DEPARTMENT OF ENGLISH

College of Arts and Humanities
541/531 Main Hall
West Chester University
West Chester, PA 19383
Phone: 610-436-2745
610-436-2822
Department of English (http://www.wcupa.edu/english)
Dr. Mader (rmader@wcupa.edu), Chairperson
Dr. Hurt (ehurt@wcupa.edu), Assistant Chairperson
Dr. Halko (ghalko@wcupa.edu), Assistant Chairperson – Student Issues and Student Learning; Post Bac Advisor
Dr. Shevlin (eshevlin@wcupa.edu), Graduate Coordinator

Program of Study
The M.A. in English offers three tracks: one in literature; one in writing, teaching, and criticism; and, one in creative writing. In the literature and writing, teaching, and criticism tracks, students may choose between thesis and non-thesis options. Students in the creative writing track must write a creative thesis. The master of arts in English helps students attain a number of goals. It offers opportunities for the study of language, literature, rhetoric and composition, pedagogy, creative writing, and literary and cultural critical theory. The diverse and comprehensive selection of courses cultivates scholarly knowledge and enhances cultural literacy in an atmosphere that engages students intellectually and creatively. The program prepares students to enroll in advanced graduate programs (for the Ph.D. in literature or composition and rhetoric, for example), to teach literature or writing in secondary schools or two-year colleges, and to enter a range of other professions in which writing expertise and analytical thinking are valued.

The Certificate in Publishing is dedicated to providing high quality preparation for diverse publishing and related new media careers. WCU’s certificate program distinguishes itself by hybrid and online courses and a curriculum that can be completed in as little time as eleven months. The WCU program aims to equip its students not only with a well-rounded, hands-on understanding of contemporary publishing and digital media but also with multifaceted knowledge of publishing history and media transformations.

The Department of English also participates in an interdisciplinary program leading to the Master of Arts in Teaching English as a Second Language. (See the section “Teaching English as a Second Language (http://catalog.wcupa.edu/graduate/arts-humanities/teaching-english-second-language).”) In addition, the Department of English welcomes students who wish to take courses for professional growth and provides assistance and advice to post-baccalaureate students wishing to acquire secondary teaching certification in English.

Master of Arts in English
The MA in English offers three tracks: Literature; Writing, Teaching, and Criticism; and, Creative Writing. The Literature and Writing, Teaching, and Criticism Tracks have a thesis and non-thesis option. The Creative Writing Track requires a creative thesis. All tracks are 36-credits, require a capstone experience, and share a six-credit common core (ENG 500 and ENG 501).

Certificate in Publishing
The Certificate in Publishing benefits from its innovative integration of media history with professional training and its incorporation of the theoretical with practical application. The required foundational course focuses closely on the effects of technological and cultural shifts on writing, publishing, and reading over the centuries. This historical perspective equips graduates with an especially rich understanding of current media transformations and thus enhances their ability to navigate and respond to the rapidly changing environment in which the publishing and media industries operate.

Secondary English Certification Option
Some students pursue certification for Pennsylvania teaching after they graduate with bachelor’s degrees from West Chester or other universities. The Department of English normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the appropriate advisor in the Department of English to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with their advisor in English to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an advisor in the Department of Educational Foundations and Policy Studies for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

Programs
Master’s Programs in English
• M.A. in English - Literature Track (http://catalog.wcupa.edu/graduate/arts-humanities/english/english-ma-literature-track)
• M.A. in English - Creative Writing Track (http://catalog.wcupa.edu/graduate/arts-humanities/english/english-ma-creative-writing-track)
• M.A. in English - Writing, Teaching, and Criticism Track (http://catalog.wcupa.edu/graduate/arts-humanities/english/english-ma-writing-teaching-criticism-track)

Certificates in English
• Certificate in Publishing (http://catalog.wcupa.edu/graduate/arts-humanities/english/certificate-in-publishing)
• Gainful employment information: Certificate in Publishing (http://wcupa.edu/gainfulEmployment)
• Secondary English Certification Option (http://catalog.wcupa.edu/graduate/arts-humanities/english/secondary-english-certification-option)

