

Graduate Course Descriptions Booklet Fall 2021



Northern Illinois
University

Department of English
Northern Illinois University

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Department of English

Graduate Schedule

Fall 2021

Course	Sect	Class #	Title	Day	Time	Faculty	Room
600	P001	2426	Internship in College Teaching English	MWF	2:00-2:50	Day, Franklin, Hoffman	RH 201
601	0001	2427	Bibliography and Methods of Research	T	6:00-8:40	Clifton	RH 202
602D	0Y01	6050	Feminist Literary Theory and Criticism	W	6:00-8:40	Adams-Campbell	Online
607 707	0001 P001	5480 5204	Topics in Literature: American Working-Class Literature	T	6:00-8:40	Van Wienen	RH 205
615	0Y01	2428	Descriptive English Linguistics	M	6:00-8:40	Aygen	Online
625	PY01	8426	Methods of Research in Professional Writing	Th	6:00-8:40	Peters	Online
639	0Y01	8268	English Drama to 1600	Th	6:00-8:40	T. Crowley	Online
645/482	PY01	6795	Practicum	T	5:00-5:50	McFarland-Wilson	Online
646/479	P001	4005	Theory & Research in Literature for English Language Arts	T	6:00-8:40	Kahn	RH 201
648/480A	P001	5481	Materials & Methods of Teaching English Language Arts	TTh	3:30-4:45	Kahn	RH 202
649	PY01	7255	Student Teaching in Secondary English Language Arts	N/A	N/A	Staff	Online
660 762	0001 0001	8269 8791	British Romance Period	M	6:00-8:40	May	Online
676	0Y01	8271	American Literature to 1830	N/A	N/A	Einboden	Online

690	0001	8272	Film and Literature	M	6:00-8:40	Balcerzak	RH 202
692	0001	8275	Nonfiction Writing	W	6:00-8:40	Bonomo	RH 201
696	P001	3993	Practicum in The Teaching of College English	TBD	TBD	Balcerzak	TBD
697	P001	3994	English Institute	TBD	TBD	Balcerzak	TBD
698	P001	4216	Independent Reading	TBD	TBD	Staff	TBD
699	P001	3996	Master's Thesis	TBD	TBD	Balcerzak	TBD
799	P001	3997	Doctoral Dissertation	TBD	TBD	Balcerzak	TBD

NOTE: Classes that indicate a time and day(s) for meeting will meet synchronously. All others meet asynchronously.

600 – Internship in College Teaching English

Section	Day and Time	Faculty	Room
Section P001	MWF 2:00 – 2:50	Day, Franklin, Hoffman	RH 201

[Permission Number Required] Contact Dawn Sibley at dsibley@niu.edu

Description:

English 600 supports the new graduate Teaching Interns (TIs) and Teaching Assistants (TAs) in the First-Year Composition program by introducing them to the pedagogy of first-year composition—including theories of composition, classroom management, course preparation and lesson plans, writing assignment design, evaluation of students, and digital technologies for writing. The course proceeds through lecture, demonstration, readings, discussions, and practice teaching designed to develop professional confidence in graduate teaching assistants as they teach the university's core requirement in written communication. In English 600, our assignments will center on the course requirements for English 103 and the demands of teaching First-Year Composition.

Requirements:

1. Attend the pre-semester seminar August 16-20 and meet three times a week throughout the semester in the designated classroom at the designated time. Please notify one of the instructors in advance if you cannot attend any session.
2. Participate in online and in-class discussion and impromptu activities. Minimum of two online discussion posts per reading assignment.
3. Teach a mini lesson to the seminar at the end of the first week of meetings and participate as a leader of class discussion on assigned readings once during the semester.
4. Use Blackboard and email to communicate with your students.
5. Collaboratively develop prompts for the three to four essay assignments.
6. Return student writing within five working days from the time it was submitted.
7. Assemble a draft reflective electronic teaching portfolio including at least 1000 words of reflection. The portfolio must be submitted at the end of the semester to pass.

