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. Therefore, 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 Literature and Film: The Immortal Vampire: From Shadows to Sparkles in Film and Literature

2072-002 Rauch MW 02:30PM-03:45PM

The graphic novel has emerged in the 21st century as a serious and important genre of literature, bringing together text and image in new ways. The text and image have worked together for a long time from hieroglyphics, to illuminated manuscripts, works for children, and even instruction manuals. In this course, we’ll move from historical considerations of the graphic novel to contemporary works that function in ways (which we’ll explore) that strictly textual works do not or perhaps cannot. Our readings will include works by Will Eisner, Art Spiegelman, David Mazzucchelli, Roz Chast, and Alison Bechdel. We will try to ground our readings in some theoretical texts that will help us reflect on what it means to express oneself in the graphic novel format, and how the experience of reading a “graphic novel” is somehow different from reading other sources.

Children’s Literature, Media, Culture

2074-D01 Connolly TR 10:00AM-11:15AM

Croslisted with AMST. 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 Frozen. We will also explore the translation of children’s literature to film by reading the fairytale 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 affect American culture.

Writing about Literature (W)

2100-001 Turr TR 02:30PM-03:45PM

2100-003 Morton MW 04:00PM-05:15PM

2100-090 Bright MWF 09:05AM-09:55AM

This first course focuses on writing processes and a range of writing modes in the discipline, including argument. This course provides an introduction to literary analysis, with a focus on expectations and conventions for writing about literature in academic contexts. Students will find and evaluate scholarly resources, develop effective writing strategies such as drafting and revision, and write essays on poetry, short fiction, and drama.

Film Criticism

2106-002 Jackson TBA TBA

In this class, we’ll begin to learn how to interpret the world’s most important form of technologized storytelling: movies. We’ll use writing as the means to produce our interpretations. Because movies are so thoroughly technologized, 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 of enabling 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)

2116-001 Gordyn MW 08:00AM-09:20AM

2116-002 Rhodes MW 08:00AM-09:20AM

2116-003 Gordyn MW 09:20AM-10:40AM

2116-004 Rhodes MW 09:20AM-10:40AM

2116-005 Rhodes MW 12:20PM-01:40PM

2116-006 Intaiwiat TR 08:00AM-09:55AM

2116-008 Dolmatova MW 11:15AM-12:50PM

2116-009 Gordyn MW 11:15AM-12:50PM

2116-010 Intaiwiat TR 11:15AM-12:50PM

2116-011 Dolmatova MWF 02:15PM-03:35PM

2116-012 Intaiwiat TR 10:00AM-11:15AM

2116-013 Dolmatova MW 02:30PM-03:45PM

2116-090 Lafler R 05:30PM-06:45PM

Restrictions: Intro ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors see your department for permits. Unused seats will be released December 6, 2018, for other majors and minors.

Introduction to Creative Writing (W)

2126-001 Arvidsson TR 11:30AM-12:45PM

This course introduces you to the reading and writing of poetry, literary short fiction, and creative nonfiction. Together, we will read and discuss a variety of published poems, short fiction, and personal essays, approaching the work from a writer’s perspective. You will generate, draft, and revise your own poems, short fiction, and essays. We will regularly respond to each other’s writing, 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 are essential aspects of this course.

Introduction to Creative Writing

2127-001 Hutchcraft TR 10:00AM-11:15AM

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

Introduction to Fiction Writing

2128-001 Martincic MW 12:00PM-01:15PM (Hybrid)

2128-002 Martincic MW 12:00PM-01:15PM (Hybrid)
An introduction to the craft of writing short fiction, including the elements of characterization, dialogue, P.O.V., plot, and setting. By evaluating published stories, students learn to "read like writers" and determine what makes the best short fiction work. Writing assignments and in-class exercises provide opportunities to try out craft techniques, while the workshop experience gives students supportive feedback on their work and creates a sense of community.

