Special Matters

English majors should take the required junior level surveys before taking 4000-level classes.

Please Note

It is sometimes necessary to change course offerings, class schedules, and teacher assignments. The Department of English retains the right to add, change, or cancel any courses, class schedules, or teacher assignments listed herein at any time without prior notice.
Undergraduate Level Courses

ENG 1301  English as a Second Language: Composition Skills

A course for non-native speakers of English providing review and instruction in English grammar, usage, and vocabulary development in the context of writing paragraphs, essays, and a short research project. This course does not satisfy the English requirements for any degree program. Registration in this course may be determined by language and writing tests given when the student enrolls in the University.

Staff

ENG 1302  Thinking and Writing

A course designed to help students better understand English grammar, rhetoric, and usage for correct and effective writing. The course focuses on the several steps in organizing and writing the expository essay for a variety of purposes. Essay assignments develop students’ capacity for logical thought and expression.

Staff

LING 1305  Language in Society
The complexities of the relationship between language and social identity have become a popular topic for people in the social sciences. Sociolinguistic research has shown that we behave and speak in ways that are highly influenced by our upbringing, our life experiences, and our sense of self. We want to belong to certain groups and to distance ourselves from others. One way of expressing our actual or desired group identity is by adopting or rejecting a group’s speech style. However, some people have more ability and greater access to learning a desired style than others, and this disparity has been found to reinforce and perpetuate the traditional power structures of society. This course covers some of the key features of variation in language that we use both to reflect and construct our social identity.

Butler, Sec. 01, TR 12:30-1:45

ENG 1310 Writing and Academic Inquiry

Provides forum to discuss, analyze, and create nonfiction texts to develop the writing abilities, research skills, and rhetorical knowledge for academic, personal, professional, and civic pursuits. May include themes such as faith, pop culture, social media, sports, social justice, and communities.

Staff

ENG 2301 British Literature
A study of the literature of Great Britain, emphasizing the works of major writers such as Chaucer, Shakespeare, Milton, the Romantic poets, the Victorian poets, and the major novelists.

Staff

**ENG 2306  World Literature**

A study of the literature of countries other than Britain and the United States, emphasizing the work of major writers such as Homer, Sophocles, Virgil, Dante, Boccaccio, Cervantes, Goethe, Flaubert, Dostoevsky, and Tolstoy, and giving attention to selected classical works of non-Western literature.

Foley, Sec. 01, MWF 10:10-11:00; Sec. 02, MWF 11:15-12:05

**ENG 2310  American Literary Cultures**

Literature of the United States, from colonial encounter to the 21st century, emphasizing major works of American literature, by men and women from different regions of the United States, and from many cultural backgrounds.

Staff

**PWR 2314**

*Introduction to Professional Writing and Rhetoric*
PWR 2314: Introduction to Professional Writing and Rhetoric is a course about writing and rhetoric. Writing is not just something that we do (i.e., a practice). Writing is also a subject of inquiry that we can study. Writing is a highly complex activity about which there is much to learn. Thus, scholars of writing and rhetoric conduct various kinds of research—e.g., ethnographic, archival, theoretical, pedagogical, historical, textual, quantitative, community-based—in order to understand the multi-dimensionality of writing and rhetoric. Writing and rhetoric scholars, for example, seek to understand how we learn to write, how technologies affect our writing processes, how our dispositions influence our writing knowledge and practices across contexts, how we use writing as citizens and professionals to accomplish our goals, enact ethical stances, and persuade one another. By engaging such questions (and many others), research in the field of rhetoric and writing studies contributes to a body of knowledge that can empower us to consider how our ideas about writing might be deepened, challenged, or reshaped—critical work that can, in turn, lead to important changes in our decision-making processes as writers and our approaches to writing. In short, our writing knowledge has important implications for our writing practices.

This course thus surveys core theories of writing and rhetoric in order to achieve three interrelated aims: 1) to deepen students’ knowledge about writing and rhetoric as subjects of study; 2) to equip students with writing knowledge that will position them to make informed decisions as writers in civic, academic, and professional contexts; and 3) to familiarize students with a range of careers in which they can productively utilize their knowledge of writing and rhetoric. In other words, PWR 2314 is
designed to help students grasp key threshold concepts central to rhetoric and writing studies and give them an opportunity to explore how that knowledge of writing and rhetoric can inform their writing, design, and editing decisions in their future careers as professional writers (i.e., copywriters, editors, grant writers, screenwriters, social media writers, marketing coordinators, technical writers, business writers, attorneys, medical writers, non-profit writers).

