

1st Summer Session 2025

Note: Always check PiratePort for up-to-date information on course scheduling.

| Course/Section | Course Title | Instructor | Course Description | Potential Texts (bookstore will show final list) | Scheduled |
|------------------------------|--|-----------------|---|---|------------------------|
| ENGL 6450-601 (CRN 40406) | Studies in World Indigenous Literatures | Kirstin Squint | This course will explore literature produced by Indigenous peoples of the Americas and Pacific Islands, the original populations present when European or other colonizers invaded, occupied, or settled their homelands. We will examine genres including oral narrative, poetry, and fiction and discuss the linguistic, cultural, and gendered impacts of settler colonialism, as well as ecological impacts on island populations. | <ul style="list-style-type: none"> • <i>Why Indigenous Literatures Matter</i> (Justice) • <i>Kiss of the Fur Queen</i> (Highway) • <i>The Marrow Thieves</i> (Dimaline) • <i>Indigenous Pacific Islander Eco-Literatures</i> (Jenil-Kijiner, Kava, and Perez, eds.) • <i>From Unincorporated Territory: [âmot]</i> (Perez) | Online Asynchronous |
| ENGL 6480-601 (CRN 40407) | LGBTQ+ Theories and Literatures: LGBT & Queer Critical Approaches in the 20th & 21st Centuries | Matthew Cox | This course is a six-week distance education (DE) summer course within English and within Multicultural and Transnational Literatures, Film, and Folklore (MTLFF). This course is truly a hybrid in that it seeks to put queer theory (and, to a lesser extent, LGBT studies) into conversation with LGBT and queer literature (fiction, non-fiction, and young adult fiction). Our course will be reading-heavy—on average 200 pages per week. Summer courses move quickly, so reading will be absolutely fundamental—we won't even be touching a tiny fraction of the LGBT and queer literature and theory that's out there. I will seek to find balance for all of us to learn and engage while also being upfront and honest about current global, national, state, institutional, and personal upheaval. | <ul style="list-style-type: none"> • Barker and Scheele - <i>Queer: A Graphic History</i> • Kushner - <i>Angels in America: A Gay Fantasia on National Themes</i> • Feinberg - <i>Stone Butch Blues</i> • Baldwin - <i>Giovanni's Room</i> • Halberstam - <i>The Queer Art of Failure</i> • Muñoz - <i>Cruising Utopia: The Then and There of Queer Futurity</i> | Online Asynchronous |
| ENGL 7705-601 (CRN 40408) | Ethical Issues in Professional Communication | Matthew Cox | This a graduate level technical and professional writing course. The course is designed to help you develop and understanding both of ethics and ethical concerns somewhat generally and more specifically to understand how ethics and ethical issues operate within the professional/applied spaces and disciplinary/academic spaces of technical and professional communication. As this is a six-week summer session online course, you will be expected to keep up with the heavy quick-paced reading, writing, and production mode of the course. If you believe that you cannot, in any way, meet the expectations and pacing of this course, you should immediately reconsider taking it at this time. | <ul style="list-style-type: none"> • Dombrowski - <i>Ethics in Technical Communication</i> • Ornatowski - "Between Efficiency and Politics: Rhetoric and Ethics in Technical Writing" • Haywood - "I Do This for Us": Thinking Through Reciprocity & Researcher-Community Relationships" • Hart-Davidson - "Writing with Robots" • Henning and Bemer - "Reconsidering Power and Legitimacy in Technical Communication: A Case for Enlarging the Definition of Technical Communicator" • Faber - "Intuitive ethics: Understanding and Critiquing the Role of Intuition in Ethical Decisions" | Online Asynchronous |
| ENGL 7975-601 (CRN 40409) | Developmental English in the Two-Year College | Tracy Ann Morse | ENGL 7975 will focus on concepts, issues, and approaches related to teaching developmental English in the two-year college. It will incorporate study of the definition and characteristics of writing and the writing/composing process. Students will gain a familiarity with the field of Writing Studies (a subset of Rhetoric and Composition), specifically basic writing. | Variety of journal articles, book chapters, and podcasts will be used in this class. | Online Asynchronous |

2nd Summer Session 2025

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|------------------------------|---|-----------------|---|--|------------------------|