**Grammar for Writing 2161-061-001**

This course provides a systematic, hands-on review of the grammar behind professional copy editing for academic and public submission, including techniques for using sentence structure, word choice, and information management to make texts intuitively appealing without sacrificing precision and to maximize readability speed. Students will read a variety of published texts, with an eye for writing, analyzing the choices professional writers make in crafting these texts and the effects those choices have on the meaning conveyed to readers. In workshops, students will apply new understandings of grammar to their own writing, experimenting with the techniques introduced in the course. Through the revision and editing process, they will fine-tune the use of these techniques to achieve maximum impact on the reader. Ultimately, students will conduct a discourse analysis and present it in a final paper edited to all the standards we will learn in class.

**Introduction to African-American Literature; Early Beginnings through the Literature of the Reconstruction 3053-001**

We will study the beginnings of African American literature in the United States. This will include the folk songs and stories developed on the plantations during the slave era, the slave narratives of those who managed to escape slavery (Harriet B. Jacobs and Frederick Douglass), the essays, poetry and novels published before and after Emancipation. Required readings: The Norton Anthology of African American Literature, 3rd ed., vol. 1, and Baracks by Zora Neale Hurston. Required written assignments: Weekly Reader Responses (1-2 pages), two essays (3-4 pages), a midterm exam and a final exam. Attendance will be taken every day and is required.

**Topics in English: Preachers, Prophets, and Scribes: Language in Religious Life 3050-001**

In both its oral and written forms, language plays a key part in people’s religious experiences. This course will introduce students to methods for analyzing language and communication in religious life. Topics covered include: the nature of ritual language, charisma and the institutionalization of religious authority; language and its relationship to belief; the power of words in prayer and magic, and literary practices surrounding sacred texts.

**Topics in English: Paranoid Cinema: American Movies in the 1970s 3050-003**

In the 1970s, Hollywood experienced a creative surge, opening a new era in American cinema with films that challenged traditional modes of storytelling. Directors such as Robert Altman, Alan Pakula, Barbara Loden, John Cassavetes, and Martin Scorsese undermined traditional Hollywood cinema, and in the process created some of the greatest movies to come out of the American film industry. Students will examine selected films through various contexts—most importantly, the filmmakers’ response to the cultural and political upheavals of the decade.

**Topics in English: Masterpieces of Russian Literature in Translation (W) 3051-001**

Masterpieces of Russian literature in translation. Course is taught in English. Writing Intensive. Survey of 19th-21st century Russian prose and poetry, including Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn as well as contemporary writers. 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 Education majors.

**Children’s Literature 3103-002**

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 Education majors.

**Topics in Literature and Film: Introduction to U.S. Latino's Literature 3074-001**

This course examines 20th century literatures written in English by Latino’s in the U.S. by Latinx 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 four units, each focusing on the work of important writers in Mexican-American, Puerto-Rican, Cuban-American, and Dominican-American backgrounds. 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 Latinx writers narrate their particular experience of ethnicity? How are issues of immigration and assimilation explored in the texts? How are history, memory, and exile represented in Latino texts? And finally, how do Latinx writers figure and position their bodies, in terms of race and ethnicity? We will also watch two documentaries that explore the contemporary experiences of Latinos in Siler City, North Carolina, and Charlotte, North Carolina.

**Approaches to Literature 3100-001**

Snedovski

This course is designed to introduce you to critical theory as it applies to close readings of literature. We will study different critical approaches and practice using them to read primary texts. Because this course is also writing-intensive, we will spend class time discussing writing, and you will be expected to write a considerable amount throughout the semester. Both these goals should help you develop critical thinking and writing skills that are essential for success in English studies and in communication. I want you to think of this course as centrally important in your career as an English major, as it teaches you the skilled and rigorous work of reading and communicating critically about a piece of literature (and culture), thus building on what you can already do (read literature for leisure).

