DEPARTMENT OF ENGLISH

College of Arts and Humanities
532 Main Hall
610-436-2822
Department of English (http://www.wcupa.edu/english/)
Erin Hurt (ehurt@wcupa.edu), Chairperson
Tim Dougherty (tdougherty@wcupa.edu), Assistant Chairperson
Rachel Banner (rbanner@wcupa.edu), Assistant Chairperson

The Department of English offers the Bachelor of Arts in English with the choice of either the “literatures” or “writings” track within it. The 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.

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 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.

Programs

Major in English

- B.A. in English (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/english-ba/)

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/)
- Digital Humanities and New Media (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/digital-humanities-new-media-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/)

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.

Internships

A student will be permitted to take an internship under department supervision only if they are enrolled in a departmental major or minor program and have 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 their 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 their discretion, will the internship coordinator consider applications from students not meeting the departmental requirements. It is the student’s responsibility to demonstrate that they have met the academic requirements for an internship.

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
Christian K. Awuyah (cawuyah@wcupa.edu) (1989)
B.A., University of Ghana; M.A., University of Guelph; Ph.D., University of Alberta
Mary Buckelew (mbuckelew@wcupa.edu) (1999)
Director, Pennsylvania Writing and Literature Project
B.A., M.A., Ph.D., University of New Mexico
Margaret Ervin (mervin@wcupa.edu) (2003)
Director, Writing Center
B.A., Harvard University; Ph.D., University at Albany, State University of New York
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
Erin Hurt (ehurt@wcupa.edu) (2010)
Chairperson, English
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin
Seth Kahn (skahn@wcupa.edu) (2002)
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University
William Lilicker (wlilicker@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)
B.A., Ph.D., Temple University
Cherise Pollard (cpollard@wcupa.edu) (1999)
B.A., Rutgers - The State University of New Jersey; M.A., Ph.D., University of Pittsburgh
Andrew Sargent (asargent@wcupa.edu) (2007)
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Eleanor F. Shevlin (eshevlin@wcupa.edu) (2001)
Graduate Coordinator, English
A.B., Georgetown University; M.A., Ph.D., University of Maryland
Carolyne Sorisio (csorisio@wcupa.edu) (1999)
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Victoria Tischio (vtischio@wcupa.edu) (1998)
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany
Carla Lee Verderame (cverderame@wcupa.edu) (1998)
Assistant Director, Ethnic Studies Program
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan
Cheryl L. Wanko (cwanko@wcupa.edu) (1993)
B.A., New York University; M.A., Ph.D., Pennsylvania State University

Associate 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)
Assistant Chairperson, English
B.A., Oakland University; M.A., Ph.D., University of Pennsylvania
Michael Sterling Burns (mburns2@wcupa.edu) (2013)
B.A., Temple University; M.A., The City College of New York; Ph.D., University of Illinois
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
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Assistant Chairperson, English
B.A., Pennsylvania State University; M.A., University of Minnesota; Ph.D., Syracuse University
Peter Duval (pduval@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
Gabrielle Halko (ghalko@wcupa.edu) (2006)
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University
Benjamin Kuebrich (bkuebrich@wcupa.edu) (2016)
B.A., Illinois State University; M.A., Miami University (OH); Ph.D., Syracuse University
Maureen McVeigh Trainor (mmcveigh@wcupa.edu) (2016)
B.A., George Washington University; M.A., West Chester University; M.F.A., Rosemont College
Shannon Mrkich (smrkich@wcupa.edu) (2016)
B.A., University of Pittsburgh; M.A., Arizona State University; Ph.D., Temple University
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B.A., Saint Joseph’s University; M.A., Ph.D., Boston University
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B.A., Swarthmore College; M.A., University of Wisconsin-Madison; Ph.D., University of Pennsylvania
Maria-Eirini Panagiotidou (managioti@wcupa.edu) (2013)
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 at Birmingham; M.A., University of North Carolina, Charlotte; Ph.D., Virginia Tech
Merry G. Perry (mperry@wcupa.edu) (2002)
B.S., M.A., Ph.D., University of South Florida
Justin K. Rademaekers (jrademaekc@wcupa.edu) (2014)
B.A., B.S., East Stroudsburg University of Pennsylvania; M.A., St. Joseph’s University; Ph.D., Purdue University
Timothy Ray (tray@wcupa.edu) (2003)
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State 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
Kuhio Walters (kwalters@wcupa.edu) (2008)
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire

