) is submitted before the due date. At its discretion, the School may consider applications received after the due date, but there is no guarantee that space or financial assistance will be available.

4.3 FEES

Please consult the University's website for the current schedule of fees for graduate students. <http://www.uoguelph.ca/registrar/studentfinance/>

4.4 INTERNATIONAL APPLICANTS

Applications from international students are warmly encouraged, though the application procedures are somewhat more complex. If the applicant's first degree was completed in a country where English is not the first language, certification of English-language proficiency must be documented at the time of application. Examples of acceptable assessment of proficiency include official scores or results from the Test of English as a Foreign Language (TOEFL) of the Educational Testing Service, the International English Language Testing System (IELTS), the Michigan English Language Assessment Battery (MELAB), and the Canadian Academic English Language (CAEL) assessment. The minimum acceptable score is 550 for the paper-based TOEFL, an overall score of 89 with no individual component below 21 for the Internet Based TOEFL, 6.5 for IELTS, 85 for MELAB, and 60 for CAEL. However, the Admissions Committee will also assess the essays submitted as part of the application to determine whether the applicant is likely to be able to work adequately at the graduate level. Graduate courses at the University of Guelph are completed in approximately 12 weeks, and students must therefore be proficient in the use of English, both written and oral, when they begin their studies at Guelph. There is no provision for upgrading English-language skills during the course of the MA Program.

In addition, international applicants should be realistic in their estimation of the cost of studying and living in Canada, which are currently between \$18,000 and \$25,000 Can. per year. Financial assistance is normally guaranteed for all entering students, but at best, such funding would only cover a portion of the total cost of a year's study. International applicants are strongly encouraged to consult the University's Centre for International

Programs website for additional information, and also the International Graduate Student Funding Guidelines on the University's website. In addition to special tuition fees for international graduate students, there are also some other non-academic fees, and all international students and their dependants must enroll in the University Health Insurance Plan as soon as they arrive in Ontario.

4.5 ADMISSION REQUIREMENTS - ENGLISH AND THEATRE STUDIES MA

The normal requirement for admission to the MA program is the equivalent of an Honours degree in English or Drama/Theatre Studies from a recognized post-secondary institution, with at least a high second-class standing (78%) in the work of the last four semesters or the last two undergraduate years. Students with degrees in other disciplines may also be considered. In very exceptional circumstances, an applicant may lack the required honours BA degree, but may be assessed as qualified to undertake graduate studies on the basis of other experience and practice and may apply for admission under alternate admissions criteria. Applicants are not required to write the Graduate Record Examination (GRE). Successful applicants will be admitted in the Fall Semester, the program's only entry point.

4.6 APPLICATION PROCEDURE - ENGLISH AND THEATRE STUDIES MA

Apply on-line at:

<http://www.uoguelph.ca/graduatestudies/future/applying-guelph>

Students must assemble all of the following documents and upload* them to the application portal:

- Transcripts; official transcripts in languages other than English or French must be accompanied by a certified literal translation;
- two letters of reference (a link will be emailed to referees from the on-line application website);
- a 400-600 word statement about your research interests, your reasons for wishing to pursue graduate studies at Guelph, and, if possible, a statement about specific fields of study you are interested in exploring;
- two senior undergraduate essays (complete with grades and instructors' comments, if possible) that can serve as samples of your scholarly performance;
- certification of English language proficiency (e.g., TOEFL, IELTS, MELAB test scores) for applicants whose first language is not English.

***Please note that you do not need to send in hard copies of your supporting documents.**

4.7 APPLICATION REQUIREMENTS - MFA PROGRAM

The normal minimum requirement for admission to the MFA program is a baccalaureate degree, in an honours program or the equivalent, from a recognized degree-granting institution. There is no requirement as to the discipline in which the degree was earned. Successful applicants will be expected to have achieved an average standing of at least second-class honours (B-) in their last four semesters of study. Note, however, that a limited number of students may be admitted to the MFA without having satisfied the

degree requirement and/or academic standing requirement set out above, if they are assessed as qualified to undertake graduate studies in creative writing on the basis of other experience and practice.

Admissions Portfolio: Students will be selected for admission to the MFA program primarily on the basis of a portfolio. The portfolio should be between 25 and 35 pages in length and may contain published and/or unpublished work and/or work-in-progress. It must include a minimum of three separate works (or excerpts from separate works). Applicants are strongly encouraged to submit works in more than one genre, e.g., fiction and poetry. Considerations of balance over the program as a whole, with respect to genres in which applicants are particularly interested and particularly strong, will have some impact on admission decisions. Please note, all applicants must submit two hard copies of the portfolio.

4.8 APPLICATION PROCEDURE FOR THE MFA PROGRAM

Once you have paid the online application fee and submitted your application online (Please note that the two required letters of reference and your transcripts must be uploaded to the online application portal), you must assemble all of the following documentation in hard copy and forward as a complete package to the address at the below:

- a hard copy of the completed online application form
- the admissions portfolio as described above (two hard copies, unbound and single-sided, and one electronic version); please email the electronic version of your portfolio to the TBD and be sure to include, in the subject line, your first and last names, as well as the word “portfolio”. Poetry, dramatic monologues and plays may be single-spaced. Fiction and non-fiction submissions must be double spaced.
- a letter of no more than three pages in which you describe your aspirations as a writer and an indication of the genres in which you are most interested
- certification of English language proficiency (e.g., TOEFL, IELTS, MELAB test scores) for students whose first language is not English

Please forward your complete application package to:

Creative Writing MFA
University of Guelph
P.O. Box 187, Stn. E
Toronto, ON M6H 4E2

(Note: If you are sending your application package by courier, please check with the courier company in order to ensure they can deliver to a P.O. Box. Many courier companies do not deliver to PO Boxes, so you may have to send your application by regular mail)

4.9 PhD PROGRAM

Admission to the PhD Program normally requires an MA in English, an MA in Drama/Theatre, or an equivalent degree, from a recognized post-secondary institution with

at least an A- average in graduate work. Applicants must also have demonstrated strong potential for research. Consideration of the applicant pool does not begin until after the application deadline has passed, and a first round of offers is normally issued within six weeks of that date. The Admissions Committee bases the decision to admit or decline on a number of factors including the applicant's academic background, statement of research interests, letters of reference, writing sample, and grade average in prior graduate work.

4.10 ADMISSION REQUIREMENTS FOR THE PhD PROGRAM

Students must assemble all of the following documents and upload them to the application portal:

- Transcripts (one copy of each previous undergraduate and graduate transcript must be submitted). Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included.
- A resumé of your academic work and experience, including any publications and scholarly papers presented and any other information that may be of relevance to the Admissions Committee.
- Three letters of recommendation are required from professors with whom you have studied and who are well acquainted with your education and scholarly work (a link will be emailed to referees from the on-line application website).
- A statement of your research interests (2-3 pages in length). Your statement should outline your reasons for pursuing graduate studies and provide a clear indication of the field in which you hope to do your research. It is also helpful, where possible, to provide an indication of which faculty member(s) might potentially supervise your research project.
- A sample of your scholarly writing (maximum of 25 pages). This may be a chapter from your MA thesis or a paper written for a graduate course.
- Documentation of English language proficiency (for applicants whose first language is not English).

5 FUNDING AND GRADUATE EMPLOYMENT

SETS offers every full-time graduate student a funding package that is outlined in the official offer letter from the University. SETS has a fixed number of assistantships to offer, and has no direct control over graduate student funding which is determined by the Office of the Provost in conjunction with Graduate Studies. Scholarships are deposited into student accounts by Student Financial Services.

