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. Contact information for all English Department faculty is available via the English website at http://www.siue.edu/artsandsciences/english/.

ENG 200-001: Introduction to Literary Study  
MW 1:30pm – 2:45pm  
Helena Gurfinkel

The course introduces the students to the scholarly study of literature and prepares them for future courses in the English major or minor. We will practice close readings of fiction, drama, and poetry and think both of the distinct characteristics of each genre and of ideas linking various texts. Literary analysis will take place both in class discussions and in written assignments. Learning to write effective analytical papers will be one of our most important goals.

ENG 200-002: Introduction to Literary Study  
TR 12:30pm – 1:45pm  
Charles Berger

The aim of this course is to develop habits of reading, thinking, and writing at the expected level of English majors and English minors. In addition to helping you do well in the major (and other subjects as well), learning the materials and modes of thinking taught in this course will increase your pleasure in reading works of literature throughout your life. I believe that enthusiasm for literature and acquired expertise in analyzing it go hand-in-hand. English 200 emphasizes close reading, critical analysis, and recognition of literary genres and terms across a wide variety of fascinating texts. We will often be asking the following question: what is the role of literary form and structure in the creation of meaning?

ENG 201-001: Intermediate Composition  
MW 1:30pm – 2:45pm  
Lauren Gerber

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and has a heavy emphasis on academic reading strategies, revision, and writing as a process. Ideally, this course will help to demystify academic writing as we attend to differences between writing that is produced in the humanities, social sciences, and natural sciences. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will learn to identify distinctions between various academic genres through critical reading and analysis as well as assignments that ask you to write different kinds of texts for different audiences.
**ENG 201-002: Intermediate Composition**  
**MW 3:30pm - 4:15pm**  
**Lauren Gerber**

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and has a heavy emphasis on academic reading strategies, revision, and writing as a process. Ideally, this course will help to demystify academic writing as we attend to differences between writing that is produced in the humanities, social sciences, and natural sciences. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will learn to identify distinctions between various academic genres through critical reading and analysis as well as assignments that ask you to write different kinds of texts for different audiences.

**ENG 205-001: Introduction to African American Texts**  
**TR 12:30pm to 1:45pm**  
**Cindy Reed**

African American poetry, music, fiction, speeches, essays, and more will guide us through an exploration of literature from the colonial period to the present. In this survey course, we identify and examine different ways these texts address similar themes, concerns, and issues, as we appreciate the front row seat black literary expression gives us to the cultural contexts within literature.

**ENG 205-501: Introduction to African American Texts**  
**Online Asynchronous**  
**Tisha Brooks**

This online survey course is designed to introduce you to a range of African American texts, including poetry, autobiography, short fiction, essays, as well as works from the oral tradition, such as songs and speeches. Our primary texts will span from the 18th century through the late 20th century. In order to help ground our discussions and expand our exploration of African American literature beyond the written text, we will also engage critically with a variety of digital resources, which may include videos, historical artifacts, photographs, art, interviews, speeches, poetry readings, and musical performances. Given the online format of this class, course materials must be accessed online and assignments must be completed through Blackboard. A computer and reliable Internet access are required.

**Attributes:** Breadth-Humanities, Fine Arts & Humanities Distrib, Exp-United States Cultures, Intergroup Relations, Literature Course

