**Summer 2023**

**ENG 307-431: Writing for Mgt, PR & the Pros | Online Asynchronous | McCracken**
An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, application materials, correspondence, memos, proposals, reports, press releases, and others. Students will work independently, collaboratively, and ethically to address the needs of internal and external audiences. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing workplace contexts and stakeholders.  
*Writing Emphasis*

**ENG 310-421: Dig Content/Strtgy/Exp Design | Online Asynchronous | Steiner**
This course is designed to develop rhetorical knowledge of and practice in digital content strategy, written content creation, and user experience design for professional organizations across multiple platforms, including websites, social media, blogs, and other professional digital spaces. Students will develop skills in content strategy and user experience/user interface design for professional digital ecologies/networks, including those within mobile and desktop interfaces. The course will also introduce students to tracking and measuring data analytics, integrating search engine optimization, and developing content strategies to optimize professional and technical writing across digital platforms and situations.  
*Writing Emphasis*

**Fall 2023**

**ENG 300-01: Intro to English Studies | MW 3:55-5:20 | In-Person | Parker**
English departments have been home to some of the most important debates around language, writing, and identity. This course explores the dynamic nature of English studies and the contemporary relevance of the field by pursuing some of the following questions: What is English studies? How do we account for disciplinary change over time? How do the various fields in English studies create knowledge? How does English studies prepare students to be thinkers, professionals, and global citizens?

**ENG 301-01: Literary & Cultural Studies | MWF 8:50-9:45 | Hybrid | DeFazio**
*Literature and the Earthly: Learning to Read to live a Thoughtful Life, Learning to Read to Live with Uncertainty, Learning to Read to Live in a Democracy, Learning to Read the Difficult*

The task of the humanities is to teach, through reading diverse texts that articulate difference and otherness of ideas and modes of being, thoughtfulness. Thoughtfulness, however, is not entirely a “personal” matter but is closely tied to living in a democratic society which means the humanities teach thoughtfulness as ethics of democracy. Thoughtfulness, in other words, is a complex mode of living with the “other” who is not the “same” as us. In his reading of Shakespeare, John Keats, one of the most brilliant poets of the 19th century, writes that to live a meaningful life one has to have “Negative Capability” or to be “capable of being in uncertainties, Mysteries, doubts, without any irritable reaching after fact & reason.” Keats’ maxim is the core of this introduction to literary and cultural studies: we will read diverse texts—from Herman Melville’s *Bartleby, The Scrivener*, Jean-Paul Sartre’s “The Wall” and Arundhati Roy’s *The God of Small Things* to Ta-Nehisi Coates’ *Between the World and Me* and Judith Butler’s *What World Is This?*, to the HBO series *His Dark Materials* and other literary, cultural and theoretical texts—and interpret their “negative capability,” their resistance to irritation when they face uncertainty. We will have, around the middle of the semester, an “interlude” during which we read Sarah Bakewell’s *At the Existentialist Café* and examine a major group of 20th century writers and their ideas. The course addresses existentialism because the ideas of such existential thinkers as Jean-Paul Sartre can open up different spaces of uncertainty for us and teach us how to have negative capability. One of Sartre’s arguments is grounded
in the “choice” by which we make our individual being (“essence”)—how do we choose when we don’t have clear guidelines? This is what this course tries to set up as a question (and maybe hint at some tentative answers).

**ENG 302-01/387-01: Literature & Environmental Action | TTH 2:15-3:40 | In-Person | Sultzbach**

What is the relation between environmental experience and literary representation of the environment? How do the definitions of "nature" and "wilderness"—and the values attached to these—change from one era to the next? What does it mean to read in the epoch of the Anthropocene? How does climate literature help us imagine a climate changed future or act in response to it? Moreover, how have the literary and cultural modes of environmental perception been translated into environmental ethics that influence social action and political policy? In order to explore these questions, we will critically examine cultural constructions of the pastoral, wilderness and non-human animals in fiction, non-fiction nature writing, and poetry. Each semester will also involve some “action” we take as a class, involving a project that engages us with the public.

**ENG 305-01: Creative Writing | TTH 2:15-3:40 | Hybrid | Cashion**

**ENG 305-02: Creative Writing | TTH 3:55-5:20 | In-Person | Stobb**

Imagination-building and creative-thinking skills developed via fiction, screenwriting, creative non-fiction, and poetry. Bring the beauty, the tragic, the silly, the comic. Every idea welcome. Experience unnecessary.

*Writing Emphasis*

**ENG 307-01: Writing for Mgt, PR & the Pros | TTH 12:40-2:05 | In-Person | McCracken**

**ENG 307-02: Writing for Mgt, PR & the Pros | TTH 3:55-5:20 | In-Person | McCracken**

**ENG 307-03: Writing for Mgt, PR & the Pros | MWF 12:05-1:00 | Hybrid | Zamparutti**

**ENG 307-04: Writing for Mgt, PR & the Pros | MWF 1:10-2:05 | Hybrid | Zamparutti**

An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, application materials, correspondence, memos, proposals, reports, press releases, and others. Students will work independently, collaboratively, and ethically to address the needs of internal and external audiences. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing workplace contexts and stakeholders.

