



# Undergraduate and Graduate Courses

## Fall 2022

### ENGLISH COURSES AND YOUR CAREER

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

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

Valerie Strauss, *The Washington Post* (2017)

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

George Anders, *You Can Do Anything* (2017)

#### **American Horror: Fiction and Film**

**2072-001**

**Shealy**

**100%**

**ONLINE Asynchronous**

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

#### **Introduction to Linguistics Anthropology**

**2090-001**

**Berman**

**TR**

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

Language and culture are inseparable from each other, and both are unique characteristics of humanity. This course is an introduction to the many relationships between language and culture and to one of the four main fields of American anthropology: linguistic anthropology. Together we will analyze the nature of language and linguistic diversity; the origins, acquisition, and socialization of language; the relationship between language and thought; the relationship between language, race, and gender; and how language use is a form of social action.

#### **Writing about Literature (W)**

**2100-001**

**Rauch**

**TR**

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

A requirement for English majors, this course offers an extensive introduction to the analysis of poetry, fiction and drama. It will provide an introduction to literary devices, close reading, and other foundational elements of literary analysis that will prepare you for more advanced literature courses. English 2100 is also a Writing Intensive Course. This means that it meets Goal 1 of Communication:

- (1) Effectively send and receive English written and oral messages in different situations for a variety of audiences, purposes and subjects and
- (2) Communicate effectively in a symbolic system of language having written, oral and visual components.

### Introduction to Technical Communication (W)

2116-001	Gordon	100%	ONLINE Asynchronous
2116-002	Gordon	100%	ONLINE Asynchronous
2116-003	Gordon	TR	01:00PM-02:15PM
2116-004	Intawiwat	MW	10:00AM-11:15PM
2116-005	Intawiwat	MW	11:30AM-12:45PM
2116-006	Intawiwat	MW	01:00PM-02:15PM
2116-007	Rhodes	TR	08:30AM-09:45AM
2116-008	Rhodes	TR	10:00AM-11:15AM
2116-009	Rhodes	TR	01:00PM-02:15PM
2116-011	Cook	100%	ONLINE Asynchronous
2116-012	Intawiwat	100%	ONLINE Asynchronous
2116-013	Cook	100%	ONLINE Asynchronous
2116-090	Brooks	M	06:00PM-08:45PM
2116-091	Brooks	W	06:00PM-08:45PM

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

This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:

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

### Introduction to Creative Writing

2126-001	Arvidson	TR	10:00AM-11:15AM
2126-002	Grenga	MWF	11:15AM-12:05PM
2126-003	Vincent	MWF	09:05AM-09:55AM
2126-004	Brooks	MW	04:00PM-05:15PM

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

### Introduction to Poetry

2127-001	Hutchcraft	TR	11:30AM-12:45PM
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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

2128-001	Martinac	100%	ONLINE Asynchronous
2128-002	Lazzara	MW	10:00AM-11:15AM

An introduction to the craft of writing short fiction—prose literature that describes imaginary events and people. By evaluating published stories, students learn to “read like writers” and determine what makes the best short stories work. Writing assignments provide opportunities to practice craft techniques, while discussions help students form community. Exchanging stories with peers in small groups gives students supportive feedback to aid the revision process.

### Contemporary Fiction

2202-001	Chancellor	TR	02:30PM-03:45PM
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Geared toward students in the creative writing concentration, this course will explore current trends in contemporary fiction, which includes work generally from 1980-to present day. We'll read a variety of forms, styles, and lengths, including novels, novellas, short stories, flash fiction, and graphic novels, and we'll read as *writers*, which lets us hone in on fiction-writing craft and authorial decisions that we can practice in our own work. Assignments primarily will include quizzes and a midterm and final exam, with a variety of short creative exercises such as imitations and prompts related to the readings. Though you don't need to be a creative writer to enroll, you should be open to the practice and willing to embrace the study of literature from a writer's perspective.

