



Undergraduate and Graduate Courses **FALL 2018**

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. 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.

Topics in English: Children’s Literature, Media and Culture: Superheroes on Screen

2074-D01 Basu TR 01:00PM-02:15PM

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 heroism, role models for young people, narrative, storytelling, folklore, myth making, marketing, fandom, visual culture and film theory. As we watch and think about these immensely popular films designed to entertain young people, we’ll consider and be attentive to how these varying cinematic adaptations and interpretations reflect important changes in American society, culture, and politics.

Topics in English: Introduction to Linguistic Anthropology

2090-001 Berman TR 02:30PM-03:45PM

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.

Writing about Literature (W)

2100-001 Bright TR 11:30AM-12:45PM
2100-002 Tarr TR 10:00AM-11:15AM
2100-090 Morton M 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 100% Online

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. The text for this course is *Film Studies: An Introduction*, by Ed Sikov.

Introduction to Technical Communication (W)

2116-003	Rhodes	MWF	09:05AM-09:55AM
2116-004	Dolmatova	MWF	09:05AM-09:55AM
2116-005	Dolmatova	MWF	12:20PM-01:10PM
2116-006	Gordon	TR	08:30AM-09:45AM
2116-007	Dolmatova	MWF	10:10AM-11:00AM
2116-008	Intawiwat	MWF	11:15AM-12:05PM
2116-009	Rhodes	MWF	11:15AM-12:05PM
2116-010	Gordon	TR	11:30AM-12:45PM
2116-011	Intawiwat	MWF	01:25PM-02:15PM
2116-012	Gordon	TR	10:00AM-11:15AM
2116-013	Intawiwat	MW	02:30PM-03:45PM
2116-090	Marker	T	05:30PM-08:15PM
2116-091	Loeffert	R	06:30AM-09:15PM

Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors. See your department for permits. Used seats will be released 4/18/2018 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 Ocasio TR 11:30AM-12:45PM

This course is designed to offer students the opportunity to learn the art of creative writing. Central to this class will be the study of the foundational elements of writing fiction, poetry, and non-fiction. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. The main emphasis of this course is poetry and fiction although some attention will be given to non-fiction. Students will share their pieces in a workshop setting.

Introduction to Creative Writing

2126-002 Hutchcraft MWF 11:15AM-12:05PM

This workshop-centered course introduces you to the reading and writing of poetry and literary short fiction. Together, we will read and discuss a variety of published poems and short stories, approaching this work from a writer's perspective. In equal measure, you will also generate, draft, and revise your own poems and short fiction. We will regularly 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. Writing exercises, close-readings, discussions, active participation, and a readiness to explore new methods of writing will be essential aspects of this course.

Introduction to Poetry (W)

2127-001 Davis, C MW 04:00PM-05:15PM

An introductory course for those with little experience in reading, writing, and critiquing poetry. Students read and discuss poetry in an anthology and also are responsible for writing poems based on assigned formal strategies or themes and for bringing them to a workshop setting for group critique.

Introduction to Fiction Writing

2128-001 Gwyn TR 01:00PM-02:15PM

This course will introduce students to the fundamentals of narrative craft, paying close attention to the formation of Plot, Character, Chronology, Setting, and Theme. Students will be required to write a number of exercises that build various storytelling skills, and a 10-20 page short story.

Introduction to Fiction Writing

2128-090 Martinac TR 08:30AM-09:45AM

An introduction to the craft of writing short fiction, including characterization, dialogue, POV, plot, setting, time, and revision. By evaluating published works, students learn to "read like writers" and determine what makes the best fiction tick. In-class exercises and graded assignments provide opportunities to try out techniques, while the workshop experience gives students supportive feedback on their stories and creates a sense of community.

Grammar for Writing**2161-001****Lunsford****TR****01:00PM-02:15PM**

Three overriding goals will inform our work in this course. 1) We will strive to understand the various meanings associated with the word “grammar”; 2) we will, to the degree possible, master the terminology involved in understanding two types of grammar: grammar used to edit a formal paper and grammar used to suit the style of a paper to its intended audience and purpose; 3) we will, through in-class workshops and extended editing projects, learn to implement these two types of grammar in producing formal papers that achieve stylistic sophistication and meet the editing standards of formal writing.

