Requirements for English Subplans And English Minor

The information on this page is for students who will be new to NIU during the 2022-2023 academic year. If you are a continuing student, please see an English advisor for information regarding requirements.

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**English Studies in Literature, Language, and Film Track (39 hours)**
- **Literary Study – Research and Criticism (3)**
  - 200
- **Fundamentals of English Grammar (3)**
  - 207 (or GEE*)
- **Analytical Writing (3)**
  - One of the following: 300, 304, 305 or 308
- **Literature to 1660 (6)**
  - Two of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
- **Literature 1660-1900 (6)**
  - Two of the following: 330, 331, 332, 338, 412, 413, 414, 470
- **Literature Since 1900 (3)**
  - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
- **Diverse Literature (3)**
  - One of the following: 335, 381, 382, 383, 474, 477
- **Additional Courses (9)**
  - One additional English course at the 300-400 level in literature, linguistics or film (3).
  - Three additional English courses at the 300-400 level (9).

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**English Studies in Secondary Teacher Licensure Track (39 hours)**
- **Literary Study – Research and Criticism (3)**
  - 200
- **Fundamentals of English Grammar (3)**
  - 207
- **Advanced Essay Composition (3)**
  - 300C
- **Language in American Society (3)**
  - 322
- **Western Literature, Classical and Medieval (3)**
  - 337
- **Shakespeare (3)**
  - 407
- **Literature 1660-1900 (3)**
  - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
- **Literature Since 1900 (3)**
  - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
- **Diverse Literature (3)**
  - One of the following: 335, 381, 382, 383, 474, 477
- **Methods (9)**
  - 404A, 479, 480A and co-requisite clinicals
- **Education**
  - SESE 457, EPS 406, EPFE 400/410, LTRE 311, LTIC 420
- **Additional Course (3)**
  - One additional English course at the 300-400 level.

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**English Studies in Writing Track (39 hours)**
- **Literary Study – Research and Criticism (3)**
  - 200
- **Fundamentals of English Grammar (3)**
  - 207 (or GEE*)
- **Analytical Writing (3)**
  - One of the following: 300, 304, 305 or 308
- **Writing (12)**
  - Four of the following: 300, 301, 302, 303, 304, 305, 308, 350, 398, 401, 402, 403, 424, 426, 493, 496
- **Literature to 1660 (3)**
  - One of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
- **Literature 1660-1900 (3)**
  - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
- **Literature Since 1900 (3)**
  - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
- **Diverse Literature (3)**
  - One of the following: 335, 381, 382, 383, 474, 477
- **Additional Courses (6)**
  - Two additional English courses at the 300-400 level (6).

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**Minor in English (18 hours)**
(Six or more semester hours in the minor must be taken at NIU.)
• **Literary Study: Research and Criticism (3)** ENGL 200
• **Fundamentals of English Grammar (3)** ENGL 207 *
• **Analytical Writing** (3)
  One of the following: ENGL 300, 304, 305, or 308
• **Three additional courses at the 300-400 level (9)**

* Students with a major or minor in English must demonstrate competence in the fundamentals of English grammar by successfully completing ENGL 207 or by passing an examination. Those who pass the grammar exemption exam will **not** receive 3 hours of academic credit; therefore, they must select some other English class (taken at NIU or elsewhere) to satisfy this requirement. Those who pass the examination should see an advisor to make the appropriate substitution.
Northern Illinois University
Department of English

Undergraduate Course Description Booklet
Fall 2022

This booklet contains descriptions of undergraduate (110 through 497) courses to be offered by the Department of English in the fall semester 2021. The arrangement is by course and section number. While every effort will be made to abide by the information given here, some last-minute changes may be unavoidable. Check the MyNIU website.

Registration

For fall 2022, registration for most English courses is not restricted to majors and minors. However, honors classes, directed study, internships, and educator licensure courses require permits from the Undergraduate Office. If you intend to register for 491 Honors Directed Study or ENGL 497 Directed Study, you must have a proposal form signed by the instructor and the Undergraduate Director before you will be given a permit. Proposal forms for departmental honors may be picked up in RH 214, and proposals should be approved before the start of the semester. Forms for university honors are available at the University Honors Program office, CL 110.

Grammar Competency Requirement

English majors and minors must demonstrate competence in the fundamentals of English grammar by passing an exemption examination, or by successfully completing ENGL 207 Fundamentals of English Grammar.

