



## Department of English

### Graduate Fall 2017 Course Descriptions

#### **ENG 500 The Discipline of English Studies**

**Tuesday 4:25pm-7:10pm**

**Dr. Merry G. Perry**

#### **Description:**

The WCU Graduate Catalog describes ENG500 as an “introduction to key analytical/paradigmatic concepts shared across the discipline and to the academic skills/methods appropriate to graduate level study in English.” As an English graduate student, you need to understand the discipline of English studies—its past, present, and future possibilities—so that you can consider what your major areas of interest and study might be during your graduate career and what your options will be when you graduate. Therefore, **this course is designed to be taken early in your graduate study** to give you a framework for thinking about critical analysis, reading, research, writing, and teaching in English as professional activities. You will learn important concepts and ideas (including formalism and historicism; critique of the subject; ideology and culture; signification and representation; discourse and rhetoric; imagination and the aesthetic) and a sense of the different ways they operate across different areas of the discipline. You will also be introduced to the academic skills/methods appropriate to graduate level study in English (including peer review, scholarly publishing formats and conference presentations; research methods and bibliographic search technologies; engagement with recent/current scholarship, and key study skills such as close reading/textual interpretation, the protocols of academic writing, and oral presentation). Finally, you will be reminded why you love English Studies and have chosen to pursue a Master’s degree in it.

**What the course fulfills per track:** ENG500 is a required core course for **all** English MA students.

**ENG 526 Shakespeare's Comedies and Poems**  
**Monday 4:25pm-7:10pm**  
**Dr. Paul D. Green**

**Description:**

This course will focus on Shakespeare's poetic and dramatic development in his comedies and poems, from his early mythological narratives to his late romances. The course will historicize him within the Elizabethan/ Jacobean age. Consequently, at appropriate times we will talk about Shakespeare's theater, the acting companies, the licensing and printing of plays, relevant events in Tudor-Stuart history, major social, political, and artistic concerns of the period, attitudes about women, love, and sex, etc. Students will have the opportunity to pursue aspects of Shakespeare's life and work that particularly interest them and, in their written assignments, to use any and all critical/theoretical/historical approaches with which they feel comfortable.

TEXT: The Norton Shakespeare, 3<sup>rd</sup> edition, ed. Stephen Greenblatt et al. (Norton)

**READINGS:**

Venus and Adonis	Twelfth Night
The Rape of Lucrece	Sonnets
The Comedy of Errors	Measure for Measure
A Midsummer Night's Dream	The Winter's Tale
The Merchant of Venice	The Tempest
Much Ado about Nothing	
As You Like It	

**REQUIREMENTS:** Take-home midterm exam (through As You Like It)  
Take-home final exam (Twelfth Night to The Tempest)  
Paper—12 to 15 pages; at least 8 reputable outside sources  
(books and journal articles preferred); no Internet sources  
of undetermined origin; MLA format required; details  
given in class

**What the course fulfills per track:**

**LIT:** fulfills a literature before 1660

**WTC:** fulfills an elective

**CRW:** fulfills an elective

**ENG 550 History, Form, and Ideology**  
**Thursday 7:15pm-10:00pm**  
**Dr. Paul Maltby**

**Description:**

The course will examine critical approaches to literary texts that focus on the relationship of historical experience to literary form and the operations of ideology in this relationship. Five critical approaches will be studied: Cultural Criticism, Feminist Criticism, Postcolonial Criticism, Marxist Criticism, and Postmodern Critique. The course will begin by situating these critical approaches and the status of ideology critique in our present academic conjuncture. It will also introduce the student to some key theorists in the development of the concept of ideology (Marx & Engels, Lukács, Goldmann, Althusser, Barthes). The literary texts under discussion will range from the 17<sup>th</sup> to the 20<sup>th</sup> Century and encompass the genres of poetry, the short story, and the novel. The writers whose texts will be studied are: William Blake, Sandra Cisneros, Joseph Conrad, T.S. Eliot, William Faulkner, Charlotte Perkins Gilman, George Herbert, Mark Leyner, Grace Nichols, Tim O'Brien, Gabriel Okara, Wilfred Owen, Okot p'Bitek, Mary Shelley, and Leslie Marmon Silko. In addition, we shall explore the historical contexts and ideological implications of two formal conventions in fiction: (1) the narrative dependence on epiphanies and (2) the rhetorical forms in which ideas of redemption are conveyed.