| ENGL 6460-601 (CRN 60312) | Studies in African American Literature | Reginald Watson | The Black American Literature tradition has, in the past, been largely overlooked on all levels of education. It has only been recently that efforts have been made to increase public and educational awareness of African-Americans' contributions to literature. This course is designed to present a few black-authored works so that a thorough and critical analysis can be made. In this course, you will learn how to read, write, and think critically so that you can respond competently through either written or verbal expression. The goal of this course is to help you gain a full appreciation and understanding of the African American tradition. | <ul style="list-style-type: none"> • <i>The Norton Anthology of African American Literature</i>, 4th edition. Eds. Henry Louis Gates and Nellie McKay • <i>The Color of Water</i> by James McBride • <i>Race Matters</i> by Cornel West • <i>Uncle Tom's Children</i> by Richard Wright • <i>The Third Life of Grange Copeland</i> by Alice Walker • <i>Reckoning with Our Roots</i> by Joan Wynne | Online Asynchronous |
| ENGL 7721-601 (CRN 60313) | Managing Editing and Publication Processes | Brent Henze | This course offers a broad view of editing as a profession and focuses in particular on editors as communication project managers. Through readings and case studies, we'll consider theory and practice of project management, the position of communication groups within organizations, and the responsibilities of group managers/editors within and outside the groups they manage. Participants will also learn about the roles of editors in various contexts including work groups, organizations, small presses, and publishing houses. | <ul style="list-style-type: none"> • <i>Managing Writers: A Real World Guide to Managing Documentation</i> by Hamilton, Richard L. ISBN-13: 9780982219102 • other readings provided | Online Asynchronous |
| ENGL 7960-601 (CRN 60314) | Methods of Teaching English in the Two-Year College | Wendy Sharer | This course focuses on teaching writing (and the very closely related area of reading) in the two-year college, with particular attention to the needs and interests of the diverse students who attend community colleges and to preparing those students looking to transfer to four-year institutions. You will also have the opportunity to learn more about other courses (literature, creative writing, business writing, etc.) that are important components of English departments in community college settings. | <ul style="list-style-type: none"> • Giordano, Hassel, Heinert, and Phillips. <i>Reaching All Writers: A Pedagogical Guide for Evolving College Writing Classrooms</i>. Utah State UP, 2023. ISBN: 978-1-64642-536-5. • Canvas readings | Online Asynchronous |

Fall 2025

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|------------------------------|---|-------------------|---|---|---|
| ENGL 6250-001 (CRN 84574) | Topics in American Literature After 1865: Mark Twain and Charles Chesnutt [crosslisted with ENGL 4250-001] | Margaret Bauer | [May be repeated for a maximum of 9 s.h. with change of topic.] We will read fiction by Mark Twain and Charles Chesnutt as though these works are in conversation with each other, as well as comparing how both of these writers are deromanticizing the Old South, deconstructing false ideals and chivalric codes of honor. We'll close with a contemporary novel, <i>James</i> by Percival Everett, which tells the story of James, giving Twain's Jim a National Book Award-winning voice. | <ul style="list-style-type: none"> Mark Twain, <i>Adventures of Huckleberry Finn</i> and <i>Pudd'nhead Wilson</i> Charles Chesnutt, <i>The Marrow of Tradition</i> and stories from his <i>The Conjure Woman</i> and <i>The Wife of His Youth</i> collections Percival Everett, <i>James</i> | Campus Mon/Wed 3:30–4:45pm |
| ENGL 6340-601 (CRN 84577) | Ethnic American Literature: Multi-Ethnic Literature and the U.S. South | Kirstin Squint | This class examines multi-ethnic fiction and memoir of the U.S. South, exploring themes of racial conflict, internalized racism, Indigeneity, settler colonialism, border crossings, and diasporic community building. We will consider theoretical lenses including the new southern studies, borderlands, the tropical sublime, and tribalogy. The texts we read will represent a diversity of subject matters including North Carolina food culture, werewolves, hurricanes, road trips, and police brutality. | <ul style="list-style-type: none"> <i>Bitter in the Mouth</i> (Truong) <i>Hell of a Book</i> (Mott) <i>Salvage the Bones</i> (Ward) <i>Shell Shaker</i> (Howe) <i>Mongrels</i> (Jones) <i>Woman Hollering Creek</i> (Cisneros) | Online Asynchronous |
