



Department of English

Undergraduate and Graduate Courses

= Fall 2016 =

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. In this current “Information Age,” our classes also foster a flexible set of skills that employers value: 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, and in many other fields. One of our recent alums has recently accepted a position at Groupon in Chicago to serve as a “taxonomist.” The English Department offers a variety of courses in creative writing, technical communication, linguistics, literature, rhetoric and writing. So whether you’re looking for an introductory or a graduate course, a class in language or in writing, a broad survey of literature or a seminar on a specialized topic, chances are we have a course suited for you. (Some of you may even be interested in a recent article --about the [“return on a Humanities investment”](#) in *Forbes*.)

**You can NOW earn an HONORS degree in English!
Ask your Advisor.**

Fall Semester

Topics in English-Intro to Linguistic Anthropology

2090-002

Berman

MW

11:00AM-12:15PM

Linguistic anthropology is the study of the relationship between language and culture. This course examines how linguistic practices differ around the world, how language effects and transforms thought, the relationship between language and gender, race, class, and age, how linguistic practices socialize people into cultural habits and norms, and the relationship between language and power.

Topics in English: The Vampire Novel

2090-003

Morin

WF

11:00AM-12:15PM

In this class, students will read and analyze vampire novels from the early 1800s on, including *Dracula*, *Interview with the Vampire*, and *30 Days of Night*. Students will examine how social influences affect how the vampire legend changes by reading a variety of novels, novellas, and graphic novels. Stories and characters will be analyzed to explore how authors use the vampire myth to help foster human understanding of complex ideas, including gender, relationships, a changing world, the nature of humanity, and the meaning of it all.

Writing about Literature (W)

2100-001

Peterson

WF

12:30PM-01:45PM

2100-002

Weber

TR

12:30PM-01:45PM

2100-090

Weber

W

05:30PM-08:15PM

A requirement for English majors, this course offers an extensive introduction to the analysis of poetry, fiction and drama. It will provide an introduction to literary devices, close reading, and other foundational elements of literary analysis that will prepare you for more advanced literature courses. English 2100 is also a Writing Intensive Course. This means that it meets Goal 1 of Communication: (1) Effectively send and receive English written and oral messages in different situations for a variety of audiences, purposes and subjects and (2) Communicate effectively in a symbolic system of language having written, oral and visual components.

Film Criticism

2106-001

Jackson

TBA TBA

In this class we'll begin to learn how to interpret the world's most important form of technologized storytelling: movies. We'll use writing as the means to produce our interpretations. Because movies are so thoroughly technological, we'll begin by learning a batch of technical terms based on the ways that cameras, film, lighting, and audio-recording all work in the creation of cinematic story. Then we'll study a batch of movies in detail, with the main goal to enable you to write interpretive essays about film. Because this class will online, we will use a text that will be indispensable for your success Text: *Film Studies: An Introduction*, Ed Sikov.

Children's Literature, Media and Culture

2109-001

Basu

MW 12:30PM-01:45PM

The past few years have seen comic books travel triumphantly from panel to screen, as costumed heroes and villains easily conquer at the box office. In this course, we'll examine this new golden age of superheroes at the movies, exploring issues of film theory, narrative, storytelling, folklore, myth making, marketing, fandom, and visual culture. As we watch and think about these immensely popular films, we'll consider how these varying cinematic adaptations and interpretations reflect important changes in American society, culture, and politics.

Introduction to Technical Communication (W)

2116-001

Gordon

WF 08:00AM-09:15AM

2116-002

Osborn

WF 12:30PM-01:45PM

2116-003

Gordon

WF 09:30AM-10:45AM

2116-004

Muesing

TR 08:00AM-09:15AM

2116-005

Gordon

WF 02:00PM-03:15PM

2116-006

Osborn

WF 11:00AM-12:15PM

2116-007

Douglas

MW 08:00AM-09:15AM

2116-008

Douglas

MW 09:30AM-10:45AM

2116-009

Muesing

TR 09:30AM-10:45AM

2116-010

Intawiwat

WF 11:00AM-12:15PM

2116-011

Gordon

WF 12:30PM-01:45PM

2116-090

Rhodes

M 05:30PM-08:15PM

2116-091

Osborn

W 05:30PM-08:15PM

Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors see your department for permits. Used seats will be released 4/10/2015 for other majors and minors. 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 document
- 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

Davis, C

TR 02:00PM-03:15PM

Introduction to Creative Writing, including both poetry and fiction writing, assumes little or no previous creative writing experience. Students will learn the techniques of fiction and poetry, through discussing published poetry and fiction, and through engaging in writing that comes from prompts and exercises. Students will share and critique their writing in small groups as well as with the class in a more formal writing workshop setting. Students are expected to write and revise at least three original poems, and develop a short story idea, by the semester's end.

Introduction to Creative Writing

2126-02

Muir

WF 02:00PM-03:15PM

This course is designed to introduce you to the reading and writing of poetry. Throughout the semester, we will read and discuss anthologized poems and essays on craft, approaching this work from a poet's perspective. Regularly, we will explore different approaches to writing through prompts and in-class exercises. This exploration, along with our close examination of the readings, will help us develop our own poems and thoughts about poetry as a dynamic and nuanced art form. Together, we will build a vocabulary with which we can ask meaningful questions about our drafts. Individually, you will focus on creating and revising original work, which you will showcase in two portfolios.

