

Department of English Language and Literature
FALL SEMESTER 2009 Course Descriptions
THESE COURSE DESCRIPTIONS ARE SUBJECT TO CHANGE

While we make every effort to keep these online course descriptions as current as possible, you are advised to check with the instructor of a particular course to verify the information below, especially if you wish to purchase texts prior to the first day of class. Contact information for all English Department faculty is available via the English website at www.siue.edu/ENGLISH.

200 LEVEL

ENGLISH 200 - INTRODUCTION TO LITERARY STUDY
001 TR 9:30-10:45

PH 3315

ISAIAH SMITHSON

DESCRIPTION: English 200 is designed primarily to help English majors develop the critical skills necessary to succeed in upper-level course work. To this end, English 200 emphasizes careful readings of literature; invites students to make connections among texts, genres, and cultures; introduces students to critical theory; and familiarizes students with the conventions of academic writing about literature. This particular section will focus on short stories, novels, poems, and one play, but it will also give some attention to film, painting, and music so that comparisons can be drawn across the arts. In addition to some of the rental texts, two purchase texts will be required. Grades will be based on essays, journals, brief tests, and class discussion. If you wish additional information, please request an electronic syllabus from me (ismiths@siue.edu).

ENGLISH 200 - INTRODUCTION TO LITERARY STUDY
002 MW 12:00-1:15

PH 3315

CHARLES BERGER

DESCRIPTION: This course is required of all English majors. The course teaches how to identify and analyze literary structures in fiction, drama, and poetry. The course will also provide you with relevant terminology for use in discussing and writing about literary works. English 200 will help you to think like an English major, in the best sense of the phrase, so that you can enjoy literature in a more informed manner. Class discussion is an important part of this experience and class attendance is mandatory. There will be 3 papers of 4-5 pages, plus a final exam. Strongly recommended as a prerequisite for other course work

Rental Texts: Norton Introduction to Literature, and A Glossary of Literary Terms

ENGLISH 200 - INTRODUCTION TO LITERARY STUDY
003 W 6:00-8:50

PH 0408

EILEEN JOY

DESCRIPTION: The stated purpose of English 200 is to introduce undergraduate students to the scholarly study of literature. In order to enhance your ability to comprehend literature's multiple levels of reality and unreality, to be able to analyze and discuss literary texts with the proper critical vocabulary, and to really derive enjoyment from them, we will be concentrating upon deepening our knowledge of the artistic techniques and forms that writers employ in their work and of the intellectual strategies that literary critics utilize to interpret and discuss literary works. This is a course that requires curiosity and demands intellectual rigor, yet also aims to help students be at play in the fields of literature. Some people believe that critical inquiry kills art, and while I believe that a really great poem or story or play often hits us, when we first encounter it, somewhere in the gut, we cannot really understand literature's power over us without returning to that first encounter, again and again, in order to see, how the thing is made, and how the thing works. Required of majors.

ENGLISH 201 - INTERMEDIATE COMPOSITION
001 MW 3:00-4:15

PH 3306

ANNIS HOPKINS

DESCRIPTION: Practice in clear, direct, error-free writing of expository themes; emphasis on organization, rhetorical strategies, and audience. Prerequisite: Complete ENG 102 with a C or better.

ENGLISH 201 - INTERMEDIATE COMPOSITION
002 TR 3:30-4:45

PH 3310

MARY BETH SULLIVAN

DESCRIPTION: Is Wikipedia an appropriate source for academic composition? How can or should academics use it? These are the fundamental questions that will guide our inquiries in this section of ENG 201. This course will emphasize rhetorical strategies, organizing information and audience awareness as students gain experience as academic researchers and writers in a variety of contexts. Participation in this class will help class members prepare to become authors and users of sites that emphasize group wisdom.

Prerequisite: Complete ENG 102 with a C or better.

ENGLISH 202 - STUDIES IN DRAMA
001 MW 4:30-5:45

PH 3404

JEFFREY SKOBLOW

DESCRIPTION: Reading and discussion of classic examples of ancient and modern drama, with attention to themes, techniques, and cultural significance.

ENGLISH 203 - STUDIES IN POETRY
001 MWF 11:00-11:50 PH 0408 JOHN SAVOIE

DESCRIPTION: Reading and discussion of selected examples of British and American poetry; recent and traditional.

ENGLISH 204 - STUDIES IN FICTION
001 TR 9:30-10:45 PH 3404 ANISHIYA RAMASWAMY

DESCRIPTION: Reading and discussion of selected major examples of modern fiction, the short story to the novel. Attention to themes and techniques.

ENGLISH 204 - STUDIES IN FICTION
002 TR 11:00-12:15 PH 3404 CATHERINE SELTZER

DESCRIPTION: Reading and discussion of selected major examples of modern fiction, the short story to the novel. Attention to themes and techniques.

ENGLISH 204 - STUDIES IN FICTION
003 TR 3:30-4:45 PH 3315 HOWARD RAMBSY

DESCRIPTION: Reading and discussion of selected major examples of modern fiction, the short story to the novel. Attention to themes and techniques.

ENGLISH 205 - INTRODUCTION TO AFRICAN-AMERICAN TEXTS
001 TR 12:30-1:45 FH 0300 AISHA PEAY

DESCRIPTION: African American texts in the form of oratory, sermons, speeches, poetry, fiction, and/or drama. Various literary periods from Colonial to Contemporary times may be covered.