| ENGL 6345-601 (CRN 84579) | Jewish Literature | Helena Feder | This asynchronous graduate course explores Jewish literature (fiction, poetry, nonfiction) and film in America after World War II. We begin with the first Hollywood film about anti-Semitism, the 1947 film <i>Gentleman's Agreement</i> (an adaptation of the bestselling novel of the same title, by Laura Z. Hobson, née Laura Kean Zametkin), moving on to Rebecca Goldstein's <i>The Mind-Body Problem</i> , Jamaica Kincaid's <i>Lucy</i> , and other works, including Cathleen Schine's funny rewriting of Austin's <i>Sense and Sensibility</i> , <i>The Three Weissmanns of Westport</i> . Along the way, we'll consider various questions of pertaining to Jewish ethnicity, cultures, religion, and Antisemitism—alongside questions of sexuality, gender, class, and other aspects of life—and the life of art—for Jews in contemporary America. | <ul style="list-style-type: none"> Philip Roth, <i>Portnoy's Complaint</i> Adrienne Rich, <i>The Fact of a Doorframe: Poems 1950-2001</i> Rebecca Goldstein, <i>The Mind-Body Problem</i> Jamaica Kincaid, <i>Lucy</i> Robert Sapolsky, <i>A Primate's Memoir</i> Jonathan Safran Foer, <i>Eating Animals</i> Cathleen Schine, <i>The Three Weissmanns of Westport</i> | Online Asynchronous |
| ENGL 6475-601 (CRN 84580) | Multicultural Women's Literatures | Maramé Gueye | A seminar-like focus on literature by women from the global South. | <i>Purple Hibiscus</i> , <i>Pillars of Salt</i> , <i>Sula</i> , <i>Nervous Conditions</i> | Online Asynchronous |
| ENGL 6528-601 (CRN 84582) | TESOL: Theories and Principles [crosslisted with LING 4710-601] | Mark Johnson | TESOL: Theories and Principles introduces students to theories of second language acquisition (SLA). We will compare first language and second language acquisition and the factors that impact the process of language learning/language acquisition. Graduate students in this course will gain deeper insight into how second language acquisition is researched in order to better evaluate the claims made by such research. | <ul style="list-style-type: none"> Lightbown, P. M., & Spada, N. (2021). <i>How languages are learned</i> (5th ed.). Oxford: Oxford University Press. Ellis, R. (2015). <i>Understanding second language acquisition</i> (2nd ed.). Oxford: Oxford University Press. | Online Asynchronous |
| ENGL 6530-001 (CRN 84584) | Descriptive Linguistics [crosslisted with LING 3750-001] | Mark Johnson | Descriptive Linguistics is an introduction to the field of linguistics, providing a general overview of the study of language from a linguistic perspective. Students are introduced to various sub-fields of linguistics including phonetics, phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. | Dawson, H., & Phelan, M. (Eds.). (2016). <i>Language Files: Materials for an Introduction to Language and Linguistics</i> (12th ed.). Columbus, OH: The Ohio State University Press. | Campus Mon/Wed 3:30–4:45pm |
| ENGL 6625-001 (CRN 84585) | Teaching Composition: Theory and Practice | Nikki Caswell | This course provides an introduction to the teaching of writing and its connection to the field of composition and other disciplines that study literacy acquisition and practices. This course hopes to instill the concept that teaching is intellectual work supported and guided by theoretical and scholarly inquiry. | <ul style="list-style-type: none"> <i>Pedagogy of Kindness</i> by Catherine J. Denial Yana Weinstein and Megan Sumeracki's <i>Understanding How We Learn: A Visual Guide</i> John Warner's <i>Why They Can't Write: Killing the 5-Paragraph Essay and Other Necessities</i> | Campus Wed 6:00–8:30pm |
| ENGL 6702-601 (CRN 84592) | Research Methods in Technical and Professional Communication | Desiree Dighton | This course introduces the theories, methods, and ethical considerations of research in Rhetoric and Technical and Professional Communication (TPC). Students will explore and apply methodologies using a diverse range of qualitative, quantitative, and mixed-methods approaches to explore how communication functions in various contexts. Major assignments include analyzing research studies, creating conference-style presentations on existing research, and developing a research proposal with a prototype research design. The course prepares graduate students for both semester-length and long-term research projects in academic and professional settings. | <ul style="list-style-type: none"> <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i> (Creswell, 4th edition). all other materials provided without a fee. | Online Asynchronous |