**American Cinema of the 1960's****3050-001****Shapiro****TR****04:00PM-05:15PM**

This course examines the revolutionary changes that were taking place in American film culture, and the country itself, during the 1960s. Students will analyze key films from the decade as a way to understand the cultural and political changes taking place in the entertainment industry, such as: the end of the Production Code; the demise of the "Golden Age" studio system; the convergence between movies and broadcasting; the impact of sociopolitical issues; and the power of the "counter culture". Assigned movies will include Hollywood films, independently-produced shorts and features, documentary, and experimental. Students will view a selection of assigned films, combined with assigned reading, Canvas quizzes and Discussion Boards, Final Exam.

**Womanist Literature in the African Diaspora****3050-003****Hayes-Brown****MW****08:00AM-08:50AM**

This course explores how literature reflects the intersection of race and Black womanhood through a diasporic lens.

**The Films of Alfred Hitchcock****3050-090****Shapiro****R****06:30PM-09:15PM**

This course will focus on the film career of Alfred Hitchcock. Hitchcock's career in England and Hollywood highlighted key phases of film production during the twentieth century, including silent cinema, the integration of synchronized sound in the late 1920s, the rise of independent production in the 1940s, the influence of television in the 1950s, and the growing cult of celebrity "auteurs" in the 1960s and 1970s. Against the broad canvas of Hitchcock's career, we will consider his persistent thematic preoccupations and experiments with film form. Films studied include THE 39 STEPS, NOTORIOUS, STRANGERS ON A TRAIN, REAR WINDOW, PSYCHO. Assignments for the class include one major Research Paper, assigned textbook and readings, online discussions, and a cumulative Final Exam.

**Black British and British Asian Contemporary Fiction****3050-D01****Meneses****TR****02:30PM-03:45PM**

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

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

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

**Topics in English: Oz in American Literature****3051-002****Massachi****TR****10:00AM-11:15AM**

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

**Approaches to Literature****3100-001****Hogan****100%****ONLINE Asynchronous**

In this online Asynchronous class, students will explore how literary scholars use theory to interpret a text's structure and meaning. Students will draw on different theories to create their own original interpretations of the 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; apply your understanding of a successful paper to your own critical papers; and respond in writing to weekly discussion board questions.

**Approaches to Literature****3100-D02****Rowney****MW****01:00PM-02:15PM**

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**

**100%**

**ONLINE Asynchronous**

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

### **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**

**3104-001**

**Basu**

**MW**

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

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

### **Literature for Adolescents**

**3104-002**

**Belus**

**100%**

**ONLINE Asynchronous**

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

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

**3132-001**

**Roeder**

**100%**

**ONLINE Asynchronous**

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

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

**3162-D01**

**Blitvich**

**MW**

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

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

### **Language and Digital Technology**

**3180-001**

**Gordon**

**TR**

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

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

**Intermediate Poetry****3201-001****Hutchcraft****TR****02:30PM-03:45PM**

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

**Intermediate Fiction Writing****3202-001****Gwyn****MW****02:30PM-03:45PM**

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

**British Victorian Literature****3215-D01****Gargano****TR****01:00PM-02:15PM**

The literature of the Victorian era dramatized the major issues that were re-mapping a society in transition: changing gender roles, class conflicts, industrialization, and 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 worlds of Carroll's *Alice in Wonderland* and *Through the Looking Glass*, and Dickens's exploration of the gritty urban landscape of London. Our class will require a final seminar essay and an exam.

**American Literature of the Romantic Period****3233-001****Shealy****T****05:30PM-08:15PM**

"Things are in the saddle and ride mankind," wrote Ralph Waldo Emerson. The first half of the 19th century, often hailed as the age of reform, saw the United States grapple with some of the most dramatic and important challenges ever—slavery and industrialism. Out of the social and political upheaval of the era emerged some of the most important literary figures of American letters. This course will examine the development of American literature from 1820 to 1865. Among the authors we shall read are Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Harriet Beecher Stowe, Harriet Jacobs, Frederick Douglass, Nathaniel Hawthorne, and Herman Melville.

**African American Literature, Harlem Renaissance to Present****3236-D01****Leak****MW****02:30PM-03:45PM**

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

**Modern and Recent US Multiethnic Literature****3237-D01****Socolovsky****TR****10:00AM-11:15AM**

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.

