



Undergraduate Course Descriptions

Spring 2022

Department of English
Northern Illinois University



Northern Illinois University

Requirements for English Subplans And English Minor

The information on this page is for students who will be new to NIU during the 2022-2023 academic year. If you are a **continuing student**, please use the link below to make an appointment with an English advisor for information regarding requirements.

<https://outlook.office365.com/owa/calendar/NIUEnglishDepartment@mail.niu.edu/bookings/>.

English Studies in Literature, Language, and Film Track (39 hours)

- **Literary Study – Research and Criticism (3)**
 - 200
 - **Fundamentals of English Grammar (3)**
 - 207 (or GEE*)
 - **Analytical Writing (3)**
 - One of the following: 300, 304, 305 or 308
 - **Linguistics (3)**
 - One of the following: 261X, 318, 320, 321, 322, 432, 433, 434X
 - **Literature to 1660 (6)**
 - Two of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
 - **Literature 1660-1900 (6)**
 - Two of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Additional Courses (9)**
 - One additional English course at the 300-400 level in literature, linguistics or film (3).
 - Two additional English courses at the 300-400 level (6).
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English Studies in Secondary Teacher Licensure Track (39 hours)

- **Literary Study – Research and Criticism (3)**
 - 200
- **Fundamentals of English Grammar (3)**
 - 207
- **Advanced Essay Composition (3)**
 - 300C
- **Language in American Society (3)**
 - 322
- **Western Literature, Classical and Medieval (3)**
 - 337

- **Shakespeare (3)**
 - 407
 - **Literature 1660-1900 (3)**
 - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Methods (9)**
 - 404A, 479, 480A and co-requisite clinicals
 - **Education**
 - SESE 457, EPS 406, EPFE 400/410, LTRE 311, LTIC 420
 - **Additional Course (3)**
 - One additional English course at the 300-400 level.
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English Studies in Writing Track (39 hours)

- **Literary Study – Research and Criticism (3)**
 - 200
 - **Fundamentals of English Grammar (3)**
 - 207 (or GEE*)
 - **Analytical Writing (3)**
 - One of the following: 300, 304, 305 or 308
 - **Writing (12)**
 - Four of the following: 300, 301, 302, 303, 304, 305, 308, 350, 398, 401, 402, 403, 424, 426, 493, 496
 - **Literature to 1660 (3)**
 - One of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
 - **Literature 1660-1900 (3)**
 - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Additional Courses (6)**
 - Two additional English courses at the 300-400 level (6).
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Minor in English (18 hours)

(Six or more semester hours in the minor must be taken at NIU.)

- **Literary Study: Research and Criticism (3)** ENGL 200
- **Fundamentals of English Grammar (3)** ENGL 207 *
- **Advanced Essay Composition (3)** ENGL 300
- **Three additional courses at the 300-400 level (9)**

* Students with a major or minor in English must demonstrate competence in the fundamentals of English grammar by successfully completing ENGL 207 or by passing an examination. Those who pass the grammar exemption exam will not receive 3 hours of academic credit; therefore, they must select some other English class (taken at NIU or elsewhere) to satisfy this requirement. Those who pass the examination should see an advisor to make the appropriate substitution. Teacher licensure candidates in English cannot be exempt from ENGL 207 through the GEE.

Northern Illinois University

Department of English

Undergraduate Course Description Booklet

Spring 2022

This booklet contains descriptions of undergraduate (110 through 497) courses to be offered by the Department of English in the spring semester 2022. The arrangement is by course and section number. While every effort will be made to abide by the information given here, some last-minute changes may be unavoidable. Check the [MyNIU](#) website and the bulletin board outside of RH 214 for up-to-date information.

Registration

For spring 2022, registration for most English courses is not restricted to majors and minors. However, honors classes, directed study, internships, and educator licensure courses require permits from the Undergraduate Office. If you intend to register for 491 Honors Directed Study or ENGL 497 Directed Study, you must have a proposal form signed by the instructor and the Undergraduate Director before you will be given a permit. Proposal forms for departmental honors may be picked up in RH 214, and proposals should be approved before the start of the semester. Forms for university honors are available at the University Honors Program office, CL 110.

Grammar Competency Requirement

English majors and minors must demonstrate competence in the fundamentals of English grammar by passing an exemption examination, or by successfully completing ENGL 207 Fundamentals of English Grammar. Teacher licensure candidates in English cannot be exempt from ENGL 207 through the GEE.

General Education Courses

- ENGL 110 – Literature and Popular Culture
- ENGL 116 – American Identities, American Literature
- ENGL 117 – Literature of Social Justice
- ENGL 340 – The Bible as Literature
- ENGL 350 – Writing Across the Curriculum

Honors Courses/Sections

- ENGL 311 – Transformative Poetry
- ENGL 350 – Writing Across the Curriculum
- ENGL 491 – Honors Directed Study

Undergraduate Schedule

Spring 2022

Course	Sect	Class #	Title	Day	Time	Faculty	Location
110	0Y01	1802	Literature and Popular Culture			Clayburn	Online
116	0001	6231	American Identities, American Literature	MWF	1:00-1:50	Adams-Campbell	RH 202
117	0001	6232	Literature of Social Justice	TTh	11:00-12:15	Van Wienen	RH 201
200	0001	1805	Literature Study: Research & Criticism	MW	11:00-12:15	Clifton	RH 201
200	0Y02	2911	Literature Study: Research & Criticism			May	Online
207	0Y01	1806	Fundamentals of Grammar	MW	2:00-3:15	Aygen	Online
207	0Y02	1807	Fundamentals of Grammar	MW	2:00-3:15	Aygen	Online
300A	0001	1812	Advanced Essay Composition- General	MW	2:00-3:15	De Rosa	RH 210
300C	00P1	Perm	Advanced Essay Composition – Teacher Licensure	TTh	9:30-10:45	Mysliwiec	RH 201
302	0001	4720	Writing Fiction I	T	6:00-8:40	Libman	RH 301
302	0002	5934	Writing Fiction I	Th	6:00-8:40	Libman	RH 301
304	0001	4667	Writing About the Arts	TTh	2:00-3:15	Bonomo	RH 302
308	0Y01	3557	Technical Writing			Bock-Eastley	Online
308	0Y01	3931	Technical Writing			Crundwell	Online
311/311H	0001/00H1	6233/6234	Transformative Poetry	TTh	12:30-1:45	Newman	RH 302
322	0Y01/00P1	5901/Perm	Language in American Society			Birner	Online
332	0001	6235	American Literature: 1860-1910	TTh	9:30-10:45	Van Wienen	RH 205
333	0001	4669	American Literature: 1910-1960	MW	2:00-3:15	Ryan	Online