Important Note: It is important to understand that the funding offer and guarantee is calculated on an annual basis, not a semester-by-semester basis.

5.1 GRADUATE TEACHING ASSISTANTSHIPS

Graduate teaching is integral to the curricular design in the undergraduate programs of SETS. As much as possible within the constraints of scheduling we try to fit students to the most appropriate courses. If you are granted a GTA, you must apply online. You will be notified of postings via an email sent by the Administrative Assistant. Graduate Teaching Assistants are organized by the Canadian Union of Public Employees, and they work under a negotiated Collective Agreement.

5.2 HOW TO APPLY FOR A GTA

All Graduate Assistantships at the University of Guelph are posted at http://www.uoguelph.ca/sessional_ta/

Your online application is then forwarded to the School. You are eligible to apply for assistantships in other programs if you meet their criteria. Only registered graduate students are eligible to apply for GTA positions.

5.3 SESSIONAL TEACHING

On occasion, sessional (part-time faculty) positions are available for ABD (all but dissertation) PhD students. They are posted on the same website as the GTA positions. Note that sessional appointments are posted publicly, and hiring is subject to the negotiated Collective Agreement with CUPE.

5.4 GRADUATE RESEARCH ASSISTANTSHIPS

GRAs are offered on an irregular basis through research institutes and faculty research grants. They are not offered under a collective agreement, and consequently payment rates may vary.

5.5 EXTERNAL FELLOWSHIPS

All graduate students whose transcripts are in a competitive range are expected to apply to the annual competitions for funding from the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Ontario Graduate Scholarship Plan (OGS). These applications must be forwarded through and are administered by SETS. They are highly competitive and require detailed research statements and supporting letters. Actual deadlines are announced early in the fall semester, but usually the internal deadline is in mid-October; as a result, incoming doctoral students are strongly advised to arrive with a draft of their SSHRC proposals and solicit feedback from their advisors. Workshops are offered on the preparation of successful applications. The awards are announced in the spring, so you only need to apply if you are planning full-time studies in the following year.

OGS applications are forwarded to the Ministry of Training, Colleges and Universities for adjudication, while SSHRC application are screened and ranked by SETS before they are forwarded to the BGS, which then determines which files will be sent on to Ottawa for juried adjudication at the national level.

An external fellowship will change the terms of your funding commitment from the School. If you are successful in obtaining a fellowship, you will need to discuss your funding situation with the SETS Director.

5.6 RESEARCH AND TRAVEL FUNDING

The College of Arts offers limited funding for graduate research and travel through an annual allocation of \$20,000 distributed through two competitions per year. The maximum award is \$1500 annually per student. Normally each competition receives many more requests than can be funded. Priority tends to go to requests for funding to deliver refereed papers at significant conferences, or for research travel necessary for the completion of a degree. (Economic need is not a factor.) The selection committee examines each request

carefully. If you are submitting a request, please have your advisor or another faculty member look it over. Always remember in a competitive funding situation, the selection committee looks for reasons to eliminate a request from consideration. Vague, poorly defined or badly written applications are rarely successful. For more information about these grants, their deadlines, and application form and procedures, please see: <http://www.uoguelph.ca/arts/grad-resources>.

5.7 RESEARCH PROJECTS IN SETS & FUNDING OPPORTUNITIES

With a highly accomplished faculty, SETS is home to a number of ongoing major research projects. These include Canadian Adaptations of Shakespeare, Canadian Writing Research Collaboratory (CWRC), International Institute for Critical Studies in Improvisation (IICSI), the Privacy Stories Project, and the ORLANDO Project. They offer active programs of talks, reading groups and seminars, and periodically may have research assistantships available. Available positions will be advertised through posters or email. Since not all positions are advertised, if you are interested in opportunities to work on a particular project, you may wish to make your interest known to those involved.

Canadian Adaptations of Shakespeare: <http://www.canadianshakespeares.ca/>

Canadian Writing Research Collaboratory: <http://www.cwrc.ca/en/>

IICSI: <http://www.improvcommunity.ca/>

ORLANDO: <http://www.arts.ualberta.ca/orlando/>

Privacy Stories: <http://www.privacystories.ca>

There are also sometimes other research-related employment opportunities. For instance, students who qualify under the financial need criteria can be employed in Work-Study positions. <http://www.uoguelph.ca/registrar/studentfinance/index.cfm?ws/index>

5.8 AWARDS FOR STUDENTS

SETS and the College of Arts offer entry-level, in-course and convocation awards in recognition of academic performance and excellent graduate teaching at the MA and/or PhD levels, as well as student financial need. Please see the Graduate Calendar for more information:

<https://www.uoguelph.ca/registrar/studentfinance/apps/gawards?college=ARTS>

To date, most do not require applications, although nominations are required in some cases. The MFA Program in Creative Writing administers the Creative Writing awards. Please note that all awards are subject to change or cancellation and are contingent on funding and financing, and also that updates may not be reflected in the current Calendar.

6 HOW TO BECOME A SUCCESSFUL GRADUATE STUDENT

Graduate study constitutes an altogether different level of enquiry and commitment than undergraduate education. The skills learned during your undergraduate degree will be the basis for a general intensification of your scholarly activity. That intensification involves broadening your knowledge both within and across the discipline. And it involves a significant increase in the depth of your enquiries. Over the next few years it is your job to become a) more theoretically sophisticated, b) more historically knowledgeable, and c)

more attentive to the nuances of texts and performances. That job will be carried out both inside and outside the specific demands of any program or course. It will arise from your engagement with scholarship as both a solitary and social activity. The intensity of that engagement is entirely in your hands.

Reading:

You should expect to be reading more and, if you are not already doing so, re-reading materials important to specific assignments and projects. It sounds simple and perhaps a bit preachy, but there is no substitute for reading both assigned and cognate materials.

Writing:

We are all judged on our writing. Being able to communicate well is often the difference between a successful and an unsuccessful scholar. You should see all written work as an opportunity to develop your writing skills. Revising, editing, and proofreading are essential aspects of writing.

Attendance and Participation:

Seminars are the primary place where you get to test your ideas with your scholarly peers. Furthermore, your immediate peers are often presenting material for feedback in seminar. Lack of attendance and participation is disrespectful and it ultimately undermines the purpose of the seminar itself.

Time Management:

Managing your time effectively is crucial. Keep a daybook/calendar. Work out realistic timelines for work. Try to avoid stacking work. You need time to read, write, and contribute to seminars. If a deadline is becoming a problem, consult with your professor at the earliest possible point to resolve the issue.

Respect for the Scholarly Community:

As graduate students, you are part of a local and a global scholarly community. It is imperative that we treat our colleagues both near and far with respect. Not everyone is going to agree about issues; in fact disagreement is a crucial part of scholarly enquiry. But there is a level of decorum that is conducive to productive work that you should at all times strive to attain. Needless to say, plagiarism constitutes a singular disrespect for the intellectual property of another scholar. But less serious slights should also be avoided. For example, when someone is presenting work in seminar, it is your job to listen carefully and offer constructive feedback. That is your responsibility to the intellectual community of graduate school. That community, when it is working well, is a nexus for generously sharing resources, information, and insight.

Graduate School Is an Opportunity:

Often undergraduates imagine their education as a series of tasks that need to be completed. This is no doubt true and completion of tasks is a crucial part of your graduate education as well. However, if you reframe graduate study as an opportunity to expand your intellectual horizons and intensify your critical engagement, then you will have radically re-configured your experience of education itself. If you see qualifying exercises in the PhD as hoops to

pass through, then that is what they will become. And frankly, you will have missed a rare moment when you could expand your intellectual repertoire.

