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I. Welcome

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

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

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

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

• If you have questions in your courses, ask.

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

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

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

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

• If you do not hear back from an advisor or faculty member after three days, follow up with a courteous reminder.

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

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

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

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

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

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

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

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

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

The following publications are recommended:


**Professional Organizations**

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

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

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

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

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

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

- **Latin American Studies Association** ([http://lasa.international.pitt.edu](http://lasa.international.pitt.edu))
  International, interdisciplinary organization of scholars focused on Latin America.
• Brazilian Studies Association (http://www.brasa.org/)
  An international, interdisciplinary group of scholars who promote Brazilian studies in all fields.

• Caribbean Studies Association (http://www.caribbeanstudiesassociation.org/en/index.html)
  An independent professional organization devoted to Caribbean studies from a multidisciplinary, transnational point of view. The CSA is the primary association for scholars and practitioners working on the Caribbean Region (including Central America and the Caribbean Coast of South America).
II. PH.D. PROGRAM

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

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

Overview of Requirements:

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

1. Requirements:
   a. for students on the “five-year plan” (with a B.A. or M.A., see below), passing satisfactorily a minimum of 60 credit hours in approved courses. 45 credits must be graded, 30 of which must be open to graduate students only. Twelve dissertation credits must be taken, bringing the total number of credits to 60.
   b. for students on the “four-year plan” (with an M.A. in a related field, see below), passing satisfactorily a minimum of 48 credit hours in approved courses. 36 must be graded, 24 of which must be open to graduate students only. Twelve dissertation credits must be taken, bringing the total number of credits to 48.

2. Passing MLL 701, MLL 711, MLL 714, MLL 799, and a minimum of 15 graded credit hours in the area(s) of research emphasis to be determined on an individualized basis in collaboration with graduate advisors and the DGS.

3. For students in the Literary and Cultural Studies concentration, three credits of Critical Studies of Language/Linguistics and three credits in any Arts and Sciences discipline focusing on Colonial or Early Modern Studies (18th century or earlier).

4. At least six credits in an approved cognate discipline to be determined in consultation with graduate advisors.

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

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

Note: Appropriate languages of study will be determined in collaboration with students’ advisors. (e.g.: Students of Latin America may be encouraged to study Portuguese or an indigenous language. Students focusing on Early Modern Spanish or French Studies may be encouraged to study Italian. Students working in the French-speaking Caribbean many need to take Haitian Kreyòl. Students specializing in Medieval, Early Modern, or Colonial Latin American Studies, must also demonstrate reading knowledge of Latin.)
7. Passing a Breadth Exam. Depending on the student’s interests, the exam shall consist of three parts, according to one of the following configurations:

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

Note: Students entering the doctoral program with an MA in a related field may petition to waive the Breadth Exam (normally taken in the Spring of the second year) after the first semester of study. The Graduate Studies Committee will consider petitions on an individualized basis and in consultation with the students’ advisor(s) and other specialist faculty.

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

   a. a thematic selection of literary, cultural, and/or sociolinguistic studies;
   b. critical theory;
   c. a cognate discipline (e.g. history, sociology, philosophy, art, film, digital humanities, etc.).

9. Successfully defending a dissertation prospectus in early Fall (September), of the fourth year.
10. Completing and defending satisfactorily a dissertation during the fifth year.
11. Satisfying all requirements of the Graduate School as stated in the Graduate Bulletin.

Timeline of Expected Progress toward Degree

Students are expected to complete their degrees on time and with sound scholarly achievement. The Department evaluates student performance annually. While personal matters may cause delay, lack of timely progress may result in non-renewal of the teaching assistantship or dismissal from the program.

