# Graduate Schedule

## Spring 2022

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<tr>
<th>Course</th>
<th>Sect</th>
<th>Class #</th>
<th>Title</th>
<th>Day</th>
<th>Time</th>
<th>Faculty</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>P001</td>
<td>1817</td>
<td>Internship in College Teaching English</td>
<td>MWF</td>
<td>2:00-2:50</td>
<td>Day, Franklin, Hoffman</td>
<td>RH 301</td>
</tr>
<tr>
<td>603/703</td>
<td>0Y01/PY01 6267/6697</td>
<td>Traditions in Written Rhetoric</td>
<td>Th</td>
<td>6:00-8:40</td>
<td>Peters</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>607/707</td>
<td>0Y01/PY01 6268/6278</td>
<td>Topics in Literature</td>
<td>M</td>
<td>6:00-8:40</td>
<td>Ryan</td>
<td>Online</td>
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<tr>
<td>609</td>
<td>0001</td>
<td>6476</td>
<td>Creative Writing</td>
<td>M</td>
<td>6:00-8:40</td>
<td>McNett</td>
<td>RH 202</td>
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<tr>
<td>611</td>
<td>0001</td>
<td>4694</td>
<td>History of the Language</td>
<td></td>
<td></td>
<td>Einboden</td>
<td>Online</td>
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<tr>
<td>618</td>
<td>0Y01</td>
<td>6269</td>
<td>Syntax</td>
<td>T</td>
<td>6:00-8:40</td>
<td>Aygen</td>
<td>Online</td>
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<tr>
<td>620/714</td>
<td>0Y01/PY01 6270/6279</td>
<td>Semantics</td>
<td>Th</td>
<td>6:00-8:40</td>
<td>Birner</td>
<td>Online</td>
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<tr>
<td>641</td>
<td>0Y01</td>
<td>6271</td>
<td>Shakespeare</td>
<td>Th</td>
<td>6:00-8:40</td>
<td>Bennett</td>
<td>Online</td>
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<tr>
<td>645/482</td>
<td>P001</td>
<td>6272</td>
<td>Practicum</td>
<td>T</td>
<td>5:00-5:50</td>
<td>McFarland-Wilson</td>
<td>RH 210</td>
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<tr>
<td>647/404A</td>
<td>P001</td>
<td>2325</td>
<td>Theory &amp; Research in Written Composition in English Language Arts</td>
<td>Th</td>
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<td>Kahn</td>
<td>RH 205</td>
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<tr>
<td>648/480A</td>
<td>P001</td>
<td>1818</td>
<td>Materials &amp; Methods of Teaching English Language Arts</td>
<td>T</td>
<td>6:00-8:40</td>
<td>McCann</td>
<td>RH 210</td>
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<tr>
<td>649</td>
<td>P001</td>
<td>6273</td>
<td>Student Teaching in Secondary English LA</td>
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<td></td>
<td>Balcerzak</td>
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<tr>
<td>666/765</td>
<td>0001/P001 6274/6280</td>
<td>20th Century British Poetry</td>
<td>T</td>
<td>6:00-8:40</td>
<td>Hibbett</td>
<td>RH 206</td>
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600 – Internship in College Teaching English

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<tr>
<td>P001</td>
<td>MWF 2:00-2:50 pm</td>
<td>Day, Franklin, Hoffman</td>
<td>RH 301</td>
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[Permission Number Required] Contact Dawn Sibley at dsibley@niu.edu

**Description**

English 600 supports the new graduate Teaching Interns (TIs) and Teaching Assistants (TAs) in the Freshman English program by introducing them to the pedagogy of freshman composition—including theories of composition, classroom management, course preparation and lesson plans, writing assignment design, evaluation of students, and digital technologies for writing. The course proceeds through lecture, demonstration, readings, discussions, and practice teaching designed to develop professional confidence in graduate teaching assistants as they teach the university's core requirement in written communication. In the spring semester of English 600, our assignments will center on the course requirements for English 203 and the demands of teaching First-Year Composition.

**Requirements**

1. Attend the pre-semester meeting January 7th and meet three times a week throughout the semester in the designated BBCU online classroom. Please notify one of the instructors in advance if you cannot attend any session.
2. Participate in online and in-class discussion and impromptu activities.
3. Participate as a leader of class discussion on assigned readings once during the semester.
4. As part of a team, lead class discussion on assignments and activities for ENGL 203.
5. Collaboratively develop prompts for the ENGL 203 essay assignments.
6. Prepare for and participate in the Showcase of Student Writing.
7. Use Blackboard and email to communicate with your students.
8. Return student writing within five working days from the time it was submitted.
9. Assemble a reflective electronic teaching portfolio including a syllabus and rationale and at least 3000 words of reflection/teaching philosophy. The portfolio must be submitted at the end of the semester to pass.
10. Attend at least two professional development activities on teaching writing, and observe and be observed by at least one FYComp colleague.
11. Sign up for and attend an ePortfolio scoring session on May 5th or 6th.