ENGLISH 207 - LANGUAGE AWARENESS
001 TR 11:00-12:15 PH 0408 SERAN AKTUNA

DESCRIPTION: This course is a non-technical, linguistics-oriented introduction to the nature of language. It aims to raise students' understanding of what language is, how languages work and how people acquire and use language for different purposes. The course also examines language use in politics and the media, differences in language use according to gender, ethnicity, age, and social class, as well as attitudes to languages and language use. OBJECTIVES: To develop awareness of different facets of linguistic behavior and their implications in various areas of life. RENTAL TEXTS: [Language: The basics](#), 2nd Edition, by R. L. Trask, [Language, society and power: An introduction](#), 2nd Edition, by L. Thomas et al. and [What's Language Got To Do With It?](#) by K. Walters & M. Brody. ASSIGNMENTS: Three tests throughout the semester; data-based projects; final paper and its class presentation. TEACHING: 50% lecture, 50% discussion.

ENGLISH 208 - TOPICS IN EARLY BRITISH LITERATURE
001 TR 2:00-3:15 PH 3404 JOHN PENDERGAST

DESCRIPTION: Major works and authors such as Beowulf, Chaucer, Spenser, Shakespeare, Milton, Donne, Jonson, Dryden, Pope, Swift, and Johnson.

ENGLISH 209 - TOPICS IN MODERN BRITISH LITERATURE: CHRONOLOGICAL CURRENTS - BRITLIT IN REAL TIME
001 MWF 11:00-11:50 PH 3315 JACK VOLLER

DESCRIPTION: This course will survey modern British Literature (1780s to the present) as it really happened: writers following other writers over the course of time, reading those who came before them, responding to/rejecting/revising what their predecessors declared was valuable, important, or necessary in the course of human life. We will follow the current of time as it shapes culture, just as it shapes individual lives. To do this we must dash through 2+ centuries of great literature in one term — an impossible task, in many respects, but you know what they say: when the going gets tough, the tough get studious. The magnitude of our task is in direct proportion to its importance, for the modern Western world begins in the late 1700s (thanks to a Scottish engineer, reaction against Enlightenment rationalism, and some annoyed French taxpayers), and by tracing the development of British lit since then we develop a sense of where we as a civilization are and how we got here. From Romanticism through Victorianism to the Twentieth Century and beyond, this course will touch on many of the major socio-cultural trends that have made so much of our world what it is. We'll focus on the revolutionary and industrial and post-industrial contexts of this literature by way of making these larger connections, but we will also be close and careful readers, developing our skills of literary analysis and understanding.

Reading: If you've seen the anthology we'll be using for this class (*The Norton Anthology of English Literature*, Vol. 2, 8th ed., ed. Greenblatt et al.), you have a pretty good idea of the kind of reading we'll be doing. If you haven't seen it, well, get a stout bookbag,

preferably with a reinforced bottom. Or one of those rolling suitcases. There may also be a few photocopied texts, which I will distribute. There's no purchase text. But lots of reading, and careful thinking about, poetry.

Projects: some combination of oral presentations, out-of-class research papers, and in-class essay exams, along with quizzes and various brief quizzes and/or in-class writing projects.

ENGLISH 211 – TOPICS IN EARLY AMERICAN LITERATURE: Inventing Americanness
001 M 6:00-8:50 PH 3404

JESSICA DESPAIN

DESCRIPTION:

“The American is a new man, who acts upon new principles; he must therefore entertain new ideas, and form new options.”
— J. Hector St. John de Crèvecoeur

As St. John de Crèvecoeur remarks, America and Americanness were always a product of invention. In this class we will survey a wide body of early American literature in order to investigate how Americans began defining what it meant to be a citizen of the United States. How did literature help to create the ideal American? Who was included and excluded? How did writers imagine the American landscape and the American city in this process? What role did technology play in the development of national unity? As a class, we will examine texts from the major literary movements of the period — early national writings, antislavery and feminist fiction, Transcendentalism, realism, and naturalism — as we explore these questions. Course requirements include: participation, web responses, one presentation, a literary analysis, and a medium-length research essay.

ENGLISH 212 – TOPICS IN MODERN AMERICAN LITERATURE
001 TR 11:00-12:15 PH 3417

AISHA PEAY

DESCRIPTION: Major and minor works and authors since the later nineteenth century, including writers such as Dickinson, Frost, O'Neill, Porter, Wright, and Cather.

ENGLISH 214 - TOPICS IN WORLD LITERATURE: ANCIENT TO MEDIEVAL
001 MW 1:30-2:45 PH 3404

JOHN SAVOIE

DESCRIPTION: The in-depth study of a variety of works in ancient and medieval world literatures; topic varies.

ENGLISH 290 - INTRODUCTION TO CREATIVE WRITING
001 TR 9:30-10:45 PH 0408

NANCY AVDOIAN

DESCRIPTION: This introductory course in creative writing will examine the creative process and experiment with a variety of creative exercises. We will focus on image, storytelling, writing compelling metaphors, rhythm, and sound. It will also allow students to explore various genres. Students should be prepared to write, revise, share portions of their work with other members of the class and read a selection of works by established authors. Prerequisites: English 102, sophomore standing.