**ENG 207-001: Language Awareness**  
**TR 11:00am – 12:15pm**  
**Seran Aktuna**

Do you want to know how humans acquire language, how you can say something and mean something quite different, how you can be discriminated against on the basis of your speech, or whether women
really do talk more than men? All of these topics and more about how languages work in and across communities are discussed in this non-technical introduction to language study. The overall goal of the course is to develop participants’ awareness of different facets of linguistic behavior and their implications in various areas of life.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Schedule</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 208-001</td>
<td>Topics in Early British Literature: Beginnings</td>
<td>MWF 10:00am - 10:50am</td>
<td>John Savoie</td>
<td>We will survey the great works of earlier British literature from Beowulf through Chaucer, Shakespeare, Donne, Milton, Swift and other voices who have enriched our language and imaginative literature.</td>
</tr>
<tr>
<td>ENG 211-001</td>
<td>Topics in Modern American Literature</td>
<td>MW 12:00pm - 1:15pm</td>
<td>Jessica DeSpain</td>
<td>We will read literatures of North America beginning with the voices of those who inhabited the continent prior to first contact with European settler colonialism. We will read about the nation’s founding and its democratic ideals from those in power, those without, and those observing from afar. Our explorations will continue through the antebellum period to the American Civil War. What role did literature play in establishing definitions of Americanness? Who was included and who was excluded? How did writers user their works to challenge and refigure their place in the narrative? How did they imagine the young nation’s character and landscape in the process? We will examine texts from the major literary movements of the period—Puritan sermons, Native American oratory, narratives of enslavement, women’s fiction, Transcendentalism, and realism. In the process, we will ask what these founding years teach us about our own cultural moment.</td>
</tr>
<tr>
<td>ENG 214-001</td>
<td>Topics in World Literature: Ancient to Medieval: Great Books</td>
<td>TR 6:00pm - 7:15pm</td>
<td>Nancy Ruff</td>
<td>Starting with the earliest known work of literature in the Western world, we will read four early books upon which later Western literature is based. Although we will be reading these books in English translations, the reading is challenging because it comes from cultures long ago and far away. Exploring the cultures of ancient Greece and Rome and of medieval Italy will give students a richer understanding of Western literature in general.</td>
</tr>
<tr>
<td>ENG 290-001</td>
<td>Introduction to Creative Writing</td>
<td>MW 1:30pm – 2:45pm</td>
<td>Adam Cleary</td>
<td>Provides a lively introduction to the four basic genres of creative writing (fiction, poetry, drama, creative non-fiction) with an emphasis on reading as writers, practicing the elements of craft, and engaging energetically in the writing process, from inspiration through revision. Prerequisites: ENG 102 with grade of C or better.</td>
</tr>
</tbody>
</table>
ENG 290-002: Introduction to Creative Writing
TR 2:00pm – 3:15pm
Geoffrey Schmidt

An introduction to the four genres of creative writing: fiction, poetry, creative non-fiction, and drama. Special emphasis placed on creative processes and revision as a part of that process. Students will turn in a portfolio of creative work at the end of the semester.

ENG 290-501: Introduction to Creative Writing
Online Asynchronous
Joshua Kryah

This course will introduce students to creative writing practices and procedures, paying particular attention to terminology, technique, and genre. Through a series of imitative assignments, students will become familiar with canonical and contemporary texts and authors. Students will also produce portfolio of their own creative work.

ENG 301-001: Introduction to Literary Theory and Criticism
MW 3:00pm – 4:15pm
Helena Gurfinkel

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. Theoretical texts, though fascinating, are often quite complex and challenging, and the course format requires an intensive engagement with assigned readings. The course provides students with an overview of the principal schools of modern literary theory, both earlier ones, such as New Criticism, and contemporary ones, such as Animal Studies and Disability Studies. All students will acquire the skills to apply various theories to literary texts. Future English teachers will learn new strategies for engaging with literary texts in the classroom. We will accomplish these goals through reading, discussions, and the writing of analytical papers.

ENG 341-001: African American Women’s Writing -- Black Women Writing Liberation
MW 3:00pm – 4:15pm
Elizabeth Cali

What does it mean for Black women to be free? To be liberated? How do Black women writers express and define their experiences in seeking freedom across networks of racial, gender, class, and sexual oppression? In this course we will read, analyze and discuss African American women’s creative texts across a range of time periods and genres. We will examine a range of works by Black women including Harriet Jacobs, Nella Larsen, Zora Neale Hurston, Lorraine Hansberry, Toni Morrison, bell hooks, Jacqueline Woodson, Beyonce, Meg Thee Stallion, and more.

Students will have the chance to get deep into the issues and themes that concern Black women writers. More, our class focuses on exploring and uncovering the creative and radical methods Black women use to voice and theorize their lives, and to recover legacies of connection across generations of Black
women. Expect to be actively engaged in this class in small and large group discussions, in leading conversations with your peers in the classroom, and in sharing and showcasing Black women’s creative work across campus.

ENG 343-001: African American Rhetoric & Oratory-- Reading Black Rebels and Revolutionaries  
MW 1:30pm – 2:45pm  
Elizabeth Cali

What makes Black writers rebels? Who and what is revolutionary in the long scope of Black creative production? Is it the topics, themes, and issues Black writers address? Is it the style and artistic methods with which they address them? Is it the risks Black writers take in making their thoughts, theories, and distinct experiences public?