8. Fulfill professional development requirement by attending at least two approved professional development events.
9. Be observed by one ENGL 600 co-teacher, and meet with observer to discuss your teaching.
10. Observe, and be observed by at least one other ENGL 600 colleague, and submit a brief report on your observation.

Required texts:

- English 103 texts TBA.
- Irene Clark, *Concepts in Composition*, Second edition
- Erika Lindemann, *A Rhetoric for Writing Teachers*, Fourth Edition
- Online articles TBA

601 – Bibliography and Methods of Research

Section	Day and Time	Faculty	Room
Section 0001	T 6:00 – 8:40 pm	Clifton	RH 202

Description:

This course introduces students to key elements of literary scholarship: research, documentation, and textual and bibliographic studies, including analytic, descriptive, and enumerative bibliography. The course also covers aspects of the history of the book. Classes will generally include lecture, discussion, and, often, some sort of hands-on exercise. Some meetings may take place in the library.

Requirements:

Regular attendance, reading, and participation; three or four shorter written assignments (around 1000 words each) and one longer paper or project (2500-3750 words). Some online discussion posts, through Blackboard.

Texts:

Mann, Thomas. *The Oxford Guide to Library Research : How to Find Reliable Information Online and Offline*. 4th ed. Oxford: OUP, 2015.

Werner, Sarah. *Studying early printed books, 1450-1800 : a practical guide*. Chichester, UK: Wiley-Blackwell, 2019.

Williams, William P. and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. 4th ed. New York: MLA, 2009.

602D – Feminist Literary Theory and Criticism

Section	Day and Time	Faculty	Room
Section 0Y01	W 6:00 – 8:40 pm	Adams-Campbell	Online

Description:

This synchronous online course centers on women of color feminisms with significant attention to intersectionality, womanism and Black feminist thought, Chicana and Latinx feminist theory, Native American

feminist theory, and transnational and decolonial feminist theory. Although the reading list is still being developed, students will likely read works by Sara Ahmed, Kimberle Crenshaw, Alice Walker, Toni Morrison, Patricia Hill Collins, Audre Lorde, bell hooks, Roxanne Gay, Brittany Cooper, Mikki Kendall, Gloria Anzaldúa, Cherrie Moraga, Maria Lugones, Joanne Barker, Leanne Simpson, and more. Students will consider how race, class, sexuality, ability, and other overlapping identity markers shape women of color’s participation in and resistance to feminist thinking and activism.

Requirements:

Learning theory requires significant intellectual labor. In order to make our course content intelligible and applicable, we will share the burden of presenting on and making sense of the readings by using a Reading Circles method for weekly discussions. My hope is that by spreading out the work across roles, we will be accountable to each other and to the important work of our women scholars. In other words, we are all in this together.

- 1) 2-3 pp “Theory in the Flesh” Personal Essay (5%)
- 2) Participation (45%); Reading Circles Method (assessed weekly).
- 3) Three Critical Essays, 4-5 pp each (15% each, 45% total)
- 4) Final: “Application” Oral Presentation (5%)—how does ‘X’ theorist/theory help us understand ‘Y’ text/issue/cultural object? 7-10 minute pre-recorded presentation to be shared with the class.

Texts:

The vast majority of our course texts will be available electronically as free pdfs. I am still weighing the options about the booklist and will do my best to keep costs low. Whenever possible, I will make the choice to use free pdf texts. I am likely to require Mikki Kendall’s *Hood Feminism: Notes from the Women that a Movement Forgot* (which is available in paperback on Amazon for \$14.40 as I am writing this in March.)

607/707 – Topics in Literature: American Working-Class Literature

Section	Day and Time	Faculty	Room
Section 0001/P001	T 6:00 – 8:40 pm	Van Wienen	RH 205

[Permission Number Required for 707] Please contact Dawn Sibley at dsibley@niu.edu

- For English graduates, this course could satisfy the Literature in English since 1900: British, American, and/or Postcolonial Literature requirement.

