

Disney and Children's Literature

2109-001

Connolly

MW 12:30PM-01:45PM

In this class, we will study the development of Disney short- and feature-length animated films, ranging from *Silly Symphonies* and *Snow White and the Seven Dwarfs* to more recent films like *Beauty and the Beast*. We will also explore the translation of children's literature to film by reading the fairytales and stories from which those films were adapted. Such study of story and film will allow us opportunities to examine how Disney films both reflect and influence American culture. *Large lecture.*

Introduction to Technical Communication (W)

2116-001

Muesing

WF 08:00AM-09:15AM

2116-002

Hassell

WF 09:30PM-10:45AM

2116-003

Muesing

WF 09:30PM-10:45PM

2116-004

Hassell

WF 12:30PM-01:45PM

2116-005

Hassell

WF 02:00PM-03:15PM

2116-006

TBA

TR 02:00PM-03:15PM

2116-007

Arnold

TR 09:30AM-10:45AM

2116-090

Erturk

T 05:30PM-08:15PM

2116-091

Hassell

M 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 12/2/2014 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 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

TR 12:30PM-01:45PM

This workshop-centered course introduces students to fiction and poetry through close readings, peer critiques, and their own writing in both forms. We will read and discuss published poetry and fiction, approaching them from a writer's perspective. This close examination will help us develop our own work, which each student will showcase in a portfolio. Regularly, we will respond to each other's writing in workshop, providing productive feedback while also building a vocabulary with which we can ask meaningful questions about our own drafts.

Introduction to Creative Writing (W)

2126-002

Gwyn

MW 03:30PM-04:45PM

Students will actively participate in a lively workshop environment. At all stages of the workshop, we will focus on the creative process of writing original stories and poems, covering everything from generating ideas to revising a final draft. Because this class is focused on writing and the creative process, we will examine our own work and the work of published authors. Creative exercises will be an important aspect of approaching the writing process. Therefore, students will be expected to keep a writing journal to organize their assigned exercises.

Introduction to Poetry Writing (W)

2127-001

Hutchcraft

WF 11:00AM-12:15PM

This workshop-centered course introduces students to the reading and writing of 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. Our close examination of the readings will help us develop our own writing and thoughts about poetry as a dynamic and nuanced art form. Students will regularly respond to each other's drafts in workshop and will also present to the class the work of a contemporary poet. Together, we will build a vocabulary with which we can ask meaningful questions about our own writing. With this shared foundation, each student will create and revise original poems, which will be showcased in midterm and final portfolios.

Introduction to Fiction Writing

2128-001

TBA

WF 09:30AM-10:45AM

Grammar for Writing**2161-001****TBA****WF****11:00AM-12:15PM**

The course explains the grammar that goes into editing a text – not just to get the spelling and punctuation right, but to understand how to manage information for maximum impact, from the phrase level on up to the text level. We will form teams and study the craft of professionals in the writing and editing business who know how to measure and maximize the readability of a text, how to tailor texts to audiences, and how to predict and manipulate readers' reactions. At the end of this course, you will submit a text that has been fine tuned to those precise standards, annotated with the rules and strategies you used in each sentence.

Introduction to African American Literature (D)**2301-001****Pereira****TR****02:00PM-03:15PM**

This course surveys over 250 years of African American literary expression in the context of historical, cultural, social and political perspectives. Our approach will be smorgasbord rather than in depth, offering a taste of the wide variety of writers in the tradition. The central question will be, is there an African American literary tradition?

American Literature Survey**2400-001****Chaplin****MW****02:00PM-03:15PM**

This course surveys U.S. literature written from the colonial era through the twentieth century. Although we will examine each selection as an independent work of art, we will also evaluate it in a cultural and historical context. By reading a historical cross-section of texts in a range of genres, we will examine both what constitutes "American literature" as well as how it has evolved.

British Literature Survey I**2401-001****Knoblauch****TR****12:30PM-01:45PM**

This course introduces students to major authors and texts of the British literary tradition from its medieval beginnings (c. 700 CE) through the early eighteenth century.

