DEPARTMENT OF ENGLISH

College of Arts and Humanities
532 Main Hall
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Department of English (http://www.wcupa.edu/english)
Rodney Mader (rmader@wcupa.edu), Chairperson
Gabrielle Halko (ghalko@wcupa.edu), Assistant Chairperson
Carolyn Sorosio (csorisio@wcupa.edu), Assistant Chairperson

The Department of English offers two degree programs with the choice of either the “literatures” or “writings” track within each program: the bachelor of arts in English and the bachelor of science in education (in cooperation with the College of Education). Each program is planned in consultation with an advisor.

• The B.A. in English provides a broad background in English studies; valuable training in the critical skills of reading, interpretation, and analysis; intensive practice in writing; and an understanding of the workings of language. This extremely versatile degree prepares students for graduate studies and law school, and careers in journalism, radio and television, publishing, public relations, and other professions in which skills in reading, writing, and processing information at a sophisticated level are required.

• The B.S. in Education in English prepares students to teach in the secondary schools in Pennsylvania under an Instructional I Certificate. These students will in large part satisfy the requirements for a B.A. in English, deriving extensive benefits from participation in a carefully constructed program that emphasizes literature and writing as cultural products and students as active learners. Before receiving permission to student teach, students in this program must satisfy the prerequisites for student teaching listed on the Educator Preparation Programs/Student Teaching (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs) section, as well as specific Department of English requirements.

Besides the skills and knowledge that students gain through coursework, the English Department also offers multiple opportunities to apply what they have learned in the academic setting to pre-professional and professional environments. English majors acquire competencies in critical thinking, information literacy, and written and oral communication. Through student teaching, undergraduate research, and internships, students learn how to transfer these valued, highly desirable skills for success in the workforce. In short, these experiences help English majors articulate and demonstrate to employers the ways in which their major has successfully prepared them for diverse professions.

Internships

A student will be permitted to take an internship under department supervision only if he or she is enrolled in a departmental major or minor program and has met the following requirements:

1. An accumulation of at least 80 credits
2. Completion of 12 credits in major or minor program courses
3. A meeting with his or her advisor to obtain information about internship eligibility
4. A meeting with the Department of English internship coordinator (accompanied by a resume)
5. Completion of internship agreement with all required signatures

A student will be limited to 15 hours of internship credit. Students who wish to take more than nine hours of internship credit in one semester must obtain approval from the internship coordinator after submitting an application and an academic transcript in the preceding semester. The internship coordinator will determine the number of credits to be earned during an internship by applying a ratio of 45 hours of work for each hour of academic credit. The internship credits for English majors may be applied to the student/advisor-designed program. Only under exceptional circumstances, and entirely at his or her discretion, will the internship coordinator consider applications from students not meeting the departmental requirements. It is the student’s responsibility to demonstrate that he or she has met the academic requirements for an internship.

Programs

Majors in English

• B.A. in English (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/english-ba)
• B.S.Ed. in English (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/education-english-bsed)

Minors in English

• African/African American Literature (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/african-african-american-literature-minor)
• Business and Technical Writing (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/business-technical-writing-minor)
• Creative Writing (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/creative-writing-minor)
• Film Criticism (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/film-criticism-minor)
• Journalism (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/journalism-minor)
• Linguistics (http://catalog.wcupa.edu/undergraduate/arts-humanities/linguistics-program/linguistics-minor)
• Literature and Diverse Cultures (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/literature-diverse-cultures-minor)
• Digital Humanities and New Media (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/digital-humanities-new-media-minor)

Graduate Opportunities

See the graduate catalog for more information on the English programs. (http://catalog.wcupa.edu/graduate/arts-humanities/english)

Policies

• See undergraduate admissions information. (http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

B.S.Ed in English

Student Teaching Prerequisites

Formal Admission

Students should apply for formal admission to the teacher education program in approximately their sophomore year. Formal admission allows students to enter advanced methods courses and student teaching, which then lead to teaching certification. Students must achieve passing scores on the Preservice Academic Performance Assessment (PAPA) modules in reading, writing, and math to achieve formal admission.
Note: Students must complete EDS 306 prior to ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs).

Test of Writing Competency

The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies). Students are urged to take the test as early in their program as possible.

Grades on Required Courses

Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 260</td>
<td>World Literature I</td>
</tr>
<tr>
<td>CLS 261</td>
<td>World Literature II</td>
</tr>
<tr>
<td>CLS 361</td>
<td>Modern World Drama</td>
</tr>
<tr>
<td>CLS 362</td>
<td>World Lit - Modern Fiction</td>
</tr>
<tr>
<td>CLS 367</td>
<td>Classical Greco Roman Mythology</td>
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<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
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<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
</tr>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Histories and Texts</td>
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<tr>
<td>ENG 296</td>
<td>Theory, Meaning, Value</td>
</tr>
<tr>
<td>or ENG 206</td>
<td>Black Critical Theory</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Structure of Modern English</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Teaching English in Secondary Schools</td>
</tr>
<tr>
<td>ENG 392</td>
<td>Writing and Teaching Writing Secondary English</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching Language Learners PK-12</td>
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<tr>
<td>LIT 398</td>
<td>Young Adult Literature</td>
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<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
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<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

A student receiving a grade of C- or lower for any of these courses should retake the course immediately, before attempting courses in the English or education sequence. A student having difficulty with several of the courses listed above should recognize that he or she may not be able to meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

Grade Point Average

Before receiving formal admission, a student must attain an overall GPA of 2.8 or better, including a minimum GPA of 2.75 for all English courses attempted. Students must maintain these GPA requirements to remain formally admitted. Students must also achieve a GPA of 3.0 by the end of their student teaching.