Admissions
All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Master of Arts in English Applicants
Applicants for the M.A. in English will need to submit the following materials:
1. Completed application
2. Official transcript(s)
3. Statement of academic and professional goals (included on the application)
4. Writing sample (5–6 pages) of analytical writing on a subject related to the study of English
5. Two letters of recommendation

Graduate Publishing Certificate Program
Applicants for the Graduate Publishing Certificate Program will need to submit the following materials:
1. Completed application
2. Official transcript(s)
3. A 2-page statement of interest and professional goals
4. Writing sample (3–5 pages), either professional or academic
5. Resumé
Secondary English Certification Option

Applicants for Certification in Secondary English will need to submit the following materials:
1. Completed application
2. Official transcript(s)
3. B.A. degree with GPA of 2.8 or higher

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors

Hannah Ashley (hashley@wcupa.edu) (2001)
B.S., Cornell University; M.Ed., Ph.D., Temple University
Christian K. Awoyah (cawuyah@wcupa.edu) (1989)
B.A., University of Ghana; M.A., University of Guelph; Ph.D., University of Alberta
Jen S. Bacon (jbacon@wcupa.edu) (2000)
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute
Kim Suzanne Bridgford (kbbridgford@wcupa.edu) (2010)
B.A., University of Iowa; A.M., Ph.D., University of Illinois
Mary Buckelew (mbuckelew@wcupa.edu) (1999)
Director, Pennsylvania Writing and Literature Project
B.A., M.A., Ph.D., University of New Mexico
Robert P. Fletcher (rfletcher@wcupa.edu) (1992)
B.A., University of California; M.A., Ph.D., University of California, Los Angeles
Paul D. Green (pgreen@wcupa.edu) (1971)
A.B., Temple University; A.M., Ph.D., Harvard University
Jane E. Jeffrey (jeffrey@wcupa.edu) (1991)
B.A., Memphis State; M.A., Ph.D., University of Iowa
Seth Kahn (skahn@wcupa.edu) (2002)
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University
William Lalicker (wlalicker@wcupa.edu) (1995)
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington
Graham Macphee (gmacphee@wcupa.edu) (2005)
B.A., University of London; M.A., Ph.D., University of Sussex (England)
Rodney Mader (rmader@wcupa.edu) (1999)
Chairperson, English
B.A., Ph.D., Temple University
Paul L. Maltby (pmaltby@wcupa.edu) (1991)
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University
Cherise Pollard (cpollard@wcupa.edu) (1999)
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh

Associate Professors

Margaret Ervin (mervin@wcupa.edu) (2003)
Director, Writing Center
B.A., Harvard University; Ph.D., University at Albany, State University of New York
Ayan Gangopadhyay (agangopadhy@wcupa.edu) (2010)
B.A., University of Calcutta (India); M.A., Jadavpur University, Calcutta; Ph.D., University of California, Los Angeles
Gabrielle Halko (ghalko@wcupa.edu) (2006)
Assistant Chairperson, English
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University
Erin Hurt (ehurt@wcupa.edu) (2010)
Assistant Chairperson, English
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin
Joseph Navitsky (jnavitsky@wcupa.edu) (2011)
B.A., Saint Joseph’s University; M.A., Ph.D., Boston University
Elizabeth Mahn Nollen (enollen@wcupa.edu) (1986)
B.A., Ohio University; M.A., Ph.D., Indiana University
Merry G. Perry (mperry@wcupa.edu) (2002)
B.S., M.A., Ph.D., University of South Florida
Timothy Ray (tray@wcupa.edu) (2003)
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State University
Laura Renzi (lrenzi@wcupa.edu) (2008)
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University
Andrew Sargent (asargent@wcupa.edu) (2007)
B.A., Princeton University; M.A., Ph.D., University of California, Los Angeles
Luanne Smith (lsmith@wcupa.edu) (1989)
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University
Kulio Walters (kwalters@wcupa.edu) (2008)
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire

Assistant Professors

Amy K. Anderson (aanderson@wcupa.edu) (2014)
B.A., Miami University; M.A., Ph.D., University of Kentucky
Rachel Banner (rbanner@wcupa.edu) (2013)
B.A., Oakland University; M.A., Ph.D., University of Pennsylvania
Charles R. Bauerlein (cbauerlein@wcupa.edu) (1988)
B.A., Loyola University of the South; M.A., Pennsylvania State University
Michael Sterling Burns (mburns2@wcupa.edu) (2013)
B.A., Temple University; M.A., The City College of New York; Ph.D., University of Illinois
Laquana Cooke (lcooke2@wcupa.edu) (2016)
B.S., New Jersey Institute of Technology; B.A., Rutgers University; M.A., New York University; Ph.D., Rensselaer Polytechnic Institute
Randall Cream (rcream@wcupa.edu) (2011)
M.A., Radford University; Ph.D., University of Connecticut
Eric Dodson-Robinson (edodson@wcupa.edu) (2011)
B.A., University of Texas; M.A., University of Michigan; M.A., Texas State University; Ph.D., University of Illinois
Timothy R. Dougherty (tdougherty@wcupa.edu) (2014)
B.A., Pennsylvania State University; M.A., University of Minnesota; Ph.D., Syracuse University
Peter Duval (pdval@wcupa.edu) (2016)
M.F.A., Boston University; M.A., University of Illinois; M.A., New York University
Kristine S. Ervin (kervin@wcupa.edu) (2012)
B.A., Oklahoma State University; M.F.A., New York University; Ph.D., University of Houston
Andrew Famiglietti (afamiglieti@wcupa.edu) (2016)
B.A., M.A., SUNY Binghamton; Ph.D., Bowling Green State University
H. Bernard Hall (hhall@wcupa.edu) (2012)
B.A., M.A., University of Michigan-Ann Arbor; Ph.D., Temple University
Kristen E. Kondrlik (kkondrlik@wcupa.edu) (2016)
B.A., Canisius College; M.A., Ph.D., Case Western Reserve University
Benjamin Kuebrich (bkuebrich@wcupa.edu) (2016)
B.A., Illinois State University; M.A., Miami University (OH); Ph.D., Syracuse University
Christopher Merkner (cmerkner@wcupa.edu) (2012)
B.A., St. Olaf College; M.F.A., University of Florida; Ph.D., University of Denver
Shannon Mkich (smkich@wcupa.edu) (2016)
B.A., University of Pittsburgh; M.A., Arizona State University; Ph.D., Temple University
William M. Nessly (wnessly@wcupa.edu) (2011)
B.A., Swarthmore College; M.A., University of Wisconsin-Madison; Ph.D., University of Pennsylvania
Maria-Eirini Panagiotidou (mpanagioti@wcupa.edu) (2013)
Director, Linguistics Program
B.A., National and Kapodistrian University of Athens; M.A., Ph.D., The University of Nottingham
Ashley Starling Patriarca (apatriarca@wcupa.edu) (2013)
B.A., University of Alabama; M.A., University of North Carolina, Charlotte; Ph.D., Virginia Tech
Joshua Raclaw (jraclaw@wcupa.edu) (2016)
B.A., Stockton University; M.A., Ph.D., University of Colorado, Boulder
Justin K. Rademaekers (jrademaek@wcupa.edu) (2014)
B.A., B.S., East Stroudsburg University of Pennsylvania; M.A., St. Joseph’s University; Ph.D., Purdue University
Pauline S. Schmidt (pschmidt@wcupa.edu) (2012)
B.S.Ed., Buffalo State, The State University of Buffalo; M.S.Ed., Ph.D., University at Buffalo
Jordan T. Schugar (jschugar@wcupa.edu) (2014)
B.A., University of Colorado; M.A., Humboldt State University; Ph.D., University of Maryland
Spring Ulmer (sulmer@wcupa.edu) (2012)
B.F.A., The Cooper Union School of Art; M.F.A., University of Arizona; M.F.A., University of Iowa
Kyle Vealey (kvealey@wcupa.edu) (2016)
B.A., Providence College; M.A., Georgetown University; Ph.D., Purdue University

