

# SPRING 2025

## English Course Descriptions

(except for ENG 1000, 1001, 1002, 1091, 1092)

ENG 2000-001 CRN 30793

### Introduction to Creative Writing

MWF 2:00-2:50 PM

Instructor: McClelland

This course will introduce students to reading for craft and writing creatively across poetry, fiction, nonfiction, and dramatic genres (writing for the stage and screen). Students will participate in workshops of their creative work and read writing in each genre. Reading will be divided into classic and current work, with special attention given to unsung groups of writers, and we will also talk about career elements like publication and conferences.

ENG 2205-001 CRN 30239

### Introduction to Literary Studies

MWF 11:00-11:50 AM

Instructor: Beebe

As a required course for all beginning English majors, this course seeks to help students understand the practical, theoretical, and professional contours of English studies. In other words, we will study what unites the concentrations in the major and what makes English an exciting and relevant means of inquiry in the 21st century. At the top of the list of goals for the course is to help you develop strategies and skills for becoming a better reader—more careful, nuanced, and intentional. As we do so, we will also consider questions about what we read, why we read, and how we read—questions that will carry us into topics of the need and challenges of connecting our reading to contemporary culture and to our pasts. To do this, we will be reading a variety of genres, including fiction, poetry, memoirs, critical essays, visual art, and nonfiction. Students will complete short essays, multimodal projects, a group project, and a presentation.

ENG 2706G-001 CRN 33034

### Latin American and Latinx Literatures

TR 12:30-1:45 pm

Instructor: Martínez

An introduction to Latin American and Latinx literatures in their sociocultural and historical contexts, with emphasis on such writers as Anzaldúa, Borges, Cisneros, García Márquez, Machado, Mistral, Neruda, Paz. In this course, we will consider the innovative strategies that Latin American and Latinx writers bring to the novel, short story, popular music, and cinema to address problems of existence, political strife, and nationhood—from the excitingly bizarre literary experiments of “magic realism” to the current re- invigoration of gritty social realism and crime/mystery fiction. This course counts towards the Latin American and Latinx Studies minor.

ENG 2760-600 CRN 30815

**Introduction to Professional Writing**

Online

Instructor: Binns

This course introduces students to the principles and practices of communication in professional settings. Students will complete case-based and/or client-based projects in multiple genres and media. The course will also address ethical communication, document design, intercultural/global communication, collaboration, basic copyediting, and oral presentation.

ENG 2901-001 CRN 30240

**Structure of English**

TR 12:30-1:45 PM

Instructor: Smith

This course is an introduction to the grammar of English. It is designed to help you learn to describe and analyze the structure of sentences in English and, as such, focuses primarily on syntax. However, phonology (pronunciation), morphology (word forms), and semantics (meaning) will also come up from time to time. Although we will consider grammar from both traditional and modern perspectives, we will take a rhetorical rather than rules-based approach. In other words, we will treat grammar as a tool for reflecting on possible stylistic choices, not as a set of inflexible rules. Ideally, this course will heighten your understanding of the complexity of the English language and help you develop strategies for communicating clearly and effectively in speech and writing.

ENG 2901-002 CRN 30241

**Structure of English**

MWF 2:00-2:50 PM

Instructor: Vietto

This course is an introduction to the grammar of English. It is designed to help you learn to describe and analyze the structure of sentences in English and, as such, focuses primarily on syntax. However, phonology (pronunciation), morphology (word forms), and semantics (meaning) will also come up from time to time. Although we will consider grammar from both traditional and modern perspectives, we will take a rhetorical rather than rules-based approach. In other words, we will treat grammar as a tool for reflecting on possible stylistic choices, not as a set of inflexible rules. Ideally, this course will heighten your understanding of the complexity of the English language and help you develop strategies for communicating clearly and effectively in speech and writing.

ENG 2960-001 CRN 30794

**Transatlantic Literary History: Culture, Literacies and Technologies II**

MWF 1:00-1:50 PM

Instructor: Worthington

An introduction to the key cultural movements and genres in Transatlantic literary history aimed at familiarizing students with the history of literacy, and print and non-print technology in textual production from the eighteenth century to the present. Requirements will include: several short essays, 2 longer essays, a group presentation and a final exam. WI.

