



Undergraduate & Graduate Courses Spring 2025



Times, days, and availability subject to change

Why English?

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.

What can you do with an English degree?

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.

What classes do you offer?

The English Department offers a variety of courses in creative writing, technical communication, linguistics, literature and culture, 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 for you. More information at <https://english.charlotte.edu/>

[1000-level courses](#)

[2000-level courses](#)

[3000-level courses](#)

[4000/5000-level courses](#)

[6000-level courses](#)

1000-level courses

English Learning Community

ENGL 1201-001

Morin

M

3:00p-4:00p

This class is a continuation of the English Learning Community's First-Year Seminar course. We will use this time to meet with faculty and English student organizations as well as maintain our community through the duration of the first-year experience.

Global Connections in English Studies: Environmental Narratives in a Global Context

ENGL 1502-01

Brooks

100% ONLINE Asynchronous

1502-02

1502-03

1502-04

As storytellers, humans have always been inspired by the natural world to share their experiences of it. In this class, we will study environmental narratives from across the globe and the worldviews they express. Then, we will extend our understanding of these texts by examining their part in global movements of

exploration, recreation, and conservation. We will get outside and experience nature, too—writing about the places we love and learning how we can protect them.

Global Connections in English Studies: Heavy Metal, Monsters & Madness: How British Mythology, Literature & Film Shaped a Musical Genre

ENGL 1502-05

Wray

TR 10:00a-11:15a

This course explores the influence of British literature and film on heavy metal music. We will analyze the themes of monsters and madness in heavy metal lyrics and consider their roots in British culture. We will investigate creatures and madmen like Grendel, the Green Knight, Frankenstein's monster, Mr. Hyde, and Jack the Ripper as we try to understand the underlying horror of heavy metal music. Projects include creating playlists, building a heavy metal fan wiki, and writing song and literature reviews.

Local Connections in English Studies: Coming of Age in America

ENGL 1512-01

Martin

100% ONLINE Asynchronous

In this course, we will delve into the diverse representation of American adolescence through various mediums, including films, cartoons, and graphic novels. Students will explore themes of identity formation, societal pressures, and cultural influences on the journey from childhood to adulthood. By examining a diverse range of narratives, we aim to understand how individuals and communities navigate the complexities of growing up in the United States while exploring the multifaceted interactions that shape our experiences.

Local Connections in English Studies: Pop Culture and Social Justice

ENGL 1512-05

Basu

100% ONLINE Asynchronous

1512-06

1512-07

1512-08

1512-09

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.

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2000-level courses

Topics in Literature: Handmade Ephemera: An Introduction to Book Arts

ENGL 2050-001

Winkler

MW 4:00-5:15p

This course will explore alternative print cultures through the making of chapbooks, notebooks and zines. Connecting History of the Book to Creative Writing, we will seek inspiration from a variety of low-tech in-between spaces in global book traditions, such as the "string literature" of Brazil and book works made by Outsider artists. Students will develop foundational skills in Book Arts and become familiar with the nomenclature of the craft. We will investigate how book-making can complement a writing practice and how the habit of carrying an easy-to-make notebook can aid us in observing and capturing experiences. Our work will take place in a regular classroom without access to the usual range of studio equipment. Even so, we will learn how to make a few different structures and how to fill them with content using a portable toolkit and everyday supplies. Students will need to purchase some tools and paper. The overall goal will be to improvise and innovate wherever practical, to discover the potential in mundane materials and to learn how to plan and make books in a diversity of places and situations.

Vampires in Fiction**Morin****MW 11:30a-12:45p***Course-Section options (see advisor if you aren't sure which cluster you need)***ENGL 2081-001****Topics in Authors, Pop Culture, and Genre Studies****ENGL 2082-002****Topics in Genders, Sexualities, and Literature****ENGL 2083-001****Topics in Film, Performance, and Print & Digital Culture**

This course will trace the history of the vampire legend, exploring its emergence from folklore to its many faces today. Films, novels, and short stories will be analyzed to explore the various representations of this creature, including the sexy stranger, the blood-thirsty monster, and the vulnerable but vicious child. Analysis will focus on how cultures use these narratives to help navigate anxieties that they are uncomfortable with or wish to better understand. Discussion will debate how the vampire has been reinvented in various cultures in each generation, continually changing the rules of what it means to be “undead” in that time and place. This class will explore what dictates those rules as well as identify their relevance in today’s culture.

