



Undergraduate & Graduate Courses Fall 2025

DEPARTMENT
OF
ENGLISH

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/>

General Education courses in English

Foundations of Democracy

AMDM 1575

Toscano

Face-to-Face TR

11:30a-12:45p

An examination of issues or concepts related to American democracy, with attention to key historical documents including but not limited to: the Declaration of Independence, the U.S. Constitution, select Federalist Papers, the Gettysburg Address, the Emancipation Proclamation, and Dr. Martin Luther King Jr.'s Letter from Birmingham Jail. Additional texts will complement the documents above, guiding us to analyze how these foundational texts inspire reflection on American democratic ideals.

First-Year Seminar

UCOL 1200

Morin

Face-to-Face TR

2:30p-3:45p

This **Freshman Seminar** course is for **English Learning Community** only. **Instructor approval required.** A seminar-style learning experience focused around a theme designed to assist with the intellectual and social transition from high school to college by increasing your involvement in the English Department, the UNCC campus, and the city of Charlotte. To most effectively do this, we will: 1. Explore the various campus resources available to you. 2. Engage in department activities. 3. Attend cultural activities both on and off campus. 4. Engage with the community. 5. Analyze these experiences through reflective writing.

Global Connections in English Studies: Environmental Narratives

ENGL 1502-D01

Brooks

Face-to-Face

MW 11:15a-12:05p

ENGL 1502-D02

Synchronous Online

F 10:10a-11:00a

ENGL 1502-D03

Synchronous Online

F 11:15a-12:05p

ENGL 1502-D04

Synchronous Online

F 12:20p-1:10p

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: Contemporary Global Immigration/Emigration Narratives

ENGL 1502-D05	Morton	Face-to-Face	MW 12:20p-1:10p
ENGL 1502-D06		Synchronous Online	F 10:10a-11:00a
ENGL 1502-D07		Synchronous Online	F 11:15a-12:05p
ENGL 1502-D08		Synchronous Online	F 12:20p-1:10p

When people are displaced or migrate, they lose and leave behind objects. Because objects are crucial connecting points for cultures and families, this course affords objects the attention they deserve in conversations about migration and globalization. In addition to considering objects in this way, the class also interrogates perceptions of people who migrate. Questions of who belongs where, who can go where and for what reasons, what barriers to movement exist, as well as what can be taken and what will be left behind all must be considered in relation to the assigned texts. This course explores contemporary immigration and emigration narratives by global majority writers from an object-oriented perspective, focusing on the conceptions of objects, agency, and movement within these texts and in our realities. Assigned primary texts include *Mexican Gothic* by Sylvia Moreno-Garcia, *Exit West* by Mohsin Hamid, and *Homegoing* by Yaa Gyasi, among others.

Local Connections in English Studies: Culture of Southern Appalachia

ENGL 1512-D01	Eckard	100% Asynchronous Online
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Culture of Southern Appalachia: This local connections course explores the culture of Southern Appalachia. Students will examine the role that literature, film, and media play in reflecting, shaping, and challenging perceptions (including cultural stereotypes) of the region. Coal mining, moonshine, musical traditions, religion, serpent handling, folklore, storytelling, ethnic diversity, and contemporary problems facing Southern Appalachia are among the topics.

Local Connections in English Studies: The Language of Food

ENGL 1512-001	Belus	100% Asynchronous Online
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For the love of food...Mmmm...We will examine the intricate relationship between food and language and delve into the rich tapestry of literature and writing that celebrates the cultural significance of food within specific regions and ethnic communities. Through an exploration of diverse genres, including memoirs, cookbooks, culinary narratives, and travel literature, students will analyze how food traditions, recipes, and culinary practices are intricately woven to shape local identities and foster a deeper understanding of place, memory, and cross-cultural connections.

Local Connections in English Studies: Coming of Age in America

ENGL 1512-002	Martin	100% Asynchronous Online
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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 multifaceted interactions that shape experiences.

