



## Undergraduate and Graduate Courses

### *Fall 2023*

#### ENGLISH COURSES AND YOUR CAREER

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

#### Global Connections in English Studies

<b>1502-D01, D02, D03, D04</b>	<b>Miller</b>	<b>MW</b>	<b>04:00PM-04:50PM</b>
<b>1502-D01</b>		<b>F</b>	<b>09:05AM-09:55AM</b>
<b>1502-D02</b>		<b>F</b>	<b>10:10AM-11:00AM</b>
<b>1502-D03</b>		<b>F</b>	<b>11:15AM-12:05PM</b>
<b>1502-D04</b>		<b>F</b>	<b>12:20PM-01:10PM</b>

Language and Interculturality: Students will learn about communication practices across cultures as well as develop a greater understanding of how their own interactional practices are cultural. They will also be introduced to foundational aspects of language structures, with an emphasis on English.

#### Global Connections in English Studies

<b>1502-D05, D06, D07, D08</b>	<b>Tarr</b>	<b>MW</b>	<b>12:20PM-01:10PM</b>
<b>1502-D05</b>		<b>F</b>	<b>09:05AM-09:55AM</b>
<b>1502-D06</b>		<b>F</b>	<b>10:10AM-11:00AM</b>
<b>1502-D07</b>		<b>F</b>	<b>11:15AM-12:05PM</b>
<b>1502-D08</b>		<b>F</b>	<b>12:20PM-01:10PM</b>

This course introduces students to a range of oral, written, printed, visual, and/or digital texts from global communities and cultures, paying attention especially to language, diverse perspectives, modes of creation, and/or pedagogical approaches. In particular, we will focus on translation, adaptation, and appropriation between cultures, nationalities, and races to understand the communicative power of storytelling in a global context.

#### Local Connections in English Studies

<b>1512-D09, D10, D11, D12</b>	<b>Basu</b>	<b>TR</b>	<b>11:30AM-12:20PM</b>
<b>1512-D09</b>		<b>F</b>	<b>09:05AM-09:55AM</b>
<b>1512-D10</b>		<b>F</b>	<b>10:10AM-11:00AM</b>
<b>1512-D11</b>		<b>F</b>	<b>11:15AM-12:05PM</b>
<b>1512-D12</b>		<b>F</b>	<b>12:20PM-01:10PM</b>

Pop Culture and Social Justice: In this course, we will consume, analyze, and appreciate American popular culture texts (among others: genre fiction, movies, games, songs/spoken word), while paying special attention to the issues of race, gender, class, sexuality, disability and other forms of social marginalization that arise within them.

**Local Connections in English Studies****1512-D14****Eckard****100% ONLINE Asynchronous**

This local connections course explores the culture of Southern Appalachia. Students will examine the role that literature, film, and media play in reflecting, shaping, and challenging perceptions (including cultural stereotypes) of the region. Coal mining, moonshine, musical traditions, religion, serpent handling, folklore, storytelling, ethnic diversity, and contemporary problems facing Southern Appalachia are among the topics addressed in the course.

**Local Connections in English Studies****1512-D21****Martin****TR 10:00AM-11:15AM**

Freaks! in Film and Literature: This course explores the representation of physical, psychological, and social abnormalities in film and fiction. From monsters, aliens, and villains to superheroes, geniuses, and freakshows, we'll examine the construction of difference through readings and discussions on Hollywood films, fiction, and graphic novels. This course includes an introduction to film analysis and readings in cultural studies, literary theory, disability, and diversity. Suitable for majors and non-majors.

**Introduction to Linguistic Anthropology****2050-001****Berman****TR 10:00AM-11:15AM**

In-depth survey of linguistic anthropology, one of the four major sub-fields of anthropology; study of the relationship between language and culture, with a particular focus on how individual practices and societal norms intersect.

**Heaven, Earth, Everything Between, Everything Below: Introducing the Quran****2050-007****TBA****100% ONLINE Asynchronous**

What is the Quran? In various contexts, it has been considered a sound of inimitable beauty, a plagiarized hodgepodge of Judeo-Christian apocrypha, the supreme mirror for all material reality, the proof-text for Muslim barbarity, and much more. In this course, we will seek to understand the significance of the Quran (to both Muslims and non-Muslims) in a variety of contexts. We will approach it as an aesthetic phenomenon through stories of early Muslims slain by hearing its melodies; explore gender and performativity through women's recitations in Indonesia; delve into embodiments of the Quran in early modern West Africa; examine activist contexts through queer and feminist Quranic hermeneutics; reflect upon the Quran's role in civilizational polemics through philosophical critiques and its use in torture; and more. Cross listed with RELS 2000-007

**Freaks! in Film and Literature****2072-001****Martin****TR 08:30AM-09:45AM**

This course explores the representation of physical, psychological, and social abnormalities in film and fiction. From monsters, aliens, and villains to superheroes, geniuses, and freakshows, we'll examine the construction of difference through readings and discussions on Hollywood films, fiction, and graphic novels. This course includes an introduction to film analysis and readings in cultural studies, literary theory, disability, and diversity. Suitable for majors and non-majors.

**American Horror: Fiction and Film****2072-002****Shealy****TR 01:00PM-02:15PM**

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.

