

- 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 (W)

2126-001

Hutchcraft

WF

02:00PM-03:15PM

This workshop-centered course introduces students to poetry and fiction through close readings, peer critiques, and their creation of original work in both genres. The first half of the course focuses on the craft of poetry, including imagery, sound, voice, line, and form. The second half focuses on the craft of fiction, emphasizing character, concrete details, tension, and structure. We will read and discuss published poetry and fiction, approaching this work from a writer's perspective. This close examination will help us develop our own poems and stories, which each student will showcase in two culminating portfolios. Regularly, we will respond to each other's writing in workshop, providing productive feedback while also building a vocabulary with which we can ask meaningful questions about our own drafts.

Introduction to Poetry Writing (W)

2127-001

Hutchcraft

WF

11:00AM-12:15PM

This creative writing workshop introduces students to the reading and writing of 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. Our close examination of the readings will help us develop our own writing and thoughts about poetry as a dynamic and nuanced art form. Students will regularly respond to each other's drafts in workshop and will also present to the class the work of a contemporary poet. Together, we will build a vocabulary with which to discuss and ask meaningful questions about our writing. With this shared foundation, each student will create and revise original poems, which will be showcased in two portfolios.

Introduction to Fiction Writing

2128-001

Gwyn

MW

12:30PM-01:45PM

In this class we will learn a set of terms for describing the elements of good fiction, and we will begin to practice one of the most fundamental kinds of story-writing: the plot which involves a self-recognition and reversal. This plot has been fundamental to narrative at least since Aristotle explained its nature in his *Poetics*. While it is one of the most universal plots, it is still one of the most difficult to master. We will read Aristotle on plot as well as a selection of modern short fiction whose plots work according to the principles that Aristotle laid out so long ago. In this way, we will all be creating our own individual stories in our own individual voices; and, at the same time, we will be a community working on a shared form. We may not master this plot in one term; but, if we seriously work at it, we will learn much about the craft of story-writing. *Fulfills prerequisite for advanced fiction workshops, ENGL 4203 and ENGL 4209.*

Grammar for Writing

2161-001

Thiede

TR

12:30PM-01:45PM

The course explains the grammar that goes into editing a text – not just to get the spelling and punctuation right, but to understand how to manage information for maximum impact, from the phrase level on up to the text level. We will form teams and study the craft of professionals in the writing and editing business who know how to measure and maximize the readability of a text, how to tailor texts to audiences, and how to predict and manipulate readers' reactions. At the end of this course, you will submit a text that has been fine tuned to those precise standards, annotated with the rules and strategies you used in each sentence.

Introduction to African American Literature

2301-001

Lewis

MW

11:00AM-12:15PM

Cross listed with AAAS 2301 and AMST 3000. This course offers an introduction to African-American drama, prose, and poetry. It is a prerequisite for upper-level African-American literature courses in the English department and meets a requirement for the African-American Minor in Diverse Literature and Cultural Studies. Requirements include arriving and staying in class on time, quizzes, one paper, final exam, one creative or group project.

American Literature Survey**2400-001****Eckard****TR****09:30PM-10:45AM**

This course will examine various texts, literary movements, and authors in American literature from the 1600s to the present. We will study selections as individual works of art and will also set them in historical and cultural contexts. A major objective of the course is to examine how American literature has evolved over the past several centuries. Requirements: Mid-term exam, final exam, reading quizzes, and short writing assignments.

British Literature Survey I**2401-001****Brockman****WF****12:30PM-01:45PM**

In this class we will work through some of the most important and entertaining moments in British literary history from the Middle Ages through the early 18th-century. Throughout the course, we'll look at various genres of writing and discuss how these literary forms are shaped by changing political and social climates and how literary production itself can reflect moments of either peace or unrest. In addition to these social and historical contexts, we'll develop an arsenal of key literary concepts and terms so that by semester's end, you will be able to speak about not only these texts, but literature in general, with greater sophistication and ease. Requirements will include engaged participation in class activities – including both impromptu and rehearsed performances – formal and informal essays, and a final examination.