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335	0Y01	6236	World Literature			Einboden	Online
337	0001	3560	Western Literature: Class & Med	TTh	11:00-12:15	T. Crowley	RH 210
340	0001	6237	The Bible as Literature	MW	2:00-3:15	Gorman	RH 201
350	0001/00H1	1810/6229	Writing Across the Curriculum	MW	2:00-3:15	Lawson	RH 202
350	0002	1811	Writing Across the Curriculum	MWF	10:00-10:50	Pennington	RH 202
350	0Y01	6702	Writing Across the Curriculum	MW	12:30-1:45	Peters	Online
376	0Y01	6238	American Drama since 1900	TTh	9:30-10:45	Bennett	Online
381B	0001	6239	Latina/Latino Literature	MW	3:30-4:45	Gomez-Vega	Online
400	0001	4671	American Authors, National and International	MW	9:30-10:45	De Rosa	RH 205
401	0001	3076	Writing Poetry II	TTh	2:00-3:15	Newman	RH 202
402	0Y01	3077	Writing Fiction II	Th	6:00-8:40	McNett	Online
403	0001	4406	Technical Editing	MW	11:00-12:15	Zeek	RH 202
404A/647	00P1	Perm	Theory & Res in Written Comp (ELA)	Th	6:00-8:40	Kahn	RH 205
406 MDST225	0001	6241	Chaucer	MW	3:30-4:45	Clifton	RH 202
407	0001	1816	Shakespeare	TTh	9:30-10:45	T. Crowley	RH 301
414	0Y01	6242	The Victorian Age	MW	11:00-12:15	May	Online
470	0001	6243	The English Novel to 1900	MWF	11:00-11:50	Gorman	RH 205
477	0001	3932	Postcolonial & New Literatures in English	TTh	11:00-12:15	Hibbett	RH 205
479	00P1	Perm	Theory and Research in Literature for ELA	TTh	3:30-4:45	McCann	RH 202
480A/B	00P1	Perm	Methods & Materials in ELA	TTh	3:30-4:45	Kahn	RH 210

480A/648	00P1	Perm	Methods & Materials in ELA	T	6:00-8:40	McCann	RH 210
482/645	00P1	Perm	Clinical Experience	T	5:00-5:50	McFarland-Wilson	RH 210
485	00P1	Perm	Student Teaching				
485	00P2	Perm	Student Teaching				
485	00P3	Perm	Student Teaching				
491	0HP1	Perm	Honors Directed Study				
493	0001	3078	Writing Creative Nonfiction II	TTh	3:30-4:45	Bonomo	RH 302
494	00P1	Perm	Writing Center Practicum				
495	00P1	Perm	Practicum in English				
496	00P1	Perm	Internship in English				
497	00P1	Perm	Directed Study				

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

110 – Literature and Popular Culture

Exploration of drama, fiction, film, graphic novels, poetry, and television adaptations to see how writers convince readers to enter the worlds and believe in the characters they create. Survey with selected authors.

Section	Day and Time	Location	Faculty
Section 0001	N/A	Online	Clayburn

Description

The theme of this class is “Love, Sex, and Romance” and will explore some of the many ways love has appeared in creative works in English spanning more than 600 years. We will look at how ideas of love have changed over time (or have they?) and early traditions still influence the ways we talk about love today. We will explore a variety of genres, such as novel/novella, poetry, feature-film, YouTube video, and more.

Requirements

This asynchronous online class will generally consist of weekly readings/viewings, video lectures, and discussions on Blackboard. In addition to regular participation activities on Blackboard (students should probably plan on checking in at least twice a week), this class will require two short presentations and two short essays. Some required film viewings will necessitate digital rental through a streaming service such as Amazon or YouTube.

Text

- *The Wife of Bath's Tale* (~1400)– Geoffrey Chaucer – PDF version on Blackboard
- *Carmilla* (1782) - Sheridan Le Fanu – Any version (free versions are available online)
- *Passing* (1929) – Nella Larsen – Any version (free versions are available online)
- *The Bromance Book Club* (2019) – Lyssa Kay Adams
- One additional novel (each student will select a different text from a list)
- Other short readings available on Blackboard

116 – American Identities, American Literature

Who Americans are and what shapes their beliefs. Fiction, poetry, nonfiction, and dramatic works that have challenged or complicated what it means to be “American.” Historical survey with selected authors.

Section	Day and Time	Location	Faculty
Section 0001	MWF 1:00-1:50	RH 202	Adams-Campbell

Description

Read Chicago’s best writers while exploring the city next door.

Engl 116 introduces students to Chicago’s diverse history of writing and publishing with unique field trips (as pandemic conditions permit), gripping reading lists, and one-of-a-kind research projects. Units include: Founders; Grit and Gangsters; and Neighbors and Neighborhoods with works by Gwendolyn Brooks, Sandra Cisneros, Lorainne Hansberry, Carl Sandburg, Susan Power and others. This course fosters a greater appreciation for the “city of broad shoulders” and the many writers who call it home.

Requirements

Students are expected to: read all assigned materials, regularly attend classes and field trips, participate in class discussions, and, among other shorter assignments, write two short analytical essays (3-4 pp), and a final research paper (6-7pp) with a brief oral presentation.

117 – Literature of Social Justice

Literary exploration of how poverty, discrimination, and systematic oppression have affected diverse people who sought equal opportunity and basic human rights. Survey of fiction, nonfiction, drama, and poetry by selected British, postcolonial, and American authors will demonstrate how creative works have raised readers’ critical consciousness in different periods and contexts.

Section	Day and Time	Location	Faculty
Section 0001	TTh 11:00-12:15	RH 201	Van Wienen

Description

Literature is often credited for its power in exploring and celebrating the human spirit: something that connects all humanity. But what does literature have to say when some human beings are denigrated and their humanity denied, their “human spirit” crushed—as happens all too often, even systematically, in our human societies? In English 117: Literature of Social Justice, we will be surveying American, British, and postcolonial writing that has asked this question—and demanded answers. This section of the course will focus on struggles for equality in race, gender, and sexuality, for economic justice, and against legacies of colonialism and environmental degradation.

Requirements

Class attendance and active participation in class discussion; journal writing; two essays; midterm and final exams.

Texts

Novels read will include such classics as Mary Shelley’s *Frankenstein* and Chinua Achebe’s *Things Fall Apart* and contemporary writing like Helena María Viramontes’s *Under the Feet of Jesus*. Nonfiction selections, likewise, will include well-established titles such as Frederick Douglass’s *Narrative* and more recent offerings like Elie Wiesel’s *Night*. Likely dramatists will be Lorraine Hansberry and Tony Kushner. Poetry will be chosen from diverse authors such as Langston Hughes, Allen Ginsberg, Adrienne Rich, Joy Harjo, Layli Long Soldier, and Kwesi Linton Johnson.

