

**DEPARTMENT OF
MODERN LANGUAGES AND LITERATURES
GRADUATE STUDENT HANDBOOK**



2015-16

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I. Welcome

We are delighted to have you in our Ph.D. program. This handbook provides essential information about your course of study: course requirements, exams, professional and intellectual development options, mapping your studies at UM, and 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 advisor 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.
- 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 criticisms, discuss them 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:

Alonso, Carlos. "My Professional Advice (to Graduate Students)." *PMLA* 117 (2002): 401-6.

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. NY: Holt, 1998.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or a Ph.D.* New York: Noonday Press; Farrar, Straus and Giroux, 1997.

Roberts, Carol M. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending your Dissertation*. Thousand Oaks, CA: Corwin Press, 2004

Single, Peg Boyle, and Richard M. Reis. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, 2009.

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/>)
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/>)
This professional organization is for all teachers of languages.
- American Association of Teachers of French (<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/>)
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>)
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>)
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 Romance Studies 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. The guidelines set out below are minimum requirements. The Graduate Studies Committee, the Director of Graduate Studies, the student's faculty advisors and/or committee members for the Breadth Exam, Qualifying Exam, and Dissertation may establish additional requirements for the degree (e.g. courses in a cognate area, related field or language).

Program requirements:

1. a) For students entering on the five-year plan (with a B.A. or M.A.): a minimum of 60 credits, including at least 45 credits of approved graduate coursework and at least twelve dissertation credits. With advisor and DGS approval, up to six credits may be taken below the 600 level for graduate credit. *NB: Credits given for Breadth Exam and Qualifying Exam readings do **not** count toward the 45 credits of approved coursework.*

b) For students entering on the four-year plan (with an M.A.): a minimum of 36 credits of approved graduate coursework, plus at least twelve dissertation credits. With advisor and DGS approval, up to three credits may be taken below the 600 level for graduate credit.

2. MLL 611 (Introduction to Critical Theory I, to be taken in fall semester of year one); and MLL 601 (Introduction to Second Language Teaching: Theory and Practice, to be taken in the fall semester of year two). Introduction to Critical Theory II is highly recommended in the spring semester of year one.

3. a) For students whose focus in the program is on literary and/or cultural studies, a minimum of three graded credits in each of the following areas:

French and Francophone Studies concentration (12 credits total)

Middle Ages and/or 16th Century	17th Century and/or 18th Century
19th Century and/or 20th/21st Century	Francophone Studies

Spanish and Latin American Studies concentration (15 credits total)

Middle and/or Golden Age Spain	18 th /19th-Century or 20th/21st-Century Spain
Colonial Latin America	19th-Century Latin America
20th/21 st Century Latin America	

b) For students focusing on critical studies of language, a minimum of nine graded credits from the areas indicated above, and nine graded credits in courses focused on critical language topics, all chosen in consultation with the faculty advisor (18 credits total).

Note: Barring unusual circumstances, first-year students should take their courses in the department.

Ordinarily, students beyond the first year take at least two graduate courses in the department each semester.

4. Fulfill the departmental language requirement, by:

a) Seeking GSC approval of holistic knowledge in a language other than the primary language of study; **OR**

b) Passing the Graduate Reading Competency Exam in two languages other than the primary language of study; **OR**

c) Passing a 300-level course (or higher) in a language other than the primary language of study.

Note: The Graduate Reading Competency Exam is given once per semester. All languages of competency should be determined in consultation with the student's advisors (e.g. students with a focus on Latin America may be encouraged to study Portuguese; students of Early Modern literature may be encouraged to study Italian, etc.)

d) For students whose focus in the program is on Medieval or Early Modern Studies (including Colonial Latin America), reading knowledge of Latin is required.

5. Breadth Exam

The purpose of the Breadth Exam is to assess students' mastery of fundamental issues in literary movements and genres, abilities for textual analysis, and/or critical studies of language and discourse.

There are four possible formats for the exam:

- a) Three areas of literary movements and genres, consisting of one region and three periods; **OR**
- b) Three areas of literary movements and genres, consisting of two regions and two or three periods; **OR**
- c) Two geographic regions over one or two periods **AND** one area of critical sociolinguistics.
- d) For students whose focus in the program is on critical studies of language and discourse, two areas of critical language analysis and one area of literary movements and genres.

6. Qualifying Exam

The Qualifying Exam requires students to demonstrate the ability to think critically about methodological issues and assess theoretical trends in their field(s) of interest, thus preparing them to write their dissertation proposals.

The Qualifying Exam is defined around a student-selected theme and typically covers **three** theoretical, literary, cultural, linguistic, and/or interdisciplinary approaches to include cognate discipline (e.g. Philosophy, History, Film Studies, Art). Recent Qualifying Exam themes include: Existentialism; Childhood Studies; Terrorism; Diaspora Studies; Bilingualism; and Critical Studies of Language.

