ENGLISH COURSES AND YOUR CAREER

Courses in English instill knowledge of language, literature, rhetoric, and writing and an awareness of diverse ideas, cultures, languages, and viewpoints. In an era of digital technology, our classes also foster a flexible set of skills that employers value: the ability to think, read, and write critically and expressively; to analyze, interpret, and adapt complex ideas and texts; to solve problems creatively; and to research, manage, and synthesize information. Students with degrees in English go on to thrive in a wide range of fields, including education, law, medicine, business, finance, marketing, writing, community service and nonprofit work, journalism, editing, the arts, library and museum work, and in many other fields. The English Department offers a variety of courses in creative writing, technical communication, linguistics, literature, rhetoric and writing. So, whether you’re looking for an introductory or a graduate course, a class in language or in writing, a broad survey of literature or a seminar on a specialized topic, we have courses suited for you.

The humanities involves moving beyond the search for the immediate and pragmatic; it opens one to the examination of the entirety of the human condition and encourages one to grapple with complex moral issues ever-present in life. It encourages reflection and provides one with an appreciation and empathy for humanity. This is why critical thinking done in the humanities goes beyond problem solving.


The job market is quietly creating thousands of openings a week for people who can bring a humanist’s grace to our rapidly evolving high-tech future.


American Horror: Fiction and Film

2072-001  Shealy  100% ONLINE Asynchronous

Stephen King once wrote that “the work of horror really is a dance—a moving, rhythmic search. And what it is looking for is the place where you the viewer or the reader, lives at your most primitive level.” In this online class, we shall explore horror in American fiction and film. From cautionary tales to stories of revulsion, horror has long held an established place in American art. Through various films and fiction, we will examine how horror has influenced American culture and how that culture has helped shape the horror genre. Among the writers we will study are Nathaniel Hawthorne, Edgar Allan Poe, Edith Wharton, H. P. Lovecraft, and Joyce Carol Oates. (This class is 100% asynchronous online.)

More Human than Human is our Motto: Cyberpunk

2072-003  Ward  MWF  10:10AM-11:00AM Face to Face

This course explores the history and development of the multimedia science fiction genre that is Cyberpunk. The genre drew from countercultural movements and the New Wave science fiction writers of the 1960s and 70s, while engaging with philosophical and technological developments from the 80s and 90s. Probing these historical and ideological connections will entail encounters with writers like William Burroughs, Philip K. Dick, and William Gibson; with films and anime like Blade Runner and Akira; as well as music, manga, and excerpts from texts by notable theorists. Discussions will help to connect texts to ideas and to one another, as well as to examine key questions concerning topics like machine identity, speculative and emerging techno-politics, what it means to be human, and how Cyberpunk narratives relate to our contemporary world.
Fractured Fairy Tales
2074-001 Cowan MWF 11:15AM-12:05PM
Face to Face
A study of gender constructs in fairy tales that reimagine the roles of princes, princesses, and even villains.

Haunted Houses, Haunted Children: Ghost Stories
2074-002 Baker MWF 09:05AM-09:55AM
Face to Face
This course will explore a variety of ghost stories for children in order to analyze gothic themes as they relate to family and home life, the adolescent experience, and what it means to grow older.

Topics in English: Linguistic Anthropology
2090-001 Berman TR 11:30AM-12:45PM
Face to Face
Cross-listed as ANTH 2161-001. In-depth survey of linguistic anthropology, one of the four major sub-fields of anthropology; study of the relationship between language and culture, with a particular focus on how individual practices and societal norms intersect.

Writing about Literature (W)
2100-001 Tarr MWF 09:05AM-09:55AM
2100-002 Tarr MWF 10:10AM-11:00AM
Face to Face
A requirement for English majors, this course offers an extensive introduction to the analysis of poetry, fiction and drama. It will provide an introduction to literary devices, close reading, and other foundational elements of literary analysis that will prepare you for more advanced literature courses. English 2100 is also a Writing Intensive Course. This means that it meets Goal 1 of Communication: (1) Effectively send and receive English written and oral messages in different situations for a variety of audiences, purposes and subjects and (2) Communicate effectively in a symbolic system of language having written, oral and visual components.

Introduction to Technical Communication (W)
2116-001 Berry TR 10:00AM-11:15AM
2116-002 Gordon 100% ONLINE Asynchronous
2116-003 Gordon 100% ONLINE Asynchronous
2116-004 Gordon 100% ONLINE Asynchronous
2116-005 Rhodes MW 08:30AM-09:45AM
2116-006 Rhodes MW 02:30PM-03:45PM
2116-007 Rhodes MW 11:30AM-12:45PM
2116-008 Intawiwat MW 08:30AM-09:45AM
2116-009 Intawiwat MW 10:00AM-11:15AM
2116-010 Intawiwat MW 11:30PM-12:45PM
2116-091 Brooks W 05:30PM-08:15PM
2116-092 Cook 100% ONLINE Asynchronous

Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors. See your
department for permits. Unused seats will be released 4/21/2021 for other majors and minors. This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:

- the theoretical bases of technical communication
- the most common forms of technical documents
- how to plan, draft, and revise documents
- how to plan and make presentations
- how to work and write collaboratively
- how to integrate text and visual elements into technical documents

**Introduction to Creative Writing**

2126-001  
Arvidson  
MW 10:00AM-11:15AM
Face to Face

2126-002  
Hicks  
MWF 09:05AM-09:55AM
Face to Face

Introduction to creative writing, including both poetry and fiction writing, assuming little or no previous creative writing experience.

