
Department of English Language and Literature
SPRING 2021 COURSE DESCRIPTIONS

These course descriptions are subject to change:

While we make every effort to keep these online course descriptions as current as possible, you are advised to check with the instructor of a particular course to verify the information below. Contact information for all English Department faculty is available via the English website at <http://www.siue.edu/artsandsciences/english/>.

ENG 200-001: Introduction to Literary Study

MW 12:00pm – 1:15pm

Charles Berger

The aim of this course is to develop habits of reading, thinking, and writing at the expected level of English majors. In addition to helping you do well in the major (and other courses as well), learning the materials and modes of thinking taught in this course will increase your pleasure in reading works of literature throughout your life. I believe that enthusiasm for literature and acquired expertise in analyzing it should go hand-in-hand. English 200 emphasizes close reading, critical analysis, and recognition of literary genres and terms. We will be reading a diverse and exciting range of poetry, fiction, and drama. Throughout the course will be asking the question: what is the role of literary form and structure in the creation of meaning?

ENG 200-2: Introduction to Literary Study

TR 12:30pm – 1:45pm

Elizabeth Cali

Toni Morrison says of literature that “it should be beautiful and powerful, but it should also *work*. It should have something in it that enlightens; something in it that opens the door and points the way. Something in it that suggests what the conflicts are, what the problems are. But it need not solve those problems because it is not a case study, it is not a recipe” (*Rootedness: The Ancestor as Foundation*). In English 200 we will consider the ways that literature *works*, including its beauty and its power. We will examine the ways and methods through which our various texts – fiction, poetry, and drama – suggest and heighten conflicts and problems across a range of human perspectives and experiences throughout the world. And, crucially, we will resist the urge to seek out recipes, uncomplicated lessons, or moralizing in our texts. Our focus in the course will be to gain and hone our skills in analytical discussions (both oral and written) of literary works in order to embrace conflict and explore literary revelations in opposition to the desire for an easy cliché. To accomplish this, and to expand your skillset as literary scholars, we will experiment with a range of methods of literary study from close reading to critical theory. We will consider especially the importance of critical, social, cultural, and historical contexts related to our texts as we determine productive methods for analyzing them. This requires working with and debating about a variety of approaches to literary study, criticism, and research. As ENG 200 students, expect to work together in small groups, participate in class discussion, and engage actively with our readings through the semester.

Prerequisites: Grade of C or better in ENG 102. Required of English majors and minors; open to prospective English majors and minors.

ENG 201-001: Intermediate Composition**TR 9:30am – 10:45am****Lauren Gerber**

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and has a heavy emphasis on academic reading strategies, revision, and writing as a process. Ideally, this course will help to demystify academic writing as we attend to differences between writing that is produced in the humanities, social sciences, and natural sciences. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will learn to identify distinctions between various academic genres through critical reading and analysis as well as assignments that ask you to write different kinds of texts for different audiences.

ENG 201-002: Intermediate Composition**TR 3:30pm - 4:45pm****Lauren Gerber**

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and has a heavy emphasis on academic reading strategies, revision, and writing as a process. Ideally, this course will help to demystify academic writing as we attend to differences between writing that is produced in the humanities, social sciences, and natural sciences. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will learn to identify distinctions between various academic genres through critical reading and analysis as well as assignments that ask you to write different kinds of texts for different audiences.

ENG 203-001: Studies in Poetry**MWF 11:00am to 11:50am****John Savoie**

We will learn how to read and appreciate classic and contemporary poetry for wisdom and delight.

ENG 204-001: Studies in Fiction**MWF 10:00am - 10:50am****John Savoie**

In a survey of classic stories and worthy contenders we will learn how to read and appreciate short fiction as a window into the human condition.

ENG 205-501: Introduction to African American Texts**Online****Tisha Brooks**

This online survey course is designed to introduce you to a range of African American texts, including poetry, autobiography, short fiction, essays, as well as works from the oral tradition, such as songs and speeches. Our primary texts will span from the 18th century through the late 20th century. In order to help ground our discussions and expand our exploration of African American literature beyond the written text, we will also engage critically with a variety of digital resources, which may include videos, historical artifacts, photographs, art, interviews, speeches, poetry readings, and musical performances. Given the online format of this course, all materials must be accessed online and assignments must be completed through Blackboard. A computer and reliable Internet access are required.

