



Undergraduate and Graduate Courses

Fall 2021

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. In an era of digital technology, 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. Students 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, we have courses suited for you.

The humanities involves moving beyond the search for the immediate and pragmatic; it opens one to the examination of the entirety of the human condition and encourages one to grapple with complex moral issues ever-present in life. It encourages reflection and provides one with an appreciation and empathy for humanity. This is why critical thinking done in the humanities goes beyond problem solving.

Valerie Strauss, *The Washington Post* (2017)

The job market is quietly creating thousands of openings a week for people who can bring a humanist's grace to our rapidly evolving high-tech future.

George Anders, *You Can Do Anything* (2017)

American Horror: Fiction and Film

2072-001

Shealy

100% ONLINE Asynchronous

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 shape the horror genre. Among the writers we will study are Nathaniel Hawthorne, Edgar Allan Poe, Edith Wharton, H. P. Lovecraft, and Joyce Carol Oates. (This class is 100% asynchronous online.)

Place and Home in Southern American Literature

2072-002

Olive

MWF 09:05AM-09:55AM

Face to Face

The phrase “location, location, location” serves not only as a mantra for real estate agents but also identifies one of the key thematic obsessions of Southern American Literature. Through critical analysis of Southern poetry, novels, short stories, and film, this course will explore ways in which literature and cinema narrate and navigate ideas of place and home. We will develop a more refined sense of how and why place (or lack thereof) shapes, preserves, and deconstructs cultural and personal identities. In doing so, we will come to some conclusions about home and if there really is ‘no place like it.’

More Human than Human is our Motto: Cyberpunk
2072-003 Ward

MWF 10:10AM-11:00AM
Face to Face

This course explores the history and development of the multimedia science fiction genre that is Cyberpunk. The genre drew from countercultural movements and the New Wave science fiction writers of the 1960s and 70s, while engaging with philosophical and technological developments from the 80s and 90s. Probing these historical and ideological connections will entail encounters with writers like William Burroughs, Philip K. Dick, and William Gibson; with films and anime like *Blade Runner* and *Akira*; as well as music, manga, and excerpts from texts by notable theorists. Discussions will help to connect texts to ideas and to one another, as well as to examine key questions concerning topics like machine identity, speculative and emerging techno-politics, what it means to be human, and how Cyberpunk narratives relate to our contemporary world.

Fractured Fairy Tales
2074-001

Cowan

MWF 11:15AM-12:05PM
Face to Face

In this class, students will be introduced to gender norms surrounding the roles of princes, princesses, and villains found in Grimm fairy tales. After studying the gritty classics, students will spend the majority of the course reading and analyzing modern reimaginings that break with traditional gender constructs. The discussions will include LGBTQ+ friendly topics with an emphasis on how gender is represented in each story. Students may expect to encounter these stories through non-traditional mediums such as graphic novels.

Haunted Houses, Haunted Children: Ghost Stories
2074-002

Baker

MWF 09:05AM-09:55AM
Face to Face

This course will explore a variety of ghost stories for children in order to analyze gothic themes as they relate to family and home life, the adolescent experience, and what it means to grow older.

Topics in English: Linguistic Anthropology
2090-001

Berman

TR 11:30AM-12:45PM
Face to Face

Cross-listed as ANTH 2161-001. In-depth survey of linguistic anthropology, one of the four major sub-fields of anthropology; study of the relationship between language and culture, with a particular focus on how individual practices and societal norms intersect.

Writing about Literature (W)
2100-001
2100-002

Tarr
Tarr

MWF 09:05AM-09:55AM
MWF 10:10AM-11:00AM
Face to Face

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.

Introduction to Technical Communication (W)
2116-001

Berry

TR 10:00AM-11:15AM
Face to Face

2116-002

Gordon

100% ONLINE Asynchronous

2116-003

Gordon

100% ONLINE Asynchronous

2116-004

Gordon

100% ONLINE Asynchronous

2116-005

Rhodes

MW 08:30AM-09:45AM
Face to Face

2116-006, 013

Rhodes

MW 02:30PM-03:45PM
Face to Face

2116-007

Rhodes

MW 11:30AM-12:45PM
Face to Face

2116-008, 011

Intawiwat

MW 08:30AM-09:45AM
Face to Face

2116-009, 012	Intawiwat	MW	10:00AM-11:15AM Face to Face
2116-010, 014	Intawiwat	MW	11:30PM-12:45PM Face to Face
2116-090	TBA	M	05:30PM-08:15PM Face to Face
2116-091	TBA	W	05:30PM-08:15PM Face to Face
2116-092	Cook	100%	ONLINE Asynchronous

Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors. See your department for permits. Unused seats will be released 4/21/2021 for other majors and minors. This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:

- the theoretical bases of technical communication
- the most common forms of technical documents
- how to plan, draft, and revise documents
- how to plan and make presentations
- how to work and write collaboratively
- how to integrate text and visual elements into technical documents

