

WRIT 403/503 Grant Writing

Questions? Email:
Dr. Omar Yacoub
oyay00001@mix.wvu.edu

WRIT 403 (14313)
WRIT 503 (16325)
Mondays: 4:00–6:50 PM



In this course, you will...

- Learn the grant-seeking process and how to win funding
- Build career-ready writing skills for business, nonprofits, research, and academia
- Work with real-world documents: RFPs, narratives, budgets, and more
- Hear from and connect with guest speakers who've secured multi-million dollar grants
- Leave the course with a complete grant package to showcase in your portfolio

Meets Wednesdays at 4pm

Spring 2026

WRIT 407/507: The Writing of Health and Medicine

Learn about narrative medicine and professional approaches to writing in health and medicine.

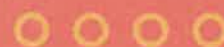
Explore memoir, fiction, and graphic narratives about health, medicine, and disability.

Improve your writing and build communication skills for careers in health and medicine.

Write and design texts for a variety of contexts in health, medicine, disability, and care.



Read and write about health, illness, disability, and care.



Everyone is welcome! This course is a combined grad/undergrad course that can count towards any English or Writing Studies major and is also a core course for the Medical Humanities and Health Studies Minor.

Want more information?

Contact Prof. Gouge at cgouge@mail.wvu.edu

ENGL 618: GRADUATE WRITING WORKSHOP: POETRY

Professor Mary Ann Samyn

Spring 2026, W 4-6:50 pm



Here's what's on my mind: magic / joy / mystery / light / play / surprise / delight / views / vistas / life-giving poems / life-giving anything / humor / inspiration / illumination / transformation / bravery... probably because these things feel in short supply.

Let's put our focus there, ok?

Questions about anything? Not a poetry MFA but want to take the class? Email me:

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, 7:00-9:50

Location: TBA

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!

Prison Autobiographies and Freedom Work

ENGL 631: Studies in Nonfiction Prose

Spring 2026

Thurs 4:00 – 6:50

Katy Ryan

Description

This course is an introduction to carceral studies through a study of autobiographical writing. We will draw mainly from 20th-century US American literature, but we will also read the first known U.S. prison autobiography by Austin Reed (1859) and a memoir by Mohamedou Ould Slahi, written while the author was confined at Guantánamo (2015). The long complex literary record of first-hand accounts of incarceration provides critical insight into modes of state punishment as well as modes of survival and transformation. Among many subjects, we will consider philosophies of punishment, definitions of crime, the experience and knowledge of victims and survivors of violence, higher education inside prison, and transformative justice and abolitionist movements.

Select Readings

Austin Reed, *The Life and Adventures of a Haunted Convict* (1859)

Anonymous, "Autobiography of an Imprisoned Peon" (1914)

Jack London, "Pinched" and "The Pen" (1907)

Agnes Smedley, "Cell Mates" (1920)

Kate Richards O'Hare, from *Crime and Criminals* (1921)

Willie Francis, "My Trip to the Chair" (1947)

Assata Shakur, *Assata* (1975)

John Wideman, *Brothers and Keepers* (1984)

Leonard Peltier, *Prison Writings: My Life is My Sun Dance* (1991)

Dwayne Betts, *A Question of Freedom* (2010)

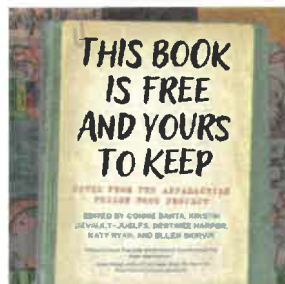
Mohamedou Ould Slahi, *The Mauritanian* (2015)

Ayelet Waldman and Robin Levy, eds. *Inside this Place but Not of It* (2017)

Nicole Fleetwood, *Marking Time: Art in the Age of Mass Incarceration* (2020)

Requirements

Participation. Short weekly reflections. Annotated bibliography. 10-page essay. Final project.



English 647: American Literature 1865–1915

“Nineteenth-Century American Mental Health(s) and Sexualities”

Prof. Ben Bascom – ben.bascom@mail.wvu.edu

Mondays – 4 p.m. to 6:50 p.m.



Frederick Melville Dumond's illustration "Elsie Venner" from *Elsie Venner: A Romance of Destiny* (1861) by Oliver Wendell Holmes. The American physician Holmes wrote a series of "medicated novels," including *Elsie Venner*, *The Guardian Angel* (1867), and *A Mortal Antipathy* (1885), that explore a variety of complicated psychological states and circumstances.

Michel Foucault famously marks—perhaps jokingly—1870 as the date when “the homosexual was now a species” in his study of modern industrial society’s production of sex. Is it just a coincidence that realism’s embrace of the quotidian and everyday emerges in tandem to the making legible of this figure? In this graduate course we will consider how new forms of observation connected to medical discourses shaped and informed how different identities and experiences became legible. Thinking about the mental health of historical and literary figures—and the conceptual imaginary that configures their interior lives—has been a complicated endeavor with post-Freudian language. Instead of thinking etiologically and pathologically about mental states, however, this course aims to consider the entanglements between the self and its environments that make visible what becomes understood as differing capacities and debilities. Through a survey of mid- to late nineteenth-century texts and authors, and a burgeoning engagement with affect, disability, and queer studies, we will speculate a way to consider literature’s experimentation with realist aesthetics, allowing us to reflect on how forms of science writings and sexology impacted literature. Major authors may include Louisa May Alcott, Rebecca Harding Davis, Julia Ward Howe, James Weldon Johnson, Mark Twain, Walt Whitman, among others.

ENGL 680—Introduction to Literary Research

Spring 2026

Prof. Adam Komisaruk

T 7:00-9:50 PM

This course is designed to introduce students to the research and writing skills necessary for advanced study in English. While research and writing skills will continue to be developed in other courses, this course provides an explicit foundation for understanding the expectations for and forms of research.

ENGL 680 covers three areas:

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

- Navigating the databases
- Resources and strategies for archival research
- Mapping and joining a scholarly conversation

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

- Documenting sources
- The art of the abstract, the conference paper, the academic article, the funding proposal
- The public humanities

Textual studies: understanding the technologies of the transmission of texts

- Histories of the book
- Analytical and descriptive bibliography
- Textual criticism, editorial theory, editorial practice

Course activities will center partly on a set text and partly on projects corresponding to individual student interests. The following will most likely be required:

Wendy Belcher, *Writing Your Journal Article in Twelve Weeks*, 2nd ed. (Chicago)

Mary Shelley, *Frankenstein* (1818), ed. MacDonald and Scherf, 3rd ed. (Broadview)

Mary Shelley, *Frankenstein* (1818/1831), ed. Stuart Curran (Romantic Circles online)

Mary Shelley, *Frankenstein* (drafts), ed. Charles Robinson (Shelley-Godwin Archive online)

MLA Handbook, 9th ed. (MLA)

Williams and Abbott, *An Introduction to Bibliographical and Textual Studies*, 4th ed. (MLA)

PhD students must take ENGL 680, preferably in the first year. MA students must take either ENGL 680 or ENGL 682 (Recent Literary Criticism). Questions and comments are invited: akomisar@wvu.edu

ENGL 764: Seminar in Renaissance Studies

Professor Christine Hoffmann
Wed. 7-9:50 pm
cehoffmann@mail.wvu.edu



"Shakespeare makes modern culture,
and modern culture makes
Shakespeare."

-Marjorie Garber

In her introduction to *Shakespeare and Modern Culture*, Marjorie Garber compares the relationship between Shakespeare and modernity to M.C. Escher's image, *Drawing Hands*: so "**modern culture writes the plays of Shakespeare** in works that range from fiction to film to plays to the daily news - while, at the same time, **Shakespeare writes the modern culture in which we think we live.**" In this course, we'll approach the plays and poems of Shakespeare as both historical artifacts and portable productions that have been, over and over, restaged, revised, redrawn, and otherwise reimagined in countless different contexts.

So, along with reading five plays by Shakespeare and the sonnets, you'll study several adaptations of Shakespeare's work in various forms: at least one video game, several films, three one-act plays, a graphic novel, and an international public art project. We'll explore Shakespeare's enduring involvement in modern culture at the same time as we discuss his contributions to early modern debates on identity, language, relationships, measures of intelligence, and systems of power.

It's a seminar, so
you will write a
20-25 page paper.

In addition, you'll
compose a **video** for
the Morgantown
Sonnet Project.

There will also be
opportunities to lead
class discussion
as well as contribute
to collective
annotations of the
course material.



Not a Good Day - Art Thompson
Ditidaht/Nuu-chah-nulth/Cowicha

ENGL 782, Current Directions in Literary Study: “Ecocriticism”

Spring 2026 Tuesdays 4:00 – 6:50

Tim Sweet

tsweet@wvu.edu

Overview

We will begin with overviews of issues and methods (Garrard) so you can start thinking about final projects early on. We’ll build a foundation with two works central to the consolidation of ecocriticism as a field in the 1990s (Plumwood, Buell). We’ll build on that by examining recent work on environmental justice (Nixon, Huggan and Tiffin part I, Whyte); agency (Latour, Chakrabarty, Kimmerer, de la Cadena); climate (Ghosh, Streeby, Song); interspecies relations (Huggan and Tiffin part II, Haraway, Sweet).

Readings – book length

Greg Garrard, *Ecocriticism*, 3rd ed. (2023)

Val Plumwood, *Feminism and the Mastery of Nature* (1993)

Graham Huggan and Helen Tiffin, *Postcolonial Ecocriticism*, 2nd ed. (2015)

Readings – chapters, excerpts, articles

Lawrence Buell, *The Environmental Imagination* (1995)

Dipesh Chakrabarty, “The Climate of History: Four Theses” (2009)

Bruno Latour, various essays (2010-2020)

Marisol de la Cadena, “Indigenous Cosmopolitics” (2010)

Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (2011)

Robin Wall Kimmerer, *Braiding Sweetgrass* (2013)

Amitav Ghosh, *The Great Derangement* (2016)

Donna Haraway: *Staying with the Trouble* (2016)

Kyle Powys Whyte, “Our Ancestors’ Dystopia Now” (2017)

Shelley Streeby, *Imagining the Future of Climate Change* (2018)

Amitav Ghosh, *The Nutmeg’s Curse* (2021)

Timothy Sweet, *Extinction and the Human* (2021)

Min Hyung Song, *Climate Lyricism* (Duke 2022)

Graded Work

Weekly response papers

Two presentations

Article-length final essay, including prospectus and rough draft