7 ADVISORS AND ADVISORY COMMITTEES

Every graduate student must have an Advisory Committee, chaired by the Advisor, as described in the degree regulations in the Graduate Calendar. All students are encouraged to take the initiative to seek out possible advisors. Advisors, as well as members of Advisory Committees, may change if necessary. Students are encouraged to discuss any changes in their Advisory Committees with their Advisor and/or Graduate Coordinator. Students have the right to meet with your committee in person, and should do so at least once a semester.

Finding an Advisor is one of the most important steps in a student's graduate program. Students should feel free to meet with potential Advisors before making their final decision. It is a good idea during this process to seek advice and information from their peers and/or the Graduate Coordinator, read publications by potential Advisors, and consider overall compatibility. An Advisor not only supervises a student's research paper, thesis, or dissertation but is also expected to offer guidance about all professional matters.

Students should keep in mind that SETS faculty members who are specialists in the students' area of interest may not be available for supervision because of prior commitments. It is important that students and potential Advisors are aware of their respective timetables and expected commitments to avoid future complications (i.e., factoring in an Advisor's study leave or conference travel). The advisory committee must be established and the Advisory Committee Appointment form submitted to the Office of Graduate Studies not later than the mid-point of the student's second registered semester.

8 PROGRESS FORMS

The Office of Graduate Studies requires that Advisory Committees complete a progress report for each student every semester. The report indicates whether progress is Satisfactory, of Some Concerns, or Unsatisfactory. All progress report forms are to be submitted to the Office of Graduate Studies. In the case of Some Concerns and Unsatisfactory, the form is to be sent to the OGS with an action plan. You will be given a copy of the form for your records.

9 COURSEWORK

SETS offers a range of courses in both English and Theatre Studies. All of our courses are "topics" courses, which means that content and area coverage may vary widely year-by-year.

All SETS graduate students can take courses from both the English and the Theatre Studies graduate course offerings. English MA students may take any combination amounting to six courses. Theatre Studies MA students must take THST* 6150 (Historiography) and THST* 6220 (Theatre Theory) and any three other courses. The difference in the number of courses reflects expectations of workload in the required courses for the MA THST.

9.1 DIRECTED READINGS AND COURSES IN OTHER PROGRAMS

Directed readings are considered an exception rather than the norm. Students can submit a proposal for a directed reading on a topic not currently offered, provided they find an instructor willing to offer such a course. The proposal must include a rationale as to why and how the course is necessary. While a directed reading may be related to a student's thesis or dissertation program, in no way can the material covered in a directed reading duplicate preparation for a thesis or dissertation. You also have the option of taking courses in other programs, with the permission of the department in question.

9.2 AUDITING COURSES

With the consent of the Advisory Committee, the instructor, and the Director, a student may register for and audit all or part of a course. It is understood that the student will attend lectures as prescribed but will not write any examination or receive any grade. Such a course may be recorded as an additional course, identified by AUD.

9.3 APPEALS

Circumstances may arise in a graduate student's program where requests for changes are considered by the Admissions and Progress Committee of the BGS. Examples are requests for extended leaves of absence and requests for the removal of course records. In the event of a negative decision, the graduate student may, within 14 days of notification of the decision, request re-evaluation by the Admissions and Progress Committee. Such a request should be accompanied by any information not previously available to the committee. If the negative decision is maintained, the student may, within 90 days of notification of the decision, appeal to the Senate Committee on Student Petitions. The decision of the Senate Committee on Student Petitions is final.

In the event of a decision by the Admissions and Progress Committee that the student be required to withdraw, the graduate student may, within 90 days of receiving notification of the decision, appeal to the Senate Committee on Student Petitions. Details concerning appeals may be obtained from the secretary of Senate. The decision of the Senate Committee on Student Petitions is final.

9.4 TRANSFER OF ACADEMIC CREDIT

On the recommendation of the advisor and with the approval of the Director and the Assistant VP of Graduate Studies, a graduate student may take, and receive credit for, graduate courses at another university. The arrangements for these courses must be made through the Assistant VP of Graduate Studies or the Assistant VP's delegate.

9.5 PROVISION OF ACADEMIC ACCOMMODATION

Examples of cases that qualify for academic accommodation may include, but are not limited to, alternate scheduling for the completion of a course or thesis. See the Graduate Calendar, sections 5, 6, and 7 for full details about qualification and due process.

9.6 RESEARCH INVOLVING HUMAN SUBJECTS

Any projects that entail interaction with human subjects are subject to approval by the University's Research Ethics Board. It is the student's responsibility to prepare the ethics

application, but note that approval is actually given to the Advisor as research supervisor. See <http://www.uoguelph.ca/research/humanParticipants/>

10 THE ENGLISH AND THEATRE STUDIES MA PROGRAM

Both the Research Paper and the Thesis options of the MA program may, with approval from the Graduate Committee, and contingent on faculty availability, be completed as projects in creative writing.

10.1 THE MRP OPTION: THE MRP PAPER

The MRP is a substantial research exercise that, while not as complex or as extensive as a thesis, still provides the student with training in research methodology. Typically, an MRP is a paper of 7,500-8,500 words (25-30 pages) or equivalent.

10.2 FINDING AN MRP ADVISOR

All MRP proposals must be developed in consultation with a faculty member who will serve as advisor and assessor. Students should begin the process of identifying an advisor no later than the beginning of the Winter semester.

10.3 THE MRP PROPOSAL

Students are required to write a proposal in consultation with their MRP Advisor. An MRP Proposal Form can be acquired from the SETS Graduate Secretary. It is normal that Advisors will require several drafts of the proposal before they approve it. The proposal must:

- be submitted to your advisor, no later than the end of their Winter Semester;
- include an explicit statement of the research question and hypothesis, the scholarly and theoretical contexts of the central argument, the scholarly significance of the proposed idea, a sense of the proposed methodology, and a preliminary bibliography;
- be identified as ENGL*6803 Research Project;
- be submitted by the Advisor (receipt of the proposal from a faculty member's email constitutes the statement of approval by the advisor).

MRP Proposals may be approved as submitted, approved subject to revisions, or not approved. For example, the Graduate Committee's recommendations for revisions may require a tighter focus or greater clarity of argument, more details about the methodological approach, or expansion of the bibliography. Students must work closely with their Advisors to implement these revisions. Depending on the nature of the Graduate Committee's recommendations for revisions, the proposal may have to be revised and re-submitted, revised to the Advisor's satisfaction, or entirely reconceptualized and re-submitted. Normally, the requirement to re-submit comes with a deadline.

10.4 THE MRP SECOND READER

Once the Graduate Studies Committee approves the proposal, it recommends a second reader. If the student, in consultation with the Advisor, selects another second reader, his or her name should be submitted to the Graduate Secretary, along with the proposal. In most cases the second reader enters the process at the final stage, to read and grade the final paper. Some Second Readers prefer to read earlier drafts or have a more consultative role.

10.5 THE MRP TIMELINE

Each student must negotiate a writing and revision timeline with the Advisor. For faculty members, the summer is normally a busy time as they schedule conferences, research commitments and holidays. That means careful scheduling and adherence to deadlines is imperative. For summer MRP projects, a final grade must be entered by the third week of August. Giving appropriate time for assessment, this generally means that you should aim to submit your final draft of your MRP by the beginning of August. Advisors typically require several drafts of the paper. Deadlines for drafts and responses should be negotiated with the Advisor at the beginning of the project.