Introduction to Poetry (W)

2127-001

Hutchcraft

WF 11:00AM-12:15PM

This course is designed to introduce you to the reading and writing of poetry. Throughout the semester, we will read and discuss anthologized poems and essays on craft, approaching this work from a poet's perspective. Regularly, we will explore different approaches to writing through prompts and in-class exercises. This exploration, along with our close examination of the readings, will help us develop our own poems and thoughts about poetry as a dynamic and nuanced art form. Together, we will build a vocabulary with which we can ask meaningful questions about our drafts. Individually, you will focus on creating and revising original work, which you will showcase in two portfolios.

Introduction to Fiction Writing

2128-001

Chancellor

MW 03:30PM-04:45PM

In this introductory course, we will explore the craft of short fiction, from its initial shadowy impulses to its shapelier, more polished outcomes. We will study and analyze fictional techniques, including characterization, setting, description, point of view, plot, and narrative structure, and read several short stories that exemplify these elements. Along the way, writers will complete and exchange multiple informal exercises to practice techniques and cultivate ideas. At the heart of the course is the studio workshop, in which writers will present an original, developed short story to the class and offer one another formal verbal and written critique. Further, writers will revise their story and reflect on their writing in a portfolio. The course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance), stories that strive for real tension from real characters, whether they live in this world or an alternate one.

Introduction to Fiction Writing

2128-090

Martinac

TR 11:00AM-12:15PM

This course introduces beginning fiction writers to the craft of fiction writing, with an emphasis on the literary short story. You will learn to write and revise a long short story and several shorter pieces, using essential elements of craft. In regular in-class peer workshops, you will critique the work of other student writers constructively -- and in the process, improve your ability to judge your own work. By the end of the semester, you and your peers will have formed a community of writers who learn from each other and support each other's work.

Grammar for Writing

2161-001

Lunsford

MW 02:00PM-03:15PM

Three overriding goals will inform our work in this course. 1) We will strive to understand the difference between the types of grammar used to edit a formal paper, suit the style of a paper to its intended audience and purpose, and speak and understand one's native language; 2) we will, to the degree possible, master the terminology involved in understanding the first two types of grammar mentioned above; 3) we will, through in-class workshops and extended editing projects, learn to implement these first two types of grammar in producing formal papers that meet the editing standards set for formal writing.

Introduction to African American Literature (D)

2301-001

Lewis

TR 09:30AM-10:45AM

This course will lead students through a survey of African American Literature of the 18th through 20th centuries from the lens of the 21st century. We will discuss these texts individually, as they relate to each other, and as a body of work with thematic and rhetorical significance. Assessments include exams and short papers.

British Literature Survey I

2401-090

Blaylock

M 05:30PM-08:15PM

This class explores the evolution of British literature from the Middle Ages through the early 18th-century. Throughout the course, we will engage a variety of genres while examining the relationship between history, culture, and literary form. In addition to the historical context of our study, we will examine a number of works through modern critical lenses, seeking to understand both the social and political contexts engendering the work and informing its interpretation. Requirements include engaged class discussion, formal and informal writing, reading quizzes, and a final examination.

British Literature Survey II

2402-001

Moss

TR 11:00AM-12:15PM

Survey of English Literature II: A critical study of major texts of English Literature representing the Romantic Period, the Victorian Period, and the Twentieth Century. Texts will be examined in the context of British culture. The course will focus upon such topics as slavery, class conflict, gender, imperialism, evolution and science and how literary texts express these realities. Readings include texts by such writers as Equiano, Blake, Wordsworth, Wollstonecraft, Coleridge, Woolf, Rushdie, among others.

Topics in English: Bad Food in Literature and Culture

3050-001**Shishko****MW 09:30AM-10:45AM**

In this course we will explore the ugly, dangerous, and forbidden foods that fill the pages of literature, both past and present: Dracula's bloody feasts, *Goblin Market's* poisonous fruit, *Dorian Gray's* opium, Willy Wonka's chocolate river, *Chocolat's* mystical sweets, Miss Havisham's rotting wedding cake. We will examine the ways in which literature ties such decadent and often materially "bad" foodstuffs to particular kinds of deformed bodies and forbidden appetites—the physical appetite for blood, drugs, and sex, but also to appetites of the mind and of the soul. In analyzing the way these appetites of body and mind overlap and reinforce each other, we will explore a body of literature struggling with the freedoms, potential, and terrifying consequences of modern progress, particularly in medicine, technology, art, and media.

Topics in English: The Cinema of Stanley Kubrick**3050-091****Shapiro****R 06:30PM-09:15PM**

This course will examine the career of Stanley Kubrick, an American film director who enhanced the medium with provocative, uncompromising films. We will cover most of Kubrick's career, beginning with his crime films of the 1950s and concluding with the posthumously released EYES WIDE SHUT. By analyzing such landmark films as 2001: A SPACE ODYSSEY, DR. STRANGELOVE, and FULL METAL JACKET, we will seek to understand the cultural significance and historical context of Kubrick's art. Assignments for the class include a textbook, two cumulative exams, and two research essays.