Introduction to Creative Writing

2126-001	Arvidson	MW	10:00AM-11:15AM Face to Face
2126-002	Hicks	MWF	09:05AM-09:55AM Face to Face
2126-003	Hutchcraft	TR	10:00AM-11:15AM Face to Face

This course introduces you to the reading and writing of poetry, creative nonfiction, and literary short fiction. Together, we will read and discuss a variety of published poems, prose, and short fiction, approaching this work from a writer's perspective. In equal measure, you will also generate, draft, and revise your own creative work. You will regularly respond to each other's writing in workshop, providing productive feedback while also building a vocabulary with which you can ask meaningful questions about your 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

2127-001	Hutchcraft	TR	01:00PM-02:15PM Face to Face
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This course is designed to introduce you 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. Together, we will build 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	Martinac	100%	ONLINE Asynchronous
2128-002	Martinac	100%	ONLINE Asynchronous

An introduction to the craft of writing short fiction. Fiction is defined as literature in the form of prose—specifically, short stories, novellas, and novels—that describes imaginary events and people. By evaluating published stories, students learn to “read like writers” and determine what makes the best short stories work. Writing assignments provide opportunities to practice craft techniques, while discussions help students form community. The workshop experience gives students supportive feedback on their stories to aid the revision process.

Grammar for Writing

2161-001	Miller	TR	10:00AM-11:15AM Face to Face
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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 do a series of practice exercises and quizzes designed to increase familiarity with the terminologies of Traditional Grammar; and 3) through in-class instruction and group exercises, we will learn to implement both Traditional and Rhetorical grammars in analyses that explore the various ways writers use their knowledge of grammar to produce effective texts.

Contemporary Poetry
2201-001

Davis, C

MW 11:30AM-12:45PM
Face to Face

In this course, we will explore the many kinds of contemporary poetry being written, read and heard, both in America and around the world. Defining "contemporary" as, roughly, 21st Century, we will also look back at some of the poetry from the 20th Century which has shaped contemporary poetry. Students will write two essays, one "analytical" and the other "personal," plus short responses to poems, and some "imitation" creative exercises. Participation will involve working in small discussion groups as well as large class discussions. This course is designed with students in the undergraduate Creative Writing concentration in mind, but would also be useful to any student interested in, and curious about, what is happening in the dynamic and unique art form of contemporary poetry.

Topics in English: Animals in and Out of Context
3050-001

Rauch

TR 10:00AM-11:15AM
Face to Face

This course will explore the ways that animals are both conceptualized and utilized in various cultures. The object of the course is to develop a fuller understanding not only of what animals "mean" to humans and how humans respond to animals, but how we address the "posthuman condition." Though this is NOT a biology class, we won't shy away from zoology and physiology, as they are central to any approach to animals, whether ecological, historical, or behavioral. The course will draw on the cultural and metaphorical use of animals (in literature, art, and philosophy), the consumption of animals (as food and clothing), the scientific status of animals (in experiments and as objects of study), the recreational use of animals (in hunting, zoos, aquariums, safari parks, and as pets), and, in a broader context, the emblematic use of animals. The overarching issue in this course, however, will be animal cognition, a thorny philosophical and zoological topic that has been the subject of a great deal of discussion in cultural studies, psychology & neurobiology, and philosophy. How do we evaluate the quality of animal thinking or the nature of awareness, sense of self, or experiential process?

Topics in English: Exploring L Frank Baum's Oz
3050-002

Massachi

MWF 12:20PM-01:10PM
Face to Face

Most people know the story—a young Kansas girl travels down a yellow brick road with three anthropomorphic friends to find a wizard they hope will grant their wishes—only the story doesn't stop there. Far fewer people know about the all-female army that overthrew a government, the girl turned into a boy turned back into a girl, and the utopian feminist society that Baum eventually turns his fairytale land into. Come explore Baum's fourteen Oz books and learn what the rest of the story has to teach us! This course is approved for LEADS credit for any student that is pursuing the LEADS certificate in Leadership, Innovation, Technology, and Diversity.

Topics in English: Appalachian Literature and Culture (W)
3051-001

Eckard

100% ONLINE Asynchronous

Deeply rooted in history, music, and culture, the Appalachian Mountains have been called America's "first frontier." Appalachia also has a rich literary tradition. In this course, we will focus on the fiction and poetry of 20th century writers of Southern Appalachia, including Thomas Wolfe, Mildred Haun, Harriette Arnow, James Still, Lee Smith, Fred Chappell, Robert Morgan, Denise Giardina, Kathryn Stripling Byer, and others. We will also use music and film to examine the richness and complexity of Southern Appalachia, including the forces, past and present, that have shaped the region, its oral and literary traditions, and the lives of people who call the mountains "home." This course meets the Writing Intensive goal for General Education.