Topics in Authors, Pop Culture, and Genre Studies: American Tales: The Weird and the Uncanny**ENGL 2081-002****Shealy****100% ONLINE Asynchronous**

Toni Morrison once wrote that “for a people who made much of their newness—their potential, freedom, and innocence—it is striking how dour, how troubled, how frightened and haunted our early and founding literature truly is.” From cautionary horror tales to stories of revulsion, weird and uncanny literature has long held an established place in American art. Stories of hauntings, mesmerism, obsession, possession, madness, curses, and bad places emerge early in the literature of the United States. These are texts that present a dark mystery beyond our understanding and often engage our subconscious mind. H. P. Lovecraft once wrote: “The true weird tale has something more than secret murder, bloody bones, or a sheeted form clanking chains according to rule. A certain atmosphere of breathless and unexplainable dread of outer, unknown forces must be present.” Through various stories, we will examine how weird and uncanny tales have 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, Charles W. Chesnutt, Edith Wharton, H. P. Lovecraft, Shirley Jackson and Joyce Carol Oates.

Topics in Film, Performance, and Print & Digital Culture: Jesus on the Silver Screen**ENGL 2082-001****Britnall****TR 2:30-3:45p**

Any representation of Jesus is an argument about who Jesus is (or was) and what his life (and death) means. This course consists of a close, comparative reading of canonical and non-canonical gospels as well as a number of cinematic depictions of Jesus to think through how each reflects and responds to their historical, cultural, and political moment.

Topics in Genders, Sexualities, and Literature: Gender and Black Literature**ENGL 2083-D01****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.

Writing About Literature**ENGL 2100-001****Cook****100% ONLINE Asynchronous**

This course focuses on writing processes and a range of writing modes in the discipline, including argument. It provides an introduction to literary analysis, with a focus on expectations and conventions for writing about literature in academic contexts. Students will find and evaluate scholarly resources, develop effective writing strategies such as drafting and revision, and write essays on the novel, poetry, short fiction, and drama.

Film Criticism

ENGL 2106-001

Jackson

100% ONLINE Asynchronous

In this class we'll begin to develop a critical understanding of the world's most important and popular form of technologized storytelling: movies. The term 'criticism' in our class will not mean doing what we usually think of a 'film critic' as doing: evaluating the successful and unsuccessful elements of a film in order to make a judgment about its overall quality. Criticism here will mean critical analysis of how a film's forms and contents produce meaning. To accomplish this goal, we'll learn a batch of essential terms/concepts by studying film clips in our media library. Then we'll use our terms/concepts to explore the specifically cinematic meanings of cinematic stories.

Introduction to Technical Communication

ENGL 2116-001

Gordon

100% ONLINE Asynchronous

ENGL 2116-002

Gordon

100% ONLINE Asynchronous

ENGL 2116-004

Intawiwat

TR 10:00-11:15a

ENGL 2116-005

Intawiwat

TR 11:30a-12:45p

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, and how to integrate text and visual elements into technical documents.

Introduction to Creative Writing

ENGL 2126-001

Olson

TR 11:30a-12:45p

ENGL 2126-002

Olson

TR 1:00-2:15p

ENGL 2126-003

Brooks

MW 10:00-11:15a

ENGL 2126-004

Angelbello

TR 10:00-11:15a

This course is an introduction 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. 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 are essential aspects of this course.

Introduction to Poetry Writing

ENGL 2127-001

Brooks

MW 4:00-5:15p

The objective of this course is to introduce students to poetry writing. Not only will we discuss the works of professional poets holistically, but we will also look at forms, sound effects, rhythm, diction, line breaks, and imagery. Part of the class will be theoretical, and we will examine the components and techniques of writing poetry as well as read some poets' thoughts on writing. We will, of course, do a good deal of writing: both reflective prose and poetry. We will complete a variety of writing exercises to develop your thoughts about poetry in general and your own poetry in particular. Many of our class periods will be spent in workshop sessions, where we exchange thoughtful feedback about students' poems.

Introduction to Fiction Writing

ENGL 2128-001

Gargano

TR 2:30-3:45p

ENGL 2128-002

Campbell

TR 10:00-11:15a

An introduction to the art and craft of writing short fiction. Fiction is defined as literature in the form of prose (specifically, short stories, novellas, and novels) that describes imaginary events and people. By evaluating published stories, students learn to "read like writers" and determine what makes the best short stories work. Writing assignments provide opportunities to practice craft techniques, while discussions

help students form community. The story exchange experience gives students supportive feedback on their stories to aid the revision process.

Introduction to African American Literature

ENGL 2301-D01

Leak

TR 11:30a-12:45p

Survey of the major periods, texts, and issues in African American literature. In this course we will read and evaluate both classic and contemporary African-American literature.