Topics in English: War and Genocide in Children's Literature**3050-092****Minslow****M 05:30PM-08:15PM**

In this course, students will read a variety of books intended for child and young adult audiences that represent conflict, war, and genocide. The course will consider the ways authors represent the atrocities associated with war and genocide to a young audience and how these books are used to inculcate children into a society's dominant ideologies. Borrowing from theories from a number of academic disciplines, the course will also address how these texts help child readers construct concepts of themselves as global citizens and form attitudes about war, racism, ethics, and globalization. The differences between war and genocide, the uniqueness of the Holocaust, and the function of literature as a tool for promoting social change will also be explored. {Geo-Political}

Topics in English: Romance and Sexuality in Young Adult Literature**3050-093****Minslow****W 05:30PM-08:15PM**

In this course students will read a variety of texts intended for young adults to examine the potential influence of these texts on young people's understandings of and attitudes towards romantic relationships. Topics addressed will include bodily changes and body image, healthy and unhealthy sexual behaviors, the decline of marriage, reproductive rights, and rape culture. Some of the texts that will be studied may include *Speak*, *Written in the Stars*, *Perks of Being a Wallflower*, and *Forever*.

Topics in English: American Indian's in Children's Literature**3051-001****Baldwin****MW 02:00PM-03:15PM**

Masterpieces of Russian Literature in Translation. Course is taught in English. Writing Intensive. Survey of 19th-21st century Russian short stories and poetry, including Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn as well as contemporary writers. Among discussion topics such as "insanity" in Russian literature, Tolstoy's views on education, art, life and death, Dostoevsky's psychology of crime and punishment, and problems of Soviet and modern Russia.

Topics in English: American Indian's in Children's Literature**3051-009****Gardner****TBA TBA**

Probably the history and literature of no other ethnicity in the contemporary US have been so "over-written" by the mainstream culture. White writers have predominantly controlled how Am. Indian children are represented. Focusing on YA novels and biographical reflections on the YA experience by Am. Indian writers, we will explore their differences from the stereotypes that had (and, to some extent, still do) prevailed. We will also explore the forced confinement of Am. Indian children in federally and church-run boarding schools during the 19th and 20th centuries, which aimed to strip them of their culture: an "education for extinction," as one scholar has described it. Note: This course meets the writing intensive general education goal.

Approaches to Literature (W)**3100-001****Morton****MW 11:00AM-12:15PM**

Approaches to Literature, is an introduction to the theory and practice of literary criticism. We will study various critical approaches and practice applying them by examining literary and cultural texts. English 3100 is a writing intensive course, so we will spend time applying and writing about these critical approaches as well as reflecting on our application of them. As a student of English literature and culture, you will be expected to write critically and analytically about many different texts, and this course will help you develop the knowledge, vocabulary, and writing skills to do so effectively. Perhaps more importantly, however, direct engagement with literary theory and criticism

will make you a more dynamic thinker and engaging with these concepts will make you smarter, even if you do not master all of them.

Approaches to Literature (W)

3100-002

Dolmatova

WF

02:00PM-03:15PM

This course is designed to introduce and apply major critical approaches to literature through the close reading of texts. By exploring different critical approaches and applying them to various texts, we will learn how to analyze literature using different literary perspectives. This course is also writing intensive. We will use approaches to literary theory to write critical and analytical arguments about the texts discussed during this course. Our reading, discussion, and analysis of texts will help you develop your skills as a critical reader, writer, and thinker with the hopes that you can apply these approaches to all kinds of texts, in and beyond the classroom. Since this is an introduction to literary criticism, you will not be expected to have a complete proficiency of every literary theory. However, you will be expected to apply critical approaches to texts through well-developed, written essays that demonstrate both your ability to close read and your understanding of the critical approaches.

Literature for Young Children

3102-001

Bright

MW

02:00PM-03:15PM

In this course, we will study various children's literature texts including picture books, primers, and easy readers. In addition to studying and analyzing the stories and text, students will examine visual aspects of literature for young readers including the use of color and shape in illustration.

Children's Literature

3103-001

West

TR

11:00AM-12:15PM

Students in this course will read several classics in children's literature as well as a number of contemporary children's books. Among the topics that will be covered during class lectures is the history of children's literature. This course will be taught in lecture format and is not restricted to English and Education majors.

Children's Literature

3103-090

Basu

M

05:30PM-08:15PM

This course will evaluate children's literature through a series of sophisticated theoretical and literary lenses. We will pair works that are often considered part of the "canon" together with a variety of culturally and chronologically diverse texts, in order to create conversations across space and time and examine how authors, separated by race, gender, period, and background, deal with similar themes. Questions considered will include: how do these texts construct the child? How do children's books create our cultural milieu? What makes a book a "children's book"? How can we read these books critically, and does a critical reading do violence to the pleasure of childhood?