DePalma, Sec. 01, TR 11:00-12:15

PWR 3300 Technical Writing
Prerequisite(s): ENG 1310; and either upper-level standing or consent of instructor.

English 3300 is an advanced writing course designed to meet the needs of students who are preparing for careers in engineering, science, technical, business, and writing professions.

The course emphasizes rhetorical concepts such as purpose, audience, style, and situation as well as strategies for planning, organizing, designing, and editing technical and professional communication. In addition, students will learn strategies for communicating technical information to a variety of audiences, including managers and users, both technical and non-technical.

Staff

ENG 3302 Modern English Grammar
**Prerequisite(s): Upper-level standing or consent of instructor**

English 3302 is a course in modern English grammar chiefly designed for those students who plan to become teachers or who are in the professional Writing and Rhetoric program; however, it is beneficial to anyone who is interested in the grammar and syntax of the English language. The course focuses on recognizing basic sentence patterns, learning how to expand and transform those patterns, and identifying the grammatical structures and parts of speech that constitute the various patterns of spoken and written English sentences. Additionally, students learn to use diagrams to illustrate their understanding of sentence patterns and grammatical structures.

**Choucair, Sec. 01, MWF 10:10-11:00**

**PWR 3303 Argumentative and Persuasive Writing**

**Prerequisite(s): Upper-level standing or consent of instructor.**

An advanced writing workshop that focuses on the analysis and production of texts written for specific rhetorical situations and discourse communities. Emphasis on genre, persuasion, and rhetoric. Practice in various types of expository, narrative, persuasive, and academic writing.

**Short, Sec. 01, TR 9:30-10:45**

**ENG 3304 Creative Writing: Poetry**

**Prerequisite(s): Upper-level standing or consent of instructor**
This course focuses on the craft of writing poetry. Students will write and share their own poems and provide one another with supportive feedback. We will also read and discuss a wide range of published poetry, leading to new understandings of the possibilities of form and language. Each student will produce a number of poems throughout the semester, as well as a final portfolio of revised work. No previous experience with writing poetry is required.

Honum, Sec. 01, TR 11:00-12:15

ENG 3306   Creative Writing: Prose
Prerequisite(s): Upper-level standing or consent of instructor

This course is an introduction to the art of writing fiction. Students will explore the basic elements of fiction (such as how to build scenes and create dialogue). Through exercises, prompts, and other activities, students will practice what they have learned and will create fiction of their own, to be workshopped in class. The course will also introduce genre writing—from mainstream to fantasy—depending on student interest.

Dell, Sec. 01, TR 9:30-10:45
Olsen, Sec. 02, MWF 10:10-11:00
Shores-Arguello, Sec. 03, MW 4:00-5:15

ENG 3307   Screenplay and Scriptwriting
Prerequisite(s): Upper-level standing or consent of instructor
Screenplay and Scriptwriting is a creative writing class designed for beginning to intermediate writers with an interest in TV, movies, and plays. Students will study models, read books on craft, plot a long-form dramatic work, and submit regular pages, with the ultimate goal of writing a TV pilot, feature screenplay, or stage play.

Olsen, Sec. 01, TR 11:00-12:15

PWR 3309 Creative Nonfiction
Prerequisite(s): Upper-level standing or consent of instructor

Creative nonfiction is a workshop in writing nonfiction prose that emphasizes writing and research techniques used for popular media including magazines, feature sections of newspapers, and nonfiction books. Ultimately, creative nonfiction applies the techniques of fiction writing to truth in order to make facts dance. In this course, students will read and examine representative examples of creative nonfiction. They will also observe, perform scholarly research, and conduct interviews to gather raw material that they will craft into their own creative nonfiction stories.

Shaver, Sec. 01, TR 2:00-3:15

ENG 3310/LING 3310/ANT 3310
Introduction to Language and Linguistics
Prerequisite(s): Upper-level standing or consent of instructor
This course is an introduction to the integrated systems of human language. Our focus will be on the evidence that linguists use to find out what we know when we “know” a language. We will study how speech sounds are produced and categorized into abstract entities of sound, how words are formed from smaller meaningful parts, and how they combine into sentence structures. We will also consider how humans derive meaning from language and how language systems change and vary across genders, geographical regions, and time. By thinking about language analytically, we will begin to see the patterns which underlie all languages and which render them capable of being learned and processed in the human brain.