General Education Courses

• ENGL 110 - Literature and Popular Culture
• ENGL 271 - Classical Mythology
• ENGL 350 - Writing Across the Curriculum

Honors Courses/Sections

• ENGL 271 – Classical Mythology
• ENGL 310 – Ideas and Ideals in World Literature
• ENGL 385 – Marvel’s Black Panther and Black Atlantic Contexts
• ENGL 491 – Honors Directed Study
## Undergraduate Schedule

### Fall 2022

<table>
<thead>
<tr>
<th>Course</th>
<th>Sect</th>
<th>Class #</th>
<th>Title</th>
<th>Day</th>
<th>Time</th>
<th>Faculty</th>
<th>Location</th>
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<tr>
<td>110</td>
<td>0001</td>
<td>5706</td>
<td>Literature and Popular Culture</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>De Rosa</td>
<td>RH 205</td>
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<tr>
<td>110</td>
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<td>Fundamentals of English Grammar</td>
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<td>6828</td>
<td>Language, Mind and Thought</td>
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<td>Principles of Writing Literary Criticism</td>
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<td>Methods &amp; Materials in ELA-Secondary</td>
<td>TTh</td>
<td>3:30-4:45</td>
<td>Kahn</td>
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</table>
### 110 – Literature and Popular Culture

Exploration of drama, fiction, film, graphic novels, poetry, and television adaptations to see how writers convince readers to enter the worlds and believe in the characters they create. Survey with selected authors.

<table>
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<tr>
<th>Section</th>
<th>Day and Time</th>
<th>Location</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Section 0001</td>
<td>MW 2:00-3:15</td>
<td>RH 205</td>
<td>De Rosa</td>
</tr>
<tr>
<td>Section 0Y01</td>
<td>Asynchronous</td>
<td>Online</td>
<td>Scanlan</td>
</tr>
<tr>
<td>Section 0Y02</td>
<td>Asynchronous</td>
<td>Online</td>
<td>Erickson</td>
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### 200 – Literary Study: Research and Criticism

Introduction to methods and terms used in the study of literature from a broad range of historical periods. Emphasis on a variety of approaches to literary analysis; terminology used in the study of literary genres of poetry, prose, and drama. Intensive practice writing analytical essays on literature. Required of all majors and minors no later than the first semester of upper-division work in literature.

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<tbody>
<tr>
<td>Section 0001</td>
<td>MW 3:30-4:45</td>
<td>RH 302</td>
<td>De Rosa</td>
</tr>
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</table>

**Description:**

This course will help you to develop the skills you need for critical reading, research, and writing to succeed as an English major/minor. To achieve these goals, we will read short stories, a YA novel, and a historical novel. We will work on close textual analysis and engage in small-group and class discussions during which we will...
analyze and gain insight about each author’s text. We will read some short stories twice to explore how shifting the theoretical focus (history, gender, psychology, and/or race) can result in new insights about a text. (I would encourage you to read each text multiple times, anyway, because they are interesting and PACKED with meaning.) I hope you will have as much fun with these materials as I do!

Furthermore, we will engage research methods to identify academic scholarship available in electronic databases and review how to document those sources using correct MLA format. We will practice writing conventions expected in professional, academic essays.

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<th>Section</th>
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<tr>
<td>Section 0Y01</td>
<td>TTh 11:00-12:15</td>
<td>Online</td>
<td>L. Crowley</td>
</tr>
</tbody>
</table>

**Description:**
This course introduces English majors and minors to critical methodologies of literary analysis, research, and citation of research. You will explore poetry, drama, and fiction from various countries and periods as you develop your skills of close textual analysis. You also will consider various critical approaches to texts and tools to utilize in your analyses, such as electronic databases and academic journals. As we explore a wide range of texts and authors, you will fine-tune your critical thinking and your ability to develop a persuasive argument about a text, thereby preparing for presentations and writing assignments in upper-level courses.

**Requirements:** Three essays/projects, some homework assignments, and class participation.

**Required Texts:** Works will include Jane Austen’s *Pride and Prejudice*, William Shakespeare’s *The Tempest*, and poetry by Langston Hughes, among other texts.

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<tr>
<td>Section 0Y02</td>
<td>Asynchronous</td>
<td>Online</td>
<td>May</td>
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</table>

**Description:**
200 is designed to acculturate prospective and beginning English majors. Our emphasis will be on the writing of sound pieces of literary-critical analysis. But we will also inquire into what makes such things “sound.” That is why we will survey a few “intrinsic” and “extrinsic” critical approaches. We will also study the various forms and genres of literature, pay some attention to the history of literature, and learn how to quote, document, and cite—how, in short, to cross t’s, dot i’s. In addition, finally, we will also learn a little about how to make use of the vast stores of existing literary-critical commentary.