10.6 THE MRP SUBMISSION

When the Advisor pronounces the MRP ready, the student submits copies to the Advisor and the Second Reader. No further action is required from the student. The Advisor is responsible for submitting a grade to the Graduate Secretary. The final grade for the MRP reflects both the Advisor and Second Reader's grading.

10.7 THE THESIS OPTION

In this option, the student undertakes a formal MA thesis of approximately 20,000 words or the equivalent. Writing a thesis involves a range of skills: developing an original argument about a topic students have already accrued sufficient knowledge about; pursuing extensive research; synthesizing and analyzing large amounts of knowledge; and structuring effectively a single long document. Writing a thesis requires stamina and perseverance to re-draft, re-write, and, if needed, re-conceptualize the argument based on feedback from the Advisor and the Advisory Committee. Thus the thesis-based MA is a demanding option that may take more time and effort than initially expected. Students should consider carefully their time limits, work habits, and life style and responsibilities before undertaking this option.

10.8 THE THESIS PROPOSAL

Thesis proposals should be developed in consultation with the student's MA Advisor. They must

- be submitted by email to the Graduate Secretary by the MA Advisor
- be submitted by the end of the second semester of study;
- include a clear articulation of the research question and hypothesis, the scholarly and theoretical contexts of the central argument, the scholarly significance of the proposed idea, a sense of the proposed methodology, a breakdown of chapters and description of their respective foci, and a preliminary bibliography.

Thesis Proposals may be approved as submitted, approved subject to revisions, or not approved. Thus the Graduate Committee may recommend revisions that require a tighter focus or greater clarity of argument, more details about the methodological approach, and expansion of the bibliography. Students must work closely with their Advisors to implement these revisions. Depending on the nature of the Graduate Committee's recommendations for revisions, the proposal may have to be revised and re-submitted, revised to the Advisor's satisfaction, or entirely reconceptualized and re-submitted. Normally, the requirement to re-submit comes with a deadline.

10.9 THE MA THESIS ADVISORY COMMITTEE

All MA thesis projects must have an Advisory Committee consisting of two faculty members, the Advisor, who chairs the Committee, and the Second Reader. Students must secure an Advisor no later than the beginning of the winter term. Normally, the Second Reader is recommended by the Graduate Committee upon approving the thesis proposal, but a student can also recommend at this stage a second committee member in consultation with the Advisor. When appropriate, the Second Reader can be a graduate faculty member from another department. Students should advise the Graduate Secretary when their Advisory Committee is established.

10.10 THESIS DEFENSE PROCEDURE

When the Advisory Committee pronounces the thesis ready the student must consult the University of Guelph policies on thesis submission:

https://www.uoguelph.ca/graduatestudies/current/completion/thesis_completion

The Graduate Secretary will arrange the room booking and other details for this oral examination.

In planning their Oral Examination, students should keep in mind the advance notice required, as well as the challenge of coordinating the Oral Examination Committee members' schedules. Thus it is important to have already secured the Chair and third or fourth members of the MA Oral Examination committee before submitting the Request Form to avoid any complications regarding scheduling.

10.11 THE MA ORAL EXAMINATION COMMITTEE

When the thesis is declared ready by the Advisory Committee, the Graduate Coordinator will form the MA Oral Examination Committee, which must consist of:

- The Advisor
- The Second Reader of the Advisory Committee
- A Chair, who must be a member of SETS

If desired, the Graduate Calendar provides for the possibility of appointing a fourth member from among graduate faculty from another department. In this case, the student may ask the Advisor to approach and confirm a fourth member from outside SETS.

10.12 THE MA ORAL EXAMINATION

Devoted to the defense of the thesis, this examination is one-hour long. The Chair of the Examination Committee will invite the student to present a 10-minute account of the thesis's contexts, focus, methodology, and findings. This presentation is followed by questions posed by the other two members of the Examination Committee. The Chair also reserves the right to ask questions. The examination is open to the public; members of the audience may question the candidate only upon invitation of the Chair of the committee.

The examination is passed and the thesis approved if there is no more than one negative vote. An abstention is regarded as a negative vote. The report to the Assistant VP of Graduate Studies will record the decision as unsatisfactory or satisfactory. If unsatisfactory, the candidate may be given a second attempt. A second unsatisfactory

result constitutes a recommendation to the BGS that the student be required to withdraw (see Unsatisfactory Progress and Appeals of Decisions in the Graduate Calendar).

The MA Oral Examination Committee may ask the student to make minor or major revisions. The student must complete these revisions to the satisfaction of the Advisor before submitting the final copy of the thesis.

10.13 SUBMISSION OF THESIS

If the candidate is successful, he or she will submit to the [Atrium](#), as soon as possible after the defense, one PDF copy of the thesis in the final form. The Certificate of Approval, duly signed; the [Theses Non-Exclusive License](#), and the [Request to Restrict Circulation of Thesis](#) [pdf] (if required) must be submitted at the same time to the Office of Graduate Studies. In order to be eligible for graduation at the next Convocation, the candidate must make this submission no later than the "last date" stated in the Calendar. The thesis will be housed permanently in the [Electronic Thesis and Dissertations](#) section of the Atrium at McLaughlin Library and subsequently harvested by the National Library of Canada, where it may be accessed at [Theses Canada](#).)

10.14 BENCHMARK DATES FOR MA PROGRAM

Candidates should be aware of the deadlines schedule (<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml>)

1. Course-Work Option: 6 courses, plus ENGL*6803 Research Project (7,500-8,500 words / 25-30 pages)

- Fall Semester: 3 Fall courses; start looking for an Advisor
- Winter Semester: 3 Winter courses, plus submission of MRP Proposal by the end of the Winter Semester
- Summer Semester: ENGL*6803 Research Project

2. Thesis Option: 4 courses, plus a thesis (20,000-25,000 words/80-100 pages)

- Fall Semester: 2 Fall courses; start looking for an Advisor
- Winter Semester: 2 Winter courses; submission of thesis proposal
- Summer Semester: Thesis and Oral Examination

11 THE PhD IN LITERARY STUDIES/THEATRE STUDIES (LSTS)

The PhD program is designed to be completed in four years (12 semesters). After 12 semesters, students may be required to submit an action plan and extension request to the Admissions and Progress Committee of BGS. Please note as well that funding commitments normally expire after the four-year mark. In order to complete the degree in four years you will need stamina and time management skills. If you miss any of the benchmark dates (see below), you risk extending your program beyond the funding window.

11.1 THE PhD PROGRAM'S BENCHMARKS DATES

Semester 1: Arrive with a secured Advisor and a draft of a dissertation proposal for SSHRC or OGS fellowship applications (if qualifying).

End of Semester 2: Advisory Committee in place; SAQ Area identified.

Beginning of Semester 4: SAQ examination completed.

End of Semester 4: PAQ proposal approved.

End of Semester 6 (Fall of third year): PAQ exams.

Mid-Semester 7: Dissertation proposal approved.

11.2 ADVISORY COMMITTEE

The formation of the Advisory Committee is one of the most important steps in the PhD program. PhD students are advised to secure an Advisor prior to arriving at Guelph, and no later than the beginning of the winter term of their first year. The PhD Advisory must consist of:

- The Advisor, who also chairs the Committee
- A Second member from SETS
- A Third member from SETS or, when appropriate, from a department outside of SETS.

It is up to the student and the Advisor to decide which of them approaches faculty about joining the committee. If the external member is from another university, they need to be appointed formally as Associate Graduate Faculty; in this case, the Advisor should forward the external member's curriculum vitae to the Graduate Secretary who will administer the appointment process. No later than the mid-point of the student's second registered semester, the student must notify the Graduate Secretary of the constitution of the committee; the Graduate Secretary will then submit the Advisory Committee Appointment form to the Office of Graduate Studies.