Butler, Sec. 01, MWF 9:05-9:55; Sec. 02, MWF 10:10-11:00

ENG 3311
English Literature through the 16th Century

Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

A survey of English poetry, prose, and drama from c. 650 to 1600. Authors include: Shakespeare, Chaucer, Julian of Norwich, Margery Kempe, and William Langland. We will explore the earliest origins of English literature, as well as dream visions, early women writers, and the evolution of drama across the medieval/early-modern divide. Our class discussions will engage the role of humor, religious debate, gender and class, and politics in this vibrant body of literature. We will also explore twentieth- and twenty-first-century literary, film, and musical adaptations of works from the period.
In this course, you will be acting as a researcher of literacy, using the concepts and methods of the interdisciplinary field of literacy studies. The field looks at literacy broadly, not only as a skill learned in school, but as social practices that helps get work done, establishes and defines relationships among people, provides access to people, and excludes people. We will examine the meanings, theories, uses, functions, and influences of literacy in its many contexts. We will discover how reading and writing, along with other literacies, are conceived as cultural practices whose forms, functions, and influences take their shape and display their influence as part of larger contexts: social, cultural, political, economic, historical, material, religious, ideological, and so on. In particular, we will examine historical and contemporary conceptions of literacy; the consequences of literacy; individual and social foundations of literacy; literacy and cognition; the influence of schooling on literacy development; literacy sponsors; multiple literacies; and ethnographies of literacy.

Some of the questions we explore are: How do people use literacy and what for? How does literacy define relationships among people? What work does it do? How do people learn literacy? How does literacy shape the ways we think and act? How does the literacy myth shape our understandings of literacy and people? What are the relationships between literacy and
success, literacy and ideology, literacy and culture? How do issues of identity (gender, race, language, class, religion, place) impact literacy? How have technological shifts diversified literacy and changed interactions among people? Readings include primary literacy narratives by Frederick Douglass, Malcolm X, and Amy Tan and academic texts, including Leslie Seawright’s *Genre of Power: Police Report Writers and Readers in the Justice System*, Rhea Lathan’s *Freedom Writing: African American Civil Rights Literacy Activism, 1955-1967*, Patrick Berry’s *Doing Time, Writing Lives: Refiguring Literacy and Higher Education in Prison*, and Daniel Keller’s *Chasing Literacy: Reading and Writing in the Age of Acceleration*. Assignments include a literacy narrative, reader responses, and a research paper.

**Alexander, Sec. 01, TR 9:30-10:45**

**PWR 3318 Professional and Workplace Writing**  
**Prerequisite(s): Upper-level standing or consent of instructor**

This course is designed to provide you with opportunities to understand how writing gets work done in the world. You will gain experience managing projects, identifying client needs, analyzing professional discourse communities, applying principles of visual rhetoric and design, and composing a range of workplace documents using Adobe InDesign. You will also work closely with a client to compose documents to meet their communication needs. Lastly, you will develop job or internship search materials and a professional digital portfolio. The overarching goal of this course is to provide you with the
theoretical knowledge and rhetorical facility needed to negotiate
the complexities of workplace writing and the demands of the
job market.

**Williams, Sec. 01, MWF 11:15-12:05**

**LING 3319 Language and Culture**

*Prerequisite(s): Upper-level standing or consent of instructor.*

This class will explore cross-cultural communication and the
social, historical, and linguistic factors that influence it. A
critical objective in obtaining successful cross-cultural
communication is to understand how the other person sees his or
her world. Those things that define “normal” for us and for
others (also called norms) are the keys to better communication,
whether we are crossing international borders or just talking
across the table at lunch. Ultimately, expanding our awareness
of different norms will provide the clues we need to become
better communicators both at home and away from home.

**Butler, Sec. 01, MWF 12:20-1:10**

**PWR 3326 Public and Civic Writing**

*Prerequisite(s): Upper-level standing or consent of instructor*

This course examines public and civic rhetoric. This includes the
use of rhetoric in political, social, and cultural debates as well as
rhetoric used by both well-known and unknown individuals.
Ultimately, all individuals engage in public and civic life as both
rhetors and audiences. By studying and applying rhetorical concepts, this course aims to make you astute and effective participants. In this highly interactive class, students will perform multiple rhetorical analyses, teach their classmates using a contemporary example of public and civic rhetoric, and present their findings from their own rhetorical analysis projects. In an election year, we will definitely need to focus our rhetorical lenses.

