

Department of English Language and Literature
Spring SEMESTER 2010 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.

IS 399 – NARRATIVE & HUMANITY
002 MW 3:00-4:15 PH 0306 JOEL HARDMAN / WILLIAM LARKIN

DESCRIPTION: The primary objective of this course is to provide a framework for critically reflecting upon the question, "What is the relationship between narrative and human identity?" This framework will emerge through (a) examinations of the history of myth and fiction, and the philosophy of identity, and (b) a reading of a variety of myths and fictions. A secondary objective of the course will be to appreciate the extent to which narrative elements pervade various types of discourse -- from the religious and philosophical to the political and scientific. Students will be required to relate some contemporary debate to the theme of the course and use the emerging framework to think through and formulate a considered opinion on that issue.

200 LEVEL

ENGLISH 200 - INTRODUCTION TO LITERARY STUDY
001 TR 12:30-1:45 PH 3315 HEATHER G. S. JOHNSON

DESCRIPTION: Required of majors. Focuses on literary genres, terminology, and close reading. Strongly recommended as a prerequisite for other course work. Required of English majors and minors; Open to Prospective English majors and minors.

ENGLISH 200 - INTRODUCTION TO LITERARY STUDY
002 T 6:00-8:50 PH 3404 JEFFREY SKOBLOW

DESCRIPTION: Required of majors. Focuses on literary genres, terminology, and close reading. Strongly recommended as a prerequisite for other course work. Required of English majors and minors; Open to Prospective English majors and minors.

ENGLISH 201 - INTERMEDIATE COMPOSITION
001 MW 1:30-2:45 PH 3310 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 3306 STAFF

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 203 - STUDIES IN POETRY
001 MWF 11:00-11:50 PH 3404 JOHN SAVOIE

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

ENGLISH 204 - STUDIES IN FICTION
001 MW 12:00-1:15 PH 3315 NANCY RUFF

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 2:00-3:15 PH 3404 STAFF

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 MW 1:30-2:45 PH 0408 HELENA GURFINKEL

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 M 6:00-8:50 PH 3404 HOWARD RAMBSY

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: LOVE IN THE MIDDLE AGES AND RENAISSANCE
001 MW 1:30-2:45 PH 2411 NANCY RUFF

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: Hard Times
001 TR 11:00-12:15 PH 3404 JOHN PENDERGAST

DESCRIPTION: The in-depth study of a variety of modern British literary works; topic varies.

ENGLISH 211 – TOPICS IN EARLY AMERICAN LITERATURE: CONFLICTS AND ENCOUNTERS
001 MW 12:00-1:15 PH 3404 AISHA PEAY

DESCRIPTION: This course will survey a number of fictional works, religious and political reflections, captivity narratives, and poems from 1620 to 1865 to determine how contests for power shaped the colonial United States and the early part of its first century as a republic. While tracing common tropes and thematic elements among our readings, we will be particularly attentive to the representations of encounters and among the populations present in colonial America and the related questions of race, gender, class and religion. Course requirements: Two short response papers, and a mid-term and final paper.

ENGLISH 212 – TOPICS IN MODERN AMERICAN LITERATURE: The Evolving American Self
001 W 6:00-8:50 PH 3404 CATHERINE SELTZER

DESCRIPTION: This course explores American literature after the Civil War, a broad historical swath that encompass periods of dramatic cultural upheaval and national reimagining. We will be reading texts that actively probe the question of what it means to be an American, and, even more specifically, how race, gender, and class come into our evolving understanding of American-ness. This course, then, will ask you not only to analyze a variety of texts, but to consider a number of crucial cultural issues raised by and reformulated in nineteenth and twentieth century American literature.