An effective committee is one that can meet in person as needed, so the effectiveness of an external member diminishes with distance.

11.3 GRADUATE STUDENT RESPONSIBILITIES

From the choice of Advisor, choice of research project and through to degree completion, graduate students must recognize that they carry the primary responsibility for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments/Schools provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make the effort to keep the lines of communication open. Specifically, each graduate student has a responsibility to:

- Make a commitment to grow intellectually, in part by fulfilling course requirements as outlined by the Advisory Committee, and to contribute to a field of knowledge by developing and carrying out a program of research.
- Learn about all appropriate deadline dates and regulations associated with registration, award applications and graduation requirements, as specified in the Graduate Calendar and/or the Office of Graduate Program Services and/or the

Department or School, and/or the Procedures and Deadlines of the PhD Program, as appropriate.

- Recognize that thesis and research project topics must be within the scope of the appraised and approved graduate program as set out in the program descriptions in the Graduate Calendar.
- Choose, with the approval of the Advisor and Advisory Committee, a topic of research for which adequate resources are available, including financial and physical resources and faculty expertise.
- Conform to University, Faculty and Program requirements, academic standards, and guidelines including those related to deadlines, thesis or research project style, course requirements, intellectual property, academic misconduct and any relevant safety and/or workplace regulations.
- Produce a thesis or research project which is the student's own work and which meets the University and School's standards for style and quality, reflecting a capacity for independent scholarship in the discipline.
- Consider and respond to advice and criticisms provided by the Advisor or members of the Advisory Committee.
- Meet or communicate regularly with the Advisor (or designate). The frequency and timing of meetings will depend on the nature of the research being undertaken and the stage in the student's program. However, meetings should be of sufficient frequency that the Advisor can make an adequate assessment of the student's progress each semester and the student receives timely feedback on what is being done well and where improvement is needed. The student should also interact with individual Advisory Committee members and other faculty as appropriate and meet with the Advisory Committee, normally no less than once per semester, to review progress. The student should inform the Advisor regularly about progress, and provide the Advisor with an annual report for distribution to the Advisory committee.
- On a regular basis, make available to the Advisor all original research materials, retaining a copy where appropriate.
- Be prepared to approach first the Advisor and then the Graduate Coordinator or Chair with any perceived problems or changes in circumstances that could affect performance. The student should maintain open communication with his/her Advisor and Graduate Coordinator concerning any problem either real or perceived. (If circumstances warrant, students may wish to consider a leave of absence on compassionate grounds. Information about this may be obtained from Graduate Program Services or from the School's Graduate Coordinator.)
- Submit, with specific reasons, any request for the replacement of an Advisor or member of the Advisory or Examining Committee to the School's Graduate Coordinator should a personal or professional conflict arise. Students should take immediate steps to change their Advisor or a member of their Advisory Committee in cases where an appropriate academic relationship cannot be maintained. In most circumstances, the first step would be to meet with the Graduate Coordinator.
- Recognize that changing Advisors after program entry may have consequences in terms of the nature and focus of an appropriate research topic, and may alter

funding planned prior to the change from the initial Advisor as outlined in the School's letter of funding.

- Recognize that the student may be obliged to satisfy specific performance requirements that were agreed to at the time of acceptance to the graduate program. These performance requirements may relate to internal or external funding support that the student receives.
- Recognize that progress will be evaluated every semester by the Advisor and Advisory Committee, and reported to the Program and in the case of "some concerns" or "unsatisfactory" performance, to the Faculty of Graduate Studies.

11.4 ADVISOR RESPONSIBILITIES

A Faculty Advisor's primary task is to guide and inspire his or her students to reach their scholarly potential. The Advisor should promote conditions conducive to a student's research and intellectual growth, providing appropriate guidance on the progress of the research and the standards expected. The Advisor is directly responsible for the supervision of the student's program. In this capacity, the Advisor assists the student's program planning, ensures that the student is aware of all program requirements, degree regulations, and general regulations of the PhD Program and the Faculty of Graduate Studies (FGS), provides counsel on all aspects of the program, and keeps informed about the student's research activities and progress. Good supervisory practice includes the following:

- Facilitating the student's intellectual growth and contribution to a field of knowledge.
- Guiding the student, with the assistance of the Advisory Committee, in the development of a program of study; providing appropriate guidance to the student on the nature of research and the standard expected, and being accessible to give advice and constructive feedback; at the beginning of the advisory relationship, the student should be made aware of the normal expectations held by the Advisor and the School. With the student establish a realistic timetable for completion of various phases of the program.
- Assisting in the development and execution of a research program or project, including grant applications. Working with the student and in consultation with the Graduate Coordinator to establish a primary area advisory committee, and, once formed, ensuring that it maintains contact and formally meets at least once per semester with the student.
- Being reasonably accessible to the student via telephone, electronic communication or in person for consultation and discussion of the student's academic progress and research problems. What constitutes "reasonable accessibility" may vary according to discipline, stage of research, etc. However, an Advisor must be in contact with the student frequently enough to be able to make an informed judgment on the student's progress on a semesterly basis. The Advisor must prepare a program of studies for the student, arrange for and attend all advisory committee meetings with the student's full knowledge, ensuring that these are scheduled and held in accordance with PhD Program and Faculty of Graduate Studies regulations, and must review the thesis in both draft and final form.

- Thoroughly examining written material submitted by the student and making constructive suggestions for improvement. Informing the student of the approximate time it will take for submitted written material to be returned with comments. Normally, comments should be returned to the student within two weeks, although circumstances such as absences from campus or unusually heavy workload may require that the Advisor take longer than two weeks to review the student's work. Timing of submission and review should be negotiated between student and Advisor.
- Advising the student as to the acceptability of the draft thesis or research project prior to submission to the Advisory Committee. If the Advisor believes the thesis or research project is not ready for submission or will not be ready within a particular time, the Advisor should so indicate with written reasons to the student. In cooperation with the Director or School's Graduate Coordinator, helping to organize submissions for the Primary Area Studies and scheduling of the Oral Qualifying Candidacy Examination.
- Assisting the student in learning about all appropriate deadline dates and regulations associated with thesis review, examination and submission, as specified in the Graduate Calendar and/or by the Office of Graduate Program Services and/or the School.
- Giving ample notice of extended absences from campus such as research leaves, and making satisfactory arrangements for the advising of the student when the Advisor is on leave or on extended absence from the campus. Where a faculty member knows that he/she will be on leave for part of a student's program prior to the start of the program, the student should be informed of this at the outset. Depending on the length of absence and the stage of the student's program, it may be necessary to make arrangements for an interim Advisor. In the event of an Advisor's sabbatical leave or an extended period of absence occurring at a median point of a student's research, he or she is responsible for ensuring that the student is adequately supervised by the provision of an acting Advisor (who should be a member of the advisory committee). The Advisor is also responsible for communicating any interim arrangements to the Graduate Coordinator.
- Making reasonable arrangements, within the norms appropriate to the discipline and the limits of the material and human resources of the University, so that the research resources necessary for execution of the student's thesis or major paper research are available.
- Advising the student of regulations designed to provide him/her with a safe environment. These include relevant safety and/or workplace regulations as well as policies designed to protect individual rights and freedoms. Alerting the student to any personal risks that may be encountered in the course of the research and providing training, guidance and adequate equipment appropriate for those risks.
- Chairing the Advisory Committee. Responsibilities will include:
 - holding regular Advisory Committee meetings with the student, normally no fewer than one per semester
 - submitting evaluation reports every semester, in consultation with the Advisory Committee, to the School's Graduate Studies Committee

- formulating a plan of action with the student and the Advisory Committee to address any problems that have been identified as a result of a semester progress review, and
- when a semester progress rating of "Some Concerns" or "Unsatisfactory Progress" has been assigned, providing written notification, including the signatures of all Advisory Committee members, to the Faculty of Graduate Studies.