These approaches will be evaluated for the particular strengths and shortcomings of their interpretive methods and the philosophical assumptions on which those methods are based. Attention will be given to the historical and cultural conditions that have favoured these critical perspectives. In addition to theoretical discussion, about one half of the course will take the form of workshop sessions, in which these critical approaches will be put into practice. The goal of the course is to acquaint students with a range of influential literary theories and to cultivate skills of interpretation, which will enable critical and analytical understanding of literary texts.

**What the course fulfills per track:**

**LIT:** is a required course for this track

**WTC:** fulfills the requirement of taking either ENG 550 OR ENG 560 (Locating Literature)

**CRW:** fulfills an elective

**ENG 605 Poetry Workshop I**  
**Monday 7:15pm-10:00pm**  
**Dr. Kim Bridgford**

**Description:**

This poetry workshop introduces students to a range of strategies: persona, myth/fairy tale, place/artistry, personal/political, as well as forms including the sestina, sonnet, and villanelle. Graduate students will also write an additional two poems as well as a ten-page paper on one of the poets covered in the course. It is expected that workshop participants will comment each week on each other's work. No prior poetry writing experience is necessary.

**What the course fulfills per track:**

**LIT:** fulfills a free elective  
**WTC:** fulfills a free elective  
**CRW:** fulfills one of four workshop requirements

**ENG 608 Short Story Workshop I**  
**Tuesday 7:15pm-10:00pm**  
**Luanne Smith**

**Description:** Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required. Repeatable for Credit.

**What the course fulfills per track:**

**LIT:** fulfills a free elective  
**WTC:** fulfills a free elective  
**CRW:** fulfills one of four workshop requirements

**ENG 614 Capstone Writing and Research Seminar**  
**Wednesday 4:25pm-7:10pm**  
**Dr. Eric Dodson-Robinson**

**Description:**

ENG 614 Capstone Writing and Research Seminar creates a space where graduate students form a community of writers to work on their capstone projects as they heighten their rhetorical awareness and explore writing in the areas that comprise English Studies. This seminar is designed for graduate students who are drafting a thesis proposal, writing a thesis, working on articles, books, or creative texts, or looking to discover a topic. While students entering the course may be in different phases of writing in a variety of genres, all students will participate in and complete a set of common assignments to sharpen writing skills. Students will explore questions such as the following:

How do I situate my own writing in a broader context?

How do I acknowledge work that informs my own while contributing something new?

How do I conceptualize and articulate a significant problem or question relevant to a disciplinary dialogue?

This course functions at various times as a seminar, workshop, and laboratory. Throughout the course, students will work on their own pieces of writing or multi-modal works in a workshop setting. A reflective stance allows participants to define, refine, and revise their thinking and writing. ENG 610 aims to provide a place for graduate students to create, sustain, and complete a wide variety of critical projects from the traditional master's thesis to multimodal projects. Students will also have ample opportunity to read and write and to reflect on their experiences as readers and writers (and as reading group and writing group members) in ways that will enhance their writing and thinking. We will study our own writing, that of our peers, and that of other writers. We will become more articulate in talking about our own writing processes, styles and products— developing a shared vocabulary for talking about how we write and hypothesizing about why we write as we do.