- 7. Successful defense of the Dissertation prospectus.
- 8. Successful defense of the Dissertation.
- 9. Completion of all requirements stipulated by the University of Miami Graduate School, as stated in the *Graduate Bulletin*.

Timeline of Expected Progress toward Degree

The faculty wants students to complete their degrees on time and with sound scholarly achievement. Students gain professionally and financially by finishing on schedule. Each student will be reviewed annually to evaluate progress toward the degree. While illness and other unforeseen circumstances may cause delay, lack of 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. the timing for fulfilling the language requirement); others define expected progress (e.g. the 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.

	5-year plan	4-year plan
1st semester:	3 courses Work on language requirement	3 courses Work on language requirement <u>Choose Breadth Exam areas and committee</u>
2nd semester:	3 courses Work on language requirement <u>Choose Breadth Exam areas and committee</u>	2 courses and three credits of Breadth Exam readings (<i>which do not count as a course</i>) Work on language requirement <u>April: Breadth Exam</u> <u>Choose Qualifying Exam committee</u>

3rd semester:	3 courses Work on language requirement Work on Grad student conference	3 courses Work on language requirement <u>Finalize Qualifying Exam lists</u> Work on Grad student conference
4th semester:	2 courses and three credits of Breadth Exam readings (<i>which do not count as a course</i>) Work on language requirement <u>April: Breadth Exam</u> <u>Choose Qualifying Exam committee</u> Work on Grad student conference	2 courses, and three credits of Qualifying Exam readings (<i>which do not count as a course</i>) Work on language requirement <u>April: Qualifying Exam</u> Preparation of Dissertation Prospectus Deadline to fulfill all requirements Work on Grad student conference
5th semester:	3 courses Work on language requirement <u>Finalize Qualifying Exam lists</u>	First month: <u>defend Dissertation Prospectus</u> Dissertation work
6th semester:	1 or 2 courses, and three credits of Qualifying Exam readings (<i>which do not count as a course</i>) <u>April: Qualifying Exam</u> Preparation of Dissertation Prospectus Deadline to fulfill all requirements	Dissertation work Apply for intramural and extra-mural dissertation completion and summer grants
7th semester:	First month: <u>Defend Dissertation Prospectus</u>	Job search / attendance to job market workshops Fellowship applications
8th semester:	Dissertation work Apply for intramural and extra-mural dissertation completion and summer grants	Job search Application for graduation Dissertation defense
9th semester:	Dissertation work Job search / attendance to job market workshops Fellowship applications	
10th semester:	Job search Application for graduation Dissertation defense	

Advising and Annual Review

- When you enter the program you will be assigned a faculty advisor. This person may or may not be a specialist in the field in which you plan to write your dissertation. Your advisor's role is to assist you in choosing courses, meeting faculty relevant to your interests, deciding how 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 once per semester to discuss your plan of study; selections should be communicated to the DGS and the Graduate Secretary. First-year advisors will facilitate the early stages of Breadth 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 and committees as you move from one stage to another: the Breadth Exam committee, Qualifying Exam committee, and dissertation committee serve different functions. It is also fine to work with the same professors throughout the process. Should you wish to change advisors in the middle of a stage, you must obtain approval from the DGS and your new advisor.
- Each Spring, the DGS will communicate a review of your progress toward the degree, based on reports made to the Graduate Studies Committee (GSC). Your advisor will also receive a copy and use it to help you plan for the following year. The review concerns the quality of academic and teaching performance and extra-curricular professional development, based on: 1) grades and written reports from the professor of each course taken in the previous two semesters; 2) a report from your current exam or dissertation committee; and 3) your teaching, lab, and/or tutoring supervisors.
- Throughout the program, you should consult with the DGS about degree requirements, progress toward the degree, and any other general program questions. You hold the ultimate responsibility 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 several historical periods. Take most of your courses in the department.
- In your second and third years, you should continue to develop your breadth of general knowledge in literary, cultural, and/or language studies while exploring topics of particular interest. You should develop experience in a relevant cognate field (e.g. history, philosophy, film, etc.) in preparation 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 immediately 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 in the absence of such proof. 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 for Incompletes, the GSC generally construes work not completed within one semester as evidence of unsatisfactory progress.*
- The language requirement may be completed during the semester of the Qualifying Exam. All other requirements, including coursework, must be completed before the semester in which you take your Qualifying Exam. No student will take the Breadth or Qualifying Exam if he or she carries incompletes.
- Students entering the program with previous graduate course work (M.A. degree or otherwise) can petition for two course requirements to be waived. Requests must be made during the first semester of study and accompanied by documentation that demonstrates that the previous coursework is equivalent to that offered in the program. In consultation with an MLL faculty expert in the relevant area of study, 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 teach and consult a broad range of texts and scholarship. Languages chosen 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. Students specializing in Medieval Studies, Early Modern Studies, or Colonial Latin American Studies must study Latin (see below).