ENGLISH 214 - TOPICS IN WORLD LITERATURE: Literary Masterpieces, Ancient to Medieval: War and Heroism
001 TR 2:00-3:15 PH 3315 EILEEN JOY

DESCRIPTION: Through readings of some of the classics of early Western and Eastern literature, such as Homer's "Iliad," the Hindu "Mahabharata," Sophocles's "Antigone," the medieval French epic "Song of Roland," selections from Chretien's "Arthurian Romances," and the transcripts of the trial of Joan of Arc, we will explore the themes of war, violence, and heroism as they are exemplified in these literary works and also in some contemporary war films, such as "Apocalypse Now" and "The Thin Red Line." Further, we will spend some time thinking about the enduring popularity of heroic narratives.

ENGLISH 290 - INTRODUCTION TO CREATIVE WRITING

001 MWF 10:00-10:50

PH 0408

NICOLA SCHMIDT

DESCRIPTION: Provides an introduction to the basic genres of creative writing (fiction, poetry, creative nonfiction, drama) with an emphasis on craft, the writing process, and the pleasures of language. Requirements include weekly readings, frequent writing assignments, and a Portfolio of complete, revised work in three genres. Prerequisites: English 102, sophomore standing.

ENGLISH 290 - INTRODUCTION TO CREATIVE WRITING

002 TR 11:00-12:15

PH 2408

GEOFFREY SCHMIDT

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 M 6:00-8:50

PH 2413

STACEY BROWN

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 T 6:00-8:50

PH 2414

HELENA GURFINKEL

DESCRIPTION: The study of theory is a truly eye-opening experience, and its reward is the acquisition of critical-thinking and writing skills that can be used both in, and far beyond, a literature classroom. The course provides the students with a thorough overview of the principal schools of modern literary theory and with the skills to apply various theoretical approaches to the reading of primary literary texts. We will also attempt to discover relationships, whether harmonious or contentious (the latter is more likely), between different schools of literary and cultural theory, and learn to read theory as literature, and literature as theory. These goals will be accomplished through class discussion and the writing and revision of critical papers. 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 MW 1:30-2:45

PH 3315

CHARLES BERGER

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

ENGLISH 315 – AMERICAN NATURE WRITING: Farm and Food: Our Edible Connection to Nature

001 MW 3:00-4:15

PH 3404

JESSICA DESPAIN

DESCRIPTION: In no way are we more linked to nature than by the food we eat everyday, and yet it has become less and less easy for us to draw any kind of connection between the food we buy at the supermarket and the land on which it is grown. In this course we will study a plethora of American nature writers who approach nature through their own stomachs. From the bloody byways of Chicago's stockyards to the barren stretches of Idaho's potato fields we will be reading about the impact our consumption has on the environment. Writers include Henry David Thoreau, Ruth Ozeki, Julia Alvarez, and Upton Sinclair, to name a few. Students will be expected to participate actively and write two medium-length papers. Please note: This course involves a required service-learning component in the University Gardens. Prerequisite: Completion of English 102.

ENGLISH 334 – SCIENTIFIC WRITING

001 MWF 11:00-11:50

PH 3306

SHARON JAMES MCGEE

DESCRIPTION: This course is designed for two primary audiences: (1) science majors and minors who want to improve their ability to write in scientific genres and (2) English and other majors who want to be able to pursue scientific writing as a career option (for example, in a pharmaceutical company, at a non-profit environmental agency, and the like). In addition to learning how scientists structure arguments for different audiences and purposes, students will learn to research, write, and revise several types of documents that are common in the

sciences (e.g. grant proposals, research reports, poster, and oral presentations). Students will also learn to use discipline-specific resources and master scientific communication techniques, including techniques of written and visual communication.

By the end of the semester students will be able to

- Interpret and produce several common types of science documents
- Read scientific research carefully and critically
- Evaluate others' use of scientific evidence and arguments
- Select, use, and document research resources using a scientific documentation style
- Accept and give just criticism to peers' work.

Required textbooks*

Penrose AM, Katz SB. 2009. Writing in the sciences. 3rd edition. New York: Pearson.