Writing Portfolio

A student in the B.S.Ed. English program must also pass a writing portfolio requirement in order to be eligible to student teach. Preferably two semesters before student teaching, students will submit their writing portfolio to the Department of English for evaluation. Specific requirements of the writing portfolio are listed in the English Majors’ Handbook.

Praxis II

All teacher certification candidates must attempt the Praxis II tests required by their program and produce evidence of testing prior to the first day of their student teaching semester.

Faculty

Professors

Hannah Ashley (hashley@wcupa.edu) (2001)
Director, Youth Empowerment and Urban Studies Program
B.S., Cornell University; M.Ed., Ph.D., Temple University
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K. Jamie Woodlief (kwoodlief@wcupa.edu) (2007)
B.A. West Chester University; M.A. West Chester University

Courses

**CLS 165. Introduction to World Literature. 3 Credits.**
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Distance education offering may be available.

**CLS 201. Classical Greco Roman Myth in 20th Century Arts. 3 Credits.**
The study of Greek and Roman mythology and its’ influence on 20th and 21st century Western culture.

**CLS 203. African Studies. 3 Credits.**
This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.
Gen Ed Attribute: Diversity Requirement.

**CLS 255. 20TH Century Native American Literature. 3 Credits.**
an examination of 20th century Native American Literature.

**CLS 258. Women’s Literature I. 3 Credits.**
A survey of world women’s literature from 800 B.C. to 1800. Readings are chosen from the works of Sappho, Aspasia, Diotima, Mutta, Auviyai, Sei Shonagon, Sule Sankaya, Murasaki, Hildegard, von Bingen, Mirabal, Marguerite de Navarre, Phillis Wheatley, Aphra Behn, Madame de Stael, Jane Austen, and Fanny Burney among others.
Gen Ed Attribute: Diversity Requirement.

**CLS 259. Women’s Literature II. 3 Credits.**
A survey of women’s literature from 1800 to the present. Readings are chosen from the works of Harriet Jacobs, Ida B. Wells, Louisa Alcott, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherrie Moraga, Maxine Hong Kingston, and Arundhati Roy among others.
Gen Ed Attribute: Diversity Requirement.

**CLS 260. World Literature I. 3 Credits.**
A survey of world literary texts from pre-classical times to 1600.

**CLS 261. World Literature II. 3 Credits.**
A survey of world literary texts from 1600 to the present.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.
CRW 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

CRW 201. Introduction to Creative Writing. 3 Credits.
Introduction to the craft of writing poetry and fiction. Basic discussion of terms, strategies, and professional models in each genre. Practice in writing and critiquing each genre.
Gen Ed Attribute: Writing Emphasis.

CRW 202. Creative Writing I. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.

CRW 203. Creative Writing II. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.

CRW 301. Poetry Workshop I. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.
Gen Ed Attribute: Writing Emphasis.

CRW 302. Poetry Workshop II. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.
Pre / Co requisites: CRW 302 requires a prerequisite of CRW 201, CRW 202, CRW 203, CRW 301, CRW 303, CRW 304, CRW 305, or CRW 306.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

CRW 303. Short Story Workshop I. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.
Gen Ed Attribute: Writing Emphasis.

CRW 304. Short Story Workshop II. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.
Pre / Co requisites: CRW 304 requires a prerequisite of CRW 201, CRW 202, CRW 203, CRW 301, CRW 302, CRW 303, CRW 305, or CRW 306.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.
Repeatable for Credit.

CRW 305. Creative Nonfiction Workshop I. 3 Credits.
An exploration of the creative nonfiction genre, with a focus not only on writing and craft but also on analyzing the larger questions and contexts surrounding the genre (i.e. truth, authenticity, history and definitions of the genre, ethics of representation).
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

CRW 306. Creative Nonfiction Workshop II. 3 Credits.
A continued exploration of the history, theory and craft of the creative nonfiction genre, but with a focus on analyzing and writing various essay styles. Students will be encouraged to concentrate on one specific form (i.e. radio essay, flash nonfiction, hybrid or graphic forms, the lyric or braided essay, environmental writing, travel writing, memoir)
Pre / Co requisites: CRW 306 requires a prerequisite of CRW 201, CRW 202, CRW 203, CRW 301, CRW 303 or CRW 305.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

CRW 313. Playwriting Workshop I. 3 Credits.
Writing the play: possibilities and limitations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play's totality in theme, character, and action. Informal readings of student work.