Interdisciplinary Critical Thinking: Monsters in Fiction

CTCM 2530-110, 111	Morin	100% Asynchronous Online
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Monsters in Fiction: This Online 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 this section is "Monsters in Fiction." 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.

Interdisciplinary Critical Thinking

CTCM 2530-112

Gordon

100% Asynchronous Online

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 subject matter for sections of this course vary since the focus is on developing competencies. This subject matter for this particular course section is the impact of Artificial Intelligence (AI) on our society.

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2000-level courses

Topics in English: Introduction to Linguistic Anthropology

ENGL 2050-001

Lai

Face-to-Face MWF 10:10a-11:00a

Cross-Listed with ANTH 2161: In-depth survey of linguistic anthropology, one of the four major sub-fields of anthropology; study of the relationship between language and culture, with a particular focus on how individual practices and societal norms intersect.

Topics in Literature and Film: Futurity and Dystopian Thinking in Speculative Narratives

ENGL 2072-D01

Williams

Face-to-Face MWF 11:15a-12:05p

How does speculative fiction—particularly science fiction and post-apocalyptic narratives—use possible futures as a way of commenting on our present moment? How do authors play with narrative and storytelling as a way of challenging linearity and conventional thought? What do these stories reveal about our deepest fears, and our most treasured values? In this course, we will explore the works of Frank Herbert, Ursula le Guin, Margaret Atwood, and Emily St. John Mandel, among others. We will discuss how these stories broadly tell us something about our current fears and anxieties, hopes and dreams, on gender and sexuality; class and empire; and destruction and rebirth.

Game Design & Narrative

ENGL 2081-001

Hartis

Face-to-Face MW 4:00p-5:15p

This class is about designing a story through the lens of a game designer. That means you'll be taught how to structure a narrative, how to create game mechanics based off that narrative, and how to polish your story with those very same game mechanics. These skills will aid you in creating your own video games, tabletop roleplaying games, or board games. You'll also learn how games can be adapted to other media, such as television shows or books, and how to take your footsteps into the game design industry.

Writing About Literature

ENGL 2100-001

Cook

100% Asynchronous Online

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 strategies such as drafting and revision, and write essays on the novel, poetry, short fiction, and drama.

Intro to Technical Communications

ENGL 2116-001	Gordon	100% Asynchronous Online
ENGL 2116-002	Gordon	100% Asynchronous Online
ENGL 2116-003	Intawiwat	TR 10:00a-11:15a Face-to-Face
ENGL 2116-004	Intawiwat	TR 11:30a-12:45p Face-to-Face

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	Caskey	Face-to-Face	MWF	10:10a-11:00a
ENGL 2126-003	Angelbello	Face-to-Face	TR	10:00a-11:15a
ENGL 2126-004	Brooks	Face-to-Face	MW	2:30p-3:45p

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	Olson	Face-to-Face	TR	11:30a-12:45p
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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

ENGL 2128-001	Hussey	Face-to-Face	MW	1:00p-2:15p
ENGL 2128-002	Duemmler	Face-to-Face	TR	10:00a-11:15a

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

Grammar for Writing

ENGL 2161-001	Monson	Face-to-Face	TR	10:00a-11:15a
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A systematic, hands-on review of the grammar behind professional copy editing for academic and public submission, including techniques for using sentence structure, word choice, and information management to make texts intuitively appealing without sacrificing precision and to maximize reading speed.

Contemporary Fiction

ENGL 2202 001

Gwyn

Face-to-Face TR 2:30p-3:45p

Introduction to current trends in contemporary fiction. Encourages creative and scholarly engagement with the world of contemporary fiction.

Introduction to African-American Lit

ENGL 2301 D01

Leak

100% Asynchronous Online

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.