Matthews JR, Matthews RW. 2008. Successful scientific writing, 3rd edition. New York: Cambridge Univ P.

**Students who can identify the citation style used in the above example on the first day of class will receive a prize. (I'm serious.)*

Banner information: 334 001 (CRN 17090)

ENGLISH 340 – LITERATURE OF THE THIRD WORLD: The Caribbean
001 MW 12:00-1:15 PH 0408

JEFFREY SKOBLOW

DESCRIPTION: We will survey more or less contemporary literature from various places in the Caribbean (Haiti, Cuba, Martinique, Antigua, St. Lucia, and Trinidad, among others), from various cultures and language groups (some of the work originally in English, and some in translation), in various genres, including novels (Edwidge Danticat's The Farming of Bones, Jamaica Kincaid's Annie John, V. S. Naipaul's A Way in the World), poetry (Derek Walcott's epic Omeros, plus selections from the Heinemann Anthology of Caribbean Poetry), memoir (Reinaldo Arenas' Before Night Falls) and other forms of non-fiction prose (Kincaid's A Small Place, Walcott's Nobel lecture The Antilles, selected essays by Edouard Glissant). Lots of reading. My hope is that you come away from the course with a strong sense of the cultural complexity of the region, and a rough sketch at least of its history, along with a sharp appreciation for the power and beauty of these individual works, and a desire to pursue these authors further. Students will keep a reading journal to be submitted a couple of times during the term, and will write two essays, one short, one longer. Students will also be expected to bring discussion questions / points to class.

ENGLISH 341 – AFRICAN AMERICAN WOMEN'S WRITING
001 TR 12:30-1:45 PH 3404

AISHA PEAY

DESCRIPTION: (Same as Women's Studies 341) This course will treat some of the most renowned African American women novelists and short story writers of the twentieth century, many of whose works reflected the intersection between the social phenomena of race and gender. The authors we will read include Nella Larsen, Zora Neale Hurston, Ann Petry, Gloria Naylor, Toni Morrison, Toni Cade Bambara, Alice Walker, and Paule Marshall. Course requirements: two short response papers and two mid-sized papers.

ENGLISH 345 – BAD MEN AND TOUGH WOMEN: TOPICS IN AFRICAN AMERICAN POETRY AND FOLKLORE
001 MW 3:00-4:15 PH 0408

HOWARD RAMBSY

DESCRIPTION: Examinations of parallel themes, forms, missions and theories of African American poetry/folklore from ancient origins to Langston Hughes, Gwendolyn Brooks, Rita Dove, Blues, Rap. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: English 102.

ENGLISH 369 - GRAMMATICAL ANALYSIS
001 MW 12:00-1:15 PH 2408

SHARON JAMES MCGEE

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

ENGLISH 392 - FICTION WRITING

001 MW 3:00-4:15 PH 2413 STACEY BROWN

DESCRIPTION: Short story writing, with special emphasis on plot, point of view, description, dialogue, other elements in the rhetoric of fiction. Workshop format. Prerequisites: 290; sophomore standing.

ENGLISH 393 - POETRY WRITING

001 MW 1:30-2:45 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 1:30-2:45 PH 3404 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 0408 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 408 – PHONOLOGICAL ANALYSIS

001 W 6:00-8:50 PH 3315 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 416 – LANGUAGE AND SOCIETY

001 T 6:00-8:50 PH 3315 SERAN AKTUNA

DESCRIPTION: This course examines the relationship between language and society by investigating how language forms and functions vary in line with factors such as geographical location, social status, ethnicity, gender, etc. Main topics of discussion include language variation and change; language choice in communities; language and culture relationship; linguistic disadvantage and discrimination; and analysis of various aspects of language use across societies. OBJECTIVE: To build awareness of major issues/concepts in sociolinguistics and to examine their applications/implications in solving problems in education, communication and in other domains of life. TEXTS: An Introduction to Sociolinguistics, by R. Wardhaugh, 5th Edition & journal articles. ASSIGNMENTS: Two exams, several reports, and a data-based project. TEACHING: 60% class and group discussion, 40% lecture. Prerequisite: graduate standing or consent of instructor.