CRW 400. Writing Seminar. 3 Credits.
Special topics, such as fantasy, science fiction, longer prose works, or the anti-story. To be announced.
Repeatable for Credit.

CRW 490. Writing Seminar in the Novel I. 3 Credits.
A course in the writing and preparing of book-length manuscripts (novel, novella, and the 'nonfictional' novel) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

CRW 491. Creative Writing Workshop in the Long Form. 3 Credits.
An upper-division creative writing course that asks students to write in and analyze the longer forms of creative texts. The class will be a variable genre course, some semesters focusing on prose forms of fiction, some semesters prose forms in non-fiction, and some semesters in longer forms of poetry. Students should consult with faculty member at the beginning of the semester to ensure the genre of focus for that given semester.

DHM 210. Introduction to Gaming. 3 Credits.
This course introduces students to Gaming by exploring the history and cultures of play within games. Through hands-on experience, students will critically explore the field by initiating processes of playing, making, and designing games.
Typically offered in Fall.

DHM 220. Foundations of Game Design & Development. 3 Credits.
This course provides students with foundational skills in designing and developing games using industry-standard game development software.
Typically offered in Spring.

DHM 280. Introduction to Digital Humanities. 3 Credits.
This course is an introduction to new media, digital humanities, and computational approaches to the humanities, with a survey of theories, methodologies, and current critical practices.
Typically offered in Fall.

DHM 325. Digital Research Methods. 3 Credits.
This course introduces students to software tools and methodologies necessary for meaningful research in the humanities. Hands on instruction is provided, along with opportunities for independent and sustained research work.
Pre / Co requisites: DHM 325 requires a prerequisite or co-requisite of DHM 280 or instructor consent.
Gen Ed Attribute: Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Spring.

DHM 405. Digital Humanities Practicum. 3 Credits.
This course provides students with practical experience using technology to work hands-on with active projects in the humanities. Students work with a project supervisor, on or off campus.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.
ENG Q20. Basic Writing. 3 Credits.
English 020 emphasizes the process of producing writing and focuses on the critical study of Academic Written English (AWE). Students will compose pieces of writing in various genres and use revision draft editing to strengthen them. Students will analytically study AWE grammar and syntax through work with instructors and/or tutors. Finally, students will engage and study texts through reading, analysis and discussion. Students should complete the course with a greater understanding of their own strengths and weaknesses as writers, especially but not only with regard to producing college-level essays. Please note: This is a developmental course and the credits do not count towards degree completion.

ENG 134. Idioms in the Context of American Culture. 3 Credits.
Through the use of modern American movies, this course helps students learn the meanings of idioms in context. Students practice using these idioms in drills and exercises.

ENG 150. Writing Studies Workshop. 3 Credits.
A workshop that provides intensive instruction for students who experience difficulty in writing. Open to first-year students. Typically offered in Fall & Spring. Repeatable for Credit.

ENG 194. Conventions of Reading and Writing. 3 Credits.
An introduction to the study of reading and writing textual genres: literature, essays, film, autobiography, editorials etc. Students examine how their own reading and writing assumptions and strategies affect their interpretation and production of texts. First of three majors’ core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 204. Practical Prose Composition. 3 Credits.
Writing in various modes that authentically mirror real situations in our personal and professional lives.
Gen Ed Attribute: Writing Emphasis.

ENG 206. Black Critical Theory. 3 Credits.
The course explores the political, social, cultural, and historical factors that influenced the development of twentieth century Black Critical Theory. Students will develop an awareness of critical, theoretical, and rhetorical approaches to textual analysis that are central to the field of English Studies as they learn about crucial moments in African American and Diasporic history and culture such as the Harlem Renaissance, The Realist/Protest Movement, The Civil Rights Era/Black Arts Movement, and The Feminist/Womanist Movement.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ENG 215. Views on Literacy. 3 Credits.
The historical and social contexts of English literacy. Emphasis on writing.

ENG 230. Introduction to Linguistics. 3 Credits.
Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics.
Cross listed courses ENG 230, LIN 230.

ENG 240. Language, Gender, and Sexuality. 3 Credits.
This course introduces students to the study of language as a resource for the production of gender and sexuality. Discussion of popular beliefs and scholarly theories about language and communication.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Spring.

ENG 250. Stylistics: The Language of Literature. 3 Credits.
This course introduces students to linguistic methodologies of investigating the language of literary texts, as well as media and political discourse, and addresses two key questions: “What is style?” and “How do texts mean?”. Typically offered in Fall.

ENG 270. Book History: Introduction. 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.
Gen Ed Attribute: Writing Emphasis.

ENG 271. Typography. 3 Credits.
This course provides students with experience in production of books, using historical and modern methods of design.
Pre / Co requisites: ENG 271 requires prerequisite of ENG 270.
Typically offered in Fall & Spring.

ENG 275. Literary Editing and Publishing. 3 Credits.
Experience in publishing the student literary magazine Daedalus: editing, proofing, photographic selection and layout, and printing.
Consent: Permission of the Department required to add.