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3000-level courses

Masterpieces in Russian Literature

ENGL 3072-001

Skorodinskaya

Face-to-Face TR 2:30p-3:45p

Cross-Listed with RUSS 3204: Examines the greatest authors and masterpieces of Russian literature, including Tolstoy, Dostoevsky, and Chekhov. All readings, discussions, and assignments are conducted in English. No knowledge of Russian required.

AI and the Apocalypse

Tarr

100% Asynchronous Online

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

ENGL 3081-001

Topics Authors Pop Cult Genre Studies

ENGL 3082-001

Topics Film Perform Print & Digital

This course will examine the surprisingly long antagonism between modern technology and humanity by studying representations of tech gone awry to the point that it threatens human existence. We will begin with Mary Shelley's *Frankenstein* (1818) and then move to the end of the nineteenth century with H. G. Wells's *The Island of Dr. Moreau* and the short stories "Moxon's Master" and "The Machine Stops." At the midpoint of the semester, we'll move to twentieth-century works by Isaac Asimov and Philip K. Dick, in addition to reading "With Folded Hands" and "No Woman Born." We will also watch several films throughout the semester, including *Blade Runner*, *Jurassic Park*, *Avengers: Age of Ultron*, and *Ex Machina*.

Introduction to Digital Humanities: Tools + Techniques

ENGL 3082-002

Davies

Face-to-Face TR 11:30a-12:45p

This course introduces students to the digital humanities, in which scholars use technology to study and analyze literature. This exciting field allows us to read centuries of books in a few minutes to discover patterns no one could discover without a computer. This hands-on class is divided into sections such as text-coding, digitization, data visualization and spatial projects, along with readings of relevant criticism and discussions. Students will learn how to turn literature into data and then relay that information in data visualizations. We will ask questions about what creating maps of the texts can allow us to understand about a story that reading the material can't reveal. We will contemplate how one can ethically use AI in the study of literature, if that can be done. **No previous interest or ability with technology is required.**

Approaches to Lit and Culture

ENGL 3100-D01

Hogan

100% Asynchronous Online

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 to weekly discussion board questions.

Approaches to Lit and Culture

ENGL 3100-D02

Socolovsky

Face-to-Face TR 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

Face-to-Face TR 10:00a-11:15a

Literature for even the youngest of children is comprised of a sophisticated range of literary and visual techniques. From its early development 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. Focusing on how stories are told, adapted, and shaped for young audiences, we will explore how both verbal and visual elements (such as colors, shapes, and even fonts) tell a story of their own.

Children's Literature

ENGL 3103-001

West

Face-to-Face 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-D01

Belus

100% Asynchronous Online

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.

Gender and African American Literature: Black Womanhood in the Diaspora

ENGL 3158-D01

Hayes-Brown

100% Asynchronous Online

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.

Language and the Virtual World

ENGL 3162-001

Miller

Face-to-Face MW 11:30a-12:45p

This is a linguistics course that uses examples from digitally mediated communication (DMC) to illustrate linguistic concepts, research methodologies, and make students aware of their own linguistic practices. Topics include – among others– understanding the role of context in (digital) communication, structural and pragmatic features of digitally mediated texts to achieve diverse purposes, and norms of appropriateness in digitally mediated communication. Students will have the opportunity to explore culturally diverse language practices critically, through observation and analysis as well as through reading and discussion.

Language and Digital Technology**ENGL 3180-001****Gordon****100% Asynchronous Online**

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.

Intermediate Poetry Writing**ENGL 3201-001****Hutchcraft****Face-to-Face MW 1:00p-2:15p**

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****Face-to-Face TR 1:00p-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% Asynchronous Online**

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

British Victorian Literature**ENGL 3215-001****Rauch****Face-to-Face MW 11:30a-12:45p**

