

ENGLISH DEPARTMENT

Upper Level Courses Winter & Spring 2017

Winter 2017

ENG 307-411: WRITING FOR MANAGEMENT, PUBLIC RELATIONS AND THE PROFESSIONS

An advanced course designed for students interested in administration, business, accounting, law, and other professions, public relations and any other area where skills will be required. The course will explore the ethical contexts for written communication at the workplace. Class members will gain practice and guidance in using appropriate language, tone and format for effective letters, memos, reports, proposals, job application materials and writing for mass media. Emphasis will be placed on purpose and clarity in the context of specific cases. Proposals, Resumes, and Persuasive Requests are some of the documents to be designed. *3 credits (Steiner) Online <WRITING EMPHASIS COURSE>*

Spring 2017

ENG 301, SECTION 01 & 10L: FOUNDATIONS FOR LIT STUDIES

An introduction to foundational knowledge and skills for the advanced study of literature. The course fosters understanding of the importance of historical, cultural, and intellectual contexts for literary study as well as appreciation for the diversity of literary expression. Students can expect to develop the facility for critical work with literature by expanding their understanding of literary genres and basic literary terminology, and by improving their abilities to engage in literary research, conduct close textual analysis, and write critically about literature.

4 credits (Fowler) TuTh 2:15-3:40 & Lab Th 3:55-4:50

ENG 304, SECTION 01: WRITING/HUMANITIES

An advanced writing course designed especially for students majoring in the arts and humanities. The course will focus on the types of inquiry and discourse appropriate to these disciplines. Students will be instructed in the rhetorical strategies of invention (that is, discovering content and establishing lines of reasoning, analyzing audience, and determining the writer's purpose and persona), arrangement and style. *3 credits (Wilkie) TuTh 3:55-5:20*

ENG 305, SECTIONS 01 & 02: CREATIVE WRITING

A course emphasizing the writing of poetry and short fiction taught by a professor who is a published fiction writer and poet. Students will develop skills in each of these genres, participate in workshops in which student work is critiqued, and analyze the works of professional writers. The class may also meet with visiting writers. The course is intended as the basic course in the creative writing English minor. Primarily for English majors and minors. It is also for students interested in writing short fiction and/or poems. Prerequisite: three credits in 200-level English courses. *3 credits (Stobb) TuTh 9:25-10:50; (Cashion) MW 2:15-3:40*

<WRITING EMPHASIS COURSES>

ENG 307, SECTIONS 01, 02, 03 & 411: WRITING FOR MANAGEMENT, PUBLIC RELATIONS AND THE PROFESSIONS

An advanced course designed for students interested in administration, business, accounting, law, and other professions, public relations and any other area where skills will be required. The course will explore the ethical contexts for written communication at the workplace with an emphasis on purpose and clarity in the context of specific cases. Class members will gain practice and guidance in using appropriate language, tone and format for effective letters, memos, reports, proposals, job application materials and writing for mass media.

3 credits (McCracken) MWF 9:55-10:50 or 11:00-11:55 Hybrids; (Kopp) TuTh 11:00-12:25; (Steiner) Online <WRITING EMPHASIS COURSES>

ENG 308, SECTION 01: TECHNICAL WRITING

An advanced writing course exploring the theoretical, practical, cultural, and ethical dimensions of using writing to communicate technical information to expert and non-expert audiences. Students will be encouraged to creatively apply concepts and practices developed in class to work in their own professional fields and disciplines. Not open for credit in the English education major or minors except for credit in the professional writing minor.

3 credits (McCracken) MW 3:55-5:20 Hybrid <WRITING EMPHASIS COURSE>

ENG 310, SECTION 01: DIGITAL CONTENT/MGMT/EXPER DESIGN

- Learn best practices for creating professional content
- Design effective and ethical experiences for users
- Optimize professional writing across digital channels
- Participate in a complex, client-based project desirable

3 credits (Steiner) MWF 9:55-10:50 <WRITING EMPHASIS COURSE>

ENG 311, SECTION 01: CRITICAL THEORY

This course is founded on the notion that we are made of the stories we tell about ourselves, about each other, and about the worlds in which we live. We will focus on stories transmitted through literature, science, film, and television, and we will survey different theoretical approaches to understanding how our tellings of those stories shape us in significant ways.

