



Undergraduate and Graduate Courses Summer 2018

ENGLISH COURSES AND YOUR CAREER

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

First Summer Session May 21-June 25, 2018

Topics in English: The Many Lives of Count Dracula

2090-080

Morin

100% Online

Bram Stoker created Dracula through the careful storytelling of his various narrators, but one very important voice is missing: Dracula's. This online course will examine what that absence has meant for over a century's worth of Dracula fiction. Beginning with the definitive novel, we will then explore how authors and filmmakers have chosen to interpret this enigmatic and fascinating figure. We will analyze fiction, such as *The Dracula Tape*, to address how the Count has fared after his battle with Van Helsing. Films, such as *Nosferatu*, Coppola's dark *Bram Stoker's Dracula*, Wes Craven's modern *Dracula 2000*, and the comedic *Dracula: Dead and Loving It*, will be compared to Bram Stoker's text, with special attention to the filmmaker's vision of Dracula. Online forums will debate how each of these reimaginings of the legendary count give him a new identity, history, and persona. This class will explore those many identities and seek to answer whether Dracula is a hero, villain, or victim.

Introduction to Technical Communication (W)

2116-001

Muesing

MTWR

09:00AM-10:50AM

2116-002

Muesing

MTWR

01:00PM-02:50PM

2116-003

Intawiwat

MTWR

02:00PM-03:50PM

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

- The theoretical bases of technical communication
- The most common forms of technical documents
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- How to plan and make presentations
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- How to integrate text and visual elements into technical documents

Into to Poetry Writing

2127-001

Blair

MTWR

09:00AM-10:50AM

The goals of this course are to introduce you to the fundamentals of creative writing for poetry. We'll explore the craft of poetry writing: the use of images, voice, close reading, lines, open form vs closed form, allusions, and rhyme vs. not-rhyme. We'll practice a range of inquiry methods both before and as you write your assignments, including exercises, discussions, brainstorming, and keeping a poetry homework journal. Later on in the process, we'll study how to add to, revise, edit, and

proofread drafts of poems. This inquiry process emphasizes how to develop several perspectives on an issue, audience considerations, and how to best present the force and clarity of your ideas and experiences in your poetry. Finally, critical reading of published poems will be a part of the class to help you see what other writers have done. We'll discuss written work of your own in class during the work-shop process. You will have at least two poems work-shopped by the whole class in the course of the term. The course aims to foster an appreciation of poetry writing and to help you develop a mode of inquiry about the craft of poetry writing in general. The idea is to write, use, understand, and enjoy poems more effectively and creatively during this term and beyond.

American Literature Survey

2400-D80

Socolovsky

100% Online

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

Topics in English: Refugees in Literature and Film

3050-D80

Minslow

100% Online

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

Topics in English: American Horror in Fiction and Film

3050-083

Shealy

100% Online

Stephen King once wrote that "the work of horror really is a dance—a moving, rhythmic search. And what it is looking for is the place where you the viewer or the reader, lives at your most primitive level." In this online class, we shall explore horror in American fiction and film. From cautionary tales to stories of revulsion, horror has long held an established place in American art. Through various films and fiction, we will examine how horror has influenced American culture and how that culture has helped shaped the horror genre. Among the writers we will study are Nathaniel Hawthorne, Edgar Allan Poe, Edith Wharton, H. P. Lovecraft, and Shirley Jackson. (This class is 100% online.)

Topics in English: Diversity and Representation in Children's Literature

3051-D80

Bright

100% Online

The history and literature of marginalized groups in the contemporary US has been "overwritten" as White writers have predominantly controlled how communities are represented in children's literature. In this course, we will study how people of color have been depicted in children's literature both historically and in the present and the impact of diversifying publishing. As part of this, students will learn about publishing statistics, stereotypes and their creation, and benefits of representation. Course readings will consist of picture books, graphic novels, and verse novels.

Topics in English: Science Fiction in American Culture

3051-086

Toscano

100% Online

No other genre reflects American culture of the twentieth and twenty-first centuries more than science fiction. In fact, science fiction is more culturally significant than the Western for contemporary American identity. This class explores science fiction as a product of American values in all its exciting, thought-provoking, and entertaining ways. In order to understand both the texts and the cultural contexts, we will watch films, television shows, and even video game segments. We will also read stories to help us understand how important this popular culture genre is to American identity overall. This is a 100% online Writing Intensive (W) course, so students will write essays and post reflections on Canvas.