ENGLISH 290 - INTRODUCTION TO CREATIVE WRITING
002 MW 1:30-2:45 PH 2408

ADRIAN MATEJKA

DESCRIPTION: Provides an introduction to the basic genres of creative writing (fiction, poetry, drama, creative non-fiction) with an emphasis on craft and the writing process. Prerequisites: ENG 102, sophomore standing.

ENGLISH 290 - INTRODUCTION TO CREATIVE WRITING
003 T 6:00-8:50 PH 2414

ADAM CLEARY

DESCRIPTION: Provides an introduction to the basic genres of creative writing (fiction, poetry, drama, creative non-fiction) with an emphasis on craft and the writing process. Prerequisites: ENG 102, sophomore standing.

300 Level

ENGLISH 301 - INTRODUCTION TO LITERARY THEORY AND CRITICISM
001 R 6:00-8:50 PH 0408

ISAIAH SMITHSON

DESCRIPTION: This course will introduce students to several types of literary criticism used often in modern literary scholarship, for example, formalism, Marxism, reader response theory, feminism, psychoanalytic criticism, structuralism, deconstruction, New Historicism, cultural studies, and postcolonial theory. The course will include the reading of Shakespeare's King Lear and Mary Shelley's Frankenstein, along with several chapters and essays that discuss these works through the lenses provided by different theoretical and critical approaches. Although the course will not cover all possible approaches to literature, it will offer a solid introduction to the field of modern literary theory and criticism. The course will also provide tutoring and practice in writing literary criticism. RENTAL TEXTS: The Critical Tradition, 3rd ed. David Richter, ed. (2007); Critical Theory Today: A User-Friendly Guide, Lois Tyson (1999); The MLA Handbook for Writers of Research Papers, 6th ed., Joseph Gibaldi (2003); Frankenstein, 2nd ed. Johanna Smith, ed. (2000); King Lear, Jay Halio, ed. (1992 or 2005), or any other edition of the play. GRADING: Grading will be based primarily on essays written in response to distributed questions; students will be able to choose among several questions. Each essay will be written out-of-class and reviewed in conference before being submitted for a grade. This course is required of and normally restricted to English majors.

ENGLISH 306 - INTRODUCTION TO THE BIBLE
001 MWF 10:00-10:50

PH 3404

JOHN SAVOIE

DESCRIPTION: Reading and discussion of selected books from the Old and New Testaments and Apocrypha in translation, with attention to their literary, historical, and theological contexts.

ENGLISH 307 - INTRODUCTION TO SHAKESPEARE
001 TR 12:30-1:45

PH 3315

JOHN PENDERGAST

DESCRIPTION: Shakespeare's life; the Elizabethan theater; and representative plays and poems.

ENGLISH 310 - CLASSICAL MYTHOLOGY AND ITS INFLUENCE
001 MWF 11:00-11:50

PH 3404

MARY STEIBLE

DESCRIPTION: Major Greek and Roman myths: origin, nature, interpretations, and use in the modern world.

ENGLISH 343 - TOPICS IN AFRICAN-AMERICAN RHETORIC AND ORATORY
001 TR 11:00-12:15

PH 3315

HOWARD RAMBSY

DESCRIPTION: This course introduces students to essays, oratory, slave narratives, speeches, and theories relative to abolitionism, captivity, religion, and civil-rights focused movements, in African American texts. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: ENG 102.

ENGLISH 369 - GRAMMATICAL ANALYSIS
001 TR 2:00-3:15

PH 3315

JOEL HARDMAN

DESCRIPTION: Grammatical analysis of formal spoken and written English sentences.

ENGLISH 392 - FICTION WRITING

001 W 6:00-8:50

PH 2414

NICOLA SCHMIDT

DESCRIPTION: An introduction to short story writing covering the major elements of fiction (i.e. characterization, point of view, etc.) in detail and emphasizing process and revision. Significant amounts of reading and writing are required. Informal workshop of major assignments. Prerequisites: 290.

ENGLISH 393 - POETRY WRITING

001 R 6:00-8:50

PH 2408

STACEY BROWN

DESCRIPTION: Writing of poetry and study of poetic fundamentals, including form, imagery, figurative language, and speaker. Workshop setting for critiques of student work. Prerequisites: 290; sophomore standing.

400 Level

ENGLISH 400 - PRINCIPLES OF LINGUISTICS

001 MW 3:00-4:15 PH 3315

KRISTINE HILDEBRANDT

DESCRIPTION: This course provides an overview of the principles, methods and major issues within the field of Linguistics. Linguistics encompasses a number of sub-fields, most of which will be covered in this course, including: phonetics and phonology (speech sound production, perception and patterns), morphology (word-formation), syntax (sentence structure), semantics (meaning in language) pragmatics (language in communication), historical linguistics (language change through time), sociolinguistics (including dialect variation), and typology (language variation). This course is recommended for anthropology and linguistics students, and for those preparing to teach English. The pre-requisite is Junior standing or higher, or consent of the instructor.

