Summer 2015

ENG 303, SECTION 411: ADVANCED COMPOSITION
An advanced college-level writing course. Emphasis will be placed on developing skills and strategies related to the theories and practices of various rhetorical contexts and genres. 3 credits (Thoune) Session I; Online

ENG 307, SECTION 421: WRITING FOR MANAGEMENT, PUBLIC RELATIONS AND THE PROFESSIONS
An advanced course focusing on written communication for relations with clients, boards, organizations, customers, constituents, or the public. Students practice writing as an effective process of gathering and conveying information, answering questions, and solving problems. The course will explore appropriate language, tone, and format for effective letters, memos, news releases, reports, proposals, abstracts, and summaries. There is emphasis on purpose, audience, and clarity. 3 credits (Steiner) <Writing Emphasis> Session II; Online

ENG 341, SECTION 421: ADOLESCENT LITERATURE
Contemporary Young Adult literature reflects the changing world of today's teen reader. This course provides a forum for intense reading, discussion, and exploration of the texts and issues associated with young adult literature. 3 credits (Jones) Session II; Online

Fall 2015

ENG 299, SECTION 01: WRITING TUTOR PRACTICUM
Writing Tutor Practicum is designed to offer training and supervision for Writing Center tutors. The course will include an overview of writing center history and theory, an overview of writing process theory, and examination of best practices for tutoring various client populations. Students will develop a reflective tutoring practice based on readings and course discussions. The course must be taken during the student’s first semester of employment in the Writing Center. Failure to complete the course will result in termination of employment in the Writing Center. Students who repeat the course will engage more deeply with the content. Instructor permission required. 1 credit (Crank) M 5:30pm-6:30pm

ENG 301, SECTIONS 01, 02, 10L, & 20L: FOUNDATIONS FOR LITERARY STUDIES
Foundations in Literary Studies introduces students to the practice of engaged reading and writing about literature, to the major movements and theories that have shaped the Anglo-American literary canon, and to the value of the humanities in the pursuit of their unique professional goals. In addition, students are introduced to UW-L’s community of literary scholars through workshops that bring faculty and students together to discuss key texts (such as the William J. and Yvonne Hyde Colloquium Series). One unit on periodization will trace writing about literature (literary “criticism”) through the Classical, Medieval, Renaissance, Enlightenment, Romantic, and Victorian traditions. Students will be prompted to identify resonances, overlaps, and continuities across periods rather than to view them as discrete entities. Another course unit will focus on major literary genres--reading poetry, drama, and
prose—with an emphasis on developing strategies for close-reading literary texts. The emphasis on formal elements in this unit complements the following unit introducing students to major theoretical questions and contexts for situating literature culturally (e.g. psychoanalysis, poststructuralism, reader response, feminism, critical race theory). Finally, a culminating unit will underscore the value of literature to a liberal education, in which students will read contemporary essays and articles that assess the need for the humanities in empowering thoughtful and engage citizens. Students will complete a portfolio of work to serve as both their own personal guide for future coursework and as an informed, researched rationale for their chosen course in literary study. 4 credits (Barillas) MWF 2:10pm-3:40pm; Lab M 3:55pm-4:50pm (Parker) T 5:30pm-8:15pm; Lab T 3:55pm-4:50pm

ENG 302, SECTION 01: AFRICAN AMERICAN SHORT STORY/ESSAY

African American Essay and Short Story makes clear the power and importance of simplicity and fire in the short form, a very efficient window into the imagination and experience of a people. Fulfills (for the English Major) an American/British Literary Traditions After 1800s requirement; a Multicultural, International Literatures requirement; or a Genre requirement. It also fulfills (for English Education Major) 19th-20th Century American and British Literature requirement. 3 credits. (Young) MWF 9:55am-10:50am

ENG 302, SECTION 02: GLOBAL LITERATURE & CULTURE STUDIES "Story and Discourse: Global Literature and Cultural Studies" We will review and critique global narratives of nationalism, Old Worlds and New Worlds, the East and the West, high and low popular culture, and the intimacy of the color red. With groundwork from The Cultural Studies Reader, we will explore course themes in Orhan Pamuk’s My Name is Red (Nobel prize), Kei Miller’s The Last Warner Woman, Juno Diaz’ The Brief Wondrous Life of Oscar Wao (Pulitzer Prize), and in excerpts from Jamaica Kincaid’s A Small Place, Pico Iyer’s The Global Soul, and Marquez’ One Hundred Years of Solitude (Nobel). Satisfies elective credit in all English Majors/Minors, and open to non-English Majors. Lit. Major: category “Multicultural/International.” English Ed: category “World Literature.” 3 credits. (D. Hart) TTH 9:25am-10:50am

ENG 303, SECTIONS 01 & 02: ADVANCED COMPOSITION

An advanced college-level writing course. Emphasis will be placed on developing skills and strategies related to the theories and practices of various rhetorical contexts and genres. 3 credits (Konas) MWF 12:05pm-1pm; (Kopplin) MWF 1:10pm-2:05pm