Geiger, Sec. 01, TR 11:00-12:15

ENG 3331
English Literature of the 17th and 18th Centuries
Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

In this course we will read and discuss English literature of the seventeenth and eighteenth centuries, an era that raises momentous social, political, intellectual and religious questions. Why does misused power end in tragedy? Should we believe what our churches teach us? What are the conditions of liberty? How does social class affect human character? Join great writers including William Shakespeare and John Milton, Jonathan Swift and Alexander Pope, as they ponder questions that continue to resonate today. The works we will read represent a variety of genres from lyric and epic poetry to the novel, satire, and tragedy. We will pay attention to the form and content of individual works and explore how they shaped and were shaped by their social, political, scientific, and religious contexts. The majority of the course grade will be based on two tests (a
midterm and a final) and on two papers (a poetry analysis paper and a research paper).

Pond, Sec. 01, TR 9:30-10:45

ENG 3351
British Literature from the 19th Century to the Present  
**Prerequisite(s):** 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

One of the defining historical moments for the development of British literature was, ironically, the French Revolution (1789–1799). The ideology emerging from the French Revolution gave rise to British Romanticism—an artistic, literary, musical, and political movement that continues, this course will argue, to impact contemporary British literature. Taking the French Revolution as our starting point, this course will study works representative of Romantic, Victorian, Modernist, and contemporary literature. Our discussions will include not only the particulars of a text (its genre, characters, themes, etc.), but also the text’s broader social ramifications. Over the course of the semester, we will situate our primary texts within their socio-cultural contexts, thereby developing our understanding of both historical periods and literary traditions. In short, we will examine the ways in which history and literature are mutually informative.

Hargrave, Sec. 01, MWF 10:10-11:00
ENG 3372  The Oxford Christians  
**Prerequisite(s):** 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

We will study the works of C.S. Lewis, J.R.R. Tolkien, and Dorothy Sayers, collectively thought of as the writers called the Oxford Christians. After reading Diana Glyer’s *Bandersnatch: C.S. Lewis, J.R.R. Tolkien, and the Creative Collaboration of the Inklings*, we will read all of Tolkien’s *The Hobbit* and *The Lord of the Rings*, along with other writings; selected essays/sermons by Lewis, and his *The Great Divorce*, *Till We Have Faces*, and *Out of the Silent Planet*; selected essays by Sayers, along with her Faustus play, *The Devil to Pay*, and two of her mystery novels, *Gaudy Night* and *The Nine Tailors*. Extensive in-class discussion will be encouraged. We will have two tests and two papers. Throughout the course, we will keep in mind how these three great writers created amazing new worlds for their times—all to the glory of God.

**Russell, Sec. 01, MW 1:00-2:15**

ENG 3374  Short Fiction: A Reading Course  
**Prerequisite(s):** 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

This is a course in the development and forms of the short story. We will be looking at how the short story has evolved in the modern era, to what end, and with what strategies. We will be reading a wide variety of short stories and discussing them with
these questions in mind. Reading, attendance, and discussion required, as well as two main essays.

**Hemenway, Sec. 01, TR 3:30-4:45**

**ENG 3378**  
**Topics in Literature: Postmodernism**  
**Prerequisite(s):** 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

Postmodernism is both the name of a historical period, from the late 1950s to the turn of the millennium and beyond, and of a kind of cultural style by which many of the major literary and cultural works of that period are characterized. In this course, we will study some of the major American cultural products of this period, paying particular attention to the novel. We will study a series of postmodern novels, from Kurt Vonnegut’s reflection on his World War II experiences in *Slaughterhouse-Five* (1969) to Jennifer Egan’s pop polyphony, *A Visit from the Goon Squad* (2010). Other novelists will include Thomas Pynchon, Donald Barthelme, E. L. Doctorow, Sylvia Plath, Tim O’Brien, Don DeLillo, Margaret Atwood, and Jonathan Safran Foer.