Approaches to Literature (W)
3100-001

Socolovsky

100% ONLINE Asynchronous

Approaches to Literature, will introduce you to the theory and practice of literary criticism. We will study various critical approaches and practice applying them by examining literary and cultural texts. English 3100 is a writing intensive course, so we will spend time applying and writing about these critical approaches as well as reflecting on our application of them. As a student of English literature and culture, you will be expected to write critically and analytically about many different texts, and this course will help you develop the knowledge, vocabulary, and writing skills to do so effectively. Perhaps more importantly, however, direct engagement with literary theory and criticism will make you a more dynamic thinker and engaging with these concepts will make you smarter, even if you do not master all of them.

Approaches to Literature
3100-002

Hogan

100% ONLINE Asynchronous

Students will explore how literary scholars use a variety of theories to interpret a text's structure and meaning and will draw on different theories to create their own original interpretations of the course literary text. Because this course is writing-intensive, you will use a rubric provided by the professor to identify what makes a critical paper successful and then apply your understanding of a successful paper to your own papers. Students will also respond in writing to twice-weekly discussion board questions.

Literature for Young Children**3102-001****Connolly****100% ONLINE Asynchronous**

Literature for even the youngest of children is comprised of a sophisticated range of literary and visual techniques. From fairytales to picture books, “young readers,” and television, we will discuss how stories are re-presented, adapted, and shaped for young audiences. We will further explore not only prose, but also how visual elements—such as colors, shapes, and even fonts—tell a story of their own. From the development of children’s literature to studies of specific authors and illustrators who have revolutionized children’s literature— such as Dr. Seuss and David Wiesner—we will study a variety of texts including alphabets, historical fiction, realism, and fantasy.

Children’s Literature**3103-001****West****TR 11:30AM-12:45PM
Face to Face**

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.

Literature for Adolescents**3104-001****Bright****MWF 10:10AM-11:00AM
Face to Face****3104-002****Bright****MWF 11:15AM-12:05PM
Face to Face**

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.

Introduction to Contemporary American English**3132-001****Roeder****100% ONLINE Asynchronous**

This applied linguistics course gives you language to talk about language. It explains the structural and functional processes of English. This includes the speech sound inventory and the rules governing their combination, word formation processes, how words combine to form phrases and sentences, and the social context of written and spoken discourse. Another important focus is language development, at both the individual level—in considering how babies learn their first language(s)—and change on a broader scale, in considering how language evolves over time. Students will have the opportunity to examine their own attitudes and patterns of language use, in addition to analyzing other instances of authentic language data.

Language and Digital Technology**3180-001****Gordon****TR 02:30PM-03:45PM
100% ONLINE Synchronous**

The purpose of English 3180 is to explore historical 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, with online discussions and summaries. You will write two essays: a midterm essay and a formal essay on a topic approved by the instructor.

Intermediate Poetry Writing Workshop**3201-001****Davis, C****MW 02:30PM-03:45PM
100% ONLINE Synchronous**

This intermediate poetry-writing workshop is designed for the creative writer who has taken at least one workshop course, in either poetry or fiction. We will strengthen our relationship with the dynamic art of poetry by discussing published work, and writing, discussing and revising our own poems-in-progress, focusing on the essential elements of good poetry, such as vivid imagery, dramatic tone, and full imaginative engagement with our subjects. We will meet synchronously on Zoom, and use Canvas to post drafts and revisions.

Intermediate Fiction Writing**3202-001****Gwyn****MW 01:00PM-02:15PM
Face to Face**

In this course, we will read and analyze several novels and short story collections, finding what works and what doesn’t. Students will learn how to write, revise, and submit short stories and novel chapters for publication. Writing assignments will include two short stories or novel chapters from an original project. 2128 is a prerequisite for this course.

British Renaissance Literature (D)
3212-001

Munroe

100% ONLINE Asynchronous

Much like we are today, early modern men and women in England bore witness to considerable changes in its physical landscape, shifts in population from rural to urban areas, rapid colonial expansion, and uncertainty about its somewhat unpredictable climate and recurring outbreaks of disease. Early modern men and women writers tried to make sense of a precarious existence in a world where drought, plague, deforestation, and a medical system based largely in private households led them to imagine alternative worlds as well as alternative ways to live in the worlds they inhabited. This course will explore the how anxieties about topics such as these were reflected in late 16th and 17th century English literature, how these texts were shaped by shifting notions of the relationship between humans and the nonhuman world, and how that relationship was inflected by gender. We will study such writers as Edmund Spenser, John Donne, Isabella Whitney, Aemilia Lanyer, Ben Jonson, Andrew Marvell, Margaret Cavendish, and John Milton and will consider some manuscript and print cooking and medical receipt books.

Modern British Literature (D)
3217-001

Meneses

TR 11:00AM-12:45PM
Face to Face

In this course, we will read a number of texts produced by British authors throughout the entire 20th and the first decades 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 as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.