ENGLISH 443 – PROSODY

001 MW 3:00-4:15 PH 2408 ALLISON FUNK

DESCRIPTION: Students will both study and write metrical poetry. All aspects of versification will be considered. For both literature majors and creative writing minors. Prerequisites: ENG 200, Junior Standing, or Graduate Status.

ENGLISH 463 – TOPICS IN LITERARY PERIODS: British Romanticism
001 MWF 10:00-10:50 PH 3315 JACK VOLLER

DESCRIPTION: **DESCRIPTION:** This course is an attempt at the impossible, even in a 15-week semester – we survey, in that time, many of the important writers of one of the most intensely fruitful periods of English literary history. We'll be working with a lot of writers and a lot of texts, some of them dense to the point of opacity. But there are rewards. We'll be considering Romantic texts – as we should all texts, I believe – as historically conditioned artifacts, and thus arrive at a greater appreciation not only of late C18 and early C19 British culture but of much of subsequent Western civilization. After all, we cannot even begin to understand ourselves until we understand the Romantics, who in many ways mark the threshold of the modern world. We will also be subjecting these texts to close readings, by which means we will enhance our skills of analysis and criticism. We will also, as always, try to enjoy ourselves, and if you have some appreciation for the beauties of the English language and for casual but informed discussion of that beauty, this is the place to be.

Poetry Alert: we read a LOT of poetry – old poetry – in this class. Really. A lot. Not kidding.

READING: lots. And see previous sentence.

RENTAL TEXT: *British Literature 1780-1830*, eds. Anne K. Mellor & Richard E. Matlack.

PURCHASE TEXTS: *Frankenstein*, Mary Shelley (Oxford UP); *Sense and Sensibility*, Jane Austen (Norton Critical)

PROJECTS: a couple of oral presentations/papers and a 12 -15 page final paper, all requiring research.

ENGLISH 464 – TOPICS IN FORMS AND GENRES: The Recent European Novel
001 M 6:00-8:50 PH 2408 JEFFREY SKOBLOW

DESCRIPTION: We'll be reading a sampling of novels and ambiguous prose forms from various countries and languages (in translation): Jean Genet, *The Thief's Journal* (1949, France); Italo Calvino, *If on a Winter's Night a Traveler...* (1979, Italy); Milan Kundera, *The Unbearable Lightness of Being* (1984, Czechoslovakia); Jose Saramago, *Blindness* (1995, Portugal); Enrique Vila-Matas, *Bartleby & Co.* (2001, Spain); W. G. Sebald, *Austerlitz* (2001, Germany). Students will keep a reading journal to be submitted a couple of times during the term, and will write a couple of papers.

ENGLISH 468 – SECOND LANGUAGE ACQUISITION
001 W 6:00-8:50 PH 0408 LARRY LAFOND

DESCRIPTION: This course provides an introduction to second language acquisition (SLA) theory and research, with a consideration of connections between developments in SLA and second language pedagogy. The course situates SLA within broader concerns of language acquisition (both first and beyond) and linguistic theory. The greater part of the course is spent on an examination of variables (e.g., language transfer, age, learning context, input, motivation) that influence ultimate levels of attainment. **MAIN OBJECTIVES:** (1) examination of the relationship between linguistic/learning theory and second language pedagogy; (2) review of historic and present day goals of research in SLA; (3) identification of social, cognitive, affective, and linguistic variables influencing SLA; (4) development and refining of students' own theoretical positions regarding second language learning and the value of various pedagogical practices in relation to SLA findings. **TEXTS:** (1) *Second Language Acquisition: An advanced resource book*. Authors: Kees de Bot, Wander Lowie and Marjolijn Verspoor. 2005. Published by Routledge. ISBN: 0-415-33870-0. (2) *Understanding Second Language Acquisition*. Author: Lourdes Ortega. 2009. Published by Hodder Education. ISBN: 978-0-340-90559-3. Both texts are rental texts for undergraduates, but graduates will need to purchase them. **GRADING:** Classroom participation and active engagement with the course material (16%), Weekly quizzes, Blackboard Postings, and Homework (24%), Midterm Exam (20%), Final Exam (20%), Paper and Presentation (20%). Prerequisite: 400; junior standing or consent of instructor

