### 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.)

### Introduction to Linguistics Anthropology

**2090-001**  
Berman

**TR 10:00AM-11:15AM**

### Writing about Literature (W)

**2100-001**  
Rauch

**2100-002**  
Cook

**TR 10:00AM-11:15AM  
T 06:00PM-08:45PM**

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)

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Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors. See your department for permits. Unused seats will be released April 20 2022 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

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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

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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

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An introduction to the craft of writing short fiction—prose literature 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. Exchanging stories with peers in small groups gives students supportive feedback to aid the revision process.

Contemporary Fiction

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Geared toward students in the creative writing concentration, this course will explore current trends in contemporary fiction, which includes work generally from 1980 to present day. We’ll read a variety of forms, styles, and lengths, including novels, novellas, short stories, flash fiction, and graphic novels, and we’ll read as writers, which lets us hone in on fiction-writing craft and authorial decisions that we can practice in our own work. Assignments primarily will include quizzes and a midterm and final exam, with a variety of short creative exercises such as imitations and prompts related to the readings. Though you don’t need to be a creative writer to enroll, you should be open to the practice and willing to embrace the study of literature from a writer’s perspective.
This course explores how literature reflects the intersection of race and Black womanhood through a diasporic lens.

Black British and British Asian Contemporary Fiction

This course will explore works of fiction (novels, films, and other forms of cultural expression) by and about Black British and British Asian people from a variety of angles. “Black British” is a common term employed to describe the experience of British people of African or Afro-Caribbean descent, while “British Asian” is a standard label to describe the experience of British people of East Asian, Southeast Asian, Central Asian, and West Asian descent. While we will read works from the late 20th and the 21st centuries, we will consider the long history of Black and Asian people in Britain, analyzing contemporary issues related to race, gender, and class. At the same time, we will consider how themes such as the legacy of colonialism, multiculturalism, Britishness, diaspora, migration, and globalization feature in the texts under examination.

Topics in English: Writing Appalachian Literature and Culture (W)

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.

Topics in English: Oz in American Literature

L. Frank Baum’s The Wonderful Wizard of Oz was a favorite since it was published; the story now has a place in history. But what makes Oz so popular, so adaptable, and what can we learn about American history by looking at different versions of Oz within American literature? In this course, we will examine Baum’s Wonderful Wizard of Oz, the MGM film, The Wiz, Was, Barnstormer in Oz, Wicked, and Dorothy Must Die in order to explore how different generations of Americans reinterpret Oz to reflect different historical periods. Coursework will include writing assignments, class discussions, and oral presentations, and this course will meet both writing intensive and oral communication general education goals. Additionally, this course is approved for LEADS credit.

Approaches to Literature

In this online Asynchronous class, students will explore how literary scholars use theory to interpret a text’s structure and meaning. Students will use a rubric provided by the professor to identify what makes a critical paper successful; apply your understanding of a successful paper to your own critical papers; and respond in writing to weekly discussion board questions.

Approaches to Literature

This course will examine the methods we use to make meaning out of texts and other cultural artifacts. We will study the tools used in making skilled interpretations of texts. Different tools produce different readings, and we will explore both how this works and how we might apply a variety of theoretical material to texts and other cultural objects around us. The goal is to make ourselves into more sophisticated readers able to understand a range of approaches to textual and cultural material, and thereby to enhance our interpretive ability and enrich our reading and thinking experience. Through the reading and study of theory, you will produce works of literary criticism that provide original analysis of literary works.

Literature for Young Children

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 told, 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 specific authors and illustrators who have revolutionized children’s literature, we will study a variety of texts including alphabets, historical fiction, realism, and fantasy.
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**

**3104-001**

This course examines ‘dark’ and ‘edgy’ themes in young adult fiction including but not limited to sexuality, violence, abuse, drugs, mental illness, death, and racial inequity from the inception of the genre in 1967 to the present. We will read coming-of-age stories; problem novels; cautionary tales; urban fantasies; high fantasies; horror; and romances, investigating how our conception of young adulthood, authors’ treatment of these ‘adult’ themes for young readers, and audiences’ reception of these books has evolved and developed over time.

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**

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.