Critical Thinking and Communication (ENGL)

CTCM 2530-110, 111

Morin

100% ONLINE Asynchronous

The Critical Thinking and Communication course is part of an integrated First-Year Writing and general education curriculum that develops critical thinking and communication skills. Students undertake an inquiry process and build toward the preparation of a polished product at the end of the semester. The 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.

Critical Thinking and Communication (ENGL)

CTCM 2530-112

Gordon

100% ONLINE Asynchronous

The Critical Thinking and Communication (CTCM) course is part of an integrated First-Year Writing and general education 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 sections of this course vary since the focus is on developing competencies. The subject matter for this particular course section is the impact of Artificial Intelligence (AI) on our society. We will learn about the origins of AI and the challenges and goals of the people who developed and are developing it. We will explore theoretical interpretation and understanding of AI through various media. Students will complete a final project on the effect of AI in a specific context from a specific perspective.

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3000-level courses

Topics in English: Science Fiction in American Culture

ENGL 3050-001

Toscano

TR 1:00-2:15p

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.

Topics in Film, Performance, and Print & Digital Culture: Arts and Society

ENGL 3082-001

Jackson

100% ONLINE Asynchronous

In this class we'll study movies as a major form of contemporary storytelling. Because of the technological nature of film, we'll first learn a batch of essential terms and concepts. Then, using these terms and concepts we'll study the cultural and psychological meanings of a batch of major films by major filmmakers.

Topics in Film, Performance, and Print & Digital Culture: Intro to African American Theatre

ENGL 3082-D01

Joyner

TR 11:30a-12:45p

Course Description: A discussion-centered course designed to give students of all backgrounds an introductory understanding to the world of modern African American theatre. Covers elements of style, design, criticism, and history as they pertain to the genre through reading, discussion, and performance. Students explore, discuss, and analyze issues of politics, race, and gender in the American theatre. Emphasis is placed on major playwrights, theatre companies, and performers within their historical and social contexts.

Topics in Genders, Sexualities, and Literature: Stories of Us: Collaborative Storytelling as Activism

ENGL 3083-D02

Byrd

TR 2:30-3:45p

This course delves into the complex and multifaceted dimensions of identity, acceptance, and justice through the lens of Women's and Gender Studies. Students will be encouraged to reflect on their own identities and experiences, as well as the broader social structures, a reflective process that will be facilitated through a series of creative assignments that ask students to analyze and articulate their understanding of these concepts in various contexts. Tasked with developing the direction of the show, writing their own pieces, and promoting the performance, most students will present and/or work behind the scenes, helping with performance logistics. The course will culminate in a collaborative performance project, and by the end, students will have developed a nuanced understanding of the ways in which gender and identity intersect with social justice issues and will have gained valuable skills in critical analysis, creative expression, and collaborative work.

Approaches to Literature and Culture

ENGL 3100-D01

Hogan

100% ONLINE Asynchronous

In this online asynchronous class, students will explore how to use theory, history, and culture to interpret a text's structure and meanings. Students will be invited to draw on different critical perspectives to create their own interpretations of course texts. Because the course is writing-intensive, you will be asked to use a rubric provided by the professor to identify what makes a critical paper successful. I will also ask you to apply your understanding of a successful paper to your own critical papers and respond in writing to weekly discussion board questions.

Approaches to Literature and Culture

ENGL 3100-02

Rowney

MW 11:30a-12:45p

This course is designed to introduce you to critical theory as it applies to close readings of literature. We will study different critical approaches and practice using them to read primary texts, as well as spending class time discussing writing. This should help you develop critical thinking and writing skills that are essential for success in English studies and in communication. I want you to think of this course as centrally important in your career as an English major, as it teaches you the skilled and rigorous work of reading and communicating critically about a piece of literature (and culture), thus building on what you can already do (read literature for leisure).

Literature for Young Children

ENGL 3102-001

Connolly

MW 10:00-11:15a

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

Children's Literature

ENGL 3103-001

West

TR 11:30a-12:45p

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

Literature for Adolescents

ENGL 3104-001

Belus

100% ONLINE Asynchronous

Students in this course will critically study literature intended for adolescent and preadolescent readers including texts that deal with coming-of-age themes, such as becoming an adult, peer pressure, and sexuality. As part of the course, we will also discuss aspects of adolescent development and its reflection in literature. Students will also examine the potential texts have to influence readers' identities and their understanding of social power.