2126-003  
Brooks  
TR 10:00AM-11:15AM
Face to Face

This course introduces you to the reading and writing of poetry, creative nonfiction, and literary short fiction. Together, we will read and discuss a variety of published poems, prose, and short fiction, approaching this work from a writer’s perspective. In equal measure, you will also generate, draft, and revise your own creative work. You will regularly respond to each other’s writing in workshop, providing productive feedback while also building a vocabulary with which you can ask meaningful questions about your own drafts. Writing exercises, close-readings, discussions, active participation, and a readiness to explore new methods of writing will be essential aspects of this course.

**Introduction to Poetry**

2127-001  
Hutchcraft  
TR 01:00PM-02:15PM
Face to Face

This course is designed to introduce you to the reading and writing of poetry. Throughout the semester, we will read and discuss anthologized poems and essays on craft, approaching this work from a poet’s perspective. Regularly, we will explore different approaches to writing through prompts and in-class exercises. This exploration, along with our close examination of the readings, will help us develop our own poems and thoughts about poetry as a dynamic and nuanced art form. Together, we will build a vocabulary with which we can ask meaningful questions about our drafts. Individually, you will focus on creating and revising original work, which you will showcase in two portfolios.

**Introduction to Fiction Writing**

2128-001  
Martinac  
100% ONLINE Asynchronous

2128-002  
Martinac  
100% ONLINE Asynchronous

An introduction to the craft of writing short fiction. Fiction is defined as literature in the form of prose—specifically, short stories, novellas, and novels—that describes imaginary events and people. By evaluating published stories, students learn to “read like writers” and determine what makes the best short stories work. Writing assignments provide opportunities to practice craft techniques, while discussions help students form community. The workshop experience gives students supportive feedback on their stories to aid the revision process.

**Grammar for Writing**

2161-001  
Miller  
TR 10:00AM-11:15AM
Face to Face

Three overriding goals will inform our work in this course. 1) We will strive to understand the various meanings associated with the word “grammar”; 2) we will do a series of practice exercises and quizzes designed to increase familiarity with the terminologies of Traditional Grammar, and 3) through in-class instruction and group exercises, we will learn to implement both Traditional and Rhetorical grammars in analyses that explore the various ways writers use their knowledge of grammar to produce effective texts.

**Contemporary Poetry**

2201-001  
Davis, C  
MW 11:30AM-12:45PM
Face to Face

In this course, we will explore the many kinds of contemporary poetry being written today, both in America and around the world. We will define “contemporary” as, roughly, 21st Century, but we will also look back at some of the poetry from the 20th Century, which has shaped contemporary poetry. Students will write short responses (via Canvas) to poems, midterm and final essays, and some “imitation” creative exercises. This course is designed with students in the undergraduate Creative Writing concentration in mind, but would also be useful to any student interested in what is happening in the dynamic and unique art form of contemporary poetry.
Topics in English: Exploring L Frank Baum’s Oz  
3050-090 Shapiro  R  06:30PM-09:15PM  
Face to Face

This course will focus on the film career of Alfred Hitchcock. Hitchcock’s career in England and Hollywood highlighted key phases of film production during the twentieth century, including silent cinema, the integration of synchronized sound in the late 1920s, the rise of independent production in the 1940s, the influence of television in the 1950s, and the growing cult of celebrity “auteurs” in the 1960s and 1970s. Against the broad canvas of Hitchcock’s career, we will consider his thematic preoccupations and experiments with film form. Films studied include The Lady Vanishes, Strangers on a Train, Vertigo, North by Northwest, Psycho. Assignments for the class include one major research paper, assigned textbook readings, online discussions and quizzes, and a cumulative final exam.

Topics in English: Appalachian Literature and Culture (W)  
3051-001 100% ONLINE Asynchronous  
Eckard

Deeply rooted in history, music, and culture, the Appalachian Mountains have been called America’s “first frontier.” Appalachia also has a rich literary tradition. In this course, we will focus on the fiction and poetry of 20th century writers of Southern Appalachia, including Thomas Wolfe, Mildred Haun, Harriette Arnow, James Still, Lee Smith, Fred Chappell, Robert Morgan, Denise Giardina, Kathryn Stripling Byer, and others. We will also use music and film to examine the richness and complexity of Southern Appalachia, including the forces, past and present that have shaped the region, its oral and literary traditions, and the lives of people who call the mountains “home.” This course meets the writing intensive goal for General Education.