200 – Literary Study: Research and Criticism

Introduction to methods and terms used in the study of literature from a broad range of historical periods. Emphasis on a variety of approaches to literary analysis; terminology used in the study of literary genres of poetry, prose, and drama. Intensive practice writing analytical essays on literature. Required of all majors and minors no later than the first semester of upper-division work in literature.

Section	Day and Time	Location	Faculty
Section 0001	MW 11:00-12:15	RH 201	Clifton

Description

Introduction to methods and terms used in the study of literature. Emphasis on a variety of approaches to literary analysis, along with a focus on terminology used in the study of literary genres of poetry, prose, and drama. This section will focus on modern revisions of texts from classical Greece and Rome. Classes will typically include some combination of lecture, discussion, and a participatory activity.

Requirements

Expect several short papers (1 page each), 2-3 papers of 2 pages each, and at least one paper of 5-7 pages. There may be quizzes on vocabulary and there will be a final exam. Regular participation required.

Required Texts

Ursula Le Guin, *Lavinia*

Sophocles, *Antigone* (trans. David Grene)

Virgil, *Aeneid* (trans. Robert Fitzgerald)

other readings (drama and poetry) posted to Blackboard

Texts on literary terms and a style guide TBA

Section	Day and Time	Location	Faculty
Section 0Y02	N/A	Online	May

Description

200 is designed to acculturate prospective and beginning English majors. Our emphasis will be on the writing of sound pieces of literary-critical analysis. But we will also inquire into the question of what makes such things “sound.” That is why we will survey a few “intrinsic” and “extrinsic” critical approaches. We will also study the various forms and genres of literature, pay some attention (a good deal, actually) to the history of literature, and learn how to quote, document, and cite— how, in short, to cross t’s and dot i’s.

Note: this section of 200 is an online, asynchronous section. Students will be expected to contribute regularly (twice weekly) and avidly (paragraphs of analysis and argument) to an online discussion board.

Requirements

1. **20%.** Weekly discussion-board participation: how can we know what we're thinking until we think it? Saying, until we say it? Please speak up, so to speak ("write up"?) and speak/write cogently, pointedly, and with evidence to back up your claims. Our weekly routine (not every week but most weeks) will be as follows: by Sunday afternoon at 5pm I will have posted a few questions (usually three of them); you choose just one and write a substantial one-paragraph response by Tuesday at five pm; then, by Thursday at five pm, write a brief comment on one of your classmates' responses (a constructively critical one-- but it can be a celebration that furthers the point made); **note: everyone is allowed two (2), but just two weeks, weeks off; for the third miss a zero will be recorded.**
2. **10%.** Twelve (12), or so, reading quizzes (they cover the material assigned for that day plus all material read since the last quiz). Usually the quizzes will offer short-answer questions and identifications (I'll explain). All but two of these grades will count (I'll drop the lowest two grades, which may include a zero or two acquired by your neglecting to take a quiz or two; **note: quizzes may not be "made up"**).
3. **10%.** Three (3) one-page assignments due on the Sunday nights in question by 11:59 pm.
4. **25%.** One (1) short literary-analysis (a "squib" which becomes a *squib-plus*) of a literary work on the syllabus, one which we revise and supplement a couple of times as we work towards an understanding of how to write a proper research paper.
5. **15%.** A Midterm Examination (a few short writing assignments, basically an essay-exam; I'll explain).
6. **20%.** A Final Examination (it will be a lot like the midterm but a little longer).

Texts (all required)

a. The Norton Introduction to Literature, Shorter Edition; 13th Edition, With Access, ed. by Kelly J. Mays (NY: Norton, 2019) [[https:// wwnorton.com/books/9780393664942](https://wwnorton.com/books/9780393664942)]. The ISBN# is 9780393664942. The "With Access" refers to access to the electronic book-form of the text; this is optional (it costs more) and is not required-- our assignments will require access only to the paperback Shorter Edition. The 12th edition should also work just fine.

b. MLA Handbook, 8th Edition (NY: Norton, 2016). The ISBN# is 978-1603292627. Though I prefer paper, I know many of you are used to working with e-books; they are allowed.

c. M. H. Abrams and Geoffrey Galt Harpham, A Glossary of Literary Terms, Ninth Edition or a later edition (various ISBN#s). I have been surprised by how much Cengage wants for the continual-access e-book; feel free to buy one of the much less expensive (about 20\$) earlier-edition (and probably "used") paperbacks.

d. (This one need not be bought-- download and print the u penn text, which features the original Muir translation) Franz Kafka, "The Metamorphosis." 1917. Franz Kafka: The Complete Stories. Ed., Nahum Glatzer. New York: Schocken Books, 1971. [https://www.sas.upenn.edu/~cavitch/pdf-library/Kafka_Metamorphosis.pdf]

207 – Fundamentals of English Grammar

Introduction to modern English pedagogical grammar. Traditional terminology and analytical tools used to describe the grammar and use of written Standard English.

Section	Day and Time	Location	Faculty
Sections 0Y01 & 0Y02	MW 2:00-3:15	Online	Aygen

Description

An introduction to modern English grammar from a linguistic perspective. This course is designed to make the student thoroughly familiar with the rules of writing prescriptively correct and stylistically effective English as well as with the terminology relevant for the grammatical structure of written English. We will use the analytic

tools of modern descriptive linguistics in order both to critique and to make clear the sometimes inconsistent and vague rules of prescriptive grammar. Lectures will cover all relevant grammatical structures and identify discriminating use of grammar and language, such as sexist use of pronouns or racist use of passives. The student will gain a variety of analytic skills that will be of use in the production and discussion of not only expository prose but also literary prose and verse. Such analytical skills are also transferrable to any field of study and practice. The course aims to empower students in their academic and professional lives. A part of this course is dedicated to discussions on sociolinguistic implications of language use: the relationship between language at large as well as specific grammatical structures and racism, sexism, and other discriminatory social attitudes. Students participate in discussions on Discussion Board on blackboard on topics including but not limited to passive voice and racism/sexism, pronoun use and sexism, prescriptive grammar and racism, linguistic racism, accent and prejudice.

Although this is a synchronous online course, students who cannot attend synchronous class lectures can still take the course and succeed because class lectures are videorecorded to be viewed asynchronously for students who cannot attend synchronous classes, and weekly office hours, review sessions and individual appointments are offered to assist students.

