Fall 2018 Course Descriptions

Undergraduate Classics.................................................................1
Undergraduate Film........................................................................1
Undergraduate Linguistics.............................................................2
Undergraduate Literature...............................................................5
Undergraduate Writing.................................................................10
Philosophy....................................................................................16
Graduate Linguistics......................................................................19
Graduate Film................................................................................21
Graduate Literature........................................................................21
Graduate Writing............................................................................24
Undergraduate Classics

CLCS 20500-03: Classical Mythology
TR 3:00-4:15   T. Bassett

P: ENGL 13100 or equivalent.
The purpose of this course is to give you a general overview of Greek and Roman myths, legends, and tales. Greek (and later Roman) mythology serves as an important foundation to western literature and culture, appearing in countless works of drama, fiction, film, painting, poetry, and sculpture. In particular, three legendary events figure heavily in this tradition: the history of Thebes, the story of the Argos, and the Trojan War. We will examine this tradition through the reading of several classical works, including Homer’s The Odyssey, Sophocles’s Oedipus Rex, Euripides’s Medea, Virgil’s The Aeneid, and Ovid’s Metamorphoses.

Evaluation methods:
- Class participation, short response papers, two midterms, and final

Required Texts:
- The Essential Homer, trans. Stanley Lombardo (Hackett)
- Hesiod, Works & Days and Theogony, trans. Stanley Lombardo (Hackett)
- Sophocles, Antigone, Oedipus the King and Electra (Oxford)
- Euripides, Medea and Other Plays (Oxford)
- Virgil, The Essential Aeneid, trans. Stanley Lombardo (Hackett)
- Ovid, The Essential Metamorphoses, trans. Stanley Lombardo (Hackett)

Undergraduate Film

FVS 10100-01I: Introduction to Film
OCIN   M. Kaufmann

P: ENGL 20201 or equivalent.
As you work your way through the course, you will learn and understand the main elements of narrative film (editing, mise-en-scene, cinematography, etc.), the main aspects of the Hollywood style and studio system, and see how film reflects and refracts culture. The films we’ll discuss will be films classic and contemporary, predominantly from the U.S., but not neglecting those from abroad.

Evaluation methods:
- Numerous Quizzes on film terms
- Midterm and Final
- Short Scene Analysis

Required Texts:
- Petrie, The Art of Watching Films

FVS 30200-01I: Genre Study In Film: Film Noir and Horror
OCIN   M. Kaufmann

In this course we will be watching and discussing Film Noir and Horror, and examining their dual developments and interworkings.
Film noir is a term used to describe the dark, brooding films (films such as Double Indemnity, Out of the Past, Mildred Pierce) that emerged from Hollywood after World War II. The films are literally dark, often set at night, in shadowy and obscured conditions, and morally dark or ambiguous—focusing on damaged and damaging people who inhabit a heartless world where even the strong may not survive. Horror films from the thirties (Frankenstein, King Kong, Dracula etc.) employed the same visual style (often with the same directors and cinematographers who later worked on noir films).

Evaluation methods:
- Discussion Forum
- Midterm and Final
- Presentation
- Longer Paper (6-8 pages)

Required Texts:
- Meehan, Horror Noir

Undergraduate Linguistics

LING 10300-01, 02: Introduction to the Study of Language
MW 1:30-2:45 J. Lindley
MW 3:00-4:15

P: Placement at or above ENGL 13100 or equivalent and ENGL 15000 or exemption.
This course covers the traditional areas of linguistics (phonetics, phonology, syntax, morphology, semantics, pragmatics) as well as language change, sociolinguistics, and more. You will learn, for example, what linguistics & human language is; the sounds of English and how to transcribe words phonetically; how to depict sentences using syntax trees; and how first and second languages are learned. No special knowledge of linguistics or languages other than English is required.

Evaluation methods:
- Three in-class exams. Homework.

Required Texts:
- None

LING 10300-03: Introduction to the Study of Language
TR 10:30-11:45 H. Sun

P: Placement at or above ENGL 13100 or equivalent and ENGL 15000 or exemption.
This is an introductory survey of linguistics designed to provide students with a basic understanding of the structure of language and the analytical concepts that are fundamental in linguistic studies. We will draw on different languages in the world throughout the course, but our primary focus is on the English language. Topics to cover include phonetics, phonology, morphology, syntax, pragmatics, and language acquisition. This course satisfies Competency Area B5: Social and Behavioral Ways of Knowing (all) and Competency Area A1: Written Communication 1.6.

Evaluation methods:
- Tests, assignments and homework
Required Texts:

**LING 10300-04: Intro Study Language**
TR 9:00-10:15      S. Bischoff

P: Placement at or above ENGL 13100 or equivalent and ENGL 15000 or exemption.
An introductory survey of linguistics with special attention to the English language emphasizing phonology, morphology, syntax, semantics, and other various subfields as time permits. This course satisfies Competency Area B5: Social and Behavioral Ways of Knowing (all) and Competency Area A1: Written Communication 1.6.