Frederick Douglass was in open rebellion (he said so!) when he fought an overseer and wrote about the battle in his *Narrative*. Wasn’t he also rebelling by learning to read and write in a nation that outlawed literacy for African Americans? Before Douglass, Nat Turner led a revolt against slavery that he documented with a statement. And before Turner, an author by the name of “S.” wrote a heroic story about revolution in the first African American newspaper, *Freedom’s Journal*. Black writers have been rebelling and writing about revolution for a long, long time, and they continue that legacy today in everything from speeches and novels, essays, and poetry, music, visual art, and film. In this class we'll explore, analyze, celebrate, debate, and discuss the works of Black rebels and revolutionaries from the 19th to the 21st century.

ENG 369-001: Grammatical Analysis  
MW 1:30pm – 2:45pm  
Joel Hardman

This course is meant to introduce students to basic tools for the analysis and understanding of the grammatical structure of English, with a particular focus on the relationship between grammatical structure and rhetorical effects.

*Objectives:*

1) for students to know grammatical terminology relevant to understanding the structure of standard academic English;

2) for students to become aware of the differences between that grammar of English and other varieties of English, and the rhetorical effects of those differences

3) for students to practice analyzing writing for the purpose of locating the problem areas of a writer;

4) for students to further investigate a particular grammatical topic or develop a pedagogical project that will creatively apply course concepts.

Though this topic may seem ‘dry’ or ‘boring’ or ‘worse than a root canal’ to some of you, a hidden agenda of the course is to help you enjoy grammatical analysis – no easy task.

ENG 392-001: Fiction Writing  
TR 11:00am – 12:15pm  
Nicola Schmidt
This course emphasizes the elements of fiction and the writing process, focusing on the short story. Students will read stories and write exercises to help them deepen their understanding of the craft of fiction as they develop, draft, and revise up to two complete short stories by the end of the semester.

ENG 393-001: Poetry Writing
TR 2:00pm – 3:15pm
Joshua Kryah

This course will introduce students to examples of traditional poetic form, including sonnets, villanelles, sestinas, and many others. Through various prompts, readings, and exercises, students will familiarize themselves with poetic terminology and techniques. Students will also produce a portfolio of their own creative work.

ENG 400-001: Principles of Linguistics
T 6:00pm - 8:50pm
Larry LaFond

This course will introduce you to linguistics, a broad and fascinating study of language. We can only touch the surface of this field in a single semester, so we will focus on the following components of language: sound production & systems (phonetics & phonology), word formation & the lexicon (morphology), clause & sentence structure (syntax), meaning & usage norms in the world (semantics & pragmatics), language & society (sociolinguistics, linguistic anthropology), first and second language acquisition (including sign language & writing systems), animal vs. human communication systems, language change, language variation (typology and American dialects). By the end of the semester, you should have gained a new understanding and appreciation of human language and should be able to apply the principles and issues of linguistics to further advanced study in your major.

ENG 409-001: Syntactic Analysis
R 6:00pm – 8:50pm
Larry LaFond

This course is an extended examination of the structures underlying your knowledge of the structure and work order of sentences. Native speakers of any language know how words are put together to form sentences in their language, and they can 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. Among the sciences, syntax is still a relatively young field, but it has received extensive attention since the 1950s, particularly in the wake of Noam Chomsky’s Syntactic Structures, a book that revolutionized linguistic theorizing and has led linguists to explore the richness, complexities, and subtleties of the system of language in the human mind. This theorizing has resulted in a complex field, replete with its own terminology and ways of thinking. This course will introduce you to that terminology and train you in the rudiments of syntactic argumentation and analysis.
ENG 417-001: Language and Ethnicity  
TR  2:00pm – 3:15pm  
Kristine Hildebrandt

In a climate of increased political correctness, constructive dialogue on the intersection of race and ethnicity with other domains has become more complex and politicized, or avoided altogether. This is unfortunate, as the merging of the study of ethnicity with other human phenomena like language, language histories, and the norms, conventions, attitudes, and movements associated with these is fascinating. As such, the main goal of this course is to provide a survey of the issues inherent to studying ethnicity and language as overlapping topics of inquiry. The course will introduce students to linguistic thought and methods via select topics like definitions of ethnicity, language and the construction of self-and world-view, language and dialect contact and change, case studies of African American, Latino, Hawaiian/Polynesian, Creole, Anglo and other language communities, issues of ethnic crossing via language use, and interethnic communication in specific contexts (e.g. in the classroom, in pop-culture, etc.).