This is a linguistics course that uses examples from digitally mediated communication (DMC) to illustrate linguistic concepts and research methodologies and to make students aware of their own linguistic practices. Topics include attitudes about changing linguistic norms, structural and pragmatic features of digitally mediated texts to fit diverse purposes, use of the web as a language corpus for social science inquiries, and norms of appropriateness in digitally mediated communication. Students will have the opportunity to explore culturally diverse language practices critically through observation and analysis as well as through reading and discussion.

**Language and Digital Technology**

**3180-001**

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.

In this intermediate poetry-writing workshop, we will further develop our skills as readers and writers of contemporary poetry. Throughout the semester, we will read and discuss a variety of published poems and essays on craft, approaching this work from a poet’s perspective. In equal measure, you will also develop and write your own original poems, which you will radically revise as part of a final project. Writing exercises, close readings, discussion, class participation, and a readiness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course.

**Intermediate Fiction Writing**

**3202-001**

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.

**American Literature of the Romantic Period**

**3233-001**

Students will be introduced to the works of American Romantic authors, exploring their contributions to American literature and culture. Our readings will include representative works from the Romantic period, such as poems, novels, and essays that explore themes of nature, individualism, and the search for identity. Through class discussions, writing assignments, and a research project, students will develop their own critical perspectives on the period and its literature.
“Things are in the saddle and ride mankind,” wrote Ralph Waldo Emerson. The first half of the 19th century, often hailed as the age of reform, saw the United States grapple with some of the most dramatic and important challenges ever—slavery and industrialism. Out of the social and political upheaval of the era emerged some of the most important literary figures of American letters. This course will examine the development of American literature from 1820 to 1865. Among the authors we shall read are Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Harriet Beecher Stowe, Harriet Jacobs, Frederick Douglass, Nathaniel Hawthorne, and Herman Melville.

**African American Literature, Harlem Renaissance to Present**

3236-D01 Leak

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The purpose of this course is to explore the African American literary and cultural tradition from the Harlem Renaissance to the present. In that spirit, we will first come to some basic understanding of the Renaissance or the New Negro Movement, as it was also called. After considering some of the major writers and ideas from this period, we will set out to consider African American literature in its post-Renaissance lives. How do the concerns set forth for the post-war literature find their way into the post-war literature of African Americans, or the Black Arts Movement of the 1960s? Does the movement extend into the black women’s literary renaissance of the 1970s and 1980s? In our contemporary moment do we consider the Renaissance as simply a chronological predecessor to contemporary black writers, or are they critically informed by the likes of Hurston and Hughes? There are no simple answers to these queries, but this course is designed to find the most compelling answers.

**Modern and Recent US Multiethnic Literature**

3237-D01 Socolovsky

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In this course, we will be reading a 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.

**Romanticism and the Environment**

4072/5072-001 Rowney

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There is widespread recognition that our biosphere is in trouble. How did we get here and what does it mean for how we think about and read literature? This course will focus, more broadly, on the somewhat vexed historical relationship between nature and culture. More specifically, we will focus on work from the British Romantic period, when the natural world was changing in unprecedented ways due to human activity. We will begin the course with some recent theory on the relation between nature and culture. We will then take up various examples from literature and demonstrate some ways the theory can be productively applied. The course will culminate in a term paper where students will approach a text of their choice from the period in terms of some of the critical questions raised during the semester. We will also, when possible, spend time out of doors examining specific natural objects and processes and considering their relation to cultural artifacts. For graduate students, 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 theory-intensive and historically-oriented courses.

**Topics in Literature and Film: LGBTQ Literature & Film**

4072/5072-D01 Hogan

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This online asynchronous course focuses on culturally diverse LGBTQIA + memoir, fiction, poetry, and film of the 20th and 21st centuries, with an emphasis on contemporary 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-representation within cultures. For graduate students, 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.

**Topics in Literature and Film: Girl Culture**

4072-D02 Bauerle

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Girl Cultures is an interdisciplinary, intersectional course that explores the creation and meaning of girlhood throughout the world and across time. We will assess how girls and girlhood are culturally and historically constructed concepts through a close examination of works including mythology, literature, film, as well as history and popular culture. How is this experienced and expressed by those including Black girls, queer girls, trans girls, and global girls will be examined via the following themes: identity formation, sexuality, socialization, activism, body consciousness and self-esteem, cultural production, and historical representations.

