



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Spring 2022 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. Contact information for all English Department faculty is available via the English website at <http://www.siu.edu/artsandsciences/english/>.

ENG 200-001: Introduction to Literary Study

TR 11:00am – 12:15pm

Catherine Seltzer

This class is designed to prepare you to head into a major or minor in English with confidence, primarily by offering you regular opportunities to engage in close reading of primary and critical texts; to articulately discuss your responses to these works--and the sometimes-thorny issues that they raise--with your colleague/ classmates; and to write regular literary analyses, with special attention to the revision process. Throughout the semester, then, you will be introduced not only to a series of ideas and concepts that are foundational to the study of literature, but you will put into place the practices and habits that will help to make your academic career more successful.

ENG 200-002: Introduction to Literary Study

MW 3:00pm – 4:15pm

Heather Johnson

In English 200, students will be inducted into the field of literary study. It is a discussion-driven course focused on helping prospective English majors and minors to interact with literature (and each other!) in pleasurable and productive ways. Students will learn strategies for reading and analyzing works from a variety of literary genres and periods. By the end of the course, students should have an understanding of the basic strategies used in writing about literature, what it means to be a student of literature, and how to approach a foreign text with confidence.

Prerequisites: Grade of C or better in ENG 102. Required of English majors and minors; open. toprospective English majors and minors.

ENG 201-001: Intermediate Composition

TR 2:00pm – 3:15pm

TBA

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

TR 3:30pm - 4:45pm

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 203-001: Studies in Poetry

MWF 11:00am to 11:50am

John Savoie

We will learn how to read and appreciate classic and contemporary poetry for wisdom and delight.

ENG 205-501: Introduction to African American Texts

Online Asynchronous

Donavan Ramon

In this online asynchronous course, we will explore major texts from all genres of African American Literature: prose, drama, and poetry. We will study the texts chronologically, which will include music, visuals and folklore, among many other types of media. Students in this course will explore important creative techniques, themes, ideological perspectives, and more that shape African American literary studies.

ENG 209-001: Topics in Modern British Literature: Coming-of-Age Fictions

TR 9:30am - 10:45 pm

Charles Berger

This is a survey course in British Literature from the Romantic Period through the Victorian Age and into the Twentieth Century and After, to employ the terms of the Norton Anthology. We will begin with a study

of several Romantic poets (Blake, Wordsworth, Coleridge, Keats, Shelley). We will then read **three** great examples of what we think of when we think of the nineteenth-century English novel: Jane Austen's *Pride and Prejudice*, Charlotte Bronte's *Jane Eyre*, and Charles Dicken's *Great Expectations*. Reading these three novels, two about young women, one about a young man, each one tracing the "rise" of its protagonist, will afford innumerable opportunities for analytic observations of issues relating to gender, class, English identity, social and political history, etc. Plus, all three novels are a joy to read. Choice of texts from the 20th will be determined by discussion as we all get to know each other better. Writing requirements: three 4-5 page papers, no final exam.

ENG 212-001: Topics in Modern American Literature: Dreaming of America

TR 2:00pm - 3:15pm

Catherine Seltzer

This semester, we'll be thinking about the American Dream in its broadest terms—in short, that Americans are invested in the belief that each generation's potential is not directly tethered to the one that preceded it. In this course, we'll look at literature from the end of the Civil War to the present day and consider how American writers have reflected on the ideas of individual progress and communal evolution in their work. We'll ask some big questions: What does it mean to be an American? How does our understating of national identity address (or elide) issues of race, gender, sexuality, class, and region? We'll end our semester by thinking about how contemporary writers are working to reflect a culture whose Dream is still in flux and remains the subject of artistic preoccupation.

ENG 214-001: Topics in World Literature: Ancient to Medieval: Great Books

MWF 10:00am-10:50am

John Savoie

We will survey great books from Homer and Virgil through Dante and Milton that have inspired our culture and shaped how we think about life's large and enduring questions.

ENG 290-002: Introduction to Creative Writing

MW 1:30pm – 2:45pm

Valerie Vogrin

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.

ENG 290-003: Introduction to Creative Writing

TR 2:00pm – 3:15pm

Geoffrey Schmidt

This section of Introduction to Creative Writing serves to ground students in the elements of writing in major genres (poetry, fiction, creative nonfiction). Serious writers and anyone looking to nurture their

creative side are welcome! Final grades will be determined by your work on several foundational exercises, the quality of your short stories, essays, and poems, and your revision towards a final portfolio of work. Textbook: Janet Burroway. *Imaginative Writing: The Elements of Craft*.