ENG 305, SECTIONS 01, 02, & 03: 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 (Cashion) TTH 3:55pm-5:20pm; (Barillas) MW 5:30pm-6:55pm; (Stobb) MW 2:15pm-3:40pm

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

307 is 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 (McCracken) MWF 8:50am-9:45am; 11am-11:55am (Jessee) *Section 411: Online*
ENG 308, SECTIONS 411 & 412: TECHNICAL WRITING
The aim of technical writing is to report factual information objectively and clearly. This course is designed to prepare students from all disciplines to organize information and communicate it effectively to a targeted audience. The course emphasizes design principles needed to create appropriate layouts, which may include such formats as computer slide presentations, Web sites, posters, and videos, as well as text documents. 3 credits (Moeller) <Online & Writing Emphasis>

ENG 311, SECTION 01: CRITICAL THEORY
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. Prerequisite: three credits in 200-level English courses. 3 credits. (Wilkie) TTH 3:55pm-5:20pm

ENG 311, SECTION 02: CRITICAL THEORY
This course introduces concepts from the three most influential thinkers in the last 150 years of Critical Theory—Friedrich Nietzsche, Karl Marx, and Sigmund Freud—and then explores recent debates over the fallout of these concepts between Post-Structuralist, Post-Marxist, Psychoanalytical, Feminist, and Neo-Pragmatist thinkers. As case studies for the application of theoretical models, students will view and write about three relevant films: American Beauty, Fight Club, and The Lego Movie. (Butterfield) T 6:30pm-9:15pm

ENG 313, SECTIONS 01 & 02: 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 (Thoune) TTH 11am-12:25pm; (Cashion) TTH 2:15pm-3:40pm <Writing Emphasis>

ENG 314, SECTION 01: GRANT WRITING
This course is designed to develop knowledge of theories and practices of grant writing by including topics such as conventions of proposal writing as well as political, social and cultural aspects and practices of grant writing. Students will develop skills in identifying sources of grant funding, engage in various research methods, and learn to rhetorically respond to requests for proposals. Students will also learn to write requests for proposals, and analyze varying stakeholders and writing situations. 3 credits. (Moeller) TTH 11am-12:25pm

ENG 325, SECTION 411: REPORTING & COPY EDITING
This course focuses on both traditional writing, reporting, and editing skills and also multimedia production, such as photography, video and audio editing. Students will write three news stories and produce photos and videos to accompany the stories. The department has video cameras for check out. No prior video and photo editing experience is required. Though this is an online course, individual conferences are required to go over students’ writing projects. 3 credits (Zhang) <Online>

ENG 327, SECTION 01: PUBLISHING IN DIGITAL AGE
Practice in and critical examination of publication design, including research, writing, editing, layout, design, theory, software, and digital imagery. 3 credits (Steiner) MWF 9:55am-10:50am Blended <Writing Emphasis>

ENG 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) TTH 12:40pm-2:05pm

ENG 333, SECTIONS 01 & 02: INT RHET/WRTNG STD
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) TTH 9:25am-10:50am (Kopp) MW 2:15pm-3:40pm <Writing Emphasis>

ENG 334, SECTION 01: LANGUAGE STUDIES FOR TEACHERS
Designed for teachers, this course is intended to provide a theoretical base for structuring effective language education, for teaching writing and other language activities, and for understanding linguistic diversity in the classroom. It will cover issues basic to understanding language acquisition as a developmental process and the role of language in thinking, learning, and social interaction. Students will play an active role in facilitating discussions.
3 credits (Crank) MWF 1:10pm-2:05pm

ENG 335, SECTIONS 01 & 02: INTRO TO PROFESSIONAL WRITING
An introduction to field definitions of professional writing, professional writing history and theory, and key concepts that are currently relevant in the field. Students will apply these histories and concepts to concrete documents that constitute study in the field of professional writing.
3 credits (Steiner) MWF 11am-11:55am; 12:05pm-1pm Blended <Writing Emphasis>

ENG 337, SECTION 01: THE RHETORICS OF STYLE
A rhetorical study of various styles, this class systematically examines the social/cultural as well as the literary implications and impact styles have had in history. The class focuses on how understandings of style have changed throughout history and how different understandings shape strategies for interacting with audiences.
3 credits (Lan) TTH 11am-12:25pm <Writing Emphasis>

ENG 338, SECTION 01: LINGUISTICS & LITERATURE
Linguistic analysis of literary texts using methods in theoretical linguistics, sociolinguistics, and/or applied linguistics. No prior background in linguistics is necessary.
3 credits. (Mann) TTH 2:15pm-3:40pm

ENG 341, SECTION 01: ADOLESCENT 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 the intricacies of text selection and strategies for facilitating discussions. They will also 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.
3 credits (T. Jesse) MWF 12:05pm-1pm

ENG 349, SECTIONS 01 & 02: DRAMA
An introduction to dramatic literature of the world. This course prepares the student to understand the elements of dramatic writing and staging of plays. Dramatic works will be selected from a variety of countries and historical periods to provide an overview of this genre, as well as the foundations needed for future study. 4 credits (Konas) TTH 12:40pm-2:05pm; 2:15pm-4:15pm