- Identity & Culture
- Genre, Form & Poetics

- Education & Society
- Media, Technology & Popular Culture

ENG 3001-001 CRN 33035

**Advanced Composition**

TR 11:00 AM-12:15 PM

Instructor: Martinez

Advanced Composition, is an advanced study and practice of writing in public, professional, and discipline-specific genres. This course is designed to improve your writing skills *and* your critical thinking skills. In addition to getting your writing skills up to speed for a professional audience, this course will help you approach the world around you with greater intellectual curiosity and sensitivity—an invaluable skill that will set you apart from others. Because we are a smaller group than those in most EIU courses, your individual writing problems will receive close attention, both from me and from your peers.

ENG 3001-600 CRN 31415

**Advanced Composition**

Online

Instructor: Binns

Advanced Composition centers on advanced applications of the principles of writing analyses and arguments. This course offers opportunities to explore a variety of research sources and genres of writing. Attention will be given to analyzing writing situations, including the purpose for writing, assumed audiences, and appropriate styles and tones. Active participation in online class activities is required. In addition to major writing projects this course will have online discussions in which students will respond to readings, reply to classmates' posts, and provide peer responses for major writing assignments.

ENG 3005-001 CRN 31416

**Technical Communication**

MWF 1:00-1:50 PM

Instructor: Spear

Instruction and practice in technical communication and creating documents used in professional settings. Focus on communicating complex information to specialized and non-specialized audiences. Students will complete case-based and/or client-based projects in multiple genres and media. Course will also address online communication, ethical communication, document design, intercultural/global communication, collaboration, accessibility issues, and oral presentation.

ENG 3011-001 CRN 33057

**Literary Editing and Publishing**

MWF 10:00-10:50 AM

Instructor: Abel

In this course, students will learn the ins and outs of producing a literary magazine by completing an issue of EIU's award-winning student-run magazine, *The Vehicle*. We will combine discussion of best practices in literary editing, print, and digital publishing, with nuts-and-bolts production of a full issue. Students will solicit and evaluate work, as well as produce, promote, and distribute the final product.

ENG 3061-001 CRN 33059  
**Intermediate Nonfiction Writing**  
TR 11:00 AM-12:15 PM  
Instructor: Whittemore

Creative nonfiction can look so many ways. From an emotional memoir about a person's dramatic life experiences to a profile of your favorite actor in a glossy magazine, creative nonfiction tells stories about true events. This course will introduce you to the wide variety of types and forms of nonfiction and will allow you to experiment with the types of storytelling that mean the most to you. Through the reading of course texts, workshoping, and lots of community writing activities, you'll finish the course with a range of essays under your belt.

ENG 3064-001 CRN 32002  
**Intermediate Dramatic Writing**  
TR 9:35 AM - 10:45 AM  
Instructor: Wixson

This course provides further opportunity to develop, diversify, and deepen the craft of the playwright. Exercises, applied techniques, and reading/discussion of contemporary scripts will work collaboratively to unveil the possibilities of stage storytelling. Like theatre itself, the course is as invested in process as it is in product.

ENG 3402-001 CRN 30243  
**Methods of Teaching Literature in the Middle and Secondary School**  
TR 12:30-1:45 PM  
Instructor: Tacke

This course explores various theoretical approaches to the study of literature, as well as best practices in integrating literature, reading, and media literacy into a language arts classroom. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting a multi-stage thematic unit plan, reflective and research essays, the co-facilitation of class discussions, and a culminating professional portfolio. This course requires on-site observation hours and the formal submission of two required assignments (the Unit Plan and the Clinical Pedagogy Reflection Essay).

ENG 3405-001 CRN 31143  
**Children's Literature**  
TR 2:00-3:15 PM  
Instructor: Nance-Carroll

Children's literature, it's *Where the Wild Things Are!* This course examines classic and contemporary children's texts through a variety of critical lenses. Whether swinging through the streets with Jason Reynold's *Miles Morales: Spiderman* or watching Charlotte spin a web on the Zuckerman's farm, we will see how the texts work, who they are trying to reach, and what they are trying to teach.