In this course we will study the broad scope of literature from the Victorian (1837-1901) era. The period produced significant poets such as the Brownings (Elizabeth and Robert), as well as Tennyson and Swinburne. We will also consider some important scientific texts, such as Charles Darwin’s *Origin of Species*, that have great literary merit and important cultural implications. But the period is best known for the form of the novel, a genre which was distinguished for its realism, for its approach to social and political issues, and for its detailed depiction of the subtleties of human action and interaction. Although the novel had existed for well over a century it was not until the 1800s when writers began to take it seriously as means to communicate issues of social significance. The stunning popularity of Charles Dickens, whose novel *Great Expectations* moved traditional readers to seriously consider social reform and class inequity. The period is noted for important women novelists as well, thus we’ll look at the Brontë’s *The Professor* as well as George Eliot’s *Silas Marner*. Readings will include poetry, prose, and scientific works from Victorian literature and culture. Fair warning, this is a course that will require a lot of reading.

African American Literature, Harlem Renaissance to Present

ENGL 3236 D01

Leak

100% Asynchronous Online

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.

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4000-5000 level courses

Women and Literature: Modern and Contemporary Women's Literature

ENGL 4002-D01/5002-D01

Vetter

Face-to-Face MW 2:30p-3:45p

In this course, we will read a range of verse, prose, graphic memoir, and film by twentieth- and twentieth-first century women. The following questions offer a sense of the focus of our discussions: How do women represent gender and sexuality? How do their texts explore the intersections of gender with race and class? How do their characters navigate gendered social and familial roles and expectations? How do women writers use form and genre to capture women's experiences in the world? How do they imagine the past and the future?

Topics in English: Introduction to Linguistics

ENGL 4050-001/5075-001

Thiede

Face-to-Face TR 4:00p-5:15p

This applied linguistics course will give you language to talk about language. We will cover the fundamental structural and functional processes of English. These include 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. Undergraduate students can take this ENGL 4050 in place of ENGL 3132. Graduate students in the applied linguistics and ESP concentrations should take this course in lieu of ENGL 6161.

Topics in Child Lit, Media & Culture: Disney, Pixar, and Animated Film

ENGL 4074-001/5074-001

Connolly

Face-to-Face TR 1:00p-2:15p

In this course we'll explore the development of animated film, particularly related to Disney and Pixar Studios. In addition to examining how technological innovations—such as Disney's multiplane camera and Pixar's work in computer graphics—provided revolutionary grounding for animation, we will explore how those innovations sculpted stories told through animation. Moving from early shorts to full-length feature films, this course will explore such topics as the adaptation of stories to film, how visual elements create narrative cues, and the role of stories and characters as cultural touchstones.

Topics in Child Lit, Media & Culture: Digital Narratives for Young People**ENGL 4074-002****Basu****Synchronous Online TR 1:00p-2:15p**

In this course, we'll examine the numerous ways in which texts and narratives can travel from the analog world to the digital one and back again... and how children's literature can serve as a guidebook for such a journey. Expect to read and write about all kinds of texts (from *Romeo and Juliet*, *Alice in Wonderland*, and *The Hunger Games* to smartphone apps, video games, web comics, and fan fiction) via all kinds of interfaces (i.e. dead-tree books as well as computer/television screens). For graduate students, fulfills children's literature requirement for children's literature concentration; fulfills literature course requirement for applied linguistics, creative writing, rhetoric/composition, and literature concentrations

Topics Authors Pop Cult Genre Studies: Gothic Literature and Culture**ENGL 4081-001/5072-001****Gargano****Face-to-Face TR 4:00p-5:15p**

The Gothic tradition in literature offered its readers "thrills and chills" through its dramatic depictions of haunted castles, sinister strangers, and dark secrets involving ancient curses or mysterious crimes. Our discussions will explore the "historical Gothic" (including "high Gothic" novels of the 18th century), Gothic space, the psychological Gothic, the exotic "other," Gothic elements in popular culture, and Gothic postmodernism. Since so many Gothic novels were written by women, "Gothics" allowed their authors to raise questions about gender roles under cover of telling an exciting story for their rapt audiences. A major focus of our course will be uncovering and analyzing the ongoing intertextual conversation about gender and racial othering within the Gothic tradition. Finally, we'll situate Gothic literature within a larger cultural interest in the Gothic that has stretched over two centuries, and is alive and well today.