Instructors
Stacy B. Esch (sesch@wcupa.edu) (2014)
B.A., West Chester University of Pennsylvania; M.A., West Chester University of Pennsylvania
Lisa Konigsberg (lkonigsber@wcupa.edu) (2016)
B.A., Temple University; M.A., Rutgers, The State University of New Jersey
Maureen McVeigh Trainor (mmcvieigh@wcupa.edu) (2016)
B.A., George Washington University; M.A., West Chester University; M.F.A., Rosemont College
Ilknur Sancak-Marusa (isancak-marusa@wcupa.edu) (2014)
B.A., Franklin and Marshall College; M.A., Millersville University
Richard Scholl (rscholl@wcupa.edu) (2003)
B.A. The Pennsylvania State University; M.A. The Pennsylvania State University
K. Jamie Woodlief (kwoodlief@wcupa.edu) (2007)
B.A. West Chester University; M.A. West Chester University

Courses

ENG

ENG 500. The Discipline of English Studies. 3 Credits.
An introduction to key analytical/paradigmatic concepts shared across the discipline and to the academic skills/methods appropriate to graduate level study in English.

ENG 501. Critical Theory. 3 Credits.
Study of various methods of theoretical analysis and critique associated with the discipline of literary, cultural, and rhetorical analysis and the application of these methods to specific literary and cultural texts.

ENG 502. Rhetorical Traditions. 3 Credits.
A historiographic survey of cultural rhetorical theories from the ancients to the 19th century, with special emphasis placed on the pedagogical aspects of these varied traditions and their implications for the teaching of rhetorical literacy in the 21st-century classroom. Pre / Co requisites: Graduate status. Typically offered in Spring.

ENG 503. Manuscript, Print, and Digital Cultures. 3 Credits.
This course studies the history of the creation, production, distribution, circulation, and reception of the written word. As it traces how authorship, reading, publishing, and the physical properties of texts have altered over time, the course examines, both historically and analytically, the intellectual, social, and cultural impact of changing communications technologies against the backdrop of our current digital age. This historical perspective uniquely equips students with the skills and knowledge to navigate effectively the transformations affecting the publishing and related media industries. Distance education offering may be available.

ENG 504. Methods & Materials Of Publishing. 3 Credits.
This course is designed both to familiarize publishing certificate and graduate students with the components of contemporary publishing and to afford them the opportunity to gain hands-on experience in proofreading and copyediting. Distance education offering may be available. Typically offered in Spring & Summer.

DEPARTMENT OF ENGLISH
ENG 505. Queer Theory. 3 Credits.
This course will examine major texts in the emergent field of cultural criticism known as Queer Theory, which posits the cultural construction of current ideas of gender and sexuality. Typically offered in Fall & Spring.

ENG 506. Critical Pedagogies & Literature. 3 Credits.
This course introduces students to two complementary bodies of literature: critical literacy and critical pedagogy. Students will analyze the educational system’s role in maintaining or challenging diverse values, policies, and interests. To do so, students will ask questions about what we teach, how we teach, who we teach, and who we are as teachers: questions designed to frame the educational system socially, politically and institutionally.

ENG 507. Literature Seminar. 3 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.

ENG 508. Writing Seminar. 3 Credits.
Experience in nonfiction prose writing; discussion and development of major projects. Repeatable for Credit.

ENG 509. Writing Seminar in the Novel I. 3 Credits.
A course in the writing and preparing of book-length manuscripts (novels, novellas, and ‘nonfictional’ novels) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history. Repeatable for Credit.