ENG 209-001: Topics in Modern British Literature: Hard Times**TR 2:00pm - 3:15 pm****John Pendergast**

The in-depth study of a variety of modern British literary works. Topic varies.

ENG 212-001: *Survey of American Literature, 1865-present: American Dreamers***MW 1:30pm-2:45pm****Catherine Seltzer**

This semester, we'll be thinking about the American Dream in its broadest terms—in short, that Americans are invested in the belief that each generation's potential is not directly tethered to the one that preceded it. In this course, we'll look at literature from the end of the Civil War to the present day and consider how American writers have reflected on the ideas of individual progress and communal evolution in their work. We'll ask some big questions: What does it mean to be an American? How does our understating of national identity address (or elide) issues of race, gender, sexuality, class, and region? We'll end our semester by thinking about how contemporary writers are working to reflect a culture whose Dream is still in flux and remains the subject of artistic preoccupation.

ENG 215-1: Topics in World Literature: Renaissance to Modern: World Drama**TR 11:00am-12:15pm****John Pendergast**

The in-depth study of a variety of works in Renaissance through modern world literatures.

ENG 290-1: Introduction to Creative Writing**TR 11:00 am-12:15 pm****Geoffrey Schmidt**

ENG290: An introduction to the four genres of creative writing: fiction, poetry, creative non-fiction, and drama. Special emphasis placed on creative processes and revision as a part of that process. Students will turn in a portfolio of creative work at the end of the semester.

Prerequisites: ENG 102 with grade of C or better.

ENG 290-2: Introduction to Creative Writing

TBA

Provides an introduction to the basic genres of creative writing (fiction, poetry, drama, creative non-fiction) with an emphasis on craft and the writing process.

Prerequisites: ENG 102 with grade of C or better.

ENG 290-003: Introduction to Creative Writing

Joshua Kryah

This course is designed to introduce you to the practice and process of creative writing. It will also provide the luxury of a consistent and invested audience for your work, a congenial atmosphere in which to discuss literary texts and creative writing, and an intensive experience in the consideration and practice of creative writing. During the semester you will write both poetry and prose, give and receive valuable critical feedback, gain an understanding of creative writing as a craft, and grow as a writer and reader. You will be expected to work independently, work well as a member of a peer group, stay on top of requirements and assignments, follow course protocols, devote your best effort to all class endeavors, and challenge yourself. You will also be expected to take it for granted that constructive criticism will benefit you and that revision is an integral part of the creative process.

Prerequisites: ENG 102 with grade of C or better

ENG 290-004: Introduction to Creative Writing

Tiana Clark

An introduction to the four genres of creative writing: fiction, poetry, and creative non-fiction. Special emphasis placed on creative processes and revision. Students will turn in a portfolio of creative work at the end of the semester.

Prerequisites: ENG 102 with grade of C or better.

ENG 301-001: Introduction to Literary Theory and Criticism

MW 12:00pm – 1:15pm

Heather Johnson

The ideas contained in literary theory provide foundations for what we do as literary scholars—they shape our concerns, help us to formulate questions, and provide us with a common vocabulary. One of the joys of studying literature is the freedom to explore a wide variety of topics as filtered through the lens of the

human imagination; literary theory helps us to focus attention on those topics that are most urgent, compelling, or intriguing. In this course, we'll look at cultural production with fresh eyes and write about it from unexpected angles. We'll listen to the critical conversations other are having about literary works and then add our own voices.

ENG 306-001: Intro to the Bible

MWF 9:00am- 9:50am

John Savoie

We will read much, though not quite all, of the Old and New Testaments with attention to each book's period, genre, artistry, and cultural resonance as well as how the varied books cohere as a whole.

Prerequisites: ENG 102 with grade of C or better.

ENG 309-001: Popular Literature: The Comic Book as Literature

TR 3:30pm – 4:45pm

Geoffrey Schmidt

The first half of this course will focus on the aesthetics of comic books, examining them as an artform. In the second half of the course, we'll look at the history of comics, and consider various genres: autobiography/memoir, superheroes, fantasy, literary realism. Students will take a midterm and a final, create their own short comics, and write a short paper.