ENGLISH 470 – METHODS AND MATERIALS FOR K-12 ESL TEACHING
001 M 6:00-8:50 PH 3315 JOEL HARDMAN

DESCRIPTION: This course is designed for students interested in teaching ESL to children, and in obtaining state ESL/Bilingual approval. It will situate the topic within the broader context of ESL methodology and second language acquisition theory, both of which have tended to primarily address the needs of the adult learner. The course will examine: theories of bilingualism and academic achievement; literacy issues; materials for various levels; program models; the relationship between homes and schools in immigrant communities. The objective is to prepare students with the methodological and theoretical background teachers of young English Language learners need to be successful. As part of the course, students will also be required to observe an area ESL classroom and regularly tutor an English language learner.

ENGLISH 475 –METHODS OF TEACHING SECONDARY ENGLISH: LITERATURE AND CULTURE
001 R 6:00-8:50 PH 3315 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: Jane Austen's *Pride and Prejudice* (1813); 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 will help students integrate the theory and practice of TESOL by providing students with: 1) the opportunity to be supervised while teaching ESL for a few months in a setting arranged jointly between the student and instructor; and 2) a forum for the sharing and analysis of teaching experiences. The objective is for students: 1) to understand the relationship of pedagogical and linguistic theory to their professional lives; 2) to gain a deeper awareness of themselves as teachers (their knowledge and beliefs, and how they change over time); and 3) to learn how to generate knowledge through deliberative reflection on professional practices. Prerequisite: 470 or 567.

ENGLISH 479 – MAJORS AUTHORS: SHARED TRADITIONS: The Importance of Being Modern: Oscar Wilde and Henry James

001 MW 4:30-5:45 PH 3315 HELENA GURFINKEL

DESCRIPTION: Oscar Wilde and Henry James shared not only a literary tradition but a social scene. If they met at a party, at best, they would have pretended that they did not know each other, and, at worst, they would have exchanged witty put-downs. An effervescent wit and sexual iconoclast versus a sarcastic sidelines observer; the author of brilliant comedies and aphorisms versus a meticulous fiction craftsman; a consummate public performer and activist versus a man resistant to change, whose personal life is still a mystery; an Irishman in (mostly) hostile London, and an American in (voluntary) exile. Surely, the two could not be more different. Yet, the two authors, in many ways, helped usher the twentieth century, both in terms of literary innovation and in terms of offering new ways of looking at identity, art, sexuality, gender, language, and human psyche. In the course of the semester, we will look at plays, essays, and fiction (and their cinematic adaptations) by Wilde and James and compare and contrast the form and content of their work.

ENGLISH 480 - MAJOR AUTHORS: CROSSING BOUNDARIES: Shakespeare and Stoppard

001 R 6:00-8:50 PH 3404 JOHN PENDERGAST

DESCRIPTION: Reading and analysis of two to four major authors from different historical periods; authors and topic vary. Prerequisite: junior standing or consent of instructor.

ENGLISH 485 - METHODS OF TEACHING ENGLISH: COMPOSITION AND LANGUAGE

001 TR 2:00-3:15 PH 0408 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, 2009-2010) for permission to enroll in English 485: jiander@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 writing 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 design/planning; writing assessment; the creation of various 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.)