Literature for Adolescents (L)

3104-001

Moss

TR

02:00PM-03:15PM

An intensive study of texts suitable for middle and high-school students. Activities will focus upon close reading and analysis of texts, considerations of the needs and responses of young adult readers, young adult literature in the context of various types of diversity, and controversial issues in the reading of young adults. Texts for the course include such selections as *The Hunger Games*, *Briar Rose*, *Bronx Masquerade*, *The House on Mango Street*, and *Tangerine*, among others.

Introduction to Contemporary American English

3132-001

Roeder

TR

12:30PM-01:45PM

This is an introductory survey course that covers basic concepts in the field of linguistics, focusing on the inner workings of modern American English. Topics include examination of the sound inventory and sound patterns of the language, the structure of words and phrases, word creation and word meaning, language use in social context, language acquisition, dialect variation and change within the United States, and how English has changed over the centuries and continues to change. No prerequisite.

Language and the Virtual World

3162-001

Blitvich

TR

02:00PM-03:15PM

This is a linguistics course that uses examples from the virtual world and digitally mediated communication (DMC) to illustrate linguistic concepts and research methodologies. Topics include pop culture attitudes about changing linguistic norms, structural manipulation of digitally-mediated text to fit diverse purposes, use of the web as a language corpus for social science inquiries, and norms of politeness in digitally-mediated communication. Students will have the opportunity to explore language practices through observation and analysis as well as through reading and discussion.

Language and Digital Technology**3180-001****Osborn****WF****02:00PM-03:15PM**

This course will investigate a series of possible “relationships with information” and signifying practices perceptible in digital-cultural productions. These include epistemic, existential, aesthetic (visual and otherwise), material, embodied, interfacial, raced, gendered, classed, and post-human ways of interacting with technology. Insofar as software, hardware, data structures, code, media “content,” and more have birthed new modes of meaning making, we take it that “languages” are being invented and adopted with each passing day. These languages include graphic, sonic, quantitative, plat formed, and other nonalphabetic vocabularies, grammars, and styles. We will therefore try to understand information itself as meaningful—sometimes irrespective of its supposed content. Rather than understand digital information as simply informative, inherently empowering, self-evident, and transparent, we will acknowledge how information is rhetorically invented, maintained, blocked, and overhauled by means of digital technologies. The course will cover select but enduring historical “relations” with technology and information prior to digitality, spend most of its time in the present, and speculate about possible futurisms. Included are celebrations, critiques, and (re)imaginings of digital technologies and their associated “languages.”

Intermediate Poetry Writing**3201-001****Hutchcraft****WF****02:00PM-03:15PM**

In this intermediate poetry-writing workshop, we will further develop our skills as readers and writers of contemporary poetry. Throughout the semester, we will read and discuss a variety of published poems and essays on craft, approaching this work from a poet’s perspective. In equal measure, you will also develop and write your own original poems, which you will radically revise as part of a final portfolio. Writing exercises, close-readings, discussion, class participation, and a readiness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course.

Intermediate Fiction Writing**3202-001****Gwyn****MW****02:00PM-03:15PM**

Prerequisite: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201, or ENGL 2202, or permission of instructor. Workshop combines the reading and discussion of published fiction with the writing of original creative works.

Medieval Literature**3211-001****Thiede****TR****03:30PM-04:45PM**

This course offers an opportunity to study of some of the enduring and endearing gems of Anglo-Saxon through 15th-century British literature. The course will put the selected works into context—with the philosophy of the time, with connections across the Channel, and with sociopolitical realities at home. Some of the works will be studied in the original, others in modern English renditions.

Romantic British Literature**3214-001****Rowney****TR****02:00PM-03:15PM**

Though we tend to think of globalization as a relatively recent phenomenon, its roots can be found some two hundred years ago, in what is often referred to as the Romantic period. This course will consider British Romanticism in terms of the growing global network of interconnections and exchanges in which it was formed. Canonical authors, such as William Wordsworth and Samuel Taylor Coleridge will be studied alongside American Romanticists and the thought and expression of peoples marginalized, colonized, and enslaved during the period. This broad investigation will provide us with a bird’s eye view of the interconnected world writers of the period inherited and responded to, and a better sense of what it means to be a part of a globalized world today.

Modern British Literature**3217-001****Meneses****MW****11:00AM-12:15PM**

In this course, we will read a number of texts produced by British authors throughout the entire 20th and the first decade of the 21st centuries. We will combine the study of general historical movements such as modernism, postmodernism, and contemporary literature with the examination of particular aspects related to imperialism and post-colonialism, gender multiculturalism, Britishness, globalization, violence, and the environment as reflected in these works. Simultaneously, as literature commentators we will seek to develop a critical voice with which we can identify and discuss their aesthetic qualities. Active participation in class discussions as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.

American Literature of the Romantic Period**3233-001****Shealy****W****05:30PM-08:15PM**

“Things are in the saddle and ride mankind,” wrote Ralph Waldo Emerson. The first half of the 19th century, often hailed as the age of reform, saw the United States grapple with some of this most dramatic and important challenges—slavery, industrialism. Out of the social and political upheaval of the era emerged some of the most important literary figures of American letters. This course will examine the development of American literature from

1820 to 1865. Among the authors we shall read are Ralph Waldo Emerson, Henry David Thoreau, Harriet Beecher Stowe, Harriet Jacobs, Frederick Douglass, Nathaniel Hawthorne, and Herman Melville.