Approaches to Literature (W)  
3100-001 100% ONLINE Asynchronous  
Socolovsky

Approaches to Literature, will introduce you to the theory and practice of literary criticism. We will study various critical approaches and practice applying them by examining literary and cultural texts. English 3100 is a writing intensive course, so we will spend time applying and writing about these critical approaches as well as reflecting on our application of them. As a student of English literature and culture, you will be expected to write critically and analytically about many different texts, and this course will help you develop the knowledge, vocabulary, and writing skills to do so effectively. Perhaps more importantly, however, direct engagement with literary theory and criticism will make you a more dynamic thinker and engaging with these concepts will make you smarter, even if you do not master all of them.

Approaches to Literature  
3100-002 100% ONLINE Asynchronous  
Hogan

Students will explore how literary scholars use a variety of theories to interpret a text’s structure and meaning and will draw on different theories to create their own original interpretations of the course literary text. Because this course is writing-intensive, you will use a rubric provided by the professor to identify what makes a critical paper successful and then apply your understanding of a successful paper to your own papers. Students will also respond in writing to twice-weekly discussion board questions.

Literature for Young Children  
3102-001 100% ONLINE Asynchronous  
Connolly

Literature for even the youngest of children is comprised of a sophisticated range of literary and visual techniques. From fairytales to picture books, “young readers,” and television, we will discuss how stories are re-presented, adapted, and shaped for young audiences. We will further explore not only prose, but also how visual elements—such as colors, shapes, and even fonts—tell a story of their own. From the development of children’s literature to studies of specific authors and illustrators who have revolutionized children’s literature—such as Dr. Seuss and David Wiesner—we will study a variety of texts including alphabets, historical fiction, realism, and fantasy.

Children’s Literature  
3103-001 West  TR  11:30AM-12:45PM  
Face to Face

Students in this course will read several classics in children’s literature as well as a number of contemporary children’s books. Among the topics that will be covered during class lectures is the history of children’s literature. This course will be taught in lecture format and is not restricted to English and Education majors.
Literature for Adolescents  
3104-004  
Bright  
100%  ONLINE Asynchronous

Students in this course will critically study literature intended for adolescent and pre-adolescent readers including texts that deal with coming-of-age themes, such as becoming an adult, peer pressure, and sexuality.

Introduction to Contemporary American English  
3132-001  
Roeder  
100%  ONLINE Asynchronous

This applied linguistics course gives you language to talk about language. It explains the structural and functional processes of English. This includes the speech sound inventory and the rules governing their combination, word formation processes, how words combine to form phrases and sentences, and the social context of written and spoken discourse. Another important focus is language development, at both the individual level—in considering how babies learn their first language(s)—and change on a broader scale, in considering how language evolves over time. Students will have the opportunity to examine their own attitudes and patterns of language use, in addition to analyzing other instances of authentic language data.

Language and Digital Technology  
3180-001  
Gordon  
TR  02:30PM-03:45PM  
100%  ONLINE Synchronous

The purpose of English 3180 is to explore historical intersections between language and technology—especially digital electronic technology. Our readings will inform discussions about languages, communications media, writing, coding, computing, history and the future. We will discuss social, economic, and even political effects of shifts in the audiences, purposes, and communication media across the digital spaces inventors and designers have shaped. We will also discuss our own language and digital media practices.

Course work will focus on readings, with online discussions and summaries. You will write two essays: a midterm essay and a formal essay on a topic approved by the instructor.

Intermediate Poetry Writing Workshop  
3201-001  
Davis, C  
MW  02:30PM-03:45PM  
100%  ONLINE Synchronous

This intermediate poetry-writing workshop is designed for the creative writer who has taken at least one workshop course, in either poetry or fiction. We will strengthen our relationship with the dynamic art of poetry by discussing published work, and writing, discussing and revising our own poems-in-progress, focusing on the essential elements of good poetry, such as vivid imagery, dramatic tone, and full imaginative engagement with our subjects. We will meet synchronously on Zoom, and use Canvas to post drafts and revisions.

Intermediate Fiction Writing  
3202-001  
Gwyn  
MW  01:00PM-02:15PM  
Face to Face

In this course, we will read and analyze several novels and short story collections, finding what works and what does not. Students will learn how to write, revise, and submit short stories and novel chapters for publication. Writing assignments will include two short stories or novel chapters from an original project. 2128 is a prerequisite for this course.