ENGLISH 400 - PRINCIPLES OF LINGUISTICS

002 M 6:00-8:50 PH 3315

KRISTINE HILDEBRANDT

DESCRIPTION: This course provides an overview of the principles, methods and major issues within the field of Linguistics. Linguistics encompasses a number of sub-fields, most of which will be covered in this course, including: phonetics and phonology (speech sound production, perception and patterns), morphology (word-formation), syntax (sentence structure), semantics (meaning in language) pragmatics (language in communication), historical linguistics (language change through time), sociolinguistics (including dialect variation), and typology (language variation). This course is recommended for anthropology and linguistics students, and for those preparing to teach English. The pre-requisite is Junior standing or higher, or consent of the instructor.

ENGLISH 403 - HISTORY OF ENGLISH LANGUAGE

001 MW 1:30-2:45 PH 3315

DOUG SIMMS

DESCRIPTION: Why is 'went' the past tense of 'go'? Why do children say 'brang' instead of 'brought'? Why do some people say 'ask' and others 'ax'? Why does English look similar to German, Dutch, Latin and Sanskrit (among other languages)? This course will provide the explanations to these and many other questions. We will take a journey through some 5,000 years and thousands of miles as we follow the development of the English language from its Proto-Indo-European beginnings of the late Neolithic to present day American English and the varieties of English around the world. ENG 403 will introduce you to the history of the English language from two perspectives: first, the internal history (the linguistic changes which affected the sounds and grammar of English) and, second, the external history (the political, social, and intellectual forces that influenced the development of English at various stages). In addition to providing an overview of Old, Middle, and Modern English, the course will also familiarize you with the kinds of questions, goals, and methodologies that linguists use to investigate changes within the English language. Semester grades are based on three exams (25% each), worksheet exercises (15%), and classroom and on-line discussion (10%). Rental text: Algeo and Pyles *Origins and Development of the English Language*. Additional supplemental readings provided by instructor.

Course Objectives: By the end of the course, you should have an evolving grasp of the history of English. You will understand that the English we speak today has undergone many changes on its path to its current state, and you clearly see why continuing changes to the language are inevitable and necessary. You will also gain a number of analytical skills useful for historical linguistic study.

ENGLISH 405 - SEMANTICS AND PRAGMATICS

001 T 6:00-8:50 PH 0408

KRISTINE HILDEBRANDT

DESCRIPTION: This course is concerned with the study of meaning in language in general and also in different communicative contexts, as well as the ways that meaning can be located in actions and deeds. Included within this general area are more focused topics on ambiguity, entailments and assumptions, truth values, categories and membership, and also societal expectations and assumptions about shared meanings. This course would be of particular relevance not just to students of Linguistics, but also to those interested in the role of language (and meaning) in the media, in domains of social organization and social policy, and in schools of philosophy. Prerequisites: 400 should be taken before or concurrently with 405.

ENGLISH 409 - SYNTACTIC ANALYSIS

001 W 6:00-8:50 PH 3315

LARRY LAFOND

DESCRIPTION: This course focuses on the structure and word order of sentences in human languages. Native speakers of a language know how words are put together to form sentences in their language, and they are able to quickly and easily make judgments about what is or is not a legitimate sentence in their language. This course explores our capacity to make these kinds of judgments, and in so doing, helps us make explicit what we already know implicitly. This is a critical first step for analyzing any language system, and explicit knowledge of how the syntax of a particular language works is useful for those who wish to better understand the structure of their own language, and for those who want to teach nonnative learners that language. **Objectives:** To introduce you to the basic terminology, goals and assumptions of current syntactic theory, acquaint you with diagnostic tests for syntactic structure and the relevance of these tests to linguistic theorizing, and help you engage in rudimentary syntactic analysis, theorizing and argumentation. **Materials:** *Thinking Syntactically: A Guide to Argumentation and Analysis* (Blackwell Publishing) by Liliane Haegeman, 2006. ISBN: 1-405101853-9. There will be numerous additional readings distributed in class and/or posted on Blackboard. Prerequisite: junior standing or consent of instructor.

ENGLISH 463 - TOPICS IN LITERARY PERIODS: POSTMODERN POETRY

001 M 6:00-8:50 PH 0408 CHARLES BERGER

DESCRIPTION: Using a combination of anthologies and individual volumes (available through Textbook Rental), this course will explore a wide range of poetic voices, styles, and ideologies, all of which exemplify aspects of "postmodernism." The latter term can refer to a historical period as well as a literary "philosophy." We will attempt to locate crucial aesthetic embodiments of this concept, especially ways in which poets in this period (roughly, the last fifty or so years) write the history and culture of their time. We will also explore intersections between postmodern poetry and postmodern literary theory. And we will take delight in the pleasures of postmodern poetry.