Note: A "satisfactory" evaluation represents normal progress on course work and research. A "some concerns" report is compatible with an expectation for successful completion of the program, but indicates some specific concerns regarding the student's current performance and/or progress on course work or research or both. An "unsatisfactory" report is a clear indication of concern about the student's ability to complete the program. Such concern may be based on poor performance in course work or research or both. Unsatisfactory progress could include failure to meet agreed research milestones, including the timely preparation of a research proposal. The appropriate form recording such outcomes must include signatures of all Advisory Committee members and be submitted to the Faculty of Graduate Studies.

- Being honest with a student when academic performance fails to meet expectations. Although dealing with inadequate academic performance may be difficult, prolonging a program of study when success is unlikely serves no one's best interests.
- Complying with any commitment of financial support made to the student as part of the offer of admission. In the event that expected financial support becomes unavailable, the Advisor will work with the School and Faculty of Graduate Studies to ensure support for the student.
- Acknowledging, in accordance with University policies, the contributions of the student in presentations and in published material, for instance through joint authorship.
- Helping the student make a plan in preparation for his/her career; mentoring as appropriate.
- Where appropriate, reviewing with the student human subjects ethics protocols, making clear a researcher's responsibilities in this regard. The Advisor is responsible for examining the student's drafts of documents relating to research that carries human ethics implications (e.g. interviews), and should oversee and approve Research Ethics Board applications prior to submission to this body.
- Immediately disclosing to the School Director any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisor and student or when there are irreconcilable interpersonal conflicts, and in such cases the faculty member will be expected to withdraw from the role of Advisor. Conflicts of interest may also arise when the Advisor or student have a financial interest in the outcome of a research project. In these cases, the decision as to whether withdrawal is appropriate should be made in consultation with the School Director.

11.5 ADVISORY COMMITTEES RESPONSIBILITIES

Members of an Advisory Committee can do much to enhance the academic experience for a student, allowing the student to take advantage of a range of expertise in the discipline. The specific responsibilities of an effective Advisory Committee are as follows:

- Encourage the student's intellectual growth to become a competent contributor to a field of knowledge. In this context, the Advisory Committee must provide constructive criticism and provocative discussion of the student's ideas as the program develops. The Committee should ensure that the student is exposed to a wider range of expertise and ideas than can be provided by the Advisor alone, including directing the student as appropriate to consult with experts outside the Committee.
- Be reasonably accessible to the student for consultation and discussion of the student's academic progress and research problems.
- Attend regular meetings of the Advisory Committee with the student, normally no fewer than one per semester.
- Develop with the student's involvement in his/her first semester, and formally approve, a list of courses that would constitute the program of study. (This program of study is not considered final until also approved by the School and the Faculty of Graduate Studies. Such approval will not normally be withheld if the proposed program meets the published program requirements.)
- In consultation with the Advisor, confirm and approve progress reports in those cases where there are concerns or when the progress being made is unsatisfactory. ("Some Concerns" and "Unsatisfactory" progress reports will also be forwarded to the School and the Faculty of Graduate Studies.)
- Formulate a plan of action with the student to address any problems that have been identified as a result of a semester progress review of "Some Concerns" or "Unsatisfactory".
- Inform the student of the approximate time it will take for submitted written material to be returned with comments. If the expected time exceeds the normal two-week turnaround, for instance because of absence from campus or an unusually heavy workload, provide the student and the Advisor with an estimate of the time required.
- Thoroughly review and comment on drafts of written material, normally with a two-week turnaround. Inform the student as to whether or not a research project is complete or a thesis ready for submission to the final examination committee. If additional work is required, provide feedback to guide the student in satisfactory completion of the work.
- Immediately disclose to the Advisor and the School Director any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisory Committee member and the student or when there are irreconcilable interpersonal conflicts, and in such cases it is expected that the faculty member will withdraw from the Advisory Committee. Conflicts of interest may also arise when the Advisory Committee member or student have a financial interest in the outcome of the research project. In these

cases, the decision as to whether withdrawal is appropriate should be made in consultation with the School Director and the Advisor.

- Although the Academic Advisor serves as the student's primary supervisor, the entire committee should be involved in the student's program. Members of the committee should encourage and be available for consultation with the student at reasonable intervals. At either the student's or Advisor's request, a semesterly meeting of the Advisory Committee should be held. If a committee member is to be away for more than three months, and this absence is deemed detrimental to the student's progress, an interim member should be appointed and the Faculty of Graduate Studies informed in writing. If the absence is extended, a new member should be chosen.

11.6 CONFLICT OR DYSFUNCTION IN ADVISORY COMMITTEE

It can happen that an Advisory Committee ceases to work effectively, or a student and Advisor find themselves in disagreement or conflict. If the issues cannot be resolved, or the Advisor and/or the Committee are not confident in the ability of the student, then a change in committee may be needed. This entails consultation with the Graduate Coordinator or the Director of the School.

If there is no advisor alternative, the university has instituted a policy on dispute resolution. <http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por-drm.shtml>

11.7 COURSES

Students are required to take 5 graduate courses in the initial phase of their degree. The standard practice is to take 2 courses in the Fall Semester of Year 1, 2 courses in the Winter Semester of Year 1, and one course in the Fall semester of Year 2. This arrangement of courses is recommended, but remains flexible: any combination of 5 courses over these semesters is acceptable. In unusual circumstances, students may petition to do one course in the Winter Semester of Year 2 in order to meet particular demands in their program of study.

Graduate courses allow students to develop their knowledge of key theoretical, historical and critical concerns for the analysis of culture. It is during coursework that students hone their skills in writing and research so that they will be prepared for the challenges posed by their Primary and Secondary Area Qualifications. Students are encouraged to choose their courses in order to maximize their critical and historical repertoire, and to take advantage of the opportunity afforded by the program to work across the disciplines of English and Theatre Studies

11.8 Language Requirement

Doctoral students are required to demonstrate reading proficiency in at least one language other than modern English, as approved by the Graduate Study Committee. For specific details on this requirement see the pertinent section of the Graduate Calendar at: <https://www.uoguelph.ca/registrar/calendars/graduate/current/gradprog/sets-phd.shtml>

11.9 QUALIFYING EXAMINATIONS

The university requires that all PhD students pass an oral Qualifying Examination (QE) before proceeding to the dissertation studies. At the completion of the QE, the student becomes a candidate for the PhD, and is referred to as such. Regulations pertaining to the QE vary widely between programs, according to disciplinary standards. The PhD LSTS is a substantial effort in two stages that is expected to commence in Semester 3 and finish at the end of Semester 6.

11.10 SECONDARY AREA QUALIFICATION (SAQ)

The SAQ takes place in the Summer of Year One and provides an opportunity for students to develop quickly the repertoire needed to teach in a field without necessarily committing to that field as an area of specialization. The objective here is to gain working knowledge of major texts and statements relating to a field of scholarly enquiry. Upon completion of this exercise, students should have both the range and the depth to teach with confidence in a secondary area.