ENG 280. Introduction to Digital Humanities. 3 Credits.
An introduction to new media, digital humanities, and computational approaches to literature and writing, with a survey of theories, methodologies, and current critical practices.
Pre / Co requisites: ENG 280 requires prerequisite WRT 120.

ENG 295. Histories and Texts. 3 Credits.
This course focuses on history and its influences on the reception and production of texts. Students will be asked to engage critical historical and literary materials in order to develop insight into how cultural historical circumstances enable the production of texts and influence how readers respond to them. Second of three majors’ core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 304. Essay Workshop. 3 Credits.
Experience in reading and writing essays, with focus on revision, on the use of the public ‘I’, and on appropriate voice. Attention to invention.
Gen Ed Attribute: Writing Emphasis.

ENG 305. Environmental/Experiential Writing: Taking Action. 3 Credits.
This service-learning writing course will ask students to do environmental service in our area, evaluate others’ environmental actions, and reflect upon these experiences in writing. We will consider writing itself as an important action for self-awareness and social change.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

ENG 320. Writing and Computers. 3 Credits.
Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.
Gen Ed Attribute: Writing Emphasis.

ENG 331. Structure of Modern English. 3 Credits.
A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach.
Pre / Co requisites: ENG 331 requires prerequisites of ENG 230 or LIN 230.

ENG 335. History of the English Language. 3 Credits.
Review of the influences on the development of the English language.
Pre / Co requisites: ENG 335 requires prerequisites of ENG 230 or LIN 230.

ENG 339. Dialects of American English. 3 Credits.
Development of the English language in America since colonial settlement. Pronunciation, vocabulary, and grammar of the regional and social dialects of American English.
Pre / Co requisites: ENG 339 requires a prerequisite of ENG 230.
Typically offered in Spring.

ENG 340. Sociolinguistic Aspects of English. 3 Credits.
The study of language in its social context; the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education.
Pre / Co requisites: ENG 340 requires prerequisite of ENG 230.

ENG 345. Women Writing: Autobiography. 3 Credits.
A writing seminar directed toward the reading of women’s autobiographies and the writing of personal autobiographical narratives.
Gen Ed Attribute: Writing Emphasis.
ENG 368. Business and Organizational Writing. 3 Credits.
The nature of communication within business and organizations. Theoretical basis and practical application.
Gen Ed Attribute: Writing Emphasis.

ENG 371. Technical Writing. 3 Credits.
Instruction in the forms and techniques of written, oral, and visual communication currently practiced in the scientific and technical professions. A series of coordinated assignments leads to a final project in the student’s field of professional study.
Gen Ed Attribute: Writing Emphasis.

ENG 375. Strategies for Writing in the Workplace. 3 Credits.
Strategy and politics of client-centered and competitive writing that achieves objectives for the professions and organizations.
Gen Ed Attribute: Writing Emphasis.

ENG 382. Teaching English Language Learners PK-12. 3 Credits.
A study of issues and the application of techniques, strategies, and 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 and 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.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses LAN 382, ENG 382.

ENG 390. Teaching English in Secondary Schools. 3 Credits.
Review of language arts requirements in secondary schools. Special reference to grade-placement with adoption of materials, appraisal of results, and development of programs of study.
Pre / Co requisites: ENG 390 requires prerequisites of EDS 306 and formal admission into teacher education.

ENG 391. Teaching Writing in the Middle School. 3 Credits.
This course instructs future middle school teachers in methods for teaching writing.
Pre / Co requisites: ENG 391 requires a prerequisite of MGP 220 and formal admission to teacher education.

ENG 392. Writing and Teaching Writing Secondary English. 3 Credits.
The course will introduce students to major theorists in composition and literacy theory, including Britton, Emgi, Heath, Murray, Moffett, Perl, and Graves. It will provide opportunities to write in all the modes, for all the purposes and audiences, required by most secondary school curricula, and to analyze these writing experiences in terms of sociocultural, cognitive, and other psychological theory and research.
Pre / Co requisites: ENG 392 requires prerequisites of EDS 306 and formal admission into teacher education.

ENG 395. Internship. 3-12 Credits.
Intensive practical experience with selected businesses, media, and public agencies. Limited to qualified students who have earned a minimum of 80 credit hours. See Handbook for English Majors for specific requirements.
Consent: Permission of the Department required to add.
Repeatable for Credit.

ENG 397. Writing Tutoring. 3 Credits.
Theory and practice of writing tutoring, especially for those who plan a career in teaching or who are focusing on the remediation or development of language and writing skills.
Gen Ed Attribute: Writing Emphasis.

ENG 400. Research Seminar. 3 Credits.
This course is a variable-topic research seminar. Students will do advanced work in many topics in English studies, including literature, rhetoric, film, cultural studies, composition, aesthetics, theory, individual authors. This course may be repeated for credit.
Pre / Co requisites: ENG 400 requires prerequisites of ENG 295 and ENG 194, and ENG 206 or ENG 296, and WRT 100 or WRT 120, and WRT 200 or WRT 204 or WRT 205 or WRT 206 or WRT 208 or WRT 220.
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

ENG 410. Independent Study. 3 Credits.
Independent study.
Repeatable for Credit.