Assistant Professors

Emily Aguiló-Pérez (eaguilow@wcupa.edu) (2019)
B.A., M.A., University of Puerto Rico at Mayaguez; Ph.D., The Pennsylvania State University
Jacqueline D. Alnes (jalnes@wcupa.edu) (2019)
B.A., Elon University; M.F.A., Portland State University; Ph.D., Oklahoma State University
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
Sherri E. Craig (scraig@wcupa.edu) (2019)
B.A., M.A., Northern Arizona University; Ph.D., Purdue University
Stacy B. Esch (sesch@wcupa.edu) (2014)
B.A., West Chester University of Pennsylvania; M.A., West Chester University of Pennsylvania
Andrew Famiglietti (afamigleti@wcupa.edu) (2016)
B.A., M.A., SUNY Binghamton; Ph.D., Bowling Green State University

**CLS 258. Languages of Modernism. 3 Credits.**

**CLS 304. Women and Film. 3 Credits.**

**CLS 333. Latina Writing. 3 Credits.**
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. Gen Ed Attribute: Diversity Requirement, Foreign Language Culture Cluster, Spanish Culture Cluster. Typically offered in Fall.

**CLS 334. Politics and Economics Lit of Modern Amer. 3 Credits.**
A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class and gender. Gen Ed Attribute: Diversity Requirement, Foreign Language Culture Cluster, Spanish Culture Cluster.

**CLS 335. African Literature. 3 Credits.**

**CLS 350. Computer Applications in the Humanities. 3 Credits.**
This course is designed to provide an introduction to the computer and its applications in a number of humanistic disciplines (literature, history, and writing, but some attention also will be given to foreign languages, linguistics, music, and art). Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis.

**CLS 351. African Literature. 3 Credits.**

**CLS 361. Modern World Drama. 3 Credits.**
This course seeks to develop and to extend an understanding of the basic elements of drama. The student will be exposed to a range of theatrical practices and diverse traditions of world drama. Gen Ed Attribute: Writing Emphasis.

**CLS 362. World Lit - Modern Fiction. 3 Credits.**
This course seeks to develop and to extend an understanding of the basic elements of fiction. The student will be exposed to a range of fictional practices and diverse traditions of world fiction. Gen Ed Attribute: Writing Emphasis.

**CLS 364. Eastern European Literature and Film. 3 Credits.**
A critical-analytical approach to Soviet and Eastern European film covering major movements and theory since WWII.

**CLS 365. African American Film. 3 Credits.**
This course will study the history, form, and content of African-American film. The films chosen are from various genres and cover older and contemporary films.
CLS 367. Classical Greco Roman Mythology. 3 Credits.
A survey of Greek and Roman mythology from Homer to Ovid.

CLS 368. Greco Roman, Culture, Myth & Society. 3 Credits.
The study of the Trojan War myth cycle in Greek and Roman mythology through literature, history, and art from Homer through the Latin Middle Ages and the way this myth reflects the culture and society of the texts in question.

CLS 369. Literature and Film. 3 Credits.
The interrelationship between selected works of world fiction and their film adaptations.
Gen Ed Attribute: Writing Emphasis.

CLS 371. Law and Disorder in Literature. 3 Credits.
A look at the presentational aspects of law, legal writing and oral argument, its constructions in narrative-law as literature and literature as law, and the relationship of law to anthropology, psychology, history, and sociology.

