Undergraduate Course Descriptions

Spring 2021

Department of English
Northern Illinois University
Requirements for English Subplans And English Minor

The information on this page is for students who will be new to NIU during the 2021-2022 academic year. If you are a continuing student, please use the link below to make an appointment with an English advisor for information regarding requirements.
https://outlook.office365.com/owa/calendar/NIUEnglishDepartment@mail.niu.edu/bookings/.

English Studies in Literature, Language, and Film Track (39 hours)

- Literary Study – Research and Criticism (3)
  o 200
- Fundamentals of English Grammar (3)
  o 207 (or GEE*)
- Analytical Writing (3)
  o One of the following: 300, 304, 305 or 308
- Linguistics (3)
  o One of the following: 261X, 318, 320, 321, 322, 432, 433, 434X
- Literature to 1660 (6)
  o Two of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
- Literature 1660-1900 (6)
  o Two of the following: 330, 331, 332, 338, 412, 413, 414, 470
- Literature Since 1900 (3)
  o One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
- Diverse Literature (3)
  o One of the following: 335, 381, 382, 383, 474, 477
- Additional Courses (9)
  o One additional English course at the 300-400 level in literature, linguistics or film (3).
  o Two additional English courses at the 300-400 level (6).

English Studies in Secondary Teacher Licensure Track (39 hours)

- Literary Study – Research and Criticism (3)
  o 200
- Fundamentals of English Grammar (3)
  o 207
- Advanced Essay Composition (3)
  o 300C
- Language in American Society (3)
  o 322
- Western Literature, Classical and Medieval (3)
  o 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.

### 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).
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 *
- Advanced Essay Composition (3)               ENGL 300
- 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.
This booklet contains descriptions of undergraduate (110 through 497) courses to be offered by the Department of English in the spring 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 and the bulletin board outside of RH 214 for up-to-date information.

Registration

For spring 2021, 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 310 - Ideas and Ideals in World Literature
- ENGL 315 – Readings in Shakespeare
- ENGL 350 – Writing Across the Curriculum