- The Latin requirement can be fulfilled by satisfactory work in LAT 625 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 toward the end of 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; by taking classes for reading knowledge in French or Italian (when available); by enrolling in Portuguese 625 and 635; or by taking or auditing 100- or 200-level courses in other languages. In the latter case, students must obtain the instructor's permission and courses will not appear on the student's transcript.
- 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 is demonstrated by the equivalent of a grade of B or higher in a 300-level course or above. Portuguese offers an accelerated track for students wishing to gain holistic knowledge and have the results appear on their transcripts: POR 625 (also 105); POR 635 (also 202); and POR 300/500.
- Informally audited courses will not show on the transcript.

Breadth Exam

The purpose of the Breadth Exam is to assess students' mastery of fundamental issues in literary movements and genres, abilities for textual analysis, and/or critical studies of language and discourse. While course requirements provide knowledge of literary, cultural and/or linguistic studies across historical periods and allow you to experiment with an array of interpretive methods and theories, the Breadth Exam demonstrates knowledge of canonical works and critical problems prevalent in your chosen areas of study. It establishes that you will be qualified to teach those fields when you graduate and indicates that you have broad knowledge to identify more specialized topics for analysis and research in your dissertation.

There are four possible formats for the exam:

- e) Three areas of literary movements/genres, consisting of one region and three periods; **OR**
- f) three areas of literary movements/genres, consisting of two regions and two or three periods; **OR**
- g) two geographic regions over one or two periods **AND** one area of critical sociolinguistics.
- h) Students focusing on critical studies of language and discourse cover two areas of critical language analysis and one area of literary movements/genres.

Students can propose diverse configurations meeting the above definitions. For example:

- Colonial, 19th-, and 20th/21st-Century Latin America
- 19th-20th-Century Latin America and 20th/21st-Century Spain
- Golden Age Spain and 19th-20th/21st-Century Latin America
- 17th-, 18th, and 19th Century France
- 20th/21st-Century France and 20th/21st-Century Francophone
- 20th/21st-Century France; 20th/21st-Century Francophone; Critical Sociolinguistics
- Critical Sociolinguistics; Sociocultural Theory and Language Acquisition; Bilingualism

Reading lists for literary movements cover the main 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. Lists are fixed, but students may add a small number of works (generally, five) in consultation with the committee members.

Students whose focus in the program is literary and cultural studies are also responsible for the Core Reading Lists, intended to ensure basic knowledge of canonical texts beyond the students' areas of specialization. Students may be queried on the 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 and assemble the exam. Administrative decisions regarding the exam are made in consultation with the DGS.

Students take the Breadth Exam in their fourth semester of study. 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 of the spring semester. The written exam is followed within one week by a discussion with the committee.

Exam results are communicated to the student verbally, immediately following the discussion. There are three possible results: a) pass with distinction; b) pass; c) fail. To pass the exam, students must pass each area.

Students failing one or more areas must retake the failed area(s) during the beginning of the following semester 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

- Fixed, non-negotiable lists are published at the beginning of each year for exams to be taken the following year. Core Reading Lists include additional, fundamental works from all periods and all genres.
- Students are responsible for asking relevant faculty members to serve on the exam committee and should consult with their advisors and the DGS about any questions or difficulties. Breadth Exam committees are chaired administratively by the DGS.
- Once the exam committee is established, students should consult with the members responsible for each area about the works (up to five) they wish to add. Once additions are finalized, all committee members and the DGS should receive a complete list of titles.
- For titles marked "Selections," students must 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 question in English and another in the primary language of study. The third area 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 may not examine the same text twice in 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, or the Core Reading List.

Protocol for Breadth Exam preparation

- Faculty meet with students during the late spring semester prior to the academic year of the Breadth Exam to discuss reading lists so that students can begin preparation over the summer.
- Faculty discuss the scope and genre of questions they will ask on the exam and their suggested guidelines for preparation.
- Students meet regularly with their examining faculty to discuss readings and any doubts or concerns they might have about their exams.
- Faculty and DGS refer students to sample questions on file with the DGS, the GSC, and the Graduate Secretary. Sample questions are approved by the GSC at the outset of the Fall semester.
- All students taking the exam have access to the same sample questions (pertinent to their areas of examination) regardless of their committee composition.
- Faculty ensure that their final questions do not replicate 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 student-selected theme and typically covers three approaches: theoretical, literary/cultural, linguistic, and/or interdisciplinary. Recent themes include: Existentialism; Childhood; Terrorism; Urban Development; Diaspora; Bilingualism; and Critical Studies of Language.

