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, past and present. 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. Outstanding job placement record: 100% placement.
4. Options to teach multiple advanced classes in the new professional writing minor, rhetorical theory, public writing, digital composition, linguistics, and writing center theory.
5. Leadership opportunities to co-direct Academic Writing, Professional Writing, and the Writing Center with faculty.
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.

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

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

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 of English also offers a lively guest speaker series every academic year. Recent speakers include Bruce Horner, Stephanie Kerschbaum, Joseph Harris, Jeffrey Walker, and Cheryl Glenn.
**OUR 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.

**Oliver Brearey**  
obrearey@umd.edu

My research interests focus on business communication and professional and workplace writing. Specifically, my dissertation explores rhetorical and writing practices in outplacement, a service that trains unemployed professionals to find new jobs. I also serve as the Assistant Director of the Professional Writing Program.

**Courses taught:** ENGL 280 The English Language, ENGL 291 Intermediate Writing, ENGL 393 Technical Writing

**Elizabeth Ellis**  
eaeellis@umd.edu

My research explores the intersections of genre studies and rhetorics of social movements. My dissertation analyzes the genres of the civil rights mass meeting. As a teacher, I seek to motivate students to see the possibilities latent in their everyday rhetorical endeavors. I also serve as the Assistant Director of the Academic Writing Program.

**Courses taught:** ENGL 101 Academic Writing, ENGL 282 Intro. to Rhetorical Theory, ENGL 293 Writing in the Wireless World

**Danielle Griffin**  
daniellegriiffin02@gmail.com

I am a first-year PhD student studying the history of rhetoric and feminist historiography. Focusing on early modern Europe, my interests include Renaissance rhetorical theory, women’s literacy practices, issues of social and economic class, and the history of poverty and social reform.

**Courses taught:** ENGL 101 Academic Writing, ENGL 444 Feminist Critical Theory (co-instructor)

**Nabila Hijazi**  
nabila.hijazi@gmail.com

I am an Assistant Director of the Writing Center. My research interests revolve around rhetorical and composition studies of second language acquisition. Specifically, I focus my study on the effects of first language and culture on composing in a second language.

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

**Lindsay Dunne Jacoby**  
lindsay.d.jacoby@gmail.com

My research focuses on the rhetoric of social movements, especially environmental rhetoric, with a special interest in literary nonfiction writing. I served for four years as an Assistant Director of the Academic Writing Program and now work as a lecturer in the Professional Writing Program.

**Courses taught:** ENGL 101 Academic Writing, ENGL 282 Intro. to Rhetorical Theory, ENGL 278 Literature of Science and Technology, ENGL 292 Intermediate Writing, ENGL 398 Writing about the Environment

**Heather Lindenman**  
hlinden@umd.edu

I have worked as an Assistant Director of Academic Writing and the Writing Center. My research investigates the ways that college students transfer their writing abilities across extracurricular, personal, professional, and academic contexts. I examine specific strategies that students use to reconfigure their writing knowledge for both curricular and extracurricular situations.

**Courses taught:** ENGL 101 Academic Writing, ENGL 292 Writing for Change, ENGL 388 Writing Center Internship

**Cameron Mozafari**  
moz1@umd.edu

My research asks how we create emotionally persuasive arguments. By examining linguistic form and embodied emotions, I study the various ways rhetors deploy intersubjective lines of reasoning to arouse audiences’ feelings. I ground my work in classical rhetorical theory, rhetorical stylistics, and cognitive linguistics.

**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

**Ruth Osorio**  
ruthieoo@gmail.com

I study intersectional disability studies, digital writing, and activist rhetoric. Specifically, I look at disability rights rhetoric online and offline and how teachers can learn about access, embodied learning, and diversity from disability activism.

**Course taught:** ENGL 101 Academic Writing
Women's Rhetorical Literacies 1600-1900
Professor Jane Donawerth

In this course, we will read rhetorical theory by women, studies from history of rhetoric, literacy studies, and literary studies, and try out some interpretive methods for women's non-fiction prose, with students choosing an archive between 1600 and 1900 to explore. We will consider conversation rhetoric in humanist treatises, defenses of women's preaching, conduct books on letter writing and social communication, elocution handbooks, and composition textbooks. We will ask how women positioned themselves with regard to classical and more traditional empiricist and belles lettres rhetoric by men--did they borrow, revise, refuse these? We will ask whether women were influenced by rhetorical teachings or by social circumstances, both or neither, to prefer working in certain genres. We will explore women's education in reading and writing and ask how this affected their self-representations. And we will survey online and archives at or near the University of Maryland for projects in history of rhetoric, history of literacy and composition, or prose studies.

Seminar in Composition Studies
Professor Shirley Logan

In this seminar, we will begin by reviewing major histories of the field and will follow with a survey of various theories of composition, rhetoric, and pedagogy that have influenced the teaching of writing, particularly in its various post-process manifestations: academic writing, technical writing, writing across the curriculum, writing and service learning, writing and difference, transnational and second language writing, writing and transfer, digital writing, writing centers, and writing program administration. We will also read critiques of the political and institutional contexts of those who teach writing.