**Topics in English: Children on the Move: Adoption, Migration, and Boarding Schools****4050/5075-001****Berman****TR****11:30AM-12:45PM**

When, where, and how do children move around the world? Do they always accompany adults, or do they travel on their own? Who do they live with, and why? In this class we will answer these questions by narrowing in on three aspects of child circulation: adoption, migration, and boarding schools. We will discuss cultural differences in local adoption practices and beliefs about family structure, transnational adoption, child migration and unaccompanied migrants, and the historical and current role of schools as agents of assimilation and cultural genocide. In the process we will address wider questions about the nature of family and education, migration and climate migration, and the contentious role of the state in creating and mitigating inequality through intervening in child lives.

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

4072/5072-D01

Hogan

100%

ONLINE Asynchronous

This online asynchronous course focuses on culturally diverse LGBTQIA + memoir, fiction, poetry, and film of the 20th and 21st centuries, with an emphasis on contemporary texts. We will study the writings within their historical, theoretical, social, and political contexts, with attention to changing views of sexuality and gender and issues of self-representation within cultures. *For graduate students, fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for American literature and the requirement for historically-oriented literature.*

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

4072-D02

Bauerle

TR

04:00PM-05:15PM

100%

ONLINE Synchronous

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

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

4072/5072-D03

Socolovsky

TR

11:30AM-12:45PM

This course explores selected works of the 20<sup>th</sup> and 21<sup>st</sup> century that examine experiences of immigration and ethnicity in U.S. literature. Interpreting the term "borders" broadly, we will look at the notion of crossing literal geographic borders, political and national borders, and psychological borders. We will consider the place and strength of such "minority" and ethnic voices in a political climate of rising nativism and punitive, anti-immigrant policy-making. We will read from a selection of U.S. Latinx (including children's books), Jewish American and Arab American texts. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for American literature.*

**Topics in Children's Literature, Media and Culture: Children's Literature and Critical Theory**

4074/5074-001

Basu

MW

04:00PM-05:15PM

Rudine Sims Bishop writes children's "literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of a larger human experience." Literature for young people offers 'mirrors' to examine oneself, 'windows' through which to observe the lives of others, and 'sliding glass doors' that encourage children and young adults to experience empathy for diverse models of being. In this course, we'll apply various literary theories (formalism/structuralism, postcolonialism, new criticism, deconstruction, Marxism, new historicism, ecocriticism, reader-response, fan studies, cultural studies, feminist and queer theory, monster theory, posthumanism, and critical race theory among others) to great works of children's literature and media, considering what more we might learn about ourselves, the cultures we inhabit, and the books we love. *For graduate students, fulfills children's literature requirement for children's literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

**Topics in Children's Literature, Media and Culture: Immigration in Children's/Young Adult Literature**

4074/5074-D01

West

TR

02:30PM-03:45PM

This course focuses on children's and young adult books in which the central characters have recently immigrated to the United States. The class discussions will explore how these characters respond to American society, how they deal with cultural conflict, and how historical factors shape their experiences. The readings will include Elizabeth Acevedo's *The Poet X*, Pam Munoz Ryan's *Esperanza Rising*, Sydney Taylor's *All-of-a-Kind Family*, and Laurence Yep's *Dragonwings*.

**Multiculturalism and Children's Literature**

4104/5104-D01

Connolly

100%

ONLINE Asynchronous

In this course, we will explore a range of genres and forms—including picture books, folktales, graphic novels, and historical and realistic fiction—that represents a wealth of cultural, racial, religious, political, and social diversity in literature for children and adolescents. We will explore how visual and verbal texts reveal social constructions of cultural identity and also work to develop definitions of what "culture" and "multiculturalism" mean in the context of children's and adolescent literature. Texts will include: *Snowy Day* (Keats), *A Step from Heaven* (An Na), and *Wonder* (R. J. Palacio). *For graduate students, fulfills children's literature requirement for children's literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations.*

**Shakespeare's Late Plays**

4117-001

Hartley

TR

11:30AM-12:45PM

This course will take students on a detailed study of six Shakespeare plays, balancing textual analysis with the concerns and methodologies of practical theatre. We will study the plays in print and consider how they might or have been realized in performance, learning the theoretical relationship between those performances and the scripts which—in some senses—originate them. The class will approach the plays as both the raw material of a literary criticism which is necessarily inflected historically, and

the starting point for the creation of urgent and contemporary art in the present. We will study *Twelfth Night*, *King Lear*, *Measure for Measure*, *Antony and Cleopatra*, *Macbeth*, and *The Winter's Tale*.

