



## Undergraduate and Graduate Courses

**Summer 2015**

### ENGLISH COURSES AND YOUR CAREER

Courses in English instill knowledge of language, literature, rhetoric, and writing and an awareness of diverse ideas, cultures, languages, and viewpoints. Our classes also foster the ability to think, read, and write critically and expressively; to analyze, interpret, and adapt complex ideas and texts; to solve problems creatively; and to research, manage, and synthesize information. Those with degrees in English go on to thrive in a wide range of fields, including education, law, medicine, business, finance, marketing, writing, community service and nonprofit work, journalism, editing, the arts, library and museum work. The English Department offers a variety of courses in composition, creative writing, linguistics, literature, rhetoric and technical communication. So whether you're looking for an introductory or a graduate course, a literature survey or seminar, or a class in language or writing, chances are we have a course suited for you.

### **First Summer Session May 18-June 24, 2015**

#### **Topics in English: Reading the Whedonverse**

**2090-080**

**Brockman**

**100% Online**

This online special topics course will consider issues of gender, sexuality, class, and race in the multimedia output of Joss Whedon. In other words, welcome to the Whedonverse! Since this is an online course, and all of our interaction will occur either via email, Moodle, or Skype, your success in the course will depend upon your ability to manage your time efficiently and work independently.

#### **Introduction to Technical Communication (W)**

**2116-001**

**Muesing**

**MTWRF**

**09:00AM-10:30AM**

**2116-002**

**Erturk**

**MTWRF**

**11:00AM-12:30PM**

This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course you should learn:

- The theoretical bases of technical communication
- The most common forms of technical documents
- How to plan, draft, and revise documents
- How to plan and make presentations
- How to work and write collaboratively
- How to integrate text and visual elements into technical documents

#### **Introduction to Creative Writing (W)**

**2126-001**

**Blair**

**MTWR**

**11:00AM-12:50PM**

This course aims to introduce you to the fundamentals of creative writing for poetry (for the first part of the semester) and fiction (for the second part of the semester). In addition to writing in these two genres, we'll explore the craft of creative writing: the use of images, voice, close reading, lines and forms in both poetry and fiction. We'll practice a range of inquiry methods both before and as you write your assignments, including exercises, discussions, brainstorming, and keeping a homework journal. Later on in the process we'll study how to add to, revise, edit, and proofread drafts of poems and stories. Critical reading of published poems and stories will be an important part of the class to help you see what other writers have done. We'll discuss written work of your own in class during the workshop process. You will have one poem and one beginning of a story work-shopped by the whole class in the course of the term. The course aims to foster an appreciation of creative writing and help you develop a mode of inquiry about what the craft of creative

writing is and how it works for you. The idea is to use, understand and enjoy poems and stories more effectively and creatively during this term and beyond.

### **American Literature Survey**

**2400-080**

**Socolovsky**

**100% Online**

This course surveys U.S. literature written from its beginning to contemporary times. By reading texts in a range of genres and from a variety of perspectives, we examine how different writers, communities and cultures define and articulate what it is to be "American" and what constitutes "American literature."

### **British Literature Survey I**

**2401-080**

**Munroe**

**100% Online**

This course presents a broad overview of this history of British Literature through 1750. While we will move chronologically through these texts, our broader focus will be on how literature from this period represents various kinds of environments: the city, the garden, wild landscapes, etc; and we will spend time thinking about how these representations intersect with gender and race as well. As we read, we will also discuss the historical context of their production and reception. What actual events/circumstances were contemporary to the representation of various environments at the time these texts were written that can help us understand the interrelationship between texts and everyday life?

### **African-American Writers Writing the Sixties**

**3050-080**

**Leak**

**100% Online**

This course will explore the development of the African American short story from the nineteenth century to the contemporary moment. As a genre, the short story has been under-examined in terms of African American literary and cultural studies, but it was the genre of choice for a number of African American writers, including Charles W. Chesnutt, who captured intriguing moments of African American life, in which blacks passed for whites, based on his experience in Fayetteville, NC. From Chesnutt to writers like Alice Walker, African American writers often used the short story and the genre we now call creative non-fiction to provide create vignettes for exploring the nuances of black identity. We will explore writers for whom the short story proved an essential tool in developing their literary craft and artistic sensibility. Students will view at least one online film based on a story by Zora Neale Hurston.