**Coursework.**
1. 25%. Weekly discussion-board participation.
2. 15%. Twelve (12), or so, reading quizzes (they cover the material assigned for that day plus all material read since the last quiz). Usually the quizzes will offer short-answer questions and identifications (I’ll explain). All but two of these grades will count (I’ll drop the lowest two grades, which may include a zero or two acquired by your neglecting to take a quiz or two; **note: quizzes may not be "made up"**).
3. 10%. Two (2) one- to one and one-half page assignments due on the Sunday nights in question by 11:59 pm.
4. 15%. One (1) short literary-analysis (a "squib" which becomes a squib-**plus**) of a literary work on the syllabus, a draft which we revise and supplement a couple of times as we work towards an understanding of how to write a proper research paper.
5. 15%. A Midterm Examination.
207 – Fundamentals of English Grammar

Introduction to modern English pedagogical grammar. Traditional terminology and analytical tools used to describe the grammar and use of written Standard English.

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<th>Section</th>
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<tr>
<td>Sections 0Y01 &amp; 0Y02</td>
<td>MW 2:00-3:15 pm</td>
<td>Online</td>
<td>Aygen</td>
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Description:
An introduction to modern English grammar from a linguistic perspective. This course is designed to make the student thoroughly familiar with the rules of writing prescriptively correct and stylistically effective English as well as with the terminology relevant for the grammatical structure of written English. We will use the analytic tools of modern descriptive linguistics in order both to critique and to make clear the sometimes inconsistent and vague rules of prescriptive grammar. Lectures will cover all relevant grammatical structures and identify discriminating use of grammar and language, such as sexist use of pronouns or racist use of passives. The student will gain a variety of analytic skills that will be of use in the production and discussion of not only expository prose but also literary prose and verse. Such analytical skills are also transferrable to any field of study and practice. The course aims to empower students in their academic and professional lives. A part of this course is dedicated to discussions on sociolinguistic implications of language use: the relationship between language at large as well as specific grammatical structures and racism, sexism, and other discriminatory social attitudes. Students participate in discussions on Discussion Board on blackboard on topics including but not limited to passive voice and racism/sexism, pronoun use and sexism, prescriptive grammar and racism, linguistic racism, accent and prejudice.

Although this is a synchronous online course, students who cannot attend synchronous class lectures can still take the course and succeed because class lectures are videorecorded to be viewed asynchronously for students who cannot attend synchronous classes, and weekly office hours, review sessions and individual appointments are offered to assist students.

Requirements: Weekly assignments, quizzes, discussion board participation, and three exams.

261X – Language, Mind and Thought

Cross listed as ANTH 261X and ILAS 261. Functioning of the human mind from the perspectives of anthropology, computer science, linguistics, neuroscience, philosophy, and psychology. Interdisciplinary consideration of perception, language, reasoning, artificial intelligence, culture, and models of cognition.

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<th>Section</th>
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<td>Section 0001</td>
<td>TTh 2:00-3:15</td>
<td>DU 252</td>
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271/271H – Classical Mythology

An interdisciplinary approach to Greek and Roman myths, including their historical and contemporary relevance.

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<td>TTh 3:30-4:45</td>
<td>RH 202</td>
<td>Gorman</td>
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Description:
A knowledge of Greek and Roman mythology (or Classical mythology, for short) is essential to understanding much of the literature and art in the Western tradition. Great myth cycles are also fascinating subjects in their own right, of course, and both aspects of ancient myths will be considered in this survey. Lecture-discussion format.

Course goals: Students who complete this course successfully will have
— acquired a working knowledge of Classical mythology;
— become acquainted with several ancient literary works in translation; and
— had an opportunity to think, as well as to write, about some of the stories that have shaped Western thought.

Requirements: Final (no midterm); weekly reading quizzes; four essays (five for Honors students, as well as a different final)

Texts:

300C – Advanced Essay Composition: Licensure in Teaching

Designed to advance the writing proficiencies especially important to students seeking licensure in either middle or high school English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.
### 301 – Writing Poetry I
Beginning course in writing poetry.

