

# English

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## Degrees Offered

- Master of Arts
- Master of Arts in Professional Writing and Editing
- Master of Fine Arts
- Doctor of Philosophy

## MASTER OF ARTS

The Master of Arts (M.A.) in English is a two-year program designed for students who have shown an aptitude for sustained literary study and who desire to pursue a more intensive and extensive academic training. The M.A. program has five primary goals: (1) to extend the student's knowledge of the cultural, linguistic, and literary heritage of Great Britain, America, and other English-speaking lands, (2) to introduce students to the critical and professional discourses of academics in literary and linguistic studies, (3) to develop the student's research, writing, and analytical skills, which are necessary for professional success, (4) to provide professional training to prepare students to teach English at the post-secondary level, and (5) to counsel students to craft their program of study to meet their professional and personal needs.

The M.A. program meets these goals by providing a rotation of courses in literature, linguistics, theory, and pedagogy that require extensive reading, writing, research, and oral presentations. With small classes, students receive individual attention from the faculty, which facilitates student progress. M.A. students are eligible for teaching assistantships within the English Department, which provides training in pedagogy.

The knowledge and skills that students acquire in the M.A. program provide the requisite foundation to pursue doctoral work in English, with the ultimate goal of becoming a professional scholar and academic at a post-secondary institution. The academic training provided by the M.A. also is applicable for careers in secondary education, professional writing, and editing.

## MASTER OF ARTS IN PROFESSIONAL WRITING AND EDITING

The M.A. in Professional Writing and Editing is a thirty-hour degree that combines theories of writing with practice in real-world writing situations. Students will study professional writing theory, the history of rhetoric, editing, rhetorical analysis, new modes of digital composition, and writing ethics. This degree prepares students for a variety of career options, including technical writing and editing, project management, writing consulting, writing instruction, and advanced graduate study in rhetoric and composition. The degree is designed for both newly-graduated undergraduates and working adults who want more training in writing and editing.

## MASTER OF FINE ARTS

The Master of Fine Arts in creative writing is a three-year academic/studio program that combines an apprenticeship to the craft with more traditionally academic elements. This approach seeks to train students in ways that reflect the realities of the writer/artist's evolving role in the academy. Because writers, when hired to teach, are often asked to handle a variety of courses beyond the creative writing workshop, the academic/studio format requires students to take literature and pedagogy courses in addition to writing workshops.

Thus, the M.F.A. is both an academic and a professional degree. As part of WVU's comprehensive Center for Writing Excellence, this degree allows students to prepare for careers in teaching or professional writing/editing. Our objective is to nurture and mentor the many writers in the region seeking professional training. We also intend to attract student writers from all over the country to West Virginia for the opportunity to live and write in this culturally-rich state and to work with our faculty. The ultimate goal is to produce writers who will publish literature and contribute to the culture. A secondary goal is to offer practical skills and opportunities to writers interested in pursuing writing-related professions.

## DOCTOR OF PHILOSOPHY

The doctoral program in English offers opportunities for specialization in literary studies, cultural studies, or composition and rhetoric. The program has five goals: (1) to build upon the broad foundations of the M.A. degree's focus on the cultural, linguistic, and literary heritage of Britain, America, and other English-speaking lands, (2) to help students to develop fluency in the critical discourses of the profession, (3) to help students to develop professional competency in three fields of research, as dictated by the Examination for Formal Admission to Candidacy, (4) to help students to develop the research, writing, and analytical skills necessary for professional success, and (5) to provide professional training and counseling to prepare graduates to teach English professionally on the post-secondary level.

These goals are met by the various features of our program, which include coursework, examinations, and both formal and informal instruction and advising regarding professional teaching and research responsibilities. Doctoral study culminates in the writing of the dissertation, which is designed to contribute to the critical and/or theoretical discussion in its field and to prepare the doctoral candidate for further research and publication as a professional scholar and teacher.