Early African American Literature

3231-D80

Leak

100% Online

This course will survey African American Literature from eighteenth century to the early twentieth centuries. We will read poetry, slave narratives, essays, and fiction, we seek to understand the distinctive features of African American Literature. What makes a text "black" in this period? Is it the race of the author, the subject matter, or a combination of the two? This and other questions we'll explore in writers beginning with Phillis Wheatley and ending with Charles Chesnut.

Topics in English-Writing about Place (W)**4051/5050-080****Wickliff****100% Online**

In this writing intensive course, we will explore at a distance each other's experiences of unique places through language and to a lesser extent, through photography. A sense of place, enduring or transient, can be deeply meaningful to us, whether we feel we inhabit it as a native, as a willing visitor, or even as a captive. Writing about place is the subject of diarists and travelers, of anthropologists and historians, of the young and the old. As writers of non-fiction, we will reflect upon the impression of specific places upon our sensibilities – researching their histories and imagining their futures – preserved, threatened, stagnant, or revitalized. We will seek to understand how places that are or once were natural and real, become through our writing, virtual constructions of words and images. Through drafting, editing, and multiple revisions, undergraduates will prepare a total of 20 pages of polished writing by the end of the term. Graduate students will prepare a total of 30 pages of polished writing by the end of the term.

Special topics not included in other courses. May be repeated for credit as topics vary. Fulfills General Education writing goal.

Topics in Children's Literature: Human Rights and Children's Literature**4074-D80****Minslow****100% Online**

In this course, students will learn about the 30 articles of the UN's *Declaration of Human Rights* and the UN's *Convention on the Rights of the Child* (CRC), which "requires states to educate people about the treaty, to 'make [children's rights] widely known'" (Todres & Higinbotham 2). We will examine and analyze a variety of text intended for young readers that address human rights issues and consider how they can be integrated into children's lives. We will explore what children's and YA literature teaches readers about their rights and the rights of others, how it can be used to teach children about human rights violations in the global context, and how the texts may potentially contribute to a "rights-fulfilling and rights-respecting culture" (Todres & Higinbotham 3). Texts may include *March*, *Horton Hears a Who*, and *The Giver*.

Information Design and Digital Publishing**4182/5182-090****Wickliff****MTW****05:30PM-08:30PM**

The purpose of this course is to introduce students to the principles, vocabulary, history, and approaches to information design and digital publishing. You will be expected to use the computer to solve a variety of writing, graphic, design and production problems, including planning, drafting, editing, and publishing. You will be introduced to the principles and vocabulary of layout, using the page and screen as the basic units of design for each rhetorical situation. All students will be expected to design five documents and to collect those into a course portfolio. The portfolio will include a series of drafts, rough and finished, of all the documents you produce in the course.

Digital Literacies**4277/5050-081****Avila****100% Online**

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

Professional Internships**4410/5410-080****Toscano****100% Online**

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 Dr. Aaron Toscano (atoscano@uncc.edu). More information about internships is located here: <https://english.uncc.edu/internships>.

Teaching English/Communication Skill to Middle and Secondary School Learners**5254-080****Myers****W****05:30PM-07:30PM**

This 10-week 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. This course is reserved for Graduate Certificate in Teaching, Middle Grades and Secondary Education students. Registration requires an authorization or permit; email your academic advisor or Department of Middle,

Secondary and K-12 Education. Prerequisites: MDSK 6162: Planning for K-12 Instruction. Students are expected/required to be geographically located within the state of North Carolina while enrolled in this course. There is an expectation of 25 clinical observation hours in this course. Students must set up their own clinical placements prior to the beginning of the summer session, and they will have to teach a lesson before school lets out for the summer.

Topics in English: American Realism: The Short Story

6070-080

Shealy

100% Online

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

**Second Summer Session
July 5-August 8, 2018**

Introduction to Technical Communication (W)

2116-020

Sindelar

MTWR

09:00AM-10:50AM

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Introduction to Technical Communication (W)

2116-021

Gordon

MTWR

11:00AM-12:50AM

2116-022

Gordon

MTWR

03:00PM-04:50PM

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

**Missing description and info from Rhodes ENGL 2116-023

Introduction to Creative Writing (W)

2126-020

Martinac

MTWR

11:00AM-12:50PM

An introduction to the process of creative writing – including poetry, fiction, drama, and creative nonfiction – for students with little previous experience. Students learn the basic elements of craft involved in these four forms; read and analyze published examples; practice creative writing techniques through prompts and exercises; and share their own writing in small groups as well as with the class in a workshop setting. Assignments cover all four forms, leading students to a new awareness of their own interests and strengths as creative writers.