3 credits (McCracken) TuTh 9:25-10:50 <WRITING EMPHASIS COURSE>

ENG 311, SECTION 02: CRITICAL THEORY

This section of ENG 311 explores the intersections of theory and identity—what the study of theory can tell us about who we are, and how we treat and understand others. We will engage with theories of identity from classical Greece to the twenty-first century as we together ask questions about what it means to be human, and further, to possess an identity in an evolving and dynamic global community. *3 credits (Parker) MW 2:15-3:40 <WRITING EMPHASIS COURSE>*

ENG 313, SECTION 01: PROSE STYLE AND EDITING

A practical course in developing a flexible and effective capacity for writing prose. Students will master techniques and strategies of emphasis, coherence, clarity, conciseness, balance, and rhythm. Use of tropes and figures (particularly metaphorical language and imagery) and tone will be explored in the context of rhetorical appropriateness and strategy. The course will provide students with the fundamentals of prose technique--the basis for an art which they can continue to refine and develop for the rest of their lives.

3 credits (Cashion) TuTh 2:15-3:40 <WRITING EMPHASIS COURSE>

ENG 318, SECTION 01: JOURNALISM & NEW MEDIA

This course introduces students to the histories and practices of journalism and new media. Students can expect to examine such issues as the rise of modern journalism, the transition to digital media, ethics and free speech issues, the globalization of news, as well as writing genres particular to different platforms. *3 credits (Zhang) TuTh 12:40-2:05*

ENG 320, SECTION 01: LITERARY JOURNAL PRODUCTION PUBLICATION

A workshop course in literary magazine production and publication. The class assembles and publishes *Steam Ticket*, a literary journal of quality writing. An open call for manuscripts is advertised in a national writing journal, and from hundreds of submissions, students collaborate to select poetry, fiction, creative nonfiction, and artwork they believe to have redeeming literary merit. Students assume roles as editors and readers, and the process is overseen (but not controlled) by a professor who has experience in creative writing and publishing. Emphasis will be placed on inter-disciplinary and multicultural content and participation.

3 credits (Cashion) TuTh 3:55-5:20

ENG 331, SECTIONS 01 & 02: INTRODUCTION TO LINGSTICS

An introductory survey of the major subfields of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics. Some attention is given to language acquisition and language variation. *3 credits (Mann) MW 2:15-3:40 or 3:55-5:20*

ENGL 332, SECTION 01: MODERN ENGLISH GRAMMARS

An introduction to the structure of the English language, focusing primarily on its syntax. Investigation of the various grammatical functions that words perform and how those words combine to create phrases, clauses, and sentences. Development of skills for analyzing and describing English sentences. *3 credits (Mann) MWF 12:05-1:00*

ENG 333, SECTIONS 01 & 02: INTRO TO RHETORIC & WRITING STUDIES

How does rhetorical invention (what we write about) relate to organization/style (how we write about it)? Rhetoricians and composition scholars differ in their answers to this question, and this introductory course to the field of Rhetoric and Composition examines three different views regarding this relationship, which entail three different processes of writing, three different approaches to improving writing. Course responsibilities include reading, daily in-class writings, three take-home exams, and one final project.