ENG 414. Tutoring Practicum. 1 Credit.
Contact department for more information about this course.

ENG 450. Prose Writing Seminar. 3 Credits.
This variable-topic seminar concentrates on problems in advanced writing, focusing on prose analysis and its application to student writing and revision. Repeatable for Credit.

FLM
FLM 200. Introduction to Film. 3 Credits.
A survey of the principal elements of film including photography, editing, sound, acting, and narrative.

FLM 201. American Film. 3 Credits.
The function of cinema in contemporary society as a socio-cultural, economic and political object, as seen through critical analysis of American films.
Gen Ed Attribute: Writing Emphasis.

FLM 202. American Themes. 3 Credits.
An introduction to contemporary critical and theoretical principles for interpreting American films which concentrates on a single theme.
Gen Ed Attribute: Writing Emphasis.

FLM 400. Film Seminar. 3 Credits.
A seminar which offers students practice in applying contemporary critical and theoretical principles to films in an advanced context.
Pre / Co requisites: FLM 400 requires prerequisite of FLM 200. Repeatable for Credit.

JRN
JRN 200. Communications Media. 3 Credits.
An introduction to the media of communications, emphasizing the development and characteristics of print and electronic media forms and their impact on American society.

JRN 212. Digital Journalism. 3 Credits.
This is a multimedia course which introduces students to various social media platforms and offers them an opportunity to publish blogs, commentaries, reviews, profiles and other features on the Web. Students will also create Web pages using online resources to gather, write and edit information, use digital cameras to shoot photos/videos and edit them using digital editing software. Typically offered in Spring.

JRN 225. Newswriting. 3 Credits.
A course designed to develop proficiency in the writing of news stories for daily and weekly newspapers. News values, the structure and style of news, and the preparation of copy in accordance with professional standards will be stressed.
Gen Ed Attribute: Writing Emphasis.

JRN 226. Public Affairs Reporting. 3 Credits.
Instruction and practice in basic news reporting techniques coupled with an introduction to newspaper feature writing. Outside assignments will include coverage of speeches, local government meetings, and the courts.
Pre / Co requisites: JRN 226 requires prerequisite of JRN 225.

JRN 250. News Editing. 3 Credits.
A course designed to acquaint students with the skills involved in the preparation of copy for publication in newspapers and magazines. Instruction and practice in the mechanics of copy editing, headline writing, layout, and photo editing.
Pre / Co requisites: JRN 250 requires a prerequisite of JRN 225.

JRN 272. Feature Writing. 3 Credits.
Practical instruction in the skills for successful feature writing for print and electronic media, with an emphasis on techniques used in personality profiles, critical reviews, column writing, and op-ed pieces.

JRN 312. Sports Reporting and Writing. 3 Credits.
Instruction and practice in basic sports reporting techniques, including live-event coverage and feature writing, as well as an introduction to routine duties associated with working on the sports desk.
Pre / Co requisites: JRN 312 requires prerequisite of JRN 225.
LIT 100. Popular Culture: Reading Culture as Text. 3 Credits.
An introduction to analyzing and interpreting everyday cultural expressions within diverse social, historical, economic, and political contexts.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 101. Contemporary Issues Through Literature. 3 Credits.
This lecture-style course links the study of various genres of literature from a range of time periods (texts included on the syllabus can range from medieval to contemporary) to contemporary events and issues.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

LIT 165. Topics in Literature. 3 Credits.
A course designed to develop awareness of literature as being central to all the arts, to increase levels of literacy and critical faculties, and to broaden understanding of the human condition.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 200. American Literature I. 3 Credits.
Survey of representative American writers from Colonial times to 1860, including Bradstreet, Taylor, Franklin, Poe, Thoreau, Hawthorne, and Melville.

LIT 201. American Literature II. 3 Credits.
A survey of representative American writers from 1860 to the present, including Whitman, Twain, James, Crane, Eliot, Frost, Hemingway, and Faulkner.

LIT 202. African American Literature I. 3 Credits.
A survey of African American writing from the Middle Passage through the first decade of the 20th century. Authors include Wheatley, Equiano, Douglass, Jacobs, Wells-Barnett, Du Bois, Washington, Chesnutt, Weldon Johnson, and others, with an emphasis on the historical contexts of slavery and Jim Crow and on the oral/vernacular roots of the black literary tradition.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

LIT 203. African American Literature II. 3 Credits.
Continuation of LIT 202. A survey of African American writing from the Harlem Renaissance to the present. Authors include Hughes, Hurston, Wright, Ellison, Baraka, Brooks, Sanchez, Morrison, Butler, and others, with an emphasis on the historical forces and social and cultural movements that have shaped black writing in the 20th and 21st centuries.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

LIT 204. New Black Women Writers in America. 3 Credits.
Survey of black women writers of America. Examines themes and influences on American and African-American literary contexts.
Gen Ed Attribute: Writing Emphasis.