Honors Courses/Sections

- ENGL 315 – Readings in Shakespeare
- ENGL 491 – Honors Directed Study
<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>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>0001</td>
<td>2125</td>
<td>Literature and Popular Culture</td>
<td></td>
<td></td>
<td>DePalma</td>
<td>Online</td>
</tr>
<tr>
<td>110</td>
<td>0002</td>
<td>2127</td>
<td>Literature and Popular Culture</td>
<td></td>
<td></td>
<td>Lorch</td>
<td>Online</td>
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<tr>
<td>110</td>
<td>0003</td>
<td>6926</td>
<td>Literature and Popular Culture</td>
<td></td>
<td></td>
<td>Burris</td>
<td>Online</td>
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<tr>
<td>200</td>
<td>0001</td>
<td>2130</td>
<td>Literature Study: Research &amp; Criticism</td>
<td>TTh</td>
<td>12:30-1:45</td>
<td>Bonomo</td>
<td>Online</td>
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<tr>
<td>200</td>
<td>0002</td>
<td>3891</td>
<td>Literature Study: Research &amp; Criticism</td>
<td>TTh</td>
<td>2:00-3:15</td>
<td>Newman</td>
<td>Online</td>
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<tr>
<td>207</td>
<td>0001</td>
<td>2131</td>
<td>Fundamentals of Grammar</td>
<td>MW</td>
<td>12:30-1:45</td>
<td>Aygen</td>
<td>Online</td>
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<tr>
<td>207</td>
<td>0002</td>
<td>2132</td>
<td>Fundamentals of Grammar</td>
<td>MW</td>
<td>12:30-1:45</td>
<td>Aygen</td>
<td>Online</td>
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<td>300A</td>
<td>0001</td>
<td>2137</td>
<td>Advanced Essay Composition- General</td>
<td>MW</td>
<td>12:30-1:45</td>
<td>Hibbett</td>
<td>Online</td>
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<tr>
<td>300A</td>
<td>0002</td>
<td>4803</td>
<td>Advanced Essay Composition- General</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>De Rosa</td>
<td>Online</td>
</tr>
<tr>
<td>300C</td>
<td>00P1</td>
<td>Perm</td>
<td>Advanced Essay Composition – Teacher Licensure</td>
<td>TTh</td>
<td>9:30-10:45</td>
<td>McCann</td>
<td>Online</td>
</tr>
<tr>
<td>302</td>
<td>0001</td>
<td>6895</td>
<td>Writing Fiction I</td>
<td>M</td>
<td>6:00-8:40</td>
<td>Staff</td>
<td>Online</td>
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<tr>
<td>308</td>
<td>0001</td>
<td>4896</td>
<td>Technical Writing</td>
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<td></td>
<td>Bresnahan</td>
<td>Online</td>
</tr>
<tr>
<td>308</td>
<td>0002</td>
<td>5491</td>
<td>Technical Writing</td>
<td></td>
<td></td>
<td>Bresnahan</td>
<td>Online</td>
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<tr>
<td>310H</td>
<td>00H1</td>
<td>6896</td>
<td>Ideas and Ideals in World Literature</td>
<td>TTh</td>
<td>11:00-12:15</td>
<td>T. Crowley</td>
<td>Online</td>
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<tr>
<td>315</td>
<td>0001/H1</td>
<td>6897/6931</td>
<td>Readings in Shakespeare</td>
<td>TTh</td>
<td>11:00-12:15</td>
<td>Bennett</td>
<td>Online</td>
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<tr>
<td>322</td>
<td>00P1</td>
<td>Perm</td>
<td>Language in American Society</td>
<td></td>
<td></td>
<td>Birner</td>
<td>Online</td>
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<tr>
<td>330</td>
<td>0001</td>
<td>6827</td>
<td>American Literature to 1830</td>
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<td></td>
<td>Einboden</td>
<td>Online</td>
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<td>CRN</td>
<td>Section</td>
<td>Title</td>
<td>Days</td>
<td>Time</td>
<td>Instructor</td>
<td>Location</td>
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<td>333</td>
<td>0001</td>
<td>American Literature: 1910-1960</td>
<td>Th</td>
<td>11:00-12:15</td>
<td>Ryan</td>
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<td>334</td>
<td>0001</td>
<td>American Literature: 1960-Present</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Gomez-Vega</td>
<td>Online</td>
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<tr>
<td>337</td>
<td>0001</td>
<td>Western Literature: Class &amp; Med</td>
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<td>Einboden</td>
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<tr>
<td>350</td>
<td>0001</td>
<td>Writing Across the Curriculum</td>
<td>MWF</td>
<td>9:00-9:50</td>
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<td>350</td>
<td>0002</td>
<td>Writing Across the Curriculum</td>
<td>TTh</td>
<td>9:30-10:45</td>
<td>Peters</td>
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<td>382</td>
<td>0001</td>
<td>Women Writers</td>
<td>MW</td>
<td>3:30-4:45</td>
<td>Gomez-Vega</td>
<td>Online</td>
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<td>400</td>
<td>0001</td>
<td>Literary Topics: Fantasy/Science Fiction</td>
<td>TTh</td>
<td>12:30-1:45</td>
<td>Gorman</td>
<td>Online</td>
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<tr>
<td>401</td>
<td>0001</td>
<td>Writing Poetry II</td>
<td>TTh</td>
<td>3:30-4:45</td>
<td>Newman</td>
<td>Online</td>
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<tr>
<td>402</td>
<td>0001</td>
<td>Writing Fiction II</td>
<td>Th</td>
<td>6:00-8:40</td>
<td>Staff</td>
<td>Online</td>
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<td>403</td>
<td>0001</td>
<td>Technical Editing</td>
<td>TTh</td>
<td>11:00-12:15</td>
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<td>00P1</td>
<td>Perm Theory &amp; Res in Written Comp (ELA)</td>
<td>TTh</td>
<td>3:30-4:45</td>
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<td>405</td>
<td>0001</td>
<td>Early English Literature</td>
<td>MW</td>
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<td>407</td>
<td>0001</td>
<td>Shakespeare</td>
<td>TTh</td>
<td>9:30-10:45</td>
<td>T. Crowley</td>
<td>Online</td>
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<td>471</td>
<td>0001</td>
<td>English Novel Since 1900</td>
<td>MW</td>
<td>3:30-4:45</td>
<td>May</td>
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<tr>
<td>477</td>
<td>0001</td>
<td>Post Colonial &amp; New Literatures</td>
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<td>Hibbett</td>
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<td>479</td>
<td>00P1</td>
<td>Theory and Research in Literature for ELA</td>
<td>TTh</td>
<td>2:00-3:15</td>
<td>Kahn</td>
<td>Online</td>
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<tr>
<td>480A/648</td>
<td>00P1</td>
<td>Perm Methods &amp; Materials in ELA-Secondary</td>
<td>TTh</td>
<td>3:30-4:45</td>
<td>Kahn</td>
<td>Online</td>
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<tr>
<td>482/645</td>
<td>00P1</td>
<td>Perm Clinical Experience</td>
<td>T</td>
<td>5:00 - 5:50</td>
<td>McFarland-Wilson</td>
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<td>485</td>
<td>00P1</td>
<td>Student Teaching</td>
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<td>485</td>
<td>00P2</td>
<td>Student Teaching</td>
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<tr>
<td>485</td>
<td>00P3</td>
<td>Student Teaching</td>
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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.