Evaluation methods:
- Various

Required Texts:
- None

**ENGL 20600-01: Introduction to the Study of Grammar**
TR 12:00-1:15      J. Lindley

P: ENGL 13100 or equivalent
Focused on English, this course presents the basic principles of grammar, broadly construed. This includes the following: morphology (building blocks of words); types of words and modifiers; syntax at the phrase and sentence level; phonetics (sounds of English); phonology (sound patterns). The majority of the content falls under the narrower understanding of grammar, i.e. the first three items listed here. Required for advanced elementary education majors.

Evaluation methods:
- Take-home exams, homework.

Required Texts:

**LING 30201-01M: Structure of Modern English (TESOL)**
T 3:00-4:15       H. Sun

P: LING 10300 or 30300 (or equivalent)
Designed primarily for prospective and in-service instructors who work with English language learners, for whom grammatical competence is essential for their academic success or career advancement, this course aims to provide an understanding of the structure of the English language. We will integrate form, meaning, and use in our grammatical analyses throughout the course. The hybrid format is intended to enhance learning and facilitate understanding of grammatical concepts and structures.

Evaluation methods:
- Participation, assignments, tests, and project

Required Texts:
- Systems in English grammar. Peter Master. Prentice Hall.1995

LING 36000-01: Language in Society
W 4:30-7:15 S. Bischoff

P: LING 10300 or 30300
A general introduction to sociolinguistics, for the nonspecialists. Topics covered include regional and social dialects, the politics of language use in social interaction, language and social change, and men’s and women’s language, as well as issues in applied sociolinguistics such as bilingualism and African American Vernacular English in Education. This course satisfies Competency Area B7: Interdisciplinary Ways of Knowing and Area VI: Inquiry and Analysis.

Evaluation methods:
• Various

Required Texts:
• None

LING 43000-01: Language Change and Variation
TR 10:30-11:45 J. Lindley

P: LING 10300 or 30300
This course covers the basics of historical linguistics. Topics covered include the following: which aspects of languages undergo change; mechanisms and patterns of change; the comparative method; symbols and conventions used in the field; and how languages fit into families.
You will be exposed to real-life and thus sometimes messy examples of language change, but are not required to memorize the details of these examples. The focus is on key concepts, terms, and skills. This course involves a lot of in-class practice. Exams are take-home. Homework can be completed solo or in pairs/groups.

Familiarity with languages other than English is not required. Can be taken for graduate credit.

Evaluation methods:
• Take-home exams, homework.

Required Texts:

LING 42102-01: Methods & Materials for TESOL I
TR 4:30-5:45 H. Sun

P: LING 10300 or 30300 (or equivalent)
This course provides an overview of Teaching English as a New Language to Speakers of Other Languages. We will examine principles of ENL instruction as well as different methodological approaches and strategies. We will also address important issues including the context of teaching, learner variables, socio-cultural influence on language learning, and classroom interaction. This class also involves a service learning component for which students work as volunteers/assistants for English language learners in the community, linking course content to practical experience and obtaining a deeper understanding of language learning and teaching.
Evaluation methods:
• TBD

Required Texts:
• Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice Wayne Wright. Caslon 2nd, 2015.

LING 47000-01: TENL Practicum
T 4:30-7:15           S. Bischoff

P: Instructor Permission
The practicum provides you with an opportunity to gain hands-on experience teaching and working with ENL students in formal classroom settings. You will learn from experienced and in-service teachers through observations and reflections as well as from your practice teaching in real classrooms. After you have completed (or most of) the required observations in two different instructional contexts, you will start your practice teaching in consultation with your cooperating teacher in an instructional setting of your choice. Your peers and I will observe your class and provide feedback. Throughout the semester, your reflections of the observations and practice teaching constitute a major component of the course content.

Evaluation methods:
• Various

Required Texts:

Undergraduate Literature

ENGL 10201-01, 02: Modern World Literature
OCIN          L. Lin

P: ENGL 23301 or equivalent
English L102 offers a survey of modern world masterpieces from roughly the 18th century to the 20th century. The texts chosen for this class include those by both Western and non-Western writers because of the increasing contact between the two worlds. We begin with Shakespeare’s tragedy King Lear. We will then read representative works from each of the three periods.

Evaluation methods:
• Discussion forums
• Essay exams
• Papers

Required Texts:
ENGL 20201-01: Literary Interpretation
TR 10:30-11:45 L. Whalen

P: ENGL 13100 with a grade of C or better
In ENG L202 we will be examining the ways in which literature is necessary, not only for aesthetic enjoyment and cultural expression but—on a certain level—for survival: language itself can be a life-giver, a bearer, creator, and preserver of culture, even a weapon. We will explore short stories, poetry, and plays from around the world and from a variety of time periods and authors, including works by August Wilson, W. Wordsworth, S.T. Coleridge, Angela Carter, Sherman Alexie, James Baldwin, and Jamaica Kincaid. By explicating these texts we will learn not only about the forces that shape the characters, authors, and the nations from which they come, but also about those at work on ourselves as well.

Evaluation methods:
• Quizzes, papers (including one longer researched paper), participation

Required Texts:
• Additional handouts (critical essays, play, short stories, and poems) will be distributed, and 2 films will be viewed.

ENGL 25001-01: American Literature before 1865
TR 3:00-4:15 A. Kopec

P: ENGL 13100
This course, offered as a traditional lecture class, surveys representative authors and genres of America from the first "discovery" of the New World up to the end of the Civil War. After a brief overview of the colonial era, we will emphasize the poetry and fictional and non-fictional prose of the early nineteenth century. This course satisfies the Category B Competency 6 requirement of the PFW General Education Program.