Requirements

Weekly assignments, quizzes, discussion board participation, and three exams.

Texts (required)

Aygen, G. 2019. *English Grammar: A Descriptive Linguistic Approach*. 3rd Edition with the APP. Kendall Hunt: Dubuque.

300A – Advanced Essay Composition: General

Writing expressive, persuasive, and informative essays and developing appropriate stylistic and organizational techniques. Open to majors, minors, and non-majors.

Section	Day and Time	Location	Faculty
Section 0001	MW 2:00-3:15	RH 210	De Rosa

Description

Advanced Essay Composition, an intensive writing course, will give you the opportunity to improve your writing skills. Please note that we will NOT do creative writing. Nor will this class focus on grammar (207 does that). Enrolling in this course means that desire to refine your skills to craft concise, precise, and elegant prose. The class utilizes small group workshop and whole class discussion during which you will critically and constructively comment on papers by professionals and peers. Prepare to give and receive constructive criticism, to listen with an open mind, and to use your best judgment.

Requirements

You will meticulously plan, write, and revise five projects: from a resume to an academic argument.

Texts

Joseph Williams & Gregory Colomb, *Style: Lessons in Clarity and Grace* (10th edition); *A Pocket Style Manual*, Diana Hacker (most recent edition if possible)

300C – Advanced Essay Composition: Licensure in Teaching

Designed to advance the writing proficiencies especially important to students seeking licensure in either middle or high school English Language Arts. Aligned with the Common Core Standards, the Illinois Professional

Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 9:30-10:45	RH 201	Mysliwiec

302 – Writing Fiction I

Beginning course in writing fiction.

Section	Day and Time	Location	Faculty
Section 0001	T 6:00-8:40 pm	RH 301	Libman
Section 0002	Th 6:00-8:40 pm	RH 301	Libman

304 – Writing About the Arts

Practice in writing critical reviews of visual art, music, film, and other art forms. Designed for students who have some knowledge of the art form they choose to write on and who seek guidance in organizing and communicating their judgments.

Section	Day and Time	Location	Faculty
Section 0001	TTh 2:00-3:15	RH 302	Bonomo

Description

A course in writing critically about the arts. Recognizing that all critical thinking originates in subjective response, we'll focus on exercises and readings which give us practice in objective critical analysis through the lens of personal taste. Crucial to your success in the course is a commitment to thorough and reflective reading and active participation in a generous and serious workshop environment.

Requirements

Regular class attendance; full preparation for workshops (careful reading and marking of all student drafts); three critical essays (approx. 25-30 pages total); weekly reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

Texts: TBA, across a range of media

308 – Technical Writing

Principles and strategies for planning, writing, and revising technical documents common in government, business, and industry (e.g., manuals, proposals, procedures, newsletters, brochures, specifications, memoranda, and formal reports). Topics include analysis of audience and purpose, simplifying complex information, document design, and project management.

Section	Day and Time	Location	Faculty
Section 0Y01	N/A	Online	Bock-Eastley
Section 0Y02	N/A	Online	Crundwell

311/311H – Transformative Poetry

How poetic forms and language persuade readers to see the world in new and unconventional ways, and what makes poems powerful in different cultures and times. Survey with selected poets.

Section	Day and Time	Location	Faculty
Section 0001/00H1	TTh 12:30-1:45	RH 302	Newman

Description

Like most of us, poets wonder about what it means to be a human being, and they write joyous, frustrated, angry, scary, stunned, celebratory poems about it. Often those poems persuade readers to see in new and unconventional ways. Students will command a basic knowledge of the history of poetry in English and a number of its wider cultural and social contexts, along with critical strategies for approaching that literature. Covering poetry of a wide variety and substance, and finishing somewhere in contemporary work, we'll endeavor to read poetry as it lives, in context.

Requirements

Response papers to weekly assignments in reading and writing, poetry drafts, regular attendance, thoughtful participation, exams.

Texts: Several books of poetry TBA

322 – Language in American Society

Introduction to the study of language in its social context. Focus on varieties of American English with attention to the status of minority languages. Sociolinguistic approach to language variation by region, social class, ethnicity, gender, and social context. Standardization and attitudes toward dialects and minority languages. Relationship between language and power and social control. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

Section	Day and Time	Location	Faculty
Sections 0Y01 & 0YP1	N/A	Online	Birner

Description

This course will address language in its social contexts, with an emphasis on language varieties in the U.S. Topics will include descriptive linguistics; first and second language acquisition; regional, social, and stylistic variation; language misconceptions and prejudices; and language endangerment. Students will become familiar with basic methods and principles of linguistic description, and will examine the relationship between language systems and the communities that use them. Format: Online, asynchronous.

Requirements

Students will select from a menu of options for earning their desired grade.

Text

Mahootian, Kaplan-Weinger, Gebhardt, and Hallett. 2017. *Language and Human Behavior: An Introduction to Topics in Linguistics*. Kendall-Hunt. (e-book recommended: half the price, and with clickable links – but used copies of the book can be gotten cheaply online too.)

332 – American Literature: 1860-1910

Includes such writers as Dickinson, Twain, James, Chopin, Chesnutt, and Wharton.

Section	Day and Time	Location	Faculty
Section 0001	TTh 9:30-10:45	RH 205	Van Wienen

Description

At the time of the U.S. Civil War, most American citizens felt a keener loyalty to their states than to their nation. Through the war and the decades following, that would change: What were the united States was now the United States. In English 332 we will use literature to study the dramatic, traumatic consolidation and transformation of what it meant to be “American” between 1860 and 1920. During that time, U.S. population expanded from about 25 million living in 34 states to 100 million living in 48 states, spanning the continent. The U.S. Constitution was amended seven times, reflecting some of the most fundamental challenges to the *status quo* in U.S. history: citizenship for African-Americans; votes for women; Prohibition. But the American dreams of freedom and equality remained elusive for many. American writers were on the scene and on the case.

Requirements

Class attendance and active participation in class discussion; quizzes and journal writing; two essays; midterm and final exams.

Texts

Paul Lauter, ed., *The Heath Anthology of American Literature*, vol. C; several novels such as Elizabeth Stuart Phelps, *The Story of Avis*; Mark Twain, *A Connecticut Yankee in King Arthur’s Court*; Stephen Crane, *Maggie: A Girl of the Streets*; Charles Chesnutt, *The Marrow of Tradition*

333 – American Literature: 1910-1960

Includes such writers as Cather, Stevens, Eliot, Fitzgerald, Faulkner, Hurston, and Williams.