Description:

Many contemporary approaches to literary history and criticism speak of their attention to questions of gender, race, class, and sexuality. Much as these approaches claim multi-faceted attention to these matrices of identity-formation (and hence to the psychological and sociological work that literature does), one of these matrices is consistently dealt with as an afterthought, a “complication” of social identity, but rarely as the central category: class. Yet insofar as the other factors typically are analyzed in relation to social privilege and marginalization, enrichment and impoverishment, *class* difference might be the category of social difference that underpins all the others. Certainly, literature by working-class people is hardly represented in the canon at all.

This seminar will address both the conceptual and canonical questions associated with working-class literature in the United States. The canon questions will be dealt with by wide reading, centered on the Oxford *American Working-Class Literature* anthology (2005), but extending to canonical works such as Upton Sinclair’s *The Jungle* (1906) and Willa Cather’s *Song of the Lark* (1915) as well as to noncanonical works like Alexander Saxton’s *The Great Midland* (1947), work songs, and the poetry of American labor unions. The course will also explore the work of pioneering critics and theorists of class such as Terry Eagleton, Alexander Saxton, David Roediger, Paula

Rabinowitz, and Eric Lott. The course will also include some theoretical and practical reflection on the conditions of the academic marketplace.

Requirements:

Class attendance and active participation in discussion; one class presentation; short essay; a research prospectus and research paper.

Possible Primary Texts Include:

Nicholas Coles and Janet Zandy, eds., *American Working-Class Literature*

John Marsh, ed., *You Work Tomorrow: An Anthology of American Labor Poetry*

Upton Sinclair, *The Jungle*

Willa Cather, *The Song of the Lark*

Alexander Saxton, *The Great Midland*

Martin Espada, *The Republic of Poetry*

Marc Bousquet, *How the University Works: Higher Education and the Low-Wage Nation*

615 – Descriptive English Linguistics

Section	Day and Time	Faculty	Room
Section 0Y01	M 6:00-8:40 pm	Aygen	Online

Description:

In this course we will take a descriptive approach to the study of structure of English, although illustrations and exercises will be drawn from other languages as well. We will focus on the analytical problem solving tools on phonetics, phonology, morphology, syntax, semantics, and discuss pragmatics as well as topics on how language and other disciplines interface: brain and language, language acquisition, second language acquisition, historical linguistics, and computational linguistics. The focus will be on understanding human language in general with its universal properties and English in particular. There are no prerequisites, and no background in linguistics is necessary.

Requirements:

Weekly homework exercises

Two exams, presentations

Attendance and participation

Text:

O’Grady et al., 2019. *Contemporary Linguistics, 7th Edition*, Macmillan: NY.

625 – Methods of Research in Professional Writing

Section	Day and Time	Faculty	Room
Section PY01	Th 6:00 – 8:40 pm	Peters	Online

Description:

This course focuses on how to conduct research in the field of rhetoric and professional writing. The goals of this

course are to help you better understand and critique published research, and to facilitate the design, implementation, and reporting of your own original research. In the field of rhetoric and professional writing, research focuses on studying instances of written communication in specific contexts, from historical archives to workplace cultures to writing classrooms to online communities.

Requirements:

- Regular attendance (2 weeks of missed classes and coursework risks failure of course)
- Weekly responses to the assigned reading (20%)
- A TED Talk that relates to a personal interest in research (10%--Note: presenters exempt from submitting reading responses on their TED-Talk day)
- A literature review (15%)
- A research report using a methodology drawn from the readings (10%)
- A class presentation on a research proposal (10%)
- A developed research proposal (20%)
- Informal in-class writing as basis for discussion and a gauge of participation (15%)

Texts:

- Blakeslee, A. & Fleischer, C., *Becoming a Writing Researcher, 2nd Ed.*, Routledge, ISBN 978-0-8153-5927-2
- Conklin, J. & Hayhoe, G., *Qualitative Research in Technical Communication*, Routledge, ISBN: 978-0-415-87636-0
- Kirsch, G. & Rohan, L., *Beyond the Archives: Research as a Lived Process*, Parlor Press, ISBN 987-1-60235-050-2
- Select articles, TBD

639 – English Drama to 1600

Section	Day and Time	Faculty	Room
Section 0Y01	Th 6:00 – 8:40 pm	T. Crowley	Online

Description:

This course studies formal developments in English stage drama circa 1585–1625, emphasizing tragedies and comedies that adapted classical tradition with a focus on multi-ethnic and multi-religious encounters involving love and revenge. Authors include Seneca, Thomas Kyd, Christopher Marlowe, William Shakespeare, and Ben Jonson, among others. Warning: course content involves extreme representations of murder, mutilation, sexual violence, antisemitism, and racism.