### **Modern English Grammar**

**4161-001**

**Roeder**

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

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

### **Multiculturalism and Language**

**4165/5165-D90**

**Miller**

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

This course will be structured much like a seminar in that active participation and discussion from all students are expected. The primary text for the class (*Intercultural Communication: A Critical Introduction Second Edition* by Ingrid Piller) covers a range of topics related to intercultural interactions or communication such as conceptual chapters on culture as an ideological construct, linguistic relativity, and banal nationalism. It also addresses interculturality in the workplace, in education, and even in romance. The primary text will be supplemented with scholarly research articles on multiculturalism and language in the U.S. and some how-to texts that inform us on how to improve our facility in intercultural communication. Students will complete short reading quizzes, participate actively in class discussion, complete homework assignments as well as a major research project and two exams. *For graduate students, fulfills linguistics requirement for linguistics and ESP concentrations.*

### **The Mind & Language**

**4167-001**

**Thiede**

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

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require the occasional compressed review of it as we go along. *The course counts as an elective towards the Cognitive Science minor, the minor in Linguistics, and the Language and Digital Technologies concentration in the English major.*

### **Information Design and Digital Publishing**

**4182/5182-090**

**Wickliff**

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

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

### **Editing with Digital Technologies**

**4183/5183-090**

**Toscano**

**100% ONLINE Asynchronous**

This class will introduce you to the theories, vocabulary, and principles of editing from the perspective of appropriate style for technical/professional documents. After a substantial overview of rhetorical grammar, students will be prepared to investigate the variety of editing contexts for both print and digital documents. The class will privilege both rhetoric and style over rigid, outdated adherence to doctrines of correctness. You will not just proofread; you will edit based on sound reasons for specific audiences and purposes. *For graduate students, fulfills technical/professional writing course requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Teaching of Multiethnic Literature**

**4201-D90**

**Barnes**

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

This course provides an overview of the issues, opportunities, and challenges of teaching multiethnic literature in middle and secondary school settings.

### **Advanced Poetry Writing**

**4202/5202-001**

**Hutchcraft**

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

In this advanced poetry-writing workshop, we will explore the myriad ways to make a poem come alive on the page, as a voice, and in the mind. Throughout the semester, we will read and discuss a variety of poems and essays on craft, considering how other poets have sparked their poems into being, and how we might do so, too. Each week will be devoted to our exploration of the readings as well as discussion of our own works-in-progress. In equal measure, you will write and revise your own original poems, which you will showcase in a final portfolio. Writing exercises, close readings, discussion, class participation, and a readiness to explore poetry as a dynamic and nuanced art

form will be essential aspects of this course. *Fulfills 5000-level poetry requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Advanced Fiction Writing**

**4203/5203-090**

**Gwyn**

**M**

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

Students will be required to write and workshop several short stories or novel chapters. The course will also require intensive reading of contemporary novels/short stories, and a familiarity with the vocabulary of the workshop/narrative *Fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Writing Young Adult Fiction**

**4207/5207-001**

**Gargano**

**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. *For graduate students, fulfills 5000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations; fulfills children's literature requirement for children's literature concentration; fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations.*

### **Fiction Writing Workshop**

**4209-001**

**Martinac**

**TR**

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

Designed for advanced writers of fiction, this interactive class focuses on using the elements of fiction writing craft to generate story drafts and shape them through peer feedback and revision. A high level of class participation and engagement is expected.

### **History of the Book**

**4235-001**

**Rauch**

**TR**

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

This class will introduce students to the fast-growing field in cultural history known as "the History of the Book." Over the course of the semester, we will talk about the various material forms, textual apparatuses, and technologies associated with manuscripts, printed books, and digital texts. We will also pay close attention to different reading practices and to the differing religious, political, social, and cultural contexts of book production, especially in England between the fifteenth and eighteenth centuries. Whenever possible, we will spend time in Atkins Library's rare book collection, looking at paper, at typefaces, at bindings, and at illustrations. Assignments will include readings, in-class discussions, a case study project, and exams.