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

This course is designed to introduce you to the practice and process of creative writing. It will also provide the luxury of a consistent and invested audience for your work, a congenial atmosphere in which to discuss literary texts and creative writing, and an intensive experience in the consideration and practice of creative writing. During the semester you will write both poetry and prose, give and receive valuable critical feedback, gain an understanding of creative writing as a craft, and grow as a writer and reader. You will be expected to work independently, work well as a member of a peer group, stay on top of requirements and assignments, follow course protocols, devote your best effort to all class endeavors, and challenge yourself. You will also be expected to take it for granted that constructive criticism will benefit you and that revision is an integral part of the creative process.

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 315-001: Literature and Sustainability
TR 11:00am – 12:15pm
Jessica DeSpain

In this course, we will read literature that considers sustainability in an environmental, economic, cultural, and political contexts. From Henry David Thoreau to Octavia Butler, authors have been exploring our relationships and responsibilities to other human beings, animals, and the earth. What are the terms of our connection to nature across rural and urban environments and in relation to the food we eat? How have humans reconciled our animality in comparison to other animals? In what ways is sustainability an issue of social justice? What role can literature play in the response to climate change and resource scarcity? Students will be expected to participate actively, keep a blog related to readings and

experiences, and collaborate on a service learning project with a community organization.
Prerequisites: ENG 102 with grade of C or better.

ENG 332-001: ArgumentTR 2:00pm – 3:15pm
Anushiya Ramaswamy

In this course, we will critically investigate the history of argument – actual arguments, their historical contexts, and argumentative strategies and theories as they have developed over time. We will also be analyzing arguments (our own and those written/spoken by others) for their potential to persuade a particular audience in a specific context. While argument texts often focus on intended audience, we will also explore what happens when unintended audiences are reached, an intended audience is reached in an unintentional way, and how the context (time, place, speaker/writer, audience, and other circumstances) in which arguments are made have the potential to drastically affect their degrees of persuasiveness. Given that this is a writing course, we will, of course, be composing our own arguments. What's more, the focus of this course will be predominantly on academic argument making, in that we will challenge the exceedingly common binary argumentation (that is, the traditional "debate" style of argument that has only two sides) in order to reveal the complexity of even seemingly simple issues – which tend to be multifaceted upon closer examination. Yet while we focus on making academic arguments ourselves, to do so, we will be considering how argument works in law and in contemporary American culture.

ENG 333-001: The Rhetoric of Videogames
TR 12:30pm – 1:45pm
Matthew Johnson

Yes, for sure, we *will* be playing videogames in this course. Also note: before the now pervasive "videogame" came on the scene, scholars were investigating concepts of play (fun, amusement, recreation) and the games (rule-based behavioral systems) that facilitated these activities (and feelings). In the foreword of *Homo Ludens*, Johan Huizinga's 1950 study of play (based in part on lectures he delivered as early as 1933), Huizinga begins with "the conviction ... that civilization arises and unfolds in and as play." In this course, we will investigate theories of game and play as they manifest in videogames, arguably the latest in a long line of media objects (that include television, film, and the novel) designed to both entertain and educate that has been met with extreme disdain and amazing celebration. Specifically, we will analyze the rhetorical implications (that is, how and in what ways videogames *persuade* and *change* audiences – and how they do so uniquely as videogames as opposed to other media forms) and effects of videogames, and the impact that they have, or are believed to have, on our culture. We will examine how videogames represent particular groups, and how they render (figuratively and literally) social structures and hierarchies. We will read about, write about, analyze, play, and create videogames, all while studying the culture and texts that surround them. While very basic familiarity with computers would be helpful, *NO experience in computers, software, or programming is necessary!* (Hopefully this description is dry enough that you're convinced we'll be *working* in this class; but I don't mind repeating that we're going to be *playing*, too. I mean, it's essential.)

