

Winter 2023

<p>ENG 307, SECTION 411 Writing for Management, Public Relations, and the Professions <i>3 credits (Steiner)</i> <i>Online Asynchronous</i> *Writing Emphasis</p>	<p>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.</p>
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Spring 2023

<p>ENG 300, SECTION 01 Introduction to English Studies <i>3 credits (Fowler)</i> <i>MWF 9:55-10:50</i></p>	<p>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?</p>
<p>ENG 301, SECTION 01 Foundations for Literary Studies <i>3 credits (Butterfield)</i> <i>TTH 3:55-5:20</i></p>	<p>This course seeks to give students a grounding in approaches to the study of literature and culture using the American 1960s as a case study. We will read and discuss some key theoretical influences on literary and cultural studies in general and on the sixties in particular, and consider together some representative works in the major genres (fiction, nonfiction, poetry, drama, music, film) in keeping with our theme— “Freak Power, Black Power, Feminism, and the Anti-war Movement.” Students will also receive instruction on research and writing before choosing their own research topic, for which class time will be allotted at the end of the term.</p>

<p>ENG 302, SECTION 01 Intermediate Topics in Literature: Women Authors 3 credits (Crutchfield) TTH 2:15-3:40</p>	<p>In the mythical American northwest plains, a strong-minded single mother has been branded as a threatening, wiindigoo spirit and cast out by her Anishinaabe tribe. Ill, she sends her young son on a journey for food. He tracks a wise old buffalo woman, who offers herself to the boy; he crawls into her warm carcass to shelter from a blizzard, then brings her meat back to feed his mother and the tribe that had shunned them. (Louise Erdrich’s <i>The Round House</i>) * On an isolated Caribbean island in the 1970s, far away from her adopted Parisian home, an African-American model falls in love with a mysterious man who challenges her adoption of white Western artistic and economic ideals. She is haunted by the specters of a deep black-brown woman in a yellow dress and of the female relatives of this man, who menacingly uncover their breasts in her dreams. (Toni Morrison’s <i>Tar Baby</i>) * A white, lesbian graphic artist grapples with her relationship with her mother. With the help of friends, lovers, psychologists, and her own tragi-comic art, she sifts through her dreams and memories of her troubled past (including bouts with crippling OCD and the suicide of her father) to find forgiveness for her mother and a personal path forward. (Alison Bechdel’s <i>Are You My Mother?</i>) * This class will explore these and other awe-inspiring works by American women authors, with a focus on works from the 1970s to today. Novels (including a graphic novel), poems, and short stories will be considered. Alongside primary texts, we will also study some of the major concepts of feminist literary theory and criticism.</p>
<p>ENG 305, SECTION 01 Creative Writing 3 credits (Stobb) TTH 9:25-10:50</p> <p>*Writing Emphasis</p>	<p>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.</p>
<p>ENG 305, SECTION 02 Creative Writing 3 credits (Cashion) TTH 12:40-2:05 Hybrid</p> <p>*Writing Emphasis</p>	<p>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.</p>
<p>ENG 307, SECTIONS 01, 02, & 05 Writing for Management, Public Relations and the Professions 3 credits (Zamparutti) TTH 11:00-12:25 (01) TTH 12:40-2:05 (02) MW 1:10-2:05 (05) Hybrid</p> <p>*Writing Emphasis</p>	<p>An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, job application materials, correspondence, memos, proposals, reports, instruction manuals, and others. Students will work both independently and collaboratively to ethically 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 diverse stakeholders.</p>

<p>ENG 307, SECTIONS 03 & 04 Writing for Management, Public Relations and the Professions 3 credits (McCracken) MW 2:15-3:40 (03) TTH 3:55-5:20 (04)</p> <p>*Writing Emphasis</p>	<p>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.</p>
<p>ENG 308, SECTION 01 Technical Writing 3 credits (McCracken) MW 3:55-5:20</p> <p>*Writing Emphasis</p>	<p>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.</p>
<p>ENG 310, SECTIONS 01 & 02 Digital Content Writing, Strategy, and Experience Design 3 credits (Steiner) TTH 2:15-3:40 (01) TTH 3:55-5:20 (02) Hybrid</p> <p>*Writing Emphasis</p>	<p>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.</p>
<p>ENG 311, SECTION 01 Critical Theory 3 credits (Kopp) MWF 12:05-1:00</p>	<p>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.</p>
<p>ENG 313, SECTION 01 Writing, Genre, and Style 3 credits (Crank) MWF 1:10-2:05</p> <p>*Writing Emphasis</p>	<p>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.</p>