ENG 332-001: Argument

TR 2:00pm – 3:15pm

Anushiya Ramaswamy

In this course, we will critically investigate the history of argument – actual arguments, their historical contexts, and argumentative strategies and theories as they have developed over time. We will also be analyzing arguments (our own and those written/spoken by others) for their potential to persuade a particular audience in a specific context. While argument texts often focus on intended audience, we will also explore what happens when unintended audiences are reached, an intended audience is reached in an unintentional way, and how the context (time, place, speaker/writer, audience, and other circumstances) in which arguments are made have the potential to drastically affect their degrees of persuasiveness. Given that this is a writing course, we will, of course, be composing our own arguments. What's more, the focus of this course will be predominantly on academic argument making, in that we will challenge the exceedingly common binary argumentation (that is, the traditional "debate" style of argument that has only two sides) in order to reveal the complexity of even seemingly simple issues – which tend to be multifaceted upon closer examination. Yet while we focus on making academic arguments ourselves, to do so, we will be considering how argument works in law and in contemporary American culture.

English 334: Scientific Writing

M 12:00pm – 1:15pm (Hybrid: Online Components)

Brian Henderson

We live in a world that depends heavily on scientific thinking and advancements for everything from the development of digital technologies that you use every day to NASA's experimental plasma propulsion systems to the production of medical tools, where science produces vaccines to protect public health and it produces the communication tools used by anti-vaccine fearmongers. As Edward R. Murrow once said, "The speed of communication is wondrous to behold. It is also true that speed can multiply the distribution of information that we know to be untrue." ENG 334 is, in part, an attempt to make sense of the role scientific research plays—or should play—in the contemporary world. This course is premised on the assertion that opinion and unverifiable anecdote are no substitute for peer-reviewed evidence and theorizing. Whether your path leads you to become a researcher, an educator, and/or a savvy reader of science, ENG 334 will help you develop tools you will need.

ENG 345-001: African American Poetry & Folklore: Black Girl Magic

TR 11:00am – 12:15pm

Cindy Reed

Black Girl Magic. Beyoncé. Brown Skin Girls. Beauty. Colorism. Creativity. Consideration. Community. These are just a few topics that appear in discussions of black girls and women. Through an examination of African American poetry and folklore from various spaces, places, and technologies, we will cover issues related to identity, self-definition, and liberation for black girls and women. We will also consider how authors pass down, imagine, and remix what it means to grapple with the constraints of bodies bound by race and gender.

ENG 369-001: Grammatical Analysis

MW 3:00pm - 4:15pm

Joel Hardman

This course is meant to introduce students to basic tools for the analysis and understanding of the grammatical structure of English, with a particular focus on the relationship between grammatical structure and rhetorical effects. *Objectives:* 1) for students to know grammatical terminology relevant to understanding the structure of standard academic English; 2) for students to become aware of the differences between that grammar of English and other varieties of English, and the rhetorical effects of those differences; 3) for students to practice analyzing writing for the purpose of locating the problem areas of a writer; 4) for students to further investigate a particular grammatical topic or develop a pedagogical project that will creatively apply course concepts. Though this topic may seem 'dry' or 'boring' or 'worse than a root canal' to some of you, a hidden agenda of the course is to help you enjoy grammatical analysis – no easy task.

ENG 392-001: Fiction Writing**MW 1:30pm – 2:45pm****Valerie Vogrin**

This course is designed to provide opportunities to deepen your understanding of and enrich your skills in the craft of fiction, focusing on the short story. In addition to reading plenty of contemporary stories, students will engage deeply in the writing process, culminating in the drafting and revising of their own stories, which will be workshopped in class.

Prerequisites: Grade of C or better in ENG 290.

ENG 393-001: Poetry Writing**Tiana Clark**

An in-depth introduction to the genre of poetry. Special emphasis placed on close reading and the revision process. Students will turn in a portfolio of creative work at the end of the semester.

ENG 400-001: Principles of Linguistics**R 6:00pm – 8:50pm****Kristine Hildebrandt**

The field of human language (“linguistics”) is a vast and fascinating area of study, comprising (at least) these following components:

- sound production & systems (phonetics & phonology)
- word formation & the lexicon (morphology)
- clause & sentence structure (syntax)
- meaning & usage norms in the world (semantics & pragmatics)
- language & culture, language & society (sociolinguistics, linguistic anthropology)
- first and second language acquisition (including sign language & writing systems)
- nonverbal communication (gesture)
- language change (diachronic linguistics)
- language variation (typology)
- language endangerment & death, and language description (language documentation)

This course aims to provide an introductory overview of the study of linguistics, including fundamental principles & assumptions, investigations into how language can vary through space and time, how humans learn (first and additional) languages, and also some introductory information on issues of language diversity and vitality. By the end of the semester, students will have gained a critical understanding and appreciation of linguistics and human language, and will be able to apply the principles and issues to further study in their individual degree programs.

