

# Graduate Course Descriptions Booklet Spring 2022



Northern Illinois  
University

**Department of English**  
Northern Illinois University

# Northern Illinois University

## Department of English

### Graduate Schedule Spring 2022

Course	Sect	Class #	Title	Day	Time	Faculty	Room
600	P001	1817	Internship in College Teaching English	MWF	2:00-2:50	Day, Franklin, Hoffman	RH 301
603/703	0Y01/PY01	6267/6697	Traditions in Written Rhetoric	Th	6:00-8:40	Peters	Online
607/707	0Y01/PY01	6268/6278	Topics in Literature	M	6:00-8:40	Ryan	Online
609	0001	6476	Creative Writing	M	6:00-8:40	McNett	RH 202
611	0001	4694	History of the Language			Einboden	Online
618	0Y01	6269	Syntax	T	6:00-8:40	Aygen	Online
620/714	0Y01/PY01	6270/6279	Semantics			Birner	Online
641	0Y01	6271	Shakespeare	Th	6:00-8:40	Bennett	Online
645/482	P001	6272	Practicum	T	5:00-5:50	McFarland-Wilson	RH 210
647/404A	P001	2325	Theory & Research in Written Composition in English Language Arts	Th	6:00-8:40	Kahn	RH 205
648/480A	P001	1818	Materials & Methods of Teaching English Language Arts	T	6:00-8:40	McCann	RH 210
649	P001	6273	Student Teaching in Secondary English LA			Balcerzak	TBD
666/765	0001/P001	6274/6280	20 <sup>th</sup> Century British Poetry	T	6:00-8:40	Hibbett	RH 206

691 WGSS 620	0001 0002	4024/7522	American Queer Cinema: 1900-200	W	6:00-8:40	Balcerzak	RH 201
693D	0001	3318	Ethnic American Literature	Th	6:00-8:40	Gomez-Vega	Online
696	P001	6276	Practicum in the Teaching of College English	TBD	TBD	Balcerzak	TBD
697	P001	6277	English Institute	TBD	TBD	Balcerzak	TBD
698	P001	3828	Independent Reading	TBD	TBD	Staff	TBD
699	P001	3113	Master's Thesis	TBD	TBD	Balcerzak	TBD
799	P001	3627	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 pm	Day, Franklin, Hoffman	RH 301

**[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 Freshman English program by introducing them to the pedagogy of freshman 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 the spring semester of English 600, our assignments will center on the course requirements for English 203 and the demands of teaching First-Year Composition.

### Requirements

1. Attend the pre-semester meeting January 7<sup>th</sup> and meet three times a week throughout the semester in the designated BBCU online classroom. 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.
3. Participate as a leader of class discussion on assigned readings once during the semester.
4. As part of a team, lead class discussion on assignments and activities for ENGL 203.
5. Collaboratively develop prompts for the ENGL 203 essay assignments.
6. Prepare for and participate in the Showcase of Student Writing.
7. Use Blackboard and email to communicate with your students.
8. Return student writing within five working days from the time it was submitted.

9. Assemble a reflective electronic teaching portfolio including a syllabus and rationale and at least 3000 words of reflection/teaching philosophy. The portfolio must be submitted at the end of the semester to pass.
10. Attend at least two professional development activities on teaching writing, and observe and be observed by at least one FYComp colleague.
11. Sign up for and attend an ePortfolio scoring session on May 5<sup>th</sup> or 6<sup>th</sup>.

**Required texts**

- English 203 texts TBA
- Erika Lindemann, *A Rhetoric for Writing Teachers*, Fourth Edition

**603/703 – Traditions in Written Rhetoric**

Section	Day and Time	Faculty	Room
Section 0Y01/PY01	W 6:00-8:40 pm	Peters	Online

**[Permission Number Required for 703]** Contact Dawn Sibley at dsibley@niu.edu

**Description**

This course introduces students to the history of written rhetoric as it developed from its origins as an oral art into a discipline for teaching writing. Readings will emphasize rhetoric as a guide for civic engagement and ethical conduct, as well as a tool for critical analysis of public discourse.