ENGLISH 464 – TOPICS IN FORMS AND GENRES: GRAVEYARD CHIC
001 MW 12:00-1:15 PH 3404 JACK VOLLER

DESCRIPTION: Got Graveyard? You will by the time we're finished. This course begins with the weirdly interesting fact that melancholy, death, gloom, and things funereal were in vogue during the C18. While most widely known as the age of Dryden, Johnson, and Pope – an age of neo-Classicism, with its formalist tendencies and privileging of the rational and the moral – the C18 also was, or at least became, an age of sensibility that increasingly valued the powerful role of feeling in human experience. A particularly dramatic manifestation of this is found in the Graveyard School, a loosely connected body of writing that explored the intertwining of emotion and morality via, well, graveyard imagery. While much Graveyard School writing was overtly Christian in its moralizing, it also became increasingly interested in the manipulation of literary tropes and symbols for their ability to shape readers' emotional states. This course, then, will examine the rise and popularity of "graveyard school" verse in the 18th Century and beyond, and along the way will explore the closely related "cult of sensibility" and aesthetic concepts (for which we'll read Henry Mackenzie's *The Man of Feeling*). The objective of this course is to acquaint students with a popular literary form that is little-known now, but which helped drive subsequent cultural and intellectual developments in Britain and beyond, including the creation of a taste for melancholy, gloom, the funereal, and the sublime in the British reading public, a taste which culminated in the Gothic novel, the form of popular literature that dominated the last decade of the C18, which we'll engage via Horace Walpole's over-the-top masterpiece, *The Castle of Otranto*. We'll also examine some C19 "graveyard" works, w/ a glimpse at a few 20th manifestations as well.

Poetry Alert: we read a LOT of poetry in this class. Really. A lot. And much of it's old.

RENTAL TEXT: *Eighteenth Century Poetry*, ed. Fairer and Gerrard (Blackwell)

PURCHASE TEXTS: *The Castle of Otranto* and *The Man of Feeling*, ed. Laura Mandell (\$16; Longman's) There will also be a significant number of etexts for which you will be responsible.

PROJECTS: (1 & 2) two oral presentations/papers (5+ pages); (3) a 10-12 page final paper. All projects require research. Graduate students will write a 15-18 page paper instead of the 10-12 page paper and will do some teaching.

GRADING: I approach grading holistically, basing your final grade on an overall sense of the quality of all work, including participation and preparedness, with an emphasis on later projects.

TEACHING: I suppose so, but I insist upon a great deal of substantive participation at this level.

ENGLISH 471 – SHAKESPEARE: SHAKESPEARE'S PLUTARCHAN AND OVIDIAN REFLECTIONS
001 W 6:00-8:50 PH 3404 MARY STEIBLE

DESCRIPTION: Readings for this course will include selections from Ovid and Plutarch, two of Shakespeare's most influential primary sources, alongside Shakespeare's "Roman" works--Julius Caesar, Coriolanus, Antony and Cleopatra, Titus Andronicus, and The Rape of Lucrece. Other readings for the course include A Midsummer Night's Dream, Troilus and Cressida, The Winter's Tale, and selected sonnets and poems. Discussion board posts on critical articles, a midterm, a final, and one research paper will round out the course.

ENGLISH 472 - ASSESSMENT AND TESTING IN ESL
001 R 6:00-8:50 PH 3404 JOEL HARDMAN

DESCRIPTION: Examination of issues and methods for assessing oral and written proficiency in English as a Second Language.

ENGLISH 475 –METHODS OF TEACHING SECONDARY ENGLISH: LITERATURE AND CULTURE
001 TR 3:30-4:45 PH 3404 JILL ANDERSON

DESCRIPTION: Restricted to secondary English education majors in the Department of English Language and Literature. Advanced elementary education majors and students seeking endorsements in secondary English Language Arts may also enroll in English 475. Advanced English majors who are considering careers in secondary English education may take the course as an English elective with special permission. Contact Prof. Anderson for authorization to register.

One of two required methods courses for pre-service secondary English educators, English 475 focuses on approaches to teaching literary and cultural studies in middle and high school environments. I have selected three course texts to enable this pursuit. Louise Rosenblatt's *Making Meaning with Texts* (2005) introduces the theory behind contemporary reader-response and transactional approaches to reading literature. Anne Ruggles Gere and Peter Shaheen's edited collection, *Making American Literatures in High School and College* (2001), offers insight into canon-building and the diverse range of cultural issues surrounding literary instruction. Jim Burke's *The English Teacher's Companion* (2008) presents a practical overview of planning and instructional methods for English Language Arts classrooms. As we

consider various curricular concerns, we will also think about the reading process with the ultimate goal of developing useful methods for teaching literature, including the integration of reading and writing. In addition to the course texts and a variety of other supplemental materials, I have selected four literary works as case studies for us to consider: Mary Shelley's *Frankenstein* (1818 edition); Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* (1845); Mark Twain's *Adventures of Huckleberry Finn* (1885, 2004; Ed. Graff and Phelan); and Sherman Alexie's young-adult novel, *The Absolutely True Diary of a Part-Time Indian* (2007). Over the course of the semester, English 475 students will create annotated bibliographies and present teaching demonstrations; in addition, students will develop basic unit plans as preliminary launching-points for their future practice.

ENGLISH 476 - PRACTICUM IN ENGLISH AS A SECOND LANGUAGE
001 TBA TBA TBA

JOEL HARDMAN

DESCRIPTION: This course is designed for students who need supervised experience teaching ESL for the purposes of state ESL approval. Teaching placements can be made in a variety of settings. The instructor will work with the student and appropriate schools to find the setting that best suits each student's needs and interests. The teaching load will include a minimum of 100 hours or 3 months of regular instruction of ESL students. The student teacher will be observed by the instructor at least five times, and each student is required to meet with the instructor twice during the semester to discuss progress in teaching. Along with teaching, students will meet each week with the instructor for an hour to share experiences, lesson ideas, and materials. Course requirements also include: lesson plans for each unit taught, shown to the instructor before implemented; completion of assigned readings and activities in the course texts; and completion of a reflective analysis of lesson plans, materials used or developed, and regularly kept teaching journal. REQUIRED TEXTBOOK: Richards, J. and Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. THIS IS A CONTROLLED COURSE - INSTRUCTOR PERMISSION IS REQUIRED.