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<th>Section</th>
<th>Day and Time</th>
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<th>Faculty</th>
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<tbody>
<tr>
<td>Section 0001</td>
<td>N/A</td>
<td>Online</td>
<td>DePalma</td>
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</table>

**Description**

During the George Floyd movement, militant protests rocked the country and the age-old distinction between the violence of the state and the resistance of the people, and the different values of different lives, came to dominate media narratives. In this class, we will discuss how literature has played an integral role in helping us parse how appropriate change is made, and how canonical works, taught in high school, often written by the old ruling class, offer only one side of that discussion, and how recent popular media from games to movies, have challenged these narratives.

**Requirements**

TBA

**Text (Required)**

TBA

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<th>Section</th>
<th>Day and Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Section 0002</td>
<td>N/A</td>
<td>Online</td>
<td>Lorch</td>
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</tbody>
</table>

**Description**

Class will be comprised of video lectures and mandatory online discussions covering the week’s texts, readings, and lessons. This course seeks to answer questions about the ways in which pop culture and mode of storytelling impact our understanding of a narrative and how storytelling itself is impacted by the culture from which it emerges and the mode of storytelling through which it is told.
Requirements
Weekly quizzes on that week’s lessons and readings, one short paper due by midterm, one longer paper/project due by the end of the semester. Participation in online discussions and timely submission of works are required.

Texts (Required)
Two required texts (Octavia E. Butler’s *Kindred* (novel); Octavia E. Butler’s *Kindred* (graphic novel)); other required texts will be supplied electronically. Some required film viewings will necessitate digital rental or access to streaming platforms (at student expense), while others will require access to social media sites.

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<th>Section</th>
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<th>Faculty</th>
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<tbody>
<tr>
<td>Section 0003</td>
<td>N/A</td>
<td>Online</td>
<td>Burris</td>
</tr>
</tbody>
</table>

**Immigrant Voices & the Journey to Find Belonging in America**

**Description**
Discover the complexity of America and its promise through the eyes of immigrants. Transcending race, ethnicity, gender, and socioeconomic status, this asynchronous course examines a wide spectrum of works demonstrating how new arrivals seek acceptance in America’s mainstream culture. Students will engage in online discussions and exercises, write essays, and create projects to gain an understanding of what immigrants experience when making America their home.

**Requirements**
- Three short essays
- Final research project
- Discussion board interactions as well as weekly free-write exercises to correspond with assignments
- Attendance of brief, TBA online class sessions is strongly encouraged.
- Participation is required through the completion of graded assignments and weekly Blackboard activities.

**Texts (Required)**
To be supplied via Blackboard

**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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<th>Section</th>
<th>Day and Time</th>
<th>Location</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>Section 0001</td>
<td>TTh 12:30-1:45</td>
<td>Online</td>
<td>Bonomo</td>
</tr>
</tbody>
</table>

**Description**
Introduction to methods and terms used in the study of literature. Emphasis on a variety of approaches to literary analysis used in the study of literary prose and graphic literature and on honing critical thinking and writing.