Introduction to US Latinx Literature

ENGL 3125-001

Socolovsky

TR 10:00-11:15a

This course examines 20th century literatures written in English in the U.S. by Latino/a writers and is designed to introduce students to the variety of texts and contexts which shape contemporary U.S. Latino/a literary experiences. The course consists of 4 units, each focusing on the work of important writers from Mexican-American, Puerto-Rican, Cuban-American, and Dominican-American backgrounds. We will read the texts for their literary and aesthetic value, and take into account the particular historical terms and conditions of their literary production.

Introduction to Contemporary American English

ENGL 3132-001

Sheil

MW 8:30-9:45a

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. **NOTE: If you took 4050 with Dr. Roeder in Fall 2024, do not enroll in this course, which duplicates materials. See your advisor for assistance.**

Language and Digital Technology

ENGL 3180-001

Gordon

100% ONLINE Asynchronous

This course investigates primarily written and graphic information in digital contexts from the past, our present, and the potential future. We consider our ever evolving relationships with information—both humanistic and post-human, both enabling and constrictive—made possible by technological apparatus. Students will learn how information communication technologies (ICTs) might be construed as “grammars” for both alphabetic and non-alphabetic “languages” through which information is variously inscribed, manipulated, accessed, recorded, or obfuscated by means of electronic tools—and their forerunners. We'll consider a selective history of computing, early information theory, platforms, interfaces, cloud servers, and the technology of writing itself.

Teaching Academic English to Adolescent Learners

ENGL 3190-001

Avila

TR 11:30a-12:45p (100% ONLINE Synchronous)

This course provides an overview of the theories, approaches, and challenges of teaching academic English in middle and secondary language arts classes. How can academic English be taught both in direct and standalone lessons as well as in the larger context of writing and literature curricular units? How can teachers assess students' levels of academic English? How do students acquire the increasingly-

demanding language skills required in school? How can educators help students negotiate difference in cultural and linguistic expectations between home and school? We will address these questions as we practice for the academic language component of edTPA. Additionally, we will study inclusive and equitable ways to teach academic English to English Language Learners as students prepare to teach in increasingly diverse classrooms. The focus of this course is instructional: our primary concern is to become clear about student needs, to identify and evaluate instructional approaches/methods to address those needs (including the theories of learning that support those approaches and methods), and to find ways to apply what is learned in the classroom. This course is designed for students seeking middle and secondary ELA teaching licensure but also open to students interested in English Education more broadly.

Intermediate Poetry Writing

ENGL 3201-001

Brooks

MW 2:30-3:45p

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

ENGL 3202-001

Gwyn

TR 1:00-2:15p

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

British Renaissance Literature

ENGL 3212-001

Kello

100% ONLINE Asynchronous

Representative British literary texts (poetry, prose, and/or drama) that embody the cultural and literary developments of the 16th and/or 17th centuries.

British Literature in Transition: 1870-1914

ENGL 3216-001

Tarr

MW 11:30a-12:45p

Representative British literary texts (poetry, prose, and/or drama) that embody the cultural and literary developments of the period 1870-1914. In addition to poetry by Dante Gabriel Rossetti, Algernon Charles Swinburne, Augusta Webster, and Michael Field, we will read novels including *The Mystery of Edwin Drood*, *King Solomon's Mines*, *The Picture of Dorian Gray*, and *The Turn of the Screw*.

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4000-5000 level courses

Moving Pictures: The Science and Fiction of Christopher Nolan

ENGL 4082-002

Tarr

MW 10:00-11:15a

For better or worse, Christopher Nolan might be the most powerful person in Hollywood. He is one of the only directors who bridges the gap between "auteur" and populist (along with Denis Villeneuve), meaning his films tend to be critically and commercially successful. In this class, we will watch select Nolan films and examine the literary influences behind them. For example, we'll pair *Paprika* (1993) with *Inception* (2010), *A Tale of Two Cities* (1859) with *The Dark Knight Rises* (2012), and Einstein's *annus mirabilis* essays (1905) with *Interstellar* (2014). In addition, we'll see what happens when stories are either told backwards (*Memento* [2000]) or move backwards (*Tenet* [2020]). Get ready for a temporal pincer movement!