ENG 3604B-001 CRN 33950

**Special Topics in Literature and Language After 1800: Un/Reliable - Searching for Truth in YA Fiction**

MWF 10:00-10:50 AM

Instructor: Beebe

In this course, we will study the always-interesting but vexing problem of unreliable narration in YA fiction. While unreliable narration is hardly new, it's going through a renaissance of sorts in current YA fiction to the extent that unreliability, in a variety of forms, is almost the default mode. As one writer recently acknowledged, "I have a thing for unreliable narrators. I'm suspicious of polarities, of the black and white, and I tend to gravitate toward the grey area where, ironically, not-completely-trustworthy characters reside."

To better understand unreliable narration, we will take a focused look at narrative structure—terminology, concepts, kinds of narrative forms, and important scholarly debates. We will be reading texts across all genres, discussing how unreliability has evolved and shifted. Possible texts include: Cormier's *I Am the Cheese*, Haddon's *A Curious Incident of the Dog in the Night-Time*, Anderson's *Speak*, Chbosky's *Perks of Being a Wallflower*. Students will also be encouraged to self-select other YA titles to inform individual writing assignments and a group project. Other requirements include response papers, presentations, final project, and final exam.

ENG 3705-001 CRN 33947

**American Multicultural Literatures**

TR 3:30-4:45 PM

Instructor: Martínez

American Multicultural Literatures is a study of multicultural literatures of the Americas with emphasis on pluralism (ethnicity, race, language/dialect, religion, socio-economic status, gender, sexuality, ability, among others).

ENG 3802-001 CRN 30244

**Shakespeare**

TR 9:30-10:45 AM

Instructor: Campbell

This spring we mark the 40th anniversary of Shakespeare's death (b. 1564-d. 1616), and as we move through the twenty-first century, interest in his works shows no sign of abating.

So, the questions arise: Why are Shakespeare's works still among the most vibrant and exciting areas of English Renaissance literature to pursue? Why do they inspire global popular culture today more directly than just about any other work from the period? There are as many answers to these questions as there are readers, actors, directors, and audience members, but we might posit that at least part of Shakespeare's success in his own time and now is due to his ability to be a great synthesizer of the most popular trends in Renaissance literature, philosophy, and drama, while critiquing his own social and political contexts. This blend of provocative and entertaining early modern touchstones still resonates with modern/contemporary audiences in a variety of cultures, and it intrigues scholars interested in better understanding both the early modern world and the English stage. This semester we will especially consider Shakespeare as a great recycler and synthesizer of his own culture and the past.

ENG 3892-099 CRN 30796

**Shakespeare, Honors**

TR 9:30-10:45 AM

Instructor: Campbell

This spring we mark the 409th anniversary of Shakespeare's death (b. 1564-d. 1616), and as we move through the twenty-first century, interest in his works shows no sign of abating.

So, the questions arise: Why are Shakespeare's works still among the most vibrant and exciting areas of English Renaissance literature to pursue? Why do they inspire global popular culture today more directly than just about any other work from the period? There are as many answers to these questions as there are readers, actors, directors, and audience members, but we might posit that at least part of Shakespeare's success in his own time and now is due to his ability to be a great synthesizer of the most popular trends in Renaissance literature, philosophy, and drama, while critiquing his own social and political contexts. This blend of provocative and entertaining early modern touchstones still resonates with modern/contemporary audiences in a variety of cultures, and it intrigues scholars interested in better understanding both the early modern world and the English stage. This semester we will especially consider Shakespeare as a great recycler and synthesizer of his own culture and the past.

Note: for the Honors section of the course, assignments will differ from those for the regular section of the course.

ENG 4060-001 CRN 33543

**English Studies Career Development**

MW 12:00-12:50 PM\*

Instructor: Fredrick

This course is designed to prepare English majors for the job market and/or for graduate school applications. In this course, you will research job openings and professional organizations, participate in discussions with professional guest speakers, analyze your own professional skills and abilities, and read course materials related to career development. As part of the class, you will create your final resume, a cover letter template, a print portfolio, and a professional website or online portfolio.

