APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Arts and Sciences/The Graduate School Date 9 Nov '02
   Department/Division offering course English

2. Changes proposed:
   (a) Present prefix & number ENG 700 Proposed prefix & number ENG 700
   (b) Present Title Tutorial for PhD Candidates New Title Same
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3 Proposed credits: see attached (4b).
   (e) Current lecture: laboratory ratio N/A Proposed:
   (f) Effective Date of Change: (Semester & Year) Fall '02

3. To be Cross-listed as: N/A
   Prefix and Number
   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s)):
      See attached
   (b) New description:
      See attached
   (c) Prerequisite(s) for course as changed: Admission to the PhD program and consent of instructor

5. What has prompted this proposal?
   See attached

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   See #5 above

7. What other departments could be affected by the proposed change?
   None

8. Will changing this course change the degree requirements in one or more programs?* □ Yes ☑ No
   If yes, please attach an explanation of the change.*

9. Is this course currently included in the University Studies Program?
   □ Yes ☑ No
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change? Yes ☑ No

(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?
Name: Joseph H. Gardner Phone Extension: 7-1744

Signatures of Approval:

[Signature]

Department Chair

[Signature]

Dean of the College

Date: 11-14-01

10/9/01

Date

3/28/01

Date of Notice to the Faculty

**Undergraduate Council

Date

**Graduate Council

Date

**Academic Council for the Medical Center

Date

**Senate Council

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 11/98
4 (a). In addition to its proseminar and seminar schedule of courses, the English Department offers its PhD students the opportunity to investigate by tutorial, topics that cannot be handled as well in a classroom setting. The purpose of the tutorial is to enable a student to work intensively with a specialist on the kind of topics that lead to professional research, including dissertations. Unlike independent study, the tutorial involves both instructor and students in a mutual investigation of little studied topics. An ultimate aim is to present students with possibilities for dissertation topics. May be repeated to a maximum of six credits. Prereq: Admission to the PhD program and instructor’s consent.

4 (b). This course allows PhD candidates who have completed all course work requirements to work together under the direction of a senior faculty member in preparing for and taking the Qualifying Examination. May be repeated to a maximum of twelve credits. Prereq: Admission to the PhD program and instructor’s consent.

5. The course has not been offered as it was originally conceived and described in several years. Instead, it has evolved into a course that aids students in preparing for the Qualifying. It has served a real need and been very successful. The proposed change in the description simply acknowledges the course’s evolution and brings accuracy to the Bulletin. Since under our new system preparing for and taking the Qualifying exam normally takes two semesters, and since almost all our PhD candidates are required to be enrolled in at least six hours per semesters to maintain their assistantships, health benefits, etc., we need to increase the maximum credits from six to twelve.
This course is designed to help you prepare for the qualifying exams. We will break up into groups depending on whether you are preparing for the written or the orals; within those groups, we may divide further depending on where you are in the process. The schedule below is provisional and subject to change, depending on your progress throughout the semester. Please don’t hesitate to contact me at any time or to arrange a meeting outside of class. This class works best when it is tailored most closely to individual needs.

Please remember that your doctoral committee has final jurisdiction over your reading lists, rationales, prospectuses, and exams. I will refer you to your committee frequently, and I expect you to be working with it throughout the semester. This course does not take the place of regular consultation with your committee. This is especially true of students taking their oral exam; we don’t have much of a schedule because you should be showing drafts of your prospectus to your committee for approval. This class will function more like a peer writing group for you.

Written Qualifying Exams, week of

Jan. 15: Introduction to course and qualifying exams
Jan. 22: Self-diagnosis, identifying problem areas
Jan. 29: Discuss sample rationales and lists
Feb. 5: Student Panel: Overview of written quals
Feb. 12: Discuss drafts of rationales and lists
Feb. 19: Discuss reading schedules, organizing groupings of texts
Feb. 26: Professor Dale Bauer: studying and note-taking strategies
Mar. 5: Professor David Miller: Test-taking strategies
Mar. 12: Spring vacation
Mar. 19: Discuss note-taking and studying strategies
Mar. 26: Week off to study
April 2: Practice exams
April 9: Discussion of practice exams
April 16: Practice exams
April 23: Discussion of practice exams

Oral qualifying exams, week of

Jan. 15: Intro to course and qualifying exam
Jan. 22: Statement of dissertation project
Jan. 29: Discuss sample prospectus
Feb. 5: Week off for research
Feb. 12: Research report: state of scholarship in your field
Feb. 19: Week off for writing
Feb. 26: Partial draft of prospectus

From this point on, we will alternate weeks off to write and meetings to read drafts.
23 October 2001

To: Philip Harling, Associate Dean
    Arts and Sciences

From: Joseph Gardner, DGS
    English

Re: Change in ENG 700

Although our new PhD program is a little more focused than the old one, we still consider ours to be a generalist’s degree, and attribute our unusually high placement rate (twice the national average) partly to that fact. Students are required to take a wide variety of courses, and their coursework is not as closely tied to their quals and their dissertations as it is in some programs.

This means there is a gap between when candidates finish their coursework and when they complete the quals. In some cases the gap is as much as two semesters. The change in ENG 700 is to provide some means for them to bridge that gap. The course helps them prepare their reading lists and rationales for the written portion of the exam and their prospectuses for the orals. It allows them to work together under the direction of a Graduate Faculty member, and takes some of the burden off their Advisory Committees.

Raising the number of hours students can take in the course allows them to remain in full-time status and hence maintain their assistantships, health benefits, tuition fellowships, and so forth.

I hope this answers any questions you may have. Please feel free to call on me if you need further information.