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 24-June 30, 2021

Topics in English: How to be Bad: What Makes a Good Villain in Fiction
2072-080  Morin  100% Online Asynchronous
This online course will explore what makes a good villain, looking at how we understand, dislike, and relate to the bad guy in a story. Films, novels, and short stories will be analyzed to examine various famous villains throughout history. We will look at how the representations of the villain can change our feelings about a character, including sympathizing with them, or even leading us to cheer them on. Discussion via online forums will debate these relationships between the villain and the audience.

Youth Culture and Media
2074-001  Massachi  100% Online Asynchronous
Much of what we consider young adult literature explores “delinquency” issues—drugs, alcohol and other “bad” choices. But is this helpful, harmful, or something else? Is it propaganda when the government funds it? Is it meant to replace parents? Can it contain valuable lessons about empathy? Is there a correct (or incorrect) way to do it? What voices are represented (or neglected) within it? Has it changed over time? These questions, and more, will be explored as we read and view texts including: Saved by the Bell’s “Jessie’s Song”, Glee’s “Preggers”, The Hate U Give, short stories by Francesca Lia Block, Schuyler Bailar, Varian Johnson and more. This course is 100% online; actively participating in online discussion boards will be vital to your success.

Love and Marriage in African American Literature
2090-D01  Leak  100% Online Asynchronous
The purpose of this course is to introduce you to the complex history of one of the oldest of social institutions: marriage—in the African American context. Just like other groups, African Americans have a relationship to this institution fraught with hope, joy and contradictions. Texts will include: Asha Bandele’s The Prisoner’s Wife; William and Ellen Craft’s Running a Thousand Miles to Freedom; Zora Neale Hurston’s Their Eyes Were Watching God and the film, selections from: Stephanie Coontz’s Marriage: A History; Ralph Richard Banks’s Is Marriage for White People? and Pamela Newkirk’s A Love Not Lost.
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 Fiction & Film**

3050-080

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 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: American Utopia (W)**

3051-D81

Massachi 100% Online Asynchronous

What makes an ideal place? When and why did we shift from imagining a perfect world to visions of utopia run amuck? What can we learn about our cultural values from utopias portrayed in American fiction and film? In order to answer these questions, this course will examine American utopias in fiction and film including Henry David Thoreau’s *Walden*, *Ready Player One* (2018), Lois Lowry’s *The Giver*, *Minority Report* (2002), and Suzanne Collin’s *The Hunger Games*. This course is 100% online; coursework will include discussion boards and essays, and this course will meet the writing intensive general education goal.

**Topics in English: Diversity and Representation in Children’s Literature (W, D)**

3051-D80

Bright 100% Online Asynchronous

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 Asynchronous

This course provides 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 (D)**

3231-D80

Leak 100% Online Asynchronous

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 them 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)

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<td>4051/5280-080</td>
<td>Wickliff</td>
<td>100% Online Asynchronous</td>
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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. For graduate students, fulfills technical/professional writing requirement for technical/professional writing concentration; fulfills 5000-level fiction requirement for creative writing concentration; and fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Topics in Literature & Film: American Short Story: The First 100 Years

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<td>4072/5072-080</td>
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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. Chestnutt, and Willa Cather. This course will be completely on-line with weekly writing assignments and forum discussions. For graduate students, fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills national literature requirement for American literature.

Topics in Literature & Film: Writing America: Narratives of Nation and Promise in U.S. Literature

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<td>4072/5072-D81</td>
<td>Socolovsky</td>
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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. For graduate students, fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills national literature requirement for American literature.

Topics in Literature & Film: Black Sexualities in American Literature & Film

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<td>4072-081</td>
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Through reading, virtual reflection and discussion (this course is 100% online), we will examine the ways Black sexualities are represented through a variety of genres and in media representation. Students will have weekly reading assignments, a weekly reflection, a midterm and final essay or media project that will build upon each other. Texts include Black Like Us (Carbado, McBride, Weise, eds.), No Tea, No Shade (E. Patrick Johnson) Black Queer Studies (E. Patrick Johnson), Black on Both Sides (Snorton), and films Daughters of the Dust, Jezebel, Moonlight, Pariah, and Precious.

Professional Internships

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<td>4410/5410-080, 081</td>
<td>Wickliff</td>
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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. Greg Wickliff (gwicklif@uncc.edu). More information about internships is located here: https://english.uncc.edu/internships.
Second Summer Session  
July 6-August 11, 2021

Introduction to Technical Communication (W)  
2116-085  Sindelar  100% Online Asynchronous  
2116-086  Muesing  100% Online Asynchronous  
2116-087  Muesing  100% Online Asynchronous  
2116-088  Osborne  100% Online Asynchronous  
2116-089  Sindelar  100% Online Asynchronous

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:

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Topics in English: Goth Talk: Gendered Representations of the Monstrous (W)  
3051-082  Agah  100% Online Asynchronous

This course is an examination of gendered representations as seen in gothic literature and interpretations of the gothic on film. Students will critically engage with works such as Mary Shelley’s *Frankenstein* and Toni Morrison’s *Beloved* and how these works and various film adaptations enforce and challenge portrayals of gender, sexuality, and race. This is a writing intensive course.

Topics in Literature & Film: Frankenstein’s Creatures  
4072/5072-082  Tarr  100% Online Asynchronous

This course examines monstrosity in literature, television, and film. We will use Mary Shelley’s *Frankenstein* (1818) as our foundation and move backward to such texts as *Beowulf* and *Paradise Lost*, and then forward to representations of freak shows and the worlds of Oz and Pinocchio. Finally, we will explore technological monstrosity in films ranging from *The Iron Giant* to *Avengers: Age of Ultron*. We will study the contextual history of “normal” bodies to understand how abnormal forms have been recognized, displaced, and punished. Then we will reconsider how abnormal figures have challenged what Lennard Davis has called “the hegemony of normalcy.” For graduate students, 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.

Studies in Writing, Rhetoric and New Media  
4271/5271-080  Osborn  100% Online Asynchronous

We often speak of “content” when referring to videos, music, or writing we see each day, but the *forms* in which these media come are just as important as the content itself. Visual, sonic, mobile, social, and other types of media affect *how* we experience their contents and invite us to consider their formal potential— that is, in addition to *what* content the media deliver. As theorist Marshall McLuhan would say, “the medium is the message.” We will thus begin by refiguring writing itself as one of the earliest “media” before turning to a primarily digital sampling of graphics, audio, moving images, video games, podcasts, virtual reality, and social platforms as “written” media with unique rhetorical affordances in each case. Delivered 100% online via Canvas in the 2021 Second-Summer Session, this course involves discussion boards and other asynchronous interaction. For graduate students, fulfills rhetoric/composition course requirement for rhetoric/composition concentration and technical/professional writing course for
technical/professional writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.