Topics in English: Baseball in Film**3050-090****Arvidson****W****05:30PM-08:15PM**

Baseball in Film: Students will examine, analyze, and write about the ways baseball in film has served as a cultural barometer and reflection of American life. We will view classic and contemporary movies and read the literature that has often inspired them. Careful examination of the historical and cultural context in which baseball films were created will be an integral part of the course.

Topics in English: Masterpieces of Russian Literature-Russian Literature in Translation (W)**3051-001****Baldwin****TR****02:30PM-03:45PM**

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: War and Genocide in Children’s Literature**3074-D91****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}

Approaches to Literature (W)**3100-001****Hogan****TR****11:30AM-12:45PM**

This course uses literary and cultural theory as prisms for interpreting and writing about literature and culture. Students will explore what theory is and consider how critics create complex interpretations by “theorizing” about texts--that is, by creating explanations of a text’s structure and meaning. Students will draw on these theories to create their own original interpretations of literary and cultural texts. Because this course is also writing-intensive, we will devote class time to discussing writing, and students will be expected to engage in peer-review of one another’s work. With an emphasis on “close reading” of theory, literature, and culture, the course will enhance students’ critical thinking and writing, which will assist them in every area of their lives.

Approaches to Literature (W)**3100-002****Rowney****MW****02:30PM-03:45PM**

This course will examine the methods we use to make meaning out of texts and other cultural artifacts. We will start from the notion that everyone applies some kind of theory to what they are reading, a sort of lens through which they see the text. Different theoretical positions produce different readings, and we will explore both how this works and how we might apply a variety of theoretical material to texts and other cultural objects around us. The goal is to make ourselves into more sophisticated readers able to understand a range of approaches to textual and cultural material, and thereby to enhance our interpretive ability and enrich our reading and thinking experience.

Approaches to Literature**3100-090****Blaylock****M****05:30PM-08:15PM**

This course is an introduction to literary theory and major schools of literary criticism. By applying a variety of critical approaches to literature through close reading, students will learn to analyze literature as well as craft analytical arguments about the literary texts under examination. This course is designed to help improve understanding of key critical terms, ideas, and modes of analysis. Since this is an introductory course, students will not be expected to achieve complete mastery of every literary theory. However,

because this is a writing intensive course, students will be expected to apply critical approaches to thoughtful, well-organized written essays demonstrating proficiency in close reading and understanding of critical theory.

Children's Literature

3103-001

West

TR

11:30AM-12:45PM

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

R

05:30PM-08:15PM

In this course, we will read (once more or for the first time) books beloved by English speaking young people published from the nineteenth century through 2017. Pairing together culturally and chronologically diverse texts, we will examine how authors, often separated by race, gender, historical period, and cultural background, deal with similar themes to create intertextual conversations across space and time. Throughout the semester, we will consider the following questions: how do these texts construct the child? What fantasies and desires—for escape, adventure, home, family, education, achievement, knowledge, and pleasure—do these texts elicit, express, and satisfy? 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 such a critical reading do violence to the delights of childhood? As we chart the history of children's literature, students will learn to employ a number of critical lenses and literary theories in their readings.

Literature for Adolescents (L)

3104-001

Bright

TR

02:30PM-03:45PM

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.

Literature for Adolescents (L)

3104-090

Bright

TR

08:30AM-09:45PM

Students will critically study literature intended for adolescent and pre-adolescent readers as well as texts that deal with coming-of-age themes, such as becoming an adult, peer pressure, and sexuality. As part of the course we will also discuss aspects of adolescent development and its reflection in literature. Students will also examine the potential texts have to influence readers' identities and their understanding of social power.

Introduction to Contemporary American English

3132-001

Roeder

MWF

01:25PM-02:15PM

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-D01

Miller

TR

10:00AM-11:15AM

This is a linguistics course that uses examples from the virtual world and digitally mediated communication 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

Gordon

TR

02:30PM-03:45PM

The purpose of English 3180 is to explore intersections between language and technology – especially digital electronic technology. Our readings will inform discussions about languages, communications media, writing, coding, computing, history and the future. We will discuss social, economic, and even political effects of shifts in the audiences, purposes, and communication media across the digital spaces inventors and designers have shaped. We will also discuss our own language and

digital media practices. Course work will focus on readings, but will include small collaborative writing projects that explore their implications.

