

**“The Writing of Health and Medicine” (English 507, CRN: 17270)**  
**Fall 2021 / Professor: Catherine Gouge/cgouge@wvu.edu | Weds 4-6:50pm**

This course will be interesting and relevant for any graduate student interested learning more about the writing of health and medicine. All students are welcome and encouraged to enroll--no expertise in professional writing, creative writing, or health and medicine are required.

### **Course Description**

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“The Writing of Health and Medicine” will engage students in a critical exploration of influential genres in health and medicine for both care professionals and the general public.



As a class, we will explore the following questions: How are the ways that we write in and about health and medicine meaningful? Who is persuading whom of what in various genres in health and medicine—and how are they doing it? What roles do different texts and rhetorical practices play in shaping the knowledge and experience of health and medicine?

Discussions about how healthcare professionals communicate with patients and other care professionals are central to this, but reading and writing in a variety of genres—some of the creative, some of them fictional—are also critical both to understanding health and illness and to the practice of medicine. For this reason, we will examine genres conventionally thought of as “professional” (like charts, forms, letters, and reports) as well as “creative” genres getting a lot of attention in the medical humanities—parallel charts, non-fictional accounts of the experience of illness, “graphic medicine” texts, fiction, and poetry. Students will be given the opportunity to engage with these genres by reading them, thinking critically about them, and writing in some of them.

### **Possible Course Texts**

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1. *The Complete Guide to Medical Writing* (2007) edited by Mark C. Stuart.
2. Selected nonfiction, fiction, and poetry as well as graphic fiction and nonfiction authored by healthcare professionals and others having encounters with health, illness, disability, and medicine.

**Note:** This ENGL 507 will have some advanced undergraduate students attending as well. I expect the course to be a vibrant, mixed class of grad/advanced undergrad students who will complete and discuss overlapping reading and graded work assignments. Graduate ENGL 507 students will also give one presentation and write one 10-12-page conference-length paper.

# Global Modernities: World Literature Since 1945

ENGL 493/593 with Dr. Rose Casey



from Hew Locke, *The Procession*

How does colonialism still shape life today? What forces connect people between Asia and the Americas, Africa and Europe? How can literary study take account of our globalized world?

This course holds that urgent issues like climate crisis, labor rights, and the rise of ethno-nationalisms must be understood in a global context.

We'll expand our cultural and intellectual horizons by reading diverse texts by writers like Aimé Césaire (Martinique), Arundhati Roy (India), Mohamedou Ould Slahi (Mauritania), and Zakes Mda (South Africa). In all cases, we'll connect literary form to emerging and enduring social, political, and economic ideas.

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Questions? Books or topics that you're keen to cover? Scheduling issues?

Please email me: [rose.casey@mail.wvu.edu](mailto:rose.casey@mail.wvu.edu)



Hodges 220

Tu/Thur 1:00 – 2:15pm, Spring 2023

# THEORY AND PRACTICE OF EDITING

English 602 | Catherine Gouge | Tuesdays 4-6:50 p.m.

**"We are the products of editing, rather than of authorship."**

**--George Wald, Scientist and Nobel Prize Winner**

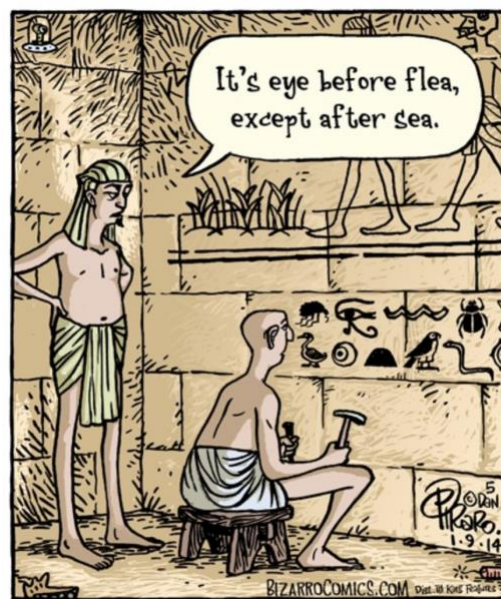
Editing is fundamental to effective and ethical texts. No matter how accomplished we are as writers, an effective editor can help us more fully realize our ideas, boost our prose, and think critically about our rhetorical contexts. An editor might engage with everything from content, punctuation, and style to a text's design, illustrations, selection of texts, and progress through the publishing process. Good editing skills can also help you improve your own writing and do freelance work, work more effectively with writing students, and work with your own editors more productively.

With an emphasis on editing technical texts, all students taking this course will...

- Learn about the editing process—including manuscript editing, comprehensive editing, electronic/hardcopy editing, project management, collaboration with authors, and the roles of the editor;
- Become more fluent with the vocabulary and principles of grammar, punctuation, and style;
- Engage with the fundamentals of editing theory in a variety of genres.
- Have an opportunity to apply the class content to technical/professional and creative genres.

This online course will meet Tuesdays 4-6:50pm. In addition to regular classes, there will be lots of reading and editing practice, two exams, a short paper, and a presentation.

English 602 is a requirement for all students completing an MA in Professional Writing and Editing; however, students in all our programs (MFAs and MA/PhD students in lit and cultural studies) often take it and appreciate the skills they take away from it. Everyone is welcome!



## Class Texts

- *The Chicago Manual of Style*, 16<sup>th</sup> Edition (2010). Most recent edition.
- *Technical Editing*, Carolyn Rude, Longman Press 5<sup>th</sup> Edition (2010).
- Select articles and book chapters about current issues in editing.

**Questions? Email Catherine Gouge @ [cgouge@wvu.edu](mailto:cgouge@wvu.edu).**

ENGL 618  
Spring 2023  
Wednesdays 4-6:50 pm

# Poetry Workshop

is the best.

First half of the semester: we'll be reading some foundational things in poetry.

Second half of the semester: we'll read some fiction. Yes, really.

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Questions? Email me: [maryann.samyn@mail.wvu.edu](mailto:maryann.samyn@mail.wvu.edu)



“You were wild once. Don’t let them tame you.”

—Isadora Duncan

Bring your wild writing to...

## **English 618A: Graduate Writing Workshop, Fiction**

Monday, 7:00-9:50

Location: TBA

Professor: Mark Brazaitis

You’ll write up to five works of fiction, which will be discussed in a workshop of your peers.

You’ll also read and discuss your classmates’ work as well as the work of published authors.

By the end of the semester, you will be closer, much closer, to being the writer you want to be.





## ENGL 680: Introduction to Literary Research

Spring 2023 Wednesdays 4:00-6:50 G18 Colson

Tim Sweet  
213 Colson  
[tsweet@wvu.edu](mailto: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 will include 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 on a text 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 9<sup>th</sup> 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 ("meta" book review, abstract, annotated bibliography, conference-length paper, oral presentation) on a text of your choice

# ENGL 741: Topics in American Studies

## West Virginia (and Appalachian) Culture & Folklife

Spring 2023

CRN 17262

Instructor: Hathaway



To all to many both inside and outside Appalachia, the word “folklore” evokes little more than thoughts about Mothman, quilts, and apple butter. But West Virginia’s culture<sup>S</sup> and folklore are far richer, more complex, and more contemporary than those few examples.

The class will begin with a crash course on folklore itself: what it is (and isn’t) and what its theories and methodologies look like. Then we’ll move on to look at what folklore studies in Appalachia and West Virginia have looked like, both past and present, and how the study of folklore has both contributed to and challenged stereotypes about the state and the Appalachian region.

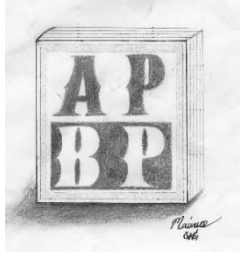
Throughout the semester, we’ll talk with folklorists and folk practitioners about their work, explore WVU’s archival folklore treasures, and learn how to do ethnographic fieldwork. You’ll have a chance to apply your growing knowledge to a project of your own.

Major course objectives are to complicate notions about both folklore AND Appalachia by examining the incredible range of living traditions in the state and region; to put those traditions into historical and political contexts; and to introduce students to the public applications of folklore study.

## ENGL 782: Current Directions | Critical Prison Studies

Dr. Katy Ryan

[kohearnr@mail.wvu.edu](mailto:kohearnr@mail.wvu.edu)



No word exists for the years that we have lost  
to prison

R. Dwayne Betts

In this course, we will study the place of prison in U.S. American literature, history, and culture with a focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries. We will read literary and scholarly works that reflect on what it means to “do time,” that analyze conditions and systems that operate as pathways to prisons, and that describe experiences of confinement, trauma, violence, recovery, and healing. We will focus especially on writing by people impacted by the punishment system. We will explore what is meant by the carceral state and work our way toward concepts and practices that center survivors of violence and those who have not survived. There will be units on solitary and the death penalty, on Appalachian prisons and the environment, on transformative justice and abolition, and on access to education. The class will include an opportunity to learn about the work of the Appalachian Prison Book Project, a nonprofit that mails free books to people in Appalachian states, creates prison book clubs, and provides tuition support for incarcerated college students.

### Likely Works

Patrick Alexander, *From Slavery to Supermax: Mass Incarceration, Prisoner Abuse, and the New Neo-Slave Novel*

Jimmy Santiago Baca, “Coming into Language”

Dwayne Betts, *Felon*

Douglas Blackmon, *Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to WWII*

Susan Burton, *Becoming Ms. Burton*

Angela Davis, *Are Prisons Obsolete?*

Willie Francis, “My Trip to the Chair”

Ernest Gaines, *A Lesson Before Dying*

Ruth Gilmore, *The Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*

Rebecca Ginsberg, ed. *Critical Perspectives on Teaching in Prison*

Lisa Guenther, *Death and Other Penalties: Philosophy in a Time of Mass Incarceration*

Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*

Joy James, *The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings*

Mariame Kaba, *We Do This ‘Til We Free Us*

Leonard Peltier, *Prison Writings: My Life is My Sun Dance*

Dylan Rodriguez, *Forced Passages*

Caleb Smith, *The Prison and the American Imagination*

Judah Schept, *Coal, Cages, Crisis: the Rise of the Prison Economy in Central Appalachia*

Brett Story, *Prison Land: Mapping Carceral Power across Neoliberal America*

John Wideman, *Brothers and Keepers*

Malcolm X, *The Autobiography of Malcolm X*

**Coursework:** Discussion, short writings, annotated bibliography, 20p research essay, presentations



**ENGL 797, SECTION 003, 1 CREDIT HR.**

**SPRING 2023 // DR. SANO-FRANCHINI**



# **RESEARCH: DEVELOPING A PROFESSIONAL PRESENCE ONLINE**



**create a digital portfolio, manage your online identity, &  
think rhetorically about engaging diverse audiences online**