Section	Day and Time	Location	Faculty
Section 0001	MW 2:00-3:15	Online	Ryan

Description

In this class, students will develop extensive knowledge of significant and diverse movements, issues, writers, and texts in American literature from 1910 to 1960. This was one of the most remarkable periods in American culture, from the revolutionary modernist experiments of the Jazz Age and the great flowering of African American cultural production during the Harlem Renaissance to the proletarian writing of the New Deal and the new literary directions beginning to emerge in the wake of World War II. In addition to studying canonical novels, poetry, drama, short stories, autobiography, and literary criticism, we will gain a comprehensive interdisciplinary understanding of multicultural American modernism by addressing such forms as film, popular music, and art. We will also develop skills in such crucial areas as critical thinking, close reading, effective rhetoric and organization, and the revision process.

Even though this course will operate in a synchronous virtual environment instead of a real-world classroom, our goal will be to create an inclusive and supportive online community of scholars. Classes will be split between lectures (available for study as PowerPoints on Blackboard) and discussions (to which everyone must contribute).

Requirements

- Active participation (by video, audio and/or chat) in our twice-weekly synchronous online class sessions.
- A critical analysis paper (which will go through multiple stages of revision).

-- A final project of your choice.

Required Books

Nella Larsen. *Passing* (1929). Dover, 2004.

William Faulkner. *As I Lay Dying* (1930). Vintage International, 1993.

Harpo Marx with Rowland Barber. *Harpo Speaks!* (1961). Limelight, 2004.

(All three of these titles will also be available in free electronic form as PDFs or ebooks on Blackboard).

Other texts (all available as electronic reserves on Blackboard) will include plays, poems, short stories, and musical recordings by such authors and artists as Langston Hughes, Ernest Hemingway, Charley Patton, E. E. Cummings, Countee Cullen, Carson McCullers, Louis Armstrong, Ann Petry, Allen Ginsberg, and the Carter Family.

We will also discuss the film *Cat People* (dir. Jacques Tourneur, 1942) (available via Blackboard).

For additional details, please e-mail Professor Ryan at tryan@niu.edu.

335 – World Literature

Study of one non-Western literary tradition or a survey of literary traditions, such as African, Asian, Caribbean, Middle Eastern, or Latin American. May focus on the classic texts produced by these cultures or on contemporary texts. Texts not originally in English will be studied in translation. May be repeated to a maximum of 6 semester hours when subject varies.

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

Description

ENGL 335 reads rich traditions of global verse, tracing visionary lines that stretch from India to Anatolia. Merging the mystical and the musical, we explore texts celebrated for their historic impact and aesthetic depths, synthesizing profound insights and sublime sounds. Surveying sources translated from Sanskrit, Persian, Syriac, Armenian and Urdu, we will pay particular attention to acts of performance, not only reading our works in rendered English, but listening to original lyrics and languages.

Evaluation

i) *Reading Responses*: 20%

ii) *Thesis Draft*: 10%

iii) *Final Paper*: 35%

iv) *Final Examination*: 35%

Texts

All assigned texts for ENGL 335 will be provided to students via PDF handouts and/or online links posted to our course's Blackboard website, except for the *Bhagavad Gita*, which I ask be secured in the Penguin Classics edition.

337 – Western Literature: Ancient and Medieval European Literature

Intensive study of representative selections translated from the works of Greek, Roman, and other European writers, such as Homer, Sappho, Aeschylus, Sophocles, Plato, Virgil, Ovid, Dante, Tasso, Rabelais, and Cervantes.

Section	Day and Time	Location	Faculty
Section 0001	TTh 11:00-12:15	RH 210	T. Crowley

Description

This course explores 2,000 years of European literature in diverse forms: epic poetry, stage drama, lyric poetry, and prose narratives ranging from Judeo-Christian sacred Scripture to the first science-fiction/fantasy narrative to a Viking short story. Central themes spanning the selected works entail love, sex, erotic desire, friendship, honor, revenge, politics, and the nature of humanity in relation to the divine. Works from various languages and cultures will be studied in English translations.

Requirements

Learning will be assessed by participation (including attendance and in-class discussion), a research essay, and two exams.

Required Text

The Norton Anthology of Western Literature, 8th Edition, general editor Sarah Lawall, Volume 1: The Ancient World through the Renaissance, eds. William G. Thalmann, Lee Patterson, and Heather James (New York: W. W. Norton, 2005). ISBN: 9780393925722.

340 – The Bible as Literature

Introduction to the Bible as literature, the history and the historical circumstances of its composition, and the structure and style of its principal parts.

Section	Day and Time	Location	Faculty
Section 0001	MW 2:00-3:15	RH 201	Gorman

Description

Not only an introduction to the Bible as literature, but also an introduction to literature through the Bible—by far the most influential anthology of writings in the Western tradition. Special attention to such topics as canon, genre, lyric form, narrative structure, and intertextuality. Readings to include most of the New Testament and from the Hebrew Bible, also known (to Christians) as the Old Testament, Genesis, Exodus, Job, Ecclesiastes, Psalms, Song of Songs, Lamentations, and selections from Jewish historical and prophetic writings.. Lecture-discussion format.

Course goals: Students will

- become familiar with one of the basic works of Western literature;
- have an opportunity to think about and discuss literary works many time periods, in several genres; and
- have a chance to improve their critical and analytical writing.

Requirements (tentative)

Midterm and final exam; weekly reading quizzes; four short (3-5 pp.) essays. Attendance and participation.

Texts

The English Bible, King James Version, in two volumes, Norton Critical Edition: (vol.1.) *The Old Testament*, ed. Herbert Marks; (vol. 2.) *The New Testament and The Apocrypha*, ed. by Gerald Hammond and Austin Busch; *The Hebrew Bible as Literature: A Very Short Introduction*, by Tod Linafelt, Oxford University Press;

The New Testament as Literature: A Very Short Introduction, by Kyle Keefer, Oxford University Press.

350 – Writing Across the Curriculum

Practice in writing skills, conventions, organization, and structuring of prose forms appropriate to the humanities, social sciences, and sciences (e.g., proposals, lab reports, case studies, literature reviews, critiques). Open to majors and non-majors.

Section	Day and Time	Location	Faculty
Section 0001/00H1	MW 2:00-3:15	RH 202	Lawson
Section 0002	MWF 10:00-10:50	RH 202	Pennington

Section 0Y01	MW 12:30-1:45	Online	Peters
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This description listed below is for Dr. Peters class only.

Description

Practice in writing skills, conventions, organization, and structuring of prose forms appropriate to the humanities, social sciences, and sciences (e.g., proposals, lab reports, case studies, literature reviews, critiques). Students will adapt assignments to the ways in which their own majors require them to write, as well as replicate the kinds of research and consult the kinds of sources that these prose forms commonly require.