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.
3 credits. (Fowler) MW 2:15pm-3:40pm

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) TTH 12:40pm-2:05pm
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) TTH 5:30pm-6:55pm

ENG 367, SECTION 01: 19th CENTURY BRITISH LITERATURE
By reading the major writers of the years 1790-1901, students will become familiar with the classic literary works of the Romantic and Victorian periods of English literature, as well as the social, philosophical, and critical contexts that inspired them. 3 credits (DeFazio) MWF 1:10pm-2:05pm

ENG 371, SECTION 01: 19th CENTURY AMERICAN LITERATURE
This course will have the following subtitle: RENAISSANCE AND RESISTANCE: American Literature 1800-1900. You will dive deeply into what has been considered the golden age of American writing, encountering literature by James Fenimore Cooper, Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, Mark Twain, Charlotte Perkins Gilman, and Henry James. But how, and why, these authors remain “canonical” will be explored. What have been the underlying values and critical judgments of this body of work? What works in recent decades must we consider along these? Why have the “slave” narratives of Harriet Jacobs and Frederick Douglass been left out of the mix for so long? And how has the Civil War remained the most important event in American literature and culture, even as it is frequently skipped over in literature classes? Exploratory writing, research by design, and lots of good conversation await you. 3 credits (Jessee) M 5:30pm-8:15pm

ENG 405, SECTION 01: TEACHING AND LEARNING ENGLISH IN THE SECONDARY SCHOOL
This course is designed to assist students in becoming effective professional English educators at the secondary level. Students will become familiar with a variety of specific tools to use in teaching and assessing literature, composition, and language. 4 credits (Jones) MTWRF 9:25am-10:50am

ENG 413, SECTIONS 01 & 02: WRITING PORTFOLIO
A workshop course in which students assemble portfolios of their work, demonstrating their abilities as writers, as well as complete a final project closely examining and analyzing a topic in the fields of rhetoric and writing. In preparation for the two major projects in the course, students will also read a series of essays engaging such issues as memory, history and the archive, in order to consider how writing may shape our views of the past and what we see as possible in the future. In this sense, the course takes as its starting point Derrida's claim that to construct a collection of one's writing is "not, we repeat, a question of the past. It is not the question of a concept dealing with the past that might already be at our disposal or not at our disposal...It is a question of the future, the question of the future itself, the question of a response, of a promise and of a responsibility for tomorrow" (Archive Fever 36).

English majors with an emphasis in rhetoric and writing and professional writing minors will be in the same section; however, writing minors, unless they elect the 3-credit option, will meet the class only one a week and will have a 1-credit work load. Prerequisite: senior standing (be in his or her final or penultimate semester in completing the major or minor). 1 or 3 credits (Wilkie) TTH 12:40pm-2:05pm Lab T 12:40pm-1:40pm

ENG 449, SECTION 01: FORMS OF POETRY
An investigation of traditional and contemporary forms of poetry. Students will be asked to write poems in various forms. In addition, each student will present a seminar paper on aspects of form in the work of an established poet. 3 credits (Stobb) TTH 2:15pm-3:40pm

ENG 452, SECTION 01: PROFESSIONAL WRITING PRACTICUM
This course is designed as a practicum for the professional writing minor. Students will participate in a practicum and also in one course meeting a week. In addition to offering workplace writing experience, this course will cover issues of professionalism, legalities of writing for an organization, discussions of various participant experiences/learned knowledge, and it will end with the completion of a portfolio. 3 credits. (Steiner) W 2:15pm-3:10pm

ENG 494, SECTION 01: LITERATURE & EMOTION
The course will focus on current theories of emotion and literature. Traditionally, in literary analysis emotion has been studied mostly in terms of the binary opposition between passion and reason (brain and heart). Today, discussions of emotion in humanities, art (and sciences) turn to the emotion system of the brain. Something that was mystified before is better understood now. We will begin the course by familiarizing ourselves with broad strokes
of current emotion research, taking in some of the debates and recognizing diversity of viewpoints. With a focus on literature from around the world, this course will then focus on how literary works (stories, plays, poems, novels, films) are organized by emotion and what literature as a discipline teaches us about emotion. Class work will include reading, vibrant discussion, two essays and a mid-term essay-exam, plus brief responses and explorative writings from time to time. Students will do research on particular emotions (which is fun to do). There is valuable and reliable information easily accessible online. 3 credits. (Hogan) MW 2:15pm-3:40pm

**ENG 497, SECTION 01: ADVANCED SEMINAR IN RHETORIC AND WRITING**

This is an interdisciplinary course that examines the intersections of rhetoric, social linguistics, and international relations. We will study the ways that collective memories and national narratives form cognitive frameworks that help people make sense of often complicated international relations. We will focus on national narratives in the United States, Russia, and China and apply the theoretical framework to analyze other bilateral relations. 3 credits. (Zhang) TTH 9:25am-10:50am

Please refer to the [Undergraduate Catalog](#) and [Course Timetable](#) for more information.