**What the course fulfills per track:**

**LIT:** fulfills a required course

**WTC:** fulfills a required course **IF** pursuing the non-thesis option

**CRW:** fulfills a required course

## **ENG 619 Cultural Studies: Pedagogy and Politics in English**

**TuTh, 4:15pm-5:30pm**

**Dr. Ben Kuebrich**

### **Description:**

Cultural studies in the field of English asks us to consider the relationship of various texts (from writing to film to weaving) to global power structures. This course introduces students to discussions in contemporary cultural studies, applies them to various current events and issues, and searches for ways to enrich pedagogy in English studies through cultural studies approaches.

### **What the course fulfills per track:**

**LIT:** fulfills an elective

**WTC:** fulfills a Composition and Rhetoric course

**CRW:** fulfills an elective

**Non-Canonical**

## **PWP (Pennsylvania Writing and Literature Project) Courses**

### **PWP 502-01 Teacher as Writer, grades K - 12.**

**Tuesday 4:25 - 7:10 pm**

**Dr. Pauline Schmidt**

John Steinbeck had this to say about writing: "I have written a great many stories and I still don't know how to go about it except to write and take my chances." *Teacher as Writer* provides participants with the time and space for writing, the time to take chances, the time to write familiar stories, unknown stories, to write in genres never tried, to take risks never imagined in order to become the best teachers of writing possible. Spend time immersed in reading, writing, conferring, revising, editing, publication, and thoughtful discussions of classroom practice in light of your own writing successes and struggles. Join a community of writers in *Teacher as Writer*, and explore your own writing - both fiction and non-fiction - and classroom practice in a comfortable and relaxed workshop atmosphere.

**LIT:** fulfills a free elective

**WTC:** required

**CRW:** fulfills a free elective

### **PWP 508-01 Digital Writing 2.0, grades 5 - 12.**

**Thursday 4:25 - 7:10 pm**

## PWP Master Teachers

With the increasing number of technology tools available for students, teachers, and classrooms today, technology can be both blessing and curse. On the one hand, there have never been as many widely available tools to help students become better writers, readers, and thinkers. However, this abundance of tools can also leave teachers and students overwhelmed with the possibilities: how can we know what tool is the right one for our classrooms? In this course, participants will consider the ways in which they can blend pedagogy, content, and technology tools to amplify research-based best practices in reading, writing, and speaking in the classroom. *“You will leave completely inundated with ideas and excited to implement them in the fall. Throw out everything you thought you knew about using technology and start new!”*

**LIT:** fulfills a **free** elective

**WTC:** fulfills an elective (note: taught by Master teachers)

**CRW:** fulfills a **free** elective

# PAWLP (Pennsylvania Writing and Literature Project) INSTITUTE

## WHO?

Teachers K– 16 with at least **three years** experience may apply. An interview is required. Participants become Fellows of PAWLP and the National Writing Project.

## WHAT?

- Write in diverse genres and modes in a workshop setting
- Breathe life into tired writing by participating in an energetic community of writers
- Read current professional literature on the teaching of writing
- Experience strategies that work with all students
- Explore an issue central to your teaching
- Create a professional presentation on your classroom research

## Earn a PAWLP Certificate!

A Certificate in Writing Instruction is issued by the PA Writing & Literature Project for successful completion of 15 graduate credits of course work in writing instruction through PAWLP/West Chester University. Successful completion of the six-credit Invitational Institute is required as part of the 15 credits.

A Certificate in Instructional Strategies for Teaching Writing and Literature may be earned through the successful completion of 15 graduate credits of course work in a combination of writing and literature courses. Successful completion of the six-credit Invitational Institute is required as part of the 15 credits.

Holders of the Certificate in Writing Instruction may complete an additional 9 credits, chosen from the following courses, to earn the joint certificate: PWP 510, 512, 513, 520, 521, 522, and 599 under advisement.

For more information contact the PAWLP Office at 610-436-2202 or e-mail Mary Buckelew at [mbuckelew@wcupa.edu](mailto:mbuckelew@wcupa.edu) or Pauline Schimdt at [pschmidt@wcupa.edu](mailto:pschmidt@wcupa.edu).