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

<table>
<thead>
<tr>
<th>5-year Plan</th>
<th>4-year plan</th>
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<tbody>
<tr>
<td><strong>1st semester:</strong></td>
<td><strong>1st semester:</strong></td>
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<tr>
<td>3 courses (including MLL 711, Introduction to Critical Theory I)</td>
<td>3 courses (including MLL 711, Introduction to Critical Theory I)</td>
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<tr>
<td>Work on language requirement</td>
<td>Work on language requirement</td>
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<tr>
<td></td>
<td>Be mindful of your Cognate requirement</td>
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<tr>
<td></td>
<td>April: choose Breadth Exam areas and committee</td>
</tr>
<tr>
<td></td>
<td>Apply for summer research funding.</td>
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</tbody>
</table>
| 2nd semester | 3 courses (including MLL 714, Introduction to Critical Theory II)  
| Work on language requirement  
| April: choose Breadth Exam areas and committee  
| June: Work on abstract to send to a conference.  
| July: work on developing a research paper for publication | 2 courses (including MLL 714, Introduction to Critical Theory II) and three credits of Breadth Exam readings  
| Work on language requirement  
| Be mindful of your Cognate requirement  
| April: Breadth Exam  
| May: choose Qualifying Exam committee  
| June: Work on abstract to send to a conference.  
| July: work on developing a research paper for publication |
| 3rd semester | 3 courses  
| Work on language requirement  
| Be mindful of your Cognate requirement  
| Apply for summer research funding. | 3 courses  
| Work on language requirement  
| Be mindful of your Cognate requirement  
| Finalize Qualifying Exam lists  
| Apply for summer research funding. |
| 4th semester | 2 courses and three credits of Breadth Exam readings  
| Work on language requirement  
| Be mindful of your Cognate requirement  
| April: Breadth Exam  
| May: choose Qualifying Exam committee  
| June: Work on abstract to send to a conference.  
| July: work on developing a research paper for publication | 2 courses and three credits of Qualifying Exam readings  
| Work on language requirement  
| Be mindful of your Cognate requirement  
| April: Qualifying Exam  
| Begin preparation of Dissertation Prospectus  
| Deadline to fulfill all requirements except MLL 799  
| June: Work on abstract to send to a conference.  
| July: work on developing a research paper for publication |
| 5th semester | 3 courses  
| Work on language requirement  
| Be mindful of your Cognate requirement | Enroll in MLL 799 (Dissertation and Professionalization Seminar)  
<p>| First Month: defend Dissertation Prospectus |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Tasks</th>
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</table>
| **6th semester:** | Finalize Qualifying Exam lists  
Apply for summer research funding.  
2 courses and three credits of Qualifying Exam readings  
April: Qualifying Exam  
Preparation of Dissertation Prospectus  
Deadline to fulfill all requirements except MLL 799.  
June: Work on abstract to send to a conference.  
July: work on developing a research paper for publication |
| **7th semester:** | Enroll in MLL 799 (Dissertation and Professionalization Seminar)  
First Month: Defend Dissertation Prospectus  
Apply for intramural and extra-mural dissertation completion and summer grants |
| **8th semester:** | Dissertations work  
June: Work on abstract to send to a conference.  
July: work on developing a research paper for publication |
| **9th semester:** | Dissertations work  
Job search / attendance to job market workshops  
Fellowship/post-doc applications |
| **10th semester:** | Job search / fellowship/post-doc applications  
Application for graduation  
Dissertation defense |
Advising and Annual Review

- **When you enter the program**, you will be assigned a faculty advisor whose research interests align with yours. Your advisor’s role is to assist you in choosing courses, meeting faculty relevant to your interests, deciding how best to fulfill the language requirement, requesting course waivers and transfer credits, deciding whether to petition for a 4-year plan, and choosing the Breadth Exam areas and committee.

- **While you’re taking courses** you will meet with your advisor at least once per semester to discuss your plan of study; selections should be communicated to the DGS and the Graduate Program Secretary. First-year advisors typically chair your Breadth Exam and facilitate your exam organization.