**Writing About Literature****2100-D01****Cook****100% ONLINE Asynchronous**

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)**

<b>2116-001</b>	<b>Gordon</b>	<b>100% ONLINE Asynchronous</b>
<b>2116-003</b>	<b>Gordon</b>	<b>TR 01:00PM-02:15PM</b>
<b>2116-004</b>	<b>Intawiwat</b>	<b>TR 10:00AM-11:15AM</b>
<b>2116-005</b>	<b>Intawiwat</b>	<b>TR 11:30AM-12:45PM</b>
<b>2116-006</b>	<b>Rhodes</b>	<b>MW 02:30PM-03:45PM</b>
<b>2116-007</b>	<b>Rhodes</b>	<b>MW 04:00PM-05:15PM</b>

**Restricted to ENGR, ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors. See your department for permits.** Unused seats will be released **April 19, 2023** 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 document
- 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**

<b>2126-001</b>	<b>Olson</b>	<b>MWF 09:05AM-09:55AM</b>
<b>2126-002</b>	<b>Olson</b>	<b>MWF 10:10AM-11:00AM</b>
<b>2126-003</b>	<b>Jordan</b>	<b>MWF 10:10AM-11:00AM</b>
<b>2126-004</b>	<b>Jordan</b>	<b>MWF 11:15AM-12:05PM</b>

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

**Introduction to Poetry**

<b>2127-001</b>	<b>Brooks</b>	<b>MW 02:30PM-03:45PM</b>
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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**

<b>2128-002</b>	<b>Martinac</b>	<b>TR 11:30AM-12:45PM</b>
<b>2128-003</b>	<b>Brooks</b>	<b>MWF 11:15AM-12:05PM</b>

An introduction to the craft of writing short fiction, including characterization, dialogue, POV, plot, setting, time, and revision. By evaluating published works, students learn to "read like writers" and determine what makes the best fiction tick. In-class exercises and graded assignments provide opportunities to try out techniques, while the workshop experience gives students supportive feedback on their stories and creates a sense of community.

**Grammar for Writing**

<b>2161-001</b>	<b>TBA</b>	<b>MW 04:00PM-05:15PM</b>
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**100% ONLINE Synchronous**

Three overriding goals will inform our work in this course. 1) We will strive to understand the various meanings associated with the word "grammar"; 2) we will, to the degree possible, master the terminology involved in understanding two types of grammar: The Traditional Grammar used to edit a formal paper and the Rhetorical Grammar used to suit the style of a paper to its intended audience and purpose; 3) we will, through in-class workshops and extended editing projects, learn to implement these two types of grammar in producing formal papers that achieve stylistic sophistication and meet the editing standards of formal writing.

**Contemporary Fiction**

<b>2202-001</b>	<b>Gwyn</b>	<b>TR 11:30AM-12:45PM</b>
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Introduction to current trends in contemporary fiction. Encourages creative and scholarly engagement with the world of contemporary fiction. We will read six American novels published over the course of the past forty years. Reading quizzes, midterm, and final.

**Introduction to African American Literature****2301-D01****Hayes-Brown****100% ONLINE Asynchronous**

In this online asynchronous course, we will read and evaluate both classic and contemporary African American literature. We will look at how various works speak to one another and how they lay the groundwork for future texts. We will explore the responsibilities (both perceived and real) of Black writers and how that informs their work.

**Science Fiction and American Culture****3050-001****Toscano****MW 04:00PM-05:15PM**

No other genre reflects American culture of the twentieth and twenty-first centuries more than science fiction. In fact, science fiction is more culturally significant than the Western for contemporary American identities. This class explores science fiction as a product of American values in all its exciting, thought-provoking, and entertaining ways. In order to understand both the texts and the cultural contexts, we will watch films, television shows, and even video game segments. We will also read novels and short stories to help us understand how important this popular culture genre is to understanding American identity and American civilization.

**Oz in American Literature****3050-003****Massachi****TR 01:00PM-02:15PM**

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 1939 MGM film, *The Wiz*, *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.

**Gender and African American Literature****3050-004****Hayes-Brown****100% ONLINE Asynchronous**

This course explores how literature reflects the intersection of race and Black womanhood through a diasporic lens. We will explore how the various works are in conversation with one another and how they inspire new conversations altogether. In this online asynchronous course, we will read a selection of essays, short stories, excerpts of larger works and novellas, post responses to preset discussion prompts and draft weekly reflection papers.

**Approaches to Literature and Culture****3100-D01****Hogan****100% ONLINE Asynchronous**

In this 100% online asynchronous class, students will explore how literary scholars use theory, history, and culture to interpret a text's structure and meaning. Students will draw on different theories--such as New Criticism, feminism, African American criticism, Marxism, Queer theory, and ecocriticism- to create their own original interpretations of course texts. Because this course is writing-intensive, you will use a rubric provided by the professor to identify what makes a critical paper successful. You will also apply your understanding of a successful paper to your own critical papers and weekly written discussion board posts.

**Approaches to Literature and Culture****3100-D02****Rowney****MW 02:30PM-03:45PM**

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****3102-001****Connolly****TR 10:00AM-11:15AM**

Literature for even the youngest of children is comprised of a sophisticated range of literary and visual techniques. From fairytales to picture books, early 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.