Evaluation methods:
• 3-4 quizzes, a research activity, and in-class preparation

Required Texts:
• Textbook decisions are being finalized.

ENGL 25001-01I: American Literature before 1865
OCIN A. Kopec

P: ENGL 13100
This course, offered as an online class, surveys representative authors and genres of America from the first "discovery" of the New World up to the end of the Civil War. After a brief overview of the colonial era, we will emphasize the poetry and prose of the early nineteenth century. This course satisfies the Category B Competency 6 requirement of the PFW General Education Program.

Evaluation methods:
• 3-4 quizzes, a research activity, and in-class preparation
Required Texts:
- Textbook decisions are being finalized.

**ENGL 37101-01: Critical Practices**
MWF 11:00-11:50  R. Hile

P: ENGL 20201, 23301, or equivalent
This course fulfills the capstone requirement for your degree, and thus I will build the course assuming that students enrolled in the class have completed at least 15 credit hours of courses in the major. Students will work on three projects during the semester: (1) complete an independent research project on a topic of your choosing in your degree concentration, (2) create a portfolio of your best work from your college career (including the research project in #1) that demonstrates that you have achieved the learning goals identified by the department for students in the major as a whole and in your chosen concentration, and (3) begin the work of articulating the connections between the work you have done in your English degree program and your plans for life after graduation.

Evaluation methods:
- Students will receive grades for the research project, oral presentation on research project, portfolio, written work relevant to post-graduation plans, and participation.

Required Texts:
- Students will do significant research, writing, and revising (including revision of previous papers for the portfolio) in this course on independent topics. We will have one shared course text, *You Majored in What?: Mapping Your Path from Chaos to Career* by Katharine Brooks and other articles and book chapters to be determined.

**ENGL 41701-01: Early Seventeenth-Century English Poetry**
MW 4:30-5:45  M.L Stapleton

P: ENGL 20201, 23301, or equivalent.
We will read selections from several poets, the non-canonical as well as the traditional, from the reign of James I to slightly after the Restoration (1603-1667). Although we will spend a bit more time on John Donne, Ben Jonson, George Herbert, Andrew Marvell, and John Milton, we will also study Robert Herrick, Thomas Carew, Edmund Waller, Richard Lovelace, Aemilia Lanyer, and Katherine Philips. The last month of the course will be devoted to *Paradise Lost*. We will investigate trends in seventeenth-century English history: the reigns of James I, Charles I, Charles II, and James II; Oliver Cromwell and the English Revolution; religion and society.

Evaluation methods:
- Papers and exams

Required Texts:

**ENGL 43501-01: Victorian Literature**
MW 6:00-7:15  L. Roberts

P: ENGL 20201, 23301, or equivalent.
The purpose of this course is to give you a deeper understanding of English literary history from about 1832 to 1900, a period corresponding to the reign of Queen Victoria (1837–1901). The nineteenth century was a time of unprecedented social, political, and cultural change in Britain, especially influenced by the effects of industrialism and urbanization, the rise of democracy through the reform acts, and the consolidation of the British Empire. These larger events and the debates over religion, evolution, and women’s rights permeate the literature of the period and will provide the contexts for our readings. In literary terms, the nineteenth century saw an explosion in mass literacy and a blizzard of print, most notably the novel. Our emphasis will be on the analytical reading of texts.

Evaluation methods:
- Class participation, two papers, midterm, and final

Required Texts:
- Lewis Carroll. Alice’s Adventures in Wonderland (Penguin Classics)
- Charles Dickens. Hard Times (Oxford)
- Oscar Wilde. The Picture of Dorian Gray (Oxford)

ENGL 44601-01: 20th-century British Fiction
OCIN L. Lin

P: 23301 or equivalent
In this course we will survey the 20th-century British fiction from James Joyce to David Lodge. We will discuss the major issues surrounding this part of literature, including its technical innovations and cultural implications. We will approach the texts from different perspectives: the biographical, the sociocultural, the philosophical, the ethic, the historical, and the aesthetic. Some of the questions we wish to address include: How do 20th-century British fiction writers inherit and reinvent the great tradition of the English fiction? How do they experiment with such “new” literary forms and techniques as symbolism, stream-of-consciousness, spatial form, meta-fiction, and discursive narrative? How do they represent women and men in relation to class, gender, and race?

Evaluation methods:
- Discussion forums
- Essay exams
- Papers

Required Texts:
- “The Doll’s House” (1922) by Mansfield, handout (not used)
- “The Garden Party” (1922) by Mansfield, handout
- “The Singing Lesson” (1922) by Mansfield, handout
- “To the Lighthouse (1927) by Woolf
- “The Legacy” (1942) by Woolf
- Small World (1984) by David Lodge
- Possesssion (1990) by A. S. Byatt
- Dubliners (1914) by Joyce

ENGL 46401-01, 02: Native American Literature
TR 9:00-10:15 T. Bassett
TR 10:30-11:45

P: ENGL 20201, 23301, or equivalent
The purpose of this course is to give a survey of the important authors, works, genres, and movements of Native American literature from the early twentieth century to the present. With hundreds of individual tribes and nearly fifty language groups, we may more accurately speak of Native American literatures rather than one singular literature. Nevertheless, Native Americans have a shared history of colonization and a tradition of resistance that provides the cultural subtext for their literature – from the armed resistance, forced removal, and systematic destruction of their culture in the nineteenth century to the assimilation policies, the American Indian Movement, and the insistence of tribal sovereignty in the twentieth century.

