Undergraduate and Graduate Courses

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

First Summer Session
May 20-June 26, 2019

Topics in English: The Many Lives of Count Dracula
2090-080 Morin 100% Online
Bram Stoker created Dracula through the careful storytelling of his various narrators, but one very important voice is missing: Dracula's. This online course will examine what that absence has meant for over a century's worth of Dracula fiction. Beginning with the definitive novel, we will then explore how authors and filmmakers have chosen to interpret this enigmatic and fascinating figure. We will analyze fiction, such as The Dracula Tape, to address how the Count has fared after his battle with Van Helsing. Films, such as Nosferatu, Coppola's dark Bram Stoker's Dracula, Wes Craven's modern Dracula 2000, and the comedic Dracula: Dead and Loving It, will be compared to Bram Stoker's text, with special attention to the filmmaker's vision of Dracula. Online forums will debate how each of these reimaginings of the legendary count give him a new identity, history, and persona. This class will explore those many identities and seek to answer whether Dracula is a hero, villain, or victim.

Introduction to Technical Communication (W)
2116-001 Muesing MTWR 09:00AM-10:50AM
2116-002 Muesing MTWR 01:00PM-02:50PM
2116-003 Intawiwat MTWR 02:00PM-03:50PM
This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:
- The theoretical bases of technical communication
- The most common forms of technical documents
- 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

Topics in English: American Horror in Fiction and Film
3050-083 Shealy 100% Online
Stephen King once wrote that “the work of horror really is a dance—a moving, rhythmic search. And what it is looking for is the place where you the viewer or the reader, lives at your most primitive level.” In this online class, we shall explore horror in American fiction and film. From cautionary tales to stories of revulsion, horror has long held an established place in American art. Through various
films and fiction, we will examine how horror has influenced American culture and how that culture has helped shaped the horror genre. Among the writers we will study are Nathaniel Hawthorne, Edgar Allan Poe, Edith Wharton, H. P. Lovecraft, and Shirley Jackson. (This class is 100% online.)

**Topics in English: Science Fiction in American Culture (W)**

3051-085  
Toscano  
100% Online

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

**Topics in English (W)**

3051-D80  
Bright  
100% Online

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

**Literature for Adolescents**

3104-080  
Bright  
100% Online

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.

**Early African American Literature**

3231-D80  
Leak  
100% Online

This course is designed to introduce to you the rich and complex literary tradition of African Americans from the Colonial Period to the Harlem Renaissance. As a survey course, the readings represent the range of literary perspectives, from Phillis Wheatley’s arrival on U.S. shores to the genius of Zora Neale Hurston. What set the black literary tradition apart from the white or Euro-American literary and cultural tradition is this: the relatively few African Americans who learned to read and write did so in a country that denied that very opportunity. It was against the law to teach African Americans how to read; an enslaved person could be killed if a white person learned he/she was reading or writing. In other words, the history of black literacy is one fraught with the fact that blacks were perceived as intellectually inferior to whites and therefore incapable of higher function thinking and writing. The miracle is that many black men, women, and children defied the forces set forth to keep them in bondage. And lived to tell and write their stories.

**Topics in English: Writing about Place (W)**

4051/5050-080  
Wickliff  
100% Online

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

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

**Topics in Literature & Film: American Women Writers**

4072/5072-080  
Shealy  
100% Online

The feminist movement in America began long before Gloria Steinem led a charge for women’s rights in the 1960s. America’s first campaign for gender equality gained a national following in the 1840s, culminating with the Seneca Falls Convention of 1848. This
on-line course will examine the broad range of American women writers in the 19th century. Arranged in thematic units, the class will explore major topics of the era and examine how women authors reacted to these issues with their fiction. Among the writers we will read are Louisa May Alcott, Harriet Beecher Stowe, Kate Chopin, Charlotte Perkins Gilman, Frances Watkins Harper, Willa Cather, Caroline Freeman, and Edith Wharton. This class will be completely on-line with weekly writing assignments and forum discussions.

