

# DEPARTMENT OF ENGLISH

## Fall 2021 Graduate Course Descriptions

### **ENGL 5120-70787 Second Language Writing and Technology - Stephanie Link**

Selected topics in teaching English as a second language; e.g. cross-cultural communication, materials preparation, bilingual education. (3 credit hours)

### **ENGL 5143-71295 Descriptive Linguistics - Nancy Caplow**

This course provides a foundation in core elements of language structure, organization, and meaning. You'll apply what we learn about phonetics, phonology, morphology, syntax, and semantics in a language description project, working with a native speaker of a language you're unfamiliar with. You will gain experience in the collection and analysis of linguistic data, as well as an appreciation of the ways in which languages differ from one another. These skills and concepts are relevant to your on-going coursework, research, and teaching, whether your primary interest is in TESL or Linguistics.

Note: This course is required for all MA and PhD students in both TESL and Linguistics (unless you demonstrate that you have completed an equivalent course at the graduate level). You should plan to take this course in your first semester in the program. (3 credit hours)

### **ENGL 5153-70788 Syntax - Sara Loss**

Syntax seeks to understand the largely unconscious patterns ("rules") that determine how speakers combine words and phrases. Most linguists approach this topic from a universalist perspective: they are concerned with determining how structural generalizations hold across all languages. These generalizations can help us understand how human brains work. There are various types of syntactic theories. In this class, we will be adopting a generative approach. In this approach, the goal is to understand the system of knowledge which enables speakers to produce and parse words and sentences.

Generative Grammar is a well-established and well-research model for investigating word and sentence structure. Understanding how Generative Grammar works will help you understand other theories, as well. In this introduction to syntax, we will practice analysis of syntactic data. We will learn how to construct an argument, provide evidence for claims, present information in an organized manner, and understand how findings fit into our current knowledge. This is a course that values effort and critical thinking. Student performance is assessed based on engagement with material – as shown in class, in homework, and in a final project.(3 credit hours)

### **ENGL 5173-71454 Sociolinguistics - Hoomana Nathan Horton**

Introduction to linguistic change and variation in speech communities, focusing on the methods of data collection and analysis. May not be used for degree credit with ENGL 4073.(3 credit hours)

### **ENGL 5201-60997-Writing Center Theory and Pedagogy - Anna Sicari**

The study of writing center theory and practice with the goal of application to one-to-one pedagogy.(1 credit hours)

### **ENGL 5210-71554 Turns, Twists, and Paradigm Shifts: Contemporary Composition and Rhetorical History - Lynn Lewis**

Specialized readings or independent studies. Prerequisite: Permission of the Department.(3 credit hours)

### **ENGL 5213-60998 Composition Theory and Pedagogy - Joshua Daniel**

The study of methods and materials for effective one-to-one and one-to-many teaching.(3 credit hours)

### **ENGL 5243-70789 Teaching English as a Second Language - Michael Amory**

Materials and methods of second language instruction.(3 credit hours)

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### **ENGL 5353-70791 Turns, Twists, and Paradigm Shifts: Contemporary Composition and Rhetorical History - Lynn Lewis**

This course focuses on the last forty years of composition and rhetoric studies in order to identify the major trends, twists, and turns in twentieth and twenty-first century scholarship. A “turn” is here defined as a major change in the questions scholars ask, the methods they use to locate their responses, and the kinds of discussions happening in the field. Each turn is closely associated with the history of the decade so we’ll also consider the rhetorical context, historical moment, and Zeitgeist as we discuss each turn. The course will consider major turns in composition studies alongside the rhetorical for further context.