### **Topics in English: American Short Story**

**4050-080**

**Shealy**

**100% Online**

This on-line course will explore the American short story from its beginning in the early 19th century to the early 20th century. From its first appearances, the short story has flourished in America, perhaps more so than any other genre. Examining the short story over both the age of romanticism through the age of realism, we will analyze how the genre has developed. Among the writers we will read are Edgar Allan Poe, Nathaniel Hawthorne, Harriet Beecher Stowe, Kate Chopin, Charles W. Chesnutt, and Willa Cather. This course will be completely on-line with weekly writing assignments and forum discussions.

### **Shakespeare's Early Plays**

**4116/5116-001**

**Brockman**

**MTWR**

**01:00PM-2:50PM**

This course is dedicated to the earlier half of Shakespeare's career (roughly from 1590 to 1600). Although much of our focus will be on close reading and exploring Shakespeare's dynamic language, we will also explore the ways that the plays both represent and comment upon early modern views of gender, sexuality, political power, and social class. Our readings will introduce you to his use of several genres, but we will also discuss how these texts often problematize generic distinctions. While reading, we will always work to keep in mind that the plays are meant to be performed, and that a host of interpretive possibilities become possible through performance; from deciding on the placement and physical movements of actors, to set, costuming, and prop choices, to how lines are spoken and timed—all of these contribute to the way we understand a play. As such, we will have frequent cause to focus not only on the message and poetic texture of Shakespeare's lines but also on how those lines may be performed.

### **Information Design & Digital Publishing**

**4182/5182-090**

**Wickliff**

**MTW**

**05:30PM-08:00PM**

This is an evening course that meets in a computer classroom environment. The purpose of this course is to introduce you to the principles, vocabulary, and theories of computer-aided document design. You will be expected to use the computer to solve a variety of writing problems, including planning, drafting, editing, and publishing. All students will plan, design, and complete print and electronic documents that will be collected in an electronic portfolio. Students will

use software including word processing, page layout, and graphic design applications to complete assignments, but no specific previous experience is required. The goal is for students to come away with rhetorical frameworks and experience to make wise use of software for information design. This course satisfies a requirement for Technical/Professional Writing Minors, English Majors with a Concentration in Language and Digital Technology, and can help to satisfy the communication requirement for Software and Information Systems majors.

**Teaching English/Communication Skills Middle Secondary Learning**

**4254-080, 5254-583      Brannon      T      05:30PM-07:30PM**

This course will cover various approaches to the teaching of English, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). Pre-requisites: MDSK 6162. Online version of course requires candidates to have a webcam, microphone, and reliable Internet connection. This course will meet online once per week for 10 weeks during both summer sessions.

**Professional Internships**

**4410/5410-080      Morgan      100% Online**

Summer internships are available in not-for-profit, governmental, and corporate organizations. Internships usually require that students have strong writing and editing skills, as well as strong interpersonal and organizational skills. You may sign up for either three or six credit hours.

Enrollment by permit only. Contact Dr. Meg Morgan at [mpmorgan@uncc.edu](mailto:mpmorgan@uncc.edu) or (704) 687-0212 for updated internship sites.

**Independent Study**

**4852-001      Blair      TBA      TBA**

Independent study courses are available to undergraduate and graduate students under certain conditions. These courses must be arranged with individual instructors before registration and are intended to enable students to pursue studies in areas not provided by regularly scheduled courses. For further information, students should see their advisors. Requires prior arrangement before registration.

**Teaching English/Communication Skill to Middle and Secondary School Learners**

**5254-583      Brannon      T      05:30PM-07:30PM**

This course will cover various approaches to the teaching of English, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). Students in the course will be expected to post online assignments each week and will meet four times synchronously online during the semester. These online meetings require students to have a reliable internet connection, a microphone, and web camera. Pre-requisites: MDSK 6162: Planning for K-12 Instruction. **(3.00 credit hours)**

**Professional Internship**

**5410-080      Morgan      TBA      TBA**

Internships for 3 or 6 credit hours involve primarily writing and other communication tasks. Sites are available for undergraduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Dr. Meg Morgan at [mpmorgan@uncc.edu](mailto:mpmorgan@uncc.edu) or (704)687-0212. (Descriptions of current sites at <http://english.uncc.edu/info-for-students/internships.html>)

**Topics in English: American Realism: The Short Story**

**6070-080      Shealy      100% Online**

This on-line course will explore the short fiction of the age of realism. After the Civil War, the United States experienced significant changes: industrialism exploded, immigration rose, and west-ward expansion grew. These changes affected the lifestyles of everyday Americans, and the literature of the period illustrated those growing pains. Gone was the optimism of romanticism. In its place were the realistic experiences of everyday life. While the novel was still popular, the short story became increasingly more important, and almost every author attempted it. Among the writers we will read are Mark Twain, Henry James, Edith Wharton, Mary Wilkins Freeman, Stephen Crane, Charles W. Chestnutt, and Willa Cather. This course will be completely on-line with weekly writing assignments and forum discussions among other assignments.