British Literature Survey II**2402-001****Shishko****MW****03:30PM-04:45PM**

This course will present highlights from three hundred fabulous years of British Literature, but we will attempt some depth as well as breadth of coverage. Biographical, historical and political backgrounds will be emphasized; great writers never can entirely escape, nor can they be entirely bound by, the circumstances into which they are born. Critical thinking and writing skills that can be applied to other courses, both in English studies and in other disciplines, will also be stressed.

Topics in English: Refugees in Literature and Film**3050-001****Minslow****WF****09:30AM-10:45AM**

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.

Topics in English: Early African American Women Writers (D)**3050-002****Lewis****TR****12:30PM-01:45PM**

In this class, we will read and discuss texts authored by African American women in the 18th and 19th centuries in their historical and critical contexts. Narratives will range from those of enslaved women to those who were born free, and our examination will conclude with an analysis of freedom and related themes in the twentieth- and twenty-first-centuries. Additionally, students will be challenged to develop their own interpretations of these works in a contemporary context in order to see how their own stories, beliefs, and experiences relate to those we read. Assessments will include midterm and final papers, presentations, and exams.

Topics in English: Introduction to U.S. Latino/a Literature (D)**3050-003****Socolovsky****TR****11:00AM-12:15PM**

This course examines 20th century literatures written in English in the U.S. by Latino/a writers, and is designed to introduce students to the variety of texts and contexts which shape contemporary U.S. Latino literary experiences. The course consists of 4 units, each focusing on literature written by a prominent Latino group: Mexican-American, Puerto-Rican, Cuban-American, and Dominican-American, and within each we will look at one or more important writer of that group. We will read the texts for their literary and aesthetic value, and take into account the particular historical terms and conditions of their literary production. Some of the central questions of the course are: How do Latino/a writers narrate their particular experience of ethnicity? How are issues of immigration and assimilation grounded in the texts? How are history, memory, and exile represented in Latino/a texts? And finally, how do Latino/a writers figure and position their bodies, in terms of race and ethnicity?

Topics in English--ShowTime: Memory and Temporality in the Movies.**3050-005****Jackson****ONLINE**

Of all the forms of storytelling, movies have a unique ability to explore the human sense of time, as well as the role that memory plays in our sense of time. In this class we will explore cinematic explorations of time and memory. Films will likely be: *Citizen Kane* (dir. Orson Welles); *Rashomon* (dir. Akira Kurosawa); *Slumdog Millionaire* (dir. Danny Boyle); *Eternal Sunshine of the Spotless Mind* (dir. Michel Gondry); *Memento* (dir. Christopher Nolan); *Night on Earth* (dir. Jim Jarmusch); *Rope* (dir. Alfred Hitchcock); *Pulp Fiction* (dir. Quentin Tarantino); *12 Monkeys* (dir. Terry Gilliam); *21 Grams* (dir. Alejandro Inarritu).

Southern Culture in Literature and Film**3050-091****Moss****W****05:30PM-08:15PM**

A critical study of southern culture in several texts and films, this class will examine traditional themes of southern literature and culture: a sense of place; southern childhood; conflicts of race, class, religion and gender; the importance of storytelling, music, family, and land; as well as changing values and attitudes.

Topics in English: Writing Intensive: American Indians in Children's Literature**3051-004****Gardner****WF****11:00AM-12:15PM**

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****Meneses****MW****12:30PM-01:45PM****3100-002****Rauch****MW****11:00AM-12:15PM****3100-003****Brannon****TR****02:00PM-03:15PM**

A requirement for English majors in the Literature and Culture concentration, this course provides an introductory study and application of major critical approaches to literature based on close reading of selected literary works.

Literature for Young Children**3102-001****Minslow****WF****11:00AM-12:15PM**

In this hybrid course, students will critically study literature for children under the age of eight. Students will read and analyze picture books, nursery rhymes, and books for beginning readers to consider how these books may help children make sense of the world and construct their own identities.

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 are the history of children's literature, major genres in children's literature, and the censorship of controversial children's books. This course will be taught in lecture format and is not restricted to English and Education majors. (*Large lecture.*)

Literature for Adolescents**3104-001****Moss****MW 02:00PM-03:15PM****3104-090****Moss****M 05:30PM-08:15PM**

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

Introduction to Contemporary American English**3132-090****Miller****W 05:30PM-08:15PM**

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.