British Renaissance Literature  
3212-001  
Munroe  
100%  ONLINE Asynchronous

Much like we are today, early modern men and women in England bore witness to considerable changes in its physical landscape, shifts in population from rural to urban areas, rapid colonial expansion, and uncertainty about its somewhat unpredictable climate and recurring outbreaks of disease. Early modern men and women writers tried to make sense of a precarious existence in a world where drought, plague, deforestation, and a medical system based largely in private households led them to imagine alternative worlds as well as alternative ways to live in the worlds they inhabited. This course will explore the how anxieties about topics such as these were reflected in late 16th and 17th century English literature, how these texts were shaped by shifting notions of the relationship between humans and the nonhuman world, and how that relationship was inflected by gender. We will study such writers as Edmund Spenser, John Donne, Isabella Whitney, Aemilia Lanyer, Ben Jonson, Andrew Marvell, Margaret Cavendish, and John Milton and will consider some manuscript and print cooking and medical receipt books.

Modern British Literature  
3217-001  
Meneses  
TR  11:30AM-12:45PM  
Face to Face

In this course, we will read a number of texts produced by British authors throughout the entire 20th and the first decades of the 21st centuries. We will combine the study of general historical movements such as modernism, postmodernism, and contemporary literature with the examination of particular aspects related to imperialism and post colonialism, gender multiculturalism, Britishness, globalization, violence, and the environment as reflected in these works. Simultaneously, as literature commentators we will seek to develop a critical voice with which we can identify and discuss their aesthetic qualities. Active participation as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.
In this course, we will be reading a variety of representative multiethnic literary texts from African-American, Native American, Latino/a, Arab-American, Jewish-American, and Asian/South-Asian authors. We will explore 20th and 21st century short stories and novels in a historical context, in order to examine the ways that writers have dealt with various issues that are important to immigrant and ethnic American writers. Among topics to be discussed are: arrival in America, impact of the American dream, legacies of the past, race, ethnicity and immigration, language and body, borders and borderlands, and belonging and home-building.

Religion and Language
4050-001
Socolovsky
TR 04:00PM-05:15PM

In both its oral and written forms language plays a key part in people’s religious lives. This course will introduce students to methods for analyzing language and communication in religion. Through close readings of several case studies, we will ask what role language plays in constituting people’s religious experiences, and how these in turn can be said to shape people’s communicative practices. By looking closely to specific communities’ uses of spoken and written language, as well as their discourses about language, we hope to gain greater insight into how religion functions to organize people’s social worlds and give meaning to their lives.

Topics in Literature and Film: 19th-century American Women Writers
4072-001
Shealy
TR 04:00PM-05:15PM

The feminist movement in America began long before Gloria Steinem led a charge for women’s rights in the 1960s. America’s first campaign for gender equality gained a national following in the 1840s, culminating with the Seneca Falls Convention of 1848. This on-line course will examine the broad range of American women writers in the 19th century. Arranged in thematic units, the class will explore major topics of the era and examine how women authors reacted to these issues with their fiction. Among the writers we will read are Louisa May Alcott, Harriet Beecher Stowe, Kate Chopin, Charlotte Perkins Gilman, Frances Watkins Harper, Willa Cather, Caroline Freeman, and Edith Wharton. This class will be completely on-line (asynchronous) with weekly writing assignments and forum discussions.

Topics in Literature: Bible as Literature
4072/5072-002
Rauch
TR 01:00PM-02:15PM

This course is titled “The Bible as Literature” and not “The Literature of the Bible” or “Biblical Literature.” It is therefore not a course that necessarily addresses faith, religion, or belief as central motifs. Rather, what we will be interested in is the shape and narrative structure of a series of texts—written by disparate authors—that articulate a worldview constructed by the human imagination. To be sure, we will have to address traditional concerns of the Bible—a term of convenience to encompass works written over a long stretch of time and with radically different objectives. Still the impetus for this course is to recognize both the Hebrew and the New Testament as critical source texts for English Literature in particular. For that reason, we will be using the King James Version of the Bible because of its longstanding influence in the literary output of English-speaking communities. Students should be aware that responses to and uses of the Bible have been both reverential and fully irreverent, neither of which will be ignored in the course. We will be considering many genres that are explored in Biblical texts, drawing on both myth, history, and social traditions. The Bible has set standards for biography, genealogy, prophecy, and history, all of which will be considered as well. What’s more, the Bible is, of course, a text in translation, so we will consider the problems of translating both Hebrew and Greek, and, to a lesser extent, Aramaic.

The course emerged from a sense that students studying English Literature at both Graduate and Undergraduate levels are, in general, less familiar with Biblical literature than in prior generations. Our objective is not to achieve comprehensive coverage (an impossible task), but to wade into the narratives and structures that will facilitate a more nuanced and informed reading of literature down the road. Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills requirement for pre-1800 literature.