LIT 205. Harlem Renaissance. 3 Credits.
This course examines the historical and cultural movement of the 1920's known as the Harlem Renaissance.

LIT 207. Life and Times of Frederick Douglass. 3 Credits.
This course examines the courageous life and times of an American reformer and his influence on slavery, abolitionism, suffrage, and temperance movements in the development of America.

LIT 213. Asian American Literature. 3 Credits.
Survey of representative Asian American authors from their earliest works at the turn of the twentieth century to contemporary works, examined in the context of the changing cultural, economic, and political experiences of Americans of Asian descent.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 219. Literature for Young Children. 3 Credits.
A survey of English literature of the 19th and 20th centuries.
Gen Ed Attribute: Writing Emphasis.

LIT 220. Children's Literature. 3 Credits.
A survey of English literature for children, setting standards for evaluation and appreciation.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 230. English Literature I. 3 Credits.
A survey of English literature from Anglo-Saxon writing through the 18th century.
Gen Ed Attribute: Writing Emphasis.

LIT 231. English Literature II. 3 Credits.
A survey of English literature of the 19th and 20th centuries.
Gen Ed Attribute: Writing Emphasis.

LIT 250. Victorian Attitudes. 3 Credits.
A study of 19th-century attitudes toward social changes as expressed in art, architecture, literature, and nonfiction prose.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 269. The Literature of Roguery. 3 Credits.
A historical study of the rogue in fiction with emphasis on the satiric view of society. Among writers studied are Defoe, Thackeray, Donleavy, and Kerouac.

LIT 271. Drama Since 1970. 3 Credits.
A selective survey of American and British drama since 1970. The playwrights studied will be drawn from a wide and expanding group, including Sam Shepard, David Rabe, Lanford Wilson, Tom Stoppard, Peter Shaffer, Caryl Churchill, and others.
Typically offered in Fall & Spring.

LIT 272. New Fiction. 3 Credits.
Fiction published in the last 10 years.
Gen Ed Attribute: Writing Emphasis.

LIT 274. Feminist Poetry. 3 Credits.
A study of poetry espousing the feminist cause and exploring the feminist response. Techniques and attitudes of such poets as Plath, Sexton, Rich, Morgan, Wakoski, and Kumin.
Gen Ed Attribute: Writing Emphasis.
LIT 294. Topics in Digital Literature and Culture. 3 Credits.
This is a variable topic course that will examine the ways in which digital culture is shaping our understanding of the literary. Depending on the topic offered, it may include some attention to 1) born-digital forms of literature, such as new-media poetry, interactive fictions, or games; 2) digital methods in the study of literature (e.g. digital editions of print literature, database research methods, networked study of literature), or 3) the perspective that literature (e.g. speculative fiction) can provide on digital culture. Pre / Co requisites: LIT 294 requires prerequisite: WRT 120. Distance education offering may be available. Repeatable for Credit.

LIT 297. Themes in Contemporary Literature. 3 Credits.
Literary topic or theme in contemporary American, English, or world literature to be announced each time the course is offered. NOTE: Advisor permission required to repeat this course. Repeatable for Credit.

LIT 300. Colonial and Revolutionary Literature. 3 Credits.
Writers of Colonial and Revolutionary America.

LIT 302. Development of the American Novel. 3 Credits.

LIT 303. Intro to Multi-Ethnic American Literature. 3 Credits.
American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures. Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 304. American Jewish Novel. 3 Credits.
A study of major American Jewish novelists: Cahan, Singer, Roth, Potok, Bellow, Malamud, Wallant, and Wiesel. No knowledge of Yiddish or Hebrew necessary.

LIT 305. Modern American Drama. 3 Credits.
American drama from the early 1900's to the present, with emphasis on the development of the American theater as seen in such major dramatists as O'Neill, Odets, Wilder, Miller, Williams, and Albee.

LIT 306. Modern American Novel. 3 Credits.
The novel in America from Dreiser to the present. Gen Ed Attribute: Writing Emphasis.

LIT 307. Modern American Poetry. 3 Credits.
Major 20th-century American poets.

LIT 309. Thoughts/Writings of Martin Luther King. 3 Credits.
Examines and analyzes the writings of Dr. King and their relationship to the themes he pursued and the leadership role he achieved. Gen Ed Attribute: Interdisciplinary Requirement.

LIT 310. African American Novel I. 3 Credits.
A study of the African American novel from the genre's beginnings in the 1850s through to the Harlem Renaissance of the 1920s and 30s. Authors include William Wells Brown, Harriet Wilson, Frances Harper, Charles Chesnutt, and Nella Larsen, examined in the context of slavery, Reconstruction, Jim Crow, and other historical experiences of African Americans.

LIT 311. African American Novel II. 3 Credits.
A study of the African American novel from Richard Wright's Native Son (1940) to the present. Works including Ralph Ellison's Invisible Man (1952) and Toni Morrison's Beloved (1987) are examined in the context of changing cultural and political experiences of African Americans in the twentieth and twenty-first century.