As the name implies, this is a qualification exercise. The student is responsible for a reading list comprised of 60 texts (the definition of what constitutes a standard text is internal to the design of the lists), selected from standard department reading lists; 30% of the list may be altered to suit particular interests.

11.11 CHOOSING THE SAQ FIELD/LIST

Students are encouraged to choose their SAQ early so that they can start reading towards it without undue pressure. In any event, a list must be submitted to the Graduate Committee for approval no later than the end of the second semester.

The secondary area is chosen with the advice of the Advisory Committee, and must not be taken in the same field as the Primary Area Qualification. The PhD LSTS offers six broadly defined and collaborative fields

- Studies in Canadian Literatures
- Colonial, Postcolonial and Diasporic Studies
- Early Modern Studies
- Studies in the History and Politics of Performance and Theatre
- Sexuality and Gender Studies
- Transnational Nineteenth-Century Studies
- Critical Studies in Improvisation

Each of these fields may embrace any number of sub-fields, for which SETS may have a list on file. If the student and Advisory Committee have reason to select an area that is not comprehended under one of these fields, they may submit a list to the Graduate Committee. It is understood that the fields are elastic and changeable. The determining factor of whether a proposed area is acceptable is whether there is faculty strength to compose and grade the examinations at a level of knowledge commensurate to the expectations of the discipline.

11.12 THE SAQ COMMITTEE

When the student notifies the Graduate Coordinator that a secondary area has been selected, the Graduate Studies Committee will designate two examiners drawn from the field, one of them appointed as Chair of the SAQ Committee. The student will be informed of the identity of the examiners at the soonest possible opportunity.

If the SAQ Committee and the student modify the reading list substantially, the SAQ Committee Chair should submit it to the Graduate Committee for approval no later than the beginning of Semester 3 (Summer Semester of first year); in this instance, approval constitutes a guarantee that the reading list and SAQ Examination based on it are equitable to other SAQ examinations in the school.

The SAQ Committee and the student should maintain regular contact during the study period to ensure that the student will be thoroughly prepared for the examination. The Chair of the SAQ Committee will explain to the student the structure of the exam, the nature of the questions, and the instructions that will accompany the examination paper at least two weeks prior to the examination date.

The SAQ Committee and the student should set the examination dates at least a month in advance in order to avoid scheduling complications. The SAQ Committee members will compose collaboratively the examination questions, as well as the appropriate instructions to accompany them. The Chair of the SAQ Committee will collate the examination paper and submit it to the Graduate Secretary at least two weeks prior to the date the student will sit the examination.

11.13 THE SAQ EXAMINATION

The SAQ examinations will be scheduled early in Semester 4 (Fall of the second year). Students are assessed on a pass/fail basis on the following:

- A three-hour written examination comprised of four questions, from which the student chooses two. These questions give the student an opportunity to demonstrate the range and depth of their reading. The questions will ask the student to place a range of primary texts in relation to key critical debates in the field.
- A one-hour oral examination that will take place one week after the written examination on questions arising from the written work.

If the student fails the written examination, the oral examination will be cancelled. The exam is deemed a failure when more than one examiner casts a negative vote. The student will have one further opportunity to write the examination; this must take place within six months. A second failure will terminate the student's program.

At the end of the oral examination, and after the student is asked to leave the examination room, the Chair of the Examination Committee will ask each examiner to cast a vote. More than one negative vote will result in failure. In the event of failure, and a pending re-seating of the examination, the Examination Committee should provide the student with a rationale for the decision and instructions for further study.

11.14 ADMINISTRATION OF THE SAQ EXAMINATIONS

The Graduate Secretary administers the SAQ examination. This involves:

- booking rooms for the written and oral examinations;
- providing the student with a computer for the written examination;
- giving the student the examination paper;
- forwarding the student's written exam to the SAQ Committee;
- sending a notice to the SAQ Committee, the student, as well as the Chair appointed by the Graduate Coordinator for the oral examination, about the booking times and places a week in advance of the examinations.

11.15 PRIMARY AREA QUALIFICATION

The PAQ is a major effort, and is expected to provide the foundation for the Dissertation Prospectus. The objective here is to develop sufficient expertise in a field of scholarly enquiry to be able to make original contributions to that field through the writing of the dissertation. Through discussion with the Advisory Committee, the student develops two reading lists, both of them totaling approximately 120 titles, as well as a rationale:

- The Field Survey that is aimed at sketching the broad contours of an area of scholarly enquiry.
- The Topic Readings, a more specific articulation of the works which immediately impinge on the dissertation.
- A rationale of three to five pages that accompanies the Topic Readings which offers an elaboration of the student's topic, its significance, its scholarly and theoretical contexts, and its methodology.

Because, as stated above, the PAQ is a major effort and doctoral students are admitted into the program based on their proposed dissertation topic and availability of faculty to act as advisors on this topic, students are not allowed to change their special area of interest once they initiate their PAQ process.

11.16 SUBMISSION OF THE PAQ READING LISTS

The PAQ is normally supervised by the Advisory Committee, which in most cases will continue to supervise the dissertation stage. Students should develop their PAQ reading lists and rationale in consultation with their Advisory Committee.

The student should submit the approved PAQ readings lists and rationale to the Graduate Secretary no later than the middle of Semester 4 (Fall Semester of second year) for approval by the Graduate Committee.

The PAQ reading lists and rationale may be approved as submitted, approved subject to revisions, or not approved. Thus the Graduate Committee may recommend revisions that require a tighter focus or greater clarity of the rationale's argument, more details about the methodological approach, and changes in the reading lists. Students must work closely with their Advisors to implement these revisions. Depending on the nature of the Graduate Committee's recommendations for revisions, the student may have to revise and re-submit, revise to the Advisor's satisfaction, or entirely reconceptualize and re-submit. Normally, the requirement to re-submit comes with a deadline.

The Graduate Committee forwards its decision both to the Advisor and the student.

11.17 THE PAQ EXAMINATION

The PAQ is intended to determine whether the student is prepared to write and capable of writing the PhD dissertation. The PAQ is usually taken 12 months after the completion of the SAQ and consists of:

- A three-hour examination on the Topic List to be studied in the dissertation and on secondary scholarship concerning that primary material. The student will be asked to answer two questions from a choice of three.
- A three-hour examination on the Field Survey List, i.e., the literary, cultural and intellectual milieu of the subject being studied. The student will be asked to answer two questions from a choice of three.
- A two-hour oral examination which takes place no later than 10 days after the written examinations. This exam begins with the student presenting a 10-15 minute statement about plans for the doctoral dissertation. After this presentation, the PAQ Examination Committee follows up on material in the written examinations, asks questions pertaining to the overall list of texts, and questions the student on plans for the doctoral dissertation.

11.18 THE PAQ COMMITTEE'S OBLIGATIONS

This committee is chaired by the student's Advisor, and includes the other two members of the student's Advisory Committee.

The PAQ Committee's responsibilities include:

- Advising the student on compiling the reading lists and composing the rationale.
- Approving the final reading lists and rationale.
- Guiding the student through the study period toward the examinations. This includes regular meetings and communication via e-mail, and may also include having the student sit a mock examination.
- Deciding, along with the student, on the examinations' dates and the faculty members to join the PAQ Oral Examination Committee.
- Submitting to the PAQ Committee Chair two to three questions for the examination.
- Grading the examination, and submitting their decision, along with comments and the final outcome of the exam (pass or fail), to the Chair of the Committee, no later than five days after the sitting of the second exam.