Evaluation methods:
- Class participation, short response papers, and a final essay

Required Texts:
- Alexie. The Lone Ranger and Tonto Fistfight in Heaven.
- Alexie. The Absolutely True Diary of a Part-Time Indian.
- Erdrich. The Plague of Doves.
- Erdrich. Tracks.
- Silko. Ceremony.
- Silko. Storyteller.
- Welch. Winter in the Blood.
- Welch. Fools Crow.

ENGL 49002-01,02: Children's Literature
MWF 10:00-10:50 L. Roberts
MWF 11:00-11:40

P: ENGL 20201, 23301, or equivalent.
This course is designed for anyone planning on a career as children’s librarian, elementary education teacher, or children’s author/illustrator, as well as anyone with an interest in the rich and varied literature composed for or set aside for children. We will consider how definitions of childhood have changed over time and how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children’s literature have changed and what benefits adults have thought children would derive from their reading. We will read literature of different genres, which may include picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc.

Evaluation methods:
- May include projects, journals, quizzes, midterm and final exam.

Required Texts:
- TBD

ENGL 47200-01I: Contemporary American Literature
OCIN M. Kaufmann

P: ENGL 20201 or equivalent.
It's a truism by now that truth really is stranger than fiction, but that doesn't stop writers from trying to make fictional sense of the strange times we live in. Our readings offer a range of the varied perspectives that comprise America in the twenty-first century.

Evaluation methods:
- Discussion Forum
• Midterm and Final
• Book Review
• Longer Paper

Required Texts:
• Yamashita, The Tropic of Orange
• Egan, A Visit from the Goon Squad
• McCarthy, The Road
• Morrison, Jazz
• O’Brien, The Things They Carried
• Tan, Joy Luck Club
• Laymon, Long Division
• Palahnuik, Fight Club

Undergraduate Writing

ENGL 10302-01, 02: Introduction to Creative Writing
MWF 11:00-11:50       S. Sandman
MWF 1:30-2:20

This course serves as an introduction to the major creative genres (poetry, fiction, creative nonfiction), terminology, and techniques, and craft that are taught and required in later creative writing courses. It also serves elementary education majors and English teaching majors as an introduction to the basic skills required for the teaching of creative writing, and serves students from a variety of majors by improving their understanding of language, and by making them more effective writers.

Evaluation methods:
• TBD

Required Texts:
• Burroway, Imaginative Writing: The Elements of Craft, 4th edition

ENGL 10302-03: Introduction to Creative Writing
TR 3:00-4:15       G. Kalamaras

Focus on the practice and development of creative writing, emphasizing the composition and discussion of student texts. The course introduces a variety of forms and techniques to help you begin writing poetry and stories, enabling you to understand more clearly your own writing processes. You’ll learn how to begin, write, and revise creative writing, to express yourself and communicate with readers. You’ll write a significant amount of creative work; review the writing of class members and assigned professional authors; and develop skills for composing, understanding, and responding to creative work.

Evaluation methods:
• Writing assignments: poems, stories, exercises, peer responses, and a journal; attendance and participation.

Required Texts:
• Texts to be announced.
ENGL 20301-01: Creative Writing-Fiction
MWF 10:00-10:50  S. Sandman

P: ENGL 13100
This class will emphasize the practice and development of fiction writing. This class introduces you to forms and techniques that will help you begin to understand fiction writing. We will read fiction and write fiction, and discuss each other's writing in peer review. You will develop skills to deepen your understanding on reading and discussing contemporary fiction: the characters, setting, plot, and the technique. You will also deepen your understanding of how to write contemporary fiction by demonstrating your abilities through your own writing.

Evaluation methods:
- TBD

Required Texts:
- Janet Burroway, Writing Fiction, 9th edition

ENGL 20301-04: Creative Writing-Fiction
MW 1:30-2:45  M.A. Cain

This course will introduce you to a variety of ways of writing and reading short fiction. You will learn how to generate ideas for writing through reading and listening to stories, draft short pieces, and revise and edit those works. You will, perhaps most importantly, be invited to explore the process of how language creates meaning, to "play" with words and reflect upon the choices in meaning that such play makes possible.

Evaluation methods:
- Requirements include a final portfolio of at least two revised, edited stories generated from class assignments and an introductory reflection. Weekly assignments and participation also count towards the final grade. Some readings are required; these will be posted on Blackboard.

Required Texts:
- All texts available on Blackboard

ENGL 20301-05: Creative Writing-Poetry
TR 1:30-2:45  G. Kalamaras

P: ENGL 13100 or equivalent.
Focus on the practice and development of poetry writing, emphasizing the composition and discussion of student texts. The course introduces a variety of forms and techniques to help you begin writing poetry and to enable you to understand more clearly your own writing processes. You'll learn how to begin, write, and revise poems, to express yourself and communicate with readers. You'll write a significant amount of poetry; review the writing of class members and assigned poets; and develop skills for composing, understanding, and responding to poetic texts.