| ENGL 6715-601 (CRN 84593) | Foundations of Technical and Professional Communication | Matthew Cox | This course focuses on effective, ethical, responsible theories, strategies, and conceptual knowledge within TPC (technical and professional communication) that are needed to address a variety of communication tasks across contexts. A part of how we'll do this is using emerging technologies as tools for communication. We'll engage both theory and practice in TPC. | <ul style="list-style-type: none"> <i>Technical Communication</i> 14th Edition. Mike Markel & Stuart Selber (note, older editions may be useful but you will be responsible for coordinating changed chapter numbers/new/missing/old information between editions, etc.). Additional materials (articles, websites, etc.) as assigned and on Canvas. | Online Asynchronous |
| ENGL 6721-601 (CRN 84594) | Technical Editing | Brent Henze | You'll learn principles and strategies used by editors in professional settings. You'll develop expertise in editing print and digital documents to improve clarity, precision, integrity, substance, correctness, and style. You'll practice techniques used by editors to work more efficiently, to produce more consistent results, and to coordinate work with others involved in the documentation process using a distributed workflow. | Carolyn D. Rude, <i>Technical Editing</i> | Online Asynchronous |
| ENGL 6740-### (CRN #####) | Internship in Technical and Professional Communication | Brent Henze | [Instructor permission required for registration.] Do you want to learn how your abilities translate to workplace settings? Practice your writing, editing, design, research, and other skills in the real world? Receive support and mentorship while building a professional portfolio? If so, an internship might be the right choice for you! You can earn 3–6 credits in an internship field experience. Dozens of field sites and types of activity are available, in the Greenville area and elsewhere. Contact the internship coordinator, Dr. Brent Henze, at TPCintern@ecu.edu to discuss options that'll fit your goals, interests, and schedule. | [N/A] | Campus or Online |
| ENGL 6741-### (CRN #####) | | | | | |
| ENGL 6740-### (CRN #####) | Internship in Technical and Professional Communication: North Carolina Literary Review (NCLR) | Margaret Bauer | [Instructor permission required for registration.] Students enrolled in Dr. Bauer's sections of the internship serve as interns on the North Carolina Literary Review (NCLR) staff. Interns work 10 hours per week, scheduling their hours around their other class/work schedules. Interns must have strong writing and proofreading skills and be proficient at using Microsoft Word; the rest is learn-on-the-job. For special add permission, contact Dr. Bauer (bauerm@ecu.edu) with an email in the form of a letter of application, which demonstrates your writing/proofreading skills, describes your work ethic, and explains your interest in the internship. Find out more here: https://nclr.ecu.edu/our-staff/student-staff-opportunities/ | There are no required texts, but please become familiar with NCLR by exploring our website: https://nclr.ecu.edu/ | Campus |
| ENGL 6741-### (CRN #####) | | | | | |
| ENGL 6740-002 (CRN 85885) | Internship in Technical and Professional Communication: Creative Writing: Tar River Poetry | Helena Feder | [Instructor permission required for registration.] <i>Calling all creative writers!</i> Come and learn about editing and publishing by interning at <i>Tar River Poetry</i> . Interns will help with the following: subscriber and contributor databases, reciprocal journal program, aspects of layout, and more. This internship is intended for creative writing students. Please email Dr. Feder (federh@ecu.edu) for a meeting prior to registering for this internship. Interns will meet for half to one hour once a week (Monday or Wednesday morning at 10AM, TBD) and work independently for nine more hours. | [N/A] | Contact Dr. Feder for details: federh@ecu.edu |