Screen Shakespeare **Conkie** **TR** **4:00–5:15p**

Course–Section options (see advisor if you aren't sure which cluster you need)

ENGL 4072-001	Topics in Film, Performance, and Print & Digital Culture
ENGL 4081-001	Topics in Authors, Pop Culture, and Genre Studies
ENGL 4082-001	Topics in Literature and Film
ENGL 5072-001	Topics in Film, Performance, and Print & Digital Culture

This course will be predominantly concerned with feature film adaptations of Shakespeare's plays, but also with television adaptations, perhaps the screening of Shakespearean theatrical productions, maybe even fan-based YouTube experiments. The course will be structured by a series of (sometimes ostensibly opposed) keywords, including: openings & endings; theatricality & cinematography; text & intertext; time & space; teen adaptation & Shakespeare biography. There will be extended consideration of films based on *Macbeth* and *Much Ado About Nothing*. Assessment will include close and comparative analysis of specific aspects of the films, and, should you wish, creative responses to the plays, probably excerpts of screenplays, perhaps even short films. *For graduate students, fulfills literature requirement for literature, children's literature, linguistics, creative writing, and comp/rhet concentrations. For the literature concentration, fulfills requirements for a pre-1800 course, for national literature (British), and for historically oriented literature.*

Girl Cultures **Hogan** **100% ONLINE Asynchronous**

Course–Section options (See advisor if you aren't sure which cluster you need)

ENGL 4072-D01	Topics in Literature and Film
ENGL 4083-D01	Topics in Genders, Sexualities, and Literature
ENGL 4084-D02	Topics in Global Cultures, Identities, and Diverse Literatures

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.

Topics in Literature and Film: The Lakes and London: Britain in the 19th Century

ENGL 4072/5072-002	Rauch/Rowney	ONLINE Asynchronous/Study Abroad
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Nineteenth Century England was a remarkable period that was distinguished by two great literary movements, Romanticism and the Victorian Era. Both periods were fueled simultaneously by the industrial revolution and by the growth of natural history and environmentalism. Romanticism certainly influenced the Victorians, who sought to appreciate nature even as capitalism and industry shaped daily life. The Victorians, whose lives were already urbanized and industrialized, looked backwards nostalgically to what seemed to be a more idyllic time; yet the Romantics were themselves anxious about the loss of nature and the ability to appreciate the sublime. This journey through London and the Lake District will link both periods by drawing on major literary figures, ranging from Keats and Wordsworth to Dickens and Darwin. Our own understanding of these periods will begin, conveniently, in London—the cosmopolitan world that motivated Keats, Shelley, and Wordsworth to resist the "commercial world" for the sake of a more transcendent view of humanity. The Victorians, in contrast, had already accepted the fact that they lived in a dark and competitive world. Still, writers like Dickens – and subsequently Darwin – understood that a seemingly unfeeling world could display moments of grandeur and decency. Our study abroad program will give us a view of nineteenth century England through the lens of London... the great capital that influenced a population undergoing a huge cultural shift from country to city. We will look at the great Kew Gardens and the Victoria and Albert Museum to consider how 19th Century Britons imagined themselves. The Dickens and Keats museums will make the experiences more personal. We will then visit the Lake District that so deeply influenced Wordsworth (and his sister), John Clare, as well as Coleridge and even Beatrix Potter. More details at the [Office of Education Abroad](#) or see Dr. Rauch or Dr. Rowney.

Topics in Children's Literature, Media & Culture: Series Fiction for Young People

ENGL 4074/5074-001

Basu

MW 2:30-3:45p (100% ONLINE synchronous)

Despite immense popularity, series fiction for children and young adults tends to be critically underestimated, despite the significant role such narratives play in the construction of ethical systems for their young readers. Due to the continuity they provide to readers with ongoing adventures taking place alongside already beloved characters in familiar communities and settings, series for children and young adults are often spaces where either conservative traditions are subtly reinforced or progressive ideals are gently inculcated. Series fiction for young people also comes in a variety of genres: family, school, activity (sports, theater, horses, dance, mystery/detective, adult work), fantasy, and science fiction among others. They can be classified as "literature" (Louisa May Alcott's *March* family; Lewis Carroll's *Alice*; Philip Pullman's *His Dark Materials*), classics (Rick Riordan's *Percy Jackson*, Suzanne Collins' *Hunger Games*; Ann M. Martin's *Babysitters Club*; Donald Sobol's *Encyclopedia Brown*), family favorites (Nancy Drew; the Hardy Boys), and even "trash" only made memorable through nostalgia (Francine Pascal's *Sweet Valley High*, V.C. Andrews' *Flowers in the Attic* series, *Star Wars* tie-ins and expanded universe). Regardless, each series does important, though often unobserved, ideological work informing young people's sense of their world, their community, and the beliefs, causes, and politics that affect them all. In this course, we'll read a number of series installments from the nineteenth century and onwards that attempt to create ethical and moral frameworks for upcoming generations. *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: Suspense in Children's and Young Adult Literature: Fantasy, Science Fiction, and Mystery