**Requirements**
Regular class attendance; attentive and thoughtful reading; regular reading responses, in-class examinations
Texts (Required)
TBA

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<th>Section</th>
<th>Day and Time</th>
<th>Location</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>Section 0002</td>
<td>TTh 2:00-3:15</td>
<td>Online</td>
<td>Newman</td>
</tr>
</tbody>
</table>

Description
In this class we think, talk, and write about literature. Becoming an astute reader and thinker-about-lit requires the understanding of the techniques and approaches to literature, both intrinsic and extrinsic, as well as a desire to consider the complexities of being human in the world. We’re going to sample some fabulous literature, discover ways of entering the works, write significantly and clearly about some texts, and familiarize ourselves with terms to assist our understanding. Responsibilities include reading responses, midterm, final. Attendance is mandatory.

Requirements
Regular class attendance and participation, thoughtful reading and critical/interpretive reading responses, exams.

Texts (Required)
TBA

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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<tr>
<th>Section</th>
<th>Day and Time</th>
<th>Location</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>Sections 0001 &amp; 0002</td>
<td>MW 12:30-1:45</td>
<td>Online</td>
<td>Aygen</td>
</tr>
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</table>

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.

**Texts (required)**

### 300A – Advanced Essay Composition: General
Writing expressive, persuasive, and informative essays and developing appropriate stylistic and organizational techniques. Open to majors, minors, and non-majors.

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<tbody>
<tr>
<td>Section 0001</td>
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<td>Online</td>
<td>Hibbett</td>
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</table>

**Description**
This course is for student writers looking to edge closer to the professional level. It is also for those who understand that any level of writing can be improved upon and benefit from feedback and revision. Keeping in mind that what we call “good writing” may vary depending on the genre, purpose, and audience, we will approach the essay in a variety of forms, including personal narrative, music review, and research essay. Our class time will be divided between discussion and analysis of readings, exercises to improve clarity and correctness, various composing and research activities, and peer review. My hope is that you will finish the course as thoughtful and crafty composers, who possess the kind of heightened audience awareness and decision-making skills that distinguish one’s work from the norm.

**Format** online/asynchronous

**Requirements**
Three formal essays, three formal peer reviews, weekly online discussions and “lab” exercises

**Required textbook**

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<tbody>
<tr>
<td>Section 0002</td>
<td>MW 2:00-3:15</td>
<td>Online</td>
<td>De Rosa</td>
</tr>
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</table>

**Description**
Advanced Essay Composition, an intensive writing course, will give you the opportunity to improve your writing skills. Please note that we will NOT do creative writing. Nor will this class focus on grammar (207 does that). Enrolling in this course means that desire to refine your skills to craft concise, precise, and elegant prose. The class utilizes small group workshop and whole class discussion during which you will critically and constructively comment on papers by professionals and peers. Prepare to give and receive constructive criticism, to listen with an open mind, and to use your best judgment.
Requirements
You will meticulously plan, write, and revise five projects: from a resume to an academic argument.

Texts (Required)
Joseph Williams & Gregory Colomb, *Style: Lessons in Clarity and Grace* (10th edition); A Pocket Style Manual, Diana Hacker (most recent edition if possible)

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.

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Description
This class serves the needs of prospective teachers in refining their own writing and in understanding the processes involved in composing mature compositions. Participants in this class will collaborate in expressing criteria for defining quality writing, discuss assigned readings and instructional issues, and produce several essays. The preparation for producing each written assignment will involve extended class discussion. The written assignments will be a variety of essays that require practice with a variety of problem-solving and composing strategies.

Requirements
Regular attendance and participation in class discussions and other activities are essential. Students will complete assigned readings and prepare for discussions about the topics from the reading. The participants will write a variety of compositions, including collaborative efforts and technology-supported efforts. The writing experiences will require the production of essays, reflections on the processes involved in producing this work, and the independent application of the processes. The assessment for the course is based on the completed compositions.

Texts (Required)

302 – Writing Fiction I
Beginning course in writing fiction.

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<td>Section 0001</td>
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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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<td>Section 0002</td>
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**Description**
In this course, students will develop and practice professional team writing in a simulated business or industry setting. Topics include analysis of audience and purpose, simplifying complex information, document design, and project management. As it is an asynchronous course, students will also practice time management and team communication skills.