3 credits (Lan) TuTh 9:25-10:50 <WRITING EMPHASIS COURSE>; (Wilkie) TuTh 2:15-3:40

ENG 335, SECTION 01: INTRODUCTION TO PROFESSIONAL WRITING

Introduction to Professional Writing is designed as an introductory course for students who are interested in writing in professional settings. The course will include an introduction to various field definitions of professional writing, an overview of professional writing history and theory, provide space to study key concepts that are currently relevant in the field, and apply these histories and concepts to concrete documents that constitute study in the field of professional writing. *3 credits (Kopp) MW 2:15-3:40 Hybrid <WRITING EMPHASIS COURSE>*

ENG 337, SECTION 411: RHETORICS OF STYLE

The course is a systematic effort to help students understand and use rhetorical strategies for making stylistic choices to improve their writing style. The course also provides students with an opportunity to reflect upon the tropical nature of language-use in rhetorical contexts.

3 credits (Lan) Online <WRITING EMPHASIS COURSE>

ENG 341, SECTION 01: PEDAGOGICAL APPROACHES TO YOUNG ADULT LITERATURE

This course focuses on pedagogical approaches to using young adult (YA) literature as a tool for understanding adolescent experiences in the secondary English classroom. It is designed for teacher candidates who want to learn how to integrate YA literature into their future classrooms. Students will read a variety of texts in multiple genres, exploring the breadth and richness of YA literature in terms of form, style, and cultural diversity. Students will learn how to incorporate technology to encourage higher-order thinking, how to align curriculum to the Common Core Standards, and how to use YA literature strategically within a traditional curriculum that favors canonical texts. Prerequisite: three credits in 200 level English courses.

3 credits (Jones) Tu(F2F) Th(Online) 5:30-6:55 Hybrid

ENG 343, SECTION 01: CREATIVE NON FICTION

English 343 guides upper division students through advanced studies in creative non-fiction. Focusing on major sub-genres, such as memoir, literary journalism, portrait, and essay of place, and techniques such as narration, description, dialogue, riff, and fragment, the course guides students toward the production of high-quality finished works of creative non-fiction.

3 credits (Stobb) TuTh 11:00-12:25 <WRITING EMPHASIS COURSE>

ENG 357, SECTION 01: WORLD LITERATURE “Migrations of Folklore and Storytelling”

This course provides an introduction to world folklores as they exist in classic and contemporary literature and popular culture. We will explore concepts of folklore in excerpts from classical epics of Homer, Virgil, and Ovid, in classic fairy tales from Germany and France, and in more recent depictions of the English-speaking Caribbean (Carriacou and Haiti), Russia, Pakistan and Spain. Students will also explore concepts about storytelling and its inherent value to various communities. We will examine certain folk tales’ and folk figures’ (heroes and tricksters) migrations, losses, renewals and appropriations. In addition to short stories (or brief excerpts), we will read three novels chosen for their qualities of storytelling and/or usage of folklore: Alejo Carpentier’s *In the Kingdom of This World*, Paule Marshall’s *Praisesong for the Widow*, and Salman Rushdie’s *Shame*. We will also view the film *Pan’s Labyrinth*.

3 credits (D. Hart) TuTh 12:40-2:05

ENG 361, SECTION 01: OLD/ MIDDLE ENGLISH LITERATURE

An introduction to the study of Old and Middle English literature with attention to the development of genres and styles which shaped early English literary traditions. In this section of ENG 361, we will be examining the medieval hero, adventure, magic, honor, and love through the many extant tellings and retellings of tales about King Arthur and his knights, as well as one “post-Arthurian” romance that adheres to the basic forms of this loosely defined genre. We’ll consider these themes through portrayals of gender, sexuality, emotional excess, madness, place, and space in their cultural and historical contexts. *3 credits (Fowler) TuTh 11:00-12:25*

ENG 363, SECTION 01: SHAKESPEARE I

Close reading and analysis of representative examples of Shakespeare’s works, focusing on their historical and cultural contexts, and considering some contemporary adaptations.

3 credits (Eschenbaum) TuTh 12:40-2:05

ENG 364, SECTION 01: SHAKESPEARE II

Study of Shakespeare’s plays within their cultural contexts and through close reading and analysis; includes consideration of some recent adaptations and strategies for studying Shakespeare in the classroom, on the stage, and in contemporary culture.