### **Children's Literature**

**3103-001**

**West**

**TR**

**11:30AM-12:45PM**

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-D01**

**Belus**

**100% ONLINE Asynchronous**

In this on-line class we will critically analyze numerous adolescent literature texts. In doing so, we will review classic and contemporary novels, articles, poems and personal experiences. Some of the thematic topics include coming of age issues, peer pressure, identity, and sexuality. Our study will focus on contemporary adolescents with the objective to better understand the ever-changing role of the teenager. Classes will be taught in Canvas with asynchronous modules that explore and interpret the evolution of adolescence. Students will be expected to participate in on-line discussions and assignments and complete various reading and writing assignments, projects, and quizzes.

### **Introduction to Contemporary American English**

**3132-001**

**TBA**

**TR**

**04:00PM-05:15PM**

**100% ONLINE Synchronous**

This is an introductory survey course that covers basic concepts in the field of linguistics, focusing on the inner workings of modern American English. Topics include examination of the sound inventory and sound patterns of the language, the structure of words and phrases, word creation and word meaning, language use in social context, language acquisition, dialect variation and change within the United States, and how English has changed over the centuries and continues to change. No prerequisite.

### **Language and the Virtual World**

**3162-D01**

**Blitvich**

**TR**

**02:30PM-03:45PM**

This is a linguistics course that uses examples from digitally mediated communication (DMC) to illustrate linguistic concepts, research methodologies, and make students aware of their own linguistic practices. Topics include – among others- understanding the role of context in (digital) communication, structural and pragmatic features of digitally mediated texts to achieve diverse purposes, 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**

**Gordon**

**TR**

**02:30PM-03:45PM**

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, but also will include small collaborative writing projects that explore their implications.

### **Intermediate Poetry Writing**

**3201-001**

**Brooks**

**MW**

**04:00PM-05:15PM**

This course aims to continue developing students' skills as readers and writers of poetry through assigned readings, class discussions, and workshops. Readings and class discussions will cover trends in contemporary poetry, poetry as a craft, and publishing in literary journals. Students will write creatively, critically, and reflectively—producing a writing journal, peer feedback, and a final portfolio of revised & publication-ready poems. Students' poems will experiment with traditional forms and free verse poems employing a variety of methods and techniques.

*Prerequisites: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201 or ENGL 2202, or permission of instructor.*

### **Intermediate Fiction Writing**

**3202-001**

**Martinac**

**TR**

**01:00P-02:15PM**

In Intermediate Fiction Writing, students will review and advance their skills as readers and writers of fiction through 1) active informal writing, with exercises intended to trigger ideas and develop techniques; 2) deepened analysis and discussion of fictional craft (e.g. description, imagery, characterization, point of view, plot, structure, etc) in several contemporary works and craft essays; and 3) the studio workshop, the exchange and critique of original short fiction, both formal and informal.

This course is intended for students who have completed at minimum an introductory creative writing course; it is pitched to students in the creative writing concentration and assumes students have a seriousness of purpose toward their work and the art and craft of creative writing, as well as a familiarity with the rhetoric of the workshop. Please note: This course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, horror, sci-fi, fantasy). Students are writing contemporary fiction for adults or older young adults, not middle grade or children's literature.

*Prerequisites: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201 or ENGL 2202, or permission of instructor.*

### **Literature of the Medieval Era**

**3211-001**

**Doss**

**TR**

**02:30PM-03:45PM**

The Medieval period lasted over 1,000 years and produced some of English Literature's most sublime texts. From the elegies and heroic poems of the early medieval period to medieval romance to William Langland and Geoffrey Chaucer, medieval literature can seem unfamiliar and modern at the same time. Readers may encounter very conservative religious orthodoxy and dirty, ribald jokes, often oddly juxtaposed. This class looks at both major and minor texts, and the social, cultural, economic, and religious currents of the periods in which they are written. The texts will be read in modern translations, but students will also have ample exposure to the original languages, especially the late Medieval.

### **British Renaissance Literature**

**3212-001**

**Melnikoff**

**TR**

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

*British Renaissance Literature* will survey a range of works that today are associated with British literature of the Early Modern period, from *Utopia* to Dekker's *The Wonderful Year*; *Hero and Leander* to the sonnets of Mary Wroth; *The Three Ladies of London* to *The Tempest*. Over the course of the semester, we will consider the religious and political climate of the day as well as the period's distinctive literary genres; its poets, pamphleteers, and playwrights; and its definitive manuscript, print, and theatrical culture. In-class discussions, blog responses, an explication, imitation assignments, and exams will together ensure an in-depth and sustained engagement with one of the most significant eras in British literary history.

### **British Victorian Literature**

**3215-001**

**Gargano**

**TR**

**04:00PM-05:15PM**

The literature of the Victorian era dramatized the major issues that were re-mapping a society in transition: changing gender roles, class conflicts, industrialization, globalization and imperialism, as well as new attitudes toward science, society, and faith. An age of dramatic contrasts and accelerated change, the Victorian period still influences the way we live and think today; to explore this continuing influence, we will discuss the many film and television versions of Victorian fiction. Finally, we will pay special attention to how Victorian authors modernized and reshaped the novel, helping to create the genre that we know today. Texts will include Emily Bronte's portrait of love and madness in *Wuthering Heights*, the magic alternate world of Lewis Carroll's *Through the Looking Glass*, and Victorian detective fiction's explorations of the gritty urban landscape of London. Our class will require a final seminar essay and an exam.