The Chair of the PAQ Committee is responsible for:

- Informing the Graduate Secretary of the dates for the three PAQ exams no later than two months prior to the sitting of the first written exam.
- Submitting to the Graduate Secretary two months prior to the sitting of the first written exam the names of the faculty members who may serve on the PAQ Oral Examination Committee. For reasons of expediency, it is advisable that the Chair also submit a list of alternate names.
- Drafting and circulating the examination questions among the PAQ Committee members so that the Committee reaches consensus on them.

- Designing the examination papers, along with appropriate instructions, and submitting them to the Graduate Secretary.
- Explaining to the student the final structure of the examinations no later than two weeks prior to the sitting of the exam.
- At the end of the oral examination, and after the student is asked to leave the examination room, the Chair of the Examination Committee will ask each examiner to cast a vote. More than one negative vote will result in failure. In the event of failure, and a pending re-seating of the examination, the Examination Committee should provide the student with a rationale for the decision and instructions for further study.
- Collating the PAQ Committee members' written comments on the examinations.
- Submitting to the Graduate Coordinator the outcome of the exam (pass or fail), along with the collated comments, no later than five working days prior to the PAQ Oral Examination.

11.19 THE PAQ ORAL EXAMINATION COMMITTEE

The PAQ Oral Examination meets the University's requirement for a Qualifying Examination (QE), and thus falls under the stipulations of the calendar requirements for a QE. The oral is conducted by the PAQ Examination Committee consisting of:

- The chair/director of the academic unit (or designate) or the chair of the graduate studies committee, who acts as chair of the examination committee *except* when this person is also chair of the advisory committee. In that event, the chair will designate another member of the regular graduate faculty of the unit to chair the examination;
- Two members, normally of the regular or associated graduate faculty who are not members of the advisory committee, in addition to the chair;
- Two members of the advisory committee;
- Normally, at least one of the qualifying examination committee members must be from outside the department in which the student is registered. That person may be a member of the advisory committee.

The designated chair of the examining committee will ensure that the two appointed examiners receive copies of the PAQ reading list in advance, and copies of the student's written answers to the written component.

11.20 ADMINISTRATION OF THE PAQ EXAMINATIONS

The Graduate Coordinator administers the PAQ examination with the assistance of the Graduate Secretary. This involves the Graduate Coordinator conveying to the student the result of the written examinations, as well as the PAQ Committee's written comments. The Graduate Coordinator also appoints a designate for the PAQ Oral Examination in the event that s/he is not available to chair it, and ensures that the two appointed examiners on the PAQ Oral Examination Committee receive copies of the PAQ reading lists in advance, and copies of the student's written examination papers.

The Graduate Secretary administers the PAQ exams by:

- Booking rooms for the written and oral examinations.
- Providing the student with a computer for the written examinations, giving the student the examination papers, and collecting the student's answers.
- Forwarding the student's written exams to the PAQ Committee.
- Approaching the faculty recommended to join the PAQ Oral Examination Committee. This invitation should be accompanied by the student's PAQ reading lists and rationale.
- Sending a notice about the PAQ Oral Examination details (time and location) and the final composition of the PAQ Oral Examination to all the members of this committee, as well as to the student.

11.21 GRADING THE PAQ EXAMINATIONS

Students are assessed on a Pass/Fail basis. An exam is a failure when more than one examiner casts a negative vote.

11.22 IN THE EVENT OF A FAILURE

If the PAQ Committee deems that the written answers are not a Pass, the oral examination will be postponed until the student has a second opportunity to sit the examination on the same special topic list and under the guidance of the existing PAQ Committee. A student may fail one of the two exams, or both. A student who fails the written portion of the PAQ Examination may repeat the exam no later than six months after the failed attempt.

In the event that a student fails the PAQ Oral Examination, the calendar stipulates that the student may be given a second attempt at the examination. A student who fails the qualifying examination and who is being given a second opportunity to pass the oral examination will be required to repeat it no later than six months after the failed attempt. A second failure, of the written or oral examination, will terminate the student's program. (See Unsatisfactory Progress and Appeals of Decisions in the Graduate Calendar.)

11.23 SUCCESSFUL COMPLETION

When the PAQ Oral Examination is passed, the student is officially a Candidate for the PhD (commonly referred to as ABD, "All but dissertation").

11.24 THE DISSERTATION PROSPECTUS

Immediately following the PAQ, the student develops, in consultation with the Advisory Committee, a full prospectus for their dissertation. The prospectus states the overall objective of the project, identifies the particular focus, outlines the topic's scholarly and theoretical contexts, articulates its methodology, lays out the chapter structure, and summarizes the issues and concerns to be addressed in each chapter. It also includes an appendix of timelines for chapter submissions and responses. The student must produce a prospectus ratified by the Advisory Committee for approval by the Graduate Committee no later than three months after becoming ABD. In the event that the Advisory Committee deems that the dissertation prospectus, after multiple revisions, is still not acceptable in three-months' time, the final revision will be submitted to the Graduate

Committee by the three-month deadline, accompanied by the Advisory Committee's concerns.

11.25 DISSERTATION SUBMISSION

Regulations regarding the process of submission of the dissertation are found here: <http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-thesis.shtml>
Note that candidates must complete a Request for Examination form, which must be signed by all members of the Advisory Committee. This should be done no later than six weeks before the anticipated defense. Once the dissertation has been submitted, no further changes can be made to it until it has been examined.

11.26 CHOOSING THE EXTERNAL EXAMINER

The choice of an external examiner is one that must be made carefully. Normally the Advisory Committee and the candidate will agree on a short-list of possible examiners. When an external has been identified and a date chosen, this information, along with a copy of the proposed external's C.V., is relayed to the Graduate Coordinator, who issues the formal invitation and arranges for the delivery of the dissertation. Note that some externals prefer a hard copy; others a PDF file.

External Examiners must be approved by the Graduate Studies Committee. They may only serve in that capacity at the University once in three years, and must meet the following arms-length criteria:

- not have served as advisor to the student's advisor
- not have participated in joint projects with the advisor
- not have been a student or member of the graduate faculty at the University in the last 5 years.

Once an External Examiner has been identified, the Advisor and the candidate may have no contact with her/him until the defense.

The external examiner will submit a written appraisal of the thesis (at least seven days prior to the examination) to the Director who will then provide these comments to the candidate and the Advisory Committee.

11.27 EXTERNAL EXAMINER ARRANGEMENTS

The University gives the School a small amount of money to cover the expenses of the External Examiner. In general this will cover a modest honorarium. In practice this means that we can rarely afford to bring externals from a great distance. If the ideal external is situated farther away than our budget permits, the committee can choose to

- seek funding from other sources to arrange for a guest lecture, or
- use the video-conferencing facility provided for this purpose by Teaching Support Services. Please keep in mind that there is a cost for doing so.

11.28 ARRANGING THE DEFENSE

The Graduate Secretary will make final arrangements for the defense.

11.29 ORAL EXAMINATION PROCEDURES

The examining committee is comprised of:

- The Advisor
- Another member of the Advisory Committee, selected by it
- A member of the regular graduate faculty, who is not a member of the Advisory committee, selected by the Graduate Committee;
- A member of the regular graduate faculty who is not a member of the Advisory Committee appointed to act as chair by the SETS Director on behalf of the dean;
- The external examiner.

It is the responsibility of the candidate to ensure that all members, including the External, receive copies of the dissertation at least six weeks prior to the oral examination.

The final oral examination is devoted chiefly, but not necessarily entirely, to the defense of the doctoral thesis. The final oral examination for the PhD is by ancient tradition a public event. It is not uncommon for candidates to invite friends, colleagues, and family to watch.