**Approaches to Literature 3100-002**

Hogan

This course uses literary and critical theory as prisms for interpreting and writing about literature. Students will explore what theory is and consider how critics create interpretations by "theorizing" about literary texts—that is, by explaining a text’s structure and its connections to society and the world. Students will draw on the theories to create their own original interpretations of literature. Because this course is also writing-intensive, we will devote class time to discussing writing, and students will be expected to engage in thoughtful peer-review of one another’s work.

**Literature for Adolescents 3104-002**

Bright

Students in this course will read a variety of children's literature, both classic and modern, intended for pre-adolescent readers. Class lectures will cover the history of children's literature (and culture), thus building on what you can already do (read literature for leisure). American, Puerto Rican, Cuban American, and Dominican backgrounds. 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 Latinx writers narrate their particular experience of ethnicity? How are issues of immigration and assimilation explored in the texts? How are history, memory, and exile represented in Latino texts? And finally, how do Latinx writers figure and position their bodies, in terms of race and ethnicity? We will also watch two documentaries that explore the contemporary experiences of Latinos in Siler City, North Carolina, and Charlotte, North Carolina.

**Topics in Children’s Literature, Media, and Culture: Refugees in Literature and Film 3074-003**

Minnow

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

**Literature for Adolescents 3104-002**

Bright

Students in this course will critically study literature intended for adolescent and pre-adolescent readers including 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.
Language and the Virtual World 3162-D01
Blitvich MW 02:30PM-03:45PM
This linguistics course uses examples from the virtual world and digitally mediated communication (DMC) to illustrate linguistic concepts and research methodologies. Topics include pop culture attitudes about changing linguistic norms, structural manipulation of digitally-mediated text to fit diverse purposes, use of the web as a language corpus for social science inquiries, and norms of politeness in digitally-mediated communication. Students will have the opportunity to explore language practices through observation and analysis as well as through reading and discussion.

Language and Digital Technology 3186-D01
Gordon MWF 12:20PM-01:10PM
The purpose of English 3186 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-D01
Davis, C TR 02:30PM-03:45PM
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-D00
Gwyn W 05:30PM-08:15PM
This fiction-writing workshop will combine the reading and discussion of published fiction with creative work. This course is intended for student writers who have taken an introductory course in creative writing, and are therefore familiar with, and comfortable with, peer-critique “workshopping,” and also have a basic sense of what makes quality creative writing, and who can now benefit from integrating, through the reading and discussion of contemporary fiction, role models from literature. 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-D01
Larkin MWF 12:20PM-01:10PM
Spanning five centuries and diverse cultures, this course will cover a wide range of material whose distance from the present renders it both strange and compelling. The texts we will encounter—epics, chansons de geste, chivalric romances, beast fables, example, and historical narratives, to name a few—developed in contexts and for audiences that are difficult to recover. At the same time, these texts both signal and found the development of Western culture. In reading Beowulf and Sir Gawain and the Green Knight, for example, we will attempt to understand the preoccupations each text represents: the challenges of heroic and knighthood, for example. Topics of concern throughout the course will include religion and the church, the emergence of legal institutions, the nature of kingship, social hierarchies and gender relations, the emergence of national identities, the crusades, and the development of anti-Semitism. By reading a variety of medieval texts, we should gain a better understanding of the development of Western literature and its institutions. We should also see different critical climates, depending upon their own bases, revise interpretations to make relevant the reading of medieval texts.

British Romanticism in its Global Context 3214-D01
Rawson TR 10:00AM-11:15AM
Though we tend to think of globalization as a relatively recent phenomenon, its roots can be found more than two hundred years ago, in what is often referred to as the Romantic period. This course will consider British Romanticism in terms of the growing global network of interconnections and exchanges in which it formed. Canonical authors, such as William Wordsworth and Samuel Taylor Coleridge will be studied alongside the thought and expression of peoples marginalized, colonized, and enslaved during that period. This broad investigation will provide us with a bird’s eye view of the interconnected world writers of the period inhabited and responded to, and a better sense of what it means to be a part of a globalized world today.