\*This course meets during the first half of the semester, from Jan. 13 to March 6, 2025.

ENG 4275-001 CRN 30920

**English Studies Internship**

Instructor: Fredrick

Students must meet with Dr. Fredrick to arrange an internship placement before registering for ENG 4275.

A community-based experience featuring practical application of skills developed in the English curriculum, the internship is open to any student who has taken ENG 2760 or ENG 3005. To the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have worked as writers or editors for on-campus offices, nonprofit organizations, small businesses, corporations, libraries, and local government offices. Other students have been placed in English language learning programs or with lawyers.

English 4275 is a three-hour course offered on a credit/no credit basis. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation. Students who have taken English 4275 previously may repeat it again as an elective; students who repeat the course will be placed at a different internship site.

ENG 4300-001 CRN 33088

and ENG 4390-098 CRN 33527 (Honors section)

**English Studies Capstone**

TR 3:30-4:45 PM

Instructor: Park

This capstone course invites you to reflect upon what you have learned and what you hope to learn and achieve in the near—and perhaps far—future. You have chosen the English major. This is simply one outcome of decision-making in your university years. Your choice of career path is further determined by a series of decisions. But have you considered how much of what you do is freely chosen or deliberately acquired? Could you quantify—roughly—how much of what you do comes from habit? The word “habit” originally denoted dress or clothing (one’s external appearance) and only later denoted mental constitution (internally ingrained behaviors). When you must make an ethical decision, how do you know whether you are right or wrong, or whether you have relied upon habitual programming? Does an ethical decision require creativity?

Focusing on pressing, real-world problems (such as homelessness in the U.S.), we will explore what it means to be an autonomous and ethical human being, all while writing an English studies project designed for the public.

ENG 4760-001 CRN 30245

**Special Topics in Professional Writing: Audience**

MWF 11:00 - 11:50 AM

Instructor: Spear

Professional writers are instructed persistently (for good reason) to be aware that their understanding of audience in any given communication is key to successful professional communication. While there are several effective methods for anticipating and/or responding to an audience's needs and expectations in professional writing settings, this course seeks to investigate how profound learning and listening skills can enhance these methods of audience response. Additionally, because of recent workplace culture changes, the amount of time and care any one person can realistically invest in their professional writing acts continues to dwindle. Thus, this course investigates how cultivating profound learning and listening skills - truly knowing and hearing an audience as fully as one is able to do so - might more effectively aid professional writers in innately preparing communication that authentically acknowledges the positional identities, the experiences, the values, the needs, and the expectations of one's audience. Particularly, we will examine in this course how professional writers might develop an inherent and habitual profound practice of audience consideration that sees potential readers, viewers, listeners, and collaborators as humans with an instinctive need and right to be authentically heard and understood. We will thus understand how to foster the practice of profound learning and listening to our audiences that will allow us, as professional communicators, to respond to any given writing experience with genuine engagement - both prolonged communication experiences and those instances of communication that require quick, decisive responses.



## Courses numbered 4750 through 4999

These classes are open to juniors, seniors, and graduate students.  
Graduate students are limited to 12 hours of coursework in this category.

ENG 4750-600 CRN 33089

### **Studies in African American Literature**

Online

Instructor: Wixson

This course explores the work of four generations of contemporary African-American playwrights through the thematic lens of “legacy” --- specifically, plays that pose urgent questions about what we inherit, how we carry it, and what we do with it. In conversation with one another and their audiences, playwrights Alice Childress, Jackie Sibblies Drury, Marcus Gardley, Katori Hall, Lorraine Hansberry, Branden Jacobs-Jenkins, C.A. Johnson, Lynn Nottage, Dominique Morisseau, Suzan-Lori Parks, and August Wilson all ask us to look back, look around, and look ahead, soberly pondering what binds us together and what keeps us apart. Together, we will read (and, whenever possible, see/hear) their plays collaboratively and meaningfully --- living in the language together and responding (via both critical and creative writing tasks) to the choices made by these brilliant storytellers.