**Topics in Children’s Literature: Human Rights and Children’s Literature**  
4074/5074-D80  
Minslow  
100% Online  
In this course, students will learn about the 30 articles of the UN’s Declaration of Human Rights and the UN’s Convention on the Rights of the Child (CRC), which “requires states to educate people about the treaty, to ‘make [children’s rights] widely known’” (Todres & Higinbotham 2). We will examine and analyze a variety of texts intended for young readers that address human rights issues and consider how they can be integrated into children’s lives. We will explore what children’s and YA literature teaches readers about their rights and the rights of others, how it can be used to teach children about human rights violations in the global context, and how the texts may potentially contribute to a “rights-fulfilling and rights-respecting culture” (Todres & Higinbotham 3). Texts may include *March, Horton Hears a Who,* and *The Giver.*

**Digital Literacies**  
4277/5050-081  
Avila  
100% Online  
This course provides an overview of the intersections between new digital literacies and school-based literacies. We will also examine how recent innovations in technology have affected our definitions of literacy and critically reflect upon both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create, as well as evaluate, projects that incorporate the digital tools we will work with throughout the semester.

**Professional Internships**  
4410/5410-080, 081  
Toscano  
100% Online  
Internships for 3 or 6 credit hours involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Dr. Aaron Toscano (atoscano@uncc.edu). More information about internships is located here: [https://english.uncc.edu/internships](https://english.uncc.edu/internships).

**Teaching English/Communication Skill to Middle and Secondary School Learners**  
5254/5254T-080  
Myers  
M  
06:00PM-08:00PM  
This 10-week course will cover various approaches to the teaching of English, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). Students in the course will be expected to post online assignments each week and will meet four times synchronously online during the semester. These online meetings require students to have a reliable internet connection, a microphone, and web camera. Pre-requisites: MDSK 6162: Planning for K-12 Instruction. This course is reserved for Graduate Certificate in Teaching, Middle Grades and Secondary Education students. Registration requires an authorization or permit; email your academic advisor or Department of Middle, Secondary and K-12 Education. Prerequisites: MDSK 6162: Planning for K-12 Instruction. Students are expected/required to be geographically located within the state of North Carolina while enrolled in this course. There is an expectation of 25 clinical observation hours in this course. Students must set up their own clinical placements prior to the beginning of the summer session, and they will have to teach a lesson before school lets out for the summer.
Introduction to Technical Communication (W)  
2116-020    Sindelar    MTWR    09:00AM-10:50AM
This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:
- The theoretical bases of technical communication
- The most common forms of technical documents
- How to plan, draft, and revise documents
- How to plan and make presentations
- How to work and write collaboratively
- How to integrate text and visual elements into technical documents

Introduction to Technical Communication (W)  
2116-022    Rhodes    MTWR    03:00PM-04:50PM
English 2116 is designed for advanced-writing students in engineering, natural sciences, computer sciences, business, communication, and English studies. We will concentrate on writing in a variety of technical forms of discourse and engage critical thinking and writing by developing our writing processes and producing finished prose-both technical and expository. We will also emphasize discovering our writing processes, secondary research, and problem-solving; recognizing the rhetorical character of technical and professional discourse with its multiple purposes and audiences; evaluating and integrating a variety of written, visual, and oral elements of design; and developing field-specific vocabularies for talking about this discourse. Special to this class is that we meet in a computer lab, and all students are required to have an online presence-a Mahara e-Portfolio.

Topics in English: I Write American: Narratives of Nations and Promise in U.S. Literature  
3051-D80    Socolovsky    100% Online
This course examines selected U.S. narratives from various historical periods, in a range of genres and from a variety of perspectives, in order to explore how Americanness and American literature are defined. We will also look at how different communities and cultures, in their process of articulating a new national identity, examine issues of race, ethnicity and immigration. This course fulfills diversity requirements, is a writing class, and can be cross-listed with American Studies.

Topics in Children’s Literature Media and Culture: Refugees in Literature and Film  
3074-D82    Minslow    100% Online
This course will approach film and literature from a variety of theoretical perspectives to explore how refugees and displaced people are constructed and portrayed. Students will analyze films, fiction and non-fiction texts, art (including photography), and government documents to examine how the experiences of refugees from across the globe are represented and the influence representation has on policy, advocacy, and popular attitudes towards displaced people. Topics will include reasons for displacement, the experiences of displaced people, and the effects of displacement on one’s identity and sense of belonging.