Modern and Recent U.S. Multiethnic Literature

3237-001

Socolovsky

TR

09:30AM-10:45AM

In this course, we will be reading a variety of representative multiethnic literary texts from African-American, Native American, Latino/a, Arab-American, Jewish-American, and Asian/South-Asian authors. We will explore 20th and 21st century short stories and novels in a historical context, in order to examine the ways that writers have dealt with various issues that are important to immigrant and ethnic American writers. Among topics to be discussed are: arrival in America, impact of the American dream, legacies of the past, issues of race, ethnicity and immigration, matters of language and body, borders and borderlands, questions of home-building, and the translation of foreign/othered cultures into 21st century U.S. culture.

Independent Study

3852-002

Morin

TBA

TBA

Independent study courses are available to undergraduate students under certain conditions. These courses must be arranged with individual instructors before registering for them 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.

Topics in English: The Promised Land: U.S. Multicultural Women's Literature

4050-001

Socolovsky

TR

11:00AM-12:15PM

This course examines selected works of the 20th and 21st century that negotiate questions of land and place in the U.S. We will look at the literary representation of limits in U.S. landscape and culture, and consider how various immigrant writers engage with the powerful myth of the U.S. as a limitless space, without boundaries, and with endless possibilities. The course explores the concepts of ethnic identity, borderlands, and transgression, and examines the different narratives of promise offered by different areas of the U.S. (e.g. New York, California). We will read from a selection of African-American, Jewish-American, Asian-American, Cuban-American, Puerto Rican, Indian-American and Arab-American texts.

Topics in English: Writing Young Adult Fiction

4050/5050-090

Gargano

T

05:30PM-08:15PM

This class combines intensive reading and writing of "young adult" and "young" (twenty-something) fantasy fiction. Students will have the opportunity to plot a fantasy novel, create complex characters, develop a voice, and learn how to orchestrate conflict and resolution. In addition, we will explore such topics as world-building, avoiding fantasy clichés, and the resonances between fantasy and contemporary culture. Over the course of the term, students will move from brief introductory exercises to more extended writing. By the end of the class, they will plot a novel and generate one or two opening chapters. Our readings will include a range of contemporary fantasy fiction.

Modern World Literature

4112-001

Meneses

MW

02:00PM-03:15PM

This course provides a general overview of world literature from the early modern period to the present. While reading a range of representative texts from the major movements of the last three centuries, we will adopt a dynamic approach to explore the development of several recurrent themes. The course will center on aspects such as the birth of modernity, the presence of nature and the city in the construction of modern nations, the increasingly important role of women in public and political life, the rise and fall of the Empire, war, and globalization. Simultaneously, we will consider the significance of the three most prominent literary genres (poetry, drama, and the novel) and the aesthetic and historical motivations behind them, paying special attention to the stylistic particularities of the texts. Finally, we will connect and contrast the texts across centuries and movements. Thus, as 21st century, American readers, our ultimate objective will be to assess the ways in which those texts speak to our particular national and global context. Active participation in class discussions as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.

Shakespeare Early Plays

4116-001

Melnikoff

MW

12:30PM-01:45PM

Early Shakespeare will explore the plays and poems written by Shakespeare before 1600. During the course of the semester, we will pay close attention to the ways in which these plays manifest Elizabethan anxieties about culture, religion, gender, and sexuality. Performance will also be a pervasive element. We will consider Shakespeare's use and understanding of theatrical performance as a professional dramatist, and we will use performance to heighten our engagement with the plays. A significant part of our time will be spent perusing recent film adaptations of Shakespeare's early drama. We will look at what directors like Branagh, Zeffirelli and Luhrmann have had to say about Touchstone, Puck, Romeo, and Richard III. Plays read during the course of the semester will include *A*

Midsummer Night's Dream, *Richard III*, and *Romeo and Juliet*. Scene work, an explication, a play review, essays and an exam will be assigned with the design of encouraging close engagement with Shakespeare's rich poetry.

American Literature of Realist/Naturalist

4141-001

Shealy

W

02:00PM-04:45PM

After the Civil War, the United States experienced significant changes: industrialism exploded, immigration rose, and westward 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. The last half of the nineteenth century saw the emergence of two major movements in American literature: realism and naturalism. Among the writers we will read are Mark Twain, Kate Chopin, Edith Wharton, Mary Wilkins Freeman, Stephen Crane, Charles W. Chestnutt, and Willa Cather.

Origins of Language

4160-090

Lunsford

W

05:30PM-08:15PM

English 4160 Origins of language will briefly explore current research into the origins of human language. Our study will not be limited to linguistics; rather, we will add to linguistics, work done in such fields as archaeology, psychology, and anthropology. One of our two primary texts for the course will explore theories of when and how early species of humans first used language; the other text will focus on changes in human language reflected in written language in an attempt to understand better how human language works. In our primary writing assignment for the course, you will be encouraged to identify and explore a question that relates to some aspect of human language origins.