ENG 4762-001 CRN 30246

### **Advanced Poetry Writing**

TR 12:30-1:45 PM

Instructor: Whittemore

Whether you come to poetry through slam, spoken word, Instagram poetry, traditional poets or contemporary masters, you will journey through this course writing and revising poems at an advanced level. We will focus on how collections of poems are put together and continue honing our sense of craft and technique to showcase your original voice. Through intensive workshops, students will end the course by completing a micro-chapbook of poems.

ENG 4763-001 CRN 33082

### **Advanced Fiction Writing**

MWF 11:00-11:50 AM

Instructor: McClelland

With online journals flourishing and print journals experience something of a renaissance, short fiction is in demand. Short fiction is a vast and surprisingly varied genre, and in this course we will investigate and practice a number of different executions, from flash fiction to short stories to novelettes to novellas. Special attention will be paid to linked collections of short stories, which are currently having a moment in the Sun. We will unearth underrated classics of the genre and probe the work of modern experts and explore venues for and methods of publication, though our focus will be on the practice of writing, workshoping, and revising short fiction. Specific emphasis will be placed on the development of the student’s personal voice and style.

ENG 4776-600 CRN 33912

**Qualitative Research Methods in English Studies**

Online

Instructor: Fredrick

How is knowledge about writing developed? What questions do researchers ask about how writing works in classrooms, in professional organizations, and in society in general? How do we choose the right methods to answer our questions? What makes an interview effective? What ethical concerns should writing researchers have? How do theory and practice come together through research? In this special topics course, we will explore some of the core issues in qualitative research about writing. Students will have the opportunity to complete hands-on research-based activities and to design their own research project.

ENG 4801-001 CRN 30247

**Integrating the English Language Arts**

TR 2:00-3:15 PM

Instructor: Tacke

This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including reading, writing, speaking, listening, critical thinking, and media analysis. Future teachers will have the opportunity to learn how to integrate a variety of methods grounded in theories in the teaching of English language arts, as well as strategies for teaching non-traditional texts from popular culture. Adapting written and oral communication to audience and situation; recognizing components of effective oral and written communication; and integrating technology and media into the language arts classroom will be key elements of this course. Course work will include pedagogical research, lesson plans, unit design, authentic assessments, and various presentations.

ENG 4903-600 CRN 32495

**Young Adult Literature**

Online

Instructor: Nance-Carroll

This course examines young adult literature through a variety of critical lenses. In our discussions, analytical papers, and research projects, we will explore the boundaries of young adult literature and the core issues that drive contemporary studies and discussions of these texts. The reading list focuses primarily on recent texts with special attention on those that explore the issues of identity, representation, and community. As the young adult characters grapple with the questions of who they are and how they fit into the world, we will consider how the authors construct adolescence, young adulthood, and adulthood.

ENG 4904-001 CRN 33525

**Studies in Film: Conspiracy Theory Films**

M 3:00-5:00 PM

W 3:00-4:15 PM

Instructor: Worthington

A conspiracy theory is a belief that certain world events are caused by shadowy, secret, yet powerful groups. Such theories have been around for centuries, but significant elections, worldwide viral outbreaks, and the ability of social media to spread information quickly have combined to cause a veritable explosion of conspiracy theories. For decades, the conspiracy theory has been a popular topic in film, often depicting a hero with exclusive knowledge in a battle for truth against powerful yet hidden forces. This course will explore the many different ways conspiracy theories have been depicted in fictional, historical and documentary films. We will look at how these films have changed over the years and how they reflect the cultures from which they emerge. Films under consideration may include: *Don't Worry Darling*, *Sorry to Bother You*, *The DaVinci Code*, and *JFK* as well as some classic versions of the genre like *The Manchurian Candidate*, *Futureworld*, *The Conversation* and *The Stepford Wives*.

## Graduate Seminars

ENG 5002-600 CRN 33954

### Studies in Renaissance Literature

Online

Instructor: Campbell

How English is the English Renaissance, anyway? And why do so many Shakespearean characters speak their pithy Elizabethan English lines in Italian settings? In this course, we will explore how English Renaissance literature is actually in large part a product of Continental courtly and popular cultures adapted to suit English tastes, as well as English political and religious concerns.