British Literature in Transition: 1870-1914 Victorian Literature 3216-D01
Tarr TR 01:00PM-02:15PM
This course covers a tumultuous period in British history, culture, and literature. On one hand, we will examine the steady decline of the British empire from its peak at the mid-Victorian period to World War I. On the other, the rights of citizens increased dramatically with a second reform bill and obligatory civil registration, among other important developments. Literature flourished during this period, as writers transitioned from security in forms to questioning form altogether. We will examine the modernist challenge to Victorian ideology by understanding a post-Dickensian literary landscape, which featured Thomas Hardy and E. M. Forster, among many others. We will also pay special attention to Gothic forms—something) fantasy fiction. As a class, we will question traditional narratives of science that frequently leave out women and people of color. We will also explore how deeply ingrained ideas of science and science writing might be challenged by scientists themselves.

African American Literature: Harlem Renaissance to the Present 3263-D01
Perreira TR 02:30PM-03:45PM
In this course we will read essays, short stories, poems, novels and plays written by black Americans between 1925 and 2015, beginning with foundational author Zora Neale Hurston. Focusing on Salamishah Tillet’s concept of black writers’ “democratic aesthetic,” by which they respond to the civic estrangement blacks experience from dominant civic narratives of American identity, our selected readings will trace the authors’ textual reclamation of key national figures, events and locations and how they replace civic myths with complex truths. The “critical patriotism” these texts demonstrate engages dominant national discourse both to correct it and to establish black citizenship. Assignments will include weekly written responses to the readings, two essays, a midterm exam and a final exam. One unique feature of the course will be the opportunity for students to attend a conference on African American research in Orlando at the end of January that includes activities of the Zora Neale Hurston Festival. This course fulfills the diversity requirement of the English major.

Independent Study 3852-001,002
TBA TBA TBA TBA
Independent study courses are available to undergraduate students under certain conditions. These courses must be arranged with individual instructors before registering for them and are intended to enable students to pursue areas in studies not provided by regularly scheduled courses. For further information, students should see their advisor.

Topics in Advanced Communication: Rhetoric of Science 4852-003,004
Varones M 05:00PM-08:15PM
This course tracks the ideology and the writing of science from the modern period onward. While the class will begin with a short historical foundation, most of the semester will be spent exploring twentieth and twenty-first century sites of science writing, both professional and popular. Readings will include selections from major scientific discoveries, as well as more current popular science writing, such as work by Mary Roach and Rebecca Skloot. As a class, we will question traditional narratives of science that frequently leave out women and people of color. We will also explore how deeply ingrained ideas of science and science writing might be challenged by scientists themselves.

Topics in English: Writing Young Adult Fantasy 4705-0501,002
Gargano TBA
This class combines intensive reading and writing of “young adult” and “young” (twenty-something) fantasy fiction. Students will have the opportunity to plot a fantasy novel, create complex characters, develop a voice, and learn how to orchestrate conflict and resolution. In addition, we will explore such topics as world-building, avoiding fantasy clichés, and the resonances between fantasy and contemporary culture. Over the course of the term, students will move from brief introductory exercises to more extended writing. By the end of the class, they will plot a novel and generate one or two opening chapters. Our readings will include a range of contemporary fantasy fiction.

Topics in English: Language, Health, and Aging 4750-001
Davis, B TBA
Language, Health, and Aging looks at how adults communicate as they age, and the impact of sociocultural roles and identities, including language use across chronic conditions and dementia. Topics include: aging in place, social perceptions of aging, and gerontechnology as a developing field within digital and multimodal studies.

