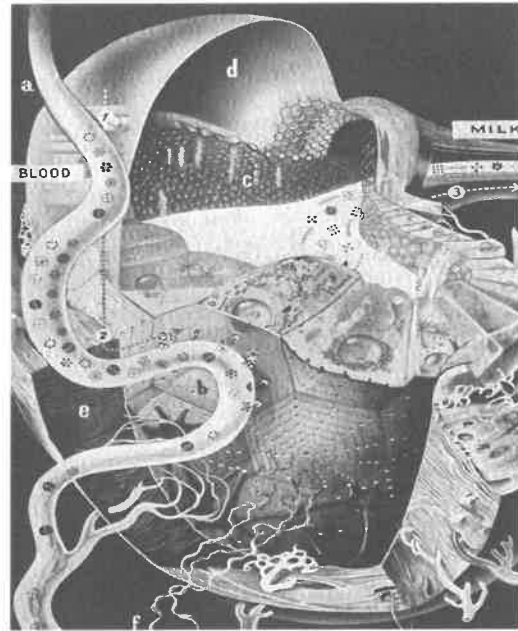


WRIT 408/508: “Rhetoric and Science”

Spring 2025 | Catherine Gouge | cgouge@wvu.edu | Wednesday 4-6:50pm

This course will be worthwhile for anyone interested in learning more about persuasion in arguments about science. ENGL 408 can be taken in fulfillment of the requirements of an English Major, PWE Minor/Concentration, or as a core course for the new “Medical Humanities and Health Studies” minor. No expertise in rhetoric or science is required. All interested students are welcome and encouraged to enroll.



Course Description

“Rhetoric and Science” will explore the audiences, purposes, and conventions of scientific arguments as well as the role of specific texts in shaping scientific debates. Throughout the term, we will look at controversies in science studies and consider the following questions: Why do scientific controversies exist? How do people argue “science”? How do they establish authority in scientific arguments for other scientists and with the public? What are the roles of different texts and rhetorical practices in shaping scientific knowledge?

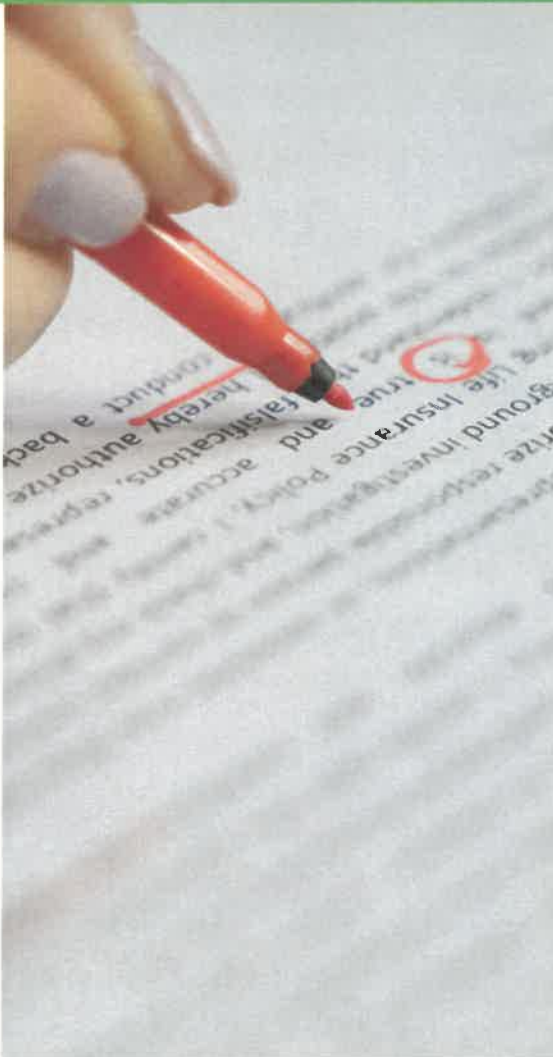
Sample Texts

Harker’s *Creating Scientific Controversies*, Schone’s *Contested Illness in Context*, Schimel’s *Writing Science*, Ceccarelli’s “Manufactured Scientific Controversy,” Booher and Jung’s *Feminist Rhetorical Science Studies*, and Prelli’s “The Rhetorical Construction of Scientific Ethos.”