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

**4254-090**

**Barnes**

**T**

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

**100%**

**ONLINE Synchronous**

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**

**4271/5271-001**

**Steele**

**T**

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

In this course, we will explore the definition of "new media" and the limits of that definition in a 2022 context. We will consider how to differentiate new media from traditional modes of rhetoric and writing and explore how the digital mediation of meaning impacts modern rhetoric. In addition to reading some theory of new media, we will also engage with a variety of new media texts, including (but not limited to) comics, video games, podcasts, social media interactions, memes, online discussions, and other forms of new media. In addition to academic writing, we will actually participate in the production of some of these forms of new media as a part of our consideration of these rhetorical acts.

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

**4400-001**

**Wertz-Orbaugh**

**TR**

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

Research, Theory, and Practice of Tutoring Writing is a practicum which educates student peer tutors to assist writers in UNCC's Writing Resources Center (WRC). All writing consultants are required to complete this course, which provides an introduction to writing center research, theory, and practice. Coursework explores the history, contexts, and research-based principles of writing centers; the social, collaborative nature of learning; strategies of one-with-one writing instruction; threshold concepts in Writing Studies; composition theory; and current issues in writing pedagogy, such as linguistic justice and accessibility. Significant attention is given to research-based practices for



supporting multilingual writers. In addition to completing coursework, students will tutor in the WRC for three hours per week. Because this course includes a practicum in the WRC, enrollment is by permission only, following a successful interview with the Director and/or Associate Director of the WRC. This is a writing-intensive course. *For graduate students, fulfills rhetoric/composition course requirement for rhetoric/composition concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Professional Internship**

**4410-001, 002/5410-001**

**Wickliff**

**100%**

**ONLINE Asynchronous**

Internships for 3 credit hours (or 6 credit hours for undergraduates) involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Dr. Greg Wickliff ([gawickliff@uncc.edu](mailto:gawickliff@uncc.edu)) More information about internships is located here: <https://english.uncc.edu/internships>.

### **English Honors Thesis Seminar: "Reading Nature: Ecocriticism, Literature and the Environment"**

**4751-090**

**Rowney**

**W**

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

This class will introduce students to the cutting edge field of "ecocriticism," focusing on the relationship between cultural production and the natural world. It will also guide students through the process of producing an Honors proposal and Honors thesis. In the first half of the course, we will investigate several strands of recent theoretical work relevant to ecocritical study. We will then examine a variety of literature both in and outside the canon from the eighteenth century to the current day, paying special attention to the way the natural world is depicted and what these depictions reveal about notions of self and society, including such constructs as race, gender, and class. By thinking about issues of environmental and social justice side by side, we will develop a productive set of critical questions for thinking about the changing role of cultural production in the face of ecocrises. We will also, when possible, spend time out of doors examining specific natural objects and processes in terms of specific works of literature.

### **Writing Rhetoric and Digital Studies**

**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. *Restricted to students in the rhetoric/composition concentration; request access from Professor Vetter.*

### **Teaching English/Communications Skills to Middle and Secondary School Learner**

**5254-080, 090**

**Coffey**

**W**

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

**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 hours. Prerequisite: MDSK 3151. Restricted to English and Education Majors. Restricted to undergraduate English majors with secondary education minors and middle grades majors seeking ELA licensure. **Synchronous Meeting Dates: 8/24, 8/31, 9/14, 9/21, 10/5, 10/19, 11/2, 11/9, 11/30, 12/7**