ENG 445-500: Young Adult Literature  
W  6:00pm - 7:15pm  
Jill K. Anderson

English 445 considers young adult novels through the voices embodied by the coming-of-age characters who define the genre. Young adult literary texts explore the adolescent's developing sense of individuality, alienation, and social position while also reflecting and challenging ideas about gender, culture, and enforced normativity. In English 445, we will read a variety of YA novels from multiple cultural perspectives as we work toward a larger understanding of the contemporary YA literary scene. Writing assignments include collaborative reading notes, discussion boards, and a semester project.

ENG 464-001: Topics in Forms and Genres: Black Speculative Fiction  
MW  12:00pm – 1:15pm  
Cindy Reed

Bridging topics about black identity with the imaginative and unearthly, this course familiarizes students with a variety of texts that comprise black speculative fiction. We explore how black consciousness fuses with a collection of speculative genres and subgenres—like horror, science fiction, alternative history, and more—both to examine our limited, often anti-black perspectives and to envision possibilities for black people beyond the confines of society as it is.

ENG 465-001: Reading and Writing Slipstream Fiction  
TR  3:30pm – 4:45pm  
Geoffrey Schmidt

This course is designed to cater to either a literature student looking for an elective OR a creative writing student seeking an elective. Together, we will read and think about the unusual and very contemporary genre of slipstream fiction. Somewhere in the wake of speculative fiction, fantasy, and literary fiction, slipstream resists easy definition; indeed, it actively looks to disrupt one's comfortable
notions of genre. We’ll focus our studies on contemporary writers like Kelly Link, Carmen Maria Machado, Kevin Brockmeier, Helen Oyeyemi, Aimee Bender, and many others. Literature students will write several short papers and one longer, research-based analytical essay. Creative writers will write several shorter pieces of “flash” slipstream and one longer piece, due at the end of the semester.

<table>
<thead>
<tr>
<th>ENG 470-001: Methods &amp; Materials For P-12 English as a Second Language &amp; Bilingual Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W 6:00pm - 8:50pm</strong></td>
</tr>
<tr>
<td><strong>Joel Hardman</strong></td>
</tr>
<tr>
<td>This course is designed for students interested in teaching bilingual children who are learning English in multi-lingual settings in the United States. 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:</td>
</tr>
<tr>
<td>• theories of bilingualism and academic achievement;</td>
</tr>
<tr>
<td>• literacy issues;</td>
</tr>
<tr>
<td>• materials for various levels;</td>
</tr>
<tr>
<td>• preK-12 US program models;</td>
</tr>
<tr>
<td>• the relationship between homes and schools in immigrant communities in the United States;</td>
</tr>
<tr>
<td>• the language of schooling in American classrooms.</td>
</tr>
<tr>
<td>The objective is to prepare students with the methodological and theoretical background teachers of young English Language learners need to be successful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 473-001: Milton</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MW 12:00pm - 1:15pm</strong></td>
</tr>
<tr>
<td><strong>John Savoie</strong></td>
</tr>
<tr>
<td>The course is centered upon <em>Paradise Lost</em>, the prime masterpiece of English literature fusing classical epic, Hebraic midrash, Christian theodicy, love lyric, dramatic tragedy, even science fiction. We will also read fore and aft exploring Milton’s unique achievements in the sonnet, lyric, elegy, epyllion and closet drama as well as his argumentative prose on freedom of the press, the art of reading, the life of writing, and the nature of marriage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 476-001: Practicum in English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td><strong>Joel Hardman</strong></td>
</tr>
<tr>
<td>This course is designed for students who need to gain supervised experience teaching ESL for the purposes of the state ESL endorsement. 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, and each student is required to meet with the instructor twice during the semester to discuss progress in teaching.</td>
</tr>
</tbody>
</table>
**ENG 478-001: Studies in Women, Language, and Literature**  
TR 12:30pm – 1:45pm  
Nancy Ruff

This course examines the role of women as subject, author and audience of western literature written from 800 BC - 1500 AD, providing a broad view of the nature of women's lives, thoughts and accomplishments as seen through their writings as well as through those of others, both contemporary and modern. BHUM, DFAH, EUSC, IGR

**ENG 485-001: Writing for Teachers of English**  
MW 3:00pm - 4:15pm  
Heather Johnson

ENG 485 is designed to help students develop a teacherly understanding of composition as a complex process. We'll work on honing our own writing skills and then brainstorm the best ways to pass our discoveries on to students. We'll talk about how to give helpful feedback, and how to teach your students to do the same; we'll think carefully about how to design composition assignments, how to get students thinking about rhetoric, and how to introduce basic research. The course is designed to be of interest to future high school teachers as well as teachers of college-level writing in secondary school settings.