3 credits (Hogan) W 5:30-8:15 <WRITING EMPHASIS COURSE>

ENG 372, SECTIONS 01: AMERICAN LITERATURE AFTER 1900

American Texts in Dialogue and Debate: What Will Be Our American Story?

The American twentieth and twenty-first centuries have been marked by momentous changes in national demographics, war, technology, race relations, environmental values, and a reassessment of American idealism. In this course, we will examine the themes that were most central to American identity through the decades of the twentieth century, including images of American progress, a fraught history of agrarian development intertwined with a zeal for ownership, and efforts to construct a tolerant and unified spirit within an increasingly pluralistic society. We will also examine how different literary forms were adapted to represent new versions of national identity. Our cultural history is often defined by who gets to tell the stories we read and which stories are passed on from generation to generation. As a result, this course is structured around pairs of texts that offer divergent perspectives on similar themes related to American identity. In this way we will be exposed to both canonical interpretations of American literature as well as the novels and poetic voices that have been too often left out. Further, we will regularly engage with questions of how our past informs our future by considering how these voices (and silences) create context for contemporary prose, poetry, and cultural narratives being told here and now about who we want to be in the next one hundred years.

Authors, Poets and other artists may include: F. Scott Fitzgerald, Zora Neale Hurston, William Faulkner, T.S. Eliot, William Carlos Williams, Langston Hughes, Charlie Chaplin, Muriel Rukeyser, Grant Wood, Ansel Adams, Marianne Moore, H.D., Ernest Hemingway, Georgia O'Keefe, Thomas Pynchon, Leslie Marmon Silko, Christopher Isherwood, Adrienne Rich, Ernest J. Gaines, Toni Morrison, Simon Ortiz, Jhumpa Lahiri, David Mura, Nathaniel Rich, Claudia Rankine, and Fady Joudah.

A Community Service Project and Field trip(s) may be part of the course.

3 credits (Sultzbach) W 5:30-8:15

ENG 382, SECTION 01: LATINO LITERATURE IN ENGLISH

Study of representative works in original English or translation by writers of Mexican American, Cuban American, Puerto Rican, and other Latino or Latin American origins, emphasizing the aesthetic dimensions of this literature as well as its historical roots and contemporary cultural contexts. *3 credits (Barillas) MW 2:15-3:40*

ENG 405, SECTION 01: TEACHING ENGLISH IN A SECONDARY SCHOOL

This course will be integrated with a field experience. In the context of a real classroom, teacher candidates will learn how to plan for and assess student learning in English. With a focus on content knowledge, teacher candidates will plan a variety of meaningful learning experiences, assess student learning, and monitor and modify instruction to best support the individual learners in the classroom. The teacher candidate will design, enact, and assess activities that advance student understanding to more complex levels. Teacher candidates will gain experience in monitoring the obstacles and barriers that some students or groups of students face in school; candidates will learn how to design learning experiences to support all learners.

3 credits (Jesse) MTuWThF 9:25-10:50

ENG 413, SECTION 01: WRITING PORTFOLIO

This course will challenge students to review, revise, and reconsider the body of writing they've produced during their undergraduate careers as rhetoric and writing emphasis majors. As students prepare to assemble their portfolios they will be asked to reimagine previous writing projects through the lenses of various writing research methodologies.

3 credits (Thoune) MWF 8:50-9:45 <WRITING EMPHASIS COURSE>

ENG 416, SECTION 01: SMNR ADVANCED FICTION WRITING

English 416 is designed as an intensive course devoted to the craft of writing fiction, taught by a published fiction writer with academic training in the discipline. The course will emphasize the development of individual craft elements such as characterization, plot, point of view, narrative voice, style, setting, and dialogue, and how each of these elements get integrated in various combinations to create what we call "story." A key component of the course will include peer workshopping. In addition, an eclectic group of readings will be required—from classic to contemporary authors—to suggest a range of models. Individual conferences with the professor will be encouraged. *3 credits (Cashion) M 5:30-8:15 <WRITING EMPHASIS COURSE>*