Modern and Recent US Multiethnic Literature
3237-D01

Socolovsky

100% ONLINE Asynchronous

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, race, ethnicity and immigration, language and body, borders and borderlands, and belonging and home-building.

Religion and Language
4050-001

Hoenes

TR 04:00PM-05:15PM
100% ONLINE Synchronous

In both its oral and written forms, language plays a key part in people's religious lives. This course will introduce students to methods for analyzing language and communication in religion. Through close readings of several case studies, we will ask what role language plays in constituting people's religious experiences, and how these in turn can be said to shape people's communicative practices. By looking closely to specific communities' uses of spoken and written language, as well as their discourses about language, we hope to gain greater insight into how religion functions to organize people's social worlds and give meaning to their lives.

Topics in Literature: Bible as Literature
4072/5072-002

Rauch

TR 01:00PM-02:15PM
Face to Face

This course is titled "The Bible *as* Literature" and not "The Literature of the Bible" or "Biblical Literature." It is therefore not a course that necessarily addresses faith, religion, or belief as central motifs. Rather, what we will be interested in is the shape and narrative structure of a series of texts—written by disparate authors—that articulate a world view constructed by the human imagination. To be sure, we will have to address traditional concerns of the Bible—a term of convenience to encompass works written over a long stretch of time and with radically different objectives. Still the impetus for this course is to recognize both the Hebrew and the New Testament as critical source texts for English Literature in particular. For that reason, we will be using the King James Version of the Bible because of its longstanding influence in the literary output of English-speaking communities. Students should be aware that responses to and uses of the Bible have been both reverential and fully irreverent, neither of which will be ignored in the course. We will be considering the many genres that are explored in Biblical texts, drawing on both myth, history, and social traditions. The Bible has set standards for biography, genealogy, prophecy, and history, all of which will be considered as well. What's more, the Bible is, of course, a text in translation, so we will consider the problems of translating both Hebrew and Greek, and, to a lesser extent, Aramaic.

The course emerged from a sense that students studying English Literature at both Graduate and Undergraduate levels are, in general, less familiar with Biblical literature than in prior generations. Our objective is not to achieve comprehensive coverage (an impossible task), but to wade into the narratives and structures that will facilitate a more nuanced and informed reading of literature down the road. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills requirement for pre-1800 literature.*

Shakespeare and the Natural World
4072/5072-003

Munroe

MW 04:00PM-05:15PM
100% ONLINE Synchronous

This course combines a study of Shakespeare's writings with a theorizing of the relationship between the human and nonhuman natural world, and it does so with a particular eye to concerns about gender equity and social justice. With a focus on material practice, where culture and "nature" meet, this course considers how we might understand Shakespeare (and his writing) and early moderns as immersed in an

environment where men, women, animals, and plants lived necessarily in relations that were at once symbiotic and in tension. We will think about how this lived experience was not simply understood by way of differences between the human and nonhuman, but also how it was shaped by gendered, raced, and classed difference. Rooted in material practices in early modern England, such as recipe-making, medicine, and gardening, this course will consider how ecostudies might help us think in fresh ways (or maybe for the first time) about how human experience on this planet is intertwined with the nonhuman beings and things with which we cohabitate; and as we do, we will reflect on how the way humans and nonhumans cohabitated then (and do so now) is hardly an exercise in equality but rather often reinforced the marginalization and devaluing of women, the poor, and nonhumans in general. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for British literature and the requirements for pre-1800, historically-oriented, and theory-intensive literature.*

Topics in Literature and Film: 19th-century American Women Writers

4072-003

Shealy

100% ONLINE Asynchronous

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 (asynchronous) with weekly writing assignments and forum discussions.

Topics in Literature and Film: Minds in Movies

4072/5072-004

Jackson

TR 02:30PM-03:45PM

100% ONLINE Synchronous

Film-makers and audiences have been interested in the dramatic possibilities of ill or damaged minds since very early in the history of film. There are two basic ways of putting such minds on screen. First, we can have a relatively objective, external view of a mental state as it is conveyed by what we see and hear of the words and actions of a character. Other kinds of storytelling besides film can do this. Second, we have what only cinematic storytelling can fully present: a subjective view of how the world looks and sounds from inside the character's mind. And, of course, we can have combinations of both views in a given film. We'll be studying these cinematic views of the darker elements of the mind. It's a film class, not a psychology class, so we won't be concerned with medical issues. We'll be focusing on the visual and auditory ways in which movies do this storytelling work. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations.*

Topics in Literature and Film: Reading and Viewing African American Literature and Film

4072-D01

Leak

TR 04:00PM-05:15PM

100% ONLINE Synchronous

This course is designed around topics in literature and film—specifically some of the major factors that influence the formation of African American identity in the 20th and 21st centuries. We will explore some classic texts in the black literary tradition across multiple genres to understand in more nuanced ways the abiding concerns of African American artists in fiction and film. How do writers and directors, in other words, weave narratives of identity—racial, sexual, cultural, etc.? At turns we will explore the novel, the play, the film, at least three of which are adapted from books or plays. Especially related to film, what are the concerns of people who create narratives around black experience? What are the challenges, creative and practical, associated with that genre?