**Directed Reading**

**6890-001      Lunsford      TBA      TBA**

Directed reading courses are available to graduate students under certain conditions. These courses may be arranged with individual instructors before registering for them, and they are intended to enable students to pursue studies in areas not provided by regularly scheduled courses. For further information students should see their advisor. Note: Only six hours of ENGL 6890 can be applied to the M.A. in English.

### **Directed Reading**

**6890-002**

**Brannon**

**TBA**

**TBA**

Directed reading courses are available to graduate students under certain conditions. These courses may be arranged with individual instructors before registering for them, and they are intended to enable students to pursue studies in areas not provided by regularly scheduled courses. For further information students should see their advisor. Note: Only six hours of ENGL 6890 can be applied to the M.A. in English.

## **Second Summer Session June 29-August 5, 2015**

### **Topics in English: How to be Bad: What Makes a Good Villain in Fiction?**

**2090-080**

**Morin**

**100% Online**

This online course will explore what makes a good villain, looking at how we understand, dislike, and relate to the bad guy in a story. Films, novels, and short stories will be analyzed to examine various famous villains including Iago, Hannibal Lector, and Satan. We will look at how the representations of the villain can change our feelings about a character, including sympathizing with them, or even leading us to cheer them on. Discussion via online forums will debate these relationships between the villain and the audience.

### **Film Criticism**

**2106-080**

**Jackson**

**100% Online**

The movies are one of the modern world's most popular forms of storytelling. They're so easy to enjoy that most of us take them for granted as simple entertainment. But in fact they're not so simple. In fact they're amazingly complicated. In this class we will learn to study and to write critically about the complex ways in which movies present their stories. The course will involve studying specific films, a writing portfolio, and a series of critical essays.

### **Introduction to Technical Communication (W)**

**2116-020**

**Toscano**

**MTWR**

**03:00PM-04:50PM**

This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course you should learn:

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### **Introduction to Technical Communication (W)**

**2116-021**

**Toscano**

**MTWRF**

**01:00PM-02:30PM**

English 2116 are designed for advanced-writing students in engineering, natural sciences, computer sciences, business, communication, and English studies. We will concentrate on writing in a variety of technical forms of discourse and engage critical thinking and writing by developing our writing processes and producing finished prose—both technical and expository. We will also emphasize discovering our writing processes, secondary research, and problem-solving; recognizing the rhetorical character of technical and professional discourse with its multiple purposes and audiences; evaluating and integrating a variety of written, visual, and oral elements of design; and developing field-specific vocabularies for talking about this discourse. Special to this class is that we will be in a computer lab, and our focus will

be on technology. Therefore, students will write for and in an electronic environment on topics related to technical and professional situations. All students are required to have an online presence—a web page devoted to the class.

### **Introduction to Fiction Writing (W)**

**2128-020**

**Hutchcraft**

**MTWR**

**11:00AM-12:50PM**

This workshop-centered course introduces you to the reading and writing of short fiction. Together, we will read and discuss a variety of short stories, flash fiction, and essays on craft, approaching this work from a writer's perspective. Often, our time in class will focus on generating new work through prompts, questions, and inspiring examples by published writers. In equal measure, you will also develop and workshop your own original short fiction, which you will radically revise as part of a final portfolio. Writing exercises, close-readings, discussions, active participation, and a willingness to try new methods of writing will be essential aspects of this course.

### **Topics in English: Family Narratives in African American Literature**

**3050-020**

**Lewis**

**TR**

**11:00AM-12:50PM**

This course will explore themes of family in African American literature from the 18th through 21st century, with particular points of focus to include motherhood, fatherhood, and representations of childhood and adolescence through writing by African American authors. Authors included are Olaudah Equiano, Frederick Douglass, Harriet Jacobs, Frank Webb, Langston Hughes, Lorraine Hansberry, Richard Wright and Toni Morrison. Assessments will include online forum responses, in class exam, and final essay.