Synchronous class discussion format with regular participation expected from all students, plus weekly contribution to asynchronous research-discussion board, a short research essay, a research presentation, and a final research essay.

Required Texts:

Seneca, *Six Tragedies*, trans. Emily Wilson (Oxford University Press, 2010). ISBN: 9780192807069.
Four Revenge Tragedies, ed. Katharine Eisaman Maus (Oxford University Press, 1995). ISBN: 9780199540532.
 Christopher Marlowe, *The Jew of Malta, with Related Texts*, ed. Stephen J. Lynch (Hackett, 2009). ISBN: 9780872209664.

Recommended Edition for Shakespeare:

The Complete Pelican Shakespeare, general editors Stephen Orgel and A. R. Braunmuller (Penguin, 2002). ISBN: 9780141000589.

645 – Practicum

Section	Day and Time	Faculty	Room
Section PY01	T 5:00 – 5:50 pm	McFarland-Wilson	Online

[Combined with ENGL 482-PY01]

Description:

Discipline-based clinical experience for students seeking educator licensure in English Language Arts. Practicum in teaching methods, assessment, problem solving, and on-site research. Minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for student teaching. CRQ: ENGL648; PRQ: Consent of department.

Prerequisites and Notes: PRQ: Consent of department.

Requirements and Text (Required): TBA

646 – Theory & Research in Literature for English Language Arts

Section	Day and Time	Faculty	Room
Section P001	T 6:00-8:40 pm	Kahn	RH 201

[Combined with ENGL 479]

Description:

This course equips prospective teachers with the procedures for the planning and delivery of instruction related to the reading and analysis of literature for students in middle school and high school. Participants will study the competing approaches to the study of literature and the diverse perspectives that influence critical judgment, and will plan experiences that will involve adolescent learners in joining the conversations about the interpretation and evaluation of texts. Course participants will work with a variety of literary genres and literary environments, and examine both the texts that are most commonly taught in middle schools and high schools and other texts of high literary merit that are under-represented in the schools.

Requirements:

The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences and student teaching.

Texts:

- Beers, K. & Probst, R. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.

- McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C. (Eds.) *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Rowman & Littlefield, 2019.

Additional materials contained in the course pack on Blackboard

648 – Material & Methods of Teaching English Language Arts

Section	Day and Time	Faculty	Room
Section P001	TTh 3:30-4:45	Kahn	RH 202

[Combined with ENGL 480A-00P1]

Description:

English 648 prepares prospective teachers of middle and high school students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 648 serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills. In addition, candidates will become familiar with the academic language and expectations of the Stanford/Pearson Teacher Performance Assessment (edTPA).

Requirements:

The course requires regular attendance, readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts:

Smagorinsky, Peter. *Teaching English by Design (2nd Edition)*, Portsmouth, NH: Heinemann, 2019. Additional articles and materials posted on Blackboard.

649 – Student Teaching in Secondary English Language Arts

Section	Faculty	Room
Section PY01	Staff	Online

Description:

Student teaching for one semester. Assignments arranged through the office of clinical experiences in the College of Liberal Arts and Sciences, in consultation with the coordinator of teacher licensure in English Language Arts. Ongoing assessment of candidate's development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. S/U grading.

