

Graduate Course Syllabus Guidelines

Graduate-level course syllabi should conform to the general guidelines for all English and Philosophy courses. Syllabi for graduate courses should also be developed with the following additional guidelines in mind.

5000-Level Courses

The Graduate Catalog notes that “[f]or students to receive graduate credit in those courses designated at the 55xx level, specific and evaluated activities and performances must be identified in the course syllabus.” Graduate courses in English and Philosophy offered at the 5500-level should explicitly lay out, in the course syllabus, those additional activities that graduate students will complete, in addition to the work assigned for 4400-level students, along with a clear breakdown of how that work will fit into the overall course grade. Some suggested activities might be (but are not limited to):

- Opportunities for class leadership (teaching a lesson, presenting on additional course material, etc.)
- A book review of a recent monograph related to the course topic
- An annotated bibliography of secondary material relevant to the course topic
- An additional paper, typically one involving secondary research, beyond what the undergraduate students in the course are expected to complete
- For papers assigned to both graduate and undergraduate students in the course, graduate students would typically be asked to engage with a larger number and variety of secondary sources, and to write papers that are approximately 25-50% longer than the undergraduates’ papers
- Additional secondary reading on the course topic

It is expected that faculty members will incorporate some combination of these bulleted activities in their syllabus. While the Department does not mandate certain activities over others, it is expected that graduate students enrolling in 5500-level courses will read a substantial amount of secondary criticism in those courses, presented as a combination of foundational scholarship and new work shaping current critical conversations in the field.

6000-Level Courses

All 6600-level seminars should offer intellectually challenging, focused learning experiences rooted in particular fields. As such, they should all require enrolled students to complete a substantial amount of secondary reading in those fields, presented as a combination of foundational scholarship and new work shaping current critical conversations, and that required reading should be listed in the syllabus, preferably in the course schedule.