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<td>Section 0001</td>
<td>TTh 2:00-3:15 pm</td>
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**Description:**
An introductory class in the craft and discipline of writing poetry, the workshop will focus on the study of poetry and, though intensive poetic practice, to work toward developing poetic voice. This is a writing course, not a course in light verse or children’s verse, spoken/slam/performance, or song lyric. You'll read widely, studying and applying poetic techniques including image, metaphor, line, and stanza, and examine a number of traditions, including the sonnet, and the villanelle. You will read and respond to a number of books and essays, write poems, continually revise these outside of class toward the final project.

**Requirements:** Response papers to weekly assignments in reading and writing, poetry drafts, regular attendance, thoughtful balanced critique participation, application of reading material to your own work and to other’s works, revision, exams, portfolio.

**Texts:** TBA

### 302 – Writing Fiction I
Beginning course in writing fiction.

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<tr>
<td>Section 0001</td>
<td>M 6:00-8:40 pm</td>
<td>RH 201</td>
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**Description:**
Students write literary fiction developed from prompts. Work is shared and discussed in workshop, with students honing skills through experimentation, revision, and positive criticism. Each student will write one main story and revise that story based on feedback. Students also write weekly exercises and response letters. Genre writing is discouraged.

**Texts:** Workshops are electronic-free environments, so students should expect there will be a fair of amount of printing each week. Books: Le Guin, Steering the Craft, and Johnson, Jesus’ Son

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**Description:**
In this course we examine the theory and craft of literary fiction, then apply what we've learned to our own written exercises, short stories, and the critique of these original pieces in a workshop format. One 6-10 page
story is required for workshop, as well as weekly written exercises and responses to peers' work and published stories. Attendance and participation are important parts of the course grade.

Texts: TBA

303 – Writing Creative Nonfiction

Writing informal and formal nonfiction essays, emphasizing a literary approach to language and flexibility of form. Essay models include memoir, personal essay, nature essay, segmented essay, and travel essay, and may include biography and history.

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Description:
Introductory creative writing workshop in the essay. We’ll read personal essays spanning centuries, discussing a first-person voice that combines autobiography, dramatizing, and reflection, and you’ll draft your own essays. Crucial to your success in the course is a commitment to thorough and reflective reading, in-class exercises and drafting, revision, and active participation in a generous and serious workshop environment.

Requirements: regular class attendance; full preparation for workshops; three personal essays (approx. 15-20 pages total); regular reading responses; one critical/interpretive essay (approx. 5-7 pgs.) at end of semester

Required texts: *The Art of the Personal Essay*, Phillip Lopate, ed., and various essays

304 – Writing About the Arts

Practice in writing critical reviews of visual art, music, film, and other art forms. Designed for students who have some knowledge of the art form they choose to write on and who seek guidance in organizing and communicating their judgments.

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Description:
A course in writing critically about the arts. Recognizing that all critical thinking originates in subjective response, we’ll focus on exercises and readings which give us practice in objective critical analysis through the lens of personal taste. You’ll explore music, visual arts, drama, and other genres. Crucial to your success in the course is a commitment to thorough and reflective reading and active participation in a generous and serious workshop environment.

Requirements: regular class attendance; full preparation for workshops (careful reading and marking of all student drafts); three critical essays (approx. 25-30 pages total); weekly reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

305 – Principles of Writing Literary Criticism

Composing essays on literary works based on readings in literary theory. Applying literary theories, critical methods and modes, principles of evaluation, appreciation, and interpretation.

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**Description:**
This is a course for students looking to improve their knowledge and skills with regard to literary analysis. Compared to many other courses in the major, there will be more writing and less reading. Note that, besides the books on the syllabus, each student will have to pick a literary work about which to write the longer essay. Lecture-discussion format.

*Course goals:* Students who complete this course successfully will have
— increased their knowledge of basic concepts and terms in literary study;
— gotten experience using literary terms in writing about works of fiction, poetry, and drama; and
— improved their writing skills.

**Requirements:**
Midterm (no final); four essays, and one longer essay (in two installments)

**Texts:**

308 – Technical Writing

Principles and strategies for planning, writing, and revising technical documents common in government, business, and industry (e.g., manuals, proposals, procedures, newsletters, brochures, specifications, memoranda, and formal reports). Topics include analysis of audience and purpose, simplifying complex information, document design, and project management.