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## **FACULTY**

### **CHAIR**

- James Harms - M.F.A. (Indiana University)

### **ASSOCIATE CHAIR**

- Brian Ballentine - Ph.D. (Case Western Reserve University)

### **M.A. & PH.D. PROGRAM SUPERVISOR**

- Adam Komisaruk - Ph.D. (University of California, Los Angeles)

### **M.F.A. PROGRAM SUPERVISOR**

- Mary Ann Samyn - M.F.A. (University of Virginia)

### **M.A. P.W.E. PROGRAM SUPERVISOR**

- Brian Ballentine - Ph.D. (Case Western Reserve University)

### **PROFESSORS**

- Laura Brady - Ph.D. (University of Minnesota)  
Eberly Family Distinguished Professor of Outstanding Teaching, Composition and Rhetorical Theory, Writing Program Administration, Women's Studies
- Mark Brazaitis - M.F.A. (Bowling Green State University)  
Creative Writing: Fiction
- Ryan Claycomb - Ph.D. (University of Maryland)  
20th-century British Literature, Drama
- Stephanie Foote - Ph.D. (University of Buffalo)  
Jackson and Nichols Professor of English, Gender and women's studies, Critical theory
- Marilyn Francus - Ph.D. (Columbia University)  
Restoration and 18th-century Literature and Culture, Women's Studies
- James Harms - M.F.A. (Indiana University)  
Creative Writing: Poetry, Contemporary Poetry
- Kirk Hazen - Ph.D. (University of North Carolina-Chapel Hill)  
Linguistics, Sociolinguistics
- John Lamb - Ph.D. (New York University)  
Victorian Literature, 19th-century historiography
- Mary Ann Samyn - M.F.A. (University of Virginia)  
Creative Writing: Poetry
- Timothy Sweet - Ph.D. (University of Minnesota)  
Eberly Family Distinguished Professor of American Literature, American Studies (17th-19th Century), Literature and Environment, Native American Literature

### **ASSOCIATE PROFESSORS**

- Cheryl Ball - Ph.D. (Michigan Technological University)  
Digital editing and publishing
- Brian Ballentine - Ph.D. (Case Western Reserve University)  
Technical and professional communication, Digital rhetoric
- Gwen Bergner - Ph.D. (Princeton University)  
African-American and Multi-ethnic Literatures, Post-colonial Studies
- Cari Carpenter - Ph.D. (University of Michigan)  
19th-century American Literature, Native American Literature
- Anna Shannon Elfenbein - Ph.D. (University of Nebraska)  
American Literature, Women's Studies, Film
- Lara Farina - Ph.D. (Fordham University)  
Medieval Literature and Culture, Gender Studies
- Michael Germana - Ph.D. (University of Iowa)  
American Studies, 19th and 20th-century American Literature, Popular Culture
- Catherine Gouge - Ph.D. (West Virginia University)  
Professional Writing, New Media Studies, Distance Learning
- Rosemary Hathaway - Ph.D. (Ohio State University)  
Folklore, English Education, 20th-century American Literature

- Adam Komisaruk - Ph.D. (University of California, Los Angeles)  
Romanticism and 18th-century British Literature
- Kathleen O'Hearn Ryan - Ph.D. (University of Massachusetts-Amherst)  
20th-century American Literature
- Nathalie Singh-Corcoran - Ph.D. (University of Arizona)  
Writing Center Theory and Practice, Writing Assessment
- Lisa Weihman - Ph.D. (New York University)  
19th and 20th-century British and Irish Literature and Culture

## ASSISTANT PROFESSORS

- Rose Casey - Ph.D. (Cornell University)  
Modern British Literature
- Lowell Duckert - Ph.D. (George Washington University)  
Early Modern British Studies, Literature and Environment
- John Jones - Ph.D. (University of Texas)  
Composition and Rhetoric, Digital literacy
- Tom Sura - Ph.D. (Purdue University)  
Composition and Rhetoric, Writing Program Administration
- Glenn Taylor - M.F.A. (Texas State University)  
Creative Writing: Fiction
- Johanna Winant - Ph.D. (University of Chicago)  
Modern American poetry and poetics

## TEACHING ASSISTANT PROFESSORS

- Nancy Caronia - Ph.D. (University of Rhode Island)  
Contemporary British and American literature
- Sarah Morris - Ph.D. (University of Maryland)  
human science phenomenology, embodiment, writing process, and student-centered teaching
- Douglas Phillips - Ph.D. (Carnegie Mellon University)  
Professional and technical writing

## INSTRUCTORS

- Jill Woods - M.A. (Eastern Michigan University)  
Business and technical writing

## PROFESSORS EMERITI

- Gail Galloway Adams
- Dennis Allen
- Rudolph Almasy
- Patrick Conner
- Ellesa High
- Elizabeth Juckett
- Byron Nelson
- Carolyn Nelson
- Kevin Oderman
- Ethel Morgan Smith

## Admissions

### MA IN ENGLISH

To be admitted to the Department of English as prospective candidates for the degree of master of arts, students are expected to have completed work comparable to the department's undergraduate requirement for English majors (but with records distinctly above the average), and to present as part of their applications their scores on the verbal and analytic sections of the Graduate Record Examination General Aptitude Test and, if non-native speakers of English, their TOEFL scores. Past experience has shown that successful graduate students usually score at least the sixtieth percentile on the verbal section of the GRE. Students also must provide three letters of reference and a sample of their academic writing.