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 M 6:00-8:50 PH 3306
EGR

MATTHEW S. S. JOHNSON

DESCRIPTION: This course is intended for English majors as well as majors in business, nursing, basic and applied sciences, social sciences, and public administration 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. 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 particular audiences and rhetorical situations. We will also rhetorically analyze various documents for different elements: usability, persuasiveness, clarity, accuracy, and readability, all in terms of intended audiences and purposes. We will also analyze visual elements of document design (graphics and page design/layout).

As this course will be taught in a computer classroom, students should have a general grasp of common word processing programs (such as MS Word), and preferably rudimentary knowledge of common presentation software (such as MS PowerPoint).

Prerequisites: 102, junior standing.

ENGLISH 492 - ADVANCED FICTION WRITING

001 M 6:00-8:50 PH 2414

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 workshoped 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 493 – ADVANCED POETRY WRITING

001 MW 12:00-1:15 PH 2414

ALLISON FUNK

DESCRIPTION: Advanced workshop in writing poetry. Includes readings in contemporary poetry. Prerequisite: 393 or consent of instructor.

ENGLISH 494 – LITERARY EDITING

001 TR 3:30-4:45 PH 3310

VALERIE VOGRIN

DESCRIPTION: Principles of literary editing, primarily of fiction and poetry. Prerequisites: 101, 102; junior standing or consent of instructor.

ENGLISH 495 – HISTORY OF CRITICAL THEORY

001 MW 3:00-4:15 PH 2414

CHARLES BERGER

DESCRIPTION: Major critical theories from Plato to the present, including practice in writing criticism. Prerequisite: junior standing.

ENGLISH 497A - SENIOR SEMINAR: Guinness and Grits: Irish and Southern Literature

001 TR 11:00-12:15 PH 2414

CATHERINE SELTZER

DESCRIPTION: While Ireland and the South seem to be very different—one is a small island colonized by the British for most of its history and the other a region of one of the world's most powerful nations—as we will explore in this course, both share a history of social, cultural, economic, and political marginalization that have resulted in a burst of rich literary productivity, what we call the Irish Revival and the Southern Renaissance. We'll be focusing primarily on these periods this semester, reading southern and Irish works in pairs and teasing out connections between the literary traditions. We'll also focus on the ways that each region's marginalized status is often mimicked within its culture, and we'll explore the ways in which race, class, gender, sexuality, and religion are treated by canonical and non-canonical authors.

Over the course of the semester, we'll be reading a fairly diverse selection of poems, plays, stories, and novels, as well as historical and critical essays. Representative texts include: James Joyce, *Dubliners*, William Faulkner, *The Sound and the Fury*, Edna O'Brien, *House of Splendid Isolation*, Eudora Welty, *The Optimist's Daughter*, J.M. Synge, *The Playboy of the Western World*, Tennessee Williams, *A Streetcar Named Desire*, Walker Percy, *The Moviegoer*, Roddy Doyle, *The Deportees*. Prerequisite: Must be senior English major.

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: Literature of the African Diaspora

002 T 6:00-8:50 PH 0408

ADRIAN MATEJKA

DESCRIPTION: This section of ENG497A focuses on writing of the African Diaspora. "Diaspora" is the name given to the narrative and cultural connections between people of African descent who, despite slavery and colonialism, managed to maintain unique traditions and identities outside of their homelands. We will discuss the expanse of literary forms from poetry to fiction to music to memoir in hopes of defining the historical and cultural relationships that are hallmarks of the Diaspora. Several texts are necessary for our exploration, among them: Edward Kamau Brathwaite's *The Arrivants*; Tsitsi Dangaremba's *Nervous Conditions*; Miles Davis's *Miles: The Autobiography*; and Yusef Komunyakaa's *Dien Cai Dau*. Prerequisite: Must be senior English major.