Language and the Virtual World**3162-001****Roeder****TR 02:00PM-03:15PM**

A requirement for English majors in the Language and Digital Technology concentration, this course will explore some of the ways language is used in cyberspace and how those language practices shape how we interact in and with the world. We will survey various types of digitally mediated language practices, such as SMS, social networking, blogs, and gaming, among others. These explorations will be grounded in introductory readings of basic linguistic concepts. This course will provide a venue for students to explore language practices in the virtual world through reading and discussion as well as through observation and analysis.

Language and Digital Technology**3180-001****Wickliff****TR 03:30PM-04:45PM**

All language is shaped and mediated by what we know, by our purposes for communicating, and by our sense of audience or readership. Additionally, technologies are shaped by social forces – both rhetorical and physical. Digital technologies now code, decode, and re-code so much of our speech and writing, and so quickly, that they constantly offer us new possibilities and present new constraints for effective communication. Information technologies seem to have changed our thinking and our communication practices fundamentally, while at the same time they reflect shifting cultural values. A requirement for English majors in the Language and Digital Technology concentration, this course will serve as an introduction to the history of intersections between language and digital communication technologies, and it will introduce you to theories that help to explain the digital spaces in which we now speak, write, and read. We will take up issues such as telecommunications and networking, perception and cognition, interface design and usability, gender, collaboration, and intercultural communication.

This course will satisfy Technical/Professional Writing requirements formerly met by ENGL 4180: Theories of Technical Communication.

Intermediate Poetry Writing Workshop**3201-001****Hutchcraft****WF 12:30PM-01:45PM**

In this intermediate poetry-writing workshop, we will further develop our skills as readers and writers of contemporary poetry. Individually and as a group, we will consider a variety of published poems and poetry collections as well as essays on craft, approaching this work from a poet's perspective. In equal measure, students will also develop and write their own original poetry, which they will radically revise as part of a final portfolio. Writing exercises, close-readings, discussion, class participation, and a willingness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course.

Intermediate Fiction Writing**3202-001****Gwyn****MW 12:30PM-01:45PM**

This fiction-writing workshop will combine the reading and discussion of published fiction with writing original creative work. Students will write original short fiction pieces as exercises based on topics, which will emerge from our reading: form, content, style, voice, characterization, narrative, and tone. The final project for the course will be to radically rewrite one fiction exercise from the semester as a finished short story, series of short-shorts, or a novel chapter, according to lessons learned and inspiration gleaned from one of the shorter assignments.

Medieval Literature**3211-001****Thiede****MW 11:00AM-12:15PM**

This course will study representative pieces of mainly Old and Middle English literature. We will discover what a radically different audience we are from the medieval audience - and then again, how much have in common. We will gain insight into how the history of the time is reflected in the literature, and what purposes it served (sometimes what we understand as a poem today was written as propaganda, for example). We will come to appreciate the intellectual sophistication and scientific knowledge in the literature. We will rethink standard notions of “medieval” and “dark ages.” The Old English pieces will be read in modern translation, but we will also look at representative Anglo-Saxon original passages for the esthetic pleasure of their sound and extraordinary artistry. All course participants will interpret a piece of medieval writing in its historical context.

British Literature of the Restoration and 18th Century**3213-001****Gargano****TR 03:30PM-04:45PM**

The 18th century has been called the “crucible of the modern era.” During this time of radical change, cities expanded, women challenged traditional gender roles, and new ideas about democracy inspired both the American and French revolutions. In England, abolitionists fought against the slave trade, even as British imperialism expanded across the globe and redefined the map of the world. In literature, there was an explosion of formal experimentation, as writers stretched the boundaries of existing genres and developed new ones; this turbulent time generated a brand-new genre, the modern novel, and saw the emergence of sensational gothic fiction. A new emphasis on individualism and the culture of everyday life led to innovations in poetry, drama, and memoir-writing. Our texts include Equiano’s *Narrative* about his life as a slave, satiric and challenging poetry by Montagu, Pope and Swift, experimental novels by such women writers as Eliza Haywood, and Walpole’s *Castle of Otranto*, the first example of sensational modern gothic fiction.