Postmodernism is a multi-media culture and, in addition to our focus on the novel, we will study the visual art of Andy Warhol, the music of John Cage, two postmodern movies – *Blade Runner* (1982) and *Pulp Fiction* (1994) – and a range of postmodern poetry. Along the way we will examine such genres as war journalism, graphic novels, and the “new sincerity”. We will also pay attention to the theory of postmodernism, and to the question of what comes after postmodernism.
Ferretter, Sec. 01, TR 9:30-10:45

ENG 3378
Topics in Literature: Introduction to Ethnic Studies
Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

This course introduces the interdisciplinary field of ethnic studies as a means explore the interconnections between race, ethnicity, and social, political, and cultural frameworks and attitudes in the U.S. Through readings, discussions, lecturers, films, a service-learning project, and potential guest speakers, the course will navigate and examine such questions as: When and how did the concept of race arise? How do race and ethnicity connect with other forms of difference such as class, gender, and sexuality? How do our personal experiences with racial identity and racism relate to the structure of our society? What role did student activism play in birthing the field?

Sharp, Sec. 02, MWF 11:15-12:05

ENG 3380 American Literature through Whitman
Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

Designed for English majors and those interested in a more nuanced examination of how American literary culture developed from early Anglo settlement to the mid-19th century. Rather than a comprehensive, chronological survey, this course
will focus on a few shorter, representative readings that serve as contextual or philosophical lenses through which we can read and discuss longer, often more popular, texts. Throughout the course, we will consider different voices and perspectives that make up American culture, and interrogate how those perspectives have been included, have been ignored, or have been altered in the ongoing project of defining American culture, American identity, and the American experience.

Walden, Sec. 01, TR 2:00-3:15

ENG 3380 American Literature through Whitman

Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

English 3380 is a survey of the literature of the United States through Whitman. Beginning with the colonial period, and continuing chronologically, the course will include a diverse sampling of American literature, highlighting major writers such as Washington Irving, Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville, but also examining the contributions of lesser known writers. In this course you will develop an understanding of the ethical and aesthetic motivations driving American authors and examine the changing American identity evident in the texts. We will explore definitions of “America” and “literature” as we chronologically move toward the Civil War and the poetry of Walt Whitman.

Hoffman, Sec. 02, TR 2:00-3:15
ENG 3390  American Literature from Whitman  
*Prerequisite(s):* 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

This section of English 3390, “American Literature from Whitman: Identities of Postbellum American Literature,” provides a broad overview of how American literature constructs, deconstructs, and reconstructs American identities. The course surveys 19th, 20th, and 21st Century American literature with particular attention paid to its rich diversity, including genres, movements, characters, authors, and forms. Through reading, class discussion, and written analysis, we will address such questions as: In a given historical moment, how do favored identities reflect and converse with conventional thought and cultural values?; How does a specific literary work follow, resist, or reinvent standard forms and rules of its genre? ; In the American traditions, why do certain literary movements gain dominance at various times?; In a literature with a proliferation of identities, how stable is the category of identity at all? and, last but by no means least, What does it mean to identify a work within the category of postbellum American literature?

Kenley, Sec. 01, TR 11:00-12:15

ENG 4301  Advanced Creative Writing: Prose  
*Prerequisite(s):* ENG 3306 or consent of instructor.
A workshop course for advanced fiction writers. Each student will consider and respond to his or her colleagues’ work, while working to produce a high quality short story for workshop, and to then revise that story for a final portfolio. Students will also be asked to consider selected readings for advanced understanding of craft.

Hemenway, Sec. 01, TR 2:00-3:15

LING 4303 Contemporary Syntax
**Prerequisite(s):** ENG 3302 or LING 3312 or ENG/LING/ANT 3310 or SPA 3309.

This course is an introduction to syntax, which is the branch of linguistics that deals with the scientific study of sentence structure in natural human language. The focus of this course is to train students to think rigorously, systematically, and scientifically about grammar (and language in general), a skill you can apply in many areas. Students will gain a basic foundation in the dominant syntactic theory, Generative Grammar.

Dracos, Sec. 01, TR 2:00-3:15

ENG 4305 Advanced Creative Writing: Poetry
**Prerequisite(s):** ENG 3304 or consent of instructor

This is a workshop-based course in the craft of writing poetry on an advanced level. Student must either have taken the
introductory course (ENG 3304) or obtained permission from the instructor (please reach out with any questions). Throughout the semester, students will develop and explore their individual poetry interests, complete a substantial number of poems, and provide one another with supportive feedback.

Honum, Sec. 01, TR 2:00-3:15

**PWR 4309**  
Undergraduate Research and Publication  
*Prerequisite(s): Upper-level standing or consent of instructor*

Students will learn and apply key concepts, theories, and methods used to produce scholarship in the field of rhetoric and writing. Students will complete a major research project using writing studies research methodologies, such as empirical, archival, case-study, ethnographic, digital, qualitative, quantitative, and text and discourse analysis. Required of all PWR majors. Fulfills Workshop Course Requirement in the PWR degree.