ENG 334-500: Scientific Writing
M 12:00pm – 1:15pm (Hybrid: Online Components)
Brian Henderson

We live in a world that depends heavily on scientific thinking and advancements for everything from the development of digital technologies that you use every day to NASA's experimental plasma propulsion systems to the production of medical tools, where science produces vaccines to protect public health and it produces the communication tools used by anti-vaccine fearmongers. As Edward R. Murrow once said, "The speed of communication is wondrous to behold. It is also true that speed can multiply the distribution of information that we know to be untrue." ENG 334 is, in part, an attempt to make sense of the role scientific research plays—or should play—in the contemporary world. This course is premised on the assertion that opinion and unverifiable anecdote are no substitute for peer-reviewed evidence and theorizing. Whether your path leads you to become a researcher, an educator, and/or a savvy reader of science, ENG 334 will help you develop tools you will need.

ENG 345-001: Black Girl Magic: African American Poetry & Folklore
MW. 3:00pm – 4:15pm
Cindy Reed

Black Girl Magic. Beyoncé. Brown Skin Girls. Beauty. Colorism. Creativity. Consideration. Community. These are just a few topics that appear in discussions of black girls and women. Through an examination of African American poetry and folklore from various spaces, places, and technologies, we will cover issues related to identity, self-definition, and liberation for black girls and women. We will also consider how authors pass down, imagine, and remix what it means to grapple with the constraints of bodies bound by race and gender.

ENG 369-001: Grammatical Analysis
MW 12:00pm - 1:15pm
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

MW 3:00pm – 4:15pm
Valerie Vogrin

This course is designed to provide opportunities to deepen your understanding of and enrich your skills in the craft of fiction, focusing on the short story. In addition to reading plenty of contemporary stories, students will engage deeply in the writing process, culminating in the drafting and revising of their own stories, one of which will be workshopped in class.

ENG 393-001: Beginning Poetry Writing
MW 1:30pm – 2:45pm
Joshua Kryah

In this course we will address a variety of poetic forms—sonnets, villanelles, sestinas—in order to grasp the importance of poetic history in our own reading and writing. Once equipped with a basic understanding of these foundational poetic structures, we will come to better appreciate, and participate in, contemporary modern verse. Through numerous prompts and exercises, we will familiarize ourselves with traditional poetic techniques as a background to whatever mode—formal or experimental—you eventually choose to work in.

ENG 400-001: Principles of Linguistics
W 6:00pm – 8:50pm
Kristine Hildebrandt

The field of human communication (including language) (“linguistics”) is a vast and fascinating area of study, comprising (at least) these following components:

- sound production & systems (phonetics & phonology)
- word formation & the lexicon (morphology)
- clause & sentence structure (syntax)
- meaning & usage norms in the world (semantics & pragmatics)
- language & culture, language & society (sociolinguistics, linguistic anthropology)
- first and second language acquisition (including sign language & writing systems)
- nonverbal communication (gesture, etc.)
- language change (diachronic linguistics)
- language variation (typology)
- language endangerment & death, and language description (language documentation)

This course aims to provide an introductory overview of the study of linguistics, including fundamental principles & assumptions, investigations into how language can vary through space and time, how humans learn (first and additional) languages, and also some introductory information on issues of language diversity and vitality. By the end of the semester, assuming satisfactory participation & performance on the assessment, students will have gained a (critical) understanding and appreciation of linguistics, and will be able to apply the principles and issues to further advanced study in their individual degree programs.

ENG 403-001: History of the English Language

TR 2:00pm - 3:15pm

Larry LaFond

ENG 403 will introduce you to the history of the English language from two perspectives: first, the internal history (the linguistic changes in the phonological, morphological, and syntactic systems of English), then the external history (the political, social, and intellectual forces that influenced the development of English at various stages), and finally, representative literature from each period. 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. Prerequisites: Junior standing or consent of the instructor.

ENG 416-001: Language and Society

T 6:00pm – 8:50pm

Seran Aktuna

How does the way we talk vary in accordance with our geographical location, socioeconomic status, ethnicity, and gender? When, why and how do people develop special codes to communicate with each other? How does the way we communicate differ across cultures and subcultures? Can we be discriminated against on the basis of our speech patterns? And what is happening to the English language as more people learn and use it in different parts of the world? These are some of the main questions we will discuss in ENG 416. The goal of this course is to build your awareness of major topics in sociolinguistics and help you examine their applications/implications for solving problems in education, communication and other areas of life.