ENG 516. Publishing and Media Internship. 3 Credits.
This internship is designed to provide onsite, supervised experience in publishing or media work specific to the student’s focus of study (e.g., editorial, marketing, production). In conjunction with the internship, students will complete a capstone project in which they produce a paper analyzing how the internship has contributed to their professional development and a portfolio documenting the work completed. The portfolio is intended to demonstrate professional skills and competencies. You must meet with the Certificate Program Director the semester previous to taking this course to select desired placements, apply for internships, and complete the internship agreement form.
Pre / Co requisites: ENG 516 requires prerequisites of ENG 503, four certificate track electives with one minimally from, BLA 501, MKT 501, MGT 501, one ART XXX, and one from ENG 504, ENG 514, ENG 515 or approved ENG 615. Typically offered in Fall, Spring & Summer.

ENG 518. Chaucer. 3 Credits.
A study of the Canterbury Tales and Troilus and Criseyde.

ENG 519. 16th-Century Poetry & Prose. 3 Credits.
A survey of the major poetry and prose written in England during the Tudor period from Skelton to Shakespeare.

ENG 520. Spenser & Milton. 3 Credits.
The major works of Spenser and Milton studied in relation to the intellectual climate of the Renaissance. Emphasis on The Faerie Queene and Paradise Lost. Typically offered in Fall & Spring.

ENG 521. Major Renaissance Writers. 3 Credits.

ENG 522. English Drama To 1642. 3 Credits.
A survey of English drama (exclusive of Shakespeare) from its medieval beginnings to the closing of the theatres in 1642.

ENG 525. Shakespeare. 3 Credits.
This course introduces students to Shakespeare’s plays and poetry, the conventions of early modern drama, and the history of Shakespearean performance and criticism. Attention to the original theatrical and literary conditions under which Shakespeare worked will include a survey of early modern culture and the contexts relevant to the current study of the plays. A full range of genres will be covered, and students will have the opportunity to read, analyze, and compare texts across the Shakespearean canon and reflect on the enduring legacy of the works. Typically offered in Fall, Spring & Summer.

ENG 526. Shakespeare’s Comedies & Poems. 3 Credits.
The comedies analyzed. The poems read in relation to Shakespeare’s developing dramatic and poetic power.

DEPARTMENT OF ENGLISH

ENG 527. 17th Century Poetry and Prose. 3 Credits.
An in-depth study of the major poets and prose writers from Donne to Milton.

ENG 530. British Literature and Culture of the Long Eighteenth Century. 3 Credits.
Covering the period from the Restoration through the beginnings of Romanticism, this course is a variable-topics offering. It may examine a particular genre such as the novel, drama, non-fiction prose, or poetry; study generic development overall; or be organized on a theme, such as crime and punishment, order and disorder, material culture, liberty and property, gender and sexuality, fame and fortune, transatlantic exchange, media transformations, or city vs. country. Research, criticism, and work with primary texts will be assigned. Typically offered in Fall, Spring & Summer.

ENG 531. 18th Century British Novel. 3 Credits.

ENG 534. Victorian Poetry. 3 Credits.
A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy. Typically offered in Fall & Spring.

ENG 550. Queer Theory. 3 Credits.
This course will examine major texts in the emergent field of cultural criticism known as Queer Theory, which posits the cultural construction of current ideas of gender and sexuality. Typically offered in Fall & Spring.

ENG 552. 20th Century American Literature. 3 Credits.
The British novel from Scott to Hardy.

ENG 553. 20th Century Irish Writers. 3 Credits.
A comprehensive study of significant Irish writers of the 20th century: Yeats, Joyce, O’Casey, Synge, O’Connor, O’Faolain, Beckett, and Shaw. Typically offered in Fall & Spring.

ENG 555. History, Form, & Ideology. 3 Credits.
Study of critical approaches to literary texts that focus on the relationship between literary form and society and the involvement of representation in shaping subjectivity.