Note: This course meets once a week. WRIT 408 (undergrad section) and WRIT 508 (grad section) are taught concurrently. That means that the course will be a vibrant, mixed, and relatively small class of both advanced undergraduate students and graduate students who will complete and discuss overlapping reading and graded work assignments. Because this is a split-level upper-division undergrad/graduate course that meets once a week, students who enroll should expect to be present, engaged, and prepared for all class meetings. This will be a course that requires a good bit of reading and active engagement with the material in class and so is not a good one to add if you are not interested in the material or just need another elective to graduate.

TUESDAYS 4:00-6:50 PM
COLSON G18

ENGL 602 EDITING



It will be both practical and fun, and way more interesting than you might think it could be, I promise. We'll even work with clients! 😲

WHAT YOU'LL LEARN:

- Basic editing skills, from developmental editing to copy editing and proofreading
- Rhetorical approaches to grammar and style
- Frameworks for ensuring cohesion between design, content, and style
- Emergent content management platforms and project management strategies

For more info:

Contact Dr. EBC @ erin.carlson@mail.wvu.edu

**ENGL 618: MFA Poetry Workshop
Professor Mary Ann Samyn
Spring 2025**

Wednesdays, 4-6:50 pm

*

Our theme this time will be (Good and Useful) Strangeness.

We'll consider fractal poetics and charming poems;
guilty pleasure reading and dark horses;
our own worst tendencies and our highest aspirations.

As Charles Wright has written, "You need to do it differently
and with a deeper disregard."

Your poems will, of course, be the centerpiece
of these discussions and our time together.

Also, we will eat cake.

*

MFA poets: you have my permission to enroll.

**MFAs in other genres and all other MA/PhD students
interested in enrolling: likely there will be room for you,
but please email me first.**

maryann.samyn@mail.wvu.edu



“Anyone who survives childhood has enough material to write for the rest of his or her life.”

—Flannery O’Connor

So get started by taking...

English 618b: Graduate Writing Workshop, Creative Nonfiction

Thursdays, 4:00-6:50

Location: Colson Hall G6

Professor: Mark Brazaitis

You’ll write up to five works of creative nonfiction and read published essays, travel writing, literary journalism, memoir, and more.

Fun? Yes. Fulfilling? Even more so. Don’t let childhood have the last word!

ENGL 671: Survey of 20th Century Irish Literature

Prof. Lisa Weihman

lgweihman@mail.wvu.edu

Spring 2025, Mondays 4:00 - 6:50

Revolution, Devolution and Development: 100 Years of Irish Literature

Twentieth century Ireland is a microcosm of world history, moving in roughly 100 years from colonial status to independent nation, from poverty and underdevelopment to short-lived Celtic Tiger prosperity and global prominence. Irish literature engages with these issues in ways we will explore this semester. This will be a survey course, covering representative Irish writing from approximately 1900 to the present, in prose, poetry and drama; authors may include Wilde, Yeats, Gregory, Joyce, Synge, O'Brien, O'Casey, Beckett, Bowen, McDonagh, Heaney, Boland and others. Postcolonial approaches to literature will be discussed in order to consider how Irish literature responds to the nation's legacy of colonialism, nationalism and globalization. As is particularly appropriate in survey course, we will also consider pedagogical approaches to this literature. This course aims to give MA and PhD students a broad understanding of 20th century Irish literature and culture, with the paired goals of providing access to primary texts and theoretical constructs that will be useful in both future research and in the classroom. Students will write a short conference-style paper (8-10pp) and produce a longer research project.





ENGL 680: Introduction to Literary Research
Spring 2025 Tuesdays 4:00-6:50 G06 Colson

Tim Sweet
213 Colson
tsweet@wvu.edu

Overview

English 680, Introduction to Literary Research, is designed to help graduate students develop academic research and writing skills. While these skills are addressed to varying degrees in other courses, this course provides an explicit foundation for understanding the expectations for and forms of research in literary studies.

The Graduate Program Committee has specified that the course cover three areas:

Research methods: locating, evaluating, and incorporating information from a variety of primary and secondary sources

Textual studies: understanding the technologies of the transmission of texts

Genres of academic writing: understanding the expectations conventions of academic genres

We will begin with textual studies, including critical editing, using cases from Samson Occom, Sojourner Truth, Walt Whitman, Emily Dickinson, Marianne Moore, and others, all of which present different modes of production, circulation, and reception and pose different challenges for editing. Topics in this section kinds of editions, fluid texts, book history, periodical studies, and digital archives. We will move on to research methods using the same cases, exploring questions such as disciplinary boundaries and contexts for research. Your final project, investigating the textual history of a work of your choice, will involve several academic genres (book reviews, abstracts, bibliographies, conference papers, presentations) as you practice the skills you've developed in the course.