Prerequisites: Junior standing or higher, or consent of the instructor.

ENG 403-001: History of the English Language**MW 1:30pm-2:45pm****Larry LaFond**

ENG 403: In this class, we will be taking a broad look at how the language that is currently English has developed and changed from its earliest Proto-Indo-European origins, through Old and Middle and Modern English, all the way to the possible futures of English. We will examine a wide variety of linguistic, social, political, and cultural influences. Of special interest to those of you who are preparing to teach English in high school, are issues we will take up related to the English writing system and its distinctive, some would say peculiar, orthography. Above all, we will gain an appreciation of language variation and a better understanding how dialects/languages develop, spread, change, and die.

Prerequisites: Junior standing or consent of the instructor.

ENG 404-1: Chaucer: Canterbury Tales**W 6:00pm – 8:50pm****Nancy Ruff**

This course will introduce students to Middle English language, to 14th-century England, and to Geoffrey Chaucer's great literary work.

Prerequisites: Junior standing or higher, or consent of the instructor.

ENG 405-001: Pragmatics**TR 3:30pm – 4:45pm****Kristine Hildebrandt**

In the most general sense, semantics is the study of meaning in language, and pragmatics is the study of meaning in context (in language use). Much more than this though, the study of semantics and pragmatics deals with such provocative questions as:

- How do we map the things, feelings, thoughts, and actions we experience in our world to the utterances that we produce?
- At what levels of language usage can we identify and examine 'meaning'?
- Do all language expressions carry the same basic meaning for any and all speakers of a given language? Likewise, in what ways do social contexts influence meaning?
- How is meaning used and manipulated in broader language-use domains like prose and poetic literature, music, official environments, and in advertising?

In this course, we will explore all of these topics through a combination of lecture, discussion, and student-collaborative activities.

ENG 416-001: Language and Society**T 6:00pm – 8:50pm****Seran Aktuna**

How does the way we talk vary in accordance with our geographical location, socioeconomic status, ethnicity, and gender? When, why and how do people develop special codes to communicate with each other? How does the way we communicate differ across cultures and subcultures? Can we be discriminated against on the basis of our speech patterns? And what is happening to the English language as more people learn and use it in different parts of the world? These are some of the main questions we will discuss in ENG 416. The goal of this course is to build your awareness of major topics in sociolinguistics and help you examine their applications/implications for solving problems in education, communication and other areas of life.

ENG 444-001: Creative Nonfiction**MW 4:30pm – 5:45pm****Valerie Vogrin**

This class is designed as an immersion into the art and craft of writing creative nonfiction. Writing practice in and examination of a wide variety of subjects and modes, i.e. memoir, personal essay, lyric essay.

Prerequisite: ENG 290.

ENG 463-001: Modern American Poetry**TR 3:30pm - 4:45pm****Charles Berger**

This course will provide students with the opportunity to read and study a wide variety of 20th century American poetry and poets. You will become familiar with dozens of extraordinary poems and you will sharpen your ability to read poetry immeasurably. We will employ an eclectic array of aesthetic, cultural, and historical methods of analysis, but we will never lose sight of the fact that poetry provides the deepest kind of intellectual *pleasure* along with a particular form of wisdom. American poetry of the last century (and the present as well, of course) provides kaleidoscopic perspectives on the state of the self and the state of the nation.

Prerequisites: ENG 102 with grade of C or better. Junior standing or consent of instructor.

ENG 468-001: Second Language Acquisition**M 6:00pm- 8:50pm****Larry LaFond**

ENG 468: This course provides an introduction to second language acquisition (SLA) theory and research, with a consideration of connections between developments in SLA and second language pedagogy. The course situates SLA within broader concerns of language acquisition (both first and beyond), language

teaching and linguistic theory. The greater part of the course is spent on an examination of factors that affect SLA, introducing both internal (e.g., cognitive issues, motivation, anxiety, risk taking, affect) and external variables (e.g., social class, learning context, curriculum, input) influencing learning.