ENGLISH 477 - MORRISON
001 TR 3:30-4:45

PH 2414

AISHA PEAY

DESCRIPTION: Reading and analysis of the works of major contemporary American author Toni Morrison.

ENGLISH 478 - STUDIES IN WOMEN, LANGUAGE AND LITERATURE: THE TIES THAT BIND: MOTHERS, WIVES & LOVERS IN AMERICAN WOMEN'S FICTION
001 TR 12:30-1:45

PH 3404

CATHERINE SELTZER

DESCRIPTION: In this course we will examine literature that is rooted in the tradition of Domestic (or "Sentimental") Fiction, and we will consider the ways that work by American women writers seeks to reconcile conventional expectations of women in families and romantic relationships with women's desire to explore the world as an autonomous selves. We will be considering work by authors such as Chopin, Wharton, Welty, Plath, Morrison, Mason, and Allison. In addition, students will be expected to read a number of critical essays which will form the basis of class presentations. The remainder of the grade will be based upon class participation, reading quizzes, and three short papers as well as one 10-page term paper. (Same as Women's Studies 478.)

Prerequisite: junior standing or consent of instructor.

ENGLISH 480 - MAJOR AUTHORS: CROSSING BOUNDARIES: THE QUESTION OF SIN IN THE WORKS OF JOHN MILTON AND NEIL LABUTE
001 TR 12:30-1:45

PH 0408

EILEEN JOY

DESCRIPTION:

Out of timber so crooked as that from which man is made nothing entirely straight can be built.

— Immanuel Kant

The worst sin toward our fellow creatures is not to hate them, but to be indifferent to them; that's the essence of inhumanity.

— George Bernard Shaw

COURSE OVERVIEW

This course will be an in-depth study of the major works of two significant authors, the 17th-century English poet John Milton and the contemporary American playwright Neil Labute, two artists separated by over three centuries but whose writings share a deep preoccupation with the questions of morality and sin, and with the relationships "between the sexes" (or what is sometimes referred to as the "gender wars"). Milton was well-known as an important spokesperson for and participant in the Protestant Reformation in England in the 1600s and Labute, although his plays often seem to display a deeply cynical contempt for humanity, was for a long while a practicing Mormon. One of his plays, *The Shape of Things*, is a deliberate retelling of the story of the Fall (the two main characters, Adam and Evelyn are stand-ins for Adam and Eve, but also for Adam and God-as-Artist, and Adam and Satan), the very subject that would form the center of Milton's most important work, *Paradise Lost*. Labute's oeuvre could almost be argued to pick up where Milton left off--telling the stories of men and women and their often poisoned relationships after the Fall, and in this course we are going to explore how Milton's epic poem and Labute's plays, when brought into contact with each other, construct a conversation that has important relevance for us today when we consider the nature of what it means to be human, to be in relations with others, and what it might mean to be good, or to be "better."

ENGLISH 485 - METHODS OF TEACHING ENGLISH: COMPOSITION AND LANGUAGE
001 R 6:00-8:50

PH 2414

MATTHEW S. S. JOHNSON

DESCRIPTION: English 485 is a course for advanced English education majors in the Department of English Language and Literature. Students seeking a secondary English Language Arts endorsement may also be considered for enrollment. Contact Prof. Anderson (Coordinator, Program in English Education, 2008-2009) for permission to enroll in English 485: jjander@siue.edu.

English 485 focuses on secondary English instruction with an emphasis on teaching writing in secondary school environments. Through reading, writing, and discussion, we will be examining the theory, practice, and history of composition pedagogy. And while our investigation takes us back to late nineteenth century writing instruction, we will emphasize contemporary practices, covering writing as a process; curriculum, course, and lesson planning; writing assessment; the creation of different and productive learning environments; the teaching of writing with computers; coping with student and classroom challenges; standardization, school administration, and government; and classroom management. In addition, through writing instruction, you will have opportunities to further develop your own invention, writing, and self-reflection strategies (in other words, the course serves a dual-purpose: to teach you to teach writing in secondary education, and to help you to continue to develop your college-level analytical writing abilities.)

Required Texts

Burke, Jim. *The English Teacher's Companion*. (3rd ed., Heinemann 2008)

Dornan, Reade W., Lois Matz Rosen, and Marilyn Wilson. *Within and Beyond the Writing Process in the Secondary English Classroom*. (Allyn & Bacon 2003)

Weinstein, Carol Simon. *Middle and Secondary Classroom Management*. (3rd ed., McGraw-Hill 2007)

ENGLISH 490 - ADVANCED COMPOSITION

001 MW 1:30-2:45 PH 3310 Staff

DESCRIPTION: Writing sophisticated expository prose. Review of grammatical matters as needed; emphasis on clarity, organization, effectiveness, and flexibility. May be repeated once for credit with permission. Prerequisite: junior standing or consent of instructor.