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

ADRIAN MATEJKA

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 502 – MODERN LITERARY THEORY: Text and Theory
001 M 6:00-8:50 PH 0412

JESSICA DESPAIN

DESCRIPTION: What is a text? That will be the central question we seek to address from a variety of angles in this course. We will read theorists in Psychoanalysis, Reader Response Theory, Thing Theory, Post Structuralism, Textual Criticism, and Book History. In our quest, we may ponder: Is the author really dead? If the book is the central metaphor for human embodiment, has the Kindle disembodied us all? If so, do I really have to write the three short papers required for this course? Will those papers be texts, or merely illusions of texts? Will I, indeed, be an author if I write these papers, and if so, am I dead? . . . Choose other similarly brain twisting questions at your own risk.

ENGLISH 505 – STUDIES IN OLD AND MIDDLE ENGLISH LITERATURE: Medieval Sex
001 W 6:00-8:50 PH 2408

EILEEN JOY

DESCRIPTION: Sex and gender are intimately connected to each other throughout history, and the medieval era [roughly 500 to 1500 C.E.] played a critical role in the construction of modern Western sexual and gendered identities. It can be argued as well that many of our ideas about modern love originated in the narratives of medieval romance literature, where there is also a rich tradition of the creative subversion of traditional gender and sex roles. Located at the boundary between the biological and the cultural, human sexuality has been feared for its radical potential to disrupt various structures of human order- and meaning-making, and has been assumed to be a central key to understanding human nature and identity. Through readings of various medieval texts, such as Chretien de Troyes's "Arthurian Romances," the fabulist stories of Marie de France, Wolfram von Eschenbach's "Parzifal," the Middle English "Sir Gawain and the Green Knight," some Old English saints' legends, and various of Chaucer's "Canterbury Tales," as well as selections from medieval medical, theological and philosophical texts and critical readings in medieval gender and sexuality studies, we will explore the critical role of sexuality in shaping the Western human subject as well as its radical powers for disrupting and transforming bodies and selves over time. By way of also making some intra-temporal "cuts" and leaps, we will also be sampling some films from the oeuvre of Pedro Almodovar: "Talk to Her," "All About My Mother," and "Bad Education," as well as reading Jeffrey Eugenides's novel "Middlesex."

ENGLISH 526 – STUDIES IN AFRICAN AMERICAN TEXTS: The African American Novel
001 R 6:00-8:50 PH 3311

AISHA PEAY

DESCRIPTION: This course will treat some of the most critically acclaimed novels of the African American literary canon from the 1850s to the twenty-first century, beginning with Harriet Wilson's *Our Nig* (1859), long thought to be the first novel published by an African American woman, and ending with Edward P. Jones's historical fiction *The Known World* (2003). Readings of novels will at times be paired with readings in literary criticism and cultural theory. In addition to tracing the common motifs among these works, we will situate them in their historical contexts, both in terms of their moments of publication and the historical settings of their subject matter. Course requirements: two short responses, discussion leadership, and a final 12-15 pg. research paper. May be repeated to a maximum of 9 hours provided no topic is repeated.

ENGLISH 556 – THEORY OF COMPOSITION AND RHETORIC COMPOSITION PEDAGOGY
001 T 6:00-8:50 PH 3311

ANUSHIYA RAMASWAMY

DESCRIPTION: Study of theories and historical movements underlying and constituting modern composition pedagogy and rhetorical studies.

ENGLISH 558 – PRACTICUM IN THE TEACHING OF WRITING
001 W 6:00-8:50 PH 2414

MATTHEW S. S. JOHNSON

DESCRIPTION: As the official course title indicates, ENG 558: Practicum in the Teaching of Writing focuses on the *practical* elements of teaching writing at the college level. Our course will be divided into three main units: **1.)** Course creation (policy writing, schedule planning, textbook adopting, curriculum development) **2.)** Classroom pedagogy (teaching strategies, classroom management, assignment design, assignment assessment/grading) and **3.)** Teaching as a profession (*curriculum vita* assembly, job application letter writing, the job market, administrative negotiation). If the schedule permits towards the end of the semester, we will also explore how rhetorical theory in particular informs -- in practical ways -- writing pedagogy.