**Required texts**

- English 203 texts TBA

**603/703 – Traditions in Written Rhetoric**

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<td>Section 0Y01/PY01</td>
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<td>Peters</td>
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[Permission Number Required for 703] Contact Dawn Sibley at dsibley@niu.edu

**Description**

This course introduces students to the history of written rhetoric as it developed from its origins as an oral art into a discipline for teaching writing. Readings will emphasize rhetoric as a guide for civic engagement and ethical conduct, as well as a tool for critical analysis of public discourse.

**Requirements**

- 500-word+ reading reflections in weekly response to the reading assignments 60%
- In-class writing exercises, including responses to classmates’ work, 15%
- Presentations based on the readings, their interpretation, their contribution to our historical understanding of rhetoric, and their relevance to current rhetorical practices 20%
- A final exam responding to the kind of question administered for comprehensives in Rhetoric 5%

**Texts**


**607/707 – Zora, Bill, & Carson Too: Three Voices of the Southern Renaissance**

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<td>Section 0Y01/PY01</td>
<td>M 6:00-8:40 pm</td>
<td>Ryan</td>
<td>Online</td>
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</table>

[Permission Number Required for 707] Please contact Dawn Sibley at dsibley@niu.edu

**Description**

This course focuses upon the “Southern Renaissance”—the literary movement through which a region of the United States traditionally notorious for its perceived marginality and lack of artistic innovation became culturally central and internationally influential. As an alternative to the conventional broad survey, we will focus just on three equally significant but very different novelists: a determinedly unorthodox African American woman, one of
the most famous Dead White Males of the American literary canon, and a pioneering LGBTQ+ author. Our study of the complex trialogues between the distinctive literary worlds of Zora Neale Hurston, William Faulkner, and Carson McCullers will illuminate the breadth and diversity of southern modernist writing while also providing an opportunity for deep immersion in the works of (and criticism about) three of the most renowned American authors of the twentieth century. Even though this course will operate in a virtual environment instead of a real-world classroom, our goal will be to create an inclusive and supportive online community of scholars.

Requirements
The primary product of the class will be a professional critical “conference paper”: the result of an extensive semester-long process of development, research, workshopping, feedback, and revision. We will also present our papers in the style of a professional academic conference at the end of the semester. Other requirements include active participation in discussions in our weekly synchronous online class sessions and contributions to a peer-review workshop.

Required Texts
(Any title marked with an asterisk will also be available in free electronic form as a PDF or ebook on Blackboard).

Other texts (all available as electronic reserves on Blackboard) will include short fiction and secondary critical/contextual readings

For additional details, please e-mail Professor Ryan at tryan@niu.edu.

609 – Creative Writing

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<td>RH 202</td>
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Description
In this course, we examine narrative craft in fiction writing. You will read one text on the fictional techniques of characterization, point of view, plot, and theme, then determine how each is applied in a wide variety of stories and one novel. During the class each student will write and revise an individual short story of 10-20 pages of literary fiction. We will also compose a group project on a theme determined by the class, with the goal of publication.

Requirements
Attentive reading as evidenced by contribution to class discussions and short written responses, regular attendance, thoughtful critique of others’ work, participation and effort in contributions to class writing project as well as individual writing and revision.

Texts (required)
One book on narrative craft, one book of short stories, and one novel, TBA
611 – History of the Language

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Description

_Hwaet_ could be better than a course on the history of English? Uncovering linguistic origins and evolutions, ENGL 611 surveys centuries of surprising twists and turns that have led to the English language of the modern age. Spanning the global and the insular, from endurance of identity to diversity of expression, we will chart English’s internal workings as well as external outlines, reading rich historical representatives alongside contemporary overviews, tracing together the improbable story of this wondrous, profuse and tenacious language.

Requirements

i) _Mini Papers_: 50%
ii) _Final Examination_: 50%

Texts

All assigned texts for ENGL 611 will be provided to students via PDF handouts and/or online links posted to our course’s Blackboard website, except for:


618 – Syntax

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Description

Introduction to the fundamental concepts and linguistic analysis of the sentence structure and the development of universal grammar theory. The goal is to understand what syntax consists of, to acquire the basic skills to analyze sentence structure, to develop an awareness of syntactic properties of English and to be able to observe the systematic differences and similarities among languages from various language families.

Requirements

Weekly problem sets and reading. Midterm, presentation and final exam.

Texts

Andrew Radford, _An Introduction to English Sentence Structure_ (Cambridge).