ENG 433, SECTION 01: INTRO TO TEACHING WRITING

Introduces students to histories, theories, and practices that will enable them to make effective choices as teachers of writing. Areas of study include a brief history of writing instruction in American schools, including an overview of influential theories; the development and implementation of writing assignments; and theories and best practices for responding to student writing. Students engage these issues both as writers and as future teachers. This specific preparation to teach writing builds on students' disciplinary knowledge and more general courses in education theory and practice. *3 credits (Crank) MW 2:15-3:40 <WRITING EMPHASIS COURSE>*

ENG 452, SECTION 01: PROFESSIONAL WRITING PRACTICUM

This course is for students who need to complete their internship/practicum for the Professional Writing Minor, and requires instructor approval to enroll.

3 credits (Steiner) Online <WRITING EMPHASIS COURSE>

ENG 462, SECTION 01: SEMINAR IN BRITISH LITERATURE "Warning Signs: Cautionary Theory and Fiction"

An advanced version of "ENG 200: Trouble in Utopia," this course will focus on the conflict between society and the individual that we call politics. The dystopian novels we will read, beginning with Mary Shelley's *Frankenstein* and ending with Dave Eggers' *The Circle*, can all be interpreted as highly relevant political warning signs, and we will read several theoretical sources, including Sigmund Freud, Michel Foucault, and Bernard Stiegler, that will help us contextualize our discussions. The following questions will be at issue throughout the term: What would a just and ethical society be like? What positive alternatives for our future do these works suggest by calling attention to the negative potentials of our present? Does the utopian impulse, the desire for freedom and social harmony at the heart of what is called "progress" and "enlightenment," also contain a dark side, a compulsion for order that ends up repressing and oppressing the very subjects it intends to liberate? If social utopia seems an impossibility, can the human subject, imprisoned by society as she or he is, still work as an individual to approximate

the ideals of freedom and harmony denoted by the term “enlightenment”?
3 credits (Butterfield) Th 5:30-8:15

ENG 484, SECTION 01: CAPSTONE LIT STUDY

This is a required course for senior English majors—literature emphasis. The first section of the course introduces this semester's focus on a range of contemporary theories in literary studies. The first five to six weeks of the semester focus primarily on reading assignments, discussion, lecture, and informal writing. Class members will then develop individual research projects which combine their prior or concurrent interests from another 400-level literature course along with issues addressed in the first section of the capstone. For example, a class member may choose the work of a particular author, or a group of works by different authors, with which she or he has already worked in another professor's course. The class member will then explore various aspects of these texts which can be connected to the theoretical issues/perspectives addressed in the first section of the course. Research, as well as creative thinking, are required in this development phase. Students will present work-in-progress to other members of the class and meet with me individually. The third and final phase of the course entails oral presentations by class members as they finalize their written projects. Faculty and students in the English Department will be invited to attend these presentations. Peer revisions and class discussions of each project will make up the last few days of the course. *2 credits (Fowler) MW 11:00-11:55*

ENG 497, SECTION 01: SEMINAR IN RHETORIC & WRITING STUDIES “Writing and Resistance”

This special topics course will explore the connections between writing and resistance. In the context of this course, we'll be unpacking resistance and writing as a framework for examining writing at the intersections of social justice, activism, and emotion. However, we'll also be examining the role that writer resistance plays in the composing process, especially in the areas of feedback and revision. Throughout the course, we'll read a wide range of texts both disciplinary and from popular culture. Students will be encouraged to develop research projects that explore the role(s) resistance plays in (re)shaping how we understand the affective dimensions of the writing process.

3 credits (Thoune) MW 2:15-3:40 <WRITING EMPHASIS COURSE>

Visit <https://www.uwlax.edu/records/registration/> for the most accurate and up to date catalog, timetable, and scheduling information with regard to course prerequisites, credits, program requirements, etc.

This list was last updated November 2016.