**Course Format**
Asynchronous online lecture with group work elements.

**Requirements**
Access to Blackboard and Microsoft Teams either via web browser or device app; four main graded assignments and smaller Pass/Fail assignments (at instructor discretion); scheduled video chat group conferences 2x during final project work; weekly blog and discussion board posts. No exams.

**Texts (Required)**
Provided via Blackboard

310H – Ideas and Ideals in World Literature
Translations of epic, religious writing, treaties 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.

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<td>Section 00H1</td>
<td>TTh 11:00-12:15</td>
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**Course Title**
Ideas and Ideals in *Don Quixote*

**Description**
This Honors seminar focuses on one of the most famous and influential books in literary history: Miguel de Cervantes’s *Don Quixote*. We will spend the semester studying this book in English translation—including commentary on its literary, historical, and intellectual contexts, as well as its Spanish diction in many places—in order to begin assessing why it has remained seminal for interpreting relationships between society and human imagination across time periods and cultures.
Requirements
Learning will be assessed by participation (including attendance and in-class discussion), a short interpretive essay, a collaborative interdisciplinary research project, and a research essay.

Required Text

315 – Readings in Shakespeare
Plays and poetry that continue to engage modern audiences with exploration of perennial themes and vivid representations of human experience and conflicts. Credit available for general education and educator licensure candidates in English Language Arts in middle school.

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*This class will meet with ENGL 315H*

Description
So just who was this Shakespeare guy, and why does everyone think he’s so wonderful? What do his works have to say to us today? Is he really the ultimate “pale, male” writer, or can his writings speak engagingly to diverse audiences? In this course, we will approach these and other questions—this course is designed to introduce non-specialists to Shakespeare’s works and to the world in which he wrote them. Not only will we read and discuss various plays, but we will also learn about Shakespeare’s life, his historical context, and the theatre, and we will consider the plays as dramatic pieces as well as literary works. Synchronous classes will be discussions, held on Zoom, while all assignments and asynchronous discussion forums will be on Blackboard.

Requirements
There will be three papers, weekly online discussion board posts, a group project, and a final exam required for this course. 315H students will also complete a separate honors project as part of the course.

Required text
I will order copies of *The Riverside Shakespeare* second edition through NIU; however, students may use any reputable edition of the plays they wish (please be aware that no two editions of the plays are identical: act, scene, and line numbers may vary from edition to edition, and online or trade versions of the plays will lack the helpful introductions and notes from the Riverside.) Online, accurate versions of the plays (though without line numbers or notes) can be found at [http://shakespeare.mit.edu/](http://shakespeare.mit.edu/).

322 – Language in American Society
Introduction to the study of language in its social context. Focus on varieties of American English with attention to the status of minority languages. Sociolinguistic approach to language variation by region, social class, ethnicity, gender, and social context. Standardization and attitudes toward dialects and minority languages. Relationship between language and power and social control. 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.
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**Description**

This course will address language in its social contexts, with an emphasis on language varieties in the U.S. Topics will include descriptive linguistics; first and second language acquisition; regional, social, and stylistic variation; language misconceptions and prejudices; and language endangerment. Students will become familiar with basic methods and principles of linguistic description, and will examine the relationship between language systems and the communities that use them. Format: Online, asynchronous.

**Requirements**

Students will select from a menu of options for earning their desired grade.

**Text (Required)**


**330 – American Literature to 1830**

American literature from the beginnings through the early national period, including such writers as Bradstreet, Taylor, Edwards, Franklin, Equiano, Rowson, and Cooper.

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**Description**

ENGL 330 charts the first two centuries of the nation’s literary history, mapping the complex texts and capacious terrain that comprise the early canon up to 1830. Reaching from colonial roots through the revolutionary era, our course traces an emerging continuity which may be identified as distinctly “American”. Exploring the evolving national imagination, we will pay particular attention to languages original to this continent, with students offered the rare opportunity to begin learning the endlessly rich Native American language, Wôpanâôt8âôk.

**Requirements**

i) *Reading Responses*: 28%  
ii) *Thesis Draft*: 7%  
iii) *Final Paper*: 35%  
iv) *Final Examination*: 30%

**Texts (Required)**

All assigned texts for ENGL 330 will be provided to students via PDF handouts and/or online links, except for Charles Brockden Brown’s *Wieland*, namely:

333 – American Literature: 1910-1960
Includes such writers as Cather, Stevens, Eliot, Fitzgerald, Faulkner, Hurston, and Williams.