Shakespeare and the Natural World
4072/5072-003
Munroe
MW 04:00PM-05:15PM

This course combines a study of Shakespeare’s writings with a theorizing of the relationship between the human and nonhuman natural world; and it does so with a particular eye to concerns about gender equity and social justice. With a focus on material practice, where culture and “nature” meet, this course considers how we might understand Shakespeare (and his writing) and early moderns as immersed in an environment where men, women, animals, and plants lived necessarily in relations that were at once symbiotic and in tension. We will think about how this lived experience was not simply understood by way of differences between the human and nonhuman, but also how it was shaped by gendered, raced, and classed difference. Rooted in material practices in early modern England, such as recipe-making, medicine, and gardening, this course will consider how ecostudies might help us think in fresh ways (or maybe for the first time) about how human experience on this planet is intertwined with the nonhuman beings and things with which we cohabitate; and as we do, we will reflect on how the way humans and nonhumans cohabitated then (and do so now) is hardly an exercise in equality but rather often reinforced the marginalization and devaluing of women, the poor, and nonhumans in general. Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for British literature and the requirements for pre-1800, historically-oriented, and theory-intensive literature.
Topics in Literature and Film: Minds in Movies
4072/5072-004 Jackson
TR 02:30PM-03:45PM
100% ONLINE Synchronous
Film-makers and audiences have been interested in the dramatic possibilities of ill or damaged minds since very early in the history of film. There are two basic ways of putting such minds on screen. First, we can have a relatively objective, external view of a mental state as it is conveyed by what we see and hear of the words and actions of a character. Other kinds of storytelling besides film can do this. Second, we have what only cinematic storytelling can fully present: a subjective view of how the world looks and sounds from inside the character’s mind. And of course, we can have combinations of both views in a given film. We will be studying these cinematic views of the darker elements of the mind. It is a film class, not a psych class, so we will not be concerned with medical issues. We will be focusing on the visual and auditory ways in which movies do this storytelling work. Fulfils literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations.

Topics in Literature and Film: Reading and Viewing African American Literature and Film
4072-D01 Leak
R 04:00PM-05:15PM
100% ONLINE Synchronous
This course is designed around topics in literature and film—specifically some of the major factors that influence the formation of African American identity in the 20th and 21st centuries. We will explore some classic texts in the black literary tradition across multiple genres to understand in more nuanced ways the abiding concerns of African American artists in fiction and film. How do writers and directors, in other words, weave narratives of identity—racial, sexual, cultural, etc.? At turns, we will explore the novel, the play, the film, at least three of which are adapted from books or plays. Especially related to film, what are the concerns of people who create narratives around black experience? What are the challenges, creative and practical, associated with that genre?

Topics in Children's Literature, Media, and Culture: Fairy Tales, Fantasy and Gender
4074/5074-001 Gargano
TR 02:30PM-03:45PM
100% ONLINE Synchronous
Because fantasy re-imagines the limits and possibilities of our everyday lives, it often opens up new, potentially subversive visions of gender. At the same time, it has also been used to validate traditional gender divisions. This class maps three areas of fantasy in relation to gender: 1) fairy tales and folk tales, from the Grimm brothers and Charles Perrault's early collections to post-modern feminist fairy tales by Angela Carter and Margaret Atwood; 2) "monster tales," (giants, werewolves, and vampires); and 3) "alternate worlds," comprising dream-visions, utopias, and dystopias. Both "monster tales" and "alternate worlds" can be seen as partial offshoots of the fairy tale tradition, and continue to ring fascinating changes on traditional gender roles.

Our readings offer a unique chance to reflect on and theorize fantasy genres in terms of gender and difference. They include classic tales like Cinderella (generally associated with traditional gender roles) as well as lesser-known, potentially more subversive stories like "Mr. Fox" and "The Robber Bridegroom." In addition, we will examine Hans Christian Anderson’s and Oscar Wilde’s conflicted literary fairy tales, before reflecting on how 20th-century feminism and postmodernism reshaped the whole notion of the fairy tale. We will also examine a diverse array of multicultural fairy tales from around the world.

While our main focus is on literary texts, visual art and film will also play a role in our discussions. Note that our texts sometimes blur the boundaries between children's literature and "mainstream" or "adult" narratives because fairy tales have always appealed to diverse age groups and audiences. For graduate students, fulfills children’s literature requirement for children’s literature concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.

British Children’s Literature
4102-001 Tarr
MW 01:00PM-02:15PM
Face to Face
This course is a survey of British children's literature. Students begin by reading British fairy tales to understand the oral tradition that influenced later print narratives. We will transition to educational tracts from the seventeenth century and then move to the eighteenth century when authors began writing children's literature for both pedagogy and profit. The course moves to the poetry of William Blake, Christina Rossetti, and Robert Louis Stevenson, among others. The second half of the course treats the novel, and students should expect to read such texts as Alice's Adventures in Wonderland, Charlie and the Chocolate Factory, and Harry Potter and the Sorcerer’s Stone.