The Qualifying Exam committee consists of four members: three from MLL and one representing a cognate field. The committee members should be chosen for their relevant 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 for one of them to chair the committee.

Each student develops a reading list tailored to her/his topic in consultation with the committee. The process begins upon completion of the Breadth Exam; reading lists should be finalized during the following semester.

The list includes three parts, each representing a distinctive approach to the chosen topic. Students are responsible for submitting a final copy of their reading list to their committee members, the DGS, and the Graduate Secretary.

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

- 1) Students receive three possible questions per area (primary texts, theoretical texts, cognate field texts) three weeks prior to the exam.
- 2) Students receive (on exam distribution day) one OR two of the three questions per area (per professor's choice).
- 3) Students have one week to complete their exams.
- 4) Students type answers of approximately 15-20 double-spaced pages per area.
- 5) One area must be written in English and one in the language of study. While students may consult texts and their notes, time is best spent reflecting on the questions and synthesizing ideas. Citations may be helpful in composing answers, but are not required.

An oral defense lasting 2-3 hours will take place one week after 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 transition to the dissertation proposal.

Results will be communicated verbally at the conclusion of the oral exam. There are three possible results: a) pass with distinction; b) pass; c) fail. In order to pass the exam, students must pass each area. Students failing one or more areas must retake the exam by the beginning of the following semester in a format to be 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.

Tracking Candidacy

The Graduate School tracks students' progress towards candidacy. This tracking means being enrolled in the sequence 830-840-850, which indicate 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 students writing their dissertations. Credits of 850 do not count toward the degree.

Note: Students must complete a combined total of twelve credits at the 830-840 levels to graduate. Enrollment in these courses, even if for one credit, indicates full-time student status.

Dissertation

Choosing a dissertation director. After the Qualifying Exam, students work on the dissertation. The first step is to choose a director with relevant 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. The relationship between director and dissertator is long-term and intellectually challenging for both parties. Some professors may impose conditions on service or be unable to serve because they have too many advisees. Consult with the DGS and other faculty members if you encounter difficulties making arrangements.

Develop your topic in consultation with your director. You have one semester to formalize your topic as Dissertation Prospectus and establish your committee. Consult, read, and write as much as possible.

The committee comprises at least four members: three from the Department and one from outside the department. The chair and 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 members. Faculty have the right to decline an invitation to serve or to impose conditions of service.

The duties of the committee are: to advise you on your 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 completed, to conduct the dissertation defense; ensure that the dissertation is a contribution to knowledge written in lucid, correct language, and submitted in approved form; to help prepare you to enter your chosen profession. For further guidance, see the “Recommended Practices for Dissertation Committees” in the Appendix.

The Dissertation Prospectus consists of: a description of the proposed research (approximately 15-20 pages), including an overview of the subject, rationale for the project, expected contribution to the field, outline of projected chapters, and a preliminary bibliography. The prospectus should be developed in consultation with all members of the dissertation 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 lasts between one and three hours. The defense provides the student an 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. degree takes place once the prospectus is approved. *Students must file this form one semester prior to graduation.* Students have limited time to complete the dissertation before their credits expire: four years from passing the Qualifying Exam or eight years from entering the program, whichever is later.

The Dissertation is a draft manuscript for a scholarly book of at least 200 pages of text and additional documentation. In this manuscript, students are expected to develop an original idea and demonstrate how the analysis adds to existing scholarship. Throughout the process of research and writing, students should work closely with all committee members, especially the director. Ways of working together depend on the group: students and committee members should have clear mutual expectations. At the beginning of the process, students should consult *Guidelines for Preparing and Submitting Dissertations Electronically* from the Library (available on its website <http://etd.library.miami.edu/>) to familiarize themselves with filing procedures in advance of the 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 (Fall and Spring) until the semester of the dissertation defense. While tuition fees can sometimes be waived for one or two semesters, other registration charges are students' responsibility, as are tuition fees if a waiver is not available.

The dissertation defense takes place once the committee has approved a complete draft of the dissertation. The full committee must receive the approved draft one month before the projected defense. The defense is oral and lasts 3 hours; it is open to the public (and to anyone you wish to invite), although only committee members may ask questions. The dissertation will either be approved (some revisions are

sometimes stipulated), or not approved. A second defense may be presented at a later date, if necessary, so long as the term of candidacy has not expired. Students are responsible for bringing required forms to the defense (e.g., departmental certificate of defense, university certificates of defense, signature pages). For further guidelines, see the “Recommended Practices for Dissertation Committees” in the Appendix.