**ENG 488-001: Rhetoric, Politics, & the Law**  
TR 2:00pm - 3:15pm  
Anushiya Ramaswamy

Rhetorical figures, political texts and speeches, law and policies, from classical origins to today. Analysis of persuasion, reason, style, fallacy, rhetorical situation and context.

**ENG 490-001: Advanced Composition**  
TR 3:30pm – 4:45pm  
Anushiya Ramaswamy

This is an advanced writing course designed for students to explore various rhetorical styles and techniques. In the course of the semester, students will learn the various steps involved in writing for different audiences. We will work at understanding different kinds of writing with an emphasis on the politics of style. We will begin with personal narratives and move onto more formalized writing, identifying the choices we make in terms of diction, tone, organization, and even subject matter.

**ENG 491-001: Technical and Business Writing**  
M 6:00pm - 8:50pm  
Brian Henderson

This course is designed to prepare you to understand and successfully negotiate the unique demands of technical and business communication. It will do this in large part by offering you experience in analyzing and drafting a variety of technical and professional texts common to workplace, civic, and academic
environments as well as by calling attention to relevant ethical, rhetorical, and legal concerns. Students are taught strategies for working effectively in teams to prepare for a major collaborative project.

ENG 491-501: Technical and Business Writing  
M  6:00pm - 8:50pm, Online Synchronous  
Margaret Black

This online course is designed to prepare you to understand and successfully negotiate the unique demands of technical and business communication. It will do this in large part by offering you experience in analyzing and drafting a variety of technical and professional texts common to workplace, civic, and academic environments as well as by calling attention to relevant ethical, rhetorical, and legal concerns. Students are taught strategies for working effectively in teams to prepare for a major collaborative project.

ENG 492-001: Advanced Fiction Writing  
TR  11:00am - 12:15pm  
Geoffrey Schmidt

This advanced fiction course is workshop-driven, depending on peer review and collaborative learning. Students will write and revise two to three stories and turn in a portfolio at the end of the semester.

ENG 494-001: Literary Editing  
TR  12:30pm - 1:45pm  
Joshua Kryah

This course involves students in the production of SIUE’s student literary and arts magazine, River Bluff Review. Members of the class serve as the staff of the magazine, participating in all aspects of its production, including the solicitation and evaluation of submissions, editing, design, proofreading, layout, publishing, and promotion. The course will also provide an overview of contemporary literary magazines.

ENG 497A-001: Senior Seminar: Ethnic American Fiction  
MW  12:00pm – 1:15pm  
Charles Berger

This class will read a variety of American novels, memoirs, and short stories from the later 20th and early 21st century focusing on the culture, language, and historical experiences of ethnic Americans. We will explore representative texts written by Jewish-American, Native American, Chinese-American, Indian-American, Black, and Latina American writers. What we mean when we use the term “ethnic” will be a central question posed throughout the class. We will also read a number of theoretical texts on the nature of ethnicity within American culture. The kaleidoscopic nature of American literary (and verbal) ethnicity will be apparent. We will also consider the pervasive influence of what I call the “ethnic carnivalesque” in popular culture. Central issues to be discussed will include: the interplay of gender and ethnicity; ethnic humor; the role of the ethnic mother; ethnic histories; ethnic geo-cultural identities; ethnic literary dialects; and other topics as well.
The Senior Seminar (ENG 497a) requires a paper of approximately 15 pages (5000 word minimum) to be submitted at the end of the semester, as well as participation in the Senior Colloquium, held at the end of the final week of class, just before Finals week begins. You will present a brief version of your final paper at that event in a format to be determined later on in the semester.

**ENG 497A-002: Senior Seminar: The Quest**  
**MW 1:30pm – 2:45pm**  
**John Savoie**

We will survey quest stories from *Gilgamesh* and the *Odyssey* to *The Hobbit* and *Cold Mountain*. Students will pursue their own term-long projects, based on our common reading or a quest tale of their own choosing, including a proposal, bibliography, annotated bibliography, oral presentation, and final essay.