**Topics in Literature and Film: Land, Sea and Air: Crossing Borders in US Multiethnic Literature and Culture**

4072/5072-D03 Socolovsky

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This course explores selected works of the 20th and 21st century that examine experiences of immigration and ethnicity in U.S. literature. Interpreting the term “borders” broadly, we will look at the notion of crossing literal geographic borders, political and national borders, and...
psychological borders. We will consider the place and strength of such “minority” and ethnic voices in a political climate of rising nativism and punitive, anti-immigrant policy-making. We will read from a selection of U.S. Latinx (including children’s books), Jewish American and Arab American texts. 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.

Topics in Children’s Literature, Media and Culture: Children’s Literature and Critical Theory
4074/5074-001  Basu  MW 04:00PM-05:15PM
Rudine Sims Bishop writes children’s “literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of a larger human experience.” Literature for young people offers ‘mirrors’ to examine oneself, ‘windows’ through which to observe the lives of others, and ‘sliding glass doors’ that encourage children and young adults to experience empathy for diverse models of being. In this course, we’ll apply various literary theories (formalism/structuralism, postcolonialism, new criticism, deconstruction, Marxism, new historicism, ecocriticism, reader-response, fan studies, cultural studies, feminist and queer theory, monster theory, posthumanism, and critical race theory among others) to great works of children’s literature and media, considering what more we might learn about ourselves, the cultures we inhabit, and the books we love. 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.

Topics in Children’s Literature, Media and Culture: Immigration in Children’s/Young Adult Literature
4074-D01  West  TR 02:30PM-03:45PM
This course focuses on children’s and young adult books in which the central characters have recently immigrated to the United States. The class discussions will explore how these characters respond to American society, how they deal with cultural conflict, and how historical factors shape their experiences. The readings will include Elizabeth Acevedo’s The Poet X, Pam Munoz Ryan’s Esperanza Rising, Sydney Taylor’s All-of-a-Kind Family, and Laurence Yep’s Dragonwings.

Multiculturalism and Children’s Literature
4104/5104-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.

Shakespeare’s Late Plays
4117-001  Hartley  TR 11:30AM-12:45PM
This course will take students on a detailed study of six Shakespeare plays, balancing textual analysis with the concerns and methodologies of practical theatre. We will study the plays in print and consider how they might or have been realized in performance, learning the theoretical relationship between those performances and the scripts which—in some senses—originate them. The class will approach the plays as both the raw material of a literary criticism which is necessarily inflected historically, and the starting point for the creation of urgent and contemporary art in the present. We will study Twelfth Night, King Lear, Measure for Measure, Antony and Cleopatra, Macbeth, and The Winter’s Tale.

Modern English Grammar
4161-001  Roeder  MW 01:00PM-02:15PM
This course examines the functional syntactic structure of contemporary American English—what is often referred to as the “mental grammar”. Throughout the semester, we will complement our discussion of language structure by considering several fundamental social issues that underlie grammatical usage. These include the notion of “Standard English” and the influence of language attitudes on our ideas of “correct” English. The effects of language change on American English will also be considered.

Multiculturalism and Language
4165/5165-D09  Miller  M 05:30PM-08:15PM
This course will be structured much like a seminar in that active participation and discussion from all students are expected. The primary text for the class (Intercultural Communication: A Critical Introduction Second Edition by Ingrid Piller) covers a range of topics related to intercultural interactions or communication such as conceptual chapters on culture as an ideological construct, linguistic relativity, and banal nationalism. It also addresses interculturality in the workplace, in education, and even in romance. The primary text will be supplemented with scholarly research articles on multiculturalism and language in the U.S. and some how-to texts that inform us on how to improve our facility in intercultural communication. Students will complete short reading quizzes, participate actively in class discussion, complete homework assignments as well as a major research project and two exams. For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.
The Mind & Language
4167-001 Thiede TR 02:30PM-03:45PM
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. The course counts as an elective towards the Cognitive Science minor, the minor in Linguistics, and the Language and Digital Technologies concentration in the English major.

Information Design and Digital Publishing
4182/5182-090 Wickliff T 06:00PM-08:45PM
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 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.

Editing with Digital Technologies
4183/5183-090 Toscano M 06:00PM-08:45PM
This class will introduce you to the theories, vocabulary, and principles of editing from the perspective of appropriate style for technical/professional documents. After a substantial overview of rhetorical grammar, students will be prepared to investigate the variety of editing contexts for both print and digital documents. The class will privilege both rhetoric and style over rigid, outdated adherence to doctrines of correctness. You will not just proofread; you will edit based on sound reasons for specific audiences and purposes. 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.