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Description
This course explores one of the most remarkable periods in American culture, from the modernist experiments of the Jazz Age, through the flowering of African American literature during the Harlem Renaissance and the proletarian writing of the New Deal, to the new literary directions beginning to emerge after World War II. We will examine this era through poetry, fiction, drama, autobiography, film, and even popular music by diverse American authors and artists.

While we will consider the complex interactions between literature and its socio-cultural contexts (such as the Roaring Twenties, the Great Depression, World War II, and the Cold War), we will place particular emphasis upon skills of close textual analysis and professional critical writing. Our goal is also to create an inclusive and supportive community of online scholars.

Requirements
-- Attendance and participation (by video, audio and/or chat) in our weekly online class sessions.
-- Study of posted PowerPoint lectures (with pre-recorded audio commentaries).
-- Regular discussion board postings.
-- A short scholarly paper (which will go through multiple stages of revision).
-- A final project.

Required Texts
(Any title marked with an asterisk should be available in free electronic form on Blackboard).

Other texts (all available as electronic reserves on Blackboard) will include plays, poems, short stories, and musical recordings by such authors and artists as Langston Hughes, Ernest Hemingway, Charley Patton, E. E. Cummings, Carson McCullers, Countee Cullen, Louis Armstrong, Allen Ginsberg, and the Carter Family.

We will also discuss the film Cat People (dir. Jacques Tourneur, 1942) (available via Blackboard).

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

334 – American Literature: 1960-Present
Includes such writers as Bellow, Rich, Morrison, Pynchon, Ashbery, and Kushner.

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<td>Goméz-Vega</td>
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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.

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

Format
Class Discussions.

Texts (Required)
Edward Albee’s *The Zoo Story* (1960)  
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)  
Philip Kan Gotanda's *The Wash* (1991)  
Tony Kushner’s *Angels in America: Perestroika* (1993)  
Tony Kushner’s *Angels in America: Millennium Approaches* (1992)  
Lucia Neval's *Salvation* (2008)  
Lynn Nottage's *Fabulation* (2005)  
Tomás Rivera's *And the Earth Did Not Devour Him* (1971)  
Philip Roth's "Goodbye, Columbus" (1959)  
Neil Simon's *The Prisoner of Second Avenue* (1971)  
Anne Tyler's *Dinner at the Homesick Restaurant* (1982)  
August Wilson's *Fences* (1983)  

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. Unparalleled in its diverse survey of 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.

Requirements
i) *Reading Responses*: 28%
ii) Thesis Draft: 7%
iii) Final Paper: 35%
iv) Final Examination: 30%

Texts (Required)
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:

Dante Alighieri, *Inferno*, trans. Allen Mandelbaum (Bantam Classics, 1982);

Dante Alighieri, *Purgatorio*, trans. Allen Mandelbaum (Bantam Classics, 1984);

Dante Alighieri, *Paradiso*, trans. Allen Mandelbaum (Bantam Classics, 1986);

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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<td>Section 0001</td>
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Description for Section 0002 only
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). Students will adapt assignments to the ways in which their own majors require them to write, as well as replicate the kinds of research and consult the kinds of sources that these prose forms commonly require.

Objectives
1. Learn the specific forms of writing that commonly occur in your major
2. Identify current problems or research questions relevant to your major
3. Select and evaluate appropriate sources that provide up-to-date knowledge in your major
4. Observe and participate in the kinds of research professionals conduct in your major
5. Report data accurately and interpret it according to the expected guidelines of your major
6. Become familiar with the ethics that guide written work in your major
7. Correctly use the citation and documentation formats that your major requires

Requirements
- In-class writing
- Report on Writing in Your Major
• Report on an Observation, or Experiment
• Literature Review
• Proposal to do a research or creative study

**Texts (Required)**

- Smith and Smith, *Building Bridges through Writing*, Pearson/Longman

### 382 – Women Writers

Literary accomplishments of women writing in English, covering a range of genres such as fiction, poetry, essays, and drama. Effects of gender on the reading and writing of literature.

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*This class is cross listed with WGSS 430.*

**Description**

This class will examine the work of WHITE American women writers with particular emphasis on women writing since the feminist movement of the 1970s.