ENG 444-001: Creative Nonfiction

TR 11:00am – 12:15pm

Geoffrey Schmidt

This section of Creative Nonfiction will allow students to explore writing in many forms, including memoir, personal essay, travel writing, science writing, cultural criticism, and more. Final grades will be determined by the quality of several short essays, workshop feedback provided, and revision undertaken towards a final portfolio. Textbook: Debra Monroe, *Contemporary Creative Nonfiction*.

ENG 463-001: Modern American Poetry

TR 3:30pm - 4:45pm

Charles Berger

This course will provide students with the opportunity to read and study a wide variety of 20th century American poetry and poets. You will become familiar with dozens of extraordinary poems and you will sharpen your ability to read poetry immeasurably. We will employ an eclectic array of aesthetic, cultural,

and historical methods of analysis, but we will never lose sight of the fact that poetry provides the deepest kind of intellectual *pleasure* along with a particular form of wisdom. American poetry of the last century (and the present as well, of course) provides kaleidoscopic perspectives on the state of the self and the state of the nation. Prerequisites: ENG 102 with grade of C or better. Junior standing or consent of instructor.

ENG 465-001: Imagining Madness

MW 12:00pm - 1:15pm

Heather Johnson

In this course, we'll investigate fictional depictions of insanity, from Shakespeare's *King Lear* to the inmates of Kesey's asylum. Literary madness takes many forms; it can be a sign of genius, a result of holy fervor, a side effect of love, or a violent disturbance of the body and mind. Conceptions of madness have been mobilized to support oppressive social and political programmes, but they've also been used to explore avenues of new knowledge. In fiction, the madman or madwoman may symbolize the shameful secret or the irrational fear. They may represent all that is uncanny, the other who is both familiar and foreign. At the same time, the fictionally insane—those who are represented as “fools”—are frequently bearers of uncommon wisdom. Madness can be a permanent condition or a transitory state, one into which anyone can fall, given the right circumstances. The mutability of literary madness makes it a fertile ground for imagining alternative perspectives, spaces, and values. Students in the course will be responsible for weekly responses as well as thesis-driven essays and a final project. Graduate students will also give an in-class presentation and complete a more extensive final project. Prerequisites: ENG 102 with grade of C or better. Junior standing or consent of instructor.

ENG 468-001: Second Language Acquisition

R 6:00pm- 8:50pm

Larry LaFond

ENG 468 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), language teaching and linguistic theory. The greater part of the course is spent on an examination of factors that affect SLA, introducing both internal (e.g., cognitive issues, motivation, anxiety, risk taking, affect) and external variables (e.g., social class, learning context, curriculum, input) influencing learning.

ENG 471-001: Shakespeare: The Comedies

MW 3:00pm – 4:15pm

John Pendergast

A little over half of Shakespeare's plays were comedies and in this course we will explore the varieties of comedies he wrote, from the earliest plays such as *The Taming of the Shrew* and *Comedy of Errors* through the late romances such as *The Tempest*. Shakespeare's comedies deal with many

intriguing contemporary themes, such as gender identity, sexuality, and class consciousness, and these will certainly inform our discussion and analysis of the plays.

ENG 472-001: Assessment and Testing in ESL

W 6:00pm - 8:50pm

Joel Hardman

This course is designed as a broad and basic preparation for students who are interested generally in the topics of assessment, testing and evaluation for English language learners, and/or students who are planning on teaching in a setting where assessment and evaluation of multilingual students will be expected. It will provide an overview of historical and current approaches to language assessment. We will review the functions of assessment, methods of both statistical and qualitative modes of evaluation, how to assess language proficiency in various skill areas, and the analysis and interpretation of test results. The aim is to enable teachers of English language learners to make informed and critical choices about what they will need to assess and how to go about doing it. Prerequisites: Undergraduate level: ENG 102 Minimum Grade of C

ENG 475-001: Methods of Teaching Secondary English Language Arts

MW 4:30-5:45 pm

Jill Anderson

English 475 focuses on approaches to teaching Secondary English Language Arts, including planning for reading, writing, and language instruction in contemporary American high schools. As we engage with and evaluate various methods of teaching English (while also addressing curricular concerns associated with the Illinois Common Core Learning Standards), we will explore reading and writing processes with the ultimate goal of developing useful teaching strategies. Over the course of the semester, English 475 students—aka SIUE's Spring 2023 English student teacher candidates—will learn about ELA methods and materials, prepare and share lesson plans, and develop units of instruction for use in their future careers as high school English teachers. ENG 475 is restricted to English majors enrolled in the Secondary English Language Arts major concentration (May 2023 graduates) and must be taken concurrently with CIED 303, CIED 323, and SPE 400.