Early African American Literature (D)**3231-001****Lewis****TR 11:00AM-12:45PM**

This course will pay particular attention to literary forms exhibited in texts of the 17th through 19th centuries that were authored by African Americans. From poetry to narrative to novel, we will examine the relevance of individual works beyond the historical significance of their publication. Assessments include examinations, short papers, presentations and a paper developed from midterm draft to final submission.

Modern and Recent U.S. Multiethnic Literature (D)**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.

Topics in English: Shakespeare and Ecofeminism (D)**4050/5050-001****Munroe****MW 02:00PM-03:15PM**

This course combines a study of Shakespeare’s writings with a theorizing of the relationship between the human and nonhuman natural world; and it does so with a particular eye to concerns about gender equity and social justice. With a focus on material practice, where culture and “nature” meet, this course considers how we might understand Shakespeare (and his writing) as immersed in an environment where men, women, animals, and plants lived necessarily in relations that were at once symbiotic and in tension. And it demonstrates how this lived experience was not simply understood by way of differences between the human and nonhuman but was also shaped by gender difference. Rooted in material practices in early modern England, such as recipe-making, medicine, and gardening, this course will consider how ecofeminist theory helps us deconstruct such categories related to women and “nature” as the “domestic,” the “unnatural,” and the “inanimate.” The course may include such plays as *Macbeth*, *All’s Well That Ends Well*, *As You Like It*, *Twelfth Night*, *Richard II*, *The Winter’s Tale*, *The Merry Wives of Windsor*, and *Taming of the Shrew*; and Shakespeare’s *Sonnets*.

Our section of “Shakespeare and Ecofeminism” here at UNCC will be in dialogue with the same course (same syllabus) at the University of Colorado, Colorado Springs in spring 2014; as such, students at UNCC will have opportunities to collaborate with students at UCCS such that our course experience will extend beyond the bounds of our classroom.

Topics in English: Shakespeare in England**4050/5050-002****Hartley****F****02:00PM-03:00PM**

After a three-week pre-session at UNC Charlotte, students will spend the week of spring break recess in London and Stratford-upon-Avon, Shakespeare's birthplace, exploring the places that shaped the playwright's personal and professional life, and seeing some of the best productions of his work that modern British theatre has to offer. Coursework will explore Shakespeare's plays from a combination of literary, historical and theatrical perspectives. This class is open to interested UNC Charlotte undergraduate and graduate students. In order to enroll, students must first complete an application with the Office of Education Abroad. Applications are accepted on a rolling admissions basis with a final deadline of **October 31**. All applicants must have a minimum GPA of 2.0 and be in good disciplinary standing in order to apply.

Topics in English: Storytelling in Modern American Poetry**4050/5050-003****Vetter****MW****12:30PM-01:45PM**

This course is about poems that tell stories. We will read work by a diverse group of American poets of the twentieth and twentieth-first centuries on such topics as love, loss, illness, trauma, and violence. Some of these poets blend poetry with prose and images. Some transform other people's language into verse. Some poets create characters, who relate their stories in sequences of poems. Still others write the stories of their own lives in verse. Students will be assessed on in-class participation, weekly informal writing, an explication, research papers, and a final examination.

Topics in English--Reading Race, Reading Self: Notions of Identity in 20th and 21st Century African American Literature and Culture (D)**4050/5050-090****Leak****W****05:30PM-08:15PM**

This course will explore, across a range of black expressive and literary traditions, the notions of identity that inform the experiences of African Americans. From creative writers to politicians, to journalists, preachers, and all kinds of social activists, black identity is anything but a static reality. In what ways do ideas about race shape ideas about family, community, religion, gender, feminism, sexuality, etc. in what some have erroneously referred to as our post-racial moment in American history? The readings for this course will not be so much based on chronology but theme. As our foundation, we will consider some of the signature writings in African American literary and cultural theory. We will read excerpts and full texts by writers such as Daniel Black, Malcolm X, Howard Thurman, Jan Willis, and Alice Walker.