Objectives

1. Learn the specific forms of writing that commonly occur in your major
2. Identify current problems or research questions relevant to your major
3. Select and evaluate appropriate sources that provide up-to-date knowledge in your major
4. Observe and participate in the kinds of research professionals conduct in your major
5. Report data accurately and interpret it according to the expected guidelines of your major
6. Become familiar with the ethics that guide written work in your major
7. Correctly use the citation and documentation formats that your major requires

Requirements

- In-class writing
- Report on Writing in Your Major
- Report on an Observation, or Experiment
- Literature Review
- Proposal to do a research or creative study

Texts

- Smith and Smith, *Building Bridges through Writing*, Pearson/Longman
- Juhasz, *Black Tide: The Devastating Impact of the Gulf Oil Spill*, John Wiley & Sons, Inc.

376 – American Drama since 1900

Selected works by representative American playwrights since 1900.

Section	Day and Time	Location	Faculty
Section 0Y01	TTh 9:30-10:45	Online	Bennett

Description

So what *is* drama in modern America, anyway? Just what have BIPOC playwrights in the 20th- and 21st-century United States found to write about, and what influence does the genre of drama itself have upon their works and how they engage with the world? In this course, we will engage in an intensive exploration of plays by some of the most important playwrights of the past century in this country. We will consider questions such as how social issues and historical developments influence their works, how transformations in theatre practice affect their plays, and how plays can construct culture as well as reflect the contexts they inhabit. The class will follow a discussion-based format through synchronous classes online as well as asynchronous discussion boards.

Requirements

Students will complete three written essays, one team project, one oral performance, and a take-home final essay exam for the course. Attendance and participation in our ongoing discussions will also be evaluated as part of the course.

Texts: TBA

381B – Latina/Latino Literature

Latina/Latino Literature. Historical survey of the fiction, drama, poetry, and prose of Latina/Latino writers writing in English in the United States.

Section	Day and Time	Location	Faculty
Section 0001	MW 3:30-4:45	Online	Goméz-Vega

Description

This class will focus on the work of Latina/o writers from several different countries writing in English in the United States.

Requirements

Two analytical Essays (5-7 pages) typed using the MLA Style (30% each)
10 questionnaires (40% of grade)

Texts

Julia Alvarez's <i>How the Garcia Girls Lost Their Accents</i> (1991)	Dominican
Rudolfo Anaya's <i>Heart of Aztlán</i> (1976)	Mex-Am
Giannina Braschi's <i>United States of Banana</i> (2011)	Puerto-Rican
Ana Castillo's <i>The Guardians</i> (2008)	Mex-Am
Sandra Cisneros's <i>The House on Mango Street</i> (1984)	Mex-Am
Cristina García's <i>Dreaming in Cuban</i> (1993)	Cuban
Lisa Loomer's <i>Living Out</i> (2005)	Salvadorian
Sigrid Nuñez's <i>A Feather in the Breath of God</i> (1994)	Chinese Panamenian/German
Sheila Ortiz-Taylor's <i>Coachella</i> (1998)	Mex-Am
Guillermo Reyes's <i>Deporting the Divas</i> (1996)	Argentina
Tomás Rivera's <i>And the Earth Did Not Devour Him</i> (1972)	Mex-Am
Luis Santeiro's <i>Our Lady of the Tortilla</i> (1987)	Cuban
Esmeralda Santiago's <i>America's Dream</i> (1996)	Puerto-Rican
Mayra Santos-Febres's <i>Sirena Selena</i> (2001)	Puerto-Rican

400 – American Authors, National and International YA Experiences

Section	Day and Time	Location	Faculty
Section 0001	MW 9:30-10:45	RH 205	De Rosa

Description

How do contemporary authors represent middle and young adult experiences in America and abroad? What can books about children and young adult experiences teach us about the modern, global world we inhabit? Prepare to read between 12 and 15 (about 1 / week) middle and YA novels that discuss issues of nationality, race, class, gender, and so much conflict (political, familial, interpersonal, and internal). You will engage in class discussions and activities, take frequent reading quizzes, and write between 4 and 5 critical essays of varying lengths. Middle and high-school T-cert student welcome.

Text

All the books you've wanted to read but haven't had time because of school. Well, now they are homework! So, start reading! Enjoy! (I will pick from this list.)

1. *Apple (Skin to the Core)*
2. *Aristotle and Dante Discover the Secrets of the Universe*
3. *A Time to Dance*
4. *Brown Girl Dreaming*
5. *Clap When You Land*
6. *Dear Martin*
7. *Frankly in Love*
8. *Girl in Pieces*
9. *I Am Not Your Perfect American Daughter*
10. *Lobizona*
11. *The Absolutely True Diary of a Part-Time Indian*
12. *The Bitter Side of Sweet*
13. *The Book of Unknown Americans*
14. *The Good Braider*
15. *The Hate U Give*
16. *The Poet X*
17. *The Red Pencil*
18. *This Is My America*
19. *Tiger Girl*
20. *We Are Not from Here*
21. *With the Fire on High*

401 – Writing Poetry II

Advanced course in writing poetry. Prerequisites & Notes: PRQ: ENGL 301.

Section	Day and Time	Location	Faculty
Section 0001	TTh 3:30-4:45	RH 202	Newman

Description

This advanced course is the second in the sequence of poetry workshops. The focus of the advanced workshop is towards a sequence of poems. You will write steadily throughout the semester, using assignments as loose

guides and challenging inspirations, investigate the activity of publishing and journals, and read and respond to essays on poetics and books of poetry.

Requirements

Response papers to weekly assignments in reading and writing, poetry drafts, regular attendance, thoughtful balanced critique, application of reading material to your own work and to other's works, revision, exams, portfolio.

Texts: TBA

402 – Writing Fiction II

Advanced course in writing fiction. **Prerequisites & Notes:** PRQ: ENGL 302.

Section	Day and Time	Location	Faculty
Section 0Y01	Th 6:00-8:40	Online	McNett

403 – Technical Editing

Principles and strategies for preparing technical documents for publication, including editing for content, organization, style, and correctness. Topics include the editor's roles and responsibilities, the levels of editing, proofreading and copyediting, readability, format, production, and usability testing.

Section	Day and Time	Location	Faculty
Section 0001	MW 11:00-12:15	RH 202	Zeek

404A – Theory and Research in Written Composition

A. English Language Arts. Theory and research applied to principled practices in teaching and evaluating composition in English Language Arts with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 300C or consent of department. CRQ: ILAS 201.