ENG 476-001: Practicum in English as a Second Language

TBA

Joel Hardman

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.

ENG 477-001: Analyzing the Works of Toni Morrison

TR 12:30pm - 1:45pm

Cindy Reed

This course is an expansive study on the fiction and nonfiction writing of Toni Morrison. Students will uncover why she is one of the most prolific and vital authors of the 20th and 21st century, as they examine how Morrison uses language, novelistic structures, themes, and tropes to trace African American traditions and construct African American communities. Readings may include: *The Bluest Eye*, *Sula*, *Song of Solomon*, *Playing in the Dark*, and additional texts.

ENG 478-001: Studies in Women, Language and Literature: Ancient and Medieval

W 6:00pm - 8:50pm

Nancy Ruff

This course examines the role of women as subject, author and audience of western literature written from 800 BCE - 1500 CE, providing a broad view of the nature of women's lives, thoughts and accomplishments as seen through their writings as well as through the writings of men, both contemporary and modern.

ENG 490-001: Advanced Composition

TR 3:30pm - 4:45 pm

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 492-001: Advanced Fiction Writing

TR 9:30am – 10:45am

Geoffrey Schmidt

This section of Advanced Fiction Writing provides students experience in writing two or more stories in a workshop environment. Final grades will be determined by your performance as a writer in submitting two or more stories; the quality of your feedback for other students; your revision of one or more of your stories towards a final portfolio. PREREQUISITE: A "C" or better in ENG392 or the equivalent transfer credit. TEXTBOOK: Williford and Martone, *The Scribner Anthology of Contemporary Short Fiction*.

ENG 493-001: Advanced Poetry Writing

MW 12:00pm – 1:15pm

Joshua Kryah

All poetry is written according to some kind of procedure. This is most apparent in such traditionally received forms as the sonnet or the villanelle. Over time, however, new procedures have emerged to reflect changes in theoretical as well as aesthetic shifts in contemporary poetry. This course is intended to trace the movement from conventional to exploratory forms. We will consider procedures and operations intended to create self-induced constraints in our own writing: chance operations, found language, erasure, etc. Similar to traditional poetic forms, these procedures will allow us to create individual work while participating in larger theoretical questions, e.g. how are poems made and what are they intended for? Through a discussion of specific procedural practices, as well as a select group of texts, we will become more intimate with these forms and authors as well as participate in their operations in a workshop setting.

ENG 496-001: Scholarly Editing

TR 2:00pm – 3:15pm

Jessica DeSpain

Though you may not realize it when you pick up your Penguin edition of *Jane Eyre* or your Norton Critical Edition of *Moby-Dick*, the practices of scholarly and critical editing underpin all of the work we undertake in the humanities. Editors make decisions about what versions of a text are definitive and how we understand an author's process from conception through revision to publication. Editors also recover texts that have been lost from our cultural record and give them a new voice and salient meaning for contemporary readers. In this class, we will learn about the methods and theories of scholarly editing in both print and digital formats. This course will use a lap approach with time in class to learn in a hands-on environment. In addition to short, applied assignments and papers, students will spend much of the semester recovering and editing a text of their choosing for their final project.

ENG 497A-001: Senior Seminar -- African American Literary Studies and Black Print Culture

TR 11:00am – 12:15pm

Elizabeth Cali

This course focuses on African American literature published first in circulating periodical print (newspapers and magazines). We will research, examine, and critique the ways that various cultures of print contributed to the production of the periodicals and their contents. Additionally, we will examine the ways that African American creative expression shapes and interacts with the social relationship and politics of these publications. By devoting our attention concurrently to the literary texts selected and the print media in which they are published, students will have the opportunity to draw connections between individual authors' motivations and missions and the goals and ideologies of the magazines and newspapers in which they appear. Students will have the opportunity to read African American writers across centuries and genres, including Frederick Douglass, Frances Harper, Langston Hughes, Zora Neale Hurston, James Baldwin, Amiri Baraka, Jayne Cortez, Ta-Nehisi Coates, Nafissa Thompson-Spires and more. ENG 497a culminates in an opportunity for students to interact as emerging scholars in the field by sharing their research questions, findings, and scholarly preoccupations with their peers in the Spring 2022 Senior Showcase. This course will devote significant energy and praxis to preparing the

seminar paper and the seminar colloquium presentations.