Multiculturalism and Children’s Literature
4104-D01 Connolly
100% ONLINE Asynchronous
In this course, we will explore a range of genres and forms—including picture books, folktales, graphic novels, and historical and realistic fiction—that represents a wealth of cultural, racial, religious, political, and social diversity in literature for children and adolescents. We will explore how visual and verbal texts reveal social constructions of cultural identity and also work to develop definitions of what “culture” and “multiculturalism” mean in the context of children’s and adolescent literature. Texts will include: Snowy Day (Keats), A Step from Heaven (An Na), and Wonder (R. J. Palacio). For graduate students, fulfills children’s literature requirement for children’s literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.
This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require the occasional compressed review of it as we go along.

Information Design and Digital Publishing

4182/5182-090

The purpose of this course is to introduce students to the principles, vocabulary, history, and approaches to information design and digital publishing. You will be expected to use the computer to solve a variety of writing, graphic, design and production problems, including planning, drafting, editing, and publishing. You will be introduced to the principles of and vocabulary of layout, using the page and screen as the basic units of design for each rhetorical situation. All students will be expected to design five documents and to collect those into a course portfolio. The portfolio will include a series of drafts, rough and finished, of all the documents you produce in the course. For graduate students, fulfills technical/professional writing course requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Advanced Poetry Writing

4201/5202-001

Creative writers will explore how to translate personal experience and research into effective pieces of creative nonfiction. We will strive to define the term “creative nonfiction” by studying work across a broad spectrum of content and form, reading these pieces as both scholars and writers. We will also delve into ethical considerations that come with writing from “real” life. The course will include informal draft exchanges and a formal workshop in which writers will submit original creative nonfiction and critique each other’s work. Students also will write responses to essays and chapters; lead discussion on select works; and create a portfolio with revisions and an apologia. Graduate students will complete additional portfolio assignments.

This class assumes that students have had a number of creative writing courses; are familiar with the techniques of a creative writing workshop; and have a seriousness of purpose toward their work and the art and craft of creative writing.

4206 prerequisites: English major or minor; and ENGL 2125, 2126, 2127, 2128, or instructor permission. Satisfies Writing in the Disciplines (W)

For graduate students, fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.
In this class we will study the structure, craft and technical technique of writing long form genre fiction aimed at young adult readers, touching on the most widely read genres (mystery/thriller, horror, action/adventure, science fiction, romance etc.) but placing a particular emphasis on young adult fantasy. We will study macro structural concerns (world building, setting, pacing, emotional trajectory and so forth), as well as workshopping sentence level mechanics, character, point of view and genre specific matters such as how to write action sequences. The class will incorporate reading of extant works but will require the production of an outline of and significant sections from a new novel conceived, developed and partially constructed in the course of the semester.

While we are invested in genre fiction, we are committed to the idea that a good novel is well written at the sentence level, and finds ways to surprise or otherwise complicate the expectations of the form. The best genre fiction is not formulaic, and it engages its reader with the energy of its prose, the richness of its characters and the implications of its themes and ideas. Emphasis in the course will be on writing and discussion rather than reading extant works. I will interpret both “fantasy” and “Young adult” in their broadest possible senses: the former includes any elements of the paranormal, alternative realities/history, sci-fi, urban fantasy, high/epic fantasy etc. and the latter includes middle grade. Since we are focusing on genre or “commercial” fiction, we will in the course of the semester discuss business and market concerns as well as the art and craft of writing.

For graduate students, fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations; fulfills children’s literature requirement for children’s literature concentration.

This advanced fiction-writing course will focus on flash fiction: stories of anywhere from 50-1,200 words in length. In exploring this exciting and challenging compressed form, along with other aspects of craft, we will broaden our aesthetics and deepen our understanding of fiction’s possibilities. Students will be required to write and submit original flash fiction for workshops; read and critique classmates’ original flash fiction; close-read and respond to craft essays and stories; lead discussions on selected published works; and create a portfolio with revisions and an apologia.

This class assumes that students have had a number of creative writing courses; are familiar with the techniques of a creative writing workshop; and have a seriousness of purpose toward their work and the art and craft of creative writing.

Prerequisites: ENGL 2125, ENGL 2126, ENGL 2128 or permission of instructor. Satisfies W requirement.

This class will introduce students to the fast-growing field in cultural history known as “the History of the Book.”

Over the course of the semester, we will talk about the various material forms, textual apparatuses, and technologies associated with manuscripts, printed books, and digital publications. We will also pay close attention to different reading practices and to the differing religious, political, social, and cultural contexts of book production, especially in England between the fifteenth and eighteenth centuries. Whenever possible, we will spend time in Atkins Library’s rare book collection, looking at paper, at typefaces, at bindings, and at illustrations. Assignments will include readings, in-class discussions, commonplace book entries, a case-study project, and exams. For graduate students, fulfills technical/professional writing requirement for technical/professional writing concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

This course will cover various approaches to the teaching of English Language Arts, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). Course requires a clinical experience of 15 hours.