Required Texts

William Proctor Williams and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. 4th edition. MLA, 2009. ISBN: 9781603290401

MLA Handbook 9th ed.

Journal articles available through Wise library

PDFs available on the google classroom site

Graded Work

Quiz on textual studies

Several short assignments in textual studies and research methods

Final project

ENGL 693: LITERARY CAPSTONE MENTORING W 4pm – 6:50pm Professor Christine Hoffmann

This special topics course will provide English graduate students the opportunity to work one-on-one with undergrad capstone writers and to develop skills of literature pedagogy with other mentors and with the instructor of ENGL 496. We will talk about all things teaching—the hard stuff, the fun stuff, the crazy-making stuff, the design stuff, the theory stuff, the political stuff, etc.

We will also read some Shakespeare, because ... c'mon.

Where do the undergrads come in? The undergraduates of ENGL 496 have to produce a capstone project: a researched, 20–25-page essay on a scholarly topic. 496 instructors assign outlines, essay drafts, article reviews, annotated bibliographies, etc., to prepare students for their final projects. Professor Hoffmann, this semester's faculty instructor of 496, will share with students of 693 the syllabus and course policies for the capstone course, in addition to the syllabus and policies of 693. **[Go look at the ENGL 496 flier for additional details.]**

As a **MENTOR** for ENGL 496, you will be matched with 1-3 undergraduate writers in the course. You will consult with your mentee(s) during each stage of their research and writing process, offering verbal and written feedback on their ideas, drafts and other assignments.

As a **STUDENT** in ENGL 693, you will complete coursework (readings in common, sample syllabi, lesson plans, teaching philosophy statements, etc.) and participate in class sessions every other week.

Specific expectations for ENGL 693:

- Attend the 496 class (T/R 4-5:15) at least once each month during the semester, and attend the capstone students' final presentations at the end of the semester.
- During one of these visits, **lead an instruction session**, the topic of which you will decide in consultation with Professor Hoffmann.
- Schedule **meetings** with your mentee(s) every other week to discuss their progress in the course.
- Meet with Professor Hoffmann and fellow mentors every other week, completing the **coursework** assigned for 693.
- Keep a **digital mentoring notebook** and submit it at the end of the semester.
 - the equivalent of 12-15 typed pages, your notebook will consist of your mentor/mentee meeting logs, plus reflective responses to several prompts supplied by Professor Hoffmann.
- Schedule and attend a **conference** with your mentee(s) and Professor Hoffmann.
- Compose an **evaluation** of your mentee(s) at midterm and at the end of semester.
- Compose an **evaluation** of yourself at midterm and at the end of the semester.
- Contact Professor Hoffmann if you run into any issues or difficulties.

Grading

Your grade will serve as a reflection of the conscientiousness of your 496 mentoring, the quality of your 693 coursework, your visits to the 496 class to offer instruction, your contributions to any meetings, and your overall participation.

Learning Outcomes

- Study and engage in effective pedagogical practice that is responsive to the ongoing cultural, environmental and disciplinary changes of the profession.
- Contribute to the construction of a supportive and enriched classroom environment.
- Critically evaluate others' work and your own for rhetorical effectiveness, clarity, and disciplinary conventions.
- Exhibit the intellectual and ethical responsibilities of higher education instruction.

WORDS

English 782

Professor Johanna Winant

Thursday, 4-6:50pm

This course offers an introduction to the intellectual tradition of ordinary language philosophy by tracing its influence on literary theory over the past 75 years. Ordinary language philosophy develops arguments about how our words work—as Austin writes, *How to Do Things with Words*—by examining our everyday language with our everyday language. Literary theorists have drawn on ordinary language philosophy to write about texts ranging from the early British novel to avant-garde American poetry.

We'll begin with the philosophers Ludwig Wittgenstein and J.L. Austin and then follow a family tree that branches into literary studies. This lineage includes their students, such as Stanley Cavell, his students, such as Sianne Ngai, and other major figures who take up their ideas, particularly in aesthetics and queer theory, such as Barbara Johnson, Eve Kosofsky Sedgwick, and Lauren Berlant. We will read a range of literature alongside philosophical and theoretical texts, including work by Jane Austen, William Wordsworth, Gertrude Stein, Lyn Hejinian, Sally Rooney, and more.