Literature for Adolescents**3104-080****Bright****100% Online****Language and Digital Technology****3180-080****Osborn****100% Online**

This course will investigate the exchange of primarily written and graphic information in digital contexts from the past, our contemporary moment, and speculative futurisms. We will consider our ever-evolving relationships with information—both humanistic and post human, both enabling and disabling—as made possible by technological apparatus. Students will learn how information communication technologies (ICTs) might reasonably be construed as rhetorical “grammars” for both alphabetic and non-alphabetic “languages” through which information is variously inscribed, manipulated, accessed, recorded, or obfuscated by means of electronic tools and their forerunners. Students may be asked to consult James Gleick’s bestselling *The Information: a History, a Theory, a Flood*, along with shorter pieces on the history of computing, the telegraph, early information theory, platforms, interfaces, cloud servers, and the technology of writing itself. Delivered 100% online via Canvas in the 2017 Second Summer Session, this course involves discussion boards and other asynchronous interaction.

Topics in Literature & Film: Black Sexuality**4072/5072-D80****Lewis****100% Online**

This course will use literature written or media by African American authors, directors, and producers to explore representations of black sexuality and analyze its critical context. Texts include narratives/memoir, novels, documentary, and popular films. Students should be prepared to think and write critically and to engage scholarly sources. Requirements will be reflections and two papers.

British Children’s Literature and Culture: Study Abroad**4074/5074-D01****Minslow****W****11:00AM-02:00PM**

In this course, students will read the works of classic British children’s literature authors or those who had a major influence on defining childhood in Western culture since the Romantic Period, such as Rousseau. England is the setting for the Golden Age of Children’s Literature which scholars argue began with Lewis Carroll’s publication of *Alice’s Adventures in Wonderland* in 1865. This trip will expose students to the conditions of childhood at a time when the British Empire was at its height and just following the Industrial Revolution when the landscape of England, especially London, was drastically and quickly shifting. Beginning with William Blake’s *Songs of Innocence and Experience*, students will be asked to consider how contemporary concepts of childhood and children were influenced by the British Romantic Period poets. Then, after learning about the Industrial Revolution, students will trace the concept of childhood in England through the literary works of William Wordsworth, Charles Dickens, Edward Lear, Lewis Carroll, Michael Bond, Emily Bronte, J.M. Barrie, A.A. Milne, Beatrix Potter, and J.K. Rowling. The course will include topics related to child labor laws, compulsory education, parenting practices, realism and fantasy literature, and urban versus rural childhoods. Additionally, students will explore the scholarship of children’s literature and adaptations of classic children’s literature texts to better understand how shifting ideologies influence text produced for and consumed by young audiences. Students will also be asked to situate texts within their historical and geographical contexts and consider how the space and time shape ideologies within texts. Further, students will consider how monuments, museums, and theme parks relate to children’s literature and childhood studies. The course will culminate with a two-week study abroad to England to visit sites associated with each of the assigned texts and a research product. As a study abroad course, students may register only after completing the application process and receiving a permit.

Studies in Writing, Rhetoric and New Media**4271/5050-080****Osborn****100% Online****Can we use Matt’s description from last summer?****Major Figures & Themes in Children’s Literature: Children’s Literature Award Winners****6104-021****West****MTWRF****09:00AM-12:30PM, 2-Week Course**

Children’s Literature Winners (ENGL 6070) is a special two-week, graduate institute for teachers and others interested in contemporary, award-winning children’s literature. This institute will focus on the recent winners of the Newbery Medal, the Caldecott Medal, the Coretta Scott King Books Awards, and the Printz Award. Participants will also learn about the history and significance of these awards. **The institute will meet Monday through Friday from 9:00am until 12:30pm. The first day of the institute will be July 5, 2018 and the last will be July 19, 2018.** For more information, please visit <http://www/summer.uncc.edu/summer%20school/profeducators.htm>

Introduction to Linguistics**6161-080****Dobs****100% Online**

This online course gives you language to talk about language. It explains the structural and functional processes of English. We will explore how sounds are produced and made meaningful, 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 and in different varieties of English. The course is geared towards enabling students to ask critical questions about the English language.