We will read key texts of the English Renaissance by such writers as Wyatt, Surrey, Spenser, Sidney, Shakespeare, and Wroth, alongside a selection of iconic Continental texts whose influence helped to shape these English works. We will begin, for example, with poems by Petrarch, then look at a selection of poetry by Sidney, Shakespeare, Wroth, and others to explore English Petrarchism. We will look at Machiavelli's *The Prince* and Castiglione's *Courtier* in tandem with writings by Queen Elizabeth and Shakespeare's *Henry V*. We will look at Ariosto's *Orlando Furioso* in tandem with Spenser's *Fairy Queen*. Additionally, we will explore Renaissance comedy as we discuss Torquato Tasso's *Aminta* and consider aspects of Italian *commedia dell'arte* performances alongside Shakespeare's *As You Like It*.

While one goal of the course is to situate English Renaissance literature in its historical context, another is to explore the ways in which elements of Renaissance literature still inform our contemporary tastes.

ENG 5011-001 CRN 33948

### Studies in Composition and Rhetoric

T 3:30-6:00 PM

Instructor: Ryerson

Topic: Mapping the Field of Multilingual Writing

Description: This course will introduce students to the major conversations within the field of multilingual and second language writing. Multilingual writing studies has grown a great deal in the last twenty years, and our course will consider a small slice in exploring how we can design writing courses, centers, and programs that are accessible to multilingual writers. Some questions we might consider are who are multilingual writers? What are their needs and what resources might they bring to the writing classroom? How might our writing pedagogy attend to the needs of multilingual writers? What do inclusive writing programs and writing centers look like? How can we support all of our students in developing a perspective that is more globally oriented? We will begin by examining the history of the field of multilingual and second language writing, and its ties to mainstream composition and applied linguistics. We will then trace the history of key discussions in the field, mapping the connections (and tensions) between research on second language writing and the goals of writing programs and classrooms.

ENG 5011-600 CRN 31188

**Studies in Composition and Rhetoric**

Online

Instructor: Ryerson

Topic: Mapping the Field of Multilingual Writing

Description: This course will introduce students to the major conversations within the field of multilingual and second language writing. Multilingual writing studies has grown a great deal in the last twenty years, and our course will consider a small slice in exploring how we can design writing courses, centers, and programs that are accessible to multilingual writers. Some questions we might consider are who are multilingual writers? What are their needs and what resources might they bring to the writing classroom? How might our writing pedagogy attend to the needs of multilingual writers? What do inclusive writing programs and writing centers look like? How can we support all of our students in developing a perspective that is more globally oriented? We will begin by examining the history of the field of multilingual and second language writing, and its ties to mainstream composition and applied linguistics. We will then trace the history of key discussions in the field, mapping the connections (and tensions) between research on second language writing and the goals of writing programs and classrooms.

ENG 5020-600 CRN 33949

**Graduate Workshop in Creative Writing**

Online

Instructor: Abel

Minis. Flash. Micro. Short Shorts. In this multigenre creative writing workshop, students will explore the power of the short form. How does one tell a powerful story on a small scale? How can fragments, flash fiction, or micro memoirs accumulate to tell a bigger story? Through the reading of fiction, nonfiction and hybrid texts—as well as critical works about short forms—our class will learn techniques to work and think in miniature then apply those techniques to our own writing to accumulate a chapbook-length finished work.

ENG 5021-600 CRN 33953

**Responding to and Evaluating Student Writing**

Online

Instructor: Binns

This graduate course explores, analyzes, and synthesizes diverse perspectives of how to effectively provide feedback and evaluate student writing. Students should gain knowledge about writing pedagogy that informs evaluation of student writing in various rhetorical contexts.