ENGLISH 491 - TECHNICAL AND BUSINESS WRITING

001 MW 12:00-1:15 PH 3310 SHARON JAMES MCGEE

DESCRIPTION: This course is intended for English majors as well as majors in Business, Nursing, basic and applied sciences, Social Sciences, and PAPA with the aim of preparing students for writing in professional settings as distinct from academic settings. Students will study and practice writing a variety of professional documents such as emails, letters, resumes, proposals, presentations, and reports. Other types of documents may be covered for the various majors in the class. Students will also give an oral presentation utilizing presentation software. The objectives of this course are to study the basic features of professional writing genres and learn how to modify these features in response to your audience and rhetorical situation. Write usable, persuasive, clear, accurate, and readable documents for intended audiences and purposes. Understand the visual elements of professional documentation, including graphics and page design/layout.

This course will be taught in a computer classroom; therefore, students should have a general understanding of common word processing programs and possess basic typing skills. Other software that might be used will be introduced to the class.

Prerequisites: 102, junior standing.

ENGLISH 492 - ADVANCED FICTION WRITING

001 MW 12:00-1:15 PH 0408 GEOFFREY SCHMIDT

DESCRIPTION: ENG 492 is an intensive, workshop-based course in fiction writing. Students will be expected to write and substantially revise 2-4 stories, write critiques for all student stories up in workshop, and engage in a variety of writing exercises over the course of the semester. At the end of the semester, students will submit a portfolio which will include revisions of stories workshopped and a self-evaluation. Because this is a workshop-based class, attendance is mandatory, and crucial. PREREQUISITES: Students must have received a "C" or better in ENG392 before they may take this course.

RENTAL TEXT: Oates, *Telling Stories*. PURCHASE TEXT: TBA.

English 497A - SENIOR SEMINAR: STEAMING ACROSS THE POND: 19TH CENTURY TRANSATLANTIC REPRINTING

001 MW 3:00-4:15 PH 0408 JESSICA DESPAIN

DESCRIPTION: In this course we will examine the role that printing and publishing played in transatlantic cultural exchange. With no international copyright law, in the nineteenth century, literary texts from Britain and America found their way into reprinted editions to meet the needs of a growing population hungry for cheap reading on the opposite side of the Atlantic. Publishers created a dialogue within these texts by adding bindings, illustrations, and prefaces that often challenged the intentions of the original author and publisher. In this fashion, literature became a stage for the formation of national identity. Defining tropes of "Americanness" and "Britishness" colored transatlantic relations. Border disputes, slavery, abolition, and a steady stream of British immigrants to America wove the two countries together and became subjects for literature and reprinting. Students will work closely with rare books in the collection at Lovejoy Library to examine some of these specimens of reprinting. In addition to a substantial literary research paper on one of these books, each student will contribute their research to the course web site and to a poster exhibit in the Lovejoy Library's gallery space.

NOT FOR GRADUATE CREDIT; GRADUATE STUDENTS NOT ALLOWED IN SEMINAR UNDER ANY CIRCUMSTANCES, INCLUDING BUT NOT LIMITED TO ENROLLMENT IN A SIMILARLY THEMED INDEPENDENT STUDY OR EXIT-EXAM COURSE.

ENGLISH 497A - SENIOR SEMINAR: CLASSICAL EPIC: HOMER, VIRGIL, AND OVID
002 T 6:00-8:50 PH 2408 NANCY RUFF

DESCRIPTION: Required of majors. A variable topics course providing intensive study of a specialized topic. Prerequisite: Must be senior English major. Effective Fall 2001

NOT FOR GRADUATE CREDIT; GRADUATE STUDENTS NOT ALLOWED IN SEMINAR UNDER ANY CIRCUMSTANCES, INCLUDING BUT NOT LIMITED TO ENROLLMENT IN A SIMILARLY THEMED INDEPENDENT STUDY OR EXIT-EXAM COURSE.

ENGLISH 498 – TUTORIAL IN CREATIVE WRITING
001 TBA TBA TBA GEOFFREY SCHMIDT

DESCRIPTION: Independent study designed primarily for students who have taken 300 or 400-level coursed in creative writing. May be repeated once for credit. **NOT FOR GRADUAGE CREDIT.** Prerequisites: 101 or 102; consent of instructor.

ENGLISH 499 - READINGS IN ENGLISH
001 TBA TBA TBA STAFF

DESCRIPTION: Independent study in specific area of interest. Extensive reading. For English students only; may be repeated to maximum of 6 hours. Prerequisites: approval of advisor and instructor.

500 Level

ENGLISH 501 - MODERN LITERARY STUDIES
001 T 6:00-8:50 PH 3311 HELENA GURFINKEL

DESCRIPTION: Integrates study of modern literary theory and scholarly editing with instruction in professional research writing and use of electronic databases. Continuous with ENG 502. Prerequisite: graduate standing.

Required of students in the American and English Literature MA specialization.

ENGLISH 506 - SHAKESPEARE'S PROBLEM PLAYS
001 R 6:00-8:50 PH 3315 JOHN PENDERGAST

DESCRIPTION: Topics such as Spenser, Shakespeare, Renaissance drama, Milton, Metaphysical poetry. May be repeated to a maximum of 9 hours provided no topic is repeated. Prerequisite: graduate standing.