- **After passing the Breadth Exam** you will select a Qualifying Exam chair and committee in consultation with your advisor. Your Qualifying Exam chair then becomes your advisor. It is fine to change advisors or committees as you move through the program, as the Breadth Exam committee, Qualifying Exam committee, and Dissertation committee serve different functions. It is also fine to work with the same professor(s) throughout the process if you prefer. Should you wish to change advisors, you must obtain approval from the DGS and your new advisor and advise the Graduate Program Secretary.

- Each Spring semester, students meet with their advisors to review progress and plan for the following AY. The DGS requests a written summary of any concerns from each advisor, as well as from all faculty who have taught in the graduate program during the current AY. The Department assesses the quality of academic and teaching performance, as well as extra-curricular professional development, based on: 1) grades or reports from the professor of courses taken in the previous two semesters; 2) evaluation by exam or dissertation committee members; and/or 3) feedback from teaching, lab, and/or tutoring supervisors. Lack of acceptable progress should be documented and communicated to the student, advisors, the DGS, and/or the GSC when necessary.

- Throughout the program, students should consult with their advisors and the DGS about degree requirements, progress toward the degree, and any other general program questions. Students are responsible for understanding and fulfilling all program requirements.

Courses and Credits

- **In your first and second years**, you should work towards fulfilling requirements, which are designed to provide a solid grounding in critical theory and breadth of knowledge in your field. Take most of your courses in the department.

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

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

- **Incompletes**. Courses should be completed before the end of the semester in which they are taken. Incompletes are granted only if, for a non-academic reason, you are unable to meet final deadlines. Your professor may require proof of your non-academic reason, and is not obligated to grant your request. Incompletes made up before the beginning of the succeeding semester usually cause no special difficulty (although your transcript will permanently record the delay). A later due date will receive greater scrutiny and require more substantial justification. Repeated failure to meet deadlines indicates unsatisfactory progress and may jeopardize future appointments to a teaching assistantship. Although the Graduate
Bulletin allows one year to remove Incompletes, the GSC generally considers work not completed within an additional semester as evidence of unsatisfactory progress.

- The language requirement may be completed during the semester of the Qualifying Exam. All other requirements, including coursework (with the exception of MLL 799) must be completed before the semester in which you take your Qualifying Exam. Students cannot take the Breadth or Qualifying Exam if they have incompletes.

- Students entering the program with previous graduate course work can petition for two course requirements to be waived. Requests must be made during the first semester and accompanied by documentation that demonstrates that the course work is equivalent to that offered in the program. In consultation with an MLL faculty expert, the GSC evaluates all waiver requests.

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

**Language requirements**

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

- The Latin requirement can be fulfilled by satisfactory work in LAT 725 or by following the LAT 101-102 sequence. Students who have taken university-level Latin within the last four years can request to have the requirement filled by equivalency. Requests must be made during the first semester. The GSC evaluates all equivalency requests.

- The language requirement can be met by demonstrating reading knowledge of two languages other than English and the language of study. Reading competency exams are given each semester. No student will be permitted to take more than one reading competency exam in a single semester. Students can prepare for reading exams on their own or by enrolling in graduate-level sections of basic language courses for zero credits. For instructions on how to enroll in these courses, see here: http://www.as.miami.edu/media/college-of-arts-and-sciences/content-assets/modern-languages/documents/graduate-program/grad_lang_course_instructions2.pdf

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

**Breadth Exam**

The purpose of the Breadth Exam is to assess students’ mastery of fundamental issues in literary, cultural, and/or linguistic studies. While course requirements provide knowledge across historical periods and allow students to engage a wide array of interpretive methods and theories, the Breadth Exam demonstrates sufficient knowledge of works and problems of fundamental importance to students’ selected fields of study. It establishes that students will be qualified to teach those fields when they graduate and indicates that they have the basic knowledge necessary to identify specialized topics for dissertation research.
There are four possible formats for the exam:

a) three areas of literary movements/genres comprising one region over three periods; or
b) three areas literary movements/genres comprising two regions over two or three periods; or
c) two areas of literary movements/genres over one or two periods and one area of sociolinguistics; or
d) two areas of critical language analysis and one area of literary movements/genres.