### **Early African American Literature**

**3231-D01**

**Leak**

**MW**

**02:30PM-03:45PM**

Exploration of the major periods, texts, and issues in African American literature from its origins to the Harlem Renaissance.

### **Modern and Recent US Multiethnic Literature**

**3237-D01**

**Socolovsky**

**TR**

**11:30AM-12:45AM**

In this course, we will be reading a variety of representative multiethnic literary texts from African-American, Native American, Latino/a, Arab-American, Jewish-American, and Asian/South-Asian authors. We will explore 20<sup>th</sup> and 21<sup>st</sup> 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.

### **God's Graffiti: Mysticism and Muslim Culture**

**4050-004**

**TBA**

**R**

**02:30PM-05:15PM**

**100% ONLINE Synchronous**

In this course we will explore the phenomenon of Sufism, often cast as the mystical dimension of Islam. For the better part of the past millennium, Sufi concepts, practices, and organizations have been integral components of Muslim society and culture. We will investigate expressions of Sufism through theoretical works, literary compositions, and social engagements. We begin by exploring the theorization of Sufism in the writings of the ninth-century saint Hakim al-Tirmidhi and the dream diary kept by his wife. We

will then move to discussions of Sufi literature through the Arabic discourses of al-Yusi, the Turkish narrative poem Beauty and Love, and the Pashto lyrics of Rahman Baba. Our final segment will bring us to the metaphysics of gender and sexuality in the writings of Ibn 'Arabi, the economics of miracle-working in the modern Malay world, and the transformation of Dakar's streets through mystical graffiti. Cross listed with RELS 3000-004

### **Cognitive Linguistics of Children's Literature**

**4050/5074/5075-090**

**Thiede**

**R**

**05:30PM-08:15PM**

This course approaches language as a nutrient for brains, which makes children's literature powerfully important, especially when presented interactively. Books for children offer a linguistic fare that is not usually available in everyday child-directed talk: clever language play, poetic devices, uncommon words, semantic surprises, and hilarious linguistic violations. This course will first address how children's literature came to incorporate the psychology of child development. We will then explore a modern take on the cognitive effects of children's books on the developing mind. The course is of interest to students of children's literature, linguistics, cognitive science, reading and elementary education, and childhood and family development.

*ENGL 5074 fulfills children's literature requirement for children's literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

*ENGL 5075 fulfills linguistics requirement for applied linguistics and ESP concentrations. ENGL 5074 fulfills children's literature requirement for children's literature concentration, and fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

### **Topics in Literature & Film: Girl Cultures**

**4072-D01**

**Hogan**

**100% ONLINE Asynchronous**

Girl Cultures is an online 100% asynchronous course that uses an interdisciplinary approach to girls' experiences both in the U.S. and globally. The course draws on girls' studies, intersectional theory, film, fiction, poetry, and autobiography to explore such topics as the "can do" girl, the "at-risk" girl, riot grrrls, Black girls, queer girls, trans girls, rural girls, Muslim girls, and Indigenous girls. The course also considers girls and social media, girls and sex, and the ways girls construct and are constructed by cultures.

### **Toni Morrison's Archive**

**4072/5072-D02**

**Lewis**

**TR**

**01:00PM-02:15PM**

Using several of Morrison's novels, literary criticism and films made from and about her work, this course will explore both the cultural archives (historical events, literature, and media) from which Morrison drew and those to which she contributed as a writer, editor, and literary critic. Employing close reading, critical and cultural analysis, and archival exploration, students will create literary archives of their own based on Morrison's texts. Assignments include discussion reflections, midterm and final essays and a final archival project.

*ENGL 5072 fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement (American) and the requirement for historically-oriented courses.*

### **Postcolonial Literature: Empire, Globalization, and Race**

**4072-D03**

**Meneses**

**TR**

**02:30PM-03:45PM**

Our main objective in this course will be to read novels and watch movies that explore some of the main issues that emerge, first, from the history of modern European imperialism and, more emphatically, its consequences in today's postcolonial, globalized world. We will begin by studying representative works written in the context of and about European imperialism. The rest of the semester will explore a number of works of postcolonial fiction and nonfiction that responded to imperialism and its aftermath both in the 20<sup>th</sup> and the 21<sup>st</sup> centuries. In examining those responses, we will pay close attention, among others, to globalization and race in conjunction with the most important aspects that have shaped the postcolonial world such as gender, nationalism, and freedom. In addition, we will focus on the ways in which these texts help us understand the complexities of today's global world by examining themes such as economic and cultural globalization, cosmopolitanism, and issues of planetary environmental violence. No previous knowledge of the history of imperialism or postcolonial literature is required.