Topics in Children's Literature, Media, and Culture: Fairy Tales, Fantasy and Gender

4074/5074-001

Gargano

TR 02:30PM-03:45PM

100% ONLINE Synchronous

Because fantasy re-imagines the limits and possibilities of our everyday lives, it often opens up new, potentially subversive visions of gender. At the same time, it has also been used to validate traditional gender divisions. This class maps three areas of fantasy in relation to gender: 1) fairy tales and folk tales, from the Grimm brothers' and Charles Perrault's early collections to post-modern feminist fairy tales by Angela Carter and Margaret Atwood; 2) "monster tales," (giants, werewolves, and vampires); and 3) "alternate worlds," comprising dream-visions, utopias, and dystopias. Both "monster tales" and "alternate worlds" can be seen as partial offshoots of the fairy tale tradition, and continue to bring fascinating changes on traditional gender roles.

Our readings offer a unique chance to reflect on and theorize fantasy genres in terms of gender and difference. They include classic tales like Cinderella (generally associated with traditional gender roles) as well as lesser-known, potentially more subversive stories like "Mr. Fox" and "The Robber Bridegroom." In addition, we'll examine Hans Christian Anderson's and Oscar Wilde's conflicted literary fairy tales, before reflecting on how 20th-century feminism and postmodernism reshaped the whole notion of the fairy tale. We'll also examine a diverse array of multicultural fairy tales from around the world.

While our main focus is on literary texts, visual art and film will also play a role in our discussions. Note that our texts sometimes blur the boundaries between children's literature and "mainstream" or "adult" narratives because fairy tales have always appealed to diverse age groups and audiences. *For graduate students, fulfills children's literature requirement for children's literature concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

British Children's Literature
4102-001

Tarr

MW 01:00PM-02:15PM
Face to Face

This course is a survey of British children's literature. Students begin by reading British fairy tales to understand the oral tradition that influenced later print narratives. We will transition to educational tracts from the seventeenth century and then move to the eighteenth century when authors began writing children's literature for both pedagogy and profit. The course moves to the poetry of William Blake, Christina Rossetti, and Robert Louis Stevenson, 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*, *Charlie and the Chocolate Factory*, and *Harry Potter and the Sorcerer's Stone*.

Multiculturalism and Children's Literature
4104-D01

Connolly

100% ONLINE Asynchronous

In this course, we will explore a range of genres and forms—including picture books, folktales, graphic novels, and historical and realistic fiction—that represent 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). *For graduate students, fulfills children's literature requirement for children's literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

The Mind & Language
4167-001

Thiede

MW 01:00PM-02:15PM
100% ONLINE Synchronous

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require the occasional compressed review of it as we go along.

Information Design and Digital Publishing
4182/5182-090

Wickliff

T 06:00PM-08:45PM
Face to Face

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. *For graduate students, fulfills technical/professional writing course requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Editing with Digital Technologies
4183/5183-090

Toscano

R 06:00PM-08:45PM
Face to Face

This class will introduce you to the theories, vocabulary, and principles of editing from the perspective of appropriate style for technical/professional documents. 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. *For graduate students, fulfills technical/professional writing course requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Teaching of Multiethnic Literature
4201-D090

Barnes

W 05:30-08:15PM
100% ONLINE Synchronous

An overview of the issues, opportunities, and challenges of teaching multi-ethnic literature in middle and secondary school settings. Designed for students seeking middle and secondary ELA teaching licensure. This upper-division (Junior & Senior levels) course is required for Pedagogy students and limited to English Education (Pedagogy/Secondary) majors.

Writing Creative Non-Fiction
4206/5206-090

Chancellor

T 05:30PM-08:15PM
Face to Face

Creative writers will explore how to translate personal experience and research into effective pieces of creative nonfiction. We will strive to define the term “creative nonfiction” by studying work across a broad spectrum of content and form, reading these pieces both as scholars and writers. We will also delve into ethical considerations that come with writing from “real” life. The course will include informal draft exchanges and a formal workshop in which writers will submit original creative nonfiction and critique each other's work. Students also will write responses to essays and chapters; lead discussion on select works; and create a portfolio with revisions and an apology. Graduate students will complete additional portfolio assignments.

This class assumes that students have had a number of creative writing courses; are familiar with the techniques of a creative writing workshop; and have a seriousness of purpose toward their work and the art and craft of creative writing.