ENG 556. Locating Literature. 3 Credits.
Study of critical approaches to literary texts that focus on the historical construction of literary value, canonicity, and norms of reading, including the idea of national literature and cross-cultural approaches to literature (postcolonial, transnational, multiethnic).

ENG 562. Modern Afro-American Literature. 3 Credits.
An intensive study in themes and trends in modern African-American literature.
ENG 564. Seminar in American Literature. 3 Credits.
Contact department for more information about this course.
Distance education offering may be available.
Repeatable for Credit.

ENG 565. Comparative Literature. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ENG 566. Comparative Literature: The Greek Myths. 3 Credits.
Contact department for more information about this course.

ENG 569. Teaching English Language Learners (ELLs) PK-12. 3 Credits.
Graduate-level study of issues and the application of techniques, strategies, materials for meeting the needs of English Language learners (ELLs) in inclusive classrooms. Emphases include: sociocultural issues in educational contexts, TESOL through the content areas, linguistics, second language acquisition, the integration applications of the PA English Language Proficiency Standards PK-12 (ELPs) and current trends in second language teaching, learning and assessment. Includes a field component.
Distance education offering may be available.

ENG 570. Feminist Film. 3 Credits.
This course covers the diverse genres of feminist film, exposes students to feminist film theory, and enables students to interpret feminist aesthetic practice.

ENG 571. Colonialism and the 20th Century Novel. 3 Credits.
An examination of the relationship of the colonialist theme and modernist techniques in the novel.

ENG 573. Literature Of The Holocaust. 3 Credits.
Contact department for more information about this course.

ENG 575. Structure Of Modern English. 3 Credits.
Contact department for more information about this course.

ENG 576. Curriculum and Materials for TESL. 3 Credits.
Application of second language learning principles for the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum.
Pre / Co requisites: ENG 576 requires prerequisite of LIN 501.
Distance education offering may be available.
Typically offered in Fall.

ENG 577. History of the English Language. 3 Credits.
Review of the major influences on the development of the English language.
Pre / Co requisites: ENG 577 requires prerequisites of LIN 501 or LIN 503.

ENG 578. Modern English. 3 Credits.
Contact department for more information about this course.

ENG 579. History & Dialects Of American English. 3 Credits.

ENG 580. English Language Workshop. 1-4 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ENG 581. Teaching Reading And Writing To ESL Stds. 3 Credits.
ESL/second language reading and writing research and theory: connections to first language/literacy models; techniques, materials, and tasks that facilitate the acquisition of ESL/second language literacy.
Distance education offering may be available.

ENG 583. Second Language Acquisition. 3 Credits.
Contact department for more information about this course.

ENG 587. ESL Practicum I. 3 Credits.
Assists students in developing ESL teaching skills. Encourages reflection on practice and examination of personal beliefs on practice.
Repeatable for Credit.

ENG 588. ESL Practicum II. 1-3 Credits.
This course is designed for graduate students and ESL professionals who desire additional practical experience in ESL contexts. Special topics covered include some of the following: program design, teacher development and supervision, and materials writing.
Repeatable for Credit.

ENG 589. Language Seminar. 3 Credits.
Studies in English language and linguistics. Topics announced when offered.
Pre / Co requisites: ENG 589 requires prerequisite of LIN 501 or LIN 230 or ENG 230.
Repeatable for Credit.

ENG 590. Independent Study. 1-3 Credits.
Research projects, reports, and specialized readings.
Consent: Permission of the Department required to add.
Repeatable for Credit.

ENG 591. Modern Techniques For The Teaching Of English. 3 Credits.
Techniques of teaching language arts, composition, and literature in the secondary school.
Practice in planning and designing units and courses of study. Exploration into the latest research in teaching English.

ENG 592. Literature For The Elementary School. 3 Credits.
Contact department for more information about this course.