These will include: the expressivist turn of the 1960s, the cognitive turn of the 1970s, the social turn of the 1980s, the political turn of the 1990s, and the public and visual rhetorical turns of the early 2000s. As we read and discuss important work from each era, we’ll also ask whether or not the turn constitutes a Kuhnian paradigm shift (see Thomas Kuhn’s *The Structure of Scientific Revolutions*, which we’ll read early in the semester). Students in this course will be able to describe and define the significant turns from the latter half of the 20th century and to apply these to their own research projects.(3 credit hours)

### **ENGL 5363-67854 Critical Approaches to Screen Studies: Theory and History - Jeffrey Menne**

Designed to provide students with an overview of fundamental theoretical and historical scholarship in film and television studies.(3 credit hours)

### **ENGL 5440-70792 The Literature of Indigestion - Cailey Hall**

The eighteenth century is often framed as the century of taste, a time fascinated with the development of aesthetic principles that informed cultural production and structured polite society. But, as Simon Gikandi argues in *Slavery and the Culture of Taste*, the economic growth that enabled this tasteful culture was fueled in large part by wealth derived from chattel slavery in the Americas and the Caribbean. This course will explore long eighteenth-century British cultural production that cannot easily be digested into discourses of taste. In the texts we encounter – covering topics including cannibalism, vegetarianism, agricultural “improvement,” Britain’s expanding consumer culture, and the medical fascination with the digestive process – we will be thinking about (in)digestion both literally and metaphorically. Readings may include Daniel Defoe’s *Robinson Crusoe*, James Grainger’s “The Sugar Cane,” *The Woman of Colour*, *The History of Mary Prince*, and *Domestic Medicine* by William Buchan. We will also engage with more recent texts – both primary and secondary – that are in conversation with our eighteenth-century reading. (3 credit hours)

### **ENGL 5693-67499 Research Writing for International Graduate Students**

Analysis and practice in the grammar and rhetorical structures specific to writing research papers in the disciplines.(3 credit hours)

### **ENGL 5720-70793 Seminar in Creative Nonfiction - Sarah Childers**

Hybrid Creative Nonfiction: This semester, we'll read genre-bending books that venture to the edges of CNF, integrating features of poetry, criticism, fiction, and visual elements. Along the way, we'll consider why texts are, despite genre fluidity, categorized as nonfiction, and why that categorization is important. Prerequisite: Admission to MFA or PhD in Creative Writing or consent of instructor.(3 credit hours)

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### **ENGL 5730-67856 Seminar in Fiction Writing: Writing the Short Novel - Aimee Parkison**

Each student writer will complete a short novel, or novella draft, that is longer than a short story but shorter than a full-length novel. In addition to studying published short novels, student writers will complete original short novel drafts and critique the drafts of their peers. We will begin with creative exercises that will take us from the novel idea to the outline to the preliminary draft. Early chapter drafts by students will be critiqued by the class in a workshop format designed to encourage revision and development of individual chapters or linked stories leading toward the completion of a longer work. Students interested in inspiration through collaboration and timed writing will be allowed and encouraged to enter into an optional "three-day novel challenge." (3 credit hours)

### **ENGL 5740-67857 Seminar in Poetry Writing - Lisa Lewis**

Writing poetry at the professional level. May not be used for degree credit with ENGL 4640. Prerequisite: Admission to MFA or PhD in Creative Writing or consent of instructor. (3 credit hours)

### **ENGL 6220.72096 Slave Narrative Tradition: Frederick Douglass to Colson Whitehead - William Decker**

Beginning with three classic nineteenth-century texts, this seminar will explore the tradition in its post-slave and neo-slave narrative phases. Featured authors include Frederick Douglass, Harriet Jacobs, Martin Delany, Charles Chesnut, Toni Morrison, Octavia Butler, and Colson Whitehead. We'll also look at short selections by Booker T. Washington, W. E. B. Du Bois, Ida B. Wells-Barnett, and Richard Wright. Since the course bridges distinct eras, students will be encouraged to pursue semester projects that reflect individual period and author interests. (3 credit hours)

### **ENGL 6250-70794 The New Native Literary Renaissance - Lindsey Smith**

This course is a study of tremendous new talent in Native American literature of the past few years. We will read recent poetry, fiction, and memoir by writers including Tommy Orange, Terese Marie Mailhot, Kelli Jo Ford, Toni Jensen Erica Wurth, Stephen Graham Jones, Brandon Hobson, and others. Course requirements include research essays, presentations, and discussion leading. (3 credit hours)