**Requirements**

- 500-word+ reading reflections in weekly response to the reading assignments 60%
- In-class writing exercises, including responses to classmates’ work, 15%
- Presentations based on the readings, their interpretation, their contribution to our historical understanding of rhetoric, and their relevance to current rhetorical practices 20%
- A final exam responding to the kind of question administered for comprehensives in Rhetoric 5%

**Texts**

1. Patricia Bizzell and Bruce Herzberg, eds. *The Rhetorical Tradition*, 2nd Ed. Bedford. ISBN: 0-312-00348
2. Stephen Schneider, *You Can’t Padlock an Idea: Rhetorical Education at the Highlander Folk School, 1932-1961*, U of South Carolina P. ISBN: 978-1611173819 (Kindle version available)

**607/707 – Zora, Bill, & Carson Too: Three Voices of the Southern Renaissance**

Section	Day and Time	Faculty	Room
Section 0Y01/PY01	M 6:00-8:40 pm	Ryan	Online

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

**Description**

This course focuses upon the “Southern Renaissance”—the literary movement through which a region of the United States traditionally notorious for its perceived marginality and lack of artistic innovation became culturally central and internationally influential. As an alternative to the conventional broad survey, we will focus just on three equally significant but very different novelists: a determinedly unorthodox African American woman, one of

the most famous Dead White Males of the American literary canon, and a pioneering LGBTQ+ author. Our study of the complex dialogues between the distinctive literary worlds of Zora Neale Hurston, William Faulkner, and Carson McCullers will illuminate the breadth and diversity of southern modernist writing while also providing an opportunity for deep immersion in the works of (and criticism about) three of the most renowned American authors of the twentieth century. Even though this course will operate in a virtual environment instead of a real-world classroom, our goal will be to create an inclusive and supportive online community of scholars.

### Requirements

The primary product of the class will be a professional critical “conference paper”: the result of an extensive semester-long process of development, research, workshopping, feedback, and revision. We will also present our papers in the style of a professional academic conference at the end of the semester. Other requirements include active participation in discussions in our weekly synchronous online class sessions and contributions to a peer-review workshop.

### Required Texts

- \* William Faulkner. *As I Lay Dying* (1930). Vintage International, 1993.
  - \* William Faulkner. *Absalom, Absalom!* (1936). Vintage International, 1990.
  - Zora Neale Hurston. *Jonah’s Gourd Vine* (1934). Harper, 2008.
  - \* Zora Neale Hurston. *Their Eyes Were Watching God* (1937). Harper, 2006.
  - \* Carson McCullers. *The Heart Is a Lonely Hunter* (1940). Houghton Mifflin, 2004.
  - \* Carson McCullers. *The Member of the Wedding* [play] (1950). New Directions, 2006.
- (Any title marked with an asterisk will also be available in free electronic form as a PDF or ebook on Blackboard).

Other texts (all available as electronic reserves on Blackboard) will include short fiction and secondary critical/contextual readings

For additional details, please e-mail Professor Ryan at [tryan@niu.edu](mailto:tryan@niu.edu).

## 609 – Creative Writing

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

### Description

In this course, we examine narrative craft in fiction writing. You will read one text on the fictional techniques of characterization, point of view, plot, and theme, then determine how each is applied in a wide variety of stories and one novel. During the class each student will write and revise an individual short story of 10-20 pages of literary fiction. We will also compose a group project on a theme determined by the class, with the goal of publication.

### Requirements

Attentive reading as evidenced by contribution to class discussions and short written responses, regular attendance, thoughtful critique of others’ work, participation and effort in contributions to class writing project as well as individual writing and revision.

### Texts (required)

One book on narrative craft, one book of short stories, and one novel, TBA

## 611 – History of the Language

Section	Day and Time	Faculty	Room
Section 0Y01	N/A	Einboden	Online

### Description

*Hwaet* could be better than a course on the history of English?! Uncovering linguistic origins and evolutions, ENGL 611 surveys centuries of surprising twists and turns that have led to the English language of the modern age. Spanning the global and the insular, from endurance of identity to diversity of expression, we will chart English's internal workings as well as external outlines, reading rich historical representatives alongside contemporary overviews, tracing together the improbable story of this wondrous, profuse and tenacious language.

### Requirements

- i) *Mini Papers*: 50%
- ii) *Final Examination*: 50%

### Texts

All assigned texts for ENGL 611 will be provided to students via PDF handouts and/or online links posted to our course's Blackboard website, except for:

John Algeo and Carmen A., *The Origins and Development of the English Language* 7th Edition (Cengage 2014); ISBN: 9781133307273

## 618 – Syntax

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

### Description

Introduction to the fundamental concepts and linguistic analysis of the sentence structure and the development of universal grammar theory. The goal is to understand what syntax consists of, to acquire the basic skills to analyze sentence structure, to develop an awareness of syntactic properties of English and to be able to observe the systematic differences and similarities among languages from various language families.