Pittman, Sec. 01, MWF 10:10-11:00

**LING 4312/ENG 4302**  
Old English Language  
*Prerequisite(s): ENG 2301 and upper-level standing*

Introduction to the Old English language and literature through intensive study of Old English grammar and translation of Old English prose and poetic texts. Old English texts may include selections from the Old Testament, the Anglo-Saxon Chronicle,
historical battle narratives, saints’ lives, and writings of Bede and King Alfred.

**Marsh, Sec. 01, TR 2:00-3:15**

**ENG 4314 Chaucer**  
*Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.*

This course serves as an introduction to Chaucer. We will explore portions of Chaucer’s best-known work, *The Canterbury Tales*, alongside his other masterpiece, *Troilus and Criseyde*, and an assortment of “dream visions,” including *The House of Fame*. No prior experience with Middle English is needed. We will read slowly and carefully, and track Chaucer’s dynamic experiments with a molten language. Our areas of exploration will include: the role of gender in Chaucer’s work, faith and theology, translation and adaptation, and approaches to poetic authority. We will also explore 20th- and 21st-century film, television, and musical adaptations of Chaucer’s works.

**Langdell, Sec. 01, TR 12:30-1:45**

**LING 4318 Second Language Acquisition**  
*Prerequisite: LING 3312/ENG 3302 or LING/ENG/ANT 3310 or SPA 3309*

How do we as humans learn additional languages after learning our first language? What factors account for why some people
have more success than others in second language learning? What does it take to attain advanced proficiency in languages other than the first language? These are the central questions in the field of second language acquisition that we will explore in this course. We will examine the role of various factors on second language acquisition, including motivation, age, memory, classroom instruction, study abroad experience, and learning styles. We will become familiar with theories, research methods, and the latest findings in the field of second language acquisition. We will also consider the implications of theories and findings for practical issues such as in language teaching, bilingual education, and society as a whole.

Dracos, Sec. 01, TR 11:00-12:15

PWR 4323 Editing and Publishing

Prerequisite(s): Upper-level standing or consent of instructor

Editing and Publishing will introduce students to the profession of academic publishing. As a course designed to introduce students to professional practices in the field of publishing, students will learn methods and conventions of editing print-based and electronic texts. This course will also address a range of topics central to academic publishing: distinguishing between grammatical and stylistic comments; principles of contextual editing; methods for analyzing, critiquing, and revising manuscripts for different audiences; and strategies for creating successful writer/editor dialogue. This course will allow students to investigate different writing styles and style manuals in the context of academic publishing, and it will offer students the
opportunity to create documents that demonstrate their comprehension of the various stylistic conventions. This course will also discuss the role of editors in academic publishing environments, and it will explore the ethical decisions editors commonly negotiate.

Landerholm, Sec. 01, MWF 1:25-2:15

ENG 4324 Shakespeare: Selected Plays  
*Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.*

A survey of Shakespeare’s plays (major comedies, histories, problem plays, and tragedies), approached with relevance for students of various fields of interest. Background in Shakespeare’s life, times, theater, and sonnets provided. Plays may include *Love’s Labour’s Lost, The Tragedy of King Richard II, Hamlet, Othello, All’s Well That Ends Well, Antony and Cleopatra,* and *The Tempest.* Three tests and an analytical/critical paper on a play not covered in class are required. The final exam and the paper each count 30% of the grade. The other two tests count 20% each. Some allowance is made in the final grade for grade-improvement over the semester.

Hunt, Sec, 01, TR 9:30-10:45

ENG 4360  
*Victorian Prose: Life Writing in the Victorian Period*
Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

What does it mean to write a life? Who is authorized to write a life?

Harriet Martineau says she “felt that it was one of the duties of my life to write my autobiography.” Charlotte Elizabeth Tonna worried that someone writing her life might turn her into “the heroine of some strange romance.” Within the first few lines of her autobiography, Mary Seacole declares she was a “female and a widow” and that she was born “in the town of Kingston, in the island of Jamaica.” Each of these moments from nineteenth-century women writing their lives illustrates the questions and issues we will explore in the course. We will see how gender, class, and race—aspects of identity—provide barriers and opportunities for life writing. The authors we read had to grapple with questions of authority, truth, history, and sympathy. Our exploration will include several examples of autobiographies from the Victorian period. We will also consider two other types of life writing, Elizabeth Gaskell’s biography The life of Charlotte Brontë and Brontë’s novel Jane Eyre which claims on its title page to be an autobiography. At the end of the semester, you will get to apply the techniques and structures we learned from these autobiographies to a current day memoir of your choosing. The course will include several different assignments: reading responses, a presentation, two short literary analyses of an autobiography and Jane Eyre, and a chapter from your own autobiography!