Evaluation methods:
- Writing assignments: poems, exercises, peer responses, and a journal; attendance and participation.

Required Texts:
ENGL 23401-02I, 03I: Technical Report Writing
OCIN E. Keller

P: ENGL 13100 or placement
English W234, Technical Report Writing, has two purposes: (1) to help you develop communication skills you will use in the future, and (2) to enrich your understanding of the roles that writing and reading play in activities outside school. In other words, W234 is a course to help you write in a variety of situations – especially the workplace – and to a variety of readers. This course is also an imperative part of engineering and technology education as defined by the Accreditation Board for Engineering and Technology.

Evaluation methods:
- Quizzes, discussion boards, larger projects

Required Texts:

ENGL 23301-03M: Intermediate Expository Writing
W 9:00-9:50 H. Aasand

P: ENGL 13100 with a grade of C or better
English 23301 is grounded on the notion that as critical writers, readers, and thinkers, you are able to discern the validity and reliability of what you read and how you present your research to your audience. The emphasis of this class is on the production of texts that demonstrate use of primary and secondary sources in organizing and documenting research for your audience.

Evaluation methods:
- Research papers; annotated bibliographies; conferences; journals; periodic quizzes

Required Texts:
The Curious Researcher: A Guide to Writing Research Papers
By Bruce Ballenger, Boise State University
Publisher: Pearson EIGHTH EDITION

ENGL 23301-04: Intermediate Expository Writing
MWF 10:00-10:50 R. Hile

P: ENGL 13100 with a grade of C or better
Instruction and practice in producing researched and documented texts appropriate for public audiences. Emphasis on appropriate primary and secondary research methods, organization, writing style, and documentation.

Evaluation methods:
- TBD

Required Texts:
ENGL 23301-28M: Intermediate Expository Writing  
W 10:00-10:50  H. Aasand

P: ENGL 13100 with a grade of C or better  
English 23301 is grounded on the notion that as critical writers, readers, and thinkers, you are able to discern the validity and reliability of what you read and how you present your research to your audience. The emphasis of this class is on the production of texts that demonstrate use of primary and secondary sources in organizing and documenting research for your audience.

Evaluation methods:
- Research papers; annotated bibliographies; conferences; journals; periodic quizzes

Required Texts:
The Curious Researcher: A Guide to Writing Research Papers  
By Bruce Ballenger, Boise State University  
Publisher: Pearson EIGHTH EDITION  

ENGL 23401-04: Tech Report Writing  
TR 1:30-2:45  K. White

P: ENGL 13100 or equivalent  
English W23401, Technical Report Writing, has two purposes: (1) to help you develop communication skills you will use in the future, and (2) to enrich your understanding of the roles that writing and reading play in activities outside school. In other words, W234 is a course to help you write in a variety of situations – especially the workplace – and to a variety of readers. This course is also an imperative part of engineering and technology education as defined by the Accreditation Board for Engineering and Technology (ABET).

Evaluation methods:
- TBD

Required Texts:
- TBD

ENGL 30101-01: Writing Fiction  
MW 4:30-5:45  M.A. Cain

This class is for students who want to learn how to write fiction. The main focus is upon helping students locate subjects, try out forms, and develop strategies for reading that will generate writing. We will spend a great deal of time on composing and discussing our writing as a class.  
We will investigate, first of all, what makes fiction "literature" and how we might think of the boundaries between fiction and other forms of prose. In the contemporary world, the boundaries that used to mark fiction as something "imaginary" versus something "real" no longer hold, since conventions of fiction are present in even supposedly "objective" forms of writing such as journalism. We will also take a closer look at some of these conventions and experiment with their applications.

Evaluation methods:
- A 20-page final portfolio, including a reflective statement of introduction. The portfolio includes revisions of works written during the semester.
• Individual conferences at midterm and an exit conference at the end of the semester.
• Readings of class texts (to be announced)
• Responses to classmate's writing (250 per submission)
• Class presentation on particular form or technique of interest to the student

Required Texts:
• TBA

ENGL 39800-01: Internship in Writing Studies
TBD K. White

P: Instructor Permission Required
This course combines the study of writing with the practical experience of working with professionals in journalism, business communication, or technical writing. It provides valuable networking skills and enables students to develop work portfolios that are useful on the job market. It may be repeated with permission of instructor with different topics for a maximum of nine credits.

Evaluation methods:
• TBD
Required Texts:
• TBD

ENGL 42101-01I: Tech Writing Projects
OCIN K. White

P: ENGL 23401 or 33101, junior or senior class standing
ENG W421 is a Gen Studies Area VI: Inquiry and Analysis course (in bulletins prior to 2012) and a Gen Education Capstone Area C course (in bulletins after 2012). It is intended to help develop and practice types of communication skills used during a career in a technical or business field during a significant design or research project. Some of you will do primary research and write about work you are doing in another course, such as your engineering senior design project. Others of you will do secondary research on a significant technical product or concept. All students will finish the course by producing a white paper, a writing genre that is commonly used in technical fields, governmental documentation, and the non-profit sector.