Recommended text for those who have never had any syntax before:


Recommended for those who are not conceptually clear about the major inflectional categories which are crucial for syntax, such as tense, aspect, mood, modality:

Gulsat Aygen, _English Grammar: A Descriptive Linguistic Approach_, 2nd ed. (Kendall-Hunt)
620/714 – Semantics

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<td>Section 0Y01/PY01</td>
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<td>Birner</td>
<td>Online</td>
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[Permission Number Required for 714] Contact Dawn Sibley at dsibley@niu.edu

Description
Survey of linguistic approaches to word and sentence meaning. Types and sources of meaning, current theories of semantics and semantic relationships, representation of semantic meaning, tracking of meaning through extended discourse, and links between semantics and pragmatics. Format: Online, asynchronous.

Requirements
Two exams, 40% each
Homework assignments, 20%

Text
Additional readings to be made available electronically.

641 – Shakespeare

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<td>Section 0Y01</td>
<td>Th 6:00-8:40 pm</td>
<td>Bennett</td>
<td>Online</td>
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Description
Everybody knows Shakespeare was the greatest writer ever, right? Or was he? Just what makes him so wonderful, anyway? This course will involve a detailed exploration of several Shakespeare texts (including some of the non-canonical ones), and include an investigation of some of the historical, ideological, and theatrical factors that influenced his poetic and dramatic works. We will consider the plays not simply as pieces of literature, but as practical play-texts. Any familiarity with recent stage or film productions of his plays will be useful as well. The class will follow a discussion-based format through synchronous classes online as well as asynchronous discussion boards.

Requirements
Students will complete weekly 2-page papers, one oral presentation, one formal response to a classmate’s presentation, and a research essay for this course. Attendance and participation in our ongoing discussions will be essential.

Texts: TBA
645 – Practicum

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<tr>
<td>Section 00P1</td>
<td>T 5:00 – 5:50 pm</td>
<td>McFarland-Wilson</td>
<td>RH 210</td>
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</table>

[Permission Number Required] Please contact Dr. McFarland-Wilson at bmcwilson@niu.edu

[Combined with ENGL 482]

Description
Discipline-based clinical experience for students seeking educator licensure in English Language Arts. Practicum in teaching methods, assessment, problem solving, and on-site research. Minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for student teaching. CRQ: ENGL648; PRQ: Consent of department.

Prerequisites and Notes: PRQ: Consent of department.

Requirements and Text (Required): TBA

647 – Theory & Research in Written Composition in English Language Arts

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<tr>
<td>Section P001</td>
<td>Th 6:00-8:40 pm</td>
<td>Kahn</td>
<td>RH 205</td>
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</table>

[Permission Number Required] Please contact Dr. McFarland-Wilson at bmcwilson@niu.edu

[Combined with ENGL 404A]

Description
Participants in the class will examine theory, research, and practice in the teaching of writing for students in middle schools and high schools. Participants will evaluate a variety of approaches to teaching writing with diverse student populations and in a variety of classroom settings. Students will create, co-create, and evaluate lessons for teaching various kinds of writing. Participants will study ways to connect literature and writing, to help students learn how to interpret and write about literature, and to integrate technology to help students think, read, and write.

Requirements
The course requirements include regular attendance, readings from the assigned texts, written responses to reading and discussions, three clinical observation assignments, written analysis of contemporary instructional issues, development of lessons to prepare adolescents to write, appropriate progress on the teacher licensure portfolio, and completion of the final examination. The assessment for the course is based on completed essays and the construction of instructional materials.

Required Texts
648 – Materials & Methods of Teaching English Language Arts

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<tr>
<td>Section P001</td>
<td>T 6:00-8:40 pm</td>
<td>McCann</td>
<td>RH 210</td>
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</tbody>
</table>

[Permission Number Required] Please contact Dr. McFarland-Wilson at bmcwilson@niu.edu

[Combined with ENGL 480A-00P2]

Description
English 648 prepares prospective teachers of middle and high school students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 648 serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills. In addition, candidates will become familiar with the academic language and expectations of the Stanford/Pearson Teacher Performance Assessment (edTPA).

Requirements
The course requires regular attendance, readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts

649 – Student Teaching in Secondary English Language Arts

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<tr>
<td>Section P001</td>
<td>N/A</td>
<td>Balcerzak</td>
<td>TBD</td>
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[Permission Number Required for 765] Please contact Dawn Sibley at dsibley@niu.edu

Student teaching for one semester. Assignments arranged through the office of clinical experiences in the College of Liberal Arts and Sciences, in consultation with the coordinator of teacher licensure in English Language Arts. Ongoing assessment of candidate’s development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. S/U grading.