Information Design and Digital Publishing

4182/5182-090

Toscano

T

06:30PM-09:15PM

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 evaluated in a course portfolio. The course meets in a computer classroom with various Adobe and Microsoft software applications students will use for assignments. This course, however, is not a course on InDesign, Photoshop, and Dreamweaver. Not only is it inappropriate to consider giving students credit for a 4000/5000-level course based on software instruction, a once-a-week 3-hour class is an ineffective situation for software instruction. Any software/technology skills students come away with are secondary to the goal of exploring the theoretical, cultural, and rhetorical frameworks implicit and explicit concerning information design.

Teaching of Multi-Ethnic Literature

4201/5050-001

Avila

TR

12:30PM-01:45PM

We will explore ideas of multiculturalism and its controversies, how one selects the literature she will teach, and how one addresses that literature without minimizing or trivializing cultural differences. Our focus will be on issues of pedagogy and examining debates in the field on what should be taught, how, and why with the aim of facilitating middle and secondary student readers in reading and responding to multicultural literature.

Writing Poetry

4202/5202-001

Davis, C

R

05:30PM-08:15PM

In this advanced poetry-writing workshop, we will explore the myriad ways to make a poem come alive on the page, as a voice, and in the mind. Throughout the semester, we will read and discuss a variety of poems and essays on craft, considering how other poets have sparked (and worried) their poems into being, and how we might do so, too. Each week will be devoted to our exploration of the readings as well as discussion of our own works-in-progress. In equal measure, you will write and revise your own original poems, which you will showcase in a final portfolio. Writing exercises, close-readings, discussion, class participation, and a readiness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course.

Writing Fiction: Establishing Setting

4203-001

Chancellor

MW

12:30PM-01:45PM

Prerequisite: ENGL 2126 or 2128, graduate student status, or permission of instructor. In this advanced workshop, writers will refine their aesthetics and deepen their understanding of fiction's possibilities. This course takes a special interest in the technique of setting, exploring ways to establish place, time, history, and the rules that govern a story's fictional world. Students will be required to close-read and respond to essays, stories, and chapters; lead discussion and write a craft essay on select works; develop and submit original fiction for workshop; read and critique classmates' fiction; and create a final portfolio with revisions and an apologia. The course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance). This class assumes that students enter having had a number of creative writing courses and that they are familiar with the techniques of fiction writing and the rhetoric of the fiction workshop.

Teaching English/Communication Skills to Middle and Secondary School Learners

4254/5254-090

Avila

R

05:00PM-07:45PM

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.

Teaching English/Communication Skill to Middle and Secondary School Learners

4254/5254/5254T-091

Coffey

W

05:00PM-07:45PM

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). Course requires a clinical experience of 15 (for undergraduate students)-30 (for graduate students) hours. (Course is 3 credit hours.)

Identity, Social Interaction, and Community in Digital Spaces

4267-001

Miller

MW

12:30PM-01:45PM

4267-090

Miller

M

05:30PM-08:15PM

This course will explore how humans make cyberspace into social space through exploring the language practices that emerge in online communities. It will consider how technology use shapes and is shaped in social interaction with particular focus on how identities, relationships, practices and communities develop through digitally-mediated language use. Directed to advanced undergraduate students, this course requires students to read and analyze advanced scholarly texts. These texts provide direction in how to undertake an online ethnography and provide researched case studies of how language is used in creating online communities and identities. Drawing on these readings, students will conduct their own online ethnographic research that will culminate in a written project and class presentation.

Visual Rhetoric

4274/5050-091

Wickliff

W

05:30PM-08:15PM

The purpose of this course is to explore the theory and practice of crafting rhetorical arguments that depend upon visual exhibits. These include photographs, line drawings, graphs, tables, icons, digital images, as they are integrated into texts, both printed and electronic. We will read widely into the history and theory of visuals as rhetorical and at times, poetical, constructions, considering texts as made objects that reflect individual and cultural biases. We will, as a class, design and construct a large website focused reflexively upon the issue of "visual rhetoric."

Theory and Practice of Tutoring Writing

4400/5400--001

Vorhies

R

02:00PM-04:45PM

Through supervised tutorial experience and class seminars, this course introduces students to foundational writing center and composition theory. Coursework explores the history and context of writing centers; the social, collaborative nature of writing; current tensions in writing center and composition pedagogy; and alternate models of one-on-one writing instruction. In addition to completing coursework, students will tutor in the Writing Resources Center for three hours per week.

Professional Internship

4410/5410-001, 002

Morgan

WF

12:30PM-01:45PM

The Professional Internship Program in the Department of English offers students the opportunity to bring their backgrounds in writing, editing, document design, close reading, and critical thinking to a professional setting. Students may intern at business sites but also at not-for-profit organizations where they can give back to the community and focus on the humanities as defined by today's culture. Students must contact Dr. Meg Morgan (mpmorgan@uncc.edu) for more information.

Topics in English: Honors Seminar: Monarchal Shakespeare

4750-090

Melnikoff

W

05:30PM-08:15PM

Monarchal Shakespeare will explore a selection of Shakespeare's plays in the rich courtly contexts within which they were produced, that of Elizabeth I (1558-1603) and James I (1603-1625). During the course of the semester, we will not only delve deeply into the personal lives and political careers of Shakespeare's only royal patrons, but we will also discuss the impact of each monarch's reign upon the aesthetic and ideological valences of Shakespeare's dramatic art. Plays read over the term will include *Richard II*, *A Midsummer Night's Dream*, *Macbeth*, *Measure for Measure*, and *Henry VIII*.