660/762 – British Romance Period

Section	Day and Time	Faculty	Room
Section 0001/0001	M 6:00-8:40 pm	May	Online

Description:

We will study British literature, 1780-1830, with the requisite emphasis on the poetry and prose of Austen, Blake, Wordsworth, Wollstonecraft, Coleridge, Keats, the Shelleys, Smith, and Byron, with attention to theoretical and historical issues surrounding the critical term ‘romantic.’ The central ambition or “aim” of the course will be to prepare graduate students to discuss—and, especially, to teach -- “the Romantics,” and to do so comprehensively and critically, cogently and confidently, professionally and precisely. You will do a fair amount of writing, all pages of which I will read carefully and most of which I will comment upon carefully. Thus an ancillary aim of the course will be to provide an opportunity for you to build what Steven Mailloux calls “rhetorical power.”

Coursework:

1. (20%) Reports: two five- to seven-minute monologues that, if constructed appropriately, will lead to good discussion;
2. (20%) Squib: a five-page “close” analysis of some significant episode in one of our texts (I have an elastic sense of “episode”); the due-date will be specified on the schedule;
3. (20%) Essay-exams: an after-mid-term take-home essay-exam in two parts (two two-page essays; see the schedule for due dates); the due-dates will be specified on the schedule;
4. (40%) Paper: still “close” but more substantial (12+ pp.) and more critically engaged; it will be due the M of exam week.

Texts:

- Austen, Jane. Persuasion. 1818. New York: Penguin, 2003. 978-0-14-143968-6.
- Blake, William. Selected Poems of William Blake (Penguin Classics). Gerald E. Bentley, Ed.. New York: Penguin, 2006. 978-0140424461.
- Byron, Lord, George Gordon. Selected Poetry (Oxford World's Classics) Reissue Edition. Jerome J. McGann, Ed.. New York: Oxford UP, 2009. 978-0199538782.
- Coleridge, Samuel Taylor. Coleridge's Poetry and Prose (First Edition) (Norton Crit. Ed.). Nicholas Halmi, Paul Magnuson, and Raimonda Modiano, Eds.. New York: W.W. Norton & Company, 2003. 978-0393979046.
- Keats, John. John Keats: Selected Poems (Penguin Classics: Poetry). John Barnard, Ed.. New York: Penguin, 2007. 978-0140424478.
- Shelley, Mary. Frankenstein (Signet Classics). 1818. Douglas Clegg, Intro.; Harold Bloom, After.. New York: Signet, 2013. 978-0451532244.
- Shelley, Percy Bysshe. Shelley's Poetry and Prose (Norton Crit. Ed.) Second Edition. Neil Freistat & Donald H. Reiman, Eds.. New York: Norton, 2002. 978-0393977523.
- Smith, Charlotte. Beachy Head: with Other Poems. 1807.
[https://oac.cdlib.org/view?docId=kt609nc030&brand=oac4&doc.view=entire_text
/ or /
[https://books.google.com/books/about/Beachy_Head_with_other_poems.html?id=IMkHAAAAQAAJ]
- Wollstonecraft, Mary. Maria: or, The Wrongs of Woman. 2nd Edition. 1798. Anne K. Mellor, Intro.. New York: W. W. Norton & Company, 1994. 978-0393311693.
- Wordsworth, William. The Major Works: including The Prelude. Stephen Gill, Ed../ New York: Oxford World's Classics, 2008. 978-0199536863.

676 – American Literature to 1830

Section	Day and Time	Faculty	Room
Section 0Y01	Asynchronous	Einboden	Online

Description:

ENGL 676 charts two centuries of literary history, mapping the complex texts and capacious terrain that comprise America's canon up to 1830. Reaching from colonial roots through the revolutionary era, our course explores the evolving national imagination, culminating with the uncanny fictions of the early Republic. Paying particular attention to the continent's linguistic and literary diversity, ENGL 676 offers the rare opportunity to begin studying Native American languages, reading rich sources arising from the Algonquian and Iroquoian language families.

Evaluation:

- i) Reading Responses: 20%
- ii) Final Paper: 50%
- iii) Final Examination: 30%

Texts:

All assigned texts for ENGL 676 will be provided to students via PDF handouts and/or online links posted to our course's Blackboard website, except for Charles Brockden Brown's *Wieland*, which I ask be secured in the Penguin Classics edition (ISBN-13: 978-0140390797).