Evaluation methods:
• TBD
Required Texts:
• TBD

ENGL 46201-01: Family History Research & Writing
MW 3:00-4:15 S. Rumsey

P: ENGL 23301 or equivalent and junior or senior standing.
In this course you will do research and write your own family history or local history using field work guidelines and archival research. We’ll meet periodically at the Allen County Public Genealogy Library
(ACPL). You’ll be exploring various issues and methods for composing that history (i.e. the mode and audience is open ended), and work to define and theorize family history writing using oral history, ethnographic, and biographic research methodologies, theories of narrative, story and creative non-fiction. The course has a service learning component as we work with PFW library and ACPL on a project called Factory Families, which is a digital archive of multigenerational and multilingual stories and artifacts from those who have worked in factories throughout NE Indiana.

Evaluation methods:
- TBD

Required Texts:
- TBD

ENGL 46501-01: Editing: Theory and Practice
MW 3:00-4:15 S. Sandman

In English W365, Editing: Theory and Practice, we will:

Discuss and analyze what work editors do today, where they work, and what their jobs entail. We will gain an understanding of what editing means in the digital age. We will analyze and apply various skillsets a good editor needs. The course will consist of small writing and editing tasks, and one large project.

Evaluation methods:
- TBD

Required Texts:
- TBD

ENGL 47202-01: Composing the Self
MW 6:00-7:15 M.A. Cain

This course will examine the relationship between language and identity and the discursive processes by which the selves that comprise our identities, particularly in regards to gender, race, class, and sexuality, are formed. We will read from a variety of theoretical, literary, and scholarly texts, including rhetorical and critical theory, literature, gender studies, anthropology, and education to explore the question of how our selves compose/are composed by the language we use.

Evaluation methods:
- Two short papers, one researched paper, weekly reading responses. Final conferences.

Required Texts:
- Texts forthcoming (most available on Blackboard) including Alice Walker, Ruth Behar, and bell hooks, to name a few.
ENGL 49001-02: Writing as Healing and Exploration of the Inner Self
TR 6:00-7:15          G. Kalamaras

P: ENGL 20201 or 23301 or equivalent and submission of acceptable manuscripts to instructor. Focus on writing as a healing activity and as a way to tap into the deepest layers of the inner self. You will study techniques of how to write poems, stories, and descriptive nonfiction essays that allow for an understanding of your emotional core and as a way to make peace with internal conflict. Writing can soothe and heal the soul, and this class will embrace writing as just such a meditative activity. You’ll write a significant amount of creative work; review the writing of class members and assigned professional authors; and develop skills for composing, understanding, and responding to creative work that is focused on exploring and healing the inner self.

Evaluation methods:
- Writing assignments: poems, stories, descriptive nonfiction essays, exercises, peer responses, and a journal; outside readings; attendance and participation.

Required Texts:
- Texts to be announced.

ENGL 49700-01: Writing Center Theory and Praxis
W 4:30-7:15            E. Keller

P: ENGL 20201, 23301, or instructor override

Writing Center Theory and Praxis is designed to examine the techniques and theories that inform the practice of tutoring writing. In particular, this course will train you to tutor writing in the Writing Center at IPFW, as well as other tutoring spaces across campuses, age levels, and wider communities. The course will focus on the practical components of writing center work, and how these methods can be applied across other academic and professional settings. Specific topics will include collaborative learning, consultation approaches, consultant roles, grammar instruction discussions, consulting strategies for a variety of clients, computer and other technology usage in the writing center, composition and learning theories that influence writing center work, and resource development.

Evaluation methods:
- Reading responses, in-class discussion, 5 research projects

Required Texts:
- The Allyn and Bacon Guide to Writing Center Theory and Practice, Barnett and Blumner, 2000
- The Bedford Guide for Writing Tutors, Ryan and Zimmerelli, 2009

Philosophy

PHIL 11100-04I, 08I, 09I, 14I: Ethics
OCIN                 J. Decker

A study of the nature of moral value and obligation. Topics such as the following will be considered: different conceptions of the good life and standards of right conduct; the relation of non-moral and moral goodness; determinism, free will, and the problem of moral responsibility; the political and social dimensions of ethics; the principles and methods of moral judgment. Readings will be drawn from both contemporary and classical sources. The course is a three-hour credit and an Indiana Core Transfer Library course and fulfills the old AREA IV, Humanistic Thought, General Education requirement as well as the “Humanistic and Artistic Ways of Knowing – 5.6 ” component of the new IPFW General Education Program.
Evaluation methods:
- Course Orientation Checklist; Five Discussion Threads Requiring Response to Specific Questions Relating to the Substantive Contents of the Course Materials (to encourage student to student interaction in the class); Four Modules Writing Intensive Responses to Questions Relating to the Lecture and Textbook Materials; Two Diagnostic Examinations.

Required Texts:

PHIL 11000-05: Introduction to Philosophy through Paradoxes
TR 1:30-2:45 C. Elsby

Cross-listed with PHIL 29300.
An introduction to basic problems and types of philosophy, with special emphasis on the problem of knowledge and nature of reality. This special section will focus on philosophical readings and topics relevant to Rick and Morty, including nihilism and the meaning of life, philosophy of mind in relation to technological advancements, and the nature of knowledge and reality in the history of philosophy. This class satisfies the COAS “Western Culture” requirement as well as the (new) Gen Ed Area B6: Humanistic and Artistic Ways of Knowing or the (old) Gen Ed Area IV: Humanistic Thought.