| ENGL 6850-001 (CRN 84609) | Advanced Fiction Writing: Voice It! [crosslisted with ENGL 4850-001] | Rebecca Bernard | [May be repeated for a maximum of 9 s.h.] Advanced fiction is designed to build on the principles of craft developed in Intro to Fiction. This semester, in addition to traditional workshop, we will explore the often-illusory role of voice in fiction. What's the relationship between voice and character? Voice and narration? Voice and language? The writer's voice? Through a dynamic set of readings, craft essays, and weekly exercises, participants will discover the range of voices available to them through experimentation, practice, and polish. | Example writers include: Jennifer Egan, Caroline Kim, Tommy Orange, Alexander Chee, Edward P. Jones, & Lucia Berlin. | Campus Tues 6:00–8:30pm |
| ENGL 6865-001 (CRN 84612) | Creative Writing [crosslisted with ENGL 4530-001] | John Hoppenthaler | [May be repeated with credit.] An introduction to the profession, intended for people who plan to make creative writing their primary career or at least an important part of their lives. Among the topics we'll examine are publishing, literary citizenship and ethics, writing book reviews and conducting literary interviews, MFA Programs, residencies and grants, literary readings, conference paper and panel submissions, teaching strategies, politics, anthology-making, etc. You must be a Creative Writing Student (or have a significant creative writing background) to take this course. | <ul style="list-style-type: none"> Pool, Gail. <i>Faint Praise</i>. U of Missouri P, 2007. Additional texts provided. | Campus Thurs 6:00–8:30pm |

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| ENGL 6940-001 (CRN 85655) | Film and English Studies: Remaking '80s Horror [crosslisted with FILM 4910-001] | Anna Froula | This course focuses on American horror cinema made in the 1980s to explore these issues in their 1980s remakes in the 21st century. This class is ideal for anyone interested in exploring eighties culture, horror, and the motivations for remaking films. How do horror films remain time capsules of a given moment's anxieties and fears? How does the remake differ from other forms of adaptation and franchises? And finally, what are the ways in which they can improve (or not) upon the original? We will consider these and other questions as we compare contemporary remakes to original or earlier versions of the same film. | <ul style="list-style-type: none"> • <i>Dawn of the Dead</i> (Romero 1978/Snyder 2004) • <i>Evil Dead</i> (Raimi, 1981/Álvarez, 2013) • <i>Poltergeist</i> (Hooper, 1982/Kenan, 2015) • <i>Ghostbusters</i> (Reitman 1984/Feig 2016) • <i>Nightmare on Elm Street</i> (Craven, 1984/Bayer, 2010) • <i>Firestarter</i> (Lester, 1984/Thomas, 2022) | Campus Mon/Wed 2:00–3:15pm |
| ENGL 7000-### (CRN #####) | MA Thesis Hours | [varies] | [Thesis director's permission required for registration.] Master's degree students who choose to complete a thesis will take thesis hours. Students who choose a Comprehensive Assessment Project (CAP) instead of a thesis will take extra electives instead of thesis hours. Please review the registration instructions from administrative assistant Timothy Putnam or contact putnamt16@ecu.edu . | Depends on student's thesis/CAP topic. | Campus or Online |
| ENGL 7005-601 (CRN 84615) | Research Methods in Literary and Cultural Studies: Researching & Writing for Presentation & Publication | Seodial Deena | This course serves as a professional orientation for graduate students of multicultural and transnational literatures, organized around the types of research in which professionals in the field are engaged. We will explore the historical development of multicultural/transnational literature as a field, analyze exemplary and foundational pieces of criticism, and familiarize ourselves with the terminology, theoretical positions, outlets for publication, and the "rules of the game" to the extent we can determine them—the "geography" of an emerging discipline. We will engage in a series of projects illustrative of the types of work professionals in the discipline perform. | <ul style="list-style-type: none"> • <i>Wide Sargasso Sea</i>, Jean Rhys • <i>Exit West</i>, Mohsin Hamid • <i>The Color Purple</i>, Alice Walker • <i>Native Son</i>, Richard Wright | Online Asynchronous |