Pond, Sec. 01, TR 12:30-1:45
ENG 4369  Modern British Novel

Prerequisite(s): 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

This course will focus on the British novel from roughly 1900 to 1950. It will explore the emergence of Modernism in terms of its daring content and innovative stylistic experiments. But it will also look at responses and alternatives to high Modernism, such as C.S. Lewis’ *Screwtape Letters* and Chinua Achebe’s *Things Fall Apart*. Though considerations in this course will be diverse and multifaceted, a central focus will be on the Novel’s relationship to ethics and morality. This focus will be developed as we trace the ethics of imperialism from Conrad to Achebe; the scandals generated by the works of Joyce and Lawrence; and the place of women (Rhys, West, Woolf) in what is often characterized as a male-dominated movement. Requirements will include robust participation as well as presentations, papers, and exams.

Sigler, Sec.01, MWF 2:30-3:20

PWR 4377  Writing Internship

Prerequisite(s): One advanced writing course or consent of instructor

This applied course in rhetoric and professional writing is designed to be a transformational educational experience for you by serving as a link between your academic study and the workplace. Over the course of the semester, you will work under the supervision of a faculty member (Dr. Pittman) and a
supervisor at the placement site to complete 120 hours of documented internship work (about 10 hours a week). In addition to work at the site, you will attend class meetings, read articles about internships and the workplace, and document your learning through a field journal, reading responses, professional development workshops, a poster presentation, and a final professional portfolio.

Important notes:

- Students are expected to find and secure their own internship. A current list of Waco internships is posted online on the Professional Writing and Rhetoric website (although you are welcome to search out and find your own internship that is not on this list). The main requirement is that the internship should concern some aspect of writing, research, or design (writing, editing, marketing, publishing, social media writing, web design, etc.). Begin searching for an internship now so that you will have ample time to apply, interview, and secure an internship. It is perfectly appropriate to apply for fall internships now before you go home for the summer.

- Dr. Pittman will have a meeting with all registered students before the end of this semester to discuss course requirements and answer questions. If you have not met the prerequisite but would like to take the course, contact Dr. Pittman.

Pittman, Sec. 01, MWF 9:05-9:55
ENG 4378        Contemporary Novel

*Prerequisite(s):* 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

Novelists from the twenty-first century either writing in English or studied in translation.

Shores-Arguello, Sec. 01, MW 1:00-2:15

ENG 4380        American Renaissance

*Prerequisite(s):* 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.

Variously termed the “American Renaissance,” the “Flowering of New England,” or simply “The Rise of Transcendentalism,” the period in American literary history from the 1820s to the Civil War was marked by an increasing literary and intellectual vitality. Students in this course will read some of the sermons, essays, and tracts by lesser-known transcendentalists as well as works by the more influential figures of the era: Emerson, Thoreau, Douglass, Hawthorne, Melville, Davis, and Margaret Fuller. The course will include tests, quizzes, presentations, and a research paper.

Fulton, Sec. 01, MWF 11:15-12:05

ENG 4391        Modern American Poetry

*Prerequisite(s):* 3 hours of ENG credit and 3 hours from the Literature in Context DL, and upper-level standing.
What makes a poem distinctively American? And modern? Is it a matter of language and style? Or should we consider the content of a piece? Perhaps an interplay between the two? Is the fact that an American wrote the poem enough or should we not take authorship into consideration? To answer these questions (and many more!), we will investigate a diverse selection of American poetry as we practice the skills of close reading together. Special attention will be paid to the often opposing pulls of nature and the city as our authors explore differing grounds for American identity and modern poetics following the close of the frontier and the urban boom. Authors studied will include Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, and Langston Hughes, to name a few. Whether you are a poetry enthusiast or are relatively new to the study of verse, this class is for you!