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310H – Ideas and Ideals in World Literature

Translations of epics, religious writing, treatises on love, myths, novels, essays, and plays–ancient to modern, Eastern and Western. How to define what the “classics” are and explore why these works endure. Survey with selected authors.
## Section 00H1

**Day and Time:** MW 2:00-3:15 pm  
**Location:** RH 201  
**Faculty:** T. Crowley

### Description:
This Honors seminar focuses on three narrative poems from ancient Greece and Rome – Homer’s *Iliad*, Homer’s *Odyssey*, and Virgil’s *Aeneid* – which have remained seminal since the eighth century BCE (Homer) and first century BCE (Virgil). The course structure revolves around group discussion. Each class period’s conversation will be scheduled to begin with prompts provided by students. Written assignments will include a microanalysis essay, two exams, and a research essay.

### Texts:

## 321 – Structure of Modern English

Survey of Modern English and contemporary linguistic methods of analyzing and describing its major structures and their functions.

### Section 0Y01

**Day and Time:** Asynchronous  
**Location:** Online  
**Faculty:** Birner

### Description:
In this course, we will examine structure and meaning in Modern English using the tools and methodologies of linguistic analysis. We will cover phonetics, phonology, morphology, syntax, semantics and pragmatics, and will emphasize problem solving and analysis. The focus will be on understanding the structures and functions of language in general and English in particular.

### Requirements:
Three exams; occasional homework

### Text:
Readings to be posted on Blackboard

## 331 – American Literature: 1830 - 1860

Literature of the American Romantic period, including such writers as Emerson, Hawthorne, Poe, Fuller, Stowe, Thoreau, and Melville.

### Section 0Y01

**Day and Time:** Asynchronous  
**Location:** Online  
**Faculty:** Einboden

### Description:
ENGL 331 surveys the celebrated literatures of America’s Romantic Age. Balancing between the idealist and the ominous, our course spans Romantic standards – from Edgar Allan Poe to Walt Whitman – while also reading rich sources authored by Native American and West African writers, studying texts composed in Arabic.
as well as Algonquian and Iroquoian languages. Exploring the linguistic and literary diversity of the early nation, ENGL 331 culminates with sustained treatment of America’s 19th-century epic, Herman Melville’s *Moby-Dick*.

**Evaluation**

i) *Reading Responses*: 20%

ii) *Thesis Draft*: 10%

iii) *Final Paper*: 35%

iv) *Final Examination*: 35%

**Texts:**

All assigned texts for ENGL 331 will be provided to students via PDF handouts and/or online links posted to our course’s Blackboard website.

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332 – American Literature: 1860-1910

Includes such writers as Dickinson, Twain, James, Chopin, Chesnutt, and Wharton.

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**Description:**

At the time of the U.S. Civil War, most American citizens felt a keener loyalty to their states than to their nation. Through the war and the decades following, that would change: What were the united States was now the United States. In English 332 we will use literature to study the dramatic, traumatic consolidation and transformation of what it meant to be “American” between 1860 and 1910. During that time, U.S. population expanded from about 25 million living in 34 states to 100 million living in 46 states, spanning the continent. But this expansion spelled the doom of the independent Native Nations that had remained in the western United States, and Black Americans—ostensibly liberated by the Civil War—remained shackled by institutional racism. Women would not win the vote until 1920. In short, American dreams of freedom and equality remained elusive for many.

**Requirements:** Class attendance and active participation in class discussion; quizzes and journal writing; two essays; midterm and final exams.

**Texts:** Paul Lauter, ed., *The Heath Anthology of American Literature*, vol. C; several novels such as Elizabeth Stuart Phelps, *The Story of Avis*; Mark Twain, *A Connecticut Yankee in King Arthur’s Court*; and Charles Chesnutt, *The Marrow of Tradition*

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334 – American Literature: 1960-Present

Includes such writers as Bellow, Rich, Morrison, Pynchon, Ashbery, and Kushner.

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Description:
This class will examine some of the most representative works from different periods of American literature since 1960. Poetry will be provided through PDF documents.

Texts:
- Diana Abu-Jaber's *Arabian Jazz* (1993)
- Ana Castillo's *The Guardians* (2008)
- Frank Chin’s *Donald Duk* (1991)
- Don DeLillo's *White Noise* (1985)
- Joan Didion's *Play It As It Lays* (1970)
- Louise Erdrich's *Tracks* (1988)
- Lynn Nottage's *Fabulation* (2005)
- Tomás Rivera's . . . *And the Earth Did Not Devour Him* (1971) (pdf)
- Anne Tyler's *Dinner at the Homesick Restaurant* (1982)
- August Wilson's *Fences* (1983) *

Requirements:
Two analytical essays (5-7 pages) typed using the MLA style (30% each)
10 Questionnaires (40% of grade)

337 – Western Literature: Classical and Medieval

Intensive study of representative selections translated from the works of Greek, Roman, and other European writers, such as Homer, Sappho, Aeschylus, Sophocles, Plato, Virgil, Ovid, Dante, Tasso, Rabelais, and Cervantes.