ENGL 4074/5074-002

Connolly

MW 1:00-2:15p

This course will explore fantasy, science fiction, and mystery, particularly the ways in which these genres create narratives of suspense. How, for example, are representations of danger and reassurance negotiated in stories specifically sculpted for children? How do texts, such as Brown's *The Wild Robot* combine issues of suspense and social commentary? In films such as Disney's iconic *Snow White and the Seven Dwarfs*, how is suspense visually constructed in such a way that left young audiences terrified? Our discussions will include the role of fear, play, childhood, and cultural reflection. *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.*

Modern World Literature

Meneses

MW 2:30-3:45p

Choose a section/cluster (see advisor if you aren't sure which cluster you need)

ENGL 4084-D01

Topics in Global Cultures, Identities, and Diverse Literatures

ENGL 4112-D01

Modern World Literature

This course investigates a series of 20th- and 21st-century works with the objective of studying some of the most important questions at the center of the discipline of world literature: universal values, the dissemination of ideas across borders, the relationship between national literary traditions, translation, and cosmopolitanism. At the same time, it offers students the opportunity to explore some of the most salient issues that define the contemporary global moment. Amongst others, the course will consider colonialism, migration, violence, globalization, and the environment. Active participation in class discussions as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.

The Mind & Language

ENGL 4167-001

Thiede

TR 2:30-3:45p

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind/brain. 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.

Multimodality and Text Description

ENGL 4168/5168-001

Roeder

MW 2:30-3:45p

This course works towards achieving a better understanding of how different modes of communication interact and are combined in adapted, new, or emergent digital discourses and genres. Multimodal analysis includes the analysis of communication in all its forms but is particularly concerned with texts in which two or more semiotic resources – or ‘modes’ of communication – are integrated. Such resources include aspects of speech such as intonation and other vocal characteristics, gesture (face, hand and body) and proxemics, as well as products of human technology such as carving, painting, writing, architecture, image, sound recording, and interactive computing resources. *Fulfills a requirement for the applied linguistics and ESP concentrations, as well as the applied linguistics certificate program.*

Writing and Designing User Documents

ENGL 4181/5181-090

Wickliff

T 6:00-8:45p

The purpose of this course is to introduce students studying Technical/Professional Writing to the vocabulary, principles, and practices of testing and creating documentation for users of computing software, hardware, and other devices in specific environments. Emphasis will be placed upon designing tutorials for novice users, reference materials for more experienced users, and reports on systematic observations of usability. You will create documentation designed for both print and online distribution, and you will work both individually and in small groups. Documents will be written for and tested in application by actual users from within and outside of our class. All the documents you complete will be collected together in an individual course portfolio at the end of the term. *For graduate students, fulfills technical/professional writing requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children’s literature, and literature concentrations.*

Teaching of Writing

ENGL 4200/5200-001

Avila

TR 1:00-2:15p

100% ONLINE Synchronous

Introduction to the process of teaching writing to middle and secondary learners. In this course, we will address the following questions: What are the theories underlying various writing pedagogies? What are the relevant national and state writing standards and how do we implement them? How do we effectively plan and implement activities, lessons, and units that integrate writing? What are the most effective assessment practices for teaching writing in middle and secondary classrooms? We will focus on the contexts of both teachers’ and learners’ lives and critically examine how these impact the teaching and learning of writing. We will examine how the English classroom can be transformed so that imagination, background knowledge, and knowledge construction become the focus for the teaching of writing. This course will provide the theoretical basis and mastery of strategies that will prepare you to teach writing and also to teach with writing from an informed knowledge base. Required in Pedagogy but also open to students who are interested in English Education more broadly.

Advanced Poetry Writing

ENGL 4202/5202-001

Phillips

M 6:00-8:45p

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.

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

Advanced Fiction Writing

ENGL 4203/5203-001

Gwyn

TR 4:00-5:15p

Designed for advanced writers of fiction to further develop their skills, styles, and aesthetics. Combines reading and discussion of published contemporary fiction with the writing of original creative works.

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

Writing Creative Nonfiction

ENGL 4206/5206-001

Hall

TR 2:30-3:45p

Creative Nonfiction 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 the genre and 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 in writing workshops in which students will read and critique their classmates' work. Students also will develop a final portfolio with revisions and reflections. *For graduate students, fulfills 5000-level poetry requirement for creative writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Fiction Writing Workshop: Making Trouble

ENGL 4209-001

Craig

TR 4:00-5:15p

This fiction workshop takes a special interest in the technique of creating trouble, exploring the ways writers implement setting, characterization, dialogue, plot, and structure in both short-form fiction (short stories) and long-form fiction (novel chapters) to create riveting narratives. This fiction workshop encourages students to think about how all of the aforementioned elements work in unison to make troubling—and sometimes quite disturbing—situations worth reading about. Trouble is the fundamental element of any story, and without it, there can hardly be a story at all. Students will write and submit original fiction for workshop; read and critique classmates' fiction; close-read and respond to a curated collection of short stories and novels; and submit a final work of revised fiction.