<p>ENG 320, SECTION 01 Literary Journal Production 3 credits (Cashion) TTH 2:15-3:40</p>	<p>This is a workshop-style course in which students assemble and publish Steam Ticket, a nationally-distributed literary journal that attracts submissions from international authors and artists. Each student serves in positions such as Fiction Editor, Poetry Editor, Copy Editor, Managing Editor, Social Media Strategist, Staff Photographer, etc. Students gain real-world experience in publishing, titles to include on resumes, and exposure to contemporary trends in literature. Emphasis will be placed on interdisciplinary and multicultural content and participation.</p>
<p>ENG 327, SECTION 01 Publishing in a Digital Age 3 credits (Zhang) Hybrid TTH 9:25-10:50</p>	<p>Practice in and critical examination of publication design, including research, writing, editing, layout, design, theory, software, and digital imagery.</p>
<p>ENG 332, SECTION 01 Introduction to Linguistics: Phrases and Sentences 3 credits (Mann) M 5:30-8:15</p>	<p>An introduction to linguistics focused on syntax and compositional semantics. Some attention is given to language acquisition and language variation at the level of syntax. Development of skills for analyzing and describing the syntax of any human language; however, English will be the primary language of analysis.</p>
<p>ENG 333, SECTION 01 Introduction to Writing and Rhetoric Studies 3 credits (Lan) TTH 12:40-2:05 *Writing Emphasis</p>	<p>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.</p>
<p>ENG 335, SECTION 01 Introduction to Professional and Technical Writing 3 credits (Zamparutti) MWF 12:05-1:00 Hybrid *Writing Emphasis</p>	<p>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 and an overview of professional and technical writing history and theory. The course will provide space to study key concepts that are currently relevant in the field and apply these histories and concepts to concrete documents in the field of professional and technical writing.</p>

<p>ENG 336, SECTION 01 Varieties of English: English Driftless Region <i>3 credits (Mann)</i> Arranged Times</p> <p>*Writing Emphasis</p>	<p>Researching English in the Driftless Region</p> <p>This semester we will be exploring the diversity of Englishes spoken in the Driftless Region of southwestern Wisconsin by collecting and analyzing recordings and conducting language attitudes research at various fieldsites in the region. For logistical reasons, our class sessions and fieldtrips will take place on nine Saturdays over the course of the spring semester. We will meet as a class on campus from 1:00pm-3:45pm on Jan. 28, Feb. 4, Mar. 25, and April 29. Fieldtrips will take place from 10:00am-4:00pm on Feb. 11, Feb. 25, Mar. 4, Apr. 8, and Apr. 22. We will depart from campus for all fieldtrips, and transportation will be provided. You will need to pack your own lunch.</p>
<p>ENG 351, SECTION 01 Workshop in Classroom Management <i>1 credit (Garcia)</i> <i>W 3:55-4:50</i></p>	<p>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.</p>
<p>ENG 355, SECTION 01 Field I Experience: English in the Middle Grades <i>4 credits (Garcia)</i> <i>TTH 9:25-10:50</i></p>	<p>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.</p>
<p>ENG 413, SECTION 01 Capstone Research Project <i>3 credits (Thoune)</i> <i>MWF 9:55-10:50</i></p>	<p>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.</p>

<p>ENG 416, SECTION 01 Seminar in Advanced Fiction Writing <i>3 credits (Cashion)</i> <i>MW 2:15-3:40</i></p>	<p>The writing of fiction under the guidance of an experienced fiction writer. Classes will operate on the workshop model, with as many individual conferences between students and teacher as possible. The class will also include information about literary magazines, ideas about publishing, and visits from other fiction writers.</p>
<p>ENG 451, SECTION 01 Workshop in Curriculum & Assessment <i>1 credit (Jesse)</i> <i>M 1:10-2:05</i></p>	<p>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.</p>
<p>ENG 455, SECTION 01 Field II Experience: Teaching and Learning English in the Secondary Classroom <i>4 credits (Jesse)</i> <i>MF 9:25-10:50</i></p>	<p>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.</p>

<p>ENG 481, SECTION 01 Seminar in Literature and Culture: Trashy Lit 3 credits (Parker) MWF 1:10-2:05 *Writing Emphasis</p>	<p><i>Trashy Lit</i> examines the cultural, theoretical, and literary significance of all things trash: from guilty pleasure to epithet, from reality TV to romance novels. In this seminar course, we'll engage texts from a range of so-called trashy genres—romance novels, pornography, self-help—and critically interrogate how the term has been used to dehumanize and exploit whole populations of people, from servant classes to sex workers to refugees. We'll end the semester by looking at the literature of <i>actual</i> trash—eighteenth-century poetry about making waste, twentieth-century manifestos against plastics—as a means of examining the material, psychological, and environmental impacts of trashy reading, wasted time, and other forms of cultural garbage.</p>
<p>ENG 497, SECTION 01 Seminar in Writing and Rhetoric Studies: True Story! 3 credits (Stobb) MW 3:55-5:20 *Writing Emphasis</p>	<p>A seminar for advanced study in creative non-fiction: students will work in such genres as the personal essay, memoir, literary journalism, and other forms that apply the stylistic tools of creative writing to non-fiction. Students will study voice, prose style, and techniques of structuring content, while producing original work in a creative writing workshop setting.</p>