ENG 5061D-600 CRN 33536

**Special Topics in Literature and Literary Theory: Science Fiction Vanguards: New Wave and Cyberpunk**

Online\*

Instructor: Smith

In this seminar, we will examine the complex histories of two SF vanguards, New Wave and cyberpunk. The New Wave took shape in the U.K. during the mid-1960s, largely after Michael Moorcock assumed the editorship of *New Worlds* and pushed the magazine in avant-garde directions. Cyberpunk emerged in the U.S. in the early 1980s, after Bruce Sterling and other

writers associated with what was then called “The Movement” declared genre SF a “backwater anachronism” and aimed to turn it into a “cultural force” instead. Both of these vanguards fostered literary experimentation, shook up the genre at large, and left a lasting impact on the field. We will consider the work of a writer who was a key influence on both New Wave and cyberpunk—Alfred Bester—and discuss a range of representative texts and writers related to and/or influenced by both movements. Readings will likely include work by Octavia Butler, Pat Cadigan, Samuel R. Delany, Thomas M. Disch, James Tiptree, Jr. (i.e., Alice Sheldon), Joanna Russ, Bruce Sterling, and William Gibson.

ENG 5091B-600      CRN 33972

[Language/Linguistics/Literacy](#)

Online

Instructor: Caldwell

In this graduate level linguistic course, we will use a linguistic justice framework to think about attitudes towards variation within the English language. As teachers, writers, and speakers of English, we are regularly encounter forms of English that may be different from our own or the form/s of English we have been taught. Yet as Rosina Lippi-Green and April Baker Bell (among others) have argued, linguistic hierarchies based on historical, yet arbitrary standards perpetuate social hierarchies and enact often-unacknowledged forms of violence. In this class, we will understand language variation from a linguistic standpoint, exploring varieties of English arising from regionalism, social class, race, and multilingualism. This course is ideal for educators, future educators, editors, or anyone who wants to reflect on their own practice by learning more about varieties of English and thinking about the power of language hierarchy to subordinate and suppress individuals who do not use normative forms of English.

ENG 5502-001 CRN 30248

[Mentored Composition Training](#)

R 3:30-6:00 PM

Instructor: Taylor

This course provides a foundation for the effective teaching of first-year composition and other writing classes. Building from theory and pedagogy covered in English 5007 and English 5500, we will immerse ourselves in the praxis of teaching writing at the college level. Students should be prepared to engage vigorously in discussion, analysis, reflection, and performance.

The seminar will address these topics and activities:

- Exploring various research strands related to the teaching of writing
- Designing writing assignments
- Crafting lesson plans
- Facilitating peer review and workshops
- Implementing strategies for effective conferences
- Responding to and evaluating writing
- Facilitating productive discussions and small group work
- Using in-class assessment practices
- Observing mentors teaching
- Teaching writing with feedback and guidance from mentors in a college classroom
- Reflecting on teaching experiences
- Establishing ethos as an instructor
- Building a course policy and syllabus
- Constructing a persuasive and visually appealing curriculum vitae

- Assembling a teaching portfolio—curriculum vitae, teaching philosophy, sample course policy, ENG 1001 course syllabus, sample assignments, and sample handouts

ENG 5742-600 CRN 33540

**Studies in Genre for Writers and Teachers: Playing with Perspective - Exploring Narrative Structure and Deception**

Online

Instructor: Beebe

This 8-week graduate seminar offers an introductory exploration of narrative structure and theory, focusing on concepts such as narrative playfulness, deception, and unreliability. Through a diverse selection of texts (fiction, short story, graphic novel, and film), we will examine how these elements shape storytelling and influence reader perception. Key topics will include narrative subversion, ambiguity, and the role of the unreliable narrator. Discussions will engage with theoretical perspectives (e.g., the rhetorical approach to narrative structure vs. the cognitive approach), acquainting students with the vast history and varied conversations in narrative theory. Students will be asked to write short response papers (formal and informal) and develop a proposal to submit to an academic conference.

ENG 5960-001 CRN 30989

**Professional Writing Internship**

Online

Instructor: Fredrick

Students must meet with the Internship Coordinator (Dr. Fredrick) to arrange an internship placement before registering for ENG 5960. A community-based experience featuring practical application of skills developed in the English curriculum, to the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices.

English 5960 is a three-hour course offered on a credit/no credit basis. Internship work is part time (an average of 10 hours per week over a 15-week semester) and can be completed while enrolled in other courses and/or while holding a graduate assistantship. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation.