

Master's & Doctoral Study

Language, Writing & Rhetoric

LWR brings together leading faculty and students passionate about the research and teaching of the power of language, diverse writing practices, and media forms in academic, public, and professional contexts. The strengths of our program include:

1. A flexible course of study that allows you to cultivate your scholarly interests to fit your professional goals and needs.
2. Nationally renowned faculty committed to student mentoring.
3. Strong job placement record.
4. Options to teach advanced classes in the professional writing minor, rhetorical theory, public writing, digital media, linguistics, and writing center.
5. Leadership opportunities to co-direct Academic Writing, Professional Writing, and the Writing Center.
6. Options for interdisciplinary research and collaboration on digital humanities, comparative study, and critical theory through the **Maryland Institute of Technology in the Humanities (MITH)** and the **Center for Comparative Literary Studies**.
7. Opportunity to participate in ChelonaRSA, the Maryland chapter of Rhetoric Society of America.

In particular, our program features award-winning faculty with expertise in

- Histories & theories of rhetoric
- Women's rhetoric & historiography
- Composition theory and pedagogy
- Professional writing
- Qualitative research
- Language policy studies
- Linguistics: semantics, pragmatics, discourse analysis
- Usage-based grammatical theory
- Stylistics
- Comparative global rhetoric
- Genre theory
- Multimodality and digital media
- Writing center studies

Beyond our faculty's areas of expertise, students can pursue cross-disciplinary studies from Linguistics; Communication; Classics; Education; Women's Studies; African American Studies; Asian American Studies; American Studies; Philosophy; Theatre, Dance, and Performance Studies; and other relevant departments.

The Department also offers a lively guest speaker series each year. Recent speakers include Andrea Lunsford, Nan Johnson, Amy Wan, Vershawn Ashanti Young, Jay Dolmage, Kate Vieira, and Patricia Bizzell.



FACULTY

Associate Professors

Linda Coleman
Jessica Enoch
Michael Israel
Vessela Valiavitcharska
Scott Wible

Assistant Professors

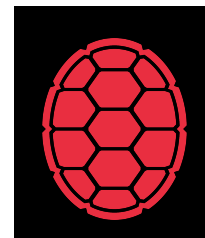
Chanon Adsanatham
Melanie Kill
Sara Wilder

Emeritae

Jane Donawerth
Jeanne Fahnestock
Shirley Wilson Logan
Leigh Ryan



OUR DOCTORAL STUDENTS: PROFILE



Our flexible, student-centered program allows emerging scholars to develop their chosen fields of expertise—ranging from transfer studies, to workplace writing, to disability rhetoric, to feminist rhetoric, to environmental rhetoric, to linguistics. Our faculty work closely with students to help them cultivate a unique scholarly ethos as a scholar-teacher in their chosen areas.

Katie Bramlett

bramlett@umd.edu

My research explores the intersections of women and public memory and English language learners in the United States. Currently I am interested in the role Asian and Asian American women played in nineteenth- and twentieth-century activism.

Course taught: ENGL 379 /WMST498: Women and Public Memory in Digital and Material Worlds (co-instructor)

Joseph Good

jgood@umd.edu

My research area is contemporary rhetoric, especially the subfields of public rhetoric and pedagogy. I intend to focus on the ongoing issues of public sphere scholarship, including social activism and literacy concerns. I also enjoy studying the history of rhetoric and philosophy.

Course taught: ENGL 101 Academic Writing

Danielle Griffin

griffind@umd.edu

I study the history of rhetoric with an emphasis in early modern studies and feminist historiography. My dissertation focuses on the literacy practices of poor and working women in seventeenth century England. I also work as an Assistant Director of the Academic Writing Program.

Courses taught: ENGL 101 Academic Writing, ENGL/WMST 255 Reading Women Writing, ENGL 282 Introduction to Rhetorical Theory, ENGL 292 Writing for Change, ENGL 444 Feminist Critical Theory (co-instructor)

Nabila Hijazi

nabila.hijazi@gmail.com

My research interests are in the areas of second language writing, translanguaging, and intercultural communication. I focus on the effects of first language and culture on composing in a second language. For my dissertation, I focus on the literacy practices of Syrian women refugees and investigate the connection between their prior experiences and the current contexts that affect their language learning in the US.

Courses taught: ENGL 101 Academic Writing, ENGL 281 Standard English Grammar, Diction and Usage, ENGL 388 Writing Center Internship, JOUR 181 Grammar for Journalists

Roberto Leon

rleonboone@gmail.com

I study Renaissance rhetorical theory, second language acquisition, and professional writing. Some recent areas of interest include the early modern development of rhetorical disputations, decorum and argument in Jesuit and Confucian traditions, the effects of genre on task complexity, and second language needs analysis.

Cameron Mozafari

mozi@umd.edu

My research asks how we create emotionally persuasive arguments. By examining language usage and emotive inferences, I study the various ways rhetors deploy intersubjective lines of reasoning to arouse audiences' feelings. I ground my work in classical rhetorical theory, cognitive linguistics, and emotionology. I am a former assistant Director of the Academic Writing Program.

Courses taught: ENGL 101 Academic Writing, ENGL 280 The English Language, ENGL 281 English Grammar, ENGL 282 Intro. to Rhetorical Theory, ENGL 291 Intermediate Writing

Gabriela Vlahovici-Jones

gvlahovi@umd.edu

My research focuses on the construction of ethos in the coin iconography of the late Roman Republic and the reception of this ethos in Renaissance medals and numismatic texts.

Course taught: ENGL393 Technical Writing

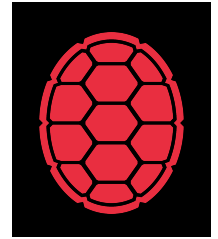
Nathan Tillman

ntillman@umd.edu

I study the rhetorical functions of Western missionaries' writing and work in Korea at the turn of the twentieth century. I'm interested in language, education, religion, colonialism, and cross-cultural encounter. In particular, I examine which barriers obstruct empathy between people and how to overcome those barriers.

Courses taught: ENGL 101 Academic Writing, CMLT 270 Global Literature and Social Change

COURSE OPTIONS: TENTATIVE GRADUATE SEMINARS



Upcoming Classes:

English

2018-

2019

Readings in the History of Rhetorical Theory

Professor Vessela Valiavitcharska

This course will introduce you to what we think of as the foundational texts of rhetoric as a discipline, i.e., those texts from Greek and Roman antiquity – as well as their creative appropriation in the Middle Ages and Renaissance – which claim to define the nature, function, goals, substance, tools, and teaching of rhetoric. We will begin with the accounts of the Older Sophists about the civilizing power of the spoken word, then move on to Plato and Isocrates' conflicting ideas about the character and goals of rhetoric. Isocrates' views and pedagogical attitudes toward rhetoric will lead us to Aristotle's attempt to "correct" the shortcomings of his predecessors, define rhetoric as a discipline, and build a comprehensive theory of its substance and methods.

Moving into the Roman imperial and early medieval period, we will discuss the complicated, at times quarrelsome but more often productive, relationship between rhetoric and philosophy and its role in the practical toolbox of the rhetorician. Then with Boethius, John of Sicily, Michael Psellos, Geoffrey of Vinsauf, Ramus, and Erasmus, we will explore the medieval and Renaissance response to ancient theory and practice, as well as the subsequent shift in epistemology, exemplified by a "divorce" between rhetoric and dialectic in the west as well as a heightened attention to style and figurality. With Madeleine de Scudéry, we will also look at the rise of a women's tradition of conversational rhetoric in rhetorical theory.

Finally, with Vico and Blair we will look at the Enlightenment appropriation of the classical rhetorical tradition and its transformation into an epistemic philosophy anticipating modern developments.

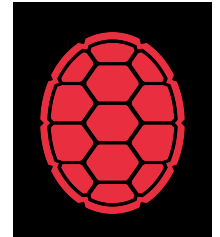
One of the premises behind the course is to look at the history of rhetoric as a history not only of theory but also of pedagogical goals and attitudes – which could potentially serve our own teaching practice.

Comparative Global Rhetorics

Professor Chanon Adsanatham

This seminar examines the methodologies and ethical issues in engaging and interpreting cultural differences and the practices of studying non-Western rhetorics on their own terms. It combines multimodality and comparative rhetoric as an interconnected frame to expand how rhetoric and composition has conceptualized rhetoric, "writing," and literacies. We will begin by investigating the rise of comparative rhetoric in which we will scrutinize problematic approaches that scholars have used to understand non-Western rhetorical traditions. From these examples, we will proceed to question and form responsible methodological framework and principles for doing comparative work through an interdisciplinary lens. We will draw upon comparative philosophy, anthropology, performance studies, feminism, and historiography to help you develop your own critical, reflexive heuristic for engaging and interpreting difference across cultures. Finally, we will use the methodology you create to examine various rhetorical traditions to refigure our field's normative understanding of what counts as rhetoric and "writing." The "texts" we will read will include print, material, visual, and performance pieces from Asia, Africa, and Mesoamerica. Ultimately, this course enables you to enact the "art of recontextualization" (Mao) to help you learn to develop a powerful lens for rethinking the available means of persuasion.