Topics in English: Digital Narratives for Young People**4050/5050-091****Basu****T****05:30PM-08:15PM**

Engulfed in a brave new online world practically since birth, the young people of today are unsurprisingly the acknowledged masters of digital discourse, at ease among the screens and consoles that shape narrative and communication today. While the Information Age is still in its adolescence, many of its principles, like those of web 2.0—user generated content; virtual communities; social media platforms; sampling, collage and mash-up; and collaborative creation—have been part of children's literature since long before the internet was invented. As a result, the history of children's literature, with its record of child readers (or users or consumers) has fascinating things to tell us about our contemporary digital era. In this course, we'll examine the numerous ways in which texts and narratives can travel from the analog world to the digital one and back again... and how children's literature can serve as a guidebook for such a journey. Expect to read and write about all kinds of texts (from *Romeo and Juliet*, *Alice in Wonderland*, and *Harry Potter* to smartphone apps, video games, web comics, and fan fiction) via all kinds of interfaces (i.e. dead-tree books as well as computer/television screens).

Topics in English: Advanced Fiction**4050/5050-094****Nathan****MW****5:30-8:15PM**

This is a rigorous course with an emphasis on both *creation* and *analysis* of short fiction. Each student is expected to produce 2-3 short stories. Class format will follow a traditional workshop, with brief lectures. There may be some readings of canonical works. **Note: This is a closed-enrollment hybrid course that will be taught between 3.9 and 4.3.**

The Mind and Language**4167-001****Thiede****MW****02:00PM-03:15PM**

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require a compressed review of it as we go along. Thus, the course counts towards the minor in Cognitive Science and equally satisfies the Applied Linguistics requirement for majors of English. At the end of this course, you will know the fundamental concepts in cognitive science and linguistics, and how they interface in theory and research.

Multimodality and Text Description

4168-001

Blitvich

MW 11:00AM-12:15PM

This course works towards achieving a better understanding of how different modes of communication interact and are integrated in adapted, new, or emergent digital discourses and genres. Multimodal analysis includes the analysis of communication in all its forms, but is particularly concerned with texts in which two or more semiotic resources – or ‘modes’ of communication – are integrated and combined. Such resources include aspects of speech such as intonation and other vocal characteristics, gesture (face, hand and body) and proxemics, as well as products of human technology such as carving, painting, writing, architecture, image, sound recording, and interactive computing resources.

Writing User Documents

4181/5181-090

Wickliff

R 06:30PM-09:15PM

The purpose of English 4181 is to introduce students interested in technical/professional writing to the vocabulary, principles, and practices of creating documentation for users of computing software, hardware, and other devices. Emphasis will be placed upon designing both print and online documentation, and you will work both individually and in small groups. All the documents you complete will be collected together in an individual course portfolio at the end of the term.

Editing With Digital Technologies / Editing Technical Documents

4183/5183-090

Morgan

T 06:30PM-09:15PM

Prerequisite: ENGL 2116. This course is designed to introduce you to principles and practices for editing technical documents, both print and online, including instructions, formal reports, articles, and reference manuals. Projects will be selected from among a series of real writing tasks, and will involve both individual and collaborative work. (Computer Classroom) (Satisfies M.A. requirement for Writing/Rhetoric.)

Teaching of Writing

4200/5050-006

Avila

TR 12:30PM-01:45PM

Introduction to various theories that inform practices in the teaching of writing and methods of teaching writing to middle and secondary learners. Required for English majors, pedagogy track.

Writing Poetry

4202/5202-001

Davis, C

TR 02:00PM-03:15PM

Prerequisite: ENGL 2126 or 2127, Graduate Student status, or permission of Instructor. This course offers an investigation of possibilities inherent in poetry, with attention paid to the necessity for revision. We will read and discuss anthologized poetry.

Topics in English: Writing Creative Non-Fiction

4206/5050-007

Luddy

MW 11:00AM-12:15PM

Although you will do considerable reading and researching for this course, it is primarily a creative writing course, and your writing will thus form the main focus of in- and out-of-class activities and also of your grade. Readings will include selections from various examples of creative nonfiction as well as commentary on creative nonfiction as a literary genre distinct from fiction, poetry, etc. Creative nonfiction can be quite personal and based mostly on one’s own memories, it can be heavily researched academic study of a particular time or place or event, or it can combine memory and research in various proportions.