Christopher Marlowe on Page and Stage**Conkie****Face-to-Face TR 4:00p-5:15p****ENGL 4082-001****Topics in Film, Performance, and Print & Digital Culture****ENGL 5132-001****British Drama to 1642**

This course will explore the plays of Christopher Marlowe, both as literary texts and as scripts for performance. The course is intended to exploit the potential of cross-listing literary and theatre studies, and to encourage students to collaborate, both playing to their strengths, but also stretching into their limitations with the assistance of their collaborators. Marlowe, in some respects, is much more exciting than Shakespeare. Where Shakespeare is lauded for the humanization of Shylock, Marlowe's Barabbas is an uncompromising (and hilarious) Jewish villain. Where Richard II might play flirty favorites with his male entourage, Edward II is—that word again—uncompromising in expressing his heretical desires. And speaking of heresy, perhaps there is no moment so charged on the Elizabethan stage, a culture for whom the devil and his disciples is terrifyingly real, than the selling of Faustus' soul. We will read, discuss, edit, stage, and write about these plays.

Performative Writing**Conkie****Face-to-Face MW 4:00p-5:15p****ENGL 4082-002****Topics in Film, Performance, and Print & Digital Culture****ENGL 5072-002****Topics in Film and Literature**

This course will explore the difficult-to-define and loosely-grouped creative and critical practice, sometimes termed Performative Writing. D. S. Madison suggests that to practise 'Performative Writing is to Embrace... to Enact... to Embody... [and] to Effect' (Critical Ethnography, 2012). Such writing often declares explicit acknowledgement of, and engagement with, the reader. In Peggy Phelan's terms, this kind of writing is used to 'enact the affective force of the performance event again' (Mourning Sex, 1997). The course will progress from **theory**, including Della Pollock's indispensable, if demanding article, 'Performing Writing' (The Ends of Performance, 1998); to **theory/practice**, wherein weekly writing tasks will be organized by themes such as: visual-verbal writing, bodily writing, phenomenological writing (not as difficult as it sounds), critical/theoretical writing, collaborative writing, monologue, and scene; to **practice**, where one of these pieces will be further developed towards publication or performance.

Topics Lit, Science, & Environment: Romantic Monsters**ENGL 4085-D01****Rowney****Face-to-Face MW 1:00p-2:15p**

The dual figures of the vampire and of Frankenstein's creature have been part of gothic literature and popular culture for centuries. What is less known is how they both entered literature through a ghost-telling competition during a cold and stormy summer in 1816 Switzerland. This course will take Mary Shelley's *Frankenstein* and John Polidori's *The Vampyre* as its central texts, examining them in terms of the cultural and global moment of their production, as well as through the issues of class, gender, and race that they engage. Through a close reading of these texts and appropriate background readings, we will seek to determine what gives these figures such long-lasting appeal, and how they continue to speak to the moment we inhabit today.

American Children's Literature**ENGL 4103-001/5103-001****West****Face-to-Face TR 2:30p-3:45p**

This course traces the development of American children's literature from the early nineteenth century to the present. Particular attention will be paid to books that played pivotal roles in the history of American children's literature. The readings will include *Ragged Dick* by Horatio Alger, *Little Women* by Louisa May Alcott, *The Wonderful Wizard of Oz* by L. Frank Baum, *Charlotte's Web* by E.B. White, *Wrinkle in Time* by Madeline L'Engle, and *Roll of Thunder, Hear My Cry* by Mildred Taylor.