*Writing Emphasis*

**ENG 308-411: Technical Writing | Online Asynchronous | Zamparutti**

An advanced writing course designed to introduce students to theories and practices of writing and designing technical information using various media and technology (i.e. digital, print, audio, video, etc.), through such genres as infographics, podcasts, white papers, technical instructions, documentation, and others. Students will work independently and collaboratively to address the needs of diverse users by ethically and accessibly communicating technical information. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing contexts.

*Writing Emphasis*

**ENG 309-01: Writing in the Sciences | TTH 2:15-3:40 | In-Person | McCracken**

An advanced writing course for students in the sciences. The course will focus both on the role writing plays in the conduct of scientific work and on the rhetorical and stylistic conventions of the various scientific disciplines: in short, on the relationship between writing and scientific knowledge. Taught through an inquiry process, students will be led to develop their composition skills and understanding as they discover the procedures and conventions of their individual disciplines. Not open for credit in the English education major or minors except for credit in the professional writing minor.

*Writing Emphasis*
ENG 310-01: Dig Content/Strtgy/Exp Design | TTH 11:00-12:25 | In-Person | Steiner
ENG 310-02: Dig Content/Strtgy/Exp Design | TTH 12:40-2:05 | In-Person | Steiner
This course is designed to develop rhetorical knowledge of and practice in digital content strategy, written content creation, and user experience design for professional organizations across multiple platforms, including websites, social media, blogs, and other professional digital spaces. Students will develop skills in content strategy and user experience/user interface design for professional digital ecologies/networks, including those within mobile and desktop interfaces. The course will also introduce students to tracking and measuring data analytics, integrating search engine optimization, and developing content strategies to optimize professional and technical writing across digital platforms and situations.

*Writing Emphasis*

ENG 311-01: Critical Theory | TTH 3:55-5:20 | In-Person | Butterfield
Students in this course will study various major theoretical schools and begin to develop their conceptual literacy in approaching literary and other cultural texts (for example, creative and other modes of writing, public discourses, aesthetic and/or social movements, images, film, and other media). The course will facilitate students' dynamic participation in the unfolding conversations and debates about texts and culture.

ENG 313-01: Writing, Genre, & Style | MW 2:15-3:40 | In-Person | Kopp
This course invites students to interrogate their own use and understanding of style while also introducing them to key stylistic concepts such as the use of emphasis, coherence, clarity, conciseness, balance, and rhythm. Students will practice these concepts in their own writing and the writing of others via the use of rhetorical tropes and figures and within the framework of rhetorical genre studies.

*Writing Emphasis*

ENG 314-01: Grant Writing | T 5:30-8:15 | Hybrid | Zamparutti
This course provides students with an opportunity to develop knowledge of theories and practice in philanthropic grant writing. Students will work in teams to help clients fundraise for social change, investigating political, social, and cultural aspects and practices of grant writing within the context of local organizations. Students will develop skills in identifying sources of grant funding, engage in various research methods, analyze stakeholder needs, and learn to rhetorically respond to requests for proposals. The course will also explore grant-related writing genres and conventions such as planning documents, needs assessments, letters of inquiry, project descriptions, and requests for proposals.

*Writing Emphasis*

ENG 327-01: Publishing in Digital Age | TTH 9:25-10:50 | In-Person | Zhang
Practice in and critical examination of publication design, including research, writing, editing, layout, design, theory, software, and digital imagery.

ENG 331-01: Intro to Ling: Sounds & Words | M 12:05-2:05 | In-Person | Mann
ENG 331-02: Intro to Ling: Sounds & Words | M 12:05-2:05 | In-Person | Mann
ENG 331-10L: Intro to Ling: Sounds & Words | W 12:05-2:05 | In-Person | Mann
ENG 331-11L: Intro to Ling: Sounds & Words | F 12:05-2:05 | In-Person | Mann
This course is an introduction to linguistics focused on articulatory phonetics, phonology, and morphology. Some attention is given to language acquisition and language variation at the levels of phonology, morphology, and the lexicon. During lab students practice phonetic transcription, morphological analysis, morphophonological analysis, phonological analysis, phonemic analysis, and distinctive feature analysis. Lect. 2, Lab 2.
The field of Writing and Rhetoric Studies investigates the function and practice of writing so as to offer insights into how to write most meaningfully. This class introduces the field to you by using a historical approach and by focusing on rhetorical invention: What do critical thinking and creativity mean in the writing process, and how do writers become more critical and creative? The goal is to help you explore different answers to these questions on rhetorical invention so as to help you make informed choices as you grow as writers.