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Description:
ENGL 337 traces the rich roots of global literatures, mapping the antique and medieval origins of our modern imagination. Surveying diverse languages and lands, we will cover texts that defined world civilizations, witnessing the dawn of human creativity and composition. Ranging from Assyria to Arabia, Egypt to Greece, Israel to Italy, ENGL 337 spans works originally written in Hebrew and Hieroglyphics, Coptic and Cuneiform, Arabic and Armenian, culminating with the Middle Ages’ encyclopedic epic, the incomparable *Divine Comedy* of Dante Alighieri.

Evaluation
i) *Reading Responses*: 20%
ii) *Thesis Draft*: 10%
iii) *Final Paper*: 35%
iv) *Final Examination*: 35%

Texts:
All assigned texts for ENGL 337 will be provided to students via PDF handouts and/or online links, except for Dante Alighieri’s *Divine Comedy*, which I ask be acquired in Allen Mandelbaum’s translation:

350 – Writing Across the Curriculum

Practice in writing skills, conventions, organization, and structuring of prose forms appropriate to the humanities, social sciences, and sciences (e.g., proposals, lab reports, case studies, literature reviews, critiques). Open to majors and non-majors.

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374 – The American Short Story

Shaping and development of the modern short story as a literary form by American writers, from the early 19th century to the present.

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<td>RH 202</td>
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**Description:**
Students in this class will study the American short story from its beginning to the present, although the emphasis is on contemporary stories.

**Requirements:**
Two analytical essays (5-7 pages) typed using the MLA style (30% each)
10 Questionnaires (40% of grade)

**Text:** No text is required because the professor will send PDF copies of the short stories to be read this semester.

383 – Gay and Lesbian Literature: Modern Global LGBTQ+ Drama

Historical survey of lesbian and gay fiction, drama, poetry, and prose by American and British writers such as Shakespeare, Behn, Whitman, Hall, Forster, Ortiz-Taylor, Kushner, Leavitt, and Winterson.

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<td>0Y01</td>
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[Combined with WGSS 430]

**Description:**
In this course we will focus on plays written by, and about, members of the LGBTQ+ community from around
the world. What stories do they tell about what it means to be human in these rapidly-changing times? What purposes does the genre of “drama” serve? We will explore a wide range of dramatic works from a broad range of geographical, social, and cultural contexts to unpack some of the questions and issues that playwrights engage with in both writing and performance. The class will follow a discussion-based format through synchronous classes online as well as asynchronous discussion boards.

**Requirements:** Written assignments for the course include participation in an online weekly discussion board debate, two short papers, one longer paper, one team project, and a final exam. Our online synchronous class discussions will also be lively and engaging. Honors students will replace their longer paper with an interest-specific project.

**Texts:** TBA

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**385/385H – Marvel’s Black Panther and Black Atlantic Contexts**

Topic to be announced. May be repeated to a maximum of 6 semester hours when topic varies.

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[Combined with BKST 302]

**Description:**
This course proposes a serious study of the Marvel film, *Black Panther* (2018), and its Black Atlantic and Afrofuturist contexts in three units 1) close study of the film and its comic forms, including a trip to NIU’s Rare Books room to explore Black Panther comic books in the library’s holdings and 2) its connections to Black diasporic history, writing, and art in addition to 3) the rise of Afrofuturist literature, visual arts, and music. We will consider the film’s themes of social responsibilities across the Black diaspora, the colonization of Africa, and depictions of race; we will also think about the film’s relationship to sci-fi storytelling, technology as a means of visualizing African futurities, and the legacies of slavery in the Black present. If pandemic conditions permit, we may organize a trip to see *Black Panther 2*, expected to be released this fall.

**Requirements:** Attendance and participation; Oral presentation with partner on related course topic; Three short 2-3 pp. papers; one longer final paper, 6-8 pp.


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**398 – Nature Writing**

Selected aspects of composition and writing studies. May be repeated to a maximum of 6 semester hours when topic varies.