Intermediate Poetry Writing Workshop

3201-001

Hutchcraft

MWF 09:05AM-09:55AM

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

Chancellor

MWF 01:25-02:15PM

In Intermediate Fiction Writing, students will advance their skills as readers and writers of fiction through 1) active informal writing, with exercises intended to trigger ideas and develop techniques; 2) deepened analysis and discussion of fictional techniques (e.g. description, imagery, characterization, point of view, plot, and structure) in several contemporary works; and 3) the studio workshop, the exchange and critique of students' original short fiction. The course strongly emphasizes literary writing over genre writing (though these need not be mutually exclusive). This course is intended for students who have completed an introductory creative writing course and are familiar with the workshop method. Prerequisite: ENGL 2126, 2127, or 2128.

British Renaissance Literature

3212-001

Melnikoff

MW 04:00PM-05:15PM

British Renaissance Literature will survey a range of works that today are associated with British literature of the early modern period, from *Utopia* to *Euphues*, *Hero and Leander* to the sonnets of Mary Wroth, *Doctor Faustus* to *The Tempest*. Over the course of the semester, we will consider the religious and political climate of the day as well as the period's distinctive literary genres; its poets, pamphleteers, and playwrights; and its definitive manuscript, print, and theatrical cultures. In-class discussions, essays, commonplace book entries, imitation assignments, and exams will together ensure an in-depth and sustained engagement with one of the most significant eras in British literary history.

British Victorian Literature

3215-001

Gargano

MWF 01:25PM-02:15PM

The literature of the Victorian era dramatized the major issues that were re-mapping a society in transition: changing gender roles, class conflicts, industrialization, and new attitudes toward science, society, and faith. An age of dramatic contrasts and accelerated change, the Victorian period still influences the way we live and think today; to explore this continuing influence, we will discuss the many film and television versions of Victorian fiction. Finally, we will pay special attention to how Victorian authors modernized and reshaped the novel, helping to create the genre that we know today. Texts will include Emily Bronte's portrait of love and madness in *Wuthering Heights*, the magic alternate worlds of Carroll's *Alice in Wonderland* and *Through the Looking Glass*, and Dickens's exploration of the gritty urban landscape of London. Our class will require a final seminar essay and an exam.

Modern British Literature

3217-D01

Meneses

MW 02:30PM-03:45PM

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 postcolonialism, 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.

Early African American Literature

3231-D01

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 will 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.

Introduction to African American Literature, Harlem Renaissance to Present
3236-D01 Deck TR 01:00PM-02:15PM

"What is Africa to Me?" This is one of many rhetorical questions posed by African American writers during the 20th and 21st centuries. In this class we will trace the development and application of this query in selected poems, fiction, personal narratives and plays by African Americans. How is Africa represented in the literature? What is the attitude of African Americans towards Africa as expressed in their writings? How does the recent film "Black Panther" represent Africa and its people? Requirements: weekly reading response papers, 1-2 pages. Two essays (3-4 pages each), a midterm and a final. Attendance will be taken everyday.

Modern and Recent U.S. Multiethnic Literature
3237-D01 Socolovsky TR 08:30AM-09:45AM

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.

Women in Literature
4002-D01 Gargano MW 04:00PM-05:15PM

Our class will explore the major contributions that women have made, and continue to make, to contemporary and postmodern fiction, expanding its subject matter and re-envisioning its form. Riffing on the sci-fi genre, Margaret Atwood's *Handmaid's Tale* depicts a futuristic dystopian society, which embodies disturbing and challenging trends present in our own contemporary world. In contrast, Toni Morrison's novel *Beloved* explores the historical reality of slavery through fragmented narrative, and the depiction of personal and collective ghosts. In *The Magic Toyshop* and *The Bloody Chamber*, Angela Carter retells and re-animates traditional fairy tales and folktales, interrogating them through the lens of gender relations. Works by these (and other) contemporary women writers will serve as our primary texts. Our discussions will explore the changing roles of women, conceptions of women's authorship and readership, and the effect of popular culture on women's contemporary and postmodern narratives. In addition, we will investigate the impact of science fiction, fantasy, and magic realism on contemporary conceptions of the literary novel. Our class will require a final seminar essay and brief reader response papers throughout the course.