| ENGL 7600-001 (CRN 84618) | Research Methods in Rhetoric, Writing, and Professional Communication | Will Banks | English 7600 focuses on the social, textual, and digital methods that scholars in Rhetoric, Writing, and Professional Communication (RWPC) use to engage in primarily qualitative research projects related to writing studies. This course focuses both on the theoretical aspects related to research and the more practical aspects. To that end, we will work on significant writing-related research topic in the course while exploring which methods and activities are most effective for conducting our studies. By the end, students will have designed and carried out a writing-focused research project that can lead to professional presentations and/or publications. | <ul style="list-style-type: none"> • Banks, Cox, & Dadas's <i>Re/Orienting Writing Studies</i> • Farris & Anson's <i>Under Construction</i> • Nikoson & Sheridan's <i>Writing Studies Research in Practice</i> • selected articles & chapters from academic journals | Campus Mon 6:00–8:30pm |
| ENGL 7615-001 (CRN 84620) | History and Theory of Rhetoric I | Tracy Ann Morse | Rhetoric is often traced to Ancient Greece, where it developed alongside democracy, shaping Western thought. However, scholars now explore broader, global perspectives on rhetoric. We'll examine these diverse rhetorical traditions and their cultural and historical contexts, connecting them to our experiences. Our goal is to understand the evolution of Western rhetoric. We'll ask: What's important about these histories? Why do they matter today? What can we learn, and how can we contribute to ongoing conversations? | Wu, Hui and Graban, Tarez Samra, eds. <i>Global Rhetorical Traditions</i> , Parlor P., 2023. ISBN: 978-1-64317-316-0 (Paperback); 978-1-64317-317-7 (PDF); 978-1-64317-318-4 (EPUB) | Campus Tues/Thurs 11am–12:15pm |
| ENGL 7745-601 (CRN 84623) | Teaching Professional Communication | Constance Haywood | This course is designed to engage students with scholarship in/around teaching communication within a number of professional contexts. Providing students with insight to the various theories, methodologies, and methods for teaching technical and professional communication, this class places a special focus on ethics and social justice in professional communication instruction and practice. | [TBD] | Online Asynchronous |
| ENGL 7750-601 (CRN 84624) | Writing Public Science | Erin Clark | Writing Public Science will examine conversations around environmental and climate change in the field of technical communication and beyond. This course will focus on the rhetorical tropes common to climate conversations, with a special focus on embodiment and the differential risks of climate change for people living in the Global South, in rural areas, and in challenging economic and political conditions. | <ul style="list-style-type: none"> • <i>Technical Communication for Environmental Action</i> (Williams) • <i>Topic-Driven Environmental Rhetoric</i> (Ross) • <i>Embodied Environmental Risk in Technical Communication</i> (Stinson & Le Rouge) | Online Asynchronous |
| ENGL 8300-001 (CRN 84626) | Seminar in Professional Development I | Michelle Eble | [This is part 1 of 3. Each instance of ENGL 8300 is 1 credit, for 3 credits total.] [Requires admission to the PhD program or consent of the program director.] This course supports first-year PhD students in acclimating to the rigors of doctoral studies, orients them to the field, and helps them prioritize life goals. | [N/A] | Contact Dr. Eble for details: eblem@ecu.edu |
| ENGL 8630-001 (CRN 84628) | Seminar in Community and Cultural Rhetorics: Indigenous Rhetorics | Wendy Sharer | [May be repeated for maximum of 6 s.h.] [Requires admission to the PhD program or consent of the program director.] According to the United Nations, "It is estimated that there are more than 370 million indigenous people spread across 70 countries worldwide." The common thread linking them is that "they are the descendants [...] of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived" and overtook the land. Our seminar will sample scholarship on contemporary indigenous rhetorical practices from around the globe, with a focus on how these practices challenge colonialist discourses. | [TBD] | Campus Tues/Thurs 12:30–1:45pm |
| ENGL 9000-### (CRN #####) | PhD Exam or Dissertation Hours | [varies] | [Exam/Dissertation director's permission required for registration.] Doctoral students preparing for comprehensive exams or working on a dissertation will register for dissertation hours. Your advisor can guide you on the timeline for starting ENGL 9000 credits as you progress through your degree. Please review the registration instructions from administrative assistant Timothy Putnam or contact putnamt16@ecu.edu . | Depends on student's exam or dissertation topic. | Campus or Online |