ENG 593. Literature For The Secondary School. 3 Credits.
An examination of the literary interests of the secondary school student. A discussion of the works of major writers who appeal to the teenage student.

ENG 594. Directed Studies In Composition & Rhetoric. 3 Credits.
Offers students systematic guidance and instruction in a specially formulated project involving scholarly or empirical research in composition.

ENG 595. Teaching Composition. 3 Credits.
A survey of developments and research in composition. Focus on the writing process, grading and evaluation, case approaches to writing assignments, writing across the curriculum, and remedial and developmental writing.

ENG 596. Composition & Rhetoric. 3 Credits.
Contact department for more information about this course.

ENG 597. Re-Writing the Teaching of Research: Theories and Practices. 3 Credits.
Drawing on recent theories of composition and literacy work, this course will consider a range of options for developing students’ understanding of and ability in research and writing. It will emphasize connections among research in classroom projects, the seeking and wondering that play an important role in intellectual processes, and everyday issues of information sources and other’s ideas.

ENG 600. Tutoring Composition. 3 Credits.
Theory and practice of teaching basic writing in the tutoring environment.

ENG 601. Creative Writing Seminar. 3 Credits.
A specialized writing seminar. Topics announced when offered. Longer prose works, short story, fantasy/ science fiction, narrative verse, lyric/meditative verse, etc. A portfolio is required at the end of the course.
Repeatable for Credit.

ENG 602. Creative Writing: Directed Studies. 3 Credits.
A course of individual study for students who have completed two workshops in a single genre. Concentrated work in a special poetry or prose topic.
Repeatable for Credit.

ENG 605. Poetry Workshop I. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ENG 606. Poetry Workshop II. 3 Credits.
Extended work in poetic forms with additional emphasis on contemporary poetry in translation. A critical paper on contemporary poetry and poetics and a completed portfolio are required.
Repeatable for Credit.

ENG 608. Short Story Workshop I. 3 Credits.
Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required.
Repeatable for Credit.

ENG 609. Short Story Workshop II. 3 Credits.
Extended work in the short story form with opportunities for exploring more experimental forms of short fiction. Additional readings in short fiction and criticism. A critical paper on a contemporary short story writer is required.
Repeatable for Credit.
ENG 611. Content Based ESL Instruction. 3 Credits.
Designed for teachers of content areas, as well as for ESL/second language teachers. Examines program models, curriculum design, materials adaptation and evaluation/assessment that combine language and content. Students consider shortcomings of this second language teaching trend.

ENG 612. Assessment of ESL Students. 3 Credits.
Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice in administering tests and interpreting results. Overview of issues in assessing second language students.
Cross listed courses ENG 612, LAN 612.

ENG 614. Capstone Writing and Research Seminar. 3 Credits.
The ENG 610 Capstone Writing and Research Seminar creates a space where graduate students form a community of writers to work on their capstone projects as they heighten their rhetorical awareness and explore writing in the myriad areas that comprise English Studies and the profession.
Pre / Co requisites: ENG 614 requires prerequisites of ENG 500 and ENG 501.

ENG 615. Special Topics. 3 Credits.
Variable topics, usually interdisciplinary, incorporating issues related to literary fields, genres, historical periods, and theoretical approaches.
Repeatable for Credit.

ENG 616. Research Methods for Writing, Teaching and Criticism. 3 Credits.
Research class in which students design independent research projects derived from their prior interests, expertise, and coursework in areas of writing, teaching, and criticism. Class includes instruction in research methodologies and collaborative critiquing and workshopping.

ENG 617. Writing Diverse Discourses-Classroom. 3 Credits.
This course will take up theories and practices of cultural diversities in written classroom discourses. Reading assignments cover theories of representation and examples of classroom pedagogies and research, all of which offer various ways to think about diversity in the classroom and the rich, varied discourses that develop from it. Individual research and writing projects will utilize ethnographic and teacher research methods to look at issues of diversity in the written discourses of the classrooms in which we participate as either teachers or students. Other writing assignments will include memoir and journal writing.