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 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

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 examining 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 260. Digital Storytelling. 3 Credits.
By engaging with digital stories from a range of cultural traditions, this course invites students to analyze and explore what it means to be human. Students as storytellers will create their own digital artifacts as citizens of the world.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & 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.
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 251. 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 206. Black Critical Theory. 3 Credits.
This 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 296. Theory, Meaning, Value. 3 Credits.
This course focuses on history and its influence 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 320. Writing and Computers. 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.
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.
Gen Ed Attribute: Writing Emphasis.

ENG 333. 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 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.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

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 literary 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 120 or WRT 123, and WRT 200 or WRT 204 or WRT 205 or WRT 206 or WRT 208 or WRT 220.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.
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.

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 225. Digital Journalism. 3 Credits.
Technological changes in the 21st century newsroom demand that future journalists understand and use a variety of digital tools to gather and present news and information. Today’s journalists no longer train and develop expertise for a single medium; they must be able to work in a multimedia setting. To meet this new reality, this multimedia course introduces students to various media platforms and offers them an opportunity to publish news stories, podcasts, and videos on the web.
Typically offered in Fall & Spring.

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.
Typically offered in Fall & Spring.

JRN 250. News Editing. 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 227. 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.

JRN 315. Magazine Article Writing. 3 Credits.
Practical instruction in the skills required for successful freelance magazine writing with emphasis on research, interviewing, writing techniques, and marketing. Students will write and submit for publication short features and a full-length magazine article.
Pre / Co requisites: JRN 315 requires prerequisite of JRN 225.
Gen Ed Attribute: Writing Emphasis.

JRN 325. History of Journalism. 3 Credits.
A historical survey of the American press from Colonial times to the present, with special emphasis on the continuing struggle for press freedom and the new journalistic environment created by the emergence of mass media.

JRN 335. Ethical Issues in News Media. 3 Credits.
This course is designed to investigate ethical issues in the news media. This course is designed both for journalists and for all of us who read/watch/listen to the news. As a result, students will leave the course with concepts and guidance on ethical practices in journalism as well as tools with which to evaluate the ethics of various news coverage. Students will come to understand ethical frameworks and apply them to major problems and questions in the news media, with case studies coming from the course text and contemporary news coverage of current events.
Gen Ed Attribute: Ethics Requirement.
Typically offered in Spring.

JRN 345. Mass Media and the Law. 3 Credits.
The course explores First Amendment and other constitutional guarantees of a free press, as well as statutory and judicial protection/limitations of the media. Major issues to be covered include censorship and prior restraint, defamation, invasion of privacy, copyright, obscenity, free press vs fair trial, advertising and commercial speech, broadcast regulation, media ownership regulation, access to public information, and citizens’ access to the mass media.

JRN 399. Special Topics in Journalism. 3 Credits.
Each time this course is taught, the instructor will choose a relevant, timely topic in journalism. Students will engage in journalistic writing, media production, and news analysis related to the special topic. Special topics may include hip-hop journalism, grassroots journalism, women in journalism, etc.
Typically offered in Fall & Spring. Repeatable for Credit.

JRN 411. Journalism Practicum. 3 Credits.
This course is designed to give students in the journalism minor practical experience in writing news stories, columns and features for newspapers and other edited news sources. Students are strongly encouraged to submit their stories to the Quad, the student weekly newspaper of West Chester University, or some other weekly or daily newspaper. See journalism coordinator for specific requirements.
Pre / Co requisites: JRN 411 requires prerequisites of JRN 200 and JRN 212.
Typically offered in Fall & Spring.

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, Writing Emphasis.
Typically offered in Fall & Spring.

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, 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 temperament movements in the development of America.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

LIT 213. Asian American Literature. 3 Credits.
A survey of 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 critical study of the literature for young children for prospective specialists in early grades.
Gen Ed Attribute: Humanities Distributive Requirement.
Distance education offering may be available.