Topics in Literature & Film
4072/5072-D01 Socolovsky TR 10:00AM-11:15AM

This course examines selected works of the 20th and 21st centuries that explore experiences of trauma, memory, and migration in the U.S. We will look at literary and cultural representations of various national and/or personal traumatic experiences (such as slavery, the Holocaust, Vietnam, political dictatorships, migration), and consider how various writers have engaged with the difficulties, limitations and possibilities of representing such experiences through narrative. We will think about how the storytelling process memorializes personal and national acts of memory, and read from a diverse range of texts, including African-American, Jewish-American, U.S.-Dominican, and U.S.-Cuban.

Topics in Literature & Film
4072-D02 Leak MWF 10:10AM-11:00AM

This course will explore the formation of African American identities in the 20th and 21st centuries. We will undertake this exploration through reading a cross section of texts—fiction, non-fiction, essay, poetry—as well as a select number of dramatic and documentary films. By reading across literary and expressive genres, we should arrive at a more historically and culturally informed understanding of the making of African American identity in the U.S.

Topics in Literature & Film: Girl Culture
4072-D03 Hogan TR 02:30PM-03:45PM
5072-003 Hogan TR 02:30PM-03:45PM

Girl Cultures is an interdisciplinary course that uses texts by and about girls to create a broad picture of girls' experiences both in the U.S. and globally. The course draws on literature, girl studies, film, and history to examine how girls and girlhood are culturally and historically constructed concepts. Focusing on how girls both shape culture and are shaped by it, the course looks at three conflicting characterizations: "can do" power girls; girls as consumers; and "at-risk" girls. These contradictory portrayals of girls and girlhood guide a variety of topics, including the rise of girls' studies; girls and feminism; girls and social media; girls and sex; riot grrrls; black girls; queer girls; trans girls; rural girls and global girls.

Topics in Children's Literature, Med, Culture: Ecological Issues in Young Adult and Children's Literature
4074-D90 TBA T 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.

British Children's Literature

4102-001 Tarr TR 04:00PM-05:15PM

This course provides a survey of British children's literature from its beginnings into the twentieth century. Students will be introduced to a range of genres, including fairytales, poetry, and novels. The semester culminates in a thesis-based essay that requires students not only to enter the critical debate surrounding a text, but also to locate, engage, and correctly document secondary sources.

Multiculturalism and Children's Literature

4104-001 Connolly MW 02:30PM-03:45PM

In this course, we will explore a range of genres and forms—including picturebooks, folktales, graphic novels, and historical and realistic fiction—that represents a wealth of cultural, racial, religious, political, and social diversity in literature for children and adolescents. We will explore how visual and verbal texts reveal social constructions of cultural identity and also work to develop definitions of what "culture" and "multiculturalism" mean in the context of children's and adolescent literature. Texts will include: *Snowy Day* (Keats), *A Step from Heaven* (An Na), and *Wonder* (R. J. Palacio).

Shakespeare's Early Plays

4116-001 Hartley TR 02:30PM-03:45PM

A study of 10 representative plays from the comedies, histories, and tragedies written 1590-1600.

Literature of the American South

4145-090 Eckard TR 10:00AM-11:15AM

This course explores the works of southern writers that reflect literary and cultural concerns from colonial and antebellum times to the present. We will study such writers as John Smith, John Lawson, George Moses Horton, Kate Chopin, Charles Chesnutt, William Faulkner, Thomas Wolfe, James Still, Flannery O'Connor, Eudora Welty, Bobbie Ann Mason, Lee Smith, and others. Questions we will consider include: What is the South? Who is a southern writer? What is southern literature? What concerns are evident in the literature of the region? What commonalities and contradictions exist?

Origins of Language

4160-001 Lunsford TR 04:00PM-05:15PM

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.

Multiculturalism & Language

4165-D01 Miller TR 01:00PM-02:15PM

This course will be structured much like a seminar in that active participation and discussion from all students is expected. The primary text for the class covers a range of topics related to intercultural interactions or communication, such as chapters on language and non-verbal communication, ethnocentrism and Othering, intercultural conflict, communication in the global workplace, and intercultural competence, among others. The primary text will be supplemented with scholarly research articles. Students will complete short writing assignments, a major research project and two take-home essay exams.