ENG 619. Cultural Studies: Pedagogy & Politics. 3 Credits.
Cultural studies asks us to carefully consider the relationships among people interpreting texts, people producing texts and the cultural contexts in which we find text. This course will introduce students to cultural studies as a framework for the critical interpretation of cultural texts, as a philosophical basis for teaching, and as an object of study in its own right.

ENG 620. M.A. Essay. 3 Credits.
Required final extended paper (about 40 pages) written under the direction of an adviser. Further details available in the Graduate English Studies Handbook. Oral defense required. Repeatable for Credit.

ENG 622. The Rhetorics of Masculinities and Men's Studies. 3 Credits.
This course introduces students to the literature, both theoretical and popular, that examines how males are represented in and socialized by gender and sexual identity. Students discuss, and write about a variety of written and visual texts concerning men's experiences and masculine identities, as they relate to both men and women.

ENG 626. Rhetoric, Culture, Identity. 3 Credits.
Rhetoric, Culture and Identity offers varying topics through which to explore the rhetorics and ideologies of race, gender, sexuality, and class. Participants will analyze representations of and by members of disenfranchised groups in historical, literary, critical, and cultural texts, and with particular attentions to the discursive nature and social bases of representations within and in response to structures of power. Course titles may include, for example, “Reading/ Writing Asian American Women”; “African American Rhetorics”. Typically offered in Fall.

PWP

PWP 501. Workshop: The Writing Process. 1 Credit.
A practical introduction to the writing process approach to teaching writing.
Typically offered in Fall & Spring.
Repeatable for Credit.

PWP 502. Strategies for Teaching Writing. 2-3 Credits.
This basic course is designed to familiarize teachers with successful practices and related research and theory in the field.
Repeatable for Credit.

PWP 503. Strategies for Teaching Writing II. 3 Credits.
Practical and research-based skills of prewriting, writing conferences, revision, editing, and evaluation.
Repeatable for Credit.

PWP 508. Workshop: Computers and Writing (Level III). 3 Credits.
This course explores all the technological approaches to writing instruction, including the use of software packages and computer-assisted teaching techniques. Theoretical and practical questions will be addressed.
Repeatable for Credit.

PWP 509. Workshop: Computers and Writing (Advanced). 4 Credits.
Covers pertinent points of composition training. Stages in the composing process are related to software packages and computer-assisted teaching techniques. Theoretical and practical questions will be addressed.
Repeatable for Credit.

PWP 510. Writing, Reading, Talking Across Curriculum. 3 Credits.
Rationale and strategies for critical language experiences in all subjects. Supports PCRP2 state curriculum framework.

PWP 511. Writing Assessment. 3 Credits.
Large-scale and classroom writing assessment; implications for writing instruction.

PWP 512. Teacher-Research Seminar. 3 Credits.
Individual research projects for classroom studies of teaching, learning, and literacy.
Repeatable for Credit.

PWP 513. PCRP2 Seminar: Writing/Thinking Across Curriculum. 3 Credits.
Critical exploration of Pennsylvania state curriculum framework for language and learning.
Repeatable for Credit.

PWP 520. Teaching Literature. 3 Credits.
Focus on instructional practices that reflect current theories and approaches to classroom use of literature, K-12.
Repeatable for Credit.

PWP 521. Seminar in Teaching Literature. 3 Credits.
Intensive study to develop advanced skills in teaching literature.
Repeatable for Credit.

PWP 597. Seminar for Master Teachers. 6 Credits.
Participants develop advanced skills in the teaching of writing, receive training as in-service teacher/consultants, and develop relationships with other writing teachers who seek to improve their teaching and writing.
Consent: Permission of the Department required to add. Typically offered in Summer.
Repeatable for Credit.

PWP 599. Pennsylvania Writing Project Workshop. 1-6 Credits.
Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing or literature and will introduce appropriate instructional materials and techniques.
Repeatable for Credit.