**ENG 497A-003: Senior Seminar: Narratives of Captivity and Redemption**  
**MW 4:30pm – 5:45pm**  
**Jill K. Anderson**

Our senior seminar will explore a wide array of early American narratives of captivity and redemption, focusing on texts from the 1680s to the 1860s. From the seventeenth to the nineteenth century, popular narratives and fictions reflected and refracted American paranoia surrounding liberty and oppression—or, as Frederick Douglass imagines the binary in the title to his 1855 autobiography, our *bondage* and our *freedom*. As we read various literal and figurative captivity narratives, this course will examine the complex nature of evolving cultural ideas about American liberties, individualism, and independence. We will begin our literary investigation with Kathryn Derounian-Stodola’s foundational collection *Women’s Indian Captivity Narratives*, including Rowlandson’s *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682) and Sarah F. Wakefield’s *Six Weeks in the Sioux Tepees: A Narrative of Indian Captivity* (1864). We will continue our exploration with other texts from the revolutionary and antebellum periods, focusing on Susanna Rowson’s *Charlotte Temple* (1794); Charles Brockden Brown’s *Wieland: or The Transformation* (1798); Catharine Maria Sedgwick’s *Hope Leslie; or, Early Times in the Massachusetts* (1827); Solomon Northup’s *Twelve Years a Slave. Narrative of Solomon Northup, a Citizen of New York…* (1853); and Harriet E. Wilson’s *Our N**; or, Sketches from the Life of a Free Black* (1859), among other reading options (complete reading list TBD). Over the course of the semester, students will lead and participate in discussions, develop annotated bibliographies, create seminar papers, and deliver formal presentations.

**English 501-001: Modern Literary Studies**  
**M 6:00pm – 8:50pm, Online Synchronous**  
**Heather Johnson**

In this course, students will be introduced to literature as a field of study and to the cooperative, community-fueled work undertaken by academics in the humanities. We’ll think about what it means to be literary scholar, how work in the field and in the academy is conducted, and the fundamental questions that drive investigations into the life of language, literature, and culture. While much of the course will
focus on literary theory, we will also think about contemporary issues in academia (particularly in the humanities). It would be impossible to cover all literary theories and academic issues in depth, but I hope we will achieve at least a nodding familiarity with a fair number of the many languages spoken by literary scholars. The ultimate goal is to construct a foundation of knowledge upon which later studies may be based—therefore, the course will partake in many of the qualities of a survey as we sample a variety of theoretical concepts and questions. Finally, we will practice writing with style, purpose, and responsibility.

ENG 521-001: Remixing Black Literature and Black Music
W 6:00pm – 8:50pm
Donavan Ramon

In this course, we will explore the long and rich tradition of African American Literature. We will focus not only the words on the page, but the history of music that animates & defines African American Literature. Indeed, Black writers have infused their writing with elements of the Blues, Jazz, R&B, Rap and Hip-Hop, just as musicians have invoked Black literary elements in their works. This class will explore the nuanced intersections of African American music and African American Literature from slave narratives to the present. Along the way, we will listen to good Black music as the soundtrack to our literary endeavors.

ENG 530-001: Writer in the World
W 6:00pm – 8:50pm
Geoffrey Schmidt

For graduate creative writers only, this course introduces MFA students to various kinds of service learning opportunities. Students will experiment with different strategies and develop a comprehensive plan for a community-based service program which will be delivered in the Spring practicum session. The semester culminates in that comprehensive proposal.

ENG 541-001: Graduate Research Methods
W 6:00pm – 8:50pm
Kristine Hildebrandt

ENG 541 is a “research methods” class. What does that mean? In a research methods class, you will learn about, and will learn to use, a variety of strategies, techniques, protocols, and tools that can help you successfully carry out research projects that involve gathering, organizing, analyzing, and presenting your own data. Note: this is not specifically a course about teaching methods, or about classroom/teaching/learning assessment methods, although you will be able to find connections. Our graduate students already have a variety of classes to choose from for this area.

What can “your own data” be? In this course, we will work with different types of language data, including (English) spoken and written discourse (and also including ESL data for our TESL students in particular). We will cover such topics as ethics in research design and implementation, protocols for recording and working with another person’s speech, gathering language data from the Internet, and working with different types of pre-existing and freely available language corpora (collections of texts).
This course will be taught via an “applied approach”, meaning that topics (and projects) will be designed to investigate practical (real-world) topics and questions, including language use in society, language learning and language teaching, and literary discourse, to name just a few examples. We will survey, as a class, some well-known studies that have used these materials, and you will have the chance to build your own research project as well.