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

Teaching English/Communication Skills to Middle and Secondary School Learners

ENGL 4254-001

Barnes

W 5:30-8:15p

ENGL 5254-001, 002

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.*

Language and Culture in Digital Spaces

ENGL 4267-001

Blitvich

MW 2:30-3:45p

ENGL 5075-002

This course targets some of the key discourses regarding the digital culture we produce and inhabit and explores language and communication in a networked, public culture. By surveying current research on digital discourse, we will look at specific topics such as human/AI interaction, digital identity between performance and self-branding; communication over multiple social media platforms; cooperation versus incivility in networked publics; private/public boundaries collapse; surveillance culture, and participatory

culture, among others. To do so, we will analyze instant messaging, text messaging, blogging, photo/video sharing, social networking, and gaming and will engage with diverse types of communicators and language and culture groups. *5075 fulfills linguistics requirement for linguistics and ESP concentrations.*

Trauma and Memory in Contemporary American Literature

ENGL 4325-001

Socolovsky

TR 11:30a-12:45p

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 range of texts, including African American, Jewish American, and U.S.-Dominican.

Professional Internship

ENGL 4410-001, 002

Wickliff

100% ONLINE Asynchronous

ENGL 5410-001, 002

Internships for 3 or 6 credit hours involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. *Enrollment by permit only. Contact Dr. Greg Wickliff gawickliff@charlotte.edu*

English Honors Seminar: Cognitive Linguistics of Children's Lit

ENGL 4750-090

Thiede

T 5:30-8:15p

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.

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

ENGL 4751-090

Meneses

M 5:30-8:15p

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. *Restriction(s): Admission into English Honors Program or permission of the instructor.*

Topics in Rhetoric and Composition: Contemporary Rhetorical Theory

ENGL 5077-001

Flores

MW 4:00-5:15p

Familiarizes students with some of the contemporary conversations that highlight current debates and trends in writing studies that draw from and influence how we write in multiple contexts. Readings focus on rhetorical theory from the mid-20th century through the early 21st century, with a focus on the last twenty-five years.

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6000-level courses

Topics in Literature and Film: Postmodern Women's Fiction

ENGL 6072-001

Gargano

R

5:30-8:15p

Our class will explore the major contributions that women have made, and continue to make, to contemporary and postmodern fiction, expanding its subject matter and re-envisioning its form. Riffing on the sci-fi genre, Margaret Atwood's *Handmaid's Tale* depicts a futuristic dystopian society, which embodies disturbing and challenging trends present in our own contemporary world. In contrast, Louise Erdrich's novel *Tracks* delves into our collective past, exploring the historical struggle of the Anishinabe people to hold onto their culture in the face of Euro-American colonization; to this end, Erdrich employs fragmented narrative, and the depiction of personal and collective ghosts. In *The Bloody Chamber*, Angela Carter retells and re-animates traditional fairy tales and folktales, interrogating them through the lens of gender relations. Works by these (and other) contemporary women writers will serve as our primary texts. Our discussions will explore the changing roles of women, notions of authorship and readership, and the effect of popular culture on women's contemporary and postmodern narratives. Finally, we will investigate the impact of science fiction, fantasy, historical fiction, and magic realism on contemporary conceptions of the literary novel. Because many of our writers draw on postmodern theory in their writing, our class will be theory-intensive. *For literature concentration, fulfills requirements for theory-intensive literature.*

Topics in Literature and Film: Theoretical Approaches to Gender

ENGL 6072-002

Labbato

T

5:30-8:15p

An interdisciplinary examination of the core theories about the role of gender in identity formation and social organization. Topics include: the feminist critique of biological essentialism; gender as a continuum; the social construction of gender; gender performativity; historical changes in gender; masculinity studies; the intersection of race, class and gender; and the economics of gender.