British Literature Survey II**2402-001****Moss****MW****03:30PM-04:45PM**

This course explores the developments in British literature between the eighteenth-century and the present day that helped to create our modern view of the world. Topics include British imperialism, slavery, industrialization, romanticism and the power of nature, as well as changing concepts of gender, race, and class. Readings include both high and popular culture, from the new genre of detective fiction to the formal experimentation of modernist poets. Requirements: an essay, a midterm, and a final exam. *(This course or Engl 3302 meets a survey requirement for English majors who have entered the program since fall 2002).*

British Literature Survey II**2402-090****Moss****M****05:30PM-08:15PM**

This course explores the developments in British literature between the eighteenth-century and the present day that helped to create our modern view of the world. Topics include British imperialism, slavery, industrialization, romanticism and the power of nature, as well as changing concepts of gender, race, and class. Readings include both high and popular culture, from the new genre of detective fiction to the formal experimentation of modernist poets. Requirements: an essay, a midterm, and a final exam. *(This course or Engl 3302 meets a survey requirement for English majors who have entered the program since fall 2002).*

Topics in English: Refugees in Literature and Film**3050-001****Minslow****WF****09:30AM-10:45AM**

This course will approach film and literature from a variety of theoretical perspectives to explore how refugees and displaced people are constructed and portrayed. Students will analyze films, fiction and non-fiction texts, art (including photography), and government documents to examine how the experiences of refugees from across the globe are represented and the influence representation has on policy, advocacy, and popular attitudes towards displaced people. Topics will include reasons for displacement, the experiences of displaced people, and the effects of displacement on one's identity and sense of belonging.

Topics in English: Introduction to U.S. Latino Literature**3050-002****Socolovsky****TR****09:30AM-10:45AM**

This course examines 20th century literatures written in English in the U.S. by Latino/a writers, and is designed to introduce students to the variety of texts and contexts which shape contemporary U.S. Latino literary experiences. The course consists of 4 units, each focusing on literature written by a prominent Latino group: Mexican-American, Puerto-Rican, Cuban-American, and Dominican-American, and within each we will look at one or more important writer of that group. We will read the texts for their literary and aesthetic value, and take into account the particular historical terms and conditions of their literary production. Some of the central questions of the course are: How do Latino/a writers narrate their particular experience of ethnicity? How are issues of immigration and assimilation grounded in the texts? How are history, memory, and exile represented in Latino/texts? And finally, how do Latino/a writers figure and position their bodies, in terms of race and ethnicity?

Topics in English: Anthropology of Childhood**3050-003****Berman****MW 12:30PM-01:45PM**

What does it mean to be a child? Do other species have childhood? Is childhood universal? How do children differ across cultures? How do different parenting and socialization practices create different developmental outcomes across cultures? In this course we will explore both what is universal about childhood and how childhood differs across time and space. We will also discuss the drastic implications of these differences for education and social programs. Finally, we will conclude by thinking about how anthropological research can inform social policy and interventions on behalf of children.

Topics in English: Language, Literature and Culture**3050-004****Westphal****M 03:30PM-06:00PM**

What is literature and how does it bridge the gaps of time and space between fiction and reality, particularly in post-modern times? This course will explore the intermediary role of literature by examining basic literary concepts (the role of the reader, of literary value and of the canon) in conjunction with contemporary literary and geocritical theory.

Topics in English: Jane Austen**3050-005****McGavran****MW 02:00PM-03:15PM**

We will read nearly all the major fiction, study film versions of several Austen novels, and try to account for Austen's enduring/expanding popularity in the late 20th-early 21st century by noting phenomena such as the Bridget Jones films and vampire versions of her works

Topics in English: American Indians in Children's Literature (W)**3051-005****Gardner****WF 12:30PM-01:45PM**

Probably the history and literature of no other ethnicity in the contemporary US have been so "over-written" by the mainstream culture. White writers have predominantly controlled how Am. Indian children are represented. Focusing on YA novels and biographical reflections on the YA experience by Am. Indian writers, we will explore their differences from the stereotypes that had (and, to some extent, still do) prevailed. We will also explore the forced confinement of Am. Indian children in federally and church-run boarding schools during the 19th and 20th centuries, which aimed to strip them of their culture: an "education for extinction," as one scholar has described it. **Note: This course meets the writing intensive general education goal.**

Topics in English: Masterpieces of Russian Literature (W)**3051-R01****Baldwin****MW 02:00PM-03:15PM**

Taught in English. This course is an introduction to some of the great works of the Russian literature including stories by Dostoyevsky, Tolstoy, Chekhov, and others. Cross listed with RUSS 3050 and LACS 3050.

Approaches to Literature (W)**3100-001****Brockman****MW 02:00PM-03:15PM****3100-002****Meneses****MW 12:30PM-01:45PM****3100-090****Rauch****M 05:30PM-08:15PM**

This course provides an introductory study and application of major critical approaches to literature based on close reading of selected literary works. *(Required of English majors and minors).*

Literature for Young Children**3102-001****Minslow****TR 09:30AM-10:45AM**

In this hybrid course, students will critically study literature for children under the age of eight. Students will read and analyze picture books, nursery rhymes, and books for beginning readers to consider how these books may help children make sense of the world and construct their own identities.