Our classroom meetings will be devoted to discussion (of the course texts and the classroom documents that we ourselves will be creating) and teaching demonstrations (my own and yours, performed to the class). In addition to classroom meetings, students will be required to observe two writing courses taught by experienced teachers and "guest teach" one section of a writing course; the schedules for these activities will be determined individually. Although there are no formal essays for this course, written assignments will include the documents that you would expect to produce as a teacher for a semester-long writing course, documents for professional development, responses to the readings, and reflective teaching observations (written about your own teaching and the teaching you observe).
Prerequisite: graduate standing.

ENGLISH 581 – TOPICS IN TEACHING ENGLISH: Writing Center Theory and Administration

001 M 6:00-8:50 PH 3311

SHARON JAMES MCGEE

DESCRIPTION: Over the course of forty years or so, writing centers have moved from the fringe to the center of academic instruction at colleges, universities—and even high schools. The place and purpose of the writing center is a concern of theorists, administrators, and practitioners in the field. This course will examine the historical, theoretical, political and administrative concerns facing writing centers in the 21st century. We will unpack the modernist and postmodernist views of the writing center (What should it do? Whom should it serve? What role should it play? How does it fit into the institution? What are the roles of academic literacy? What are the roles of consultants?). Further we will examine the intersections of composition, WAC, and writing center scholarship. By the end of the semester, we will to explore questions of writing center administration.

Although writing centers have been around universities for several years, they are relatively new in high schools. Depending upon student interest, we will examine the differences and similarities between writing centers at high schools and colleges. This course will help prepare students to assume positions as writing center administrators, initiate a writing center at an institution, and understand the role of the writing center to the teaching and learning of writing.

Required texts:

Barnett, Robert and Jacob Blummer. *The Longman Guide to Writing Center Theory and Practice*. New York: Pearson, 2008.

Nelson, Jane and Kathy Evertz. *The Politics of the Writing Center*. Portsmouth, NH: Heinemann Boynton/Cook: 2001.

Pemberton, Michael and Joyce Kinkead. *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Logan, UT: Utah State UP, 2003.

ENGLISH 592 - FICTION WRITING

001 T 6:00-8:50 PH 2408

VALERIE VOGRIN

DESCRIPTION: Emphasis on fiction written by students. May be repeated to a maximum of 12 hours provided no topic is repeated.

Prerequisite: consent of instructor.

ENGLISH 593 - POETRY WRITING

001 W 6:00-8:50 PH 3311

ADRIAN MATEJKA

DESCRIPTION: Emphasis on poetry written by students. May be repeated to a maximum of 12 hours provided no topic is repeated.

Prerequisite: consent of instructor.

ENGLISH 595 – PROFESSIONAL DEVELOPMENT SEMINAR IN TESL

001 R 6:00-8:50 PH 0408

SERAN AKTUNA

DESCRIPTION: Practicum-based course designed to help students integrate the theory and practice of TESL by engaging in supervised teaching, analysis and sharing of teaching experiences, and collaborative classroom-based research projects. OBJECTIVES: To help students to understand the relationship of pedagogical and linguistic theory to their professional lives; to enhance their awareness of themselves as teachers; to facilitate their generation of professional knowledge through reflective and research-based approaches, and to help them explore resources for professional development. PURCHASE TEXTS: Three books on teacher reflection and professional development & a set of journal articles. ASSIGNMENTS: Reflective teaching journal, lesson plan project, action research project, final portfolio. TEACHING: 20% lecture, 20% observation, 60% discussion. Prerequisite: students must be within one semester of fulfilling the MA requirements in the non-theses option for the TESL specialization.

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
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.