690 – Film and Literature

Section	Day and Time	Faculty	Room
Section 0001	M 6:00 – 8:40 pm	Balcerzak	RH 202

Description:

Through an engagement with intertextual theory, this course examines the relationship between film and literature as something remarkably fluid. We focus on theory defining film aesthetics, narrative form, authorship, and cultural myth that recasts literary work into a new cultural context. This course is a requirement for graduate candidates taking film and literature as their area of study.

Requirements:

- Midterm research project.
- Seminar paper (15-20 pages).
- Weekly Viewing Responses to assigned films.
- Weekly Reading Responses to assigned readings.
- Active classroom discussion.

Required Theory and Scholarship:

- Timothy Corrigan. *Film and Literature: An Introduction and Reader*. 2nd Ed. (Routledge Press, 2012).
- Selected e-reserve readings.

Required Literary Texts (any edition):

Ryūnosuke Akutagawa. “In a Grove,” “Rashōmon.”
 Lorraine Hansberry. *A Raisin in the Sun*.
 Ernest Hemingway, “The Killers.”
 Patricia Highsmith. *The Price of Salt* (aka *Carol*).
 Patricia Highsmith. *Strangers on a Train*.
 Annie Proulx. “Brokeback Mountain.”
 William Shakespeare. *A Midsummer’s Night’s Dream*.

692 – Nonfiction Writing

Section	Day and Time	Faculty	Room
Section 0001	W 6:00-8:40 pm	Bonomo	RH 201

Description:

Aldous Huxley: “Like the novel, the essay is a literary device for saying almost everything about almost anything.”

Graduate creative writing workshop in the personal essay. The primary texts will be the drafts you generate, but we’ll also read and discuss personal/autobiographical essays, learning to think critically about this centuries-old genre and about your own drafts. What does it mean to *essay*? What are the implications of writing (and reading) autobiography? What are the limitations of memory and of essaying the self? Is it possible to write personally without writing autobiographically?

Requirements:

Writing and workshoping of personal essays (length depending on subject and style); weekly critical responses to texts; semester-ending aesthetics essay portfolio that describes and theorizes your work.

Texts: A combination of books and/or an anthology, and essays.

696 – Practicum in the Teaching of College English

Section	Day and Time	Faculty	Room
Section P001	TBD	Balcerzak	TBD

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description:

3 hours. May be repeated to a maximum of 15 semester hours; however, only 3 hours may be applied toward a graduate degree in English. S/U grading.

697 – English Institute

Section	Day and Time	Faculty	Room
Section P001	TBD	Balcerzak	TBD

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description:

1-6 hours. May be repeated to a maximum of 12 semester hours as the topic changes. S/U grading.

698– Independent Readings

Section	Day and Time	Faculty	Room
Section 0001	TBD	Staff	TBD

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description:

Normally open only to students who have completed 30 semester hours in an M.A. program. May be repeated to a maximum of 6 semester hours when topic varies.

699 – Master’s Thesis

Section	Day and Time	Faculty	Room
Section P001	TBD	Balcerzak	TBD

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description

This course may be taken upon selection of a thesis director and two additional readers and approval of a prospectus. **Approval of the thesis prospectus by all committee members should be obtained at least one semester in advance of enrollment in 699.** A student writing a thesis must register in 699 in the semester in which he or she plans to defend the thesis. Once enrolled in 699, continuous enrollment is required, including summers, until the thesis is submitted to and formally approved by the Graduate School.

799 – Doctoral Dissertation

Section	Day and Time	Faculty	Room
Section P001	TBD	Balcerzak	TBD

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description:

Dissertators will be enrolled in ENGL 799 when they have entered into candidacy: after their director has been selected, their committee approved, and dissertation proposal defended. **Once enrolled in 799, continuous enrollment is required, including summers, until the dissertation is submitted to and formally approved by the Graduate School.**