Topics in Literature and Film: Lost and Found in Appalachia**ENGL 4072-D01/5072-D01****Eckard****Face-to-Face TR 1:00p-2:15p**

Lostness is part of the human condition. The longing for home, belonging, and acceptance is almost universal and often deeply connected to place. The study of Appalachian literature and culture offers a powerful means for examining these important themes. In this course, we will use film, music, and literature, including works by Kathryn Stripling Byer, Fred Chappell, bell hooks, Carter Sickels, Lee Smith, Frank X Walker, Thomas Wolfe, and other writers, to discover what it means to be "lost and found in Appalachia" and perhaps in our own lives.

Modern English Grammar**ENGL 4161-001****Roeder****Face-to-Face TR 2:30p-3:45p**

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

Multiculturalism and Language**ENGL 4165-D01/5165-D01****Miller****Face-to-Face MW 2:30p-3:45p**

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 and Language

ENGL 4167-001

Thiede

Face-to-Face TR 1:00p-2:15p

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.

Information Design and Digital Publishing

ENGL 4182-090/5182-090

Wickliff

Face-to-Face T 6:00p-8:45p

The purpose of this course is to introduce students to the principles, vocabulary, history, and approaches to information design and digital publishing. You will be expected to use the computer to solve a variety of writing, graphic, design and production problems, including planning, drafting, editing, and publishing. You will be introduced to the principles of and vocabulary of layout, using the page and screen as the basic units of design for each rhetorical situation. All students will be expected to design five documents and to collect those into a course portfolio. The portfolio will include a series of drafts, rough and finished, of all the documents you produce in the course. Prerequisite for undergraduates: ENGL 2116. For graduate students, fulfills technical/professional writing course requirement for technical/professional writing concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.

Teaching of Multiethnic Literature

ENGL 4201-D01

Barnes

Face-to-Face TR 11:30a-12:45p

This course is an overview of the issues, opportunities, and challenges of teaching multi-ethnic literature in middle and secondary school settings. Using a participatory workshop model, we will read an array of literature by multicultural authors. Among topics discussed in this course are: developing rationales for English teaching using standards-based lesson planning and informed assessment; teaching toward social justice; utilizing pop culture and YA literature in instruction; working with diverse readers; integrating social media and critical digital literacies in instruction; and motivating reluctant and struggling readers and writers. You will also have the opportunity to introduce questions of interest to you based on your specific contexts and experiences. Overall, we will examine how the English classroom can be transformed so that imagination, background knowledge, and knowledge construction become the focus for literary study. This upper-division course is required for Pedagogy students but also open to English majors who are interested in teaching multiethnic and multicultural literature more broadly.

Advanced Poetry Writing

ENGL 4202-001/5202-001

Hutchcraft

Face-to-Face MW 4:00p-5:15p

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 4203-090/5203-090

Hussey

Face-to-Face W

5:30p-8:15p

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.

Writing Creative Nonfiction

ENGL 4206-D01/5206-D01

Hall

Face-to-Face TR

4:00p-5:15p

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.

Writing Young Adult Fiction

ENGL 4207-001

Gargano

Face-to-Face TR

1:00p-2:15p

This is an introductory class for those who already write, or would like to try writing, YA fantasy. Today, YA fantasy is a thriving and cutting-edge genre, greatly in demand with publishers. The YA novel is often a beautifully crafted work of literary fiction open to a variety of experimental approaches, including shifting points of view, multiple intersecting narratives, time shifts, and intertextual meta-fiction, as well as more "traditional" approaches to narrative. We'll begin our exploration of YA fantasy by experimenting with brief sketches, descriptions, character portraits, and other exercises to develop new skills and insights into the writing process. In the second half of the course, writers will have the opportunity to plot a YA fantasy novel and produce a synopsis and first chapter. This class also offers beginning writers the chance to become better readers, both through constructive discussions of selections from each others' work, and through reading the work of contemporary writers.