The work of several poets will be included, but the poems will be made available as PDF documents.

**Requirements**

An analytical essay (5-7 pages) typed using the MLA Style (60% of grade)
10 questionnaires (40% of grade)

**Format**

Class discussions

**Texts (Required)**

- Joan Didion's *Play It As It Lays* (1970)
- Dorothy Bryant's *Ella Price's Journal* (1972)

Anne Tyler's *Dinner at the Homesick Restaurant* (1982)

Marj Gurasich's *Letters to Oma* (1989)

Ursula Hegi's *Salt Dancers* (1995)

Carol Anshaw's *Lucky in the Corner* (2002)


Lucia Nevai's *Salvation* (2008)

Mary Relindes Ellis's *The Bohemian Flats* (2014)

Amy Bloom's *Lucky Us* (2014)

Lisa Kron's *In the Wake* (2014) (pdf)
400 – Literary Topics: Fantasy/Science Fiction

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**Description**
Science fiction is a genre that emerged in modern times, popular not only because the best SF works are exciting and innovative, but also because they challenge our imagination. We will look closely at six works from across the history of SF—including one that you select—with attention both to literary technique, on the one hand, and speculative content, on the other.

**Goals:** Students who complete this course successfully will have (1.) learned something about the nature and history and of a literary genre, (2.) sharpened their critical reading ability, and (3.) improved their skills in oral and especially written communication.

**Requirements**
Two shorter essays, one longer essay (in two drafts); essay-type final exam (no midterm); ten reading quizzes.

**Texts (all required)**

401 – Writing Poetry II
Advanced course in writing poetry. **Prerequisites & Notes:** PRQ: ENGL 301.

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**Description**
This advanced course is the second in the sequence of poetry workshops. The focus of the advanced workshop is towards a sequence of poems. You will write steadily throughout the semester, using assignments as loose guides and challenging inspirations, investigate the activity of publishing and journals, and read and respond to essays on poetics and books of poetry.

**Texts (Required)**
TBA

402 – Writing Fiction II
Advanced course in writing fiction. **Prerequisites & Notes:** PRQ: ENGL 302.

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403 – Technical Editing
Principles and strategies for preparing technical documents for publication, including editing for content, organization, style, and correctness. Topics include the editor’s roles and responsibilities, the levels of editing, proofreading and copyediting, readability, format, production, and usability testing.

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404A – Theory and Research in Written Composition
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 & Notes:** PRQ: ENGL 300C or consent of department. CRQ: ILAS 201.

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*This class will meet with 647.*

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 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


405 – Early English Literature
English literature to 1500. Modernized texts used for works which might otherwise present language problems.

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Description
This class will explore the relationship between J. R. R. Tolkien’s professional life as a scholar of medieval literature and his creative work, focusing on his translations of Old and Middle English texts. Middle English texts will be read in the original language; we’ll use translations for older and non-English texts. Classes will typically include some combination of lecture, discussion, and a participatory activity.

Requirements
Regular attendance and participation; three short papers (500–600 words); one longer paper, about 2000 words (8 pages), with assorted short assignments and in-class writing that will contribute to the longer paper.

Texts (Required)
* Beowulf, trans. Michael Alexander
* *Sir Gawain and the Green Knight, Pearl, and Sir Orfeo*, trans. J. R. R. Tolkien
* *The Tolkien Reader*, J. R. R. Tolkien
* *The Hobbit*, J. R. R. Tolkien

Other literary and critical readings will be posted to the class Blackboard site.

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 version of ENGL 407 focuses on ethical complexities build into the humor and the suffering represented within selected comedies and tragedies from Shakespeare’s dramatic works. Analysis of these plays will include frequent attention to relevant issues of social structure and culture (including theater, gender relations, law, politics, religion, and race) in Shakespeare’s society—as well as comparison and contrast with analogous issues in our own society.

Requirements
Learning will be assessed by participation (including attendance and in-class discussion), a short interpretive essay, a final research essay, and two exams.

Required Text
471 – English Novel Since 1900
Includes works by such representative authors as Conrad, Joyce, Woolf, Lawrence, Murdoch, Amis, Naipaul, and Drabble.