Children's Literature**3103-001****West****TR 11:00AM-12:15PM**

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 are the history of children's literature, major genres in children's literature, and the censorship of controversial children's books. This course will be taught in lecture format and is not restricted to English and Education majors. *(Large lecture.)*

Literature for Adolescents

3104-001

Basu

TR

03:30PM-04:45PM

Since the relatively recent understanding of young adult (YA) literature as a genre in its own right—beginning with S.E. Hinton’s *The Outsiders* (1967) and prefigured by novels such as J.D. Salinger’s *The Catcher in the Rye* (1951) and Betty Smith’s *A Tree Grows in Brooklyn* (1943)—its reputation for edginess has provoked a certain cultural anxiety, demonstrated by critics who continually wonder if the genre is *too* adult for its adolescent readers. Are these critics correct in trying to protect the innocence of adolescence or is this an entirely lost cause? Do the controversial subjects shown in these novels represent true nonconformity with social mores for young people or are they simply superficial ornamentation, present only to make the novels’ didacticism more palatable and exciting to a juvenile audience? This course examines ‘dark’ themes—sexuality, violence, drugs, mental illness, death—in several types of YA fiction (among these: coming-of-age stories; problem novels; cautionary tales; urban fantasies; high fantasies; dystopias; and romances). We will investigate how authors’ treatment of these themes and audiences’ reception of them has evolved and developed over time. Students will be expected to read 200-300 pages of prose fiction per week and over the duration of the semester will complete two papers (6-8 pages), a reading journal, and an oral presentation.

Language and the Virtual World

3162-001

Miller

MW

11:00AM-12:15PM

The internet provides a broad new landscape for personal creativity. Relying on linguistic concepts, this course will explore the local and situated nature of internet practices and how those practices are re-shaping our daily lives and our cultural expectations. The class will include discussion of a range of digital modes of communication and explore current case studies on the ways in which cyberspace is being utilized to fulfill human interactional and social needs. This course will provide a venue for students to explore these issues, not simply through review and discussion, but by studying Internet language via observation and analysis.

Intermediate Fiction Writing

3202-001

Parkison

MW

02:00PM-03:15PM

This fiction-writing workshop will combine the reading and discussion of published fiction with creative work. This course is intended for student writers who have taken an introductory course in creative writing, and are therefore familiar with, and comfortable with, peer-critique "workshopping," and also have a basic sense of what makes quality creative writing, and who can now benefit from integrating, through the reading and discussion of contemporary fiction, role models from literature. Students will write original short fiction pieces as exercises based on topics, which will emerge from our reading: *form, content, style, voice, characterization, narrative, and tone*. The final project for the course will be to radically rewrite one fiction exercise from the semester as a finished short story, series of short-shorts, or a novel chapter, according to lessons learned and inspiration gleaned from one of the shorter assignments

British Literature of the Restoration and 18th Century

3213-001

Gargano

MW

11:00AM-12:15PM

The 18th century has been called the “crucible of the modern era.” During this time of radical change, cities expanded, reformers fought against the slave trade, women challenged traditional gender roles, and new ideas about democracy inspired both the American and French revolutions. In literature, there was an explosion of formal experimentation, as writers stretched the boundaries of existing genres and developed new ones; this turbulent time generated a brand-new genre, the modern novel, while also seeing radical innovations in poetry, drama, journalism, and memoir-writing. Our texts include Equiano’s *Narrative* about his life as a slave, satiric and challenging poetry by Montagu, Pope and Swift, groundbreaking novels by such women writers as Aphra Behn and Eliza Haywood, and Walpole’s *Castle of Otranto*, the first example of sensational gothic fiction as we know it today. We will also look at the expanding arena of journalism and public discourse, including periodical essays and political tracts and satires.

Modern American Literature

3235-001

Vetter

TR

12:30PM-01:45PM

This course surveys U.S. literature written in the twentieth century, focusing on works of modernism and postmodernism as well as texts outside the traditional canon. Against the backdrop of major historical events of the era, we will read a range of poetry, fiction, and nonfiction.

Modern and Recent U.S. Multiethnic Literature**3237-001****Socolovsky****TR****11:00AM-12:15PM**

In this course we will be reading a variety of representative 20th and 21st century multiethnic literary texts from African-American, Native American, Latino/a, Arab-American, Jewish-American, and Asian/South Asian-American authors. We will explore these short stories and novels in a historical and chronological context, and also grouped according to the writers' ethnic backgrounds, in order to examine the ways that writers have dealt with various issues that are of concern to immigrant and ethnic American writers. Among topics to be discussed are: arrival in America, impact of the American dream, legacies of the past, issues of race, ethnicity and immigration, matters of language and body, borders and borderlands, and homelands.