Topics in English: Language Diversity and Education 4750-5075,004
Berman MW 02:30PM-03:45PM
Language lies at the basis of educational practice and educational inequalities. Teachers use language to teach and assess their students, students' statuses in schools depends on how they prove themselves through writing and speaking, while ideas of
appropriate language use get reproduced in education policy and standardized assessments. However, students come to school with a drastic amount of linguistic diversity, a diversity of language and dialects, ways of using speech and telling stories, and modes of learning language. How does this linguistic diversity affect education, and how do schools and policies interpret this diversity? This course will investigate the relationship between language diversity and education, analyze how culturally specific views of language permeate schools and policies programs and disadvantage minority youth, and consider possible solutions. This is an upper level course that involves an independent research project and a term paper.

Topics in Literature & Film: Shakespeare’s Comedies and Romances
4072/5072-001 Malakoff
TR 02:30PM-04:30PM
This course will explore the origin, nature, and development of two of Shakespeare’s greatest comedic and tragic modes: comedy and what is now called “romance.” Over the course of the semester, we will pay close attention to the ways in which plays in these modes manifest Elizabethan anxieties about culture, society, religion, gender, and sexuality. Plays studied during the course of the semester will include Two Gentlemen of Verona, A Midsummer Night’s Dream, As You Like It, Measure for Measure, The Winter’s Tale, Pericles, and The Tempest. Class discussions, performance work, research essays, and examinations are all designed to promote a sustained critical engagement with some of Shakespeare’s seminal artistic achievements.

Topics in Literature & Film: Short Story
4072-002 Shealy
TBA TBA TBA
This course will explore the American short story from its beginning in the early 19th century to the early 20th century. From its first appearances, the short story has flourished in America, perhaps more so than any other genre. Examining the short story over both the age of romanticism through the age of realism, we will analyze how the genre has developed. Among the writers we will read are Edgar Allan Poe, Nathaniel Hawthorne, Harriet Beecher Stowe, Kate Chopin, Charles W. Chestnut, and Edith Wharton. This course will be completely on-line with weekly writing assignments and forum discussions.

Topics in Literature & Film: Ecologies of Eating in Early Modern England
4072/5072-001 Maneu
TR 11:30AM-12:45PM
In this course, we will explore various “ecologies” relating to eating and ingestion in early modern England. Using recent theories in ecocriticism (especially ecofeminism and environmental justice) as our guide, we will consider how early modern sense of self was shaped by their interaction with food and other ingested substances and how literary and other texts from the period served as a space to negotiate identity related to different aspects of “eating.” At a time of religious change, for instance, how did shifting and conflicting ideas about the eucharist (the ingestion of the body and blood of Christ) shape early modern identity? Or, how might an emphasis on the dinner table and its food stuffs as aesthetic rather than simply utilitarian shape how early moderns understood their relation to food and to each other? Our consideration of these questions with respect to the early modern will intersect with discussions about how such questions pertain today as we consider, for instance, their import to the “Slow Food” movement, Industrial Agriculture, the Ugly Food Movement, body shaming, the Arab Spring (which was catalyzed by a food shortage) and more.

Topics in Literature & Film: Romantic Things
4072-004 Brow
TR 01:00PM-02:15PM
Whether we are picking up our go coffee or searching out a favorite brand of clothing, we are taking part in a process that has a long and interesting history. Why are we attracted to certain commodities? What do we imagine they say about us? This course examines the types of everyday things that were the preoccupation of a variety of British Romantic period authors. Based on recent work in theory and criticism that explores how objects contribute to the formation of culture and identity, we will examine a number of material things and the way the intricacies of their forms contribute to how we interpret literature and culture.

Topics in Literature & Film: LGBTQ
4072-004 Hogan
MWF 01:25PM-02:15PM
This course focuses on culturally diverse LGBTQ memoir, drama, fiction, poetry and film of the 20th and 21st centuries, with an emphasis on contemporary texts. We will study the writings within their historical, social, and political contexts, with attention to changing views of sexuality and gender and issues of self-representation within cultures.