Students are free to propose diverse configurations meeting the above criteria. Other configurations may be proposed for consideration by student’s advisors and the GSC. Examples include:

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

Breadth Exam reading lists include key texts/genres of the period. Reading lists for critical language analysis include fundamental texts in the fields of critical discourse analysis, sociolinguistics, sociocultural theory, socio-cognitive approaches to second language acquisition, and ideologies of language. Students may add a small number of works (usually up to five) in consultation with the committee members.

Students whose focus in the program is literary and cultural studies should also have knowledge of the Core reading list, intended to ensure basic knowledge of canonical texts beyond the students’ areas of specialization. Students may be queried on this list during the oral portion of the Breadth Exam.

The Breadth Exam committee includes one faculty member from each exam area. Students are responsible for asking professors to serve on their committees. Committee chairs solicit questions from committee members, assemble the exams, and submit them to the DGS and Graduate Program Secretary. Administrative decisions regarding the exam are made in consultation with the DGS and GSC.

Students take the Breadth Exam during their fourth semester. There is a two-hour written exam for each area (a total of 6 hours taken over two days). At least one area must be written in English and one in the language of study. Exams are held over a weekend in March or April. The written exam is followed within one week by an oral exam with the entire exam committee. Exam results (pass or fail) are communicated to the student following the discussion. To pass the exam, students must pass each area.

Students failing one or more areas may retake the failed area(s) in a format determined by the committee. Students who fail a second time in one or more areas must withdraw from the program by the end of the academic year. Students who pass the Breadth Exam but who do not complete the Ph.D. may request a terminal M.A. degree.

Reading Lists

Established Breadth Exam reading lists are available on the MLL website. The Core reading list includes additional, fundamental works from all periods and all genres. Students may develop original reading lists in collaboration with their advisors and with DGS/GSC approval. Once the exam committee is established, students should consult with each members regarding exam preparation. Once additions are finalized, all committee members and the DGS should receive a complete list of titles. For titles marked “Selections,” students should consult with their faculty to determine which extracts to read.
Studying for the exam

Each student brings a different set of prior readings to the Breadth Exam and will devise a personalized method of study. Committee members can provide general guidance and should be consulted regularly to verify understanding of terms and classifications (i.e. movements, genres, critical debates, etc.). Students should complete all readings before the semester of the exam to allow at least one month for additional consultation with committee members.

Language of the exam

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

- When questions allow for choice among primary texts, students should use different texts for each answer (i.e., students should not examine the same text twice when answering different questions).

Oral defense: Students will be asked to make an opening statement in which they supplement their written responses. The committee will then ask questions about written responses, works not included in the written exam, and/or the Core reading list.

Protocol for Breadth Exam preparation

- Students should meet with faculty during the late spring semester prior to the academic year of the Breadth Exam to discuss reading lists so that students can prepare over the summer.
- Faculty should discuss the scope and genre of questions they will ask on the exam and their suggested guidelines for preparation.
- Students should meet regularly with faculty to discuss readings and any doubts or concerns they might have about the exam.
- Faculty and the DGS may refer students to a fixed set of sample questions on file with the DGS and the Graduate Secretary. All students will have access to the same sample questions, regardless of their committee composition.
- Faculty shall ensure that their exam questions do not replicate any sample questions on file.
- Faculty shall not provide students, in conversation or in writing, with other questions prior to the exam.

Qualifying Exam

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

The Qualifying Exam is defined around a broad, student-selected theme and typically covers three approaches to that theme: 1) that of the primary field (literary, cultural, and/or linguistic); 2) theoretical; and 3) that of the cognate field. Recent themes include: Existentialism, Memory, Childhood, Terrorism, Urban Development, Diaspora, Bilingualism, Economic Crisis.