COURSE OPTIONS: TENTATIVE GRADUATE SEMINARS



Upcoming Classes:

English

2018-

2019

Approaches to Teaching College Composition

Professor Jessica Enoch

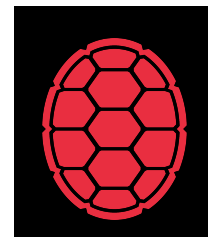
This course introduces you to some of the major pedagogical conversations in composition studies that should inform and energize your work as a teacher of writing. We will explore key principles and practices at the heart of effective college-level writing instruction, including emphasizing the rhetorical nature of writing, recognizing the complexity of students' writing processes, enabling students to analyze and practice writing in a variety of genres and for a variety of audiences, highlighting the relationship between writing and technologies, and providing timely feedback on student writing. We will also focus on specific learning goals for English 101, with an emphasis on how to teach students to compose effective arguments. Of course we will not only listen to what scholars have had to say about these various aspects of writing instruction but also engage these conversations ourselves, reflecting on how and why certain scholarship might resonate with our own pedagogical investments as well as with the programmatic goals of English 101. By the end of the semester, you won't have all the answers about to how to teach writing—no one ever does!—but you will have gained a deep understanding of composition studies' major pedagogical concerns. These theories should enable you to become a more thoughtful, reflective, and engaged teacher during your time here at Maryland and throughout your career beyond this institution.



Independent Study Recently Offered

- Cultural Rhetorics (Adsanatham)
- Disability Studies and Rhetoric (Enoch)
- Rhetoric and Literacy in the Public Sphere (Wible)
- Women and Public Memory in the Digital and Material Worlds (Enoch)
- Ancient Rhetoric in Theory and Visual Practice (Valiavitcharska)
- Service-Learning Theory and Pedagogy (Wible)
- Disability Rhetorics (Enoch)
- Language and Emotion (Israel)
- Apophaticism in Neo-Platonic Philosophy and Christian Theology (Valiavitcharska)
- Linguistic Diversity and Language Policy in Composition Studies (Wible)
- Rhetoric of Elizabeth I (Donawerth)
- Cognitive Linguistics and Pragmatics (Israel)
- Performativity, Discourse Modes, and Prayer (Israel)
- Theories of Authority and Expertise in Writing Studies (Wible)
- Readings in the History of Rhetoric (Valiavitcharska)
- Women's Rhetoric (Donawerth)
- Research Methods in Composition Studies (Wible)
- History of US Women's Rhetoric (Logan)
- The Role of Emotions in Composition-Rhetoric (Enoch)
- Literacy Narratives (Donawerth)
- Readings in Advanced Composition (Logan)

DOCTORAL GRADUATES' JOB PLACEMENT RECORD



Our program has great success placing doctoral students into tenure track and professional positions. Each year we offer job search preparation workshops to help candidates enter the market with confidence.

GRADUATES

Ruth Osorio 2018
Elizabeth Miller 2016
Heather Lindenman 2015
Martin Camper 2014
Mark Hoffman 2014
Andrew Black 2013
Maria Gigante 2012
Heather Brown 2010

Lisa Zimmerelli 2009
Jonathan Buehl 2008
Barbara Cooper 2008
Vera Tobin 2008
Wendy Hayden 2007
Andrea Shanklin Dardello 2007
Maurice Champagne 2007
James Wynn 2006
Sonya Brown 2005
Caleb Corkery 2004
Elizabeth Driver 2003
William Fitzgerald 2002
Timothy Brown 2000
Stanley Dambroski 1999
Alisse Theodore Portnoy 1999

POSITION

Assistant Professor (English & Women's Studies), Old Dominion University
Assistant Professor, Mississippi State University
Assistant Professor, Elon University
Assistant Professor, Loyola University, Baltimore
Director of Communications, High Lantern Consulting Group
Assistant Professor, Murray State University
Assistant Professor, Western Michigan University
Assistant Professor, Monmouth University, ELI-MP Instructional Designer of Online Writing Courses
Associate Professor, Loyola University, Baltimore
Associate Professor, Ohio State University
Professor, Howard Community College
Assistant Professor, Case Western Reserve University
Associate Professor, Hunter College CUNY
Professor, Howard Community College
Assistant Professor, Stevenson University
Associate Professor, Carnegie Mellon University
University of North Carolina, Fayetteville
Associate Professor, Millersville University
Director, Maryland English Institute, University of Maryland
Associate Professor, Rutgers University, Camden
Director of Corporate and Media Relations, self-employed
Speechwriter, US Department of Agriculture
Associate Professor, University of Michigan