*Writing Emphasis*

This course 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 and technical writing, an overview of professional and technical 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 and technical writing.

*Writing Emphasis*

This workshop provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of English Language Arts instruction for grades 4-12. Students in this course develop their reflective teaching practice, focusing on issues of professionalism, classroom management, and conflict resolution. Prerequisite: concurrent enrollment in ENG 355; admission to teacher education.

This course is designed to equip teacher candidates to understand theoretical and research-based foundations of middle grades ELA classroom instruction. Using young adult literature as a tool for understanding adolescent experiences and literacy development, teacher candidates will learn the intricacies of text selection and strategies for facilitating discussions and supporting adolescents in developing presentation strategies. They will also learn how to incorporate technology to encourage higher-order thinking, how to align curriculum to instructional standards, and how to use middle grades literature strategically within a traditional curriculum. Through an integrated field experience at a local middle school, candidates will learn about the complex processes of planning discipline-specific literacy instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of academic language, disciplinary literacy, teacher performance assessment, text complexity, and conflict resolution. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisites: ENG 110 or ENG 112; at least one 200-level English course; concurrent enrollment in ENG 351; admission to teacher education.

How do writers and researchers build knowledge in the field of writing and rhetoric studies? This course provides an overview of the research methods and genres used in writing and rhetoric studies, ranging from theoretical and historical approaches to qualitative and quantitative research designs. Methods such as ethnography, case study, discourse analysis, place-based research, and mixed methods will be discussed. Students will critique examples of published studies as they develop their own scholarly or creative projects, which will involve the identification of a research question or gap in the field, a review of the literature, a selection of appropriate methodologies, and preliminary research. By the end of the semester, students will complete a prospectus that they will develop in the English capstone course.
ENG 411-01: Capstone in English Education | TTH 12:40-2:05 | In-Person | Garcia
The purpose of this capstone course is to engage with contemporary ELA research in order to ground our conversations about everyday teaching practices in wider theoretical frameworks. The course builds on prior coursework and a concurrent field experience to build connections between classroom practice and English education theories that support culturally, racially, and linguistically diverse learners. It is also designed to acquaint teacher candidates with the variety of English-related courses they might be called on to teach (speech, creative writing, journalism, etc.). Finally, this course supports students in completing the performance assessment portfolio required for certification. Prerequisite: concurrent enrollment in ENG 355 or ENG 455; admission to teacher education.

ENG 413-01: Capstone Research Project | MWF 9:55-10:50 | In-Person | Fowler
This course will give students an opportunity to conduct and present an intensive scholarly or creative project of their own design that engages with current conversations and trends in English studies. Students will develop their projects from previous coursework, workshop their projects throughout the semester, explore academic and non-academic venues for publishing and circulating their work, and/or ultimately present that work as part of a capstone research symposium.

ENG 417-01: Writer's Studio | MW 3:55-5:20 | In-Person | Stobb
This course is an advanced seminar in creative writing taught by an experienced author. Emphasis on the creative process, from idea generation through composition, revision, and submission for literary publication. Readings in multiple creative genres, artistic processes, and professional development. Students will workshop original works in fiction, poetry, creative non-fiction, and/or scripts. When possible, students will meet published authors from local, regional, national or international writing communities.
*Writing Emphasis

ENG 433-01: Intro to Teaching Writing | MW 2:15-3:40 | In-Person | Crank
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 US 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.
*Writing Emphasis

ENG 446-01: Forms of Fiction | TTH 11:00-12:25 | Hybrid | Cashion
An investigation of traditional and contemporary narrative forms and some problems involved in writing within them. Students will be invited to write fictions of various kinds and find solutions to specific writing problems. Each student will present a seminar paper on aspects of narrative form in the work of a representative writer.
*Writing Emphasis

ENG 451-01: Curriculum & Assessment | T 3:55-5:20 | In-Person | Garcia
This workshop provides an opportunity to discuss and further develop teacher candidates’ critical thinking regarding issues of English Language Arts curriculum and assessment for grades 4-12. Students in this course develop their reflective teaching practice, focusing on techniques for differentiated instruction and assessment that promote inclusive learning environments. Prerequisite: concurrent enrollment in ENG 455; admission to teacher education.
ENG 455-01: English Sec Class Field II | MF 9:25-10:50 | In-Person | Garcia

This course focuses on critical pedagogical approaches to canonical literature in the high school English classroom. It is designed for teacher candidates who want to learn how to teach commonly-taught texts in ways that include the perspectives of women, people of color, and indigenous and/or linguistically diverse populations. Students will explore methods for teaching poetry, fiction, drama, non-fiction, and short stories by reading with and against commonly used sources. Students will learn how to weave multiple perspectives and voices into their unit planning through mindful text selection, discussion planning, technology integration, and assessment design. 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. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher.

Prerequisite: ENG 355; concurrent enrollment in ENG 451; admission to the teacher education.