Evaluation methods:
- Participation (Debates and in-class Assignments): 30%
- Midterm Paper: 30%
- Final Paper: 40%

Required Texts:
- All readings provided on Blackboard.

PHIL 11000-06I: Introduction to Philosophy through Paradoxes
OCIN C. Elsby

An introduction to basic problems and types of philosophy, with special emphasis on the problem of knowledge and nature of reality. We will be focusing on these problems as exemplified in paradoxes throughout the history of philosophy. This class satisfies the COAS “Western Culture” requirement as well as the (new) Gen Ed Area B6: Humanistic and Artistic Ways of Knowing or the (old) Gen Ed Area IV: Humanistic Thought.

Evaluation methods:
- Short Responses: 50%
- Midterm Paper: 20%
- Final Paper: 30%

Required Texts:
- All readings provided on Blackboard.

PHIL 11100-14S, 04D: Ethics
MWF 10:00-10:50 J. Decker
MW 1:30-2:45

A study of the nature of moral value and obligation. Topics such as the following will be considered: different conceptions of the good life and standards of right conduct; the relation of non-moral and moral goodness; determinism, free will, and the problem of moral responsibility; the political and social
dimensions of ethics; the principles and methods of moral judgment. Readings will be drawn from both contemporary and classical sources. The course is a three-hour credit and an Indiana Core Transfer Library course and fulfills the old AREA IV, Humanistic Thought, General Education requirement as well as the “Humanistic and Artistic Ways of Knowing – 5.6 ” component of the new IPFW General Education Program.

Evaluation methods:
- Course Orientation Checklist; Four Diagnostic Examinations (Each one with two objective sections (ten questions per section) and short answer essay questions; Attendance and Class Participation.

Required Texts:

PHIL 11100-09H: Ethics
MWF 11:00-11:50 J. Decker

A study of the nature of moral value and obligation. Topics such as the following will be considered: different conceptions of the good life and standards of right conduct; the relation of non-moral and moral goodness; determinism, free will, and the problem of moral responsibility; the political and social dimensions of ethics; the principles and methods of moral judgment. Readings will be drawn from both contemporary and classical sources. The course is a three-hour credit and an Indiana Core Transfer Library course and fulfills the old AREA IV, Humanistic Thought, General Education requirement as well as the “Humanistic and Artistic Ways of Knowing – 5.6 ” component of the new IPFW General Education Program.

Evaluation methods:
- Course Orientation Checklist; Three Writing Intensive Discussion Threads Responding to Specific Dealing with the Substantive Course Contents; Three Diagnostic Examinations (Each one with two objective sections (ten questions per section) and short answer essay questions; Attendance and Class Participation.

Required Texts:

PHIL 29300-01: Rick and Morty and Philosophy
TR 1:30-2:45 C. Elsby

Cross-listed with PHIL 11000-05. This special section will focus on philosophical readings and topics relevant to Rick and Morty, including nihilism and the meaning of life, philosophy of mind in relation to technological advancements, and the nature of knowledge and reality in the history of philosophy. Completes 200+ upper-year requirement towards a minor in Philosophy.

Evaluation methods:
- Participation (Debates and in-class Assignments): 30%
- Midterm Paper: 30%
- Final Paper: 40%

Required Texts:
All readings provided on Blackboard.

**PHIL 30100-01: History of Ancient Philosophy**
TR 12:00-1:15  C. Elsby

A survey of Greek philosophy from its beginning in the Milesian school through the Presocratics to Plato and Aristotle, Stoicism and Neoplatonism. Completes 300+ upper-year requirement towards a minor in Philosophy. Approved by Arts and Sciences for the Cultural Studies (Western Tradition) requirement.

Evaluation methods:
- Participation: 30%
- Midterm Paper: 30%
- Final Paper: 40%

Required Texts:
- All readings provided on Blackboard.

**PHIL 312-01: Medical Ethics**
OCIN  A. Schwab

A critical examination of clinical issues like informed consent and surrogate decision-making as well as policy issues like abortion, euthanasia, the healthcare system, and experimentation on humans. Topics will be dealt with from medical, ethical, and legal perspectives.

Evaluation methods:
- Discussion Forum
- Midterm and Final
- Book Review
- Longer Paper

Required Texts:
- Robert Veatch, "Basics of Bioethics"
- Gregory Pence, "Accounts of Ground-breaking Cases"

**Graduate Linguistics**

**LING 50000-01M: Introduction to the English Language (TESOL)**
T 3:00-4:15  H. Sun

P: LING 10300 or 30300 (or equivalent)

Designed primarily for prospective and in-service instructors who work with English language learners, for whom grammatical competence is essential for their academic success or career advancement, this course aims to provide an understanding of the structure of the English language. We will integrate form, meaning, and use in our grammatical analyses throughout the course. The hybrid format is intended to enhance learning and facilitate understanding of grammatical concepts and structures.