## PROFESSIONAL WRITING AND EDITING

Prospective candidates for admission are expected to have completed an undergraduate degree in English or an allied field with a record distinctly above average or to have at least two years' work experience in writing and editing. Applications must be supported by a portfolio of written work and three letters of recommendation. The GRE analytical writing test, taken within the last five years, is recommended; successful candidates will typically present a score of five or above. The program recognizes, however, that not all potentially excellent graduate students fit this profile and welcomes applications from individuals who can make a strong case that they will succeed. Non-native English speakers must present TOEFL scores of at least 600 for the written exam or equivalent scores for the online version.

## CREATIVE WRITING

Prospective candidates for the degree of master of fine arts are normally expected to have completed a bachelor's degree in English. Admission to the program is based primarily on the excellence of a substantial writing sample in fiction, nonfiction, or poetry (ten to twenty pages of poetry; twenty to thirty pages of prose). Also required are Graduate Record Examination scores, three letters of recommendation, and a personal statement. Non-native speakers of English must present TOEFL scores. Past experience has shown that successful graduate students usually score above the sixtieth percentile on the verbal section of the GRE.

## PHD IN ENGLISH

Applicants for admission to the program will be judged on the bases of academic record, three recommendations from former teachers, a statement of purpose outlining their academic and professional goals, a sample of their academic writing, and Graduate Record Examination General Aptitude Test scores. Non-native speakers of English must also present their TOEFL scores.

## Master of Arts

### MAJOR REQUIREMENTS

ENGL 609	College Composition Pedagogy *	3
ENGL 680	Introduction to Literary Research	3
or ENGL 682	Recent Literary Criticism	
American Literature:		3
ENGL 646	American Literature to 1865	
ENGL 647	American Literature, 1865-1915	
ENGL 648	American Literature, 1915-Present	
ENGL 741	Seminar in American Studies	
British Literature:		3
ENGL 623	Old English 1	
ENGL 624	Old English 2	
ENGL 661	Medieval Literature	
ENGL 663	Shakespeare	
ENGL 664	Renaissance Literature	
ENGL 666	Restoration and Eighteenth-Century Literature	
ENGL 668	Romantic Literature	
ENGL 669	Victorian Literature	
ENGL 671	Twentieth-Century British Literature	
ENGL 761	Seminar in Medieval Studies	
ENGL 764	Seminar in Renaissance Studies, 1550-1660	
ENGL 766	Seminar in Restoration and Eighteenth-Century Studies	
ENGL 768	Seminar in British Romanticism	
ENGL 769	Seminar in Victorian Studies	
ENGL 771	Seminar in Twentieth-Century British Studies	
Pre-1800 Literature:		3
ENGL 623	Old English 1	
ENGL 624	Old English 2	
ENGL 661	Medieval Literature	
ENGL 663	Shakespeare	
ENGL 664	Renaissance Literature	
ENGL 666	Restoration and Eighteenth-Century Literature	

ENGL 693	Special Topics	
ENGL 761	Seminar in Medieval Studies	
ENGL 764	Seminar in Renaissance Studies, 1550-1660	
ENGL 766	Seminar in Restoration and Eighteenth-Century Studies	
Post 1800 Literature:		3
ENGL 647	American Literature, 1865-1915	
ENGL 648	American Literature, 1915-Present	
ENGL 669	Victorian Literature	
ENGL 671	Twentieth-Century British Literature	
ENGL 769	Seminar in Victorian Studies	
ENGL 771	Seminar in Twentieth-Century British Studies	
Coursework or Thesis Option: **		6
600 or 700-level seminars		
ENGL 698	Thesis or Dissertation	
Seminar Requirement (700 level courses excluding ENGL 790)		6
Foreign Language Requirement		
Total Hours		30

\* Students who do not hold an assistantship will substitute three additional hours of electives.