4206 prerequisites: English major or minor; and ENGL 2125, 2126, 2127, 2128, or instructor permission. Satisfies Writing in the Disciplines (W). For graduate students, fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.

Writing Young Adult Fiction
4207/5207-001

Hartley

TR 04:00PM-05:15PM
100% ONLINE Synchronous

In this class we will study the structure, craft and technique of writing long form genre fiction aimed at young adult readers, touching on the most widely read genres (mystery/thriller, horror, action/adventure, science fiction, romance etc.) but placing a particular emphasis on young adult fantasy. We will study macro structural concerns (world building, setting, pacing, emotional trajectory and so forth), as well as workshopping sentence level mechanics, character, point of view and genre specific matters such as how to write action sequences. The class will incorporate reading of extant works but will require the production of an outline of and significant sections from a new novel conceived, developed and partially constructed in the course of the semester.

While we are invested in genre fiction, we are committed to the idea that a good novel is well written at the sentence level, and finds ways to surprise or otherwise complicate the expectations of the form. The best genre fiction is not formulaic, and it engages its reader with the energy of its prose, the richness of its characters and the implications of its themes and ideas. Emphasis in the course will be on writing and discussion rather than reading extant works. I will interpret both "fantasy" and "Young adult" in their broadest possible senses: the former includes any elements of the paranormal, alternative realities/history, scifi, urban fantasy, high/epic fantasy etc. and the latter includes middle grade. Since we are focusing on genre or "commercial" fiction, we will in the course of the semester discuss business and market concerns as well as the art and craft of writing. *For graduate students, fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations; fulfills children's literature requirement for children's literature concentration.*

Fiction Writing Workshop: Flash Fiction
4209-001

Chancellor

TR 02:30PM-03:45PM
Face to Face

This advanced fiction-writing course will focus on flash fiction: stories of anywhere from 50-1,200 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. Students will be required to write and submit original flash fiction for workshops; read and critique classmates' original flash fiction; close-read and respond to craft essays and stories; lead discussions on selected published works; and create a portfolio with revisions and an apologia.

This class assumes that students have had a number of creative writing courses; are familiar with the techniques of a creative writing workshop; and have a seriousness of purpose toward their work and the art and craft of creative writing.

Prerequisites: ENGL 2125, ENGL 2126, ENGL 2128 or permission of instructor. Satisfies W requirement.

History of the Book
4235/5235-001

Melnikoff

TR 04:00PM-05:15PM
Face to Face

This class will introduce students to the fast-growing field in cultural history known as "the History of the Book." 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. Assignments will include readings, in-class discussions, commonplace book entries, a case-study project, and exams. *For graduate students, fulfills technical/professional writing requirement for technical/professional writing concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Teaching English/Communication Skills to Middle and Secondary School Learners
4254-090

Barnes

T 05:30PM-08:15PM
100% ONLINE Synchronous

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 hours.

History of Global Englishes
4260/5260-D01

Thiede

MW 04:00PM-05:15PM
100% ONLINE Synchronous

This course follows the origins and spread of English from the 5th century to current varieties of global Englishes. We will connect this language's evolution to historical and social events -- and the history of English is unsettlingly turbulent. We will encounter invasions, colonialization, slavery, warfare, trade, cultures, religions, wealth, and technology as spreaders and shapers of the language, alongside some surprisingly consistent language-internal changes. We will also develop a linguist's take on issues such as standardization, spelling, language

attitudes, identities, and power relations. And, of course, we will enjoy some short and brilliant samples from diverse historical and current works of literature. Prerequisite: open mind (comfy language myths busted in this course). *For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.*

Language and Culture in Digital Spaces
4267/5075-001

Blitvich

TR 02:30PM-03:45PM
Face to Face

This course targets some of the key discourses regarding the digital culture we produce and inhabit and explores language and communication in a networked, participatory culture. By surveying current research on digital discourse, we will look at specific topics such as digital identity between performance and self-branding; communication over multiple social media platforms; cooperation versus incivility in networked publics; private/public boundaries collapse; surveillance culture, and cancel culture, among others. To do so, we will analyze instant messaging, text messaging, blogging, photo/video sharing, social networking, and gaming and will engage with diverse language and culture groups. *For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.*

Studies in Writing, Rhetoric and New Media
4271-001

Avila

TR 01:00PM-02:15PM
100% ONLINE Synchronous

This course examines 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). *Fulfills one rhetoric and writing course requirement for Pedagogy.*

Digital Literacies
4277-001

Avila

100% ONLINE Asynchronous

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 class.