### **Contemporary American Auto/Biography**

**4072/5072-D90**

**Vetter**

**T**

**05:30PM-08:15PM**

This course will examine diverse contemporary American autobiography and biography in verse, prose, graphic memoir, and documentary form, within the context of current theories of life writing. The following questions offer a sense of the focus of our discussions: How do writers of different backgrounds represent their lives? How is an artist's identity formed and constructed? How do writers navigate and exploit the theoretical impasses that arise out of the genre of life-writing? How do the political and the aesthetic intersect? Responding to these kinds of questions will help us understand the particularities of contemporary American views of representing a life. Students will be assessed on class participation, informal writing, formal papers, and exams.

*This course fulfills the diversity requirement for undergraduates. For graduate students, fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations; for literature students, fulfills the requirement for national literature (American) and historically-oriented literature.*

### **Topics in Children's Literature, Media, and Culture: Digital Narrative for Young People**

**4074/5074-001**

**Basu**

**TR**

**02:30PM-03:45PM**

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 *The Hunger Games* 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).

*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.*

### **British Children's Literature**

**4102-001**

**Steele**

**MW**

**04:00PM-05:15PM**

This course is a survey of British children's literature. Students begin by reading educational tracts from the seventeenth century and then move to the eighteenth century when authors began writing children's literature for both pedagogy and profit. The course moves to fairy tales to examine how British writers adapted continental forms and then to the poetry of William Blake and Christina Rossetti, among others. The second half of the course treats the novel, and students should expect to read such texts as *Alice's Adventures in Wonderland* and *Charlie and the Chocolate Factory*.

*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.*

### **Multiculturalism and Children's Literature**

**4104-D01**

**Connolly**

**100%**

**ONLINE Asynchronous**

In this course, we will examine a range of texts—including picture books, historical and realistic fiction, film, and the graphic novel—to explore how visual and verbal texts reveal social constructions of cultural identity. In the process, we will work to develop definitions of what “culture,” “multiculturalism,” and “diversity” 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).

### **Shakespeare's Early Plays**

**4116/5116-001**

**Melnikoff**

**TR**

**01:00PM-02:15PM**

This class 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 Branagh, Zeffirelli and Luhrmann have had to say about Touchstone, 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 dramatic poetry.

*Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement (British) and the requirements for pre-1800 and historically-oriented courses.*

### **Modern English Grammar**

**4161-001**

**Thiede**

**TR**

**01:00PM-02:15PM**

We will go into the weeds of English grammar and learn to identify and describe its components, with special emphasis on words and syntax. We will come out of the weeds as well, to ask some big-picture questions: Why do we need a “Standard” American English, and who is telling us that we do? Why are linguists continuing to use outdated terminology, and why does the public (and even educators) hold on to language myths? How do we rank / support / injure one another with language? This course is of particular interest to linguistics students and to future teachers of English.

### **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 course portfolio. The portfolio will include a series of drafts, rough and finished, of all the documents you produce in the course.

*Prerequisite: ENGL 2116*

*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**

**W**

**06:00PM-08:45PM**

This class aims to provide a substantial overview of rhetorical grammar to prepare students 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. Assignments provide students the opportunity to apply the skills from this course through writing efficient reviews. This class privileges rhetorical grammar and asks students to consider their writing choices. The course perspective assumes it's more effective to advocate form following function; therefore, you need to understand the purpose and ways of communicating messages—paying particular attention to tone, voice, level of diction, etc.—in order to edit effectively.

*Prerequisite: ENGL 2116*

*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-D01**

**Barnes**

**TR**

**11:30AM-12:45PM**

This course provides an overview of the issues, opportunities, and challenges of teaching multiethnic literature in middle and secondary school settings. By the end of the semester, students should be able to demonstrate growth toward the following objectives: develop methods for getting to know students' diverse identities and cultural backgrounds; design learning targets; design effective discussions; pair curricular materials with students; and design opportunities for students to respond to multicultural/multiethnic texts.

### **Advanced Poetry Writing**

**4202/5202-001**

**Hutchcraft**

**TR**

**02:30PM-03:45PM**

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 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, and a readiness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course.

*4202 Prerequisites: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201 or ENGL 2202, or permission of instructor.*

*Fulfills 5000-level poetry requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations*

### **Advanced Fiction Writing**

**4203/5203-001**

**Gwyn**

**TR**

**02:30PM-03:45PM**

In this course, we focus on the writing, revision, and publication of short stories. Students will be required to produce two original works of short fiction for submission to the workshop. We will also read the latest Best American Short Stories anthology and investigate how to compose and publish a piece of short fiction that can succeed in today's market.

*4203 Prerequisites: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201 or ENGL 2202, or permission of instructor.*

*Fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Writing Creative Nonfiction**

**4206/5206-001**

**Chancellor**

**TR**

**04:00PM-05:15PM**

This course combines the study and discussion of published contemporary creative nonfiction—the personal and lyric essay, memoir, and literary journalism—with the writing of original creative works. Through readings across a broad spectrum of content and forms, students will ground themselves in the foundations of this expansive genre; identify and evaluate craft techniques; and then practice this craft through prompts and assigned exercises during and outside of class. We will also delve into the ethical

considerations that come with writing from life. Students will write and exchange drafts, leading to formal workshops in which students read and critique their classmates' work. Students also will create a final portfolio with revisions and reflections.