The Mind & Language

4167/5167 -001 Thiede TBA TBA

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind/brain. 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, the minor in Linguistics, and the Language & Digital Technology concentration in the English major. 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.

Information Design and Digital Publishing

4182/5182-090

Wickliff

M

06:00PM-09:00PM

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 of 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.

Editing with Digital Technologies

4183/5183-090

Toscano

W

06:00PM-09:00PM

This class enhances your understanding of the vocabulary, principles, and practices of editing technical/professional documents, including substantive editing, copyediting, and project management. After a substantial overview of rhetorical grammar, students will be prepared to investigate the variety of editing contexts for both print and digital documents. The class will privilege both rhetoric and style over rigid, outdated adherence to doctrines of correctness. You will not just proofread; you will edit based on sound reasons for specific audiences and purposes. Assignments provide students the opportunity to edit documents from a range of professional content areas and genres.

Teaching of Multi-Ethnic Literature

4201-D02

Avila

TR

02:30PM-03:45PM

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

4202/5202-090

Davis, C

W

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

4203/5203-001

Gwyn

TR

04:00PM-05:15PM

Students will be required to write and workshop several short stories or novel chapters. The course will also require intensive reading of contemporary novels/short stories, and a familiarity with the vocabulary of the workshop/narrative craft.

Teaching English/Communication Skills to Middle and Secondary School Learners

4254/5254-090

Avila

T

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). 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

Barnes

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

History of Global Englishes**4260-D01****Roeder****MW 04:00PM-05:15PM****5075-001****Roeder****MW 04:00PM-05:15PM**

This course will explore the origins and development of the English language from its earliest forms to contemporary usage, with an emphasis on features of linguistic structure (e.g., phonetics, phonology, morphology, syntax, semantics). The course will include the examination of issues involved in the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. No prerequisite is required, but a knowledge level equivalent to ENGL 3132 "Introduction to Modern American English" is strongly recommended.

Identity, Social Interaction, and Community in Digital Spaces**4267-001****Blitvich****TR 11:30AM-12:45PM**

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.

Studies in the Politics of Language and Writing**4272-001****Barnes****MW 02:30PM-03:45PM**

Throughout the semester, we will consider how the ways we use, understand, interpret, and make sense of language and writing are all deeply political acts. We will also consider how language (through various modes) shapes and is shaped by our understandings of the world, the ways we interact with one another, and our performances and behaviors in society. Specifically, we will consider the politics of language and writing as they manifest in and are shaped by literacy practices and identity.

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****Toscano****MWF 01:25PM-02:15PM**

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

English Honors Seminar: Language, Society and Ideology**4750-D90****Rowney****M 05:30PM-08:15PM**

This course takes as its premise the argument recently made by Sandie Byrne, that "Austen's employment of tangible objects and her description of those objects, though economical, are rarely inconsequential." There is more to Austen's objects than meets the eye, and when we consider her careful placement of a rich variety of objects, a new insight into a variety of interconnecting forces and movements becomes available. Rather than taking our focus away from the psychological depth of social entanglements that Austen is so justifiably celebrated for investigating, a focus on objects broadens and deepens our understanding of both specific relationships and broader social and historical realities. We will read all six of Austen's major novels and consider the objects presented in both their historical and interpersonal contexts in order to arrive at a more nuanced reading of Austen's oeuvre.

English Honors Thesis Seminar**4751-090****Melnikoff****W 05:30PM-08:15PM**

This class will introduce students to the fast-growing field in cultural history known as "the History of the Book." It will also guide Honors students through the process of producing an Honors thesis on a Book-History topic of their choice. Over the course of the semester, we will talk about the various material forms, textual apparatuses, and technologies associated with manuscripts, printed books, and digital publications. We will also pay close attention to different reading practices and to the differing religious, political, social, and cultural contexts of book production, especially in England between the fifteenth and eighteenth centuries. Whenever possible, we will spend time in Atkins Library's rare book collection, looking at paper, at typefaces, at bindings, and at illustrations.