Filing the Dissertation. It is common for dissertations to be approved with requirements for revision. There is often, therefore, a delay of one month between the defense and the filing of the dissertation with the Graduate School. You must file before your candidacy expires (within 8 years of entering the program or 4 years of passing the Qualifying Exam). There are four filing dates per year (Fall, Spring, and two in Summer); they are usually well in advance of the last day of classes (see the current academic calendar). Unless you request a formal leave of absence, all students must be registered continuously both 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, and must supply the following: 1) signatures of committee members on specified forms; 2) five copies of the dissertation in approved form on approved, acid-free paper; 3) nine copies of an abstract of not more than 350 words. Dissertations are typically published on the UM ETD and Proquest UMI databases.

Recommended Practices for Dissertation Committees

In the spirit of support and encouragement for our intellectual community, ABD students are required to arrange a meeting with the 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. Given our faculty's interest in encouraging effective and enthusiastic scholars and teachers, these meetings should also serve to discuss other important matters, including teaching plans during the doctoral program, best practices for balancing teaching and scholarship, and general preparation for an engaging and successful career. The candidate should provide an updated CV and list of questions/concerns to all committee members one week in advance of the meeting.

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 necessary revisions take place before feedback is solicited from other committee members.

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

Where committees have not met regularly and the committee has not seen a complete draft of the dissertation, a committee meeting (without the student) is required two months prior to the projected defense to determine “defensibility” on the basis of the then-available draft. Only after this meeting can a defense date be set.

The final draft of the dissertation is due one month prior to the defense. Students who miss this deadline will have their defenses postponed.

Graduation

Students do not automatically get degrees upon filing the dissertation and must apply to graduate by filing a form with the Graduate School. There are four application deadlines per year (Fall, Spring, and two in Summer) available on the current academic calendar. Graduation ceremonies take place in Fall and Spring (the Spring one is substantially larger). Students graduating in Summer are eligible to participate in ceremonies the preceding Spring or 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:

http://www.miami.edu/gs/index.php/graduate_school (click on the left-hand link "Student Handbook")

III. GRADUATE STUDENT TEACHING AND PEDAGOGICAL TRAINING

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 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 as the principal criterion for approving requests for advanced pedagogical experience (e.g. teaching courses beyond the 100- level, co-teaching or mentor teaching with a faculty advisor, etc.).

First-year teaching assistants (TAs) typically work as tutors in the MLL Language Laboratory or in administrative support positions for up to 15 hours per week. Students entering the program with pedagogical training and language teaching experience may be asked to teach.

All students are required to take MLL 601 ("Introduction to Second Language Teaching: Theory and Practice") during the semester they enter the classroom as TAs. For students who wish to teach a heritage language course, MLL 602 ("Bilingualism") is a prerequisite.

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

SLAT Certificate

As part of the Ph.D. in Romance Studies, students may obtain the certificate in Second Language Acquisition and Teaching (SLAT) by completing nine credits in MLL 601 (required), 602, 603, or 604. 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. Empirical research studies and their applications to the teaching of second and heritage languages at the postsecondary level are included. The goals of the SLAT Certificate are: a) to develop students' 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 them gain expertise as language instructors; d) to provide them with strategies to integrate texts and technologies in the classroom in meaningful and fruitful ways. The certificate aims to position Ph.D. candidates well on the job market by assuring that they are conversant in theories and practices of second and heritage language acquisition. It also helps them produce informed and original statements on teaching philosophy, course syllabi, and pedagogical materials.

Preparing to teach

During the first year of the program, TAs gain valuable professional and technological experience by working with language learners in the MLL Language Laboratory under the supervision of the lab's director. The director's evaluation of performance is included in the student's annual review. TAs also gain pedagogical experience in regularly scheduled tutoring sessions for language learners at all levels of undergraduate study. The director of the MLL Language Laboratory schedules these sessions.

100- and 200- level instruction

TAs begin their classroom teaching experience at the 100- level in the language of their program concentration (French 101/102 or Spanish 101/102). Once they have successfully taught 101 and 102 in two subsequent semesters, and if they have received positive evaluations, TAs teach a 200-level course. After having taught 101 and 102, TAs may be invited to teach a heritage language course or a 100- or 200-level course in a language other than that of their program concentration. Teaching at the 200- level is contingent on satisfactory progress toward the student's degree.

For every 100- and 200-level course taught, students enrolled complete written evaluations at the end of the semester (administered by the College of Arts & Sciences). In addition, a course coordinator and/or language program director conducts a classroom visit and observation at least once during the semester. The basic language program director submits an evaluation of the TA's performance in the student's annual review.

Advanced-level instruction

Opportunities for TAs to gain pedagogical experience at the advanced level include: a) teaching advanced language courses; b) co-teaching with a faculty member (defined below); c) doing a language teaching practicum (mentored teaching) with a faculty member (defined below). These opportunities are sought by special request to the DGS and must be approved by the student's faculty advisor, the director of the basic language program, and the Graduate Studies Committee. Teaching opportunities at the advanced level are contingent upon outstanding teaching performance at the 100-200 levels, satisfactory progress toward the student's degree, and course availability.