ENGLISH 515 - STUDIES IN 20TH CENTURY AMERICAN AND/OR BRITISH LITERATURE: **The Southern Renaissance**
001 W 6:00-8:50 PH 3311 CATHERINE SELTZER

DESCRIPTION: Topics such as Modernism, British drama, American Realism, poetry, and Post-war fiction. May be repeated to a maximum of 9 hours provided no topic is repeated.

ENGLISH 542 – METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE
001 M 6:00-8:50 PH 2408 SERAN AKTUNA

DESCRIPTION: This course is a general introduction to the methodology of teaching second/foreign languages. It presents an overview of program design for language teaching in various contexts. It surveys historical and current teaching approaches, with focus on analyzing their theoretical foundations and techniques used in their classroom implementation. Variables that influence language teaching and learning, materials design and evaluation, and techniques for teaching different language skills are discussed. OBJECTIVE: To enable prospective teachers of English to make theoretically informed and socioculturally appropriate decisions regarding language teaching methodology and materials in different language teaching situations. TEXTS: Required: Teaching by Principles, by H. D. Brown and Recommended: Teaching English as a Second or Foreign Language, 2nd Edition, ed. M. Celce-Murcia. ASSIGNMENTS: Final course design project, critical reaction paper, materials evaluation, lesson planning and presentation. TEACHING: 70% discussion, 30% lecture.

ENGLISH 544 - READING AND WRITING PEDAGOGY IN TESL
001 T 6:00-8:50 PH 3315 JOEL HARDMAN

DESCRIPTION: Grammatical analysis of formal spoken and written English sentences.

ENGLISH 552 - ACADEMIC WRITING AND RESEARCH METHODS IN COMPOSITION STUDIES
001 T 6:00-8:50 PH 3311 MARY BETH SULLIVAN

DESCRIPTION: This course examines the types of research methodologies common in rhetoric and composition including historical, rhetorical, qualitative, and quantitative methods. The course addresses common methodological issues such as research design, subjects/participants, coding, validity/reliability, data collection, and ethics. Students will develop the ability to read and interpret research reports critically and argue about them knowledgeably. In addition, the course focuses on helping students become better academic writers at the graduate level. Prerequisite: Graduate standing.

ENGLISH 554 - COMPOSITION PEDAGOGY
001 MTWRF 9:00-1:00 PH 3311 ANUSHIYA RAMASWAMY

DESCRIPTION: For English Teaching Assistants Only.

ENGLISH 554 - COMPOSITION PEDAGOGY
002 R 6:00-8:50 PH 3311 MARY BETH SULLIVAN

DESCRIPTION: This course is an introduction to the theory, research and practices that inform the effective teaching of writing. This course assumes that effective teaching is based upon a coherent theoretical understanding of literacy and the teaching of writing and that teaching is a theoretical act. We'll start with a brief historical look at rhetoric as a main influence on composition theory and pedagogy, move quickly to discussing process, post-process, and other theories of composition. Our discussions will look more closely at pedagogical issues such as audience, discourse communities, and collaboration in the classroom. Students will read, discuss and write about course readings and the teaching of writing and will be encouraged to develop their own theories of language and teaching and to reflect on the pedagogical practices that arise from those theories.

Prerequisite: Graduate standing.

ENGLISH 574 - BASIC AND DEVELOPMENTAL WRITING
001 M 6:00-8:50 PH 3311 SHARON JAMES MCGEE

DESCRIPTION: Focus on theories and practical teaching methods for working in basic and developmental writing courses at the college level. Prerequisite: graduate standing.

ENGLISH 592 - FICTION WRITING WORKSHOP
001 M 6:00-8:50 PH 2414 GEOFFREY SCHMIDT

DESCRIPTION: Workshop with an emphasis on fiction written by students. May be repeated 3-5 times for credit. Prerequisites: graduate standing; ENG 300 or 400-level course in creative writing or equivalent; consent of instructor.

ENGLISH 593 - POETRY WRITING WORKSHOP
001 T 6:00-8:50 PH 2415 STACEY BROWN

DESCRIPTION: Workshop with an emphasis on poetry written by students. May be repeated 3-5 times for credit. Prerequisites: graduate stand; ENG 300 or 400-level course in creative writing or equivalent; consent of instructor.

ENGLISH 596 - PREPARATORY READING/TEACHING OF WRITING
001 TBA TBA TBA JOEL HARDMAN

DESCRIPTION: Reading of relevant research and writing of three essays under supervision of committee. Restricted to MA candidates within one semester of fulfilling requirements for teaching of writing specialization. Prerequisite: Graduate standing.

ENGLISH 597 - READINGS IN ENGLISH STUDIES: SHAKESPEARE'S MINOR PLAYS
001 TBA TBA TBA STAFF

DESCRIPTION: Individual readings in linguistics, literature, TESL, or teaching of writing. Prerequisite: consent of graduate adviser. May be repeated once for a maximum of six hours.

ENGLISH 598 - PREPARATORY READING/ ENGLISH AND AMERICAN LITERATURE
001 TBA TBA TBA JOEL HARDMAN

DESCRIPTION: Reading of relevant research and writing of three essays under supervision of committee. Restricted to MA candidates within one semester of fulfilling requirements for American and English literature specialization.

ENGLISH 599 - THESIS
001 TBA TBA TBA JOEL HARDMAN

DESCRIPTION: May be repeated to a maximum of 6 hours. Prerequisite: graduate standing.