Topics in English: Foucault**5050-001****Hull****TR****11:30AM-12:15PM**

From the early 1960s until his death in 1984, Michel Foucault was one of the most innovative and influential figures in French philosophy. Known most fundamentally for the thesis that our most basic categories of thought are inescapably the products of their social and institutional environments, Foucault wrote about such topics as the emergence of a clinical understanding of insanity, the change in punishment theory from the dungeon to intensive surveillance; the emergence of power as a force for fostering life and managing populations; the emergence of “sexuality” as a marker of identity; and the transformation of economic thought from classical, *laissez faire* liberalism to the intensely interventionist theory of today’s neoliberalism. Not surprisingly, given the range of his thought, Foucault’s influence today extends into such diverse fields as philosophy, sociology, criminal justice, literary theory, and queer and feminist theory. In this course, we will read from a number of Foucault’s most important works, with attention both to the questions they enable us to ask and to prominent criticisms of his work.

Topics in English: The Linguistics of Children’s Literature**6070-090****Thiede****W****05:30PM-08:15PM**

This course approaches children's literature as a form of 'language nutrition.' We will study how the language of children's books substantially differs from the speech directed to children by adults in everyday settings and how those differences can accelerate brain development and language acquisition. Using an interdisciplinary approach to the genre (especially books for very young children), we will appreciate children's books as cooperative safe zones for language play and surprises such as rare words, exotic constructions, and downright linguistic violations, triggering delight and exploration.

Topics in English: Foundational Issues in Linguistic Anthropology**6070-091****Berman****T****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.

Topics in Literature and Film: Global Narrative**6072-094****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.

Topics in Creative Writing: Fiction Writing: The Whole Wide World of Setting**6073-090****Chancellor****M****05:30PM-08:15PM**

In this advanced fiction 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 as we deepen our exploration of all aspects of craft.

Students will be required to write and submit original fiction for mid-draft exchanges and workshop; read and critique classmates’ fiction; close-read and respond to essays, stories, and chapters; lead discussion; and create a portfolio with revisions, an apologia, and an annotated bibliography.

Note: This course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance); writers must strive to create fully conceived, original, complex, meaningful characters and situations that resist tropes, whether the story takes place in this world or another. This class also 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. Satisfies M.A requirement for writing/rhetoric.

Introduction to English Studies**6101-090****Vetter****T****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.

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 written for children and young adults from the late 1700s to the current day. 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.

Technical/Professional Writing**6116-090****Wickliff****R****06:00PM-09:00PM**

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.

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****100% Online**

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.

Seminar in British Literature: “How Matter Matters in the Renaissance”**6680-090****Munroe****W****05:30PM-08:15PM**

This course examines the relationship between the human and nonhuman natural world in texts of various kinds in seventeenth century England—in particular, how new ways of thinking about knowledge about and experience with a nonhuman Other was reconstituted in the context of developing scientific discourse. The course draws on recent research in such fields as philosophy, social justice, ecofeminism, history of science, quantum physics, and others as we discuss how the human and nonhuman alike come to “matter” in the late seventeenth century in England.

The developing discipline of science in the seventeenth century was catalyzed by a desire to comprehend and articulate the relationship between humans and nonhumans. Such knowledge, as many have argued, served as a form of dominance; and

Cartesian thought in particular (where knowledge = subjecthood: “I think therefore I am”) became the basis for a hierarchization of human over nonhuman, men over women, and theory over practice in newly quantified ways. At the same time, though, the deep desire to dominate a nonhuman “Other” (and women) betrayed anxieties about the extent to which humans (and men) dominate at all. We will consider, for example, how such technologies as automata might attest to human domination even as they anticipate anxieties about how, as science fiction writers have illustrated, the nonhuman might well subject the human in unpredictable ways. We will similarly think about how the invention of the microscope asserted the difference between human and nonhuman (plant, animal, and other), but the boundaries between the two might well be more blurred than we (and early moderns) might otherwise imagine. As we read and discuss seventeenth century literary and popular texts (and manuscripts) we will pair them with secondary and theoretical readings that ask us to rethink the foundations of human exceptionalism as well as the concomitant dominance of men over women, animals, and plants.

Seminar in American Literature: American Gothic

6685-090

Shealy

R

05:30PM-08:15PM

This course will engage narrative ideas of freedom in African American literature from 18th through 20th centuries as they inform our contemporary context. Students will analyze primary and theoretical texts, engage archival materials, and create their own analyses of what freedom means with respect to race, gender, class, and ethnicity. Assessments will include a midterm and final paper and weekly responses.