LIT 220. Children’s Literature. 3 Credits.
A critical study of 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 272. New Fiction. 3 Credits.
Fiction published in the last 10 years.
Gen Ed Attribute: Writing Emphasis.
LIT 274. Feminist Poetry. 3 Credits.

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 a prerequisite of WRT 120 or WRT 123.
Distance education offering may be available. Typically offered in Fall & Spring. 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.
Beginnings of the American novel to Frank Norris.
Gen Ed Attribute: Writing Emphasis.

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

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 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.
Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries in the light of social background and critical doctrine.
Gen Ed Attribute: Writing Emphasis.

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 367. Comedy and Humor. 3 Credits.
Through analysis of videos, literary texts, essays, memes, and other cultural artifacts, this course explores the role of humor in society, combining multiple disciplinary approaches.
Typically offered in Spring.

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.

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 296) OR LIT 220.
Distance education offering may be available.
WRH 197. Becoming a Peer Writing Mentor. 1 Credit.  
A training course for "peer writing mentors" who are working with students in WRT 123.  
Concurrent with taking this training course, peer writing mentors will be paired with a faculty  
member who is teaching WRT 123 and will mentor writers in that professor's course. This  
course is open only to students who have taken WRT 120 or 123 within two semesters prior  
and who also have a professor's recommendation to become a peer writing mentor.  
Pre / Co requisites: WRH 197 requires prerequisites of WRT 120 or WRT 123 (taken within two  
semesters prior) and a professor's recommendation to become a peer writing mentor.  
Consent: Permission of the Department required to add.  
Typically offered in Fall & Spring.

WRH 199. Transfer Credits. 1-10 Credits.  
Transfer Credits.  
Repeatable for Credit.

WRH 201. Introduction to Rhetoric. 3 Credits.  
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 & Spring.

WRH 205. Composing Cyberspace. 3 Credits.  
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.

WRH 210. Multicultural Writing. 3 Credits.  
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.

WRH 301. The Rhetorics of Black Americans. 3 Credits.  
This course views the language of Black America as a form of cultural expression and means of  
resistance to oppression in the U.S. Using historical and thematic frames, students will relate  
their understandings of Black linguistic and rhetorical practices to Black folks' experiences and  
struggles for improved social, political, and material realities.  
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.  
Typically offered in Fall & Spring.

WRH 305. Images of School in Film. 3 Credits.  
This course reflects on schooling as a shared experience, helping students develop a stronger  
sense of what functions schools should be expected to perform in society. Using theoretical  
readings and films, students will develop an intellectual  
view.  
Gen Ed Attribute: Writing Emphasis.

WRH 310. Written Rhetoric: Power, Politics, and Environmental Writing. 3 Credits.  
This course for the English major's writings track applies the program's core themes of the  
relationships among language, thought, and culture to writing about nature and the  
environment. This workshop serves the writing track course category called power and politics.  
WRH 315. Propaganda, Power, and Politics. 3 Credits.  
This course examines the rhetorical, cultural, and Political dimensions of propagandistic texts.  
Gen Ed Attribute: Writing Emphasis.  
WRH 320, 1. Cyborg: Technology, Writing and the Body. 3 Credits.  
Students will learn to apply various forms of cultural critique to consider how texts that  
mechanize the human body, shape society, culturally and politically.  
WRH 325. Technology and the English Classroom. 3 Credits.  
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.

WRH 330. Autobiographical Acts. 3 Credits.  
Students will research and write autobiography to question its forms and theory.  
Pre / Co requisites: WRH 330 requires a prerequisite of WRT 200 or WRT 204 or WRT 205 or  
WRT 206 or WRT 208 or WRT 220.