Section	Day and Time	Location	Faculty
Section 00P1	Th 6:00-8:40	RH 205	Kahn

This class will meet with ENGL647.

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, help students learn how to interpret and write about literature, and how to use technology to help students think, read, and write.

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.

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**]

406 – Chaucer

The poetry, with emphasis on *The Canterbury Tales*.

Section	Day and Time	Location	Faculty
Section 0001	MW 3:30-4:45	RH 202	Clifton

This class will meet with MDST 225.

Description

We will focus on Geoffrey Chaucer's *Canterbury Tales* and the idea of pilgrimage. ENGL 406 students will read all Middle English writings in the original language. By the end of the course, students should understand Chaucer's language, appreciate his poetic ability and his influence on later English literature, and be able to write clear analyses of key passages of his poetry. MDST 225 students will use the *Canterbury Tales* as an introduction to medieval culture, art, and history, with an emphasis on fourteenth-century England.

Requirements

Frequent short (1-2 page) writing assignments, leading up to a research paper or project, length and topic to be determined in consultation with the professor and depending on whether the student is enrolled in ENGL 406 or in MDST 225.

Required Texts:

Geoffrey Chaucer, *The Canterbury Tales*, ed. V. A. Kolve and Glending Olson (Norton Critical Edition).

Margaret Frazer, *The Novice's Tale*.

Ian Mortimer, *The Time Traveler's Guide to Medieval England* (Touchstone, 2011)

407 – Shakespeare

Representative comedies, tragedies, and historical plays. Attention given to Shakespeare's growth as a literary artist and to the factors which contributed to that development; his work evaluated in terms of its significance for modern times.

Section	Day and Time	Location	Faculty
Section 0001	TTh 9:30-10:45	RH 301	T. Crowley

Description

This version of ENGL 407 focuses on ethical complexities built into the humor and the suffering represented within selected comedies and tragedies from Shakespeare's dramatic works. Analysis of these plays will include frequent attention to relevant issues of social structure and culture (including theater, gender relations, law, politics, religion, and race) in Shakespeare's society—as well as comparison and contrast with analogous issues in our own society.

Assessment

Learning will be assessed by participation (including attendance and in-class discussion), a short interpretive essay, a final research essay, and two exams.

Required Text

William Shakespeare, *The Complete Works* [The Complete Pelican Shakespeare], general editors Stephen Orgel and A. R. Braunmuller (London: Penguin, 2002). ISBN: 9780141000589.

414 – The Victorian Age

Representative comedies, tragedies, and historical plays. Attention given to Shakespeare's growth as a literary artist and to the factors which contributed to that development; his work evaluated in terms of its significance for modern times.

Section	Day and Time	Location	Faculty
Section 0Y01	MW 11:00-12:15	Online	May

Description

What does it mean to be "Victorian"? Since Queen Victoria died over one hundred years ago, the better question could be, "What DID it mean?" And yet, many Americans, especially in the architecturally-rich Midwest, inhabit Queen Anne cottages, Arts and Crafts and other kinds of bungalows, and, yes, mini- and full-scale Victorians (all of these styles --even the Queen Anne--were developed during the Victorian era). Think of how many of us have an opinion about such social issues as welfare and social security and public education and gender equity and workplace safety as well as such political alternatives as liberalism and libertarianism and socialism-- these, too, came into some semblance of their current forms during Victoria's reign. Think of the contemporary relevance of Victorian fiction, which continues to stimulate adaptation after adaptation of its major novels even in the 21st-Century.

To a significant degree, we are all Victorians. American culture, let alone British, still betrays the formative influence of that seventy-year period—1832 to 1900-- in British history.

ENGL 414, "The Victorian Age," will take time out to study some episodes of such Victorian influence. Devoting the bulk of our attention to the study of that influential era, the Victorian, in itself, we will read and analyze a variety of works by a variety of Victorian novelists, essayists, and poets. Students will become familiar with the dominant Victorian genres or kinds of writing (and the relationships between them) as well as the major substantive issues preoccupying the major Victorian writers, especially issues having to do with these writers' sense of their own unique historical character. The course will also pursue the sort of "cultural inquiry" that seeks to disclose aspects of Victorian culture that its poets and sages have tended to idealize, ignore, repress, or otherwise occlude.

More specifically, we will read one (Wilde) play as well as one (Dickens) novel, survey the major poets (Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning, Emily Bronte, Dante Gabriel Rossetti, William Morris), and read some of the major prosists (Carlyle, Mill, Ruskin, Arnold, Stickney Ellis, Martineau, and Eliot).

Course Format (see the schedule [separate] for due-dates)

1. Twelve or so reading quizzes (mostly identifications); I drop your lowest two. 10%.
2. A shorter paper ("Paper #1") (one brief [two- to three-page] but pithy analytical "squib," either double- or 1+1/2-spaced, Times Roman 11-pt. or larger; a style-sheet will be provided; due early on [see schedule]). 15%.
3. A longer paper ("Paper #2," a five- to seven-page analytical essay due near the end of the semester). 20%.
4. A midterm examination. I may provide six or seven passages ahead of time, four or five of which appear on the exam; you then choose two and write about them. There may also be a twenty-item id section. 20%.

5. A final examination. I provide six or seven passages ahead of time, four or five of which appear on the exam; you then choose two and write about them. You also write about your choice of “crucial passages” (I’ll explain). We may also have a twenty-item id section. 25%.
6. Class participation (discussion—very important, as this grade’s weight indicates). 10%.

Required Texts

Charles Dickens, *Hard Times* (New York: Norton Critical Edition). 9780393284386
 M. H. Abrams, Steven Greenblatt, et al., eds., *The Norton Anthology of English Literature, Vol. E: The Victorian Age*, 9th Ed. [7th and 8th are OK, too) (New York: Norton, 2012). 9780393912531
 Richard Altick, *Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature* (New York: Norton, 1980). 9780393093766

470 – English Novel Since 1900

Development of the English novel in the 18th and 19th centuries, including works by such representative authors as Defoe, Richardson, Fielding, Austen, Thackeray, the Brontës, Eliot, and Hardy.

Section	Day and Time	Location	Faculty
Section 0001	MWF 11:00-11:50	RH 205	Gorman

Description

Be it said first that this is a course in British literature (as opposed to American). The British novel has a long, rich, and distinguished history. A complete survey of it would require reading several books each by many authors. Since that is not feasible in one semester, the aim of this course is to provide students with some impression of (roughly) the first two centuries of novel-writing in Britain. Be it said second that there will be a lot of reading in this course, which is an aspect of this tradition. The British novel is highly discursive by nature; the results will be worth the effort, however. Lecture-discussion format.