LIT 328. Old English Language and Literature. 3 Credits.
An introductory study of the language (450-1150 A.D.) through a reading of religious and secular poetry and prose.

LIT 329. Medieval Women's Culture. 3 Credits.
This is a study of writings by medieval women and their contribution to the development of medieval culture. Typically offered in Fall, Spring & Summer.

LIT 330. Middle English Language and Literature. 3 Credits.
An introductory study of the language (1150-1450 A.D.) through a reading of selected literary texts.

LIT 331. Chaucer. 3 Credits.
An interpretation of Canterbury Tales andTroilus and Criseyde.

LIT 332. English Drama to 1642. 3 Credits.
English drama from the early liturgical tropes to 1642, exclusive of Shakespeare.

LIT 333. Early Modern Poetry. 3 Credits.
Poetry and prose of the 16th and early 17th centuries. See the department handbook for group descriptions.

LIT 334. Milton. 3 Credits.
A survey of his major poetry and prose.

LIT 335. Shakespeare I. 3 Credits.
Reading, analysis, and discussion of selected histories and tragedies. Discussion of critical approaches to the plays and of the historical and intellectual climate of the times. Gen Ed Attribute: Writing Emphasis.

LIT 336. Shakespeare II. 3 Credits.
Reading, analysis, and discussion of selected comedies and nondramatic poems. Discussion of critical approaches to the works and of the historical and intellectual climate of the times. Either LIT 335 or 336 may be taken first. Gen Ed Attribute: Writing Emphasis.

LIT 337. Literature of the Enlightenment. 3 Credits.
A critical consideration of the 18th-century writers, exclusive of the dramatists. Gen Ed Attribute: Writing Emphasis.

LIT 338. Restoration and 18th Century Drama. 3 Credits.
The drama from the reopening of the theaters in 1660 to 1800. Gen Ed Attribute: Writing Emphasis.

LIT 339. 18th Century British Novel. 3 Credits.
The British novel from Defoe to Austen. Gen Ed Attribute: Writing Emphasis.

LIT 340. The Romantic Movement. 3 Credits.

LIT 341. 19th Century British Novel. 3 Credits.
The British novel from Austen to Hardy.

LIT 342. Victorian Literature. 3 Credits.
Victorian thought and culture in poetry and nonfiction prose. Gen Ed Attribute: Writing Emphasis.

LIT 344. Modern British Novel. 3 Credits.
The novel in England from Conrad to the present.

LIT 360. Special Topics Children’s/Young Adult Literature. 3 Credits.
In depth study of key genre, theme, or topic in children's or young adult literature.

LIT 364. Modern Irish Literature. 3 Credits.
Major literary writers of Ireland from 1840 to the present: George Moore, Synge, Yeats, Joyce, Shaw, O’Casey, Beckett, Behan, and Seamus Heaney.

LIT 365. Short Fiction. 3 Credits.
Analysis and interpretation of short fiction.

LIT 370. Urbanism and the Modern Imagination. 3 Credits.
Covers a variety of responses of contemporary writers, artists, and planners to the rise of the modern city. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis.

LIT 372. African American Urban Literature. 3 Credits.
Focuses on representations of twentieth century urban life in a variety of African American texts including poetry, film, graphic novels, and short stories.