In this class you will also have the opportunity to learn about professionally valuable skillsets, including human subjects and informed consent requirements, qualitative interviews, case study techniques, and also a number of computational tools and approaches for both qualitative and quantitative examination, including concordance programs, transcribing and audio-text time-aligning tools, Excel/spreadsheets, and programs for basic nonparametric and parametric statistical analysis (patterns like averages, frequencies, norms and deviations, etc.). Don’t be afraid! No prior experience with any of these tools is necessary to succeed in this class! What is most important is that you attend class regularly (both in person when scheduled, and online), do the assigned readings and participate effectively in the class discussions, put honest effort into the assignments and the research project, and stay engaged and interactive throughout the semester.

ENG 542-500: Methods for Teaching English as a Second Language
M  6:00pm – 8:50pm
Seran Aktuna

DESCRIPTION: This course is a general introduction to the methodology of teaching English as a second or a global language. It surveys historical and current approaches to L2 instruction with a focus on analyzing their theoretical foundations and techniques used in their classroom implementation. The course also examines variables that impact language teaching and learning, strategies for materials evaluation, and techniques for teaching different language skills. The overall goal is to enable prospective teachers of English as a second/global language to make theoretically informed and socio-culturally appropriate decisions regarding language teaching methodology and materials in different language teaching situations.

ENG 543-001: Grammar Pedagogy
T   6:00pm- 8:50pm
Joel Hardman

This course focuses on the importance of grammar instruction as an integral part of language teaching and learning. The course combines theoretical discussion about various aspects of grammar with skills-based learning aimed at pedagogical practice. A significant component of this course includes a consideration of how to prepare lessons for teaching grammar to learners of different ages, proficiency levels and needs. Objectives: (1) Solidify your understanding of the grammatical metalanguage surrounding English grammar, (2) Survey ideas and controversies about explicit grammar instruction in the L2 classroom, and (3) Use this metalanguage and the concepts surrounding it to inform your teaching of English grammar, especially those aspects of grammar that are found to be problematic for second language learners.
ENG 545-501: TESL Practicum  
TBA  
Joel Hardman  

This course is designed to provide all MA TESL students an opportunity to observe and tutor a variety of English as a Second Language (ESL) learners in real-world classrooms. Students will engage in focused observations of teachers and students, work as volunteer teachers, and write reflective analyses of their experiences. The overall goal of the course is to help students gain an understanding of the teaching-learning process and link the knowledge gained in their other classes with the practical aspects of second language teaching.

ENG 554-001: Composition Pedagogy  
MTWRF 9:00am - 1:00pm  
Matthew Johnson  

This section of ENG 554 is exclusively for new Teaching Assistants in the Department of English Language & Literature and is designed to support and enhance students’ teaching of college-level, first-year writing courses. The course largely consists of training, demonstrations, and workshops (with a healthy dose of composition-rhetoric reading and discussion here and there) that focus on composition pedagogy, in general, and more specifically: writing as a process; invention strategies; syllabus and assignment design; class planning; classroom management; collaborative learning; grammar/mechanics instruction in college writing courses; reading, writing, and critical thinking (practices and motivations); visual and rhetorical analysis; assessment of students’ academic work; conducting student conferences; discussion leading; university professionalism; and the teaching of writing with digital technologies.

Plan to dedicate each day in its entirety to the course from August 8th-August 19th (the two weeks immediately prior to classes starting for the Fall semester); also required will be subsequent course meetings throughout the Fall semester (schedule to be determined).

Required texts include:


Various other readings that will be made available via Blackboard.

ENG 556-001: Theory of Composition and Rhetoric  
T 6:00pm – 8:50pm  
Anushiya Ramaswamy  

The Theory of Composition and Rhetoric is designed as a foundational course in the Teaching of Writing program. Students in the course will be introduced to the basic theoretical movements in the field of Composition Studies. This course is intended primarily to familiarize you with the epistemological categories and the various terminologies and critical frameworks of Composition Studies in a systematic fashion. It will acquaint you with the growth of the discipline, the major schools of thought on the teaching of writing, the various theories of rhetoric and rhetorical approaches that have influenced writing
instruction in this nation, and current research on composition. The class is an intensive graduate seminar: you will be required to read extensively and participate wholeheartedly in class discussions. I hope that by the end of the semester, you will have a clearer understanding of the various composition theories that inform our pedagogical choices.