Topics in English: Early African American Literature**4050/5050-001****Lewis****MW****09:30AM-10:45AM**

This class will explore the evolution of African American Literature from its poetic representations in the 18th century through the essays and novels of the late 19th century. We will read and consider several genres within the African American tradition between these mediums as well with the goal of developing an understanding of the major aesthetic, political, social, and concerns of this period. We will be especially interested in the historical movements that informed these literary productions and how earlier texts informed the cultural productions that followed them. Students will be encouraged (and graduate students will be required) to utilize the resources of the library's Rare Books Collection in developing original projects based thematically on concerns of this course.

Topics in English: Shakespeare in England**4050-002/5050-004****Munroe****F****05:30PM-08:15PM**

After a three-week pre-session at UNC Charlotte, students will spend nine days in London and Stratford-upon-Avon, Shakespeare's birthplace, exploring the places that shaped the playwright's personal and professional life, and seeing some of the best productions of his work that modern British theatre has to offer. Coursework will explore Shakespeare's plays from a combination of literary, historical and theatrical perspectives. In addition to excursions to sights such as the National Theater, Westminster Abbey, spectacular royal residences like Hampton Court Palace, London's many museums, and the places where Shakespeare lived and worked, students will study Shakespeare's plays through a combination of literary study and rehearsal room practice. The program cost includes tickets to theatres such as the Royal Shakespeare Company, the Royal National Theatre, and the recreated New Globe. All such theatre visits will provide the raw material for wide range of discussions and debates, about actorly performances, staging choices, and the meanings of the productions themselves.

American Literature of War and Violence**4050/5050-005****Vetter****TR****02:00PM-03:15PM**

This course will examine modern and contemporary American literature concerned with war and violence. We will consider poetry, fiction, nonfiction, and film of the twentieth century. The following questions will give you a sense of the focus of our discussions: How do both men and women writers imagine the trauma of war? How is violence represented in American literature of the last one hundred years? What forms of literature are deployed for these violent representations? How do the political and the aesthetic intersect? Students will be assessed on class participation, informal writing, research papers, and exams.

Topics in English: Digital Narratives for Young People**4050/5050-090****Basu****T****05:30PM-08:15PM**

Engulfed in a brave new online world practically since birth, the young people of today are unsurprisingly the acknowledged masters of digital discourse, at ease among the screens and consoles that shape narrative and communication today. While the Information Age is still in its adolescence, many of its principles, like those of web 2.0—user generated content; virtual communities; social media platforms; sampling, collage and mash-up; and collaborative creation—have been part of children's literature since long before the internet was invented. As a result, the history of children's literature, with its record of child readers (or users or consumers) has fascinating things to tell us about our contemporary digital era. In this course, we'll examine the numerous ways in which texts and narratives can travel from the analog world to the digital one and back again... and how children's literature can serve as a guidebook for such a journey. Expect to read and write about all kinds of texts (from *Romeo and Juliet*, *Alice in Wonderland*, and *Harry Potter* to smartphone apps, video games, web comics, and fan fiction) via all kinds of interfaces (i.e. dead-tree books as well as computer/television screens).

Topics in English: Men and Women of British Romanticism**4050/5050-093****McGavran****M****05:30PM-08:15PM**

The course will focus on major works by three important pairs of Romantic-Era poets:

1. William Wordsworth and Charlotte Smith (also including Dorothy Wordsworth)
2. Samuel Taylor Coleridge and Mary Robinson
3. George Gordon , Lord Byron and Felicia Hemans

We will compare and contrast both form and content of these writers, at least some of whom knew and corresponded with each other.

Shakespeare's Early Plays**4116-001****Melnikoff****TR****11:00AM-12:15PM**

Early Shakespeare will explore the plays and poems written by Shakespeare before 1600. During the course of the semester, we will pay close attention to the ways in which these plays manifest Elizabethan anxieties about culture, religion, gender, and sexuality. Performance will also be a pervasive element. We will consider Shakespeare's use and understanding of theatrical performance as a professional dramatist, and we will use performance to heighten our engagement with the plays. A significant part of our time will be spent perusing recent film adaptations of Shakespeare's early drama. We will look at what directors like Olivier, Branagh, Zeffirelli and Luhrmann have had to say about Puck, Romeo, and Richard III. Plays read during the course of the semester will include *A Midsummer Night's Dream*, *Richard III*, and *Romeo and Juliet*. Scene work, an explication, a play review, essays and an exam will be assigned with the design of encouraging close engagement with Shakespeare's rich poetic dramaturgy.