Topics in English: Honors Seminar: Video Games and Culture**4750-091****Toscano****R****05:30PM-08:15PM**

Video games, like all entertainment, fulfill a demand for fun, leisure, and escape. These entertaining texts reflect Americans' collective interests and prevailing ideologies. By reading the recurring themes these virtual environments recreate, we learn what society values. Students will delve deeply into video games using several theories of interpretation to understand the significance of video games. Through readings, discussions, and assignments, including a multimodal assignment, we will address the history and controversies surrounding video games. This class is intended for those with no experience playing video games to those with lots of experience.

English Honors Thesis**4752-001****Vetter****TBA****TBA****4752-002****Socolovsky****TBA****TBA****4752-003****Lewis****TBA****TBA****4752-004****West****TBA****TBA****4752-005****Meneses****TBA****TBA****4752-006****Melnikoff****TBA****TBA**

Honors proposal and capstone project completed as part of either ENGL 4750 or an ENGL 4000-5000 level course.

Independent Study**4852-C01****TBA****TBA****TBA****4852-C02****Thiede****TBA****TBA****4852-C03****TBA****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.

Topics in English:**6070-090****Gwyn****M****05:30PM-08:15PM**

ENGL 6070 is a graduate fiction workshop devoted to novel writing. Students will undertake a novel project of their own, and produce three novel chapters over the course of the semester for workshop critique. We will read/study several literary novels and discuss technique, process, revision, and the market/publishing industry. [NOTE: Students of ENGL 6070 are required to write literary fiction for this course; the workshop will not cover/critique genre or YA fiction].

Topics in English—Theoretical Approaches to Sexuality**6070-091****Brintnall****T****06:30PM-09:15PM**

"An interdisciplinary exploration of the core theories and concepts in sexuality studies. Topics covered include the history of sexuality, politics of sexuality, feminist engagement with biology, critiques of psychoanalytic representations of sexuality, and queer theory."

Topics in English-Language and Culture: Foundational Issues in Linguistic Anthropology**6070-099****Berman****W****05:30PM-08:15PM**

Discussion of the theories, concepts, controversies, and major findings of linguistic anthropology. Includes an analysis of the difference between human and non-human communication, semiotics, language and thought, the nature of meaning, language socialization, language variation, language and power, and multilingualism, as well as linguistic change. No prior training in linguistics is assumed, presupposed, or required.

Introduction to English Studies**6101-090****Vetter****M****05:30PM-08:15PM**

Critical theory is "thinking about thinking," according to Jonathan Culler. This required graduate course is designed to introduce you to the discipline of English by focusing on major critical and theoretical approaches to literature and culture, which offer various lenses through which we interpret and interrogate texts. We will first spend an intensive period studying formalism and writings by two of the most important theorists of the twentieth century: Foucault and Derrida. A firm grounding in these areas will prepare us for the second half of the semester, in which we will examine several schools of theory and will practice what we have learned with analysis of literary texts. We will complete the course with a conference, at which you will present your work.

This course is reading- and writing-intensive, and assignments will teach you how to conduct research into a topic and present that research in written and oral venues. Class periods will alternate between lecture, discussion, and exercises in application. Whatever your individual goals as graduate students, this class should help you improve your critical reading and writing skills and give you a sense of the profession.

Major Figures and Themes Children's Literature: Fairy Tales, Fantasy and Gender

6104-090

Gargano

M

05:30PM-08:15PM

Because fairy tales and fantasy re-imagine the limits and possibilities of our everyday lives, they can open up new, potentially subversive visions of gender. At the same time, both fairy tales and fantasy fiction have often been viewed as validating traditional gender divisions. Our readings offer a unique chance to reflect on and theorize fantasy genres in terms of gender and difference. They include traditional fairy tales in a variety of versions and representing diverse cultural perspectives, literary fairy tales, and works of fantasy based on the fairy tale genre. Our class will also explore works by largely neglected early female authors of literary fairy tales, along with tales crafted by well-known male authors like Hans Christian Andersen and Oscar Wilde. Examining the post-modern fairy tales of Angela Carter and Margaret Atwood will allow us to reflect on how 20th-century feminism reshaped our understanding of the genre. Finally, with the help of recent critics and scholars, we will explore new and provocative ways of theorizing fantasy.

Technical/Professional Writing

6116-090

Wickliff

R

05:30PM-08:15PM

In this graduate course in Technical/Professional Writing we will explore the art of designing and writing technical documents through theory and research in the field. The focus will be on ideologies surrounding technology and technology's role in the production and distribution of texts. The course is designed to foster a critical understanding of technical and scientific writing and the social construction of technology.