This class assumes that students have completed at minimum an introductory creative writing course but likely more; are familiar with the techniques of a creative writing workshop; and have a seriousness of purpose toward their work and the art and craft of creative writing. The course will include informal writing and formal workshops in which writers will submit original creative nonfiction and critique each other's work. Students also will write responses to essays and chapters; lead discussion on select works; and create a portfolio with revisions and an apologia.

*4206 Prerequisites: ENGL 2125, ENGL 2126, ENGL 2127, ENGL 2128, ENGL 2200, ENGL 2201 or ENGL 2202, or permission of instructor.*

*5206: 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**

**4207-090**

**Gargano**

**W**

**05:30PM-08:15PM**

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.

*4207 Prerequisites: ENGL 2126, ENGL 2127, ENGL 2128, ENGL 3103, ENGL 3104, or permission of instructor.*

### **Teaching English/Communication Skills to Middle and Secondary School Learners**

**4254-001**

**Barnes**

**TR**

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

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

### **Studies in Writing , Rhetoric and New Media**

**4271/5271-D01**

**Avila**

**TR**

**11:30AM-12:45PM**

**100% ONLINE Synchronous**

This course examines the ways in which new media and digital literacies have impacted the teaching and learning of writing in both school and out-of-school settings. We will consider both the reception and production (theory and practice) of new media both in formal learning environments as well as within our larger cultural context(s).

### **Digital Literacies**

**4277-D01**

**Avila**

**100%**

**ONLINE Asynchronous**

This course provides an overview of the intersections between new digital literacies and school-based literacies. We will also examine how recent innovations in technology have affected our definitions of literacy and critically reflect upon both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create, as well as evaluate, projects that incorporate the digital tools we will work with throughout the class.

### **Trauma and Memory in Contemporary American Literature**

**4325-D01**

**Socolovsky**

**TR**

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

This course examines selected works of the 20th and 21st centuries that explore national experiences of trauma in the U.S. We will look at literary and cultural representations of various national and/or personal traumatic experiences (such as the Holocaust, Vietnam, 9/11, political dictatorships, slavery, migration), and consider how various writers have engaged with the difficulties, limitations and possibilities of representing such experiences through narrative. We will think about how the storytelling process memorializes personal and national acts of memory, and read from a diverse range of texts, including African American, Jewish American, and U.S.-Dominican.

### **Research, Theory and Practice of Tutoring Writing**

**4400/5400-001**

**Garahan/Reiman**

**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**

**4410/5410-001, 002**

**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 ([gawickliff@uncc.edu](mailto:gawickliff@uncc.edu)) More information about internships is located here: <https://english.uncc.edu/internships>.

### **English Honors Seminar: Nineteenth-Century Women and Representations of Science**

**4750-090**

**Rauch**

**W**

**05:30PM-08:15PM**

The conventional notion that women didn't contribute to scientific inquiry until the 20<sup>th</sup> century is a gross misrepresentation of the work of hundreds of 19<sup>th</sup> Century writers, editors, and translators, in both non-fiction and fiction. The reality is that virtually every curious child and adult learned the fundamentals of science from women authors such as Maria Edgeworth, Anna Letitia Barbauld, Ellenor Fenn, Jane Marcet, Anne Pratt, Elise Otte, Louisa Barwell, and Arabella Buckley. Our only excuse for not knowing these names is that we have effectively erased these authors as "viable" contributors to Victorian intellectual growth. The proof of their impact is made clear, in part, by the success of women who opted to mediate scientific (and technical) ideas in fiction. Those writers include Mary Shelley, Charlotte Brontë, Elizabeth Gaskell, and George Eliot all of whom are better known to scholars of 19<sup>th</sup> century literature. Yet we do a disservice to women writers in general by separating the communities of authors as if they existed autonomously from each other. They did not, and their mutual influence continues to be influential in modern thought. The purpose of this course is to bring those authors together and to explore the dynamic investment of women with respect to the role of science and technology in 19<sup>th</sup> century culture. An exciting dimension of the course will be the opportunity to explore the work and the careers of some of the forgotten women through archival research. As Honors students you will have a chance to identify and revive women writers who have helped shape science, feminism, and literary culture.

### **English Honors Thesis Seminar: "Humans in Motion: Invasion, Migration, Relocation"**

**4751-090**

**Meneses**

**R**

**05:30PM-08:15PM**

This course will provide a critical exploration of some of the most important ways humans have moved across the world in modern history. We will study a variety of dimensions of this topic, from colonial invasion to the figure of the refugee, and from economic migration to the cross-cultural encounter. To do so, we will consider historical, theoretical, literary, and audiovisual representations of global human movement and the many worlds it opens up. At the same time, the course will guide students through the process of conceiving, planning, and writing an Honors thesis, which students will complete on a topic of their choice that is connected to the course's general framework.

### **Writing Research Methods**

**5050-001**

**Hall**

**TR**

**11:30AM-12:45PM**

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.