The Qualifying Exam committee consists of four members: three from MLL and one representing the cognate field. Committee members should be chosen for their expertise; they may or may not be former members of the student’s Breadth Exam committee or future members of the dissertation committee. Students are responsible for asking each professor to serve on their committees and one professor to serve as Chair.
Typically, three professors are responsible for one list each, and the fourth committee member serves as a secondary reader of the entire exam. When appropriate, committee members may share responsibility for the preparation and/or evaluation of one or more exam section.

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

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

1) Students receive three possible questions per field (primary, theoretical, cognate) three weeks prior to the exam.
2) Students receive (on exam distribution day) one or two of the three questions per area (to be determined in advance by each committee member).
3) Students have one week to complete their exams and should turn in answers of 15-20 double-spaced, typed pages per field.
5) At least one area of the exam must be written in English and one in the primary language of study. While students may consult their texts and notes, time is best spent reflecting on the questions and synthesizing ideas. Citations may be helpful in composing answers, but are not required. Barring extraordinary circumstances, consultation with committee members is disallowed during the exam period.

An oral defense lasting two hours will take place during the week following the written exam. The discussion may be in English, the language of concentration, or both (students should consult with committee members regarding language of the exam ahead of time). In addition to discussing the written exam, students will consider relationships among the different approaches represented by the list areas and projected dissertation interests. One express purpose of the oral exam is to help students prepare their dissertation proposal.

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

Tracking Candidacy

The Graduate School tracks student progress towards candidacy. Enrolling in the sequence of continuation courses (830-840-850) indicates progress towards the degree, as follows:

• 830 (“Pre-Candidacy Dissertation”) for students who have not yet passed the Qualifying Exam.
• 840 (“Post-Candidacy Doctoral Dissertation”) for students who have passed the Qualifying Exam.
• 850 (“Research in Residence”), for one credit, for ABD students who are writing their dissertations.

Note: Enrollment in continuation courses, even if for one credit, indicates full-time student status. Students should consult with their advisors, the DGS, and the Graduate Secretary on the proper number of credits to take each semester, keeping in mind that a total of twelve is required for graduation. Students and advisors should be cognizant of the twelve-credit requirement (830 and 840 only) and seek not to exceed it, as it may lead to additional tuition charges made to the Department.
Dissertation

• **Choosing a dissertation director.** After the Qualifying Exam, students begin work on the dissertation. The first step is to choose a director with expertise in the areas of interest. The dissertation director may or may not be the chair of the Qualifying Exam committee. Students are responsible for asking faculty members to serve as their dissertation directors and committee members. Consult with the DGS if you encounter difficulties making arrangements.

• Develop your topic in consultation with your director before the end of the semester in which you take your Qualifying Exam. Consult, read, and write as much as possible, keeping in mind that you will defend your Dissertation Prospectus at the beginning of your fourth year in the program (by October 1).

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

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

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

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

• **Admission to Candidacy** for the Ph.D. takes place after the prospectus is approved. Students are responsible for submitting all required documents to the Grad School with the assistance of the Graduate Secretary. Students should complete the dissertation before their credits expire: four years after passing the Qualifying Exam or during the eighth year of the program, whichever is later. Extensions can only be granted by petition to the Graduate School with the support of advisors, the DGS, and the GSC.

• **The Dissertation is a draft manuscript** for a scholarly book comprising at least 200 pages of text. Students are expected to develop an original idea and demonstrate how it adds to existing scholarship. Throughout the process of research and writing, students should work closely with all committee members, especially the dissertation director. Forms of collaboration vary: students and committee members should have clear, mutual expectations. At the beginning of the process, students should consult the ETD Formatting Support Guide from the Library (https://sp.library.miami.edu/subjects/etd) to familiarize themselves with filing procedures in advance of their completion date.

• **Registration while writing the dissertation:** To maintain eligibility to receive the degree, students must maintain continuous registration for at least one-credit per semester (i.e. Fall and Spring) until the semester of the dissertation defense. After the guaranteed funding period (five years), students will incur tuition fees if tuition waivers are unavailable.