This course follows the origins and spread of English from the 5th century to current varieties of global Englishes. We will connect this language's evolution to historical and social events -- and the history of English is unsettlingly turbulent. We will encounter invasions, colonization, slavery, warfare, trade, cultures, religions, wealth, and technology as spreaders and shapers of the language, alongside some surprisingly consistent language-internal changes. We will also develop a linguist's take on issues such as standardization, spelling, language attitudes, identities, and power relations. And, of course, we will enjoy some short and brilliant samples from diverse historical and current works of literature. Prerequisite: open mind (comfortable language myths busted in this course). For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.
This class will introduce students to the cutting edge field of “ecocriticism,” focusing on the relationship between cultural production and the natural world. It will also guide students through the process of producing an Honors proposal and Honors thesis. In the first half of the course, we will investigate several strands of recent theoretical work relevant to ecocritical study. We will then examine a variety of literature both in and outside the canon from the eighteenth century to the current day, paying special attention to the way the natural world is depicted and what these depictions reveal about notions of self and society, including such constructs as race, gender, and class. By thinking about issues of...
environmental and social justice side by side, we will develop a productive set of critical questions for thinking about the changing role of cultural production in the face of ecocrises. We will also, when possible, spend time out of doors examining specific natural objects and processes in terms of specific works of literature.

Teaching English/Communications Skills to Middle and Secondary School Learner
5254-080 Frazier W 05:30PM-08:15PM
100% online course delivered using Canvas. Learn to use Canvas at http://canvas.uncc.edu. This course has synchronous sessions that will occur select Wednesday evenings from 5:30-8:15 PM. Restricted to candidates in the Graduate Certificate in Teaching Middle Grades and Secondary Education (English concentration) program. This course will cover various approaches to the teaching of English, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). Candidates are to co-enroll in MDSK 5100L. Registration requires an authorization; email Dr. Heather Coffey at hcoffey@uncc.edu. Registration questions? Email DistanceEd@uncc.edu. Students are expected/required to be geographically located within the state of North Carolina while enrolled in this course.

Topics in Literature and Film: British Literature
6072-090 Gargano T 05:30PM-05:15PM
The popular tradition of the gothic novel offered its readers “thrills and chills” through its depictions of haunted castles, sinister strangers, and dark secrets involving mysterious curses, monsters, or crimes. Since so many gothic novels were written by women, “gothics” also allowed their authors to raise questions about gender roles under cover of telling an exciting story. Similarly, because of its subversive tropes and traditions, marginalized groups have used the gothic genre to speak back to power and question established conventions. We will read widely in a rich array of gothic novels and dark fantasies, starting with Walpole’s Castle of Otranto, an 18th-century work often regarded as the “great-grandfather” of the gothic novel. We’ll explore the long tradition of monster tales often associated with gothic fiction, including Mary Shelley’s Frankenstein and LeFanu’s Carmilla, a depiction of a female vampire that preceded the more famous Dracula. In addition, we will read recent gothic fiction by postmodern authors such as Angela Carter. Finally, because British gothic fiction exercised global and transatlantic influences, we will examine the fiction of Jesmyn Ward, an American writer, in the context of the gothic tradition. We will pay special attention to crucial issues that permeate gothic literature: rethinking gender roles, the gothic “other,” abjection, “psychologized landscape,” and secret space. Our class aims to situate the gothic impulse in its cultural context, discussing gothic culture, film, and other media. Our wide-ranging approach will allow us to investigate how the gothic tradition has changed over time. Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills national literature requirement for British literature and requirements for historically-oriented and theory-intensive literature.

Topics in Creative Writing: The Bestseller Code
6073-090 Gwyn M 05:30PM-08:15PM
In this novel-writing course, we will explore the handful of attributes that cause a novel to hit the New York Times Bestseller List (and the many attributes that will prevent novels from getting there). Students will read and analyze a number of bestselling novels, develop an original novel project, write and workshop two chapters of this project, and learn how to submit sample chapters and a synopsis to a literary agent.
Fulfills 6000-level workshop requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Introduction to English Studies
6101-090 Vetter W 05:30PM-08:15PM
Critical theory is “thinking about thinking,” according to Jonathan Culler. This required graduate course is designed to introduce you to the discipline of English by focusing on major critical and theoretical approaches to literature and culture, which offer various lenses through which we interpret texts. After getting a good grasp on formalism and poststructuralism, we will examine several foundational schools of theory, explore some contemporary approaches, and practice what we have learned with analysis of literary texts. The course culminates in a conference, at which you will present your work. This course is reading- and writing-intensive, and assignments will teach you how to close read, as well as how to conduct research into a topic and present that research in written and oral venues. Class periods will alternate between lecture, discussion, and exercises in application. Whatever your individual goals as graduate students, this class should help you improve your critical reading and writing skills and give you a sense of the profession. Core course for all graduate students.