TAs may be assigned to teach advanced-level courses if a tenured or tenured-track (T/TT) faculty member is teaching the same course during the same semester and agrees to serve as supervisor, co-teacher, or mentor for the course. TAs collaborate with faculty members who serve as pedagogical advisors and include an evaluation of the TA's performance in the student's annual review.

Mentored Teaching

Students who have completed all coursework and are making satisfactory progress toward the degree may request mentored teaching experiences at the advanced level. It is strongly recommended that students take MLL 602, 603, or 604 prior to making a mentored teaching request. Mentored teaching assignments are made in addition to a student's primary teaching assignment (at the 100- or 200- level) in a given semester. Students may receive 1-3 credits of MLL 693 (Teaching Practicum) for this purpose.

During the experience, TAs collaborate with a faculty member in a course at the advanced level, developing a unit (or units) on a specific topic or theme for the course, carrying out particular classroom tasks in relation to that unit, and grading student assignments. TAs meet with the faculty member as necessary throughout the semester to develop the proposed unit (which should be relatively limited in scope), and must attend the course as necessary. Additional requirements as determined by the faculty mentor may involve completion of theoretical readings and meetings to discuss selection of materials for other units of the course, assessment of student writing, and comment/critique of grading strategy (i.e. how to what kinds of written comments and feedback the instructor might provide, what problems one should prioritize when grading writing, etc.). Individual meetings should be scheduled with the faculty mentor to discuss teaching philosophy and pedagogical approach in the course.

Co-Teaching

Students who have completed all coursework, have an outstanding teaching record, and are making satisfactory progress toward the degree may request co-teaching experiences at the advanced level. Co-teaching constitutes a student's primary teaching assignment in a given semester. Approval of the request depends upon on departmental budgetary constraints and demand for instructors in courses at the 100- and 200- levels. It is recommended that students take MLL 602, 603, or 604 prior to co-teaching advanced language courses.

During the experience, TAs collaborate with faculty members in all aspects of teaching a course at the advanced level. They must be present for all class sessions, fully share planning and grading responsibilities for the entire course, and be actively involved in teaching the course. Additional requirements as determined by the faculty member may involve completion of theoretical readings and meetings to discuss selection of materials for the course, assessment of student writing, and comment/critique of grading strategy (i.e. written comments and feedback the instructor might provide, problems one should prioritize when grading, etc.). Individual meetings should be scheduled with the faculty member to discuss teaching philosophy and pedagogical approaches to the course.

Other teaching opportunities

Exceptionally, opportunities to teach for the Bachelor's in General Studies (BGS) program in the School of Continuing Studies and/or for the Women's and Gender Studies program may arise. These opportunities must be sought by special request to the DGS and must be approved by the student's faculty advisor, the Director of the Basic Language Program, and the Graduate Studies Committee. Teaching opportunities beyond the department are contingent on outstanding teaching performance at the 100-200 level and satisfactory progress toward the degree. Students should consult with their advisors and the DGS regarding these pedagogical experiences.

Faculty members will not ask students to serve as substitute teachers or to engage in ad-hoc teaching without first consulting the Graduate Studies Committee. Teaching beyond the 100- level and completion of the SLAT Certificate are based on student initiative. Faculty members will not require 200-level or advanced level teaching experience as a condition of their intellectual or professional support for graduate students.

IV. FINANCIAL SUPPORT

Teaching Assistantships

- Required work: Teaching Assistantships may include a combination of work in the language lab, tutoring offices, and classroom. Usually, first-year students work as language lab tutors and/or assist faculty in administrative tasks, such as directing undergraduate studies and editing the Cuban Theater Digital Archive. They also attend several mandatory pedagogical workshops. 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 current advisor before accepting any employment during the semester (including with Continuing Studies). Unauthorized employment is a violation of the terms of the assistantship and can result in the loss of funding.
- Renewal of Teaching Assistantships: The department has a limited number of teaching assistantships and their award is competitive. TAs are awarded annually and are usually renewable for five years. Renewal is decided at the end of each year by the GSC based on academic performance (including a minimum GPA of 3.3), teaching evaluations, and overall progress toward the degree.

Fellowships

- Information on extra-mural fellowships can be found under the “Student Resources” section of the graduate program website:
http://www.miami.edu/index.php/graduate_school/costs_and_financial_aid/information_about_fellowships/ and on the Graduate School’s web page:
http://www.miami.edu/gs/index.php/graduate_school/costs_and_financial_aid/information_about_fellowships/
- Intramural fellowships: 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/scholarships/doctoralawards>). The Center for the Humanities accepts three graduate fellows annually (<http://www.humanities.miami.edu/programs/fellows>). Students will receive notification of these and other competitive awards over the course of the academic year.