LIT 398. Young Adult Literature. 3 Credits.
A critical study of literature, including nonprint media, for young adults, focusing on helping prospective teachers develop familiarity with young adult literature and how it may be used in the middle school and high school classroom, stressing gender roles and multicultural issues. Pre / Co requisites: LIT 398 requires prerequisites of ENG 194 and ENG 295 and (either ENG 296 or ENG 298) OR LIT 220. Distance education offering may be available.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Gen Ed Attribute</th>
<th>Availability</th>
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</thead>
<tbody>
<tr>
<td>WRH 199</td>
<td>Transfer Credits. 1-10 Credits.</td>
<td>Transfer</td>
<td>Repealable for Credit.</td>
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<tr>
<td>WRH 201</td>
<td>Introduction to Rhetoric. 3 Credits.</td>
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<td>This course introduces students to a range of rhetorical traditions, concepts, and theories, both ancient and modern. Students will apply rhetorical principles to analyze arguments in a range of modes, as well as in digital and non-digital contexts. Typically offered in Fall &amp; Spring.</td>
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<tr>
<td>WRH 205</td>
<td>Composing Cyberspace. 3 Credits.</td>
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<td>Students compose websites and blogs and examine the unique intersection of visual and verbal rhetoric that informs composition in cyberspace. Gen Ed Attribute: Writing Emphasis.</td>
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<tr>
<td>WRH 310</td>
<td>Multicultural Writing. 3 Credits.</td>
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<td>This course focuses on understanding the role that writing plays in shaping a multicultural society. Assignments will ask students to write for diverse social contexts and will help students expand their repertoire of genres and writing strategies. Gen Ed Attribute: Diversity Requirement, Writing Emphasis.</td>
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<tr>
<td>WRH 330</td>
<td>Images of School in Film. 3 Credits.</td>
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<td>This course examines the rhetorical, cultural, and Political dimensions of propagandistic texts.</td>
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<tr>
<td>WRH 335</td>
<td>Technology and the English Classroom. 3 Credits.</td>
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<td>This course provides hands-on technology instruction, including film production, interactive white boards, and Podcasting, of use to future teachers in English or anyone interested in using technology in an educational setting.</td>
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<tr>
<td>WRH 337</td>
<td>African American Autobiography. 3 Credits.</td>
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<td>This course introduces students to the rhetorical tradition of African American Autobiography from Frederick Douglass’ 1845 Narrative to Barack Obama’s Dreams from my Father.</td>
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<tr>
<td>WRH 339</td>
<td>Activism and Advocacy Writing. 3 Credits.</td>
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<td>Students investigate, theorize, and produce a variety of documents representing the genres and advocates used in a variety of campaigns.</td>
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<tr>
<td>WRH 340</td>
<td>Introduction to Visual Rhetoric. 3 Credits.</td>
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<td>This course provides an introduction to some of the major questions motivating the field of visual rhetoric, with the goal of helping students understand the powerful and political rhetorical potential that images possess. Typically offered in Fall.</td>
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<tr>
<td>WRH 341</td>
<td>Visual Cultures. 3 Credits.</td>
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<td>This course considers how visuals are employed and deployed in response to particular rhetorical situations and the cultural, social, historical, and economic factors that create these situations. Typically offered in Spring.</td>
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<tr>
<td>WRH 342</td>
<td>Document Design. 3 Credits.</td>
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<td>This course provides an introduction to document design, a key characteristic of rhetorically effective documents. We may not always notice when a document is designed well, but we certainly notice when a design is ineffective. In this course, we’ll explore how visual and verbal elements combine to create meaning and practice basic design principles as we create projects for the class and for clients. Typically offered in Spring.</td>
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<tr>
<td>WRT 120</td>
<td>Effective Writing I. 3 Credits.</td>
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<td>An intensive course in writing that emphasizes skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences. Gen Ed Attribute: English Composition Requirement. Distance education offering may be available. Typically offered in Fall, Spring &amp; Summer.</td>
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<tr>
<td>WRT 200</td>
<td>Critical Writing and Research. 3 Credits.</td>
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<td>Continues the expository writing experience offered in Effective Writing I, and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers. Pre / Co requisites: WRT 200 requires a prerequisite of WRT 120 or placement via the WRITE survey. Gen Ed Attribute: English Composition Requirement.</td>
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<tr>
<td>WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture. 3 Credits.</td>
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<td>The strategies of critical theory and critical writing will be used to examine and explain popular culture. The course will explore multiple media - such as print, television, film, music, and various visual and electronic formats - as representations of humanities, arts, and sciences, about which students will write researched, critical cultural analyses. Pre / Co requisites: WRT 204 requires a prerequisite of WRT 120 or placement via the WRITE survey. Gen Ed Attribute: English Composition Requirement.</td>
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<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience. 3 Credits.</td>
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<td>Exploration of the student’s personal history and attitudes through carefully structured compositions, including autobiographical narrative, memoir, and introspective analysis. Pre / Co requisites: WRT 205 requires a prerequisite of WRT 120 or placement via the WRITE survey. Gen Ed Attribute: English Composition Requirement. Distance education offering may be available. Typically offered in Fall &amp; Spring.</td>
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<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination. 3 Credits.</td>
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<td>Imagination becomes a vehicle for students to explore a variety of disciplinary and social perspectives on issues of relevance to society. Assignments cover writerly issues, such as genre, style, and language, and related issues, such as the role of imagination, innovations, and discovery in the sciences, arts, social sciences, and humanities, through documented research. Pre / Co requisites: WRT 206 requires a prerequisite of WRT 120 or placement via the WRITE survey. Gen Ed Attribute: English Composition Requirement.</td>
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<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere. 3 Credits.</td>
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<td>Publication is a goal for many writers. Reporters, scientists, poets, academics, and others write for publication. This class will require students to write for professional and/or class-produced print forums appropriate for humanities, arts, social sciences, and scientific fields, examining those forums in order to analyze and critique their discourse conventions. The course will provide opportunities for students to submit their work to such forums for publication. The class may also produce its own publication about writing-related news and events that students will learn about by conducting documented research projects. Pre / Co requisites: WRT 208 requires a prerequisite of WRT 120 or placement via the WRITE survey. Gen Ed Attribute: English Composition Requirement.</td>
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WRT 220. Critical Writing: Special Topics. 3 Credits.
Each section will have a special topic that focuses on current (inter)disciplinary issues of importance in the humanities, arts, social sciences, and/or sciences. In these courses students will investigate, research, critique, and practice rhetorical strategies focusing on each section’s topic.
Pre / Co requisites: WRT 220 requires a prerequisite of WRT 120 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall & Spring.