Major Figures and Themes in Children’s Literature: Reading Social (In)Justice in Series Fiction for Young People
6104-090 Basu W 05:30PM-08:15PM
Despite immense popularity, series fiction for children and young adults tends to be critically underestimated, despite the significant role such narratives play in the construction of ethical systems for their young readers. Due to the continuity they provide to readers with ongoing adventures taking place alongside already beloved characters in familiar communities and settings, series for children and young adults are often spaces where either conservative traditions are subtly reinforced or progressive ideals are gently inculcated. Series fiction also comes in a variety of genres: family, school, activity (sports, theater, horses, dance, mystery, adult work), fantasy, and science fiction among others. They can be classified as “literature” (Louisa May Alcott’s March family; Lewis Carroll’s Alice; Cynthia Voight’s Tullerman family), classics (J.K. Rowling’s Harry Potter; Suzanne Collins’ Hunger Games; Ann M. Martin’s Babysitters Club; Donald Sobol’s Encyclopedia Brown), family favorites (Nancy Drew; The Hardy Boys), and even “trash” only made memorable through nostalgia (Francine Pascal’s Sweet Valley High, V.C. Andrews’s Flowers in the Attic). Regardless, each series does important, though often unobserved, ideological work informing young people’s sense of racial and social justice. In this course, we will read a number of series installments that attempt to grapple with social justice concerns in order to better understand the readers and adults that they will help make.
Fulfills children’s literature requirement for children’s
requirement for applied linguistics, children’s literature concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.

Introduction to Technical/Professional Writing
6116-090 Wickliff W 06:00PM-08:45PM Face to Face
The purpose of English 6116 is to introduce graduate students who are interested in technical/professional writing to the profession - to practices and principles behind writing and editing technical and scientific documents, as well as managing large and extended writing projects in workplace settings. We will also discuss the history and theory of this kind of work – the social, economic, and even political effects of shifts in the audiences, purposes, and media of technical and scientific communication. Course work will focus on readings, but will include small collaborative writing projects each night that explore document designs and conventions. Fulfills requirement for technical/professional writing concentration; fulfills writing requirement for literature, children's literature, and linguistics concentrations.

Introduction to the English Language
6160-090 Blitvich R 05:30PM-08:15PM Face to Face
This course aims to provide students with knowledge of linguistics that can be used as a tool to analyze the discourse of their different fields of inquiry. To that end, we will take a broad view of language. In the first part of the course, we will examine the various sub-fields of applied linguistics and discuss the various theories of linguistics that have developed to explain the structure and functions of human language. In the second part, we will focus on how theories of discourse analysis and genre can be applied to the study of a multiplicity of texts and be very useful not only to linguists but to students of literature and rhetoric and composition. Also, stylistics – the application of linguistic postulates to the study of literary discourse – will be introduced. Special attention will be given to modern cognitive theories and their application to stylistic analysis. Core course for all graduate students.

Introduction to Linguistics
6161-090 Roeder M 05:30PM-08:15PM Face to Face
This applied linguistics course is designed as a hands-on overview of the classic fields of linguistics. Students will study the sound system of English (phonetics and phonology), the word formation system (morphology and lexicon), the structure of phrases and sentences (syntax), the logic of meaning (semantics), language use in context (pragmatics), and the history of the English language. The universal nature of language will be examined through the comparison of the structure of English to the structure of other languages. In addition, there will be discussion of language variation and change (sociolinguistics), and the acquisition and learning of language. This course is helpful in enabling students to ask critical questions about the English language that are relevant to many fields of interest, including literature, creative writing, English education, technical writing, cognitive science, computer science, and teaching English as a second language. For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.

Romanticism and the Natural World
6680-090 Rowney R 05:30PM-08:15PM Face to Face
British Romantic writers witnessed the dawn of what science now terms the Anthropocene, the first geological age defined by human activity. The Romantic turn to the natural world at this geo-historical moment provides critical insights into developments of the period as well as into our own age of ecological crises. Through close readings of the texts of various Romantic authors, such as Mary Wollstonecraft, Samuel Taylor Coleridge, William Wordsworth, and John Clare, as well as contemporary ecocritical scholarship, we will generate various questions around conceptions of nature and the consequences of these conceptions. In the process, we will also see how ecocriticism often coincides with other critical approaches to literature. Students will be encouraged to develop innovative projects of their own that explore ecocritical approaches to Romanticism and will consider the implications of such study for more traditional approaches to the field. Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for British literature and the requirements for pre-1800 and historically-oriented.

Seminar in American Literature: Queer and Trans Literature
6685-090 Hogan M 05:30PM-08:15PM 100% ONLINE Synchronous
This course focuses on culturally diverse queer and trans autobiography, fiction, and poetry with an emphasis on contemporary North American texts. We will study the writings within their historical, theoretical, social, and political contexts, with attention to changing views of sexuality and gender and issues of self-presentation within cultures. Fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for American literature and the requirement for historically-oriented literature.