Children’s Literature  
3103-080    Basu    100% Online
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 2019. 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.

Language and Digital Technology  
3180-080    Osborn    100% Online
This course will investigate the exchange of primarily written and graphic information in digital contexts from the past, our contemporary moment, and speculative futurisms. We will consider our ever-evolving relationships with information—both humanistic and post human, both enabling and disabling—as made possible by technological apparatus. Students will learn how information communication technologies (ICTs) might reasonably be construed as rhetorical “grammars” for both alphabetic and non-alphabetic “languages” through which information is variously inscribed, manipulated, accessed, recorded, or obfuscated by means of electronic tools and their forerunners. Students may be asked to consult James Gleick’s bestselling *The Information: a History, a Theory, a Flood*, along with shorter pieces on the history of computing, the telegraph, early information theory, platforms, interfaces, cloud servers, and the technology of writing itself. Delivered 100% online via Canvas in the 2017 Second Summer Session, this course involves discussion boards and other asynchronous interaction.

**British Literature in Transition, 1870-1914**

3216-080 Tarr 100% Online

This course covers a tumultuous period in British history, culture, and literature. On the 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. We will also pay special attention to Gothic forms to understand how the rise of supernatural literature reflected a damaged British consciousness. Texts include *The Mystery of Edwin Drood, King Solomon's Mines, Dracula*, and a range of poetry and novellas.

**Topics in Literature & Film: Black Sexuality**

4072/5072-D80 Lewis 100% Online

Through reading, virtual reflection and discussion (this course is 100% online), we will examine the ways Black sexuality is represented through a variety of genres and in media representation, specifically film. Students will have weekly reading assignments, a weekly reflection (in discussion) with expectations to read and respond to at least one classmate, and a midterm and final essay or media project that will build upon each other. There is an expectation to find and use critical texts and resources in analysis.

**Studies in Writing, Rhetoric and New Media**

4271-080 Osborn 100% Online

This course investigates the persuasive capacities video, audio, games, podcasts, virtual reality, social platforms, fine digital arts, and other media forms capitalizing on multimodality. Although we often use the term “content” to refer to media on our devices, both writing and new media make possible rhetorical effects and affects not entirely dependent on content in the sense of what media messages actually say or articulate. How new media harness their formal and aesthetic qualities—visual, sonic, tactile, immersive, mobile, and so on—is often just as important. As media theorist Marshall McLuhan would say, “the medium is the message.” Students in this course will 1) learn the rhetorical appeal of novel media including writing itself as new communicative forms in their historical moments, 2) enhance their conceptions of “writing” and composing beyond the alphabetic text, and 3) speculate where emerging media might go next in their futures and futurisms. Readings may include the works of theorists like McLuhan, Henry Jenkins, Sherry Turkle, and Lev Manovich, along with shorter pieces on those media listed above. Delivered 100% online via Canvas in the 2017 Second Summer Session, this course involves discussion boards and other asynchronous interaction.

**Major Figures & Themes in Children’s Literature: Children’s Literature Award Winners**

6104-021 West MTWRF 09:00AM-12:30PM, 2-Week Course

“Children’s Literature Winners” is a special two-week, graduate institute for teachers and others interested in contemporary, award-winning children’s literature. This institute will focus on the recent winners of the Newbery Medal, the Caldecott Medal, the Coretta Scott King Books Awards, and the Printz Award. Participants will also learn about the history and significance of these awards. The institute will meet Monday through Friday from 9:00am until 12:30pm. The first day of the institute will be July 1, 2019 and the last will be July 15, 2019. For more information, please visit [http://www/summer.uncc.edu/summer%20school/profeducators.htm](http://www/summer.uncc.edu/summer%20school/profeducators.htm)

**Introduction to Linguistics**

6161-080 Dobs 100% Online

This online course gives you language to talk about language. It explains the structural and functional processes of English. We will explore how sounds are produced and made meaningful, how words are formed and change, how these words combine to form phrases and sentences, and how we use all of these units of language in written and spoken discourse and in in different varieties of English. The course is geared towards enabling students to ask critical questions about the English language.