The Romantic Era 1785-1832

6125-090

Rowney

R

05:30PM-08:15PM

British Romantic writers witnessed the dawn of what we now call the Anthropocene, the first geological age defined by human activity. The Romantic turn to the natural world at this geo-historical moment provides critical insights into developments of the period as well as our own age of ecological crises. Though "nature" and "culture" have too often been described as separate and opposing categories, this course will seek to come to a more complex and productive understanding of the ways these categories have always been intermeshed, so much so that it makes little sense to speak of them as separate entities at all. Through close readings of the texts of various Romantic authors, such as Mary Wollstonecraft, William Wordsworth, and John Clare, as well as contemporary ecocritical scholarship, we will generate various questions around conceptions of nature and the consequences of these conceptions. And, with any luck, we may find a few questions that have not yet been asked.

Perspectives in African American Literature

6147-090

Leak

W

05:30PM-08:15PM

This course will explore the social and cultural history of African American writers (primarily poets) from the 1950s and 60s. The difference between this and similar courses is that in addition to reading some of the major literary figures from this period we will also consider archival materials from the collection of Rosey E. Pool. A scholar of Dutch and Jewish heritage, Pool was a major advocate for black writers in the United States, England and other parts of Europe. Her correspondence with African American writers and lectures at historically black colleges and universities in the 1960s reveal a number of intriguing literary, cultural and social interactions that expand our knowledge of African American writers across the Atlantic. Some of the poets will include Langston Hughes, Margaret Walker, and Robert Hayden.

Introduction to the English Language

6160-090

Blitvich

R

05:30PM-08:15PM

This course aims to provide students with knowledge of linguistics that can be used as a tool to analyze the discourse of their different fields of enquire. To that end, we will take a broad view of language. In the first part of the course, we will examine the various sub-fields of applied linguistics and discuss the various theories of linguistics that have developed to explain the structure and functions of human language. In the second part, we will focus on how theories of discourse analysis and genre can be applied to the study of a multiplicity of texts and be very useful not only to linguists but to students of literature and rhetoric and composition. Also, stylistics – the application of linguistic postulates to the study of literary discourse – will be introduced. Special attention will be given to modern cognitive theories and their application to stylistic analysis.

Introduction to Linguistics

6161-090

Davis, B

TBA

TBA

Introduction to Linguistics at the graduate level incorporates an overview of basic linguistics terms and concepts, placing them in the context of real-world applications of linguistics by K-12 teachers, software engineers, second-language/ESL specialists, medical educators, gerontologists, legal analysts, policy planners, marketers and media analysts. At the end of this course, you will be familiar with key terms and concepts, as well as prominent fields, methods and approaches for their application. The course provides training in competency 5 of the State-approved specialty studies competencies in Teaching English as a Second Language K-12 ("ability to analyze the linguistic components of English") and includes the new required Grammar module. Online only.

Composition Language Analysis for Teachers**6164-090****Roeder****T****05:30PM-08:15PM**

This course is an introduction to comparative structural linguistics, and is geared toward the needs of teachers who work with a linguistically diverse student body. Standard English will be compared to other language varieties that teachers may face in the classroom, such as Spanish, Arabic, and non-standard native speaker varieties of American English. These analyses will enable you to identify student needs based on an in-depth understanding of Standard English and how it differs from other language varieties. There will be a focus on accent (phonetics and phonology), with some discussion of grammar (syntax) and language in use (pragmatics).

Teaching College English**6195-090****Miller****M****05:30PM-08:15PM**

English for Specific Purposes (ESP) focuses on “specific” kinds of language forms and practices that adult learners of English need to learn in order to thrive in particular vocational, professional, or academic settings. As such, it is different from a course which prepares you to teach general English as a Second Language (ESL). Students in the course will develop the ability to assess the specific language needs of a particular population of adult learners and create appropriate curricula and teaching materials directed to those needs. The theoretical, pedagogical and practical knowledge students will gain in this class can benefit their current or future English language teaching and will culminate in an ESP course portfolio.

Seminar in American Literature: Contemporary Southern Writers**6685-090****Eckard****T****05:30PM-08:15PM**

This course will examine how selected contemporary southern women writers explore female identity, women’s relationships with place, family, community, and the environment, and personal and public histories, including the intersections they share. We will consider Southern literary history and criticism in connection with the works under study. Authors we will read include Eudora Welty, Lee Smith, Denise Giardina, Bobbie Ann Mason, Josephine Humphreys, Jesmyn Ward, Janisse Ray, and others.

Directed Reading**6890-001****Vetter****TBA****TBA****6890-002****Eckard****TBA****6890-003****Miller****TBA****TBA****6890-004****Chancellor****TBA****TBA****6890-005****Brannon****TBA****TBA****6890-006****TBA****TBA****TBA****6890-007****TBA****TBA****TBA****6890-008****TBA****TBA****TBA****6890-009****TBA****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.

Thesis/Project Teaching English**6974-001,002,003****TBA****TBA****TBA**

Research integrating the fields of English and Education in a theoretical or application-oriented study. If the thesis/project is the outgrowth of previous coursework, considerable additional research and exposition must be done. Subject to departmental approval.

Thesis**6996-001, 002, 003****TBA****TBA****TBA**

Students interested in thesis work may not enroll for such work until a written thesis proposal has been approved by the student’s Thesis Committee (three graduate faculty appropriate to the topic) and by the Graduate Coordinator. It is recommended that thesis work not be undertaken until near the end of the graduate program.