Funding for Travel to Conferences

The Department of Modern Languages and Literatures encourages professional activities for graduate students, especially the presentation of papers at scholarly meetings. Students must consult with their advisors before sending abstracts to scholarly conferences. Once the advisor has approved an abstract and it has been accepted at scholarly meeting, students complete the Travel Request Packet with the Graduate Secretary. The packet includes application forms from various funding sources, which include:

- GAFAC (Graduate Activity Fee Allocation Committee): up to \$350.00 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 \$200 per event to supplement departmental and GAFAC support. Funds are awarded only for presenting papers.
- MLL: up to \$250 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.

Before going to a conference, consult with your advisor and request the most recent reimbursement policies and forms from the Graduate Secretary.

Funding for Research Travel

As of AY 2104-15, students working in Latin American and Caribbean Studies can apply to the Center for Latin American Studies (CLAS) for summer research travel grants (the deadline is usually mid-Spring). Visit the CLAS website for more information: <http://www.as.miami.edu/clas/grants/researchgrants>

The department allows students who have passed their Qualifying exams to request to teach two courses in the Fall semester to facilitate research abroad during the Spring. Under this arrangement, students receive a stipend during the semester in which they teach two courses.

Depending on the availability of tuition funding, the Department may offer Graduate Student Research Travel Grants to conduct research abroad.

Summer Support

The College of Arts and Sciences offers 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. Students who will have passed their exams by the award period are eligible to apply.

The Center for Latin American Studies offers summer research awards to conduct research abroad on topics related to Latin American Studies. Consult the CLAS website for details.

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 are making satisfactory progress towards completion of the degree. The application deadline is typically late March.

Internship Programs

Paid and unpaid internships provide opportunities to gain work experience related to broad variety of linguistic, cultural and/or 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).

Beginning in AY 15-16, UM initiated the UGrow Program to provide training and experience for developing careers inside and outside of the academy. UGrow Fellows work as interns in place 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 vital for developing professional contacts, intellectual confidence, and feedback on research from specialists in the field. Two conferences per academic year is typically a good number after the first year in the program. Be sure to consult with your advisors before submitting abstracts and funding requests. **MLL hosts an Annual Graduate Student Conference organized by the second-year graduate class with DGS support.**

Publishing

A record of publications in peer-reviewed journals is important to professional success. Students should work with their faculty 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 the graduate career.

Job Search

Many students envision a future as college and university professors. The program is designed to support this goal, and we offer an extensive sequence of workshops throughout the year 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 extensive and detailed materials that will be helpful in supporting the process. The Job Placement Officer, DGS, and dissertation committee members all assist students in the job application process.

Late August	<input type="checkbox"/> Consult with your dissertation committee on the status of your dissertation and plans for completion. <input type="checkbox"/> Draft your CV and seek feedback from your professors. <input type="checkbox"/> Plan on asking 3-5 professors for letters of recommendation.
September	<input type="checkbox"/> MLA begins posting job openings online. <input type="checkbox"/> Department workshops on preparing application.
October	<input type="checkbox"/> Provide recommenders with polished CV. <input type="checkbox"/> Develop an extended piece of polished writing you can use for a writing sample. <input type="checkbox"/> Draft application letters.
November	<input type="checkbox"/> Check the MLA listings regularly. <input type="checkbox"/> Send application letters. <input type="checkbox"/> Make sure that all of your recommendation letters are on file.
December	<input type="checkbox"/> Check the MLA listings regularly. <input type="checkbox"/> Continue sending application letters. <input type="checkbox"/> Department workshop on MLA interviews.
January	<input type="checkbox"/> MLA convention with interviews. <input type="checkbox"/> Future Faculty Forum (practice "job talks" and mock interviews).
February-June	<input type="checkbox"/> 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: 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: 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 either 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. Students will receive important messages about 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.

Photocopies

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 100 UPrint Credits. One UPrint credit is equivalent to one dollar, that is, approximately 2,000 copies at \$.05 a page. For a complete guide to UPrint, visit: http://www.miami.edu/finance/index.php/document_services_solutions/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

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, which allows 100 pages per day. Please observe these limits. Abuses of these resources will lead to greater restrictions or even the elimination of services.

