Approval of GDE Areas

Department of English
Auburn University

Application for Approval of General Doctoral Examination Areas:
Cover Sheet and Instructions

Before beginning formal study for the General Doctoral Examination, a student must propose and justify three areas in which he or she will be examined. One should be designated as the major area, the examiner of which will be the chair of the student's Advisory Committee. Two other committee members shall be designated to examine the student in two minor areas. A fourth, at-large committee member shall also be designated. The at-large committee member does not examine the student in a specific area but will review the student's exam responses and participate in the oral exam that follows successful completion of the written exams.

Student: ..............................................................................................................................................

Chair of the Advisory Committee and major area advisor:
.........................................................................................................................................................

Second and Third Advisory Committee members and minor area advisors:
...............................................................................................................................................................
...............................................................................................................................................................

Fourth Advisory Committee member and at-large advisor:
...............................................................................................................................................................

Description and justification of the proposed areas (attach to cover sheets):

In 500 to 1000 words describe and justify the three areas selected. Indicate what pattern of coherence unites the areas, and include a reading list for each area. If the areas overlap, the reading lists should reflect the student's understanding that a more extensive knowledge of the material must be demonstrated than would otherwise be the case.

Reading lists should be designed to help the student develop a broad and deep knowledge of the discipline that underlies scholarship and professional achievement. Reading lists may be provided to the student by any of the examiners, compiled by the student and any of the examiners, or compiled by the student alone if any examiner so prefers.

(1)
Approval Signatures

(Advisory Committee Chair): .........................................................................................................................

(Minor Area Advisor): ......................................................................................................................................

(Minor Area Advisor): ......................................................................................................................................

(At-large Advisor): ...........................................................................................................................................

(Director of Graduate Studies): ...........................................................................................................................

Date of final approval: ........................................................................................................................................}

3/21/2014 (2)