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

**5400-001**

**TBA**

**TBA**

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.*

### **Modernism, Sexuality, and Gender**

**6072-090**

**Vetter**

**W**

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

The works of literary modernism reveal radical shifts in both form and content, as writers rebelled against the social and textual conventions of the nineteenth century. Writers took on taboo subject matter while employing new, experimental techniques such as free verse, stream of consciousness, disjunctive and unstable narration, and asynchronous expressions of time. This course will examine both women and men writers of modernism on both sides of the Atlantic within the context of gender and sexuality. We will read contemporary theoretical and critical readings on gender and sexuality alongside poetry and prose of the period. The following questions will guide our discussions: How

do both men and women writers imagine masculinity and femininity? How is sexuality represented in these writings? How do the political and the aesthetic intersect? *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature students, fulfills requirements for a theory-intensive and historically-oriented literature course.*

### **Black Feminist Literary Theory**

**6072-091**

**Lewis**

**R**

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

This course will combine attention to Black feminist literature (from historical archives to the present) within contemporary frameworks that focus on literature, film, and other cultural media. Through focus on select primary texts in and across historical and theoretical contexts, we will analyze what brings them together and what additional perspectives are needed to understand their significance. Categories of analysis include urban and rural/southern feminisms, digital/technological feminisms, poetic and aesthetic gender-based analysis, and Black feminist theory. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for American literature and the requirement for a theory-intensive course.*

### **Topics in Creative Writing: The Pleasures and Perils of Epistolary Fiction**

**6073-090**

**Chancellor**

**T**

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

Fiction writers have long embraced the epistolary form, a.k.a. stories and novels in which documents as varied as letters, diaries, emails, news clippings, PowerPoints, transcripts, texts, posts, or tweets govern the narrative or parts of it. Whether from a single point of view or as an exchange among characters, the letter form can create a brilliant sense of intimacy, voice, and realism but make difficult the techniques of characterization, setting, dialogue, exposition, and movement. Together we'll read and discuss a range of contemporary epistolary novels and stories and then explore the form in our own work. Students will write original fiction for workshop; read and critique classmates' fiction; close-read and respond to novels and stories; complete exercises inside and outside of class; lead a discussion; and create a portfolio. This class assumes students are well-versed in the techniques of fiction writing and the rhetoric of the workshop and have a seriousness of purpose toward the art and craft of creative writing. The course strongly emphasizes literary writing over commercial writing. You are writing contemporary fiction for adults/older young adults, not middle grade or children's literature. *Fulfills 6000-level fiction requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

### **Introduction to English Studies**

**6101-090**

**Meneses**

**R**

**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. *Core course in the M.A. program.*

### **Introduction to Technical/Professional Writing**

**6116-090**

**Wickliff**

**R**

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

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

### **Introduction to the English Language**

**6160-090**

**Blitvich**

**W**

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

This course aims to provide students with knowledge of linguistics that can be used as a tool to analyze the discourse of their different fields of inquiry. To that end, we will take a broad view of language. In the first part of the course, we will examine the various subfields of linguistics and discuss the theories that have developed to explain the structure and functions of human language. In the second part, we will focus on how models of discourse analysis and genre can be applied to the study of a multiplicity of texts and be very useful not only to linguists but to students of literature, rhetoric and composition, and creative writing. Also, stylistics – the application of linguistic postulates to the study of literary discourse – will be introduced. *Core course in the M.A. program.*

**Introduction to Linguistics****6161-090****Thiede****M****05:30PM-08:15PM****100%****ONLINE Synchronous**

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

**Seminar in British Literature: Representing Islam on the Early Modern English Stage****6680-090****Melnikoff****M****05:30PM-08:15PM**

This seminar will consider a number of professional theatrical representations of the Muslim world by Shakespeare and his contemporaries during the reigns of Elizabeth I and James I. Over the course of the semester, not only will we read plays like *Othello*, *The Jew of Malta*, *The Battle of Alcazar*, and *Selimus*, but we will place these eastward looking dramas in the context of the social, economic, and cultural systems of early modern England. Along the way, we will also familiarize ourselves with the social, political, and religious history of Islam up until the 17th century. In-class discussions, secondary readings, presentations, journal entries, and a final research paper will together ensure an in-depth and sustained engagement with some of the most significant decades in English theatre history. *Fulfills literature requirement for applied linguistics, children's literature, creative writing, rhetoric/composition, and literature concentrations. For literature concentration, fulfills the national literature requirement for British literature and the requirements for pre-1800 and historically-oriented courses.*