Topics in Literature & Film: Black Girlhood
4072/5072-090 Lewis
W 05:30PM-06:45PM
Black Girlhood in American Literature and Film will examine narratives from the 19th through 21st centuries to include representations of enslavement, girlhood and the Harlem Renaissance, girlhood and the legacies of the African slave and the Harlem Renaissance and Girlhood, and the girlhood of the Black Lives Matter/BlackLivesMatter 4 Black Lives. We will examine how and why girlhood is reproduced through the lenses of trauma but also liberation, empowerment and agency. Texts will include Incidents in the Life of a Slave Girl, Their Eyes Were Watching God, The Bluest Eye, I Know why the Caged Bird Sings, FUSE and The Hate U Give, along with films to include Daughters of the Dust, Pariah, and Precious. Students will conduct and present critical analysis and contextual research and produce both a conference length paper and a 15-20 page essay.

Topics in Children’s Literature, Media, and Culture (Spring Break Study Abroad Course)
4074/5074-001
MW 04:00PM-05:15PM
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 course will explore 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 the contemporary concepts of childhood and 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. Among the works we will examine are a number of texts which practices 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 Romance 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).

British Children’s Literature
4102/5102-090 Tarr
TR 08:40AM-09:55AM
This course is a survey of British children's literature. Students begin by reading educational tracts from the seventeenth century and then move to the eighteenth century when authors begin writing children's literature for both pedagogy and profit. The course moves to fairy tales as way to examine British writers adapted continental forms and then to the poetry of William Blake and Christina Rossetti, among others. The second half of the course treats the novel, and students should expect to read such texts as Alice’s Adventures in Wonderland and Charlie and the Chocolate Factory.

Modern World Literature
4102-090 Menees
TR 02:00PM-03:15PM
This course investigates a series of 20th- and 21st-century works with the objective of studying some of the most important questions and themes of the discipline of world literature: the disintegration of the nation-state, the relationship between national literary traditions, translation, and cosmopolitanism. At the same time, it offers students the opportunity to explore some of the most salient issues that define the contemporary global mind. This course will consider colonialism, migration, violence, globalization, and the environment. 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.

Thiele
TBA TBA TBA

The Mind & Language
4167-001
This course explores 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 the occasional compressed review of it as we go along.

Multimodality and Text Description
4058-090 Bitovich M 05:00PM-06:15PM
5075-090 Bitovich M 05:00PM-06:15PM
This course works towards achieving a better understanding of how different modes of communication interact and are integrated into an advanced, new, or emergent digital discourse 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 expressions.
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 4185/5185/6185 Wickliff W 06:00PM-08:45PM

The purpose of this course is to introduce students to design and creating documentation for users of computing software, hardware, and other devices in specific environments. Emphasis will be placed upon designing tutorials for novice users, reference materials for more experienced users, and reports on systematic observations of usability. You will create documentation designed for both print and online distribution, and you will work both individually and in small groups. Documents will be written for and tested in application by actual users from within and outside of our class. All the documents you complete will be collected together in an individual course portfolio at the end of the term.

Editing with Digital Technologies 4186/5186 Morgan R 06:00PM-08:45PM

This class will introduce you to the vocabulary, principles, and practices of editing digital professional documents, including both substantive editing and copyediting. As students in this class, you will edit documents from a range of professional content areas and genres. Where possible, you will work on real editing projects.

Teaching of Writing 4200/5200-003 Avila MWF 01:25PM-02:15PM

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

Writing Poetry 4282/5202-001 Hutchcraft TR 01:00PM-02:15PM

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 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 read and revise your own original poems, which you will showcase in a final portfolio. Writing exercises, close-reading, discussion, class participation, and a readiness to explore poetry in a dynamic and nuanced art form will be essential aspects of this course.