ENG 476-001: Practicum in English as a Second Language

TBA

Joel Hardman

This course is designed for students who need to gain supervised experience teaching ESL for the purposes of the state ESL endorsement. Teaching placements can be made in a variety of settings. The instructor will work with the student and appropriate schools to find the setting that best suits each student's needs and interests. The teaching load will include a minimum of 100 hours *or* 3 months of regular instruction of ESL students. The student teacher will be observed by the instructor at least five times, and each student is required to meet with the instructor twice during the semester to discuss progress in teaching. Along with teaching, students will meet together once a week with the instructor for an hour to share experiences, lesson ideas, and materials.

Prerequisites: ENG 470 or 542. This is a controlled course – instructor permission is required.

ENG 477-001: – Toni Morrison and the Ecology of Community

TR 9:30am - 10:45am

Elizabeth Cali

In her essay “Home” Toni Morrison makes an important statement about word choice and syntax. She says “Since language *is* community, if the cognitive ecology of a language is altered, so is the community” (8). This semester we will explore what Morrison means when she says “cognitive ecology” and the many ways that she locates the roots of African American literature in her fiction and nonfiction constructions of African American communities. By focusing on Morrison’s conception of “cognitive ecology,” community, and more, we will explore Morrison’s utilization and expansion of continuing traditions, themes, and tropes in African American literature in both fiction and nonfiction. Students will be encouraged to think about the ways that one of the most prolific and vital authors of the 20th and 21st century uses language, novelistic structures, themes, and tropes to simultaneously trace African American traditions and construct African American communities.

Prerequisites: Undergraduate level: ENG 102 Minimum Grade of C

ENG/WMST 478-001: Studies in Women, Language and Literature; Ancient and Medieval

TR 11:00am – 12:15pm

Nancy Ruff

This course examines the role of women as subject, author and audience of western literature written from 800 BC - 1500 AD, providing a broad view of the nature of women's lives, thoughts and accomplishments as seen through their writings as well as through those of others, both contemporary and modern.

Prerequisites: ENG 102 with grade of C or better. Junior standing or consent of instructor.

For MA students in Literature (AEL), this course fulfills the pre-1700 requirement.

ENG 485-001: Methods of Teaching Secondary English: Composition and Language

MW 3:00pm - 4:15pm

Heather Johnson

One of two required methods courses for preservice secondary English educators, English 485 focuses on approaches to teaching composition and language in middle and high school environments. Students will investigate writing as a practice by engaging with the works of composition and pedagogy specialists, but also through meta-analysis of their own writing procedures. As a class, we will consider the highly varied tasks of the composition teacher, from managing a classroom to assisting students in vocabulary acquisition to commenting on completed student work (and lots of stages in between!).

ENG 490-001: Advanced Composition

TR 3:30pm - 4:45 pm

Anushiya Ramaswamy

This is an advanced writing course designed for students to explore various rhetorical styles and techniques. In the course of the semester, students will learn the various steps involved in writing for different audiences. We will work at understanding different kinds of writing with an emphasis on the politics of style. We will begin with personal narratives and move onto more formalized writing, identifying the choices we make in terms of diction, tone, organization, and even subject matter.

English 491-501: Technical and Business Writing

Online

Brian Henderson

This course is designed to prepare you to understand and successfully negotiate the unique demands of technical and business communication, which is distinct from academic writing. It will do this in large part by offering you experience in analyzing and drafting a variety of technical and professional texts common to the workplace as well as by calling attention to relevant ethical, rhetorical, and legal concerns.

More specifically, you will

- Become familiar with conventional forms of professional writing such as reports, letters,
- proposals, e-mails, and résumés;
- Examine ethical issues that emerge in connection with workplace writing, and gain practice
- in thinking about writing itself as an inherently ethical operation;
- Cultivate a sense of professionalism about your writing that you should continue to develop
- throughout your career;

- Gain experience in collaborative writing and offering and receiving revision notes as part of a team;
- Demonstrate an understanding of the importance of document design in making written communication more attractive and effective; and
- Build a “toolbox” of strategies and approaches for technical and business communication problems.