\*\* A maximum of three hours of Independent Study (ENGL 695 or ENGL 795) may be counted toward the elective hours. Students may take 3 hours of coursework in another department, subject to the approval of the Graduate Program Committee.

### Foreign Language Requirement

The foreign language requirement for the M.A. is satisfied by successfully completing (receiving an A or B in the last course) a second-year level of foreign language study at an accredited college or university (or its international equivalent) within the last five years or by passing (with a B or better) the examination administered by the Department of Foreign Languages for "credit by exam" for the fourth semester course of a language sequence. Exams are available in French, German, Spanish, or Latin.

## Master of Arts in Professional Writing and Editing

### MAJOR REQUIREMENTS

ENGL 601	Studies in Composition and Rhetoric	3
ENGL 602	Editing	3
ENGL 605	Professional Writing Theory	3
ENGL 609	College Composition Pedagogy *	3
Internship or Thesis Option:		3-6
ENGL 610	Professional Writing Internship	
ENGL 698	Thesis or Dissertation	
Professional Writing and Editing 600-level electives		6
General Distribution English coursework		9
Language Requirement		
Total Hours		30-33

\* Students who do not hold an assistantship will substitute three additional hours of electives.

### Professional Writing and Editing Electives

In consultation with the advisor, students will individualize their plan of study by choosing two 600-level courses that develop a specific focus within the general field of professional writing and editing. Students must work with an advisor to file an approved plan of study by the end of their first semester of study.

### General Distribution

Students must complete nine–twelve hours of general English studies. Courses will include literature, writing, and/or linguistics courses offered by the Department of English and chosen in consultation with the advisor. General distribution hours may often include requirements dictated by graduate teaching status, prior coursework, and departmental guidelines. Students may not use the same course(s) to fulfill the general distribution and professional writing electives requirements.

**Practical Experience**

Students must choose one of the following two summative experiences: ENGL 610 (three hours) or ENGL 698 (six hours). The directed study option is a workplace internship.

**Language Requirement**

The M.A. in PWE requires that students demonstrate proficiency in foreign language, statistics, or computer programming in one of following ways:

- Completing a 204 (Intermediate II) or 200 (Intensive Intermediate) language course in a modern foreign language with a grade of B or above or completion of the Graduate Student Foreign Language Exam administered by the Department of World Languages, Literatures, and Linguistics
- Earning a B or above in the second-year level of foreign language study at an accredited college or university (or its international equivalent) within the last five years
- Participating in a University-approved study abroad program of four or more weeks in a non-English-speaking host country will also fulfill the language requirement if, as part of the experience, students are required to study the language and culture of the host country. As part of the study abroad program, students must enroll in at least one three-credit-hour course and earn a grade of B or above.
- Completing STAT 201 Applied Statistical Modeling with a grade of B or above
- Completing CS 110 Introduction to Computer Science and its accompanying one credit hour lab with a grade of B or above

A student should state in the plan of study the means by which he or she plans to satisfy the language requirement.

**Master of Fine Arts****MAJOR REQUIREMENTS**

Minimum grade of B- is required in all courses applied toward degree.

Creative Writing Workshops: ‡		15
ENGL 618	Graduate Writing Workshop: Poetry	
ENGL 618A	Graduate Writing Workshop: Fiction	
ENGL 618B	Graduate Writing Workshop: Non-Fiction	
Pedagogy Requirement		3
ENGL 609	College Composition Pedagogy	
ENGL 688	Creative Writing Mentoring	
Non Creative Writing English Courses *		12
Thesis		9
ENGL 698	Thesis or Dissertation	
Electives **		6
Book-length Manuscript ***		
Thesis Defense		
Total Hours		45

‡ Students must complete fifteen hours of creative writing workshops with three hours outside of the student's primary genre.

\* Any courses at the 500 or 600 or 700 level, except ENGL 611, ENGL 618, or ENGL 618A, or ENGL 618B, or ENGL 688, or ENGL 689, or ENGL 698, or ENGL 790.

\*\* Any courses at the 500 or 600 or 700 level, except ENGL 689, or ENGL 698, or ENGL 790.

\*\*\* The student is required to submit a book-length manuscript (ideally 48 pages in poetry, 150 pages in fiction or nonfiction) suitable for publication on its own, that has been approved by a thesis advisor and two additional thesis committee members. Final approval is granted following an oral defense of the thesis.