• **The dissertation defense** takes place after the committee has approved a complete draft of the dissertation.
The full committee must receive the approved draft one month before the defense. The defense is oral and lasts two-to-three hours; it is open to the public, although only committee members may ask questions. The dissertation may be approved (“pass” or “pass with distinction”), or not approved. If the work is not met with approval, a second defense may be held at a later date if the term of candidacy has not expired. Students are responsible for ensuring the completion of all required forms (e.g., departmental certificate of defense, university certificates of defense, signature pages) in a timely fashion. For further guidance, consult with the Graduate Secretary and the Graduate School.

- **Filing the Dissertation.** Approved dissertations sometimes require revision, requiring a delay between the defense and the filing of the dissertation with the Graduate School. Students must file before candidacy expires (within eight years of entering the program or four years of passing the Qualifying Exam). There are four filing deadlines per year (Fall, Spring, and two in Summer), in advance of the last day of classes (see the current academic calendar). Unless a formal leave of absence is granted, students must be registered continuously prior to and during the semester in which they file. Students are responsible for complying with all regulations and timetables set by the Graduate School.

**Recommended Practices for Dissertation Committees**

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

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

Dissertation directors should review chapters and supervise necessary revisions before feedback is solicited from other committee members.

Dissertation directors should consult with the entire committee before planning a defense.

The final draft of the dissertation is due at least one month prior to the defense.

**Graduation**

Upon filing the dissertation, students must apply to graduate by filing a form with the Graduate School with the assistance of the Graduate Secretary. There are four application deadlines per year (Fall, Spring, and two in Summer). Graduation ceremonies take place in Fall and Spring. Students graduating during the Summer may participate in ceremonies the preceding Spring or the following Fall or Spring.

**Graduation with Honors**

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

Please read carefully the Graduate School’s Student Handbook for other policies and details: https://grad.miami.edu/_assets/pdf/Graduate-School-Student-Handbook-2017-2018.pdf
III. GRADUATE STUDENT TEACHING AND PEDAGOGICAL TRAINING

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

First-year teaching assistants (TAs) typically work as tutors in the MLL Language Laboratory or in administrative support positions for up to ten hours per week.

All students are required to take MLL 701 (“Introduction to Second Language Teaching: Theory and Practice”) during the semester they enter the classroom as TAs (typically, Fall of the second year). MLL 702 (“Bilingualism”) is a prerequisite to teach heritage courses.

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

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

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

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

Graduate students’ teaching is evaluated at the end of every semester through an online form administered by the College of Arts and Sciences. In addition, Language Program Directors observe every TA’s teaching at least once during the academic year. Language Program Directors discuss their evaluations with students and submit evaluations of performance to the DGS and GSC each year.
Advanced-level instruction

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

Teaching 202 and 203

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

Mentored teaching

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

Co-teaching

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

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

Supervised teaching

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

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

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

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

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

**Other teaching opportunities**

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

Faculty members should consult with the DGS and GSC before asking students to serve as substitute teachers or engage in other forms of ad-hoc teaching.

**IV. FINANCIAL SUPPORT**

**Teaching Assistantships**

- **Required work:** Teaching Assistantships may include a combination of work in the language lab, tutoring center, and classroom. Usually, first-year students work as language tutors, assistants to faculty in administrative positions, or as research assistants. Beginning in the third semester, the customary teaching responsibility is two courses per year (approximately fifteen hours per week).

- **A teaching assistantship is full-time employment** per the Graduate School, the College of Arts and Sciences, and the Department of Modern Languages and Literatures. In exceptional cases, students may be granted approval for other part-time or temporary work. Students should seek advice and approval from the DGS and faculty advisors before accepting any employment during the semester. Unauthorized employment is a violation of the terms of the assistantship and can result in the loss of university support.