### Requirements

Weekly problem sets and reading. Midterm, presentation and final exam.

### Texts

Andrew Radford, *An Introduction to English Sentence Structure* (Cambridge).

Recommended text for those who have never had any syntax before:  
Nicholas Slobin, *Syntactic Analysis: The Basics* (Wiley-Blackwell).

Recommended for those who are not conceptually clear about the major inflectional categories which are crucial for syntax, such as tense, aspect, mood, modality:  
Gulsat Aygen, *English Grammar: A Descriptive Linguistic Approach*, 2nd ed. (Kendall-Hunt)

## 620/714 – Semantics

Section	Day and Time	Faculty	Room
Section 0Y01/PY01	N/A	Birner	Online

**[Permission Number Required for 714]** Contact Dawn Sibley at dsibley@niu.edu

### Description

Survey of linguistic approaches to word and sentence meaning. Types and sources of meaning, current theories of semantics and semantic relationships, representation of semantic meaning, tracking of meaning through extended discourse, and links between semantics and pragmatics. Format: Online, asynchronous.

### Requirements

Two exams, 40% each  
Homework assignments, 20%

### Text

Birner, B. 2017. *Language and Meaning*. Routledge.  
Additional readings to be made available electronically.

## 641 – Shakespeare

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

### Description

Everybody knows Shakespeare was the greatest writer ever, right? Or was he? Just what makes him so wonderful, anyway? This course will involve a detailed exploration of several Shakespeare texts (including some of the non-canonical ones), and include an investigation of some of the historical, ideological, and theatrical factors that influenced his poetic and dramatic works. We will consider the plays not simply as pieces of literature, but as practical play-texts. Any familiarity with recent stage or film productions of his plays will be useful as well. The class will follow a discussion-based format through synchronous classes online as well as asynchronous discussion boards.

### Requirements

Students will complete weekly 2-page papers, one oral presentation, one formal response to a classmate's presentation, and a research essay for this course. Attendance and participation in our ongoing discussions will be essential.

**Texts:** TBA

## 645 – Practicum

Section	Day and Time	Faculty	Room
Section 00P1	T 5:00 – 5:50 pm	McFarland-Wilson	RH 210

**[Permission Number Required]** Please contact Dr. McFarland-Wilson at [bmcwilson@niu.edu](mailto:bmcwilson@niu.edu)

**[Combined with ENGL 482]**

### 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

## 647 – Theory & Research in Written Composition in English Language Arts

Section	Day and Time	Faculty	Room
Section P001	Th 6:00-8:40 pm	Kahn	RH 205

**[Permission Number Required]** Please contact Dr. McFarland-Wilson at [bmcwilson@niu.edu](mailto:bmcwilson@niu.edu)

**[Combined with ENGL 404A]**

### Description

Participants in the class will examine theory, research, and practice in the teaching of writing for students in middle schools and high schools. Participants will evaluate a variety of approaches to teaching writing with diverse student populations and in a variety of classroom settings. Students will create, co-create, and evaluate lessons for teaching various kinds of writing. Participants will study ways to connect literature and writing, to help students learn how to interpret and write about literature, and to integrate technology to help students think, read, and write.

### Requirements

The course requirements include regular attendance, readings from the assigned texts, written responses to reading and discussions, three clinical observation assignments, written analysis of contemporary instructional issues, development of lessons to prepare adolescents to write, appropriate progress on the teacher licensure portfolio, and completion of the final examination. The assessment for the course is based on completed essays and the construction of instructional materials.

### Required Texts

- Johannessen, L.R., Kahn, Elizabeth A., & Walter, C.C. *Writing About Literature: Revised and Expanded Edition*. Urbana: ERIC/NCTE, 2009. ISBN 978-0-8141-3211-1
- Smagorinsky, P. Johannessen, L. Kahn, E. & McCann, T.M. *The Dynamics of Writing Instruction*. Portsmouth, NH: Heinemann, 2010. ISBN 978-0-325-01193-6 / 0-325-01193-1
- Smith, M.W. and Wilhelm, J. *Getting It Right: Fresh Approaches to Teaching Grammar, Usage, and Correctness*. Scholastic. 2007. ISBN-10: 0439669332 **[Available on Blackboard]**



## 648 – Materials & Methods of Teaching English Language Arts

Section	Day and Time	Faculty	Room
Section P001	T 6:00-8:40 pm	McCann	RH 210

**[Permission Number Required]** Please contact Dr. McFarland-Wilson at [bmcwilson@niu.edu](mailto:bmcwilson@niu.edu)  
**[Combined with ENGL 480A-00P2]**

### 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; 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.

## 649 – Student Teaching in Secondary English Language Arts

Section	Day and Time	Faculty	Room
Section P001	N/A	Balcerzak	TBD

**[Permission Number Required]** Please contact Dr. McFarland-Wilson at [bmcwilson@niu.edu](mailto:bmcwilson@niu.edu)

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.