### **Topics in English: Refugees in Literature and Film**

**3050-U02**

**Minslow**

**100% Online**

This course will approach film and literature from a variety of theoretical perspectives to explore how refugees and displaced people are constructed and portrayed. Students will analyze films, fiction and non-fiction texts, art (including photography), and government documents to examine how the experiences of refugees from across the globe are represented and the influence representation has on policy, advocacy, and popular attitudes towards displaced people. Topics will include reasons for displacement, the experiences of displaced people, and the effects of displacement on one's identity and sense of belonging.

### **Literature for Adolescents**

**3104-020**

**Minslow**

**WF**

**11:00AM-12:50PM**

Students will critically study literature intended for adolescent and pre-adolescent readers, as well as texts that deal with coming-of-age themes, such as becoming an adult, peer pressure, and sexuality. Students will examine the potential texts have to influence readers' identities.

### **Topics in English: Digital Literacies**

**4050/5050-080**

**Avila**

**100% Online**

This course provides an overview of the intersections between new digital literacies and school-based literacies. We will also examine how recent innovations in technology have affected our definitions of literacy and critically reflect upon both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create, as well as evaluate, projects that incorporate the digital tools we will work with throughout the semester.

### **Ancient World Literature**

**4111-020**

**Gardner**

**MTWR**

**01:00PM-02:50PM**

"World Literature" is a staple of American high school and college teaching, yet often newly-graduated teachers feel that they are unprepared to teach this admittedly vast subject. This course will have content-oriented and pedagogical dimensions; we will explore key works of literature and criticism in the field, as well as include resources available for teachers. Among the issues we will discuss will be whether there are "universal" values, traditions, symbols and story variants that we find across cultures; how the definition of "world" is changing from "ancient and medieval Western literature" to a more global-historical perspective; whether societies without writing can be considered to have literature; how to read "oral literature"; the history of writing; how suitable modern forms of literary criticism are when applied to ancient works.

### **Independent Study**

**4852-020**

**Miller**

**TBA**

**TBA**

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**Topics in English: Digital Literacies**

**5050-080**

**Avila**

**TBA**

**TBA**

This course provides an overview of the intersections between new digital literacies and school-based literacies. We will also examine how recent innovations in technology have affected our definitions of literacy and critically reflect upon both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create, as well as evaluate, projects that incorporate the digital tools we will work with throughout the semester.

**Topics in Rhetoric**

**6062-080**

**Brannon**

**MTWRF**

**08:00AM-03:00PM**

Invitational Writing Project brings teachers together across grade levels to explore the teaching of writing and to develop teaches as writers, inquirers, and professional educators. Applications for this course are made to the UNC Charlotte Writing Project the February preceding the summer institute.

**Topics in English: Children's Literature Award Winners**

**6070-021**

**West**

**MTWRF**

**09:00AM-12:30PM 2-Week Course**

Children's Literature Winners (ENGL 6070) is a special two-week, graduate institute for teachers and others interested in contemporary, award-winning children's literature. This institute will focus on the recent winners of the Newbery Medal, the Caldecott Medal, the Coretta Scott King Books Awards, and the Printz Award. Participants will also learn about the history and significance of these awards. The institute will meet Monday through Friday from 9:00am until 12:30pm. The first day of the institute will be **June 29, 2015** and the last will be **July 13, 2015**. For more information please visit <http://www/summer.uncc.edu/summer%20school/profeducators.htm>

**Topics in English: Children's Literature and Childhood Trauma**

**6070-080, 081**

**Avila**

**100% Online**

In this special topics course, we will examine and analyze how authors portray and deal with various sorts of trauma in children's literature. Since this is a course aimed at current and future elementary and middle grades educators, we will focus on texts for audiences in that age range. We will also consider how we can teach comprehension of these texts in constructive, engaging and sensitive ways. Rather than being a broad survey course that covers a wide historical and geographical span, we will focus primarily on relatively recent publications set in the United States that reflect diversity in race, ethnicity, gender, and economic class. We will also explore how texts in this genre can help us meet content standards.

**Introduction to Linguistics**

**6161-090**

**Miller**

**MT**

**05:00PM-07:00PM**

This course gives you language to talk about language. It explains the structural and functional processes of English, including its inventory and combination of sounds, how words are formed and change, how these words combine to form phrases and sentences, and how we use all of these units of language in written and spoken discourse. Another important focus is language development, both at the individual level in considering how babies learn their first language(s) as well as on a broader scale in considering how language evolves and changes over time. The course is geared towards enabling students to ask critical questions about the English language. This is a hybrid course. We will meet in person two evenings a week and you will complete assignments and participate in discussions on Moodle on the other two evenings.

**Directed Reading**

**6890-020**

**Munroe**

**TBA**

**TBA**

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