Modern English Grammar**4161/5161-001****Roeder****MW****12:30PM-01:45PM**

In this course, students will study the functional syntactic structure of contemporary American English--both on the sentence level (syntax) and within a word (morphology). The frameworks for structural description will come from traditional concepts of English grammar and theoretical linguistic concepts of generative syntax. The tension between static notions of standardized norms and the dynamic mechanisms of language variation and change will be explored, as well. The goal of the course is to enable students to describe and explain, explicitly and formally, grammatical processes which native speakers of English acquire intuitively. No prerequisite is required, but a knowledge level equivalent to ENGL 3132 "Introduction to Modern American English" or ENGL 6161 "Introduction to Linguistics" is recommended.

The Mind and Language**4167-090****Thiede****R****05:30PM-08:15PM**

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 a compressed review of it as we go along. Thus, the course counts towards the minor in Cognitive Science and equally satisfies the Applied Linguistics requirement for majors of English. At the end of this course, you will know the fundamental concepts in cognitive science and linguistics, and how they interface in theory and research.

Multimodal Analysis-Digital Discourses and Genres**4168-001****Blitvich****TR****11:00AM-12:15PM**

Multimodal analysis includes the analysis of communication in all its forms, but is particularly concerned with texts in which language and other semiotic resources – or ‘modes’ of communication – are integrated and combined. Such resources include aspects of speech such as intonation and other vocal characteristics, gesture (face, hand and body), proxemics, as well as products of human technology such as carving, painting, writing, architecture, image, video and sound recording, and interactive computing resources. This course provides an initial understanding of how different modes of communication interact and are integrated in digital discourses and genres.

Writing User Documents**4181/5181-090****Wickliff****W****05:30PM-08:15PM**

The purpose of English 4181 is to introduce students interested in technical/professional writing to the vocabulary, principles, and practices of creating documentation for users of computing software, hardware, and other devices.

Emphasis will be placed upon designing both print and online documentation, and you will work both individually and in small groups. All the documents you complete will be collected together in an individual course portfolio at the end of the term.

Editing With Digital Technologies / Editing Technical Documents

4183/5183-090

Morgan

R

06:00PM-08:45PM

Prerequisite: ENGL 2116. This course is designed to introduce you to principles and practices for editing technical documents, both print and online, including instructions, formal reports, articles, and reference manuals. Projects will be selected from among a series of real writing tasks, and will involve both individual and collaborative work. (Computer Classroom) (Satisfies M.A. requirement for Writing/Rhetoric.)

Teaching of Writing

4200-006, 5050-006

Avila

TR

12:30PM-01:45PM

Introduction to various theories that inform practices in the teaching of writing and methods of teaching writing to middle and secondary learners. Required for English majors, pedagogy track.

Expository Writing

4204/5204-001

Morgan

TR

03:30PM-04:45PM

In this class, students will be required to examine writing as a medium in various contexts. You, as students, will look at various issues in which writing plays a significant role, examine that role, and write within that context. You will work in groups as well as within various organizations. Your writing will be critiqued and edited by others.

Poetry Writing Workshop

4208/5208-001

Davis, C.

TR

02:00PM-03:15PM

Prerequisite: ENGL 2126 or 2127, Graduate Student status, or permission of Instructor. This course offers an investigation of possibilities inherent in poetry, with attention paid to the necessity for revision. We will read and discuss anthologized poetry.

The History of the Book: From Print to Pixel

4235/5050-003

Rauch

TR

12:30PM-01:45PM

In an age obsessed by digital technologies, it is very easy to forget the rich history that underlies even the most current trends in print and electronic media. As new text-driven technologies emerge, the issues and concerns faced by our culture are very similar to those of the past. Storage, preservation, ownership, dissemination, and authorship—to name a few issues—are no less problematic now than they were a century or two ago. In an effort to revisit this history and to place *current* technologies in context, this course undertakes a study of print culture.

The course will explore the technologies of production that resulted in the artifact that we call the book, as well as other forms of print media. Topics will include the manufacture and making of paper, including the very significant (and near disastrous) shift in papermaking techniques in the 19th century. Needless to say, the production of paper enabled new printing technologies, and the course will explore the development of mechanical printing from Gutenberg to the modern era. Because the control of the printing press, whether by laws or by taxes on paper and ink, has everything to do with the impact of the book, the course will pay attention to the social, cultural, and political forces that contribute to the impact of print in books, journals, broadsides, and other printed matter.