ENG 492-001: Advanced Fiction Writing

TR 12:30pm – 1:45pm

Geoffrey Schmidt

This advanced fiction course is workshop-driven, depending on peer review and collaborative learning. Students will write and revise two to three stories and turn in a portfolio at the end of the semester.

ENG 493-001: Advanced Poetry Writing

Joshua Kryah

All poetry is written according to some kind of procedure. This is most apparent in such traditionally received forms as the sonnet or the villanelle. Over time, however, new procedures have emerged to reflect changes in theoretical as well as aesthetic shifts in contemporary poetry. This course is intended to trace the movement from conventional to exploratory forms. We will consider procedures and operations intended to create self-induced constraints in our own writing: chance operations, found language, erasure, etc. Similar to traditional poetic forms, these procedures will allow us to create individual work while participating in larger theoretical questions, e.g. how are poems made and what are they intended for? Through a discussion of specific procedural practices, as well as a select group of texts, we will become more intimate with these forms and authors as well as participate in their operations in a workshop setting.

English 497A-001: Senior Seminar -- Writing A Revolution: American Literature and Social Change

MW 12:00pm – 1:15pm

Catherine Seltzer

In a well-circulated story, when Pres. Abraham Lincoln met Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*, he greeted her with the recognition that she was “the little lady who wrote the book that started this great war.” In this course, we are going to consider the ways in which literature not only reflects periods of political and cultural upheaval in America, but may also play a role in starting—or at least defining—them. Our discussions will be shaped by a set of broad inquiries. What is the relationship in American history between words and deeds? Anger and idealism? Fiction-writing and cultural imagination? Poetry and politics? Possible authors studied include James Baldwin, Allen Ginsberg, Amiri Baraka, Lorraine Hansberry, Tony Kushner, Tim O'Brien, and Audre Lourde.

English 497A-002: Senior Seminar – Captivity and Redemption

T 6:00pm -8:50pm

Jill K. Anderson

Our senior seminar will explore a wide array of American narratives of captivity and redemption. From the seventeenth to the twenty-first centuries, popular narratives and fictions have reflected and refracted American paranoia surrounding liberty and oppression—or, as Frederick Douglass imagines the binary in the title to his 1855 autobiography, our *bondage* and our *freedom*. As we read various literal and figurative captivity narratives, this course will examine the complex nature of evolving cultural ideas about American liberties, individualism, and independence. We will begin our literary investigation with Kathryn Derounian-Stodola's foundational collection *Women's Indian Captivity Narratives*, including Rowlandson's *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682) and Sarah F. Wakefield's *Six Weeks in the Sioux Tepees: A Narrative of Indian Captivity* (1864). We will continue our exploration with other texts from the revolutionary and antebellum periods, focusing specifically on Charles Brockden Brown's *Wieland: or The Transformation* (1798); Catharine Maria Sedgwick's *Hope Leslie; or, Early Times in the Massachusetts* (1827); Solomon Northup's *Twelve Years a Slave. Narrative of Solomon Northup, a Citizen of New York...* (1853); Harriet E. Wilson's *Our N**; or, Sketches from the Life of a Free Black* (1859); and Charlotte Perkins Gilman's "The Yellow Wall-Paper" (1892). As the course draws to a close, we will jump forward in time to locate captivity narratives in such late twentieth- and early 21st-century texts as Ken Kesey's *One Flew Over the Cuckoo's Nest* (1962) and Louise Erdrich's *The Night Watchman* (2020). The above reading list is tentative, but it offers an overview of what the seminar will consider. Over the course of the semester, students will lead and participate in discussions, develop annotated bibliographies, create seminar papers, and deliver formal presentations, among other assignments.

ENG 498-001: Creative Writing with Research **Joshua Kryah**

We will explore a variety of ways writers employ research as part of their writing process, identifying numerous possibilities for using research to enhance and inspire our creative work. We will read and analyze stories, poems, and essays that incorporate secondary sources, as well as pieces for which the writer performed hands-on research. As you try new things and perform unfamiliar kinds of research you'll be building on your previous body of work and fostering skills you've already acquired. Class activities are designed to encourage you to both deepen and widen your writing practice. This course provides you with the opportunity to develop an ambitious, research-infused literary writing project.