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[Combined with ENVS 450]

**Description:**
This hybrid course examines the role of nature in creative writing. In the outline portion of the course, students will read and respond to fiction and non-fiction with the natural world as either subject or background, and then make their own attempts at such work. There will be four field trips to Loredo Taft. Listed below are the dates for the field trips, which will be on Fridays from 10 a.m. to 4 p.m. September 9, September 30, October 21, and November 11. All other Fridays, you will meet for class from 12:00 noon to 2:40 pm online.

404A– Theory and Research in Written Composition for English Language Arts

A. English Language Arts. Theory and research applied to principled practices in teaching and evaluating composition in English Language Arts with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites and Notes:** PRQ: ENGL 300C or consent of department. CRQ: ILAS 201.

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*This class meets with ENGL 647*

404B – Theory and Research in Written Composition for English Language Arts

B. Middle Level Content Areas. Theory and research applied to principled practices in teaching and evaluating composition in middle school content areas other than English Language Arts, with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards

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**Description:**
Theory and research applied to principled practices in teaching and evaluating composition in Middle School content areas of math, science, and social studies, emphasizing meeting the Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the Teacher Performance Assessment (edTPA). Workshop format includes video-recorded co-facilitations and demonstration lessons.

**Requirements:**
- Maintain regular attendance (2 weeks of missed classes and coursework risks failure of course)
- Participate in daily impromptu writing in class and short assignments out of class, e.g., reading notes (15%)
- Plan and present co-facilitations that demonstrate writing activities in class—including a final mini-lesson (15%)
- Outline and design plans for a 2-week syllabus (25%)
- Design a digital writing assignment & mentor text in your subject area (10%)
- Outline and design plans for a 1-week syllabus for edTPA evaluation (20%)
- Observe lessons, conduct an interview, plan, present, collect, and assess a class writing activity at the school where you’re doing your clinical (15%)
• Develop a Teaching Licensure Portfolio, selecting required and/or appropriate items from materials generated for class (portfolio submitted through Blackboard at the end of semester; required to pass)

Texts (also on reserve at Founders Library):

Required for everyone:

• Selected articles & online sources

Required for your content area (choose 1 textbook):

• Thomas McCann, Rebecca D’Angelo, Nancy Galas, and Mary Greska. *Literacy and History in Action: Immersive Approaches to Disciplinary Thinking, Grades 5-12*, Teachers College Press, ISBN: 978-08077-5734-5

407 – Shakespeare

Representative comedies, tragedies, and historical plays. Attention given to Shakespeare’s growth as a literary artist and to the factors which contributed to that development; his work evaluated in terms of its significance for modern times.

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**Description:**
This online synchronous course will explore a number of Shakespeare’s plays within their historical contexts, as we also consider their continued impact on modern society. Our study will include clips from film versions and adaptations of his plays. We will attend to influences on his writing, including theatrical, political, and religious factors in Shakespeare’s England, as well as the significance of the hot new technology of his day: the printing press.

**Requirements:** Three essays/projects, some homework assignments, and class participation.

**Textbook:** We will utilize free texts available via the Folger Shakespeare Library: [https://shakespeare.folger.edu/shakespeares-works/](https://shakespeare.folger.edu/shakespeares-works/).

413 – The Romantic Period

Earlier 19th-century English literature, including selections from such representative authors as Blake, Wollstonecraft, Wordsworth, Austen, Byron, the Shelleys, and Keats.

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**Description:**
In 413 we will survey the major poets and poetic works of what has come to be known as the Romantic Period (roughly 1789-1832); we will also read a great romantic (anti-romantic?) novel. Our aim will be to acquire a fairly comprehensive and sympathetic working knowledge of the era’s defining claims and concerns and, then, to explore some of the critical (more political and less sympathetic) attitudes towards them that have emerged in recent years (it is not that these two aims will be pursued only in turn). Those chief romantic claims and concerns include the (unacknowledged but central) role of the poet in society, the significance of poetry and art, the nature of aesthetic experience (the beautiful and the sublime), the nature of the natural, the relative virtues of the imaginative and the rational, the cult of the child, the beauty of the common (man and woman), the limitations of Christianity, the triumph of life (P. B. Shelley).

Students should expect to spend the fall reading demanding poetry (lots) and writing papers (two of them, plus essay-examinations) about it.

**Coursework**
1. 15% class participation.
2. 10% reading quizzes.
3. 15% a three-page paper.
4. 20% a five-page paper.
5. 20% midterm essay examination.
6. 20% final examination.