*Fulfills rhetoric/composition course requirement for rhetoric/composition concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

**Topics in Children's Literature, Media, and Culture**

**5074-090**

**Thiede**

**R**

**05:30PM-08:15PM**

**Topics in Linguistics**

**5075-090**

**Thiede**

**R**

**05:30PM-08:15PM**

This course approaches language as a nutrient for brains, which makes children's literature powerfully important, especially when presented interactively. Books for children offer a linguistic fare that is not usually available in everyday child-directed talk: clever language play, poetic devices, uncommon words, semantic surprises, and hilarious linguistic violations. This course will first address how children's literature came to incorporate the psychology of child development. We will then explore a modern take on the cognitive effects of children's books on the developing mind. The course is of interest to students of children's literature, linguistics, cognitive science, reading and elementary education, and childhood and family development. ENGL 5074/5075 fulfills children's literature requirement for children's literature concentration, and fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.

**Teaching English/Communications Skills to Middle and Secondary School Learners**

**5254-080,090**

**Coffey**

**W**

**05:30PM-08:00PM**

**100% ONLINE Synchronous**

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). Course requires a clinical experience of 15 (for undergraduate students)-30 (for graduate students) hours. (Course is 3 credit hours.)

*Methods course for English education students.*

**Language and Culture: Foundational Issues in Linguistic Anthropology**

**6070-001**

**Berman**

**R**

**01:00PM-02:45PM**

Discussion of the theories, concepts, controversies, and major findings of linguistic anthropology. Includes an analysis of the difference between human and non-human communication, semiotics, language and thought, the nature of meaning, language socialization, language variation, language and power, and multilingualism, as well as linguistic change. No prior training in linguistics is assumed, presupposed, or required.

*Fulfills linguistics requirement for applied linguistics and ESP concentrations.*

**Theoretical Approaches to Gender**

**6070-091**

**TBA**

**W**

**05:30PM-08:15PM**

**Topics in Creative Writing: Documentary Poetry**

**6073-090**

**Hutchcraft**

**R**

**05:30PM-08:15PM**

When we hear the term "documentary," we might think *films, photographs, history, or evidence*. Yet, what in particular makes something "documentary," and how might poetry—a linguistic art form—expand or complicate our understanding of documentary work? As a class, we will consider how various poets have used research and documentary materials (such as archives, photographs, interviews, legal testimony, maps, and public records) to create singular works that, in both form and spirit, challenge our assumptions about what constitutes poetry and, in the words of Muriel Rukeyser, "extend the document." Through our readings and discussions, we will consider questions of truth and representation, as well as what ethical concerns a creative writer (or photographer, filmmaker, etc.) might consider when documenting the lives of others. While focused on poetry, we will often consider hybrid forms and issues of social and environmental justice. Writers of all genres are welcome.

*Fulfills 6000-level requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

**Introduction to English Studies**

**6101-090**

**Tarr**

**M**

**05:30PM-08:15PM**

This course introduces students to some of the main theoretical approaches in English studies. At the same time, it explores the most important questions at the core of the practice of writing, research, interpretation, and inquiry. The course, therefore, invites students to consider their role 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.

*Required core course in the M.A. program.*

### **Introduction to Children's Literature and Culture**

**6103-090**

**West**

**T**

**05:30PM-08:15PM**

This graduate seminar traces the development of British and American children's literature from the early nineteenth century to the present. Particular attention will be paid to the didactic tradition in children's literature, the treatment of gender roles, the evolution of fantasy literature, the portrayal of adult/child relationships, and the history of African American children's literature. *Fulfills children's literature requirement for children's literature concentration; fulfills literature requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations. Students in the children's literature concentration should take this course this fall.*

### **Technical/Professional Writing**

**6116-090**

**Wickliff**

**R**

**06:00PM-08:00PM**

In this graduate course in Technical/Professional Writing we will explore the art of designing and writing technical documents through theory and research in the field. The focus will be on ideologies surrounding technology and technology's role in the production and distribution of texts. The course is designed to foster a critical understanding of technical and scientific writing and the social construction of technology.

*Fulfills requirement for technical/professional writing concentration; fulfills writing requirement for literature, children's literature, and linguistics concentrations.*

### **Introduction to English Language**

**6160-090**

**Blitvich**

**T**

**05:30PM-08:15PM**

This course aims to provide students with introductory knowledge of the field linguistics. To that end, we will take a broad view of many of the areas encompassed by different subfields of linguistics, especially those that have a direct relevance to explaining and understanding communicative interaction from a cognitive, social, multilingual, and intercultural perspective. By asking questions about real language phenomena that we experience on a daily basis, the course also seeks to raise students' linguistic awareness.

*Required core course for the M.A.*

### **British Romanticism and the Caribbean**

**6680-090**

**Rowney**

**W**

**05:30PM-08:15PM**

The relationship between Britain and the places it colonized in the Caribbean has long been a subject of intense critical analysis. Yet the national literature of Britain has often been treated separately from this history or as somehow independent of it. This course seeks to understand how the literature of the British Romantic period (c.1780-1832), might be read in the context of the Caribbean, a place crucial to the rise of Britain as a global superpower. We will read British Romantic literature in the context of this intertwined history as well as reading Caribbean literature from the period and from the 20<sup>th</sup> century to understand the complex, vexed, and unexpected intersection of these cultures. By reading these cultural histories not as independent, but as mutually defining, we will seek to gain greater insight into our own global moment.