Teaching of Multiethnic Literature
4201-090 Barnes W 05:30PM-08:15PM
This course provides an overview of the issues, opportunities, and challenges of teaching multiethnic literature in middle and secondary school settings.

Advanced Poetry Writing
4202/5202-090 Hutchcraft R 05:30PM-08:15PM
In this advanced poetry-writing workshop, we will explore the myriad ways to make a poem come alive on the page, as a voice, and in the mind. Throughout the semester, we will read and discuss a variety of poems and essays on craft, considering how other poets have sparked their poems into being, and how we might do so, too. Each week will be devoted to our exploration of the readings as well as discussion of our own works-in-progress. In equal measure, you will write and revise your own original poems, which you will showcase in a final portfolio. Writing exercises, close readings, discussion, class participation, and a readiness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course. Fulfills 5000-level poetry requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Advanced Fiction Writing
4203/5203-090 Gwyn M 05:30PM-08:15PM
Students will be required to write and workshop several short stories or novel chapters. The course will also require intensive reading of contemporary novels/short stories, and a familiarity with the vocabulary of the workshop/narrative Fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Writing Young Adult Fiction
4207/5207-001 Gargano TR 01:00PM-02:15PM
This class combines intensive reading and writing of “young adult” and “young” (twenty-something) fantasy fiction. Students will have the opportunity to plot a fantasy novel, create complex characters, develop a voice, and learn how to orchestrate conflict and resolution. In addition, we will explore such topics as world-building, avoiding fantasy clichés, and the resonances between fantasy and contemporary culture. Over the course of the term, students will move from brief introductory exercises to more extended writing. By the end of the class, they will plot a novel and generate one or two opening chapters. Our readings will include a range of contemporary fantasy fiction. 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; fulfills literature requirement for applied linguistics, children’s literature, creative writing, rhetoric/composition, and literature concentrations.
Fiction Writing Workshop
4209-001  Martinac  TR  04:00PM-05:15PM
Designed for advanced writers of fiction, this interactive class focuses on using the elements of fiction writing craft to generate story drafts and shape them through peer feedback and revision. A high level of class participation and engagement is expected.

History of the Book
4235-001  Rauch  TR  01:00PM-02:15PM
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 texts. 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, a case study project, and exams.

Teaching English/Communication Skills to Middle and Secondary School Learners
4254-090  Barnes  T  05:30PM-08:15PM
This course will cover various approaches to the teaching of English Language Arts, including recent theories, teaching methodology, and research related to writing and literacy 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.

Studies in Writing, Rhetoric and New Media
4271/5271-001  Steele  T  05:30PM-08:15PM
In this course, we will explore the definition of “new media” and the limits of that definition in a 2022 context. We will consider how to differentiate new media from traditional modes of rhetoric and writing and explore how the digital mediation of meaning impacts modern rhetoric. In addition to reading some theory of new media, we will also engage with a variety of new media texts, including (but not limited to) comics, video games, podcasts, social media interactions, memes, online discussions, and other forms of new media. In addition to academic writing, we will actually participate in the production of some of these forms of new media as a part of our consideration of these rhetorical acts.

Research, Theory, and Practice of Tutoring Writing
4400/5400-001  TBD  TR  02:30PM-03:45PM
Research, Theory, and Practice of Tutoring Writing is a practicum which educates student peer tutors to assist writers in UNCC’s Writing Resources Center (WRC). All writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice. Coursework explores the history, contexts, and research-based principles of writing centers; the social, collaborative nature of learning; strategies of one-with-one writing instruction; threshold concepts in Writing Studies; composition theory; and current issues in writing pedagogy, such as linguistic justice and accessibility. Significant attention is given to research-based practices for supporting multilingual writers. In addition to completing coursework, students will tutor in the WRC for three hours per week. Because this course includes a practicum in the WRC, enrollment is by permission only, following a successful interview with the Director and/or Associate Director of the WRC. This is a writing-intensive course. For graduate students, fulfills rhetoric/composition course requirement for rhetoric/composition concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.

Professional Internship
4410-001, 002/5410-001  Wickliff  100%  ONLINE Asynchronous
Internships for 3 credit hours (or 6 credit hours for undergraduates) involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Dr. Greg Wickliff (gawickli@uncc.edu) More information about internships is located here: https://english.uncc.edu/internships.