The History of the Book: From Print to Pixel

4235/5050-008

Rauch

MW 03:30PM-04:45PM

In an age obsessed by digital technologies, it is very easy to forget the rich history that underlies even the most current trends in print and electronic media. As new text-driven technologies emerge, the issues and concerns faced by our culture are very similar to those of the past. Storage, preservation, ownership, dissemination, and authorship—to name a few issues—are no less problematic now than they were a century or two ago. In an effort to revisit this history and to place *current* technologies in context, this course undertakes a study of print culture.

The course will explore the technologies of production that resulted in the artifact that we call the book, as well as other forms of print media. Topics will include the manufacture and making of paper, including the very significant (and near disastrous) shift in papermaking techniques in the 19th century. Needless to say, the production of paper enabled new printing technologies, and the course will explore the development of mechanical printing from Gutenberg to the modern

era. Because the control of the printing press, whether by laws or by taxes on paper and ink, has everything to do with the impact of the book, the course will pay attention to the social, cultural, and political forces that contribute to the impact of print in books, journals, broadsides, and other printed matter.

The phenomenon of the reader will also be explored, with a full consideration of the rise of literacy as one of the driving forces of the book. The interest in creating vulgate editions of religious texts in the sixteenth-century, opened a new era for readers who could apprehend previously inaccessible texts. Throughout the course, we will look, even if only briefly, at practices of reading and at texts by authors --including Shakespeare and Bacon-- that helped change popular notions of print, to say nothing of the very concept of knowledge itself.

Digital technologies have come upon us so quickly that critics, historians, librarians, and theorists have not had much of an opportunity to integrate current developments into the so-called "New Media" with the historical antecedents from which new technologies have emerged. To that end, we will conclude the course by examining the relation of digital technologies to earlier forms of print technologies. In this vein, the class will address issues of archiving, preservation, historical documentation, and cultural shifts in the representation of knowledge.

Teaching English/Communication Skills to Middle and Secondary School Learners

4254/5254-090

Coffey

W

05:30PM-08:15PM

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)**

Topics in English: Studies in the Politics of Writing, Rhetoric and Literacy

4272/5050-093

Knoblauch

R

05:30PM-08:15PM

This course explores the rhetoric of the American literacy debate, situating curricular and pedagogical alternatives in the teaching of reading and writing within the politics of educational public policy.

Professional Internship

4410/5410-001, 002

Morgan

S

09:30AM-12:15PM

Internships for 3 or 6 credit hours involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Christine Schmitz, cschmit1@uncc.edu (Descriptions of current sites at <http://english.uncc.edu/info-for-students/internships.html>).

Independent Study

4852-001, 002, 003, 004

TBA

TBA

TBA

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

Topics in Advanced Technical Communication: The History of Modern Science Writing in the Seventeenth, Eighteenth, and Early Nineteenth Centuries

6008-090

Vorhies

M

05:30PM-08:15PM

In this course, we will examine the origins of modern scientific practice and science writing. We will read primary texts in the theory of science and in experimental science with an eye towards contemporary application, particularly how the seventeenth, eighteenth, and early nineteenth centuries created groundwork for twenty-first century science writing. Texts will include selections from Hobbes's *Leviathan*, Bacon's *Novum Organum*, Sprat's *History of the Royal Society*, Hooke's *Micrographia*, Boyle's *Experiments with the Air-Pump*, and Lister's *English Vegetables*. We will also read secondary texts by literary scholars such as Robert Markley and Jan Golinski and rhetoric of science scholars such as Alan Gross. In such texts, how is "science" and "science writing" defined? "Scientist" and "empiricism"? What is the relationship in these centuries between "language" and "science"? Between "language," "science," and "religion"?