Research, Theory, and Practice of Tutoring Writing
4400/5400-001

Rand

TR 02:30PM-03:45PM
Face to Face

This course is a practicum, which educates student peer tutors to assist writers in UNCC's Writing Resources Center (WRC). All writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice. Coursework explores the history, contexts, and research-based principles of writing centers; the social, collaborative nature of learning; strategies of one-with-one writing instruction; threshold concepts in Writing Studies; composition theory; and current issues in writing pedagogy, such as linguistic justice and accessibility. Significant attention is given to research-based practices for supporting multilingual writers. In addition to completing coursework, students will tutor in the WRC for three hours per week. Because this course includes a practicum in the WRC, enrollment is by permission only, following a successful interview with the Director and/or Associate Director of the WRC. This is a writing-intensive course. *For graduate students, fulfills rhetoric/composition course requirement for rhetoric/composition concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Professional Internship

4410-001, 002/5410-001

Wickliff

100% ONLINE Asynchronous

Internships for 3 credit hours (or 6 credit hours for undergraduates) 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. Greg Wickliff (gawickliff@uncc.edu) More information about internships is located here: <https://english.uncc.edu/internships>.

English Honors Seminar: Migrants, Travelers, and Exiles in Literature and Film
4750-D90

Meneses

R 05:30PM-08:15PM
Face to Face

This Honors seminar explores the global movement of people from a number of perspectives as represented in works of literature and film. We will read and watch material produced in the 20th and 21st centuries, and our main goal will be to understand the cultural, historical, social, and personal impacts that mobility across the planet has on individuals and collectives. We will examine works from a variety of perspectives, from the colonial and postcolonial worlds to modern global migration, in order to parse out the differences and commonalities among figures such as migrants, travelers, and exiles. In doing so, we will be able to (re)consider certain issues at the center of this global experience such as what it means to be a migrant or a descendant of migrants, some of the most important dimensions of voluntary and forced movement, the impact of migration on the body and mind, contact and tensions between cultures, colonization and invasion, diaspora, military conflict, work, social justice, race and ethnicity, and identity.

English Honors Thesis Seminar: “Reading Nature: Ecocriticism, Literature and the Environment”

4751-090

Rowney

T

05:30PM-08:15PM

Face to Face

This class will introduce students to the cutting-edge field of “ecocriticism,” focusing on the relationship between cultural production and the natural world. It will also guide students through the process of producing an Honors proposal and Honors thesis. In the first half of the course, we will investigate several strands of recent theoretical work relevant to ecocritical study. We will then examine a variety of literature both in and outside the canon from the eighteenth century to the current day, paying special attention to the way the natural world is depicted and what these depictions reveal about notions of self and society, including such constructs as race, gender, and class. By thinking about issues of environmental and social justice side by side, we will develop a productive set of critical questions for thinking about the changing role of cultural production in the face of ecocrises. We will also, when possible, spend time out of doors examining specific natural objects and processes in terms of specific works of literature.

Teaching English/Communications Skills to Middle and Secondary School Learner

5254-080,090

Coffey

W

05:30PM-08:15PM

100% ONLINE Synchronous

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.)

Topics in Literature and Film: British Literature; Gothic Literature and Culture

6072-090

Gargano

T

05:30PM-08:15PM

Face to Face

The popular tradition of the gothic novel offered its readers “thrills and chills” through its depictions of haunted castles, sinister strangers, and dark secrets involving mysterious curses, monsters, or crimes. Since so many gothic novels were written by women, “gothics” also allowed their authors to raise questions about gender roles under cover of telling an exciting story. Similarly, because of its subversive tropes and traditions, marginalized groups have used the gothic genre to speak back to power and question established conventions.

We’ll read widely in a rich array of gothic novels and dark fantasies, starting with Walpole’s *Castle of Otranto*, an 18th-century work often regarded as the “great-grandfather” of the gothic novel. We’ll explore the long tradition of monster tales often associated with gothic fiction, including Mary Shelley’s *Frankenstein* and LeFanu’s *Carmilla*, a depiction of a female vampire that preceded the more famous *Dracula*. In addition, we will read recent gothic fiction by postmodern authors such as Angela Carter. Finally, because British gothic fiction exercised global and transatlantic influences, we will examine the fiction of Jesmyn Ward, an American writer, in the context of the gothic tradition. We will pay special attention to crucial issues that permeate gothic literature: rethinking gender roles, the gothic “other,” abjection, “psychologized landscape,” and secret space. Our class aims to situate the gothic impulse in its cultural context, discussing gothic culture, film, and other media. Our wide-ranging approach will allow us to investigate how the gothic tradition has changed over time. *Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills national literature requirement for British literature and requirements for historically-oriented and theory-intensive literature.*

Topics in Creative Writing: The Bestseller Code

6073-090

Gwyn

M

05:30PM-08:15PM

Face to Face

In this novel-writing course, we will explore the handful of attributes that cause a novel to hit the *New York Times* Bestseller List (and the many attributes that will prevent novels from getting there). Students will read and analyze a number of bestselling novels, develop an original novel project, write and workshop two chapters of this project, and learn how to submit sample chapters and a synopsis to a literary agent. *Fulfills 6000-level workshop requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.*