Topics in Creative Writing: Green Poetries

ENGL 6073-090

Hutchcraft

W

5:30-8:15p

In the world and on the page, how do we encounter our environments, and how might poems heighten ecological awareness? In this course, we will consider ecopoetry, a relatively new term with deep literary roots that describes the myriad ways poets imagine the natural world, especially in light of climate change and environmental disaster. Our inquiry will be guided by creative experiments where we write "in the field," taking our work out of the classroom to observe directly and write within the many more-than-human worlds we inhabit. Along the way, we will consider time; pastoral and antipastoral traditions; walking; the movement of animals, plants, and peoples across the globe historically and today; animals; water; plants; plastic; accelerating wildfires, glacial melt, and extinction; as well as the connection, resilience, and wonder that the natural world can inspire. Even in the face of environmental loss, together we will find creative ways to proceed, green with hope and buoyed, as Robert Hass describes, by "the necessity of imagining a livable earth." *For graduate students, fulfills 6000-level creative writing requirement for Creative Writing Concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.*

Introduction to English Studies

ENGL 6101-090

Rauch

T

5:30-8:15p

The purpose of this course is to familiarize you with the many practices and approaches that distinguish students as post-graduate scholars. We will, of course, explore a number of important theoretical questions in English studies. But our concerns will also turn to the profession. This is the point in your career where you move from speculative and ungrounded inquiry to scholarly depth and commitment. We will explore the most important questions at the core of the practice of writing, research, inquiry, and interpretation. 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, a scholarly presentation, and a final paper, as well as participation in class discussion. Finally, the course offers you the opportunity to continue developing the skills critical for success in whatever career you choose after graduation, ranging from journalism to advertising (and marketing), to legal studies, or an academic career. Required core course.

Introduction to Children's Literature and Culture

ENGL 6103-001

West

R

5:30-8:15p

Covers a range of texts for children and adolescents, including both historical and contemporary works.

Seminar in Language, Culture, and Society

ENGL 6127-001

Blitvich

W

5:30-8:15p

This class introduces students to several of the many connections between language and aspects of our social and cultural world. For example, we will explore theoretical and empirical studies that address the connections between language and gender, language and race/ethnicity, language and class, and language and age. We will also consider how language is political, at the personal level as well as in the media. The class also includes a unit on linguistic landscapes. This is a discussion-based class and students will have ample opportunity to present their interpretations of research texts to the class in informal and more formal presentations. Students will complete a research study that involves an empirical analysis of some aspects of language usage and their social/cultural implications. This project will form the core emphasis of the course.

Introduction to the English Language

ENGL 6160-090

Roeder

M

5:30-8:15p

This course offers an introductory exploration of linguistics, providing students with a broad perspective on human language. We will examine various subfields of linguistics, emphasizing their relevance to communicative interaction from cognitive, social, multilingual, and intercultural perspectives. By addressing real-world language phenomena encountered in everyday life, this course aims to enhance students' linguistic awareness. *Required core course.*

Contexts and Issues in the Teaching of English

ENGL 6274-001

Arnold

T 5:30-8:15p (100% ONLINE Synchronous)

In this course, students will examine key concepts related to the teaching of 6-12th grade English Language Arts. Specifically, students will conduct research into a problem of practice in English Language Arts education; analyze the incorporation of digital tools into teaching; design pedagogical practices that are research-based, justice-oriented, and culturally sustaining; and critically analyze teaching practices through the lens of pedagogical theory and research. *Methods course for students in English education.*

Seminar in American Literature: American Gothic

ENGL 6685-001

Shealy

W

5:30-8:15p

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

Creative Project

ENGL 6895-090

Hutchcraft

M

5:30-8:15p

This course is intended for graduate students concentrating in Creative Writing who are writing their capstone projects in poetry. Working from reading and writing plans laid out in their Prospectuses (completed the previous semester under instructor guidance), students will draft, workshop, and revise their Creative Projects, which will consist of a chapbook-length collection of poems (20-30 pages), along with a Critical Introduction and Bibliography. As a class, we will consider various aspects of putting a collection together, including thematic anchors, pacing, form, selecting and ordering poems, the strengths (and pitfalls) of obsession and repetition, and titles. Students will also select one book of poems from their reading list to present to the class, focusing on how it works as a collection. The course will culminate in a public reading, where students will read from their projects.

Creative Thesis Preparation

Creative Thesis

ENGL 6995-090

ENGL 6996-090

Hutchcraft

M

5:30-8:15p

This course is intended for Creative Writing graduate students who are writing their capstone theses in poetry. For students in their first thesis semester, the course will focus on writing, revising, and defending their Prospectus as well as drafting at least half of their thesis poems. Students in their final semester will fully revise their thesis (50-75 pages of poetry) as well as write and revise their Critical Introduction while following all Graduate School deadlines and guidelines on formatting and submission. Thesis students will also workshop their drafts, present a book of poems from their reading lists to the class, and participate in an end-of-semester public reading. *Contact the Director of Graduate Studies for more information.*

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