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 specifying the reason for the leave and its desired length. All leaves must be approved by the advisor, DGS, GSC, and the Associate Deans of the College of Arts and Sciences. 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 ethics 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. Graduate students are expected to respect the diversity of the community and to respect the rights of others – of property, privacy, opinion, and expression. Students found in violation of these standards are subject to disciplinary actions by the student's department and/or 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 during the 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.)	24
Plan of Study (4-year plan, previous degree M.A.)	25
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Plan of Study (5-year plan)

Name: _____

Semester:	Semester:
Courses: _____	Courses: _____
Language: _____	Language: _____
	Exam: Areas _____
	Committee: _____

Semester:	Semester:
Courses: _____	Courses: _____
Language: _____	Language: _____
Teaching: _____	Teaching: _____
	Exam Topic _____
	Committee: _____

Semester:	Semester:
Courses: _____	Courses: _____
Language: _____	Language: _____
Teaching: _____	Teaching: _____
Dissertation topic: _____	Extra- and intra-mural fellowship applications: _____
Committee: _____	

Semester:	Semester:
Teaching: _____	Teaching: _____
Extra- and intra-mural fellowship applications: _____	Extra- and intra-mural fellowship applications: _____

Semester:	Semester:
Teaching: _____	Teaching: _____

Dissertation Defense Date: _____

Plan of Study (4-year plan)

Name: _____

Semester:	Semester:
Courses: _____	Courses: _____
Language: _____	Language: _____
Teaching: _____	Teaching: _____
Exam: Areas _____	
Committee: _____	

Semester:	Semester:
Courses: _____	Courses: _____
Language: _____	Language: _____
Teaching: _____	Teaching: _____
Exam Topic _____	
Committee: _____	

Semester:	Semester:
Teaching: _____	Teaching: _____
Dissertation topic: _____	Extra- and intra-mural fellowship applications: _____
Committee: _____	

Semester:	Semester:
Teaching: _____	Teaching: _____
Extra- and intra-mural fellowship applications: _____	

Dissertation Defense Date: _____

Ph.D. Requirements: French
(5-year plan)

Name: _____

Entry date: _____

COURSES	SEMESTER	Below 600 level	600-level or above	CREDITS	GRADE
Middle Ages and/or 16 th Century					
17 th Century and/or 18 th Century					
19 th Century and/or 20 th /21 st Century					
Francophone Studies					
Pedagogy					
Theory I					
Theory II					
		Max: 2 courses	Min: 8 courses	Min: 45 credits	

FRE 830 & 840 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

DISSERTATION PROSPECTUS	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (approved/not)	

DISSERTATION DEFENSE	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (distinction/P/F)	

Ph.D. Requirements: French
(4-year plan)

Name: _____

Entry date: _____

COURSES	SEMESTER	Below 600 level	600-level or above	CREDITS	GRADE
Middle Ages and/or 16 th Century					
17 th Century and/or 18 th Century					
19 th Century and/or 20 th /21 st Century					
Francophone Studies					
Pedagogy					
Theory I					
Theory II					
		Max: 1 course	Min: 6 courses	Min: 36 credits	

FRE 830 & 840 (12 cr.)				
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LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH	Committee:			
EXAM	Areas:			
	Date:		Result: (distinction/P/F)	

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

DISSERTATION	Committee:	(chair)		
PROSPECTUS	Outside member:		Additional member:	
	Date:		Result: (approved/not)	

DISSERTATION	Committee:	(chair)		
DEFENSE	Outside member:		Additional member:	
	Date:		Result: (distinction/P/F)	

Ph.D. Requirements: Spanish
(5-year plan)

Name: _____

Entry date: _____

COURSES	SEMESTER	Below 600 level	600-level or above	CREDITS	GRADE
Middle Ages and/or Golden Age					
18-19 th Spain and/or 20 th /21 st Spain					
Colonial Latin America					
19 th Latin America					
20 th /21 st Latin America					
Pedagogy					
Theory I					
Theory II					
		Max: 2 courses	Min: 8 courses	Min: 45 credits	

SPA 830 & 840 (12 cr.)				

LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

DISSERTATION PROSPECTUS	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (approved/not)	

DISSERTATION DEFENSE	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (distinction/P/F)	

Ph.D. Requirements: Spanish
(4-year plan)

Name: _____

Entry date: _____

COURSES	SEMESTER	Below 600 level	600-level or above	CREDITS	GRADE
Middle Ages and/or Golden Age					
18-19 th Spain and/or 20 th /21 st Spain					
Colonial Latin America					
19 th Latin America					
20 th /21 st Latin America					
Pedagogy					
Theory I					
Theory II					
		Max. 1 course	Min: 6 courses	Min: 36 credits	

SPA 830 & 840 (12 cr.)				

LANGUAGES	1)	2)	Latin (if applicable):
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BREADTH EXAM	Committee:			
	Areas:			
	Date:		Result: (distinction/P/F)	

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

DISSERTATION PROSPECTUS	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (approved/not)	

DISSERTATION DEFENSE	Committee:	(chair)		
	Outside member:		Additional member:	
	Date:		Result: (distinction/P/F)	