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**Description**
471 will divide this long, long English and Anglophone twentieth century into three eras: “modernism,” “postmodernism” (post- World War II), and “the contemporary.” We will read novels from all three eras and seek good working-definitions of these three terms– even as a fourth, “postcolonialism,” cuts across the eras, further troubling our formulations. And even as a fifth...&c. But such a high concept approach will occupy us only part of the time. Indeed, most of our time will be spent closely reading a series of challenging novels, a number of which are notoriously innovative in their style and form no less than in their content, with a view to giving them the individual attention that they both demand and reward.

Expect a heavy reading load, then, some of it devoted to quite difficult (!) prose.

**Requirements**
1. 35% (15%; 20%)--two essays (literary-critical analyses), one brief, the other longer;
2. 20%--a mid-term exam (two essay-examinations);
3. 25%--a final exam (two or three essay-examinations);
4. 10%-- weekly quizzes (how well you have read the material to be discussed; I will count your ten best Quizzes out of twelve);
5. 10%--discussion board/ class participation (how well you contribute to our class-time discussions).

**Texts (this list is very tentative!)**
Joseph Conrad, The Secret Agent
James Joyce, A Portrait of the Artist as a Young Man
Virginia Woolf, Mrs. Dalloway
Samuel Beckett, Murphy
Elizabeth Bowen, Death of the Heart
P.D. James, Children of Men
J.M. Coetzee, Waiting for the Barbarians
Ian McEwan, Atonement

477 – Postcolonial and New Literatures in English
Representative works of new literatures in English by postcolonial South Asian, African, Australian, and Caribbean writers, such as Arundhati Roy, Buchi Emecheta, Ben Okri, Peter Carey, Michelle Cliff, and Derek Walcott.

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**Description**
This course is an opportunity to study works and authors outside the Anglo-American mainstream, and within the context of colonial and postcolonial historical developments. Postcolonial studies places great emphasis on the relationship between language and power, literature and nation, and the complexities of identity and representation. It seeks out previously silenced or marginalized voices, questions which stories are privileged
and who is telling them, and explores the ways in which the colonized participates within, or against, the culture, traditions, and language of the colonizer. It provides, finally, a bridge to understanding how the imperial relationship of rich and poor, powerful and struggling nations continues within today’s globalized economy. Though there are of course many historical empires, this particular course will focus on the British, whose global influence has no rival.

**Format** online/asynchronous

**Requirements**
One formal literary analysis essay, several short response papers, online discussions, two exams, and a presentation

**Required Textbooks**
- *Midnight’s Children* by Salmon Rushdie (Random House)
- *I Have Crossed an Ocean*, selected poems by Grace Nichols (Bloodaxe)
- *A Passage to India* by E.M. Forster (Harvest)
- *Things Fall Apart* by Chinua Achebe (Anchor)

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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**Description**
This course equips prospective teachers with the procedures for the planning and delivery of instruction related to the reading and analysis of literature for students in middle school and high school. Participants will study the competing approaches to the study of literature and the diverse perspectives that influence critical judgment, and will plan experiences that will involve adolescent learners in joining the conversations about the interpretation and evaluation of texts. Course participants will work with a variety of literary genres and literary environments, and examine both the texts that are most commonly taught in middle schools and high schools and other texts of high literary merit that are under-represented in the schools.

**Requirements**
The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences and student teaching.

**Texts (required)**
Beers, K. & Probst, R. *Note and Notice*. Heinemann, 2012; McCann, T.M., Bouque, A., Forde, D., Kahn, E.A.,

### 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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*This class will meet with ENGL 648.*

**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**


### 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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*This class will meet with ENGL 645.*
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.

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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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493 – Creative Writing Nonfiction II
Advanced workshop in writing creative nonfiction. The writing of personal and autobiographical essays with attention paid to extensive revision, formal and thematic experimentation, and considerations about the implications of the self as author and subject. Continues and advances the work begun in Writing Creative Nonfiction. **Prerequisites & Notes:** PRQ: ENGL 303.

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**Description**
Advanced workshop in writing creative nonfiction, continuing the work of 303, the reading and writing of personal and autobiographical essays. The emphasis will be on formal and thematic experimentation, revision, and thinking essayistically. 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 personal essays (approx. 25-30 pages total); weekly formal reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

**Texts (Required)**
TBA
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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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.

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

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