Approaches to Teaching College Composition
Professor Jessica Enoch (fall), Chanon Adsanatham (spring)

This course will introduce you to some of the major pedagogical conversations in composition studies that should inform and energize your work as a teacher of writing. Over the course of the semester, we will consider and 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, providing timely feedback on student writing, and developing critical reflection about one's pedagogical approach and classroom practices.

Critical Topics in Digital Humanities
Professor Matthew Kirschenbaum

This course is designed to introduce students to current topics and critical issues in this diverse, complex, and rapidly changing “field.” Rather than seeking to offer a comprehensive overview, the course will be organized around different topical units or modules. Examples might include: How to Read a Million Books, Reimagining the Archive, Digital Aesthetics/Digital Play, and The Changing Academy. We will also work closely with the staff and resources at the Maryland Institute for Technology in the Humanities (MITH). For each module, students will read key essays and current statements from leading figures in the field, explore relevant projects and tools, and participate in intensive discussions, both in class and online. Though the English department offers this course under its “Readings” rubric, it is in truth a course as much about Doings as it is Readings. Evaluation will therefore be based on weekly hands-on exercises, blogging and other forms of public writing, class participation, fieldwork, a presentation, and a final, reflective piece of writing.
COURSE OPTIONS: ENGLISH AND MORE

Independent Studies Recently Offered

• 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)
• Literacy Narratives (Donawerth)
• Readings in Advanced Composition (Logan)
• History of US Women’s Rhetoric (Logan)
• 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)
• The Role of Emotions in Composition-Rhetoric (Enoch)

Previous Seminars

2014-2015
• Readings in Rhetorical Theory to 1900
• Special Topics in Language, Linguistics, and Discourse: Readings in Linguistic Discourse Analysis
• Approaches to Teaching College Composition

2013-2014
• Seminar in Rhetoric: Engendering Rhetorical Power
• Readings in Linguistics
• Approaches to Teaching College Composition

2012-2013
• Seminar in Rhetoric: Genre Theory
• Approaches to Teaching Professional and Technical Writing
• Readings in Rhetorical Theory to 1900
• Approaches to Teaching College Composition

Upcoming Classes:

Communication

Fall 2015
• Historical/Critical Methods in Communication Research
• Seminar in Political Communication
• Seminar in Mediated Communication

Spring 2016
• Contemporary Rhetorical Theory
• The Rhetoric of the Presidency

Upcoming Classes:

Women’s Studies

• Approaches to Women’s Studies I
• Approaches to Women’s Studies II
• Feminist Pedagogy
• Feminist Theories and Women’s Movements: Genealogies

(contact the department for scheduling details)
GRADUATES’ OUTSTANDING
JOB PLACEMENT RECORD

Our program has great success placing doctoral students into tenure track and professional positions. **Since 1999, our job placement rate is 100%.** We offer job market preparation workshops specific to language, writing, rhetoric positions each year to help candidates enter the market with confidence.

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<tr>
<th>GRADUATES</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>Martin Camper</td>
<td>Assistant Professor, Loyola University, Baltimore</td>
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<tr>
<td>Mark Hoffman</td>
<td>Director of Communications, High Lantern Consulting Group</td>
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<tr>
<td>Andrew Black</td>
<td>Assistant Professor, Murray State University</td>
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<tr>
<td>Maria Gigante</td>
<td>Assistant Professor, Western Michigan University</td>
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<tr>
<td>Heather Brown</td>
<td>Assistant Professor, Monmouth University, ELI-MP</td>
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<td></td>
<td>Instructional Designer of Online Writing Courses</td>
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<tr>
<td>Lisa Zimmerelli</td>
<td>Assistant Professor, Loyola University, Baltimore</td>
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<tr>
<td>Jonathan Buehl</td>
<td>Associate Professor, Ohio State University</td>
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<tr>
<td>Barbara Cooper</td>
<td>Professor, Howard Community College</td>
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<tr>
<td>Vera Tobin</td>
<td>Assistant Professor, Case Western Reserve University</td>
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<td>Wendy Hayden</td>
<td>Associate Professor, Hunter College CUNY</td>
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<td>Andrea Shanklin Dardello</td>
<td>Professor, Howard Community College</td>
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<tr>
<td>Maurice Champagne</td>
<td>Assistant Professor, Stevenson University</td>
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<td>James Wynn</td>
<td>Associate Professor, Carnegie Mellon University</td>
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<tr>
<td>Sonya Brown</td>
<td>University of North Carolina, Fayetteville</td>
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<td>Caleb Corkery</td>
<td>Associate Professor, Millersville Univesity</td>
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<tr>
<td>Elizabeth Driver</td>
<td>Director, Maryland English Institute, University of Maryland</td>
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<tr>
<td>William Fitzgerald</td>
<td>Associate Professor, Rutgers University, Camden</td>
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<tr>
<td>Timothy Brown</td>
<td>Director of Corporate and Media Relations, self-employed</td>
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<tr>
<td>Stanley Dambroski</td>
<td>Speechwriter, US Department of Agriculture</td>
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<td>Alisse Theodore Portnoy</td>
<td>Associate Professor, University of Michigan</td>
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