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

**Fellowships**

- **Information on diverse funding opportunities** can be found at the Graduate School website: [https://grad.miami.edu/costs-and-funding/financial-aid-and-funding-opportunities/index.html](https://grad.miami.edu/costs-and-funding/financial-aid-and-funding-opportunities/index.html)

- **The College of Arts and Sciences** awards a limited number of dissertation completion fellowships to advanced graduate students on a competitive basis. The College of Arts and Sciences Dissertation Award is a departmental-level stipend without teaching duties for students expecting to complete their dissertations the following year. Four to six of these awards are granted annually across all disciplines in the College ([http://www.as.miami.edu/academics/graduate-studies/grants-fellowships/](http://www.as.miami.edu/academics/graduate-studies/grants-fellowships/)).
• The Center for the Humanities funds three graduate fellows annually: (http://www.humanities.miami.edu/humanities/academic/fellows/).

The DGS will announce these and other competitive awards over the course of the academic year.

**Funding for Travel to Conferences**

MLL encourages graduate students to develop professional experience by presenting scholarly papers and publishing peer-reviewed articles and/or book chapters over the course of the program. Students should consult with their advisors before submitting abstracts and articles for presentation or publication. Once an abstract has been accepted for presentation at a scholarly meeting, students must complete the Travel Request Packet with the assistance of the Graduate Secretary. The packet includes application forms from various funding sources, which include:

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

- **Max and Peggy Kriloff Graduate Student Travel Fund (College of Arts and Sciences):** up to $250 per event to supplement departmental and GAFAC support. Funds are awarded only for presenting papers.

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

- **Fifth-year students with at least one scheduled job interview at the MLA may apply for up to $500 of additional MLL funding to subsidize travel expenses.**

When planning conference participation, consult with your advisor and request the most recent reimbursement policies and forms from the Graduate Secretary.

**Summer Support and Research Travel**

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

When funding is available, the Department offers Graduate Student Research Travel Grants to conduct research abroad. Consult with the DGS on this possibility.

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

Financial support for summer work in the Department of Modern Languages and Literatures is often available for tutoring, language lab work, and teaching. In case of limited resources, priority is given to students who have received the least amount of financial support in previous summers and who are making good progress towards completion of the degree. The DGS will solicit expressions of interest at the beginning of the preceding AY.
**Internships**

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

The UGrow Program offers training and experience for developing careers inside and outside of the academy. UGrow Fellowships are offered annually on a competitive basis, allowing fellows to work as interns in lieu of their regular teaching assignments. For more information, consult the UGrow website: http://www.as.miami.edu/academics/graduate-studies/ugrow/.

**V. CAREER DEVELOPMENT**

**Conferences**

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

**Publishing**

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

**Job Search**

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

| Late August | • Consult with your dissertation committee on the status of your dissertation and plans for completion.  
| September | • MLA begins posting job openings online.  
| | • Department workshops on preparing application.  
| October | • Provide recommenders with polished CV.  
| | • Develop an extended piece of polished writing you can use for a writing sample.  
| | • Draft application letters.  
| November | • Check the MLA listings regularly.  
| | • Send application letters.  
| | • Make sure that all of your recommendation letters are on file.  
| December | • Check the MLA listings regularly.  
| | • Continue sending application letters.  
| | • Department workshop on MLA interviews.  
| January | • MLA convention with interviews.  
| | • Future Faculty Forum (practice job talks and mock interviews).  
| February-June | • Continue checking MLA listings, as well as department postings.  

VI. ADMINISTRATIVE INFORMATION

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

Summary of Roles

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

Graduate Student Listserv

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

Copies and Printing

UM has adopted the "U-Print" program, a user-friendly application based on Green U initiatives that encourage responsible printing and copying. Students receive an annual allowance of 130 UPrint Credits. For a complete guide to UPrint, visit: https://studentsupport.it.miami.edu/uprint/

The departmental photocopiers support teaching activities. There are a number of ways you can acquire free or low-cost copies for other purposes:
• For items on electronic course reserve, Richter library has UPrint printers available.
• The GSA office in Building 21-T offers free printing, scanning, faxing, copying and Internet access to all UM graduate students (http://www6.miami.edu/gsa/about.html).
• The International Students’ office in Building 21-F allows copying for a very low fee.
• Use departmental scanners.