History of the Book

ENGL 4235 001

Rauch

Face-to-Face MW

2:30p-3:45p

This class will introduce students to the fast-growing field in cultural history known as "the History of the Book." Over 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 religious, political, social, and cultural contexts of book production, especially in England between the fifteenth and nineteenth centuries. If possible (pending construction), we will spend time in Atkins Library's rare book collection, looking at paper, typefaces, bindings, and illustrations. Assignments will include readings, class discussions, a case study project, and exams.

Teaching English/Communication Skills to Middle and Secondary School Learners

ENGL 4254-090/5254-090

Arnold

Online Synchronous T

5:30p-8:15p

Restricted to English and Education Majors. Pedagogy Coordinator's permission required. 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.

Studies in Writing, Rhetoric, and Literacy

ENGL 4270-D01/5270-D01

Hall

Face-to-Face TR 11:30a-12:45p

Central to the English major is the study of reading and writing: "literacy studies." What does it mean to be "literate" in the 21st century? What counts as "literacy"? Whose literacy counts? What is the relationship between literacy and social class, generation, ethnicity, gender, and geography? What are the consequences of literacy? This course takes up these important questions, and others, examining reading and writing—both in and out of school—from a variety of perspectives. We will explore how *literacy* and *literate* are defined; the effects of literacy on thought, behavior, and social organization; the various ways literacy is appropriated and used in particular settings; questions of power, opportunity, and literacy; literacy in popular culture; and the rise of digital literacies.

This course is designed for students across disciplines who are interested in the study of reading and writing in all its forms and situations. We will take an interdisciplinary approach, examining key arguments in literacy studies from the perspectives of pedagogy, linguistics, anthropology, history, sociology, and psychology.

In addition to reading, writing, and talking about debates in the field, you will learn to design and carry out your own original literacy research, applying key concepts and ideas to analyze first-hand data you collect.

Research, Theory, and Practice of Tutoring Writing

ENGL 4400/5400-001

Garahan

Face-to-Face TR 2:30p-3:45p

Requires Department Approval. This course 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. ENGL 5400: Fulfills rhetoric/composition course requirement for rhetoric/composition concentration; fulfills writing requirement for applied linguistics, children's literature, and literature concentrations.

Professional Internship

ENGL 4410-001, 002

Wickliff

ENGL 5410-001, 002

Enrollment by permit only. 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. Contact Dr. Greg Wickliff gawickliff@charlotte.edu

English Honors Seminar: Monarchal Shakespeare

ENGL 4750-090

Melnikoff

Face-to-Face T 5:30p-8:15p

Requires Department Approval. Monarchal Shakespeare will explore a selection of Shakespeare's plays in the rich courtly contexts within which they were produced, that of Elizabeth I (1558-1603) and James I (1603-1625). During the course of the semester, we will not only delve deeply into the personal lives and political careers of Shakespeare's only royal patrons, but we will also discuss the impact of each monarch's reign upon the aesthetic and ideological valences of Shakespeare's dramatic art. Plays read over the term will include *Richard II*, *A Midsummer Night's Dream*, *Macbeth*, *Measure for Measure*, and *Henry VIII*.

English Honors Thesis Seminar: Reading Nature / Reading Culture

ENGL 4751-D90

Rowney

Face-to-Face M

5:30p-8:15p

Requires Instructor Approval. This course will focus, in the broadest possible terms, on the relationship between the products of culture and those of 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 examine some recent theory on the relation between nature and culture. We will then take up some examples from a variety of sources including literature, film, and art to demonstrate how this theory can be productively applied. Through this process, we will develop a set of critical questions that will enable us to read a variety of cultural productions in a new and innovative light. We will also, when possible, spend time out of doors examining specific natural objects and processes and considering their relation to cultural artifacts

Topics in English: Major Figure in Philosophy: W. E. B. Du Bois

ENGL 5050-D01

Pearce

Face-to-Face MW

2:30p-3:45p

Cross-Listed with PHIL 5009: An investigation into the thoughts and writings of a major figure in philosophy with special emphasis on primary sources.