English Honors Thesis Seminar: Theory, Research and Writing
4751-090  Gargano  W  05:30PM-08:15PM
This class is designed to guide Honors students through the process of producing an Honors thesis on a topic of their choice that relates to some aspect of English Studies, while also incorporating a theoretical perspective. We will investigate a variety of contemporary theories of literature, textuality, and culture, including but not limited to feminist and gender studies, Foucauldian theory, critical race theory, multicultural perspectives, new historicism, and cultural studies. At the same time, we will explore research techniques, and various aspects of the writing process, such as brainstorming, mapping, grouping, revision, and editing. Through student-teacher conferences, writing workshops, and
This course explores a broad range of methods for engaging in writing and literacy research in the field of Rhetoric & Composition. Students will analyze research studies of others as models and practice qualitative, quantitative, and mixed methods research by designing and carrying out their own small-scale studies, particularly research focused on writing and literacy development in educational and community contexts. This course is designed for novices to writing research, including advanced undergraduate majors in Writing, Rhetoric & Digital Studies, and graduate students in English. Restricted to students in the rhetoric/composition concentration; request access from Professor Vetter.

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<th>Course Title</th>
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<th>Instructor</th>
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<th>Location</th>
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<tr>
<td>Writing Rhetoric and Digital Studies</td>
<td>5050-001</td>
<td>Hall</td>
<td>TR</td>
<td>11:30AM-12:45PM</td>
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<td>Teaching English/Communications Skills to Middle</td>
<td>5254-080, 090</td>
<td>Coffey</td>
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<td>and Secondary School Learner</td>
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<td>Modernism, Sexuality, and Gender</td>
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<td>Black Feminist Literary Theory</td>
<td>6072-091</td>
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<td>Topics in Creative Writing: The Pleasures and</td>
<td>6073-090</td>
<td>Chancellor</td>
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<td>Perils of Epistolary Fiction</td>
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<td>Introduction to English Studies</td>
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as literary critics, thinkers, students in the humanities, and citizens. As a result, students will develop a vocabulary and a set of critical skills that they will be able to use in their other courses as well as in their own time. Students are expected to demonstrate a certain level of working autonomy in the completion of the readings and a number of written assignments, which will consist of a series of short pieces and a final paper, as well as participation in class discussion. Finally, the course offers students the opportunity to continue developing the necessary skills to succeed both academically and professionally, no matter their concentration and interests. 

Core course in the M.A. program.

Introduction to Technical/Professional Writing
6116-090  Wickliff  R  06:00PM-08:45PM
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  W  05:30PM-08:15PM
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 subfields of linguistics and discuss the theories that have developed to explain the structure and functions of human language. In the second part, we will focus on how models 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, rhetoric and composition, and creative writing. Also, stylistics – the application of linguistic postulates to the study of literary discourse – will be introduced. Core course in the M.A. program.

Introduction to Linguistics
6161-090  Thiede  M  05:30PM-08:15PM
100% ONLINE Synchronous
This course is designed as a hands-on overview of the classic fields of linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, linguistic anthropology, language acquisition and learning, sign language, writing systems, nonverbal communication, and historical linguistics / diversity. The goal is to give graduate students in English / Applied Linguistics, in Cognitive Science, and in Teaching of English as a Second Language a solid working foundation for the formal description of language. The major work in this class, then, is to identify 1) the components of language, 2) how to describe them formally, and 3) to become familiar with the terminology that goes with all this inquiry. The course participants should be able to find and consult the relevant literature in their chosen discipline. Fulfills linguistics requirement for linguistics and ESP concentrations.

Seminar in British Literature: Representing Islam on the Early Modern English Stage
6680-090  Melnikoff  M  05:30PM-08:15PM
This seminar will consider a number of professional theatrical representations of the Muslim world by Shakespeare and his contemporaries during the reigns of Elizabeth I and James I. Over the course of the semester, not only will we read plays like Othello, The Jew of Malta, The Battle of Alcazar, and Selimus, but we will place these eastward looking dramas in the context of the social, economic, and cultural systems of early modern England. Along the way, we will also familiarize ourselves with the social, political, and religious history of Islam up until the 17th century. In-class discussions, secondary readings, presentations, journal entries, and a final research paper will together ensure an in-depth and sustained engagement with some of the most significant decades in English theatre history. 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 courses.