**Daniel, Sec. 01, MWF 1:25-2:15**

**ENG 4395**  
**Topics in Creative Writing: Writing the YA Novel**  
**Prerequisite(s): Upper-level standing or consent of instructor**

This is a workshop course in the craft and practice of writing prose (specifically YA novels), which is a fancy way of saying this is a course about how and why good writing works, both in published fiction and your own. To do this, we will be reading and discussing YA texts, with a focus on how to think about and understand them as a writer. We will also be workshopping various writing you and your classmates produce—a pitch, a
plot synopsis, and the first section of your YA novel. We will workshop these items in class with the goal of helping each other produce quality work. Your grade will depend on regular attendance, participation, completion of writing assignments, constructive participation in workshops, and a final portfolio.

Jortner, Sec. 01, MWF 12:20-1:10
Graduate Level Courses

ENG 5301
Old English Language

Introduction to the Old English language and literature through intensive study of Old English grammar and translation of Old English prose and poetic texts. Old English texts may include selections from the Old Testament, the Anglo-Saxon Chronicle, historical battle narratives, saints’ lives, and writings of Bede and King Alfred.

Marsh, TR 2:00-3:15

ENG 5304
Bibliography and Research Methods

This seminar introduces the practices, skills, and concepts essential for academic researching and writing. It will guide students in the use of advanced researching techniques in a variety of forms, including print, digital, and archival. The course familiarizes students with the requirements of diverse academic genres, from submitting conference paper abstracts, to delivering conference papers, to writing book reviews, to preparing and submitting scholarly articles, to envisioning and preparing dissertations (and the books they might become).

King, MW 1:00-2:15
ENG 5324
Sixteenth-Century English Literature: Shakespeare’s Major Tragedies

This seminar focuses upon a close reading of Shakespeare's major tragedies, including Hamlet, Othello, King Lear, Macbeth, and two or three other plays (most likely Romeo and Juliet, Julius Caesar, and either Antony and Cleopatra or Coriolanus). The primary purpose of study is--quite frankly--to increase the graduate student's appreciation and understanding of some of the greatest literary works ever written, one or more of which the student will teach often in his or her career. Other purposes involve clarifying one's understanding of Shakespeare's gradual evolution of various tragic views of life as well as of the kinds of tragic theory (i.e., de casibus, Aristotelian) that illuminate these plays. If time permits, we will engage in some comparative studies of Shakespearean tragedy and Greek or other periodic tragedy. Course requirements include one or more student oral reports on several works of pertinent literary criticism as well as a longish seminar paper.

Hunt, T 4:15-7:15

ENG 5340
Restoration and Eighteenth-Century Literature

The literature of the Augustan Age is characterized by paradox as writers are compelled by the tension of opposing forces: order and chaos, reason and madness, beauty and deformity, optimism
and pessimism, high culture and low. Our readings in the works of Dryden, Behn, Congreve, Swift, Pope, Gay, and others will be organized around two central transformations: (1) a politically charged culture as Great Britain becomes the globe’s most dominant empire, and (2) the destabilization of literary forms as literature develops into a profession. This seminar will focus on key texts that you are most likely to teach in undergraduate courses while helping you to develop a deepened awareness of the historical contexts of Augustan Age literature.

Gardner, TR 11:00-12:15

ENG 5374
Studies in Literature: American (Eco)Gothic

From the first novels written by Americans in the 1790s to contemporary fiction, the gothic is the most persistent genre in American literature. It may also be the most pervasive, given its appearance in both high and low culture. Toni Morrison begins *Beloved* with a ghost while Snoopy begins his great American novel with “it was a dark and stormy night.” In this course we will read gothic novels and poetry from the end of the eighteenth century to the beginning of the twenty-first, examining how writers in every literary period adapt the gothic genre to fit their context. We will study conversations about the gothic genre and interrogate the various theories for its persistence in American literature, from providing the culture an outlet for subversive thinking to allowing the nation to contemplate the sins of the past that still haunt us. One specific theoretical focus will be the intersection between theories of the gothic and ecocriticism/new
materialism. We will explore how the natural world harbors, feeds, or perhaps resists the evocation of fear at the heart of gothic works, as we read works by Charles Brockden Brown, Nathaniel Hawthorne, Harriet Jacobs, Emily Dickinson, William Faulkner, Eudora Welty, Toni Morrison, LeAnne Howe, and Natasha Trethewey. Since we will be examining the broad sweep of the gothic in American literature, students can take the class to fulfil either American I or American II credit. (The student’s major seminar paper will determine which credit is fulfilled.) Requirements will include a conference paper and a seminar paper.

Ford, W 2:30-5:30