The phenomenon of the reader will also be explored, with a full consideration of the rise of literacy as one of the driving forces of the book. The interest in creating vulgate editions of religious texts in the sixteenth-century, opened a new era for readers who could apprehend previously inaccessible texts. Throughout the course, we will look, even if only briefly, at practices of reading and at texts by authors --including Shakespeare and Bacon-- that helped change popular notions of print, to say nothing of the very concept of knowledge itself.

Digital technologies have come upon us so quickly that critics, historians, librarians, and theorists have not had much of an opportunity to integrate current developments into the so-called “New Media” with the historical antecedents from which new technologies have emerged. To that end, we will conclude the course by examining the relation of digital technologies to earlier forms of print technologies. In this vein, the class will address issues of archiving, preservation, historical documentation, and cultural shifts in the representation of knowledge.

Teaching English/Communication Skills to Middle and Secondary School Learners**4254/5254-090****Brannon****M****05:30PM-08:15P****4254/5254-091****Brannon****W****05:30PM-08:15PM**

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). Pre-requisites: MDSK 6162. Online version of course requires candidates to have a webcam, microphone, and reliable Internet connection. This course will meet online once per week for 10 weeks during both summer sessions.

History of Global Englishes**4260/ 5050-091****Roeder****W****05:30PM-08:15PM**

This course will explore the origins and development of the English language from its earliest forms to contemporary usage, with an emphasis on features of linguistic structure. The course will include the examination of issues involved in the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. No prerequisite is required, but a knowledge level equivalent to ENGL 3132 "Introduction to Modern American English" or ENGL 6161 "Introduction to Linguistics" is recommended.

Topics in English: Studies in Writing, Rhetoric and Literacy**4270/5050-002****Knoblauch****MW****03:30PM-04:45PM**

Review and analysis of selected Western rhetorical theories with emphasis on their competing representations of literacy and the teaching of writing.

Rhetoric and Technology**4275-001****Toscano****TR****02:00PM-03:15PM**

Research and theories of the rhetorical construction of technology in history and culture. This course analyzes technologies to understand how they reflect the ideologies of the cultures from which they come. Students will engage with rhetorical analyses of technology and focus on the discourse surrounding technologies. We will also discuss how the field of technical writing/communication should recognize historical, cultural, and rhetorical analyses of technologies not as tangential to the study of technical writing/communication but as essential to the field. This course meets in a computer lab, and we will use computer-based technologies for assignments and discussions.

Advance Creative Project**4290/5290-090****Parkison****M****05:30PM-08:15PM**

This course focuses on the planning of a book-length work of creative writing through independent study and scholarly engagement in related areas of contemporary literature and writing, leading to the development of book proposals, abstracts, discussion of creative works, all presented as lively oral presentations by students and visiting authors. The course is intended for advanced students in creative writing. Students will work under the guidance of a member of the department's creative writing faculty. During the semester, the concept of each student's book will evolve through the polishing of an excerpt and the writing of an outline, abstract, or synopsis that should be representative of the book in progress. Projects will take the form of creative writing preformed in oral presentations. Manuscript excerpts can be fiction, poetry, or creative nonfiction, and can be a single piece or a collection of pieces that should serve as a sample of the larger work.

Professional Internship**4410-090, 091****Schmitz****WF****02:00PM-03:15PM****5410-001, 002****Schmitz****WF****02:00PM-03:15PM**

Internships for 3 or 6 credit hours 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 Christine Schmitz, cschmit1@uncc.edu (Descriptions of current sites at <http://english.uncc.edu/info-for-students/internships.html>).

Independent Study**4852-001, 002, 003, 004****TBA****TBA TBA**

Independent study courses are available to undergraduate students under certain conditions. These courses must be arranged with individual instructors before registration and are intended to enable students to pursue areas not provided by regularly scheduled courses. For further information, student should see their advisor.

Shakespeare's Early Plays**5116-001****Melnikoff****TR****11:00AM-12:15PM**

Early Shakespeare will explore the plays and poems written by Shakespeare before 1600. During the course of the semester, we will pay close attention to the ways in which these plays manifest Elizabethan anxieties about culture, religion, gender, and sexuality. Performance will also be a pervasive element. We will consider Shakespeare's use and understanding of theatrical performance as a professional dramatist, and we will use performance to heighten our engagement with the plays. A significant part of our time will be spent perusing recent film adaptations of Shakespeare's early drama. We will look at what directors like Olivier, Branagh, Zeffirelli and Luhrmann have had to say about Puck, Romeo, and Richard III. Plays read during the course of the semester will include *A Midsummer Night's Dream*, *Richard III*, and *Romeo and Juliet*. Scene work, an explication, a play review, essays and an exam will be assigned with the design of encouraging close engagement with Shakespeare's rich poetic dramaturgy.