Topics in English: Global Narratives**6070-090****Meneses****M****05:30PM-08:15PM**

Our main objective in this theory intensive course will be to identify aesthetic, political, and historical factors that are determinant for certain narratives to become global. In doing so, we will develop a comparative framework that interrogates the capacity of those narratives to intervene, among others, in discourses of nationalism, migration, and transnationalism, the global reach of environmental disasters, gender, imperialism, and terrorism. Although most of the works assigned in this course were originally composed in English, we will also work with texts and films translated into English. A crucial vehicle for narratives to be disseminated globally, translation raises important questions such as how certain political problems circulate across national boundaries, whether or not localized narratives are capable of revealing effectively political issues of global concern, and what is hiding underneath a translated moment. In other instances, the appearance of other languages side by side with English will allow us to reflect on the ideological, cultural, and historical underpinnings of linguistic and literary representation, the role of the reader as included (or not) in a given text's intended audience, and the prospect of alternative expression. Students are expected to demonstrate a certain level of working autonomy in the completion of a number of written assignments, which will consist of a series of short pieces and a final paper, as well as complementary exercises. Finally, the course offers students the opportunity to continue developing the necessary skills to succeed both academically and professionally, no matter their concentration and interests.

Graduate Poetry Workshop**6070-091****Davis, C.****R****05:30PM-08:15PM**

This advanced poetry workshop is designed for the graduate student who has extensive previous experience in creative writing workshops. Critical attention to each other's work will focus on individual poems, but can also include examinations of longer sequences of poems. A part of class time will be devoted to seminar-like discussions of poems in an anthology of contemporary American poetry; the poets we discover via these discussions who inspire us will be explored in additional detail.

Thinking Green: Ecological Approaches**6070-092****Munroe****W****05:30PM-08:15PM**

In this theory-intensive course, we will read primary texts about and discuss ecological approaches to texts and problems, both historical and contemporary. This course will familiarize students with these multiple approaches to thinking about the implications of how the human/nonhuman relationship is represented in texts (literary and not), from the past and present, and how such representations inform and are informed by such things as the development of scientific discourse, colonial expansion, and global climate change.

Beginning in the 90s, "Ecocriticism" became a field of inquiry adopted by literary scholars, in which scholars aimed to identify the relationship between humans and nature in literary texts. Other "eco" approaches have emerged over time, including ecofeminism (which in fact predated ecocriticism as such a field of study), queer ecocriticism, and postcolonial ecocriticism, which focus on how the human/nonhuman relationship intersect with issues of gender, race, and colonialism. We will track the historical development of these theoretical approaches as well as consider various applications of them to different texts and problems.

Theoretical Approaches to Gender**6070-093****Hogan****T****05:30PM-08:15PM**

This course offers an interdisciplinary examination of the core theories about the role of gender in identity formation and social organization. Topics include: the feminist critique of biological essentialism; gender as a continuum; the social construction of gender; gender performativity; historical changes in gender; masculinity studies; the intersection of race, class and gender; and the economics of gender.

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, which offer various lenses through which we interpret and interrogate literary and cultural 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 current schools of theory and will practice what we have learned with analysis of a literary text. We will complete the course with a mock conference, at which you will present some of 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.

Introduction to Children’s Literature and Culture

6103-090

Connolly

W

05:30PM-08:15PM

The study of children’s and young adult literature is often a site of controversy and contention, as critics, teachers, parents, and politicians debate issues of censorship and pedagogy. It’s also a site of tremendous inquiry as critics explore its cultural and creative terrain. In this course, we will study a range of forms and genres—including picture books, fairytales, fantasy, as well as historical and realistic fiction—written for children and young adults. We will discuss *why* children’s literature is so controversial, examine the politics of canon-making, and discuss the viability of various critical approaches in our study as well as the role of children’s literature as a socializing or disrupting force. At the center of our study, of course, we will be reading, talking about, and examining the literature itself, particularly exploring how it offers often innovative venues of expression.

Introduction to English Language

6160-090

Lunsford

W

05:30PM-08:15PM

In this course we will take a broad view of language. In the first part of the course, we will examine the various components that make up language study and the various theories of linguistics that explain the structure and functions of human language. In the second part of the course, we will explore how linguistic theories help us analyze both spoken and written language.

Introduction to Linguistics

6161-090

Davis, B.

W

05:30PM-08:15PM

An introduction to linguistics and the variety of methods used to analyze spoken and written language-in-interaction; includes components on grammar, conversation, and style. This class is hybrid, taking place on Saba and on Google Hangout as well as Moodle; you must have headphones/microphone or equivalent.