English 505-001: Transatlantic Novels, 1688-1910 **R 6:00pm - 8:50pm Prof. Jill K. Anderson**

English 505 explores clusters of English and American novels written across three centuries and offers graduate students an initial understanding of literary history in transatlantic terms. To get a sense of early novelistic forms and the breadth of cultural concerns the genre encompasses, we begin with Aphra Behn's dramatic captivity narrative, *Oroonoko; or, The Royal Slave* (1688), and Daniel Defoe's bawdy ironic history/biography, *The Fortunes and Misfortunes of the Famous Moll Flanders* (1722). We then turn to early nineteenth-century ideas about realism and romance, focusing on Charles Brockden Brown's *Wieland: or The Transformation* (1798), Jane Austen's *Northanger Abbey* (1803, 1817), and Catharine Maria Sedgwick's *Hope Leslie; or, Early Times in the Massachusetts* (1827). The reading schedule

continues with a trio of novels from the turn of the twentieth century, Pauline Hopkins's imaginative *Of One Blood; or, The Hidden Self* (serialized, 1902-1903), Edith Wharton's social indictment *The House of Mirth* (1905), and E. M. Forster's family drama *Howards End* (1910). The above reading list is tentative, but it offers an overview of what the course will consider. Writing expectations include an annotated bibliography and a seminar paper.

ENG 526-001 The Radical Black Press and African American Literature

M 6:00pm – 8:50pm

Elizabeth Cali

This course examines the deep ties between African American literature, independent Black periodicals, and radical Black social and political movements. We will study African American magazines and newspapers, the literatures published in these periodicals, and their collective role in agitating for and shaping Black liberation.

ENG 531-001

Tiana Clark

This course is only open to students who have successfully completed ENG530. The practicum semester of "The Writer in the World" sequence open only to MFA students in good standing.

ENG 543-001

W 6:00pm – 8:50pm

Larry LaFond

This course focuses on the importance of grammar instruction as an integral part of language teaching and learning. The course combines theoretical discussion about various aspects of grammar with skills-based learning aimed at pedagogical practice. A significant component of this course includes a consideration of how to prepare lessons for teaching grammar to learners of different ages, proficiency levels and needs.

ENG 545-001: TESL Practicum

TBA

Joel Hardman

This course is designed to provide all MA TESL students an opportunity to observe and tutor a variety of English as a Second Language (ESL) learners in real-world classrooms. Students will engage in focused observations of teachers and students, work as volunteer teachers, and write reflective analyses of their experiences. The overall goal of the course is to help students gain an understanding of the teaching-learning process and link the knowledge gained in their other classes with the practical aspects of second language teaching.

ENG 556-001: Theory of Composition and Rhetoric**T 6:00pm- 8:50pm****Anushiya Ramaswamy**

Barthes points out that Rhetoric was born in a slave society and that it thrived in this uneven city state that disallowed its women and the unfree to enter public spaces. We will critically study the early texts of this time -- Plato, Aristotle moving into Quintilian, Cicero, among others -- in order to plot a trajectory of a disciplinary apparatus that has located itself now in Writing programs across the nation. This course would be of interest to all those studying Theory of Writing, literary history, and postmodern notions of the speaking self. The current theorists associated with Critical Theory -- from Althusser, Adorno, Foucault, Derrida and Agamben will be part of a rich conversation about the teaching of writing in our nation.

ENG 558-001: Practicum in the Teaching of Writing**W 6:00pm - 8:50pm****Margaret Black**

This course focuses on teaching techniques for first-year college writing courses. Process pedagogy; invention: pedagogical theory/history; collaborative learning; relationships between reading, writing, and critical thinking.

ENG 592-001: Fiction Writing**W 6:00pm - 8:50 pm****Valerie Vogrin**

ENG 592: Students in the MFA fiction workshop will read widely, write extensively, and engage actively in the practice of emulation.

ENG 595-001: Professional Development Seminar in TESL**R 6:00pm – 8:50pm****Seran Aktuna**

This practicum-based course is designed to help students integrate the theory and practice of TESL by engaging in supervised teaching, analysis and sharing of teaching experiences, and collaborative classroom-based research projects. The main objectives of the course are: To help students understand the relationship of pedagogical and linguistic theory to their professional lives, to enhance their awareness of themselves as TESOL professionals, to facilitate their generation of professional knowledge through reflective and research-based approaches, and to help them explore resources for professional development. The culminating course product is a portfolio of teaching practices and classroom-based research.