**Doctor of Philosophy**

During the second year in residence, students must submit for approval a portfolio of academic work.

**MAJOR REQUIREMENTS**

English Coursework *		18
ENGL 609	College Composition Pedagogy	
ENGL 680	Introduction to Literary Research	
ENGL 782	Current Directions in Literary Study	
6 hours of 700-level seminars		
Teaching Practicum **		

ENGL 790	Teaching Practicum	
Foreign Language Requirement		
Dissertation Credit		12
ENGL 798	Thesis or Dissertation	
Portfolio		
Dissertation Proposal		
Dissertation		
Dissertation Defense		
Total Hours		30

\* Students may take up to twelve hours of coursework in another department, subject to the approval of the Graduate Program Committee.

\*\* Students are required to teach one 3-hour composition course and one three-hour literature course while in residence and to register concurrently for ENGL 790; this requirement may be waived pending departmental approval for candidates who have substantial prior teaching experience. ENGL 790 does not count toward the 30 required hours of coursework.

## FOREIGN LANGUAGE REQUIREMENT

The foreign language requirement is the same as for the M.A. program and must be completed prior to taking the examination for formal admission to candidacy.

## DOCTORAL DISSERTATION

After completing coursework, passing the examination for formal admission to candidacy, and fulfilling the language and teaching requirements, the student, under the direction of the dissertation committee chairperson, writes a prospectus of the final project. The prospectus must be approved by the dissertation committee. The dissertation, meant to be an original contribution to scholarship in its field, should be able to be completed in one year. The final examination (oral defense of the dissertation) is open to the public.

## Major Learning Goals

### ENGLISH

#### PhD in Literature

The doctoral program in English has five goals: (1) to build upon the broad foundations of the M.A. degree's focus on the cultural, linguistic, and literary heritage of Britain, America, and other English-speaking lands; (2) to help students to develop fluency in the critical discourses of the profession; (3) to help students to develop professional competency in three fields of research, as dictated by the Examination for Formal Admission to Candidacy; (4) to help students to develop the research, writing, and analytical skills necessary for professional success; and (5) to provide professional training and counseling to prepare graduates to teach English professionally on the post-secondary level.

These goals are met by the various features of our program, which include course work, examinations, and both formal and informal instruction and advising regarding professional teaching and research responsibilities. Doctoral study culminates in the writing of the dissertation, which is designed to contribute to the critical and/or theoretical discussion in its field and to prepare the doctoral candidate for further research and publication as a professional scholar and teacher.

#### MA in Literature

The Master of Arts (M.A.) degree in English is designed for students who have shown an aptitude for sustained literary study, and who desire to pursue a more intensive and extensive academic training. The two-year M.A. program has five primary goals: (1) to extend the student's knowledge of the cultural, linguistic, and literary heritage of Great Britain, America, and other English-speaking lands; (2) to introduce students to the critical and professional discourses of academics in literary and linguistic studies; (3) to develop the student's research, writing, and analytical skills, which are necessary for professional success; (4) to provide professional training to prepare students to teach English at the post-secondary level; and (5) to counsel students to craft their program of study to meet their professional and personal needs.

The M.A. program meets these goals by providing a rotation of courses in literature, linguistics, theory, and pedagogy that require extensive reading, writing, research, and oral presentations. With small classes, students receive individual attention from the faculty, which facilitates student progress. M.A. students are eligible for teaching assistantships within the English Department, which provide training in pedagogy.

#### MA in Professional Writing and Editing

The learning outcomes for the M.A. in PWE reflect the program's mixture of theory and practice:

1. Recognize and evaluate a variety of ethical, social, legal, and political values intertwined in the production and consumption of technical communications.

2. Analyze the uses and applications of new communication technologies.
3. Acquire historical and critical understanding of rhetorical theories and practices.
4. Master a variety of research and analytical methods, especially as these apply to the study and practical application of oral, written, and visual communication in professional contexts.
5. Acquire a practical and theoretical understanding of workplace dynamics including client relations and project management skills.

**MFA in Creative Writing**

The Master of Fine Arts in Creative Writing emphasizes the following as goals and outcomes for students graduating from the program:

1. The mastery of a specific literary tradition relevant to the student's genre and craft;
2. The mastery of the revision process;
3. The clear articulation of aesthetic principles;
4. A solid familiarity with genres other than the student's principal genre;
5. A firm understanding of the writing profession.