Language Acquisition

6163-090

Miller

M

05:30PM-08:15PM

This class will explore processes of second language learning among older children and adults as well as language development in young children learning their first language(s). We will consider different theoretical approaches to language acquisition, including cognitive, psycholinguistic, and sociocultural language theories. As we proceed, students will build on their basic knowledge of different linguistic components (phonology, morphology, syntax and discourse) and how they relate to particular learning situations. The overall goal of the course is to familiarize students with historical and contemporary theory and research on language learning processes, knowledge which is fundamental to undertaking the real-life tasks of teaching and assessment.

Comparative Language Analysis for Teachers

6164-090

Roeder

T

05:30PM-08:15PM

This course is an introduction to the theory and practice of contrastive language analysis, 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 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. The course provides training in **competency 6** of the State-approved specialty studies competencies in Teaching English as a Second Language K-12.

Teaching College English

6195-001

Mullin

T

05:30PM-08:15PM

By unpacking the components of “Teaching,” “College,” and “English,” this course provides students with the knowledge they will need not only to teach in an educational setting, but also to engage in many collaborative knowledge-building (aka communication) activities within College and outside of its boundaries. The ability to teach writing involves knowing how people think about and use language; how different communication media affect meaning; and how a context promotes, disrupts or changes communication. Reading and challenging theories with their own experiments and experiences, students will examine their assumptions about how language works in the world and how we use it to teach. The result will be an informed, flexible course plan for teaching writing that will also help students see how *they* write, collaborate and shape their world with language.

Contexts and Issues in the Teaching of English**6274-086****Avila****ONLINE**

Prerequisites: Admission to the M.A. in English Education, the M.A.T or the M.Ed. program. You should also have already taken an introduction to English methods in middle/secondary education. In this course, we will examine the key concepts of the discipline and consider our own identities as readers, writers, teachers, researchers, and makers of meaning. There will be an emphasis upon critical approaches and pedagogical issues, with special attention to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English.

Applied Research Methods in the Teaching of English**6674-090****Brannon****R****05:30PM-08:15PM**

This course explores qualitative research methods for engaging in research on language and writing involving human participants. We will explore various qualitative research paradigms and read research studies using those frameworks. Everyone will engage in a qualitative research study from proposal to implementation.

Seminar in British Literature: Christopher Marlowe on the Page and Stage**6680-090****Melnikoff****R****05:30PM-08:15PM**

Inclos[ing] infinite riches in ... little room[s]. This seminar will be dedicated to the work of Christopher Marlowe (1564-1593), the playwright who—even more than Shakespeare—arguably had the most profound influence upon London’s professional theatres at the end of the sixteenth century. Well before his untimely death in 1593, Marlowe had established himself not only as a radical thinker but also as a theatrical tour-de-force with plays like *Tamburlaine*, *The Jew of Malta*, *Edward II* and *Doctor Faustus*. These plays transformed London’s theatrical idiom and energized Marlowe’s many professional contemporaries. During the course of the semester, we will not only survey all of Marlowe’s plays, poetry and translations, but we will also read each of these works within the cultural and political contexts in which they were first produced.

Topics in English: Contemporary Southern Women Writers**6685-090****Eckard****T****05:30PM-08:15PM**

This seminar will examine how selected contemporary southern women writers explore female identity, women’s relationships with place, family, community, and the environment, and the inside of personal and public histories, including the intersections they share. Writers include: Lee Smith (*Oral History*, *On Agate Hill*, and *Guests on Earth*), Josephine Humphreys (*Nowhere Else on Earth*), Sue Monk Kidd (*The Secret Life of Bees* and *The Invention of Wings*), Barbara Kingsolver (*Flight Behavior*), Connie May Fowler (*River of Hidden Dreams*), Bobbie Ann Mason (*In Country*), Denise Giardina (*Storming Heaven*), and Minrose Gwin (*The Queen of Palmyra*). Additional readings in literary history and criticism pertaining to southern women’s writing will also be required.

Directed Reading**6890-001, 002, 003, 004****TBA****TBA****TBA****005, 006, 007, 008****010, 011**

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 advisors.

NOTE: Only six hours of ENGL 6890 can be applied to the M. A. in English.

Thesis/Project Teaching English**6974-001, 002****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, 004****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.