666/765 – 20th Century British Poetry

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<th>Section</th>
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<tbody>
<tr>
<td>Section 0001/P001</td>
<td>T 6:00-8:40 pm</td>
<td>Hibbett</td>
<td>RH 206</td>
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</table>

[Permission Number Required for 765] Please contact Dawn Sibley at dsibley@niu.edu
Description
This course will introduce you to a wide and varied range of British, Irish, and post-colonial authors. Though our primary historical backdrop will be one of Empire and the two World Wars, we will also devote special attention to poetry and popular music, Brexit, and subcultural masculinities. Authors will include W.B. Yeats, Charlotte Mew, W.H. Auden, Seamus Heaney, Jean “Binta” Breeze, Grace Nichols, Nuala Ni Dhomhnaill, and Carol Ann Duffy.

Requirements
Coursework will consist of one formal research essay, several informal response papers, a presentation, and class discussion.

Text: TBA

691 – American Queer Cinema: 1900-2000

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<tr>
<td>Section 0001</td>
<td>W 6:00-8:40 pm</td>
<td>Balcerzak</td>
<td>RH 201</td>
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[Combined with WGSS 620-0002]

Description
This course examines queerness in 20th century American cinema through a historicist approach, focusing on films from the silent era to the Classical Studio period to New Hollywood to New Queer Cinema. The course will consider LGBTQ+ representation and authorship as it intersects with a dynamic history of medical, political, cultural, and activist milestones of the 20th century.

Readings and Assignments
While currently tentative, readings will likely include historical works (Harry M Benshoff and Sean Griffin’s *Queer Images: A History of Gay and Lesbian Film in America* and Vicki L. Eaklor’s *Queer America: A People's GLBT History of the United States*) literary texts (James Baldwin’s *Giovanni’s Room* and Lillian Hellman’s *The Children’s Hour*) and film scholarship and theory readings. The assignments tentatively include weekly reading/viewing responses, a midterm research project, and a final paper. Students will view the majority of the films out-of-class.

693D – Ethnic American Literature

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<tr>
<td>Section 0001</td>
<td>Th 6:00-8:40 pm</td>
<td>Gomez-Vega</td>
<td>Online</td>
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Description
This class will examine the work of writers from four diverse ethnic groups, Latinas/os, Asian Americans, and Native Americans, writing in English in the United States.

Requirements:
An analytical essay (15+ pages) typed using the MLA Style
or
A Research paper (15+ pages) typed using the MLA Style.

**Texts:**
Ana Castillo's *So Far from God* (1993)
Sandra Cisneros's *The House on Mango Street* (1984)
Cristina Garcia's *Dreaming in Cuban* (1993)
Tomás Rivera's *And the Earth Did Not Devour Him* (1972)
Esmeralda Santiago's *America's Dream* (1996)

Frank Chin's *Donald Duk* (1991)
Gish Jen's *Typical American* (1999)
John Okada's *No-No Boy* (1957)

Louise Erdrich's *Tracks* (1988)
Linda Hogan's *Power* (1997)
Thomas King's *Green Grass, Running Water* (1993)
D'Arcy McNickles's *The Surrounded* (1936)

**Criticism:**
David Cowart's *Trailing Clouds*
Betsy Erkkila's "Ethnicity, Literary Theory, and the Grounds of Resistance" (pdf)

### 696 – Practicum in the Teaching of College English

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<td>Section P001</td>
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<td>Balcerzak</td>
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*Permission Number Required* Contact Dawn Sibley at dsibley@niu.edu

**Description**
3 hours. May be repeated to a maximum of 15 semester hours; however, only 3 hours may be applied toward a graduate degree in English. S/U grading.

### 697 – English Institute

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*Permission Number Required* Please contact Dawn Sibley at dsibley@niu.edu

**Description**
1-6 hours. May be repeated to a maximum of 12 semester hours as the topic changes. S/U grading.
698– Independent Readings

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[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description
Normally open only to students who have completed 30 semester hours in an M.A. program. May be repeated to a maximum of 6 semester hours when topic varies.

699 – Master’s Thesis

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[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description
This course may be taken upon selection of a thesis director, appointment of a committee of two additional readers, and approval of a prospectus. Selection of a thesis director is made by the thesis writer, based upon the faculty member’s expert knowledge in the thesis field. The other two readers, typically a subject specialist and a general reader, are selected by the Director of Graduate Studies in consultation with the thesis writer and thesis director.

Approval of the thesis prospectus by all committee members should be obtained at least one semester in advance of enrollment in 699. A student writing a thesis must register in 699 in the semester in which he or she plans to defend the thesis. Once enrolled in 699, continuous enrollment is required, including summers, until the thesis is submitted to and formally approved by the Graduate School.

799 – Doctoral Dissertation

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[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description
Dissertators will be enrolled in ENGL 799 when they have entered into candidacy: after their director has been selected, their committee approved, and dissertation proposal defended. Once enrolled in 799, continuous enrollment is required, including summers, until the dissertation is submitted to and formally approved by the Graduate School.