Introduction to English Studies

6101-090

Vetter

W

05:30PM-08:15PM

Face to Face

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 texts. After getting a good grasp on formalism and poststructuralism, we will examine several foundational schools of theory, explore some contemporary approaches, and practice what we have learned with analysis of literary texts. The course culminates in a conference, at which you will present your work. This course is reading- and writing-intensive, and assignments will teach you how to close read, as well as 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. *Core course for all graduate students.*

Major Figures and Themes in Children’s Literature: Reading Social (In)Justice in Series Fiction for Young People

6104-090

Basu

W

05:30PM-08:15PM

Face to Face

Despite immense popularity, series fiction for children and young adults tends to be critically underestimated, despite the significant role such narratives play in the construction of ethical systems for their young readers. Due to the continuity they provide to readers with ongoing

adventures taking place alongside already beloved characters in familiar communities and settings, series for children and young adults are often spaces where either conservative traditions are subtly reinforced or progressive ideals are gently inculcated. Series fiction also comes in a variety of genres: family, school, activity (sports, theater, horses, dance, mystery, adult work), fantasy, and science fiction among others. They can be classified as “literature” (Louisa May Alcott’s March family; Lewis Carroll’s Alice; Cynthia Voigt’s Tiller family), classics (J.K. Rowling’s Harry Potter; Suzanne Collins’ Hunger Games; Ann M. Martin’s Babysitters Club; Donald Sobol’s Encyclopedia Brown), family favorites (Nancy Drew; The Hardy Boys), and even “trash” only made memorable through nostalgia (Francine Pascal’s Sweet Valley High, V.C. Andrews’ Flowers in the Attic). Regardless, each series does important, though often unobserved, ideological work informing young people’s sense of racial and social justice. In this course, we’ll read a number of series installments that attempt to grapple with social justice concerns in order to better understand the readers and adults that they will help make. *Fulfills children’s literature requirement for children’s literature concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

Introduction to Technical/Professional Writing

6116-090

Wickliff

W 06:00PM-08:45PM

Face to Face

The purpose of English 6116 is to introduce graduate students who are interested in technical/professional writing to the profession - to practices and principles behind writing and editing technical and scientific documents, as well as managing large and extended writing projects in workplace settings. We will also discuss the history and theory of this kind of work – the social, economic, and even political effects of shifts in the audiences, purposes, and media of technical and scientific communication. Course work will focus on readings, but will include small collaborative writing projects each night that explore document designs and conventions. *Fulfills requirement for technical/professional writing concentration; fulfills writing requirement for literature, children’s literature, and linguistics concentrations.*

Introduction to the English Language

6160-090

Blitvich

R 05:30PM-08:15PM

Face to Face

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 inquiry. 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. *Core course for all graduate students.*

Introduction to Linguistics

6161-090

Roeder

M 05:30PM-08:15PM

Face to Face

This applied linguistics course is designed as a hands-on overview of the classic fields of linguistics. Students will study the sound system of English (phonetics and phonology), the word formation system (morphology and lexicon), the structure of phrases and sentences (syntax), the logic of meaning (semantics), language use in context (pragmatics), and the history of the English language. The universal nature of language will be examined through the comparison of the structure of English to the structure of other languages. In addition, there will be discussion of language variation and change (sociolinguistics), and the acquisition and learning of language. This course is helpful in enabling students to ask critical questions about the English language that are relevant to many fields of interest, including literature, creative writing, English education, technical writing, cognitive science, computer science, and teaching English as a second language. *For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.*

Romanticism and the Natural World

6680-090

Rowney

R 05:30PM-08:15PM

Face to Face

British Romantic writers witnessed the dawn of what science now terms the Anthropocene, the first geological age defined by human activity. The Romantic turn to the natural world at this geo-historical moment provides critical insights into developments of the period as well as into our own age of ecological crises. Through close readings of the texts of various Romantic authors, such as Mary Wollstonecraft, Samuel Taylor Coleridge, William Wordsworth, and John Clare, as well as contemporary ecocritical scholarship, we will generate various questions around conceptions of nature and the consequences of these conceptions. In the process, we will also see how ecostudies often coincides with other critical approaches to literature. Students will be encouraged to develop innovative projects of their own that explore ecocritical approaches to Romanticism and will consider the implications of such study for more traditional approaches to the field. *Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for British literature and the requirements for pre-1800 and historically-oriented.*

Seminar in American Literature: Queer and Trans Literature

6685-090

Hogan

M 05:30PM-08:15PM

100% ONLINE Synchronous

This course focuses on culturally diverse queer and trans autobiography, fiction, and poetry with an emphasis on contemporary North American texts. We will study the writings within their historical, theoretical, social, and political contexts, with attention to changing views of sexuality and gender and issues of self-presentation within cultures. *Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for American literature and the requirement for historically-oriented literature.*