Course goals: Students will

- gain a familiarity with the history of a major literary form, by reading some of the major and minor classics of it;
- have the opportunity to exercise their critical and analytic skills in reading and discussion; and also
- have a chance to improve their writing.

Requirements (tentative)

Final exam (no midterm); weekly reading quizzes; short essays (3-5 pp.), semiweekly. Attendance and participation.

Texts

Jane Austen, *Northanger Abbey*; Charlotte Brontë, *Jane Eyre*; Charles Dickens, *David Copperfield*; Oliver Goldsmith, *The Vicar of Wakefield*; Ann Radcliffe, *The Sicilian Romance*; Walter Scott, *Waverley*; Laurence Sterne, *A Sentimental Journey*; Anthony Trollope, *The Warden*

477 – Postcolonial and New Literatures in English

Representative works of new literatures in English by postcolonial South Asian, African, Australian, and Caribbean writers, such as Arundhati Roy, Buchi Emecheta, Ben Okri, Peter Carey, Michelle Cliff, and Derek Walcott.

Section	Day and Time	Location	Faculty
Section 0001	TTh 11:00-12:15	RH 205	Hibbett

Description

This course is an opportunity to study works and authors outside the Anglo-American mainstream, and within the context of colonial and postcolonial historical developments. Postcolonial studies places great emphasis on the relationship between language and power, literature and nation, and the complexities of identity and representation. It seeks out previously silenced or marginalized voices, questions which stories are privileged and who is telling them, and explores the ways in which the colonized participates within, or against, the culture, traditions, and language of the colonizer. It provides, finally, a bridge to understanding how the imperial relationship of rich and poor, powerful and struggling nations continues within today's globalized economy. Though there are of course many historical empires, this particular course will focus on the British, whose global influence has no rival. Authors will include Nadine Gordimer, Grace Nichols, Linton Kwesi Johnson, Jean Rhys, and Salman Rushdie. Coursework will consist of two analytical essays, a presentation, and class discussion.

Text: TBA

479 – Theory and Research in Literature for English Language Arts

Theory and research applied to principled practices in teaching the reading of complex texts, including canonical, multicultural, young adult, and informational literature in English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** ENGL 404A, 9 semester hours of literature at the 300 and 400 level, or consent of department. CRQ: ILAS 301.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 3:30-4:45	RH 202	McCann

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

McCann, T.M. & Knapp, J.V. *Learning to Enjoy Literature* (Rowman & Littlefield, 2021); McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C., Eds. *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Lanham, MD: Rowman & Littlefield, 2019.; McCann, T.M. *English 479 Coursepack*; additional materials contained in the course pack.

480A/B – Materials and Methods of Teaching English Language Arts

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of activities and multiple representations of concepts to accommodate diverse students' characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 3:30-4:45	RH 210	Kahn

This class will meet with ENGL 480B-00P1.

Description

English 480A 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 480A 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.

480B – Materials and Methods of Teaching English Language Arts

B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students' characteristics and abilities, especially for learners at the middle school level (grades 5-8). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes** For A: PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 3:30-4:45	RH 210	Kahn

This class will meet with ENGL 480A-00P1.

Description

English 480B 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 480A 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.

480A – Materials and Methods of Teaching English Language Arts

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

Section	Day and Time	Location	Faculty
Section 00P2	T 6:00-8:40	RH 210	McCann

This class will meet with ENGL 648.

Description

English 480/648 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 480/648 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.

Requirements:

The course requires 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:

McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C., Eds. *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Lanham, MD: Rowman & Littlefield, 2019.
 Smagorinsky, Peter. *Teaching English by Design*, Portsmouth, NH: Heinemann, 2018.

482 – Clinical experience in English Language Arts

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. **Prerequisites & Notes:** PRQ: Consent of department. CRQ: ENGL 480A.

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

This class will meet with ENGL 645.

485 – Student Teaching in Secondary English Language Arts

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 educator licensure in English Language Arts. Ongoing assessment of candidate's development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. Not available for credit in the major. S/U grading. **Prerequisites & Notes:** PRQ: ENGL 480A, ENGL 482, and consent of department.

Section	Day and Time	Location	Faculty
Sections 00P1-00P3	N/A	N/A	Staff

491 – Honors Directed Study

Directed study in an area of English studies. Open to all department honors students. May be repeated once. **Prerequisites & Notes:** PRQ: Consent of department.

Section	Day and Time	Location	Faculty
Section 0HP1	N/A	N/A	Staff

493 – Creative Writing Nonfiction II

Advanced workshop in writing creative nonfiction. The writing of personal and autobiographical essays with attention paid to extensive revision, formal and thematic experimentation, and considerations about the implications of the self as author and subject. Continues and advances the work begun in Writing Creative Nonfiction. **Prerequisites & Notes:** PRQ: ENGL 303.

Section	Day and Time	Location	Faculty
Section 0001	TTh 3:30-4:45	RH302	Bonomo

Description

Advanced workshop in writing creative nonfiction continuing the work of ENGL 303, the reading and writing of personal and autobiographical essays. The emphasis will be on formal and thematic experimentation, revision, and “thinking like essay.” Crucial to your success in the course is a commitment to thorough and reflective reading and active participation in a generous and serious workshop environment.

Requirements

Regular class attendance; full preparation for workshops (careful reading and marking of all student drafts); three personal essays (approx. 25-30 pages total); weekly formal reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

Texts: Likely a book or anthology of essays, and student drafts (required)

494 – Writing Center Practicum

Cross-listed as ILAS 494X. Theoretical and practical instruction in tutoring, required for all undergraduate writing consultants in the University Writing Center. Includes research on cross-curricular writing tasks in a supervised, on-the-job situation. S/U grading. May be repeated to a maximum of 3 semester hours with consent of department.

Section	Day and Time	Location	Faculty
Section 00P1			Jacky

495 – Practicum in English

Practical writing and other professional experience in supervised on-the-job situations. May be repeated to a maximum of 3 semester hours. S/U grading.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

496 – Internship in Writing, Editing, or Training

Involves primarily writing, editing, or training in business, industry, or government setting, and that is jointly supervised by the English department's internship coordinator and an individual from the sponsoring company or organization. May be repeated to a maximum of 6 semester hours. Up to 3 semester hours may be applied toward the English department's program requirements. S/U grading. **Prerequisites & Notes** PRQ: Prior approval by the Department of English, a minimum of 120 contact hours, and other requirements as specified by the department.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

497 – Directed Study

Directed study in any area of English Studies. **Prerequisites & Notes:** PRQ: Consent of department. 1-3 hours.

Section	Day and Time	Location	Faculty
Section 00P1			Staff