**Texts (both required)**

420 – Arthurian Literature

Representative medieval works, in both Middle English and translation from European languages, with consideration of their influence on later Arthuriana.

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**Description:**
We will read a variety of medieval and later literature focusing on King Arthur and his court. Middle English texts will be read in the original language, with translations for non-English texts. Classes will typically include some combination of lecture, discussion, and a participatory activity.

**Requirements:** There will likely be three short papers (2 pages each), one longer paper, two translation quizzes,
and weekly homework or in-class writing exercises designed to help you understand the reading and prepare for the quizzes and papers. Regular attendance and participation are also required.

**Text(s):**


Other texts TBA; shorter texts will be available online or posted to Blackboard.

### 432 – Topics in General Linguistics

Selected problems in descriptive, theoretical, applied, or historical linguistics. May be repeated to a maximum of 6 semester hours when topic varies.

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*This class will meet with ENGL 608*

**Description:**
What’s fake news and how can you recognize it? If “research shows” that something is true, can you trust it? What’s good science and what’s lousy science? This course will address how to evaluate and conduct research generally, and research into human language specifically. Includes the basics of linguistics, scientific discourse, research ethics, quantitative data, library use, and online resources.

**Format:** Lecture, discussion, in-class work

**Requirements:** Students will select from a menu of options for earning their desired grade

**Texts:** Readings posted on Blackboard

### 479 – Theory and Research in Literature for English Language Arts

Theory and research applied to principled practices in teaching the reading of complex texts, including canonical, multicultural, young adult, and informational literature in English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** ENGL 404A, 9 semester hours of literature at the 300 and 400 level, or consent of department. CRQ: ILAS 301.

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<tr>
<td>Section 00P1</td>
<td>TTh 2:00-3:15 pm</td>
<td>RH 201</td>
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*This class will meet with ENGL 646*
480A – Materials and Methods of Teaching English Language Arts

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. Prerequisites & Notes: PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

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<td>00P2</td>
<td>T 6:00-8:40 pm</td>
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Section 00P1 meets with ENGL 480B-00P1
Section 00P2 meets with ENGL 480B-00P2 and ENGL 648-P001

Description:
English 480A 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 480A 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

480B – Materials and Methods of Teaching English Language Arts

B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the middle school level (5-8). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. Prerequisites & Notes: PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.
Section 00P1 meets with ENGL 480A-00P1
Section 00P2 meets with ENGL 480A-00P2

Description:
English 480B prepares prospective teachers of middle level 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 480B 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, and the completion of the final examination.

Required Texts:

482 – Clinical experience in English Language Arts

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. **Prerequisites & Notes:** PRQ: Consent of department. CRQ: ENGL 480A.

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<td>00P2</td>
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Section 00P1 will meet with 645-P001

485 – Student Teaching in Secondary English Language Arts

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 educator licensure in English Language Arts. Ongoing assessment of candidate’s development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. Not available for credit in the major. **S/U grading. Prerequisites & Notes:** PRQ: ENGL 480A, ENGL 482, and consent of department.
Fall 2022 English Undergraduate Course Descriptions

491 – Honors Directed Study

Directed study in an area of English studies. Open to all department honors students. May be repeated once. Prerequisites & Notes: PRQ: Consent of department.

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

494 – Writing Center Practicum

Cross-listed as ILAS 494X. Theoretical and practical instruction in tutoring, required for all undergraduate writing consultants in the University Writing Center. Includes research on cross-curricular writing tasks in a supervised, on-the-job situation. S/U grading. May be repeated to a maximum of 3 semester hours with consent of department.

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495 – Practicum in English

Practical writing and other professional experience in supervised on-the-job situations. May be repeated to a maximum of 3 semester hours. S/U grading.

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

496 – Internship in Writing, Editing, or Training

Involves primarily writing, editing, or training in business, industry, or government setting, and that is jointly supervised by the English department’s internship coordinator and an individual from the sponsoring company or organization. May be repeated to a maximum of 6 semester hours. Up to 3 semester hours may be applied toward the English department’s program requirements. S/U grading. Prerequisites & Notes PRQ: Prior approval by the Department of English, a minimum of 120 contact hours, and other requirements as specified by the department.
### Section 497 – Directed Study

Directed study in any area of English Studies. Prerequisites & Notes: PRQ: Consent of department. 1-3 hours.

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