6000-level courses

Topics in English: Theoretical Approaches to Gender

ENGL 6070-090

Cardillo

Face-to-Face W

5:30p-8:15p

Cross-Listed with PHIL 6602: Taking as its starting point the conception of "being human" in decolonial theory, students examine the relation between dominant conceptions of the political subject and structures of knowledge production, as well as the impact such conceptions have in contemporary context. Doing so provides a framework for theorizing the tools for resisting dominant and oppressive structures (impacting intersections of embodiment, sexuality, gender, and race) that operate through a process of dehumanization.

Feminist Theory and its Applications

ENGL 6070-091

Ergen

Synchronous Online T

5:30-6:45p

Cross-Listed with WGST 6627. An examination of selected works in feminist thought across the disciplines.

Topics in Literature and Film: Modernism, Sexuality, and Gender

ENGL 6072-090

Vetter

Face-to-Face W

5:30p-8:15p

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 requirements for a theory-intensive and historically-oriented literature course)*

Topics in Creative Writing: Beyond Human: How Fauna, Flora, and Materials Animate Fiction

ENGL 6073-D90

Chancellor

Face-to-Face M

5:30p-8:15p

Human characters often are the centers and drivers of fiction, but they aren't the only animate beings or materials we might consider in making our stories vibrant, textured, and layered. This graduate fiction workshop takes a special interest in the nonhuman as we deepen exploration of all aspects of craft. How might a character interact with an animal, a tree, the moon, a river, a boulder, a lamppost, a bowl, a bus stop? Might we even (gaspl) decenter the human and let the other-than-human take the wheel? We'll read

novels and stories and try exercises to help us see the possibilities in the natural, urban, rural, and suburban environments around us and workshop our fiction with these concepts in mind. Students will write and submit original fiction for mid-draft exchanges and workshop; read and critique classmates' fiction; close-read and respond to essays and stories; lead discussion; create a portfolio; and complete a book review on a full-length fictional work. This class is pitched to students in the creative writing concentration and assumes students have familiarity with the art and craft of creative writing and a seriousness of purpose toward their work. Note: This course strongly emphasizes literary writing within so-called genre. Students are writing contemporary fiction for adults or older young adults, not middle grade or children's literature.

Introduction to Literary Studies

ENGL 6101-090

Hogan

Synchronous Online M 5:30p-8:15p

This course focuses on select theoretical and cultural approaches to literature that students will draw on to create their own interpretations of the assigned texts. Theories might include New Criticism, Indigenous studies, gender and sexuality, disability theory, intersectional feminism, and queer / trans ecocriticism. Students will write short papers; be prepared to engage in active class participation; complete a professional presentation; and submit a final paper. Students will also have the opportunity to develop their writing, critical thinking, and research skills, which will assist them academically and professionally—no matter their concentration and interests.

Major Figures and Themes in Children's Literature

ENGL 6104-090

Basu

Synchronous Online R 5:30p-8:15p

This course explores the classics of the Western canon through the lens of their adaptations for young audiences. We will delve into Greek mythology and works by authors such as Jane Austen, Shakespeare, William Wordsworth, and John Milton, examining how these timeless texts have been reimagined for younger readers in picture books as well as texts like the film *Clueless* and in novels like Madeleine Miller's *The Song of Achilles*, and Jamaica Kincaid's *Lucy*. We will explore the cultural and educational intentions behind these adaptations, fostering a deeper understanding of both the classic texts and the younger audiences who engage with them. Through reading, analysis, and creative projects, students will develop an appreciation for how adaptations can both preserve and transform the core ideas of the original works.

Technical/Professional Writing

ENGL 6116-090

Wickliff

Face-to-Face R 6:00p-8:45p

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

Introduction to the English Language

ENGL 6160-090

Roeder

Face-to-Face T 5:30p-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.

Seminar in American Literature: Trauma and Memory in Contemporary American Literature

ENGL 6685-090

Socolovsky

Face-to-Face T 5:30p-8:15p

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.

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