Topics in Advanced Technical Communication: Visual Rhetoric**6008-090****Wickliff****T****05:30PM-08:15PM**

The purpose of this course is to explore the theory and practice of crafting rhetorical arguments that depend upon visual exhibits. These include photographs, line drawings, graphs, tables, icons, digital still and video images, as they are integrated into texts, both printed and electronic. We will read widely into the history and theory of technical visuals as rhetorical and at times, poetical, constructions, considering texts as made objects that reflect individual and cultural biases. We will, as a class, design and construct our own texts focused reflexively upon the issue of visual rhetoric, experimenting with a range of software. Each student will construct an individual portfolio and write a formal essay.

Topics in English: Postcolonial Literature**6070-090****Meneses****M****05:30PM-08:15PM**

In this graduate-level course, our main objective will be to read fictional texts as well as a number of accompanying theoretical and critical texts that explore some of the main issues that the discipline of postcolonial studies has tackled over the last decades. We will begin by questioning the intellectual, economic, political, cultural, and historical underpinnings of the formation of the British empire, to then explore the different literary reactions to imperialism that have sprung in the English-speaking world (although we will make connections with other linguistic and geo-political locales). Amongst others, we will examine aspects that have shaped the postcolonial world such as history-writing, gender, and nationalism. In addition, we will focus on the ways in which these texts help us understand the complexities of today's global world with which postcolonial literature has had a historical relationship such as globalization, cosmopolitanism, international relationships, and the environment. Students are expected to perform at a certain level of working autonomy, as well as to complete a number of written assignments. Finally, the course will offer students the opportunity to continue developing the necessary skills to succeed both academically and professionally. No previous knowledge of the history of imperialism or postcolonial theory is required to attend this course.

Topics in English: African American Literature and Culture of the Indignant Generation (1934-1968)**6070-091****Leak****T****05:30PM-08:15PM**

Literary scholar and biographer Lawrence Jackson refers to African American Writers from the 1930s to the 1960s as the "Indignant Generation," writers fed up with the slow march toward racial equality. Using Jackson's work as a point of departure, we will consider the merits of this line of thought. Does his observation square with certain authors, genres, or writers of a certain age? What are the characteristics of writers from this period in American and African American literary history? In what ways do issues of modernism and postmodernism emerge in this period? What distinguishes this generation from the writers of the New Negro Movement of the 1920s and the Black Arts Movement of the late 1960s and 70s? What are the differences, if any, in the aesthetic or thematic concerns of male and female writers, between a Richard Wright and Zora Neale Hurston, for example? We will read across genres, genders, and geographies, with careful consideration of the historical and cultural contexts in which this indignant generation emerges.

Graduate Poetry Workshop**6070-092****Davis, C.****R****05:30PM-08:15PM**

This advanced poetry workshop is designed for the graduate student who has extensive previous experience in creative writing workshops. Critical attention to each other's work will focus on individual poems, but can also include examinations of longer sequences of poems. A part of class time will be devoted to seminar-like discussions of poems in an anthology of contemporary American poetry; the poets we discover via these discussions who inspire us will be explored in additional detail.

Introduction to English Studies**6101-090****Knoblauch****M****05:00PM-07:45PM**

The discipline of English--its nature, its history, and its methods. Emphasis on (1) the interrelations of literature, language, and writing; and (2) the diversity of cultural origins and critical perspectives in English studies, with concentration on selected major critical approaches.

Juvenile Literature**6103-090****Connolly****W****05:00PM-07:45PM**

The study of children's and young adult literature is often a site of controversy and contention, as critics, teachers, parents, and politicians debate issues of censorship and pedagogy. It's also a site of tremendous inquiry as critics explore its cultural and creative terrain. In this course, we will study a range of forms and genres—including picture books, fairytales, fantasy, as well as historical and realistic fiction—written for children and young adults. We will discuss *why* children's literature is so controversial, examine the politics of canon-making, and discuss the viability of various critical approaches in our study as well as the role of children's literature as a socializing or disrupting force. At the center of our study, of course, we will be reading, talking about, and examining the literature itself, particularly exploring how it offers often innovative venues of expression.