Printing in the lab and the offices is limited to support for teaching and coursework (i.e. printing of assignments and papers for courses, and of internet materials for use in class). All other printing should be done at the library.

Technical Support

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

Library Purchases

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

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

Academic Policies

• Grievances. If you have grievances about a policy, academic decision, or any other matter, consult with your advisor and the DGS. If matters are not resolved to your satisfaction, you have further recourse to the Chair of the Department, the Dean of the College of Arts and Sciences, and the Dean of the Graduate School. Unless they have been demonstrably negligent, professors and committee members have final authority regarding academic decisions.

• Graduate Student Honor Code. The University of Miami expects graduate students to adhere to the highest standards of ethical and academic integrity. All forms of academic fraud are prohibited. Violations include but are not limited to: plagiarism, cheating, collusion, falsification, violation of professional ethics, or misrepresentation of research data or other information. Students must certify that all work (whether an examination, dissertation, thesis, research paper, research project, form of creative expression, experimental data, or any other academic undertaking) submitted for evaluation, presentation, or publication meets these standards. Grad students are expected to respect the diversity of the community and to respect the rights of others (of property, privacy, opinion, and expression). Students who violate these standards are subject to disciplinary actions by the Department and the Graduate School, which may include expulsion from the program and the University. For further information, refer to the Graduate Student Honor Code: http://www.miami.edu/index.php/graduate_school/current_students/.

VII. GRADUATE STUDENT ACTIVITIES AND SERVICES

Departmental Representatives

Each year, MLL graduate students elect six representatives:

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

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

The Graduate School offers a variety of services and information regarding: change-of-status, fellowships, graduation, dissertation writing, applications for candidacy, housing, dental and health insurance, short-term loans, the SPIN program (Sponsored Programs Information network), and Wellness Center fee waivers.

Links to these and other resources are available here: http://www.miami.edu/gs/index.php/graduate_school.
APPENDIX: Tracking progress

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

- Plan of Study (5-year plan, previous degree B.A. or M.A.) 25
- Plan of Study (4-year plan, previous degree M.A.) 26
- Ph.D. Requirements - (5-year plan) 27
- Ph.D. Requirements - (4-year plan) 28
### Five-year Plan of Study

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**Four-year Plan of Study**

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<td>Qualifying Exam: P/F</td>
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<td>Fellowships/grants:</td>
<td>Conferences:</td>
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<tr>
<td>Qualifying Exam (Areas/Cognate):</td>
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<tbody>
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<tr>
<td>Dissertation Prospectus Defense (by October 1);</td>
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<tr>
<td>Admission to Candidacy:</td>
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Ph.D. Requirements (5-year plan):

Name: __________________________
Entry date: _______________________

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830 & 840: (total of 12 credits)

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<th>2) Reading knowledge</th>
<th>Latin (if Colonial, Medieval, or Early Modern Studies is primary field):</th>
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<tbody>
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<td>2) Reading knowledge</td>
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<td>b)</td>
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| BREADTH                        | Committee:             |                        |
| EXAM                           | Areas:                 |                        |
|                                | Date:                  | Result: P/F            |

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

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

| DISSERTATION                   | Committee: (chair)     |                        |
| DEFENSE                        | Outside member:        | Additional member:     |
|                                | Date:                  | Result: (approved/not) |
### Ph.D. Requirements (4-year plan):

**Name:**

**Entry date:**

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* the Colonial/Early Modern requirement should be one of the Field or Cognate courses so that graded credits do not exceed 36.

### 830 & 840:

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### LANGUAGES

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### BREADTH

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### EXAM

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### QUALIFYING

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### EXAM

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### DISSERTATION

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### PROSPECTUS

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### DISSERTATION

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### DEFENSE

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FIN! 😊