English 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 capstone projects, based on either our assigned reading (not necessarily on the quest aspect) or on a quest tale of their own choosing, including a proposal, bibliography, annotated bibliography, oral presentation, and final essay.

ENG 508-001: Major Author Studies: Queering Christopher Marlowe

M 6:00pm – 8:50pm

John Pendergast

In addition to reading plays and poems by Christopher Marlowe, we will consider his role in the development of Queer Theory. We will read the majority of Marlowe's plays (4-5 plays) as well as texts by other Renaissance writers, including William Shakespeare, and a selection of Queer Theory critical texts.

ENG 526-001: The Radical Black Press and African American Literature

W 6:00pm – 8:50pm

Elizabeth Cali

This course examines the deep ties between African American literature, independent Black periodicals, and radical Black social and political movements. We will study African American magazines and newspapers, the literatures published in these periodicals, and their collective role in agitating for and shaping Black liberation.

ENG 544-001: Reading and Writing Pedagogy in Teaching English as a Second Language

M 6:00pm – 8:50pm

Joel Hardman

In this course students will closely examine theories of reading and writing and various approaches to the teaching of reading and writing to non-native speakers of English. The processes of L2 literacy acquisition will be compared to L1 literacy acquisition. Students will gain first-hand experience through tutoring and materials and curriculum development. The main objective is for students to develop a *useful* understanding of reading and writing theory, and a *theoretical* understanding of reading and writing pedagogy.

ENG 545-001: TESL Practicum

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 574-001: Basic Writing Theory & Pedagogy

T 6:00pm- 8:50pm

Margaret Black

This course serves as an introduction to the field of basic writing. In this course, we will read both historical and contemporary scholarship from a variety of perspectives and voices in order to come to a better understanding of how the history of the field mediates contemporary approaches to basic writing and what future we might want to envision. Alongside scholarly readings and discussion, we will also be considerably focused on the pedagogical implications of this work. You'll have the opportunity to respond to student writing, guest teach a basic writing class, and develop your own version of English 101E, SIUE's basic writing course informed by scholarly work in basic writing.

ENG 583 – History of Rhetoric I: The Classical Period to the Renaissance

R 6:00pm – 8:50pm

Brian Henderson

Rhetoric has been a contentious concept since its inception in ancient Greece, often framed as one end of an irreconcilable argument regarding truth, reality, ethics, language, or power. Scholars argue that the word “rhetoric” was in fact coined by Plato as a negative foil for his preferred term—“philosophy”—which was also a debated term at the time of its emergence. Over the years, some writers have seen rhetorical acumen as the prerequisite for good citizenship (often explicitly linked to a healthy democracy), while others have remained deeply suspicious of rhetoric. Similarly, some have seen it simply as a technical tool for argumentation, while others have seen it as a way of thinking complexly about language, politics, even the nature of being. The study of early rhetoric has certainly merited increased attention over the last several decades, and such study has led to new theoretical and pragmatic considerations for scholars.

This course will offer you a chance to examine an array of approaches to rhetoric beginning with the Sophists and traveling chronologically to key rhetoric texts from the Renaissance. At the same time, we will explore readings that help us think about the relationship of those early texts to their historical context as well as to contemporary scholarship and pedagogy. Of course, we will not be looking at rhetoric as a unitary term that must be defended or attacked *in toto*; rather, we will attempt to tease out how rhetoric and rhetorical histories have been employed in different historical contexts for varying purposes in order to gain insights into both its historical and contemporary possibilities. Graduate students from related disciplines are welcome.

ENG 592-001: Fiction Writing

M 6:00pm - 8:50 pm

Valerie Vogrin

Students in the MFA fiction workshop will read widely, write extensively, and engage actively in a variety of writing-related activities.

ENG 595-001: Professional Development Seminar in TESL

R 6:00pm – 8:50pm

Seran Aktuna

This practicum-based course is 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. The main objectives of the course are: To help students understand the relationship of pedagogical and linguistic theory to their professional lives, to enhance their awareness of themselves as TESOL professionals, to facilitate their generation of professional knowledge through reflective and research-based approaches, and to help them explore resources for professional development. The culminating course product is a portfolio of teaching practices and classroom-based research.