Introduction to Language**6160-090****Lunsford****R****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 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. Finally, we will examine stylistics – the application of linguistic postulates to the study of literary discourse. Special attention will be given to modern cognitive theories and their application to stylistic analysis.

Introduction to Linguistics**6161-090****Davis, B.****M****05:30PM-08:15PM**

This course gives you language to talk about language. It explains the structural and functional processes of English, including its inventory and combination of sounds, how words are formed and change, how these words combine to form phrases and sentences, and how we use all of these units of language in written and spoken discourse. We will discuss grammars of several kinds, and look at the impact of technology in this hybrid course. Another important focus is language development, both at the individual level in considering how babies learn their first language(s) as well as on a broader scale in considering how language evolves and changes over time.

Language Acquisition**6163-090****Miller****W****05:30PM-08:15PM**

Research and theories of the rhetorical construction of technology in history and culture. This course analyzes technologies to understand how they reflect the ideologies of the cultures from which they come. Students will engage with rhetorical analyses of technology and focus on the discourse surrounding technologies. We will also discuss how the field of technical writing/communication should recognize historical, cultural, and rhetorical analyses of technologies not as tangential to the study of technical writing/communication but as essential to the field. This course meets in a computer lab, and we will use computer-based technologies for assignments and discussions.

Teaching College English**6195-001****Lunsford****W****05:30PM-08:15PM**

This course prepares students for teaching first-year writing. We will examine current theories of writing with an eye to what those theories have to say about composing processes, collaboration, and the relationship among speaking, writing, and reading. In light of these theories, we will examine writers' and teachers' roles in the classroom. The

goal of the course is to assist students in developing a teaching philosophy that accommodates modern composition theory, individual teaching styles, curricular requirements, and student needs. Classroom activities will include class discussion, individual reports, and group activities. Students will also have the opportunity to observe experienced teachers of writing as a part of their work in this course.

Contexts and Issues in the Teaching of English

6274-086

Avila

ONLINE

Prerequisites: Admission to the M.A. in English Education, the M.A.T or the M.Ed. program. In this course, we will examine the key concepts of the discipline and consider our own identities as readers, writers, teachers, researchers, and makers of meaning. There will be an emphasis upon critical approaches and pedagogical issues, with special attention to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English.

The Nature and History of the (English) Novel

6680-090

Jackson

R

05:30PM-08:15PM

In this class we'll have three main, equally-important objectives. We'll work (1) to understand the generic nature of the novel as a kind of storytelling; (2) to understand the specific nature and history of the novel in England; (3) to develop English graduate-level reading and writing skills We'll read, and write about, a batch of great English novels (possible titles: *Robinson Crusoe*, *Pride and Prejudice* or *Northanger Abbey*, *Frankenstein*, *Mill on the Floss*, *Heart of Darkness* or *Turn of the Screw*, *To the Lighthouse*, *Moon Tiger*, *Atonement*) along with some scholarly thinking (from Michael McKeon's *Theory of the Novel*) about the nature of the novel as a kind of story. Grading will be based on a substantial writing portfolio, a final essay, and a final exam.

Gothic American Literature

6685-090

Shealy

T

05:30PM-08:15PM

Toni Morrison once wrote: "for a people who made much of their newness--their potential, freedom, and innocence--it is striking how dour, how troubled, how frightened and haunted our early and founding literature truly is." This course will examine the development of gothic literature in America fiction. How have the concepts and presentation of gothic America changed and how has it remained true to its roots? We will read works by Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Henry James, Louisa May Alcott, Edith Wharton, Charles W. Chesnutt, H.P. Lovecraft, William Faulkner, Shirley Jackson, Joyce Carol Oates, and others.

Directed Reading

6890-001, 002, 003, 004

TBA

TBA TBA

005, 006, 007, 008

009, 010, 011

Directed reading courses are available to graduate students under certain conditions. These courses may be arranged with individual instructors before registering for them, and they are intended to enable students to pursue studies in areas not provided by regularly scheduled courses. For further information students should see their advisors.

NOTE: Only six hours of ENGL 6890 can be applied to the M. A. in English.

Thesis/Project Teaching English

6974-001, 002

TBA

TBA TBA

Research integrating the fields of English and Education in a theoretical or application-oriented study. If the thesis/project is the outgrowth of previous coursework, considerable additional research and exposition must be done. Subject to departmental approval.

Thesis

6996-001, 002, 003, 004

TBA

TBA TBA

Students interested in thesis work may not enroll for such work until a written thesis proposal has been approved by the student's Thesis Committee (three graduate faculty appropriate to the topic) and by the Graduate Coordinator. It is recommended that thesis work not be undertaken until near the end of the graduate program.