## 666/765 – 20<sup>th</sup> Century British Poetry

Section	Day and Time	Faculty	Room
Section 0001/P001	T 6:00-8:40 pm	Hibbett	RH 206

**[Permission Number Required for 765]** Please contact Dawn Sibley at [dsibley@niu.edu](mailto:dsibley@niu.edu)

**Description**

This course will introduce you to a wide and varied range of British, Irish, and post-colonial authors. Though our primary historical backdrop will be one of Empire and the two World Wars, we will also devote special attention to poetry and popular music, Brexit, and subcultural masculinities. Authors will include W.B. Yeats, Charlotte Mew, W.H. Auden, Seamus Heaney, Jean “Binta” Breeze, Grace Nichols, Nuala Ní Dhomhnaill, and Carol Ann Duffy.

**Requirements**

Coursework will consist of one formal research essay, several informal response papers, a presentation, and class discussion.

**Text:** TBA

**691 – American Queer Cinema: 1900-2000**

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

[Combined with WGSS 620-0002]

**Description**

This course examines queerness in 20<sup>th</sup> century American cinema through a historicist approach, focusing on films from the silent era to the Classical Studio period to New Hollywood to New Queer Cinema. The course will consider LGBTQ+ representation and authorship as it intersects with a dynamic history of medical, political, cultural, and activist milestones of the 20<sup>th</sup> century.

**Readings and Assignments**

While currently tentative, readings will likely include historical works (Harry M Benshoff and Sean Griffin’s *Queer Images A History of Gay and Lesbian Film in America* and Vicki L. Eaklor’s *Queer America: A People's GLBT History of the United States*) literary texts (James Baldwin’s *Giovanni’s Room* and Lillian Hellman’s *The Children’s Hour*) and film scholarship and theory readings. The assignments tentatively include weekly reading/viewing responses, a midterm research project, and a final paper. Students will view the majority of the films out-of-class.

**693D – Ethnic American Literature**

Section	Day and Time	Faculty	Room
Section 0001	Th 6:00-8:40 pm	Gomez-Vega	Online

**Description**

This class will examine the work of writers from four diverse ethnic groups, Latinas/os, Asian Americans, and Native Americans, writing in English in the United States.

**Requirements:**

An analytical essay (15+ pages) typed using the MLA Style

or

A Research paper (15+ pages) typed using the MLA Style.

**Texts:**

Julia Alvarez's *How the Garcia Girls Lost Their Accents* (1991)  
 Ana Castillo's *So Far from God* (1993)  
 Sandra Cisneros's *The House on Mango Street* (1984)  
 Cristina Garcia's *Dreaming in Cuban* (1993)  
 Tomás Rivera's *And the Earth Did Not Devour Him* (1972)  
 Esmeralda Santiago's *America's Dream* (1996)

Frank Chin's *Donald Duk* (1991)  
 Gish Jen's *Typical American* (1999)  
 John Okada's *No-No Boy* (1957)  
 Karen Tei Yamashita's *Tropic of Orange* (1997)

Louise Erdrich's *Tracks* (1988)  
 Linda Hogan's *Power* (1997)  
 Thomas King's *Green Grass, Running Water* (1993)  
 D'Arcy McNickle's *The Surrounded* (1936)  
 James Welch's *Winter in the Blood* (1974)

**Criticism:**

David Cowart's *Trailing Clouds*  
 Betsy Erkkila's "Ethnicity, Literary Theory, and the Grounds of Resistance" (pdf)

## 696 – Practicum in the Teaching of College English

Section	Day and Time	Faculty	Room
Section P001	TBD	Balcerzak	TBD

**[Permission Number Required]** Contact Dawn Sibley at [dsibley@niu.edu](mailto: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](mailto: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 P001	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, appointment of a committee of two additional readers, and approval of a prospectus. Selection of a thesis director is made by the thesis writer, based upon the faculty member’s expert knowledge in the thesis field. The other two readers, typically a subject specialist and a general reader, are selected by the Director of Graduate Studies in consultation with the thesis writer and thesis director.

**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.**