Writing Fiction: All Angles of Perspective 4282/5283-001 Chancellor TR 02:30PM-04:35PM

This advanced fiction-writing course takes a special interest in the complex technique of perspective, which encompasses point of view and narration alongside character. We will also explore our own perspectives, in particular how writing in different physical settings can change the way we see, respond, and reflect. Students will be required to write and submit original short fiction for mid-term exchanges and workshops; read and critique classmates’ fiction; close-read and respond to essays and stories; participate in writing sessions outside the classroom; and create a portfolio with revisions, an apologia, and a craft essay. The course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance); writers must strive to create original, complex, meaningful characters and situations that resist tropes, whether the story takes place in this world or another. This class assumes students enter having had a number of creative writing courses and they are familiar with the techniques of fiction writing and the rhetoric of the fiction workshop. Prerequisites: ENGL 2125, ENGL 2126, ENGL 2128, or permission of instructor. Satisfies W requirement

Writing Fiction 4283-002 Gwyn MW 04:00PM-05:15PM

This fiction-writing workshop will combine the reading and discussion of published fiction with creative work. This course is intended for student writers who have taken an introductory course in creative writing, and are therefore familiar with, and comfortable with, peer-critique "shopworking," and also have a basic sense of what makes quality creative writing, and who can now benefit from integrating, through the reading and discussion of contemporary fiction, role models from literature. Students will write original short fiction pieces as exercises based on topics, which will emerge from our reading, form, content, style, voice, characterisation, 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.

Fiction Writing Workshop: Flash Fiction 4209-001 Chancellor TR 11:30AM-12:45PM

This advanced fiction-writing course will focus on flash fiction: stories of anywhere from 50-1500 words in length. In exploring this exciting and challenging compressed form, along with other aspects of craft, we will broaden our aesthetics and deepen our understanding of fiction’s possibilities.

Teaching English/Communication Skills to Middle and Secondary School Learners 4254/5254/5254T-090 Barnes W 05:30PM-08:15PM

This course will cover various approaches to the teaching of English Language Arts, 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.

Language and Diversity 4262/5075-001 Roeder TR 11:30AM-12:45PM

This course examines language use as social practice, offering an advanced introduction into quantitative and qualitative sociolinguistic research on language in contemporary American society. The course will focus on variation in American varieties of English that correlates with variation in region, gender, ethnic identity, socio-economic status, age, social network, and other cultural groupings. Additional topics will include style shifting and language attitudes. Throughout the semester, emphasis will be placed on applying sociolinguistic theories and findings to linguistic diversity across the U.S., as a whole, as well as within specific communities with which students have personal experiences: Students will be encouraged to compare and contrast their own experiences with those discussed in readings and class lectures.

Studies in Writing, Rhetoric and New Media 4271-002 Avila MW 02:30PM-03:45PM

This course will examine the ways in which new media and digital literacies have impacted the teaching and learning of writing in both school and out-of-school settings. We will consider both the reception and production (theory and practice) of new media both in formal learning environments as well as within our larger cultural context(s).

Professional Internship 4410/5410-001, 002 Wickliff TR/W 09:00AM-09:55AM

Internships for 3 or 6 credit hour involvings primary 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. Greg Wickliff gwickliff@uncgc.edu (Descriptions of current sites at http://english.uncgc.edu/info-for-students/internships.html)

English Honors Seminar: The American Woman in the 19th Century 4750A-003 Shealy W 05:30PM-08:15PM

The feminist movement in America began long before Gloria Steinem led a charge for women’s rights in the 1960s. In her seminal work, Woman in the Nineteenth Century (1845), the transcendentalist Margaret Fuller wrote: “I wish Woman to live . . . Now there is no woman, only a nonwoman.” Fuller’s work, controversial at the time, is now considered a landmark text in the history of feminism in the United States. America’s first campaign for gender equality gained a national following in the 1840s, culminating with the Seneca Falls Convention of 1848. This course will look at the changing role of women in American literature during this period—both as professional authors and as protagonists in fiction. Many women authors from the 19th century help set the stage for the feminist movement of today. Among the authors we will read are Fanny Fern, Louisa May Alcott, Kate Chopin, Willa Cather, Harriet Jacobs, Catherine Maria Sedgwick, and Edith Wharton.