WRH 333. African American Autobiography. 3 Credits.  
This course is an introduction to textual analysis through the study of African American  
autobiography, from slave narratives such as Frederick Douglass's 1845 Narrative, to late  
twentieth century memoirs such as Audre Lorde's Zami and Barack Obama's Dreams from  
My Father. Students will investigate "African American" as a category for literary criticism  
and engage how the genre has both contested racist oppression from slavery to the present  
day and responded to the pressures of representing race. Students will further examine the  
styles and structures of self-expression within black-authored memoirs and what effect such  
texts have on understandings of race in historical and literary contexts. Students are urged to  
develop critical, academic language that both speaks and acts to address racism. This course  
will also support students' development of skills as literary scholars to embolden them to read  
actively, write probingly, and act courageously.  
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.  
Typically offered in Fall & Spring.

WRH 335. Activism and Advocacy Writing. 3 Credits.  
Students investigate, theorize, and produce a variety of documents representing the genres  
avtivists and advocates used in a variety of campaigns.  
WRH 340. Introduction to Visual Rhetoric. 3 Credits.  
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.

WRH 342. Document Design. 3 Credits.  
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.

WRH 343. Visual Rhetoric in Comics and Graphic Novels. 3 Credits.  
This course will closely examine how comics and graphic novels draw on language and images  
to create visual narratives. Students will learn a basic vocabulary for talking about visual  
narrative from theorists like Scott McCloud, Will Eisner, and Molly Bang, and then they'll turn  
their discussion to a series of graphic novels. How do the images in the novels construct a  
narrative? What happens in the gutter? How do comics and graphic novels use language and  
images to do real cultural work?  
Gen Ed Attribute: Humanities Distributive Requirement.  
Typically offered in Fall & Spring.

WRH 350. Grant and Proposal Writing. 3 Credits.  
This course explores proposals and grant proposals--a genre written by academics as well  
as nonprofit and for-profit organizations—as a complex rhetorical endeavor. Students will  
examine how grant proposals can support organizational and individual goals of community  
and civic engagement and trace the functions of grant proposals within organizations,  
analyzing how these documents fit within the larger scope of professional and academic  
writing.  
Pre / Co requisites: WRH 350 requires completion of general education English Composition  
requirements.  
Gen Ed Attribute: Writing Emphasis.  
Typically offered in Fall, Spring & Summer.

WRH 365. Writing for the Health Professions. 3 Credits.  
Practice and training in writing for the health professions (e.g., medicine, nursing, dentistry,  
public health, healthcare advocacy). Students complete assignments that offer practice in  
writing, revising, and critiquing common genres in the healthcare professions, including  
graduate school application materials, literature reviews, and public health campaigns.  
Gen Ed Attribute: Writing Emphasis.  
Typically offered in Spring.

WRT 120. Effective Writing I. 3 Credits.  
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.  
Pre / Co requisites: WRT 120 requires placement via the WRITE survey.  
Gen Ed Attribute: English Composition Requirement.  
Distance education offering may be available.  
Typically offered in Fall, Spring & Summer.  
Cross listed courses WRT 120, WRT 123.
WRT 123. Effective Writing with Supplemental Writing Workshop. 4 Credits.
LEC (3), LAB (1)
In addition to the intensive writing work of WRT 120, this course requires added instructor workshop sessions and mandatory tutoring assistance to support enrolled student writers' growth and development. Open to First-Year Students.
Pre / Co requisites: WRT 123 requires placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses WRT 120, WRT 123.

WRT 200. Critical Writing and Research. 3 Credits.
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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall, Spring & Summer.

WRT 204. Critical Writing: Approaches to Pop Culture. 3 Credits.
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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall & Spring.

WRT 205. Critical Writing: Investigating Experience. 3 Credits.
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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

WRT 206. Critical Writing: Multidisciplinary Imagination. 3 Credits.
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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall & Spring.

WRT 208. Critical Writing: Entering Public Sphere. 3 Credits.
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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall & Spring.

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 WRT 123 or placement via the WRITE survey.
Gen Ed Attribute: English Composition Requirement.
Typically offered in Fall & Spring.