*Fulfills literature course for literature, children's literature, linguistics, creative writing, and comp/rhet concentrations. For the literature concentration, fulfills requirement for national literature (Global), and for theory-intensive and historically oriented literature.*

### **Seminar in American Literature: Poe, Hawthorne, and Melville: The Dark Romantics**

**6685-090**

**Shealy**

**R**

**05:30PM-08:15PM**

In his 1850 review "Hawthorne and His Mosses," Herman Melville writes: "You may be bewitched by Hawthorne's sunlight,--transported by the bright gildings in the skies he builds over you;--but there is the blackness of darkness beyond; and even his bright gildings but fringe, and play upon the edges of thunder-clouds." Melville, of course, could be describing himself or even his contemporary Edgar Allan Poe. All were engaged in mapping the "inwardness" of fiction, from the bizarre to the mystical, from the common to the strange. This course will examine the writings of three authors whose presence and work looms large over the landscape of American literature. By reading selected stories and novels of Poe, Hawthorne, Melville, we will explore how these works reflected their vision of America—a vision that was often at odds with the country's more optimistic writers.

*Fulfills literature course for literature, children's literature, linguistics, creative writing, and comp/rhet concentrations. For the literature concentration, fulfills requirement for national literature (American) and for historically oriented literature.*

**Thesis Preparation**  
**6890-008**

**Chancellor**

**T 05:30PM-08:15PM**

Thesis Preparation is committed to the drafting of the Creative Thesis. In the first two weeks, students will compose a Prospectus with a bibliography that outlines their thesis writing and reading plans. During the semester, students will draft approximately 75 pages (22,000 words) and workshop these pages on a rotating schedule with the instructor and their peers. They also will begin building an annotated Reading List that details their broader literary interests. They will finalize their Prospectus to prepare for Thesis Hours. If time, they will draft submission queries and practice other professional publishing tasks.

## **Liberal Studies**

**The Arts and Society: Film**

**1102-110**

**Martin**

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

**1102-111**

**Martin**

**TR 02:30PM-03:45PM**

Students will explore the relationship between film & society by examining coming-of-age films. Through the analysis of these films, we will not only be discussing the interconnections between the film industry and society, but we will also consider how these films are portraying childhood/adolescence; what it is, how is it different from adulthood, the journey out of childhood, and its shifting landscapes. In addition, this course will require students to hone their analytical and communication skills which are useful in a wide range of disciplines.

**Western History & Culture**

**2101-110**

**Simmons**

**MWF 09:05AM-09:55AM**

**2101-111**

**Simmons**

**MWF 10:10AM-11:00AM**

A Galaxy Close, Close Up: This course will apply linguistic theory to both written and digital texts in the Star Wars canon to investigate how creators portray the relationship(s) between good and evil. We will also situate the canon in global history in order to understand how this fictional universe is representative of current contexts.

**Western History & Culture**

**2101-112**

**Rhodes**

**MW 04:00PM-05:15PM**

Using varied sources, we will examine LGBTQ+ history throughout ancient Western civilizations. We will critically analyze how the arts, the public media marketplace, politics, and religion continue to influence U.S. understanding of gender, gender identity, and affectional preference/sexuality. What has changed and what has stayed consistent impact personal, professional, and public lives.

**Literature & Culture**

**2212-110**

**Graham**

**MWF 09:05AM-09:55AM**

**2212-113**

**Graham**

**MWF 10:10AM-11:00AM**

This course on Banned Children's and YA Books aims to encourage critical thinking on the cultural significance of children's literature, employing it as a lens for analyzing the rapidly intensifying political divide within America.

**Literature & Culture**

**2212-111**

**Serrano**

**MWF 10:10AM-11:00AM**

**2212-112**

**Serrano**

**MWF 11:15AM-12:05PM**

This course will study science fiction (SF) works from 1895 to 2018 while paying particular attention to machinery and advancing technology's effects on culture, politics, identity, empathy, and the cost of progress.

**Literature & Culture**

**2212-114**

**Brooks**

**100% ONLINE Asynchronous**

Inspired by the outdoors to write? Always looking for a good tree for a hammock and a book? This class will explore the history of travel writing in America; the connections between exploration and conservation; and the contemporary voices and movements in the era of climate change. Through these readings, you will be required to consider the role that literature plays in reflecting, shaping, and challenging our culture.

**Critical Thinking and Communication**

**2301-110**

**Morin**

**TR**

**11:30AM-12:45PM**

**2301-111**

**Morin**

**TR**

**01:00PM-02:15PM**

This Critical Thinking and Communication course is part of an integrated First-Year Writing and Liberal Studies curriculum that develops critical thinking and communication skills. Students undertake an inquiry process and build towards the preparation of a polished product at the end of the semester. The specific topic for this section is "Monsters in Film and Literature." This course will explore the relationship between monster fiction and the cultures that create it. For a monster to be scary, it must reflect what we fear, and fear is often more than just a phobia or something we dread. It is connected to something that affects us on a deeper level as a person or even as a culture. We will analyze novels, short stories, and films to examine various types of monsters, including zombies, vampires, and aliens, as well as the contexts in which they appear. Discussions will debate differences, appeal, and relevance in today's culture.