English Honors Seminar: Gothic Literature and Culture 4840-003 Gargano T 05:30PM-08:15PM

This class will focus on the gothic impulse in literature, art, and film, exploring works that offer their audiences “thrills and chills” through dramatic depictions of haunted houses, mysterious strangers, and uncanny confrontations with the supernatural or irrational. It will also guide Honors students through the process of producing an Honors thesis on a topic of their choice that relates to the gothic tradition. From the eighteenth century to the present, the gothic vision has animated diverse genres and disciplines, raising questions about the nature of human psychology, imperialism, class, and gender. For this reason, we will pay close attention to how gothic genres and content have changed over time to accommodate new cultural contexts. Our texts range from Walpke’s Castle of Otranto, often called the first gothic novel, to the dark, postmodern fantasy fiction of Margaret Atwood and Angela Carter. Through student-teacher conferences, workshops, and discussions, we will build the skills to develop a sustained critical argument, from selecting and researching an original topic to evaluating an argument, to structuring and revising the thesis project.

The Rhetoric of Food
Food writing has proliferated into many different genres, such as cookbooks, memoirs, and blogs; however, many disciplines have also turned their attention to the intricate network that food creates in our everyday lives. Examining a plate of food from a food studies perspective allows you to question means of production, labor and agricultural issues, as well as ideology and culture. From a rhetorical perspective, you can view the same plate of food and question the power, gender and class dynamics, and, similarly to food studies, ideology ad culture. Focusing on seminal texts in both rhetorical theory and food studies and where these two disciplines intersect, this course will explore community foodways literacies and practices in the Charlotte, NC area. Bringing together the two disciplines of rhetoric and food studies, this course examines the rhetoric of food.

**Topics in Literature and Film: Modernism, Sexuality and Gender**

6072-090  
**Vetter**  
W 05:30PM-08:15PM

The works of these modernists reveal radical shifts in both form and content, as writers rebelled against the social and textual conventions of the nineteenth century. Writers took on taboo subject matter while employing new, experimental techniques such as free verse, stream of consciousness, disjointed and unstable narration, and asynchronous expressions of time. This course will examine both women and men writers of modernism on both sides of the Atlantic within the context of gender and sexuality. We will read contemporary and critical readings on gender and sexuality alongside poetry and prose of the period. The question we will guide our discussions: How do both men and women writers imagine masculinity and femininity? How is sexuality represented in these writings? How do the political and the aesthetic intersect?

**Introduction to English Studies**

6104-090  
**Basu**  
M 05:30PM-08:15PM

This course introduces students to some of the main theoretical approaches in English studies. At the same time, it explores the most important questions at the core of the practice of writing, research, interpretation, and inquiry. The course, therefore, invites students to consider their role as literary critics, thinkers, students in the humanities, and citizens. As a result, students will develop a vocabulary and a set of critical skills that they will be able to use in their other courses as well as in their own time. Students are expected to demonstrate a certain level of working autonomy in the completion of the readings and a number of written assignments, which will consist of a series of short pieces and a final paper, as well as participation in class discussion. 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.

**Introduction to English Language**

6160-090  
**Roeder**  
R 05:30PM-08:15PM

This course will explore the history and nature of English, including its grammar, syntax, and lexis. The class integrates the study of language-based rhetorical and literary theory, asks students to consider the nature of language in general, its impact on the user, and the development of the systems of English, concentrating on features of major British and American dialects and registers. Required of all M.A. in English students, preferably at or near the beginning of their programs.

**Introduction to Linguistics**

6161-001  
**Thiede**  
R 05:30PM-08:15PM

This is a graduate student's nuts-and-bolts introduction to the study of language (English, mostly). The course covers classical fields of linguistics (phonetics/phonology, morphology/syntax, semantics/pragmatics, diversity/history) and highlights both how those fields inform language acquisition and learning (in the classroom, at home, via children's literature, etc.) and how they are put to use in the industry (in marketing, political discourse, power relations, etc.).