Evaluation methods:
- Participation, assignments, tests, and project

Required Texts:
- Systems in English grammar. Peter Master. Prentice Hall.1995

LING 51101-01: Methods & Materials for TESOL I  
TR 4:30-5:45  
H. Sun

P: LING 10300 or 30300 (or equivalent)  
This course provides an overview of Teaching English as a New Language to Speakers of Other Languages. We will examine principles of ENL instruction as well as different methodological approaches and strategies. We will also address important issues including the context of teaching, learner variables, socio-cultural influence on language learning, and classroom interaction. This class also involves a service learning component for which students work as volunteers/assistants for English language learners in the community, linking course content to practical experience and obtaining a deeper understanding of language learning and teaching.

Evaluation methods:
- TBD

Required Texts:

LING 53500-01: TESOL Practicum  
T 4:30-7:15  
S. Bischoff

P: Instructor Permission  
The practicum provides you with an opportunity to gain hands-on experience teaching and working with ENL students in formal classroom settings. You will learn from experienced and in-service teachers through observations and reflections as well as from your practice teaching in real classrooms. After you have completed (or most of) the required observations in two different instructional contexts, you will start your practice teaching in consultation with your cooperating teacher in an instructional setting of your choice. Your peers and I will observe your class and provide feedback. Throughout the semester, your reflections of the observations and practice teaching constitute a major component of the course content.

Evaluation methods:
- Various

Required Texts:

LING 61901-01: Language And Society  
W 4:30-7:15  
S. Bischoff

A general introduction to sociolinguistics, for the nonspecialists. Topics covered include regional and social dialects, the politics of language use in social interaction, language
and social change, and men’s and women’s language, as well as issues in applied sociolinguistics such as bilingualism and African American Vernacular English in Education. This course satisfies Competency Area B7: Interdisciplinary Ways of Knowing and Area VI: Inquiry and Analysis.

Evaluation methods:
- Various

Required Texts:
- None

**Graduate Film**

**FVS 50200-01I: Genre Study In Film: Film Noir and Horror**
OCIN M. Kaufmann

In this course we will be watching and discussing Film Noir and Horror, and examining their dual developments and interworkings.

Film noir is a term used to describe the dark, brooding films (films such as Double Indemnity, Out of the Past, Mildred Pierce) that emerged from Hollywood after World War II. The films are literally dark, often set at night, in shadowy and obscured conditions, and morally dark or ambiguous—focusing on damaged and damaging people who inhabit a heartless world where even the strong may not survive.

Horror films from the thirties (Frankenstein, King Kong, Dracula etc.) employed the same visual style (often with the same directors and cinematographers who later worked on noir films).

Evaluation methods:
- Discussion Forum
- Midterm and Final
- Presentation
- Longer Research Paper (12-15 pages)

Required Texts:
- Meehan, Horror Noir

**Graduate Literature**

**ENGL 52701-01: Early Seventeenth-Century English Poetry**
MW 4:30-5:45 M.L Stapleton

We will read selections from several poets, the non-canonical as well as the traditional, from the reign of James I to slightly after the Restoration (1603-1667). Although we will spend a bit more time on John Donne, Ben Jonson, George Herbert, Andrew Marvell, and John Milton, we will also study Robert Herrick, Thomas Carew, Edmund Waller, Richard Lovelace, Aemilia Lanyer, and Katherine Philips. The last month of the course will be devoted to Paradise Lost. We will investigate trends in seventeenth-century English history: the reigns of James I, Charles I, Charles II, and James II; Oliver Cromwell and the English Revolution; religion and society

Evaluation methods:
- Papers and exams

Required Texts:
ENGL 54400-01: Victorian Literature
MW 6:00-7:15 L. Roberts

The purpose of this course is to give you a deeper understanding of English literary history from about 1832 to 1900, a period corresponding to the reign of Queen Victoria (1837–1901). The nineteenth century was a time of unprecedented social, political, and cultural change in Britain, especially influenced by the effects of industrialism and urbanization, the rise of democracy through the reform acts, and the consolidation of the British Empire. These larger events and the debates over religion, evolution, and women’s rights permeate the literature of the period and will provide the contexts for our readings. In literary terms, the nineteenth century saw an explosion in mass literacy and a blizzard of print, most notably the novel. Our emphasis will be on the analytical reading of texts.

Evaluation methods:
• Class participation, two response papers, research project, midterm, and final.

Required Texts:
• Lewis Carroll. Alice’s Adventures in Wonderland (Penguin Classics)
• Charles Dickens. Hard Times (Oxford)
• Oscar Wilde. The Picture of Dorian Gray (Oxford)

ENGL 54900-01: 20th-century British Fiction
OCIN L. Lin

P: 23301 or equivalent
In this course we will survey the 20th-century British fiction from James Joyce to David Lodge. We will discuss the major issues surrounding this part of literature, including its technical innovations and cultural implications. We will approach the texts from different perspectives: the biographical, the sociocultural, the philosophical, the ethic, the historical, and the aesthetic. Some of the questions we wish to address include: How do 20th-century British fiction writers inherit and reinvent the great tradition of the English fiction? How do they experiment with such “new” literary forms and techniques as symbolism, stream-of-consciousness, spatial form, meta-fiction, and discursive narrative? How do they represent women and men in relation to class, gender, and race?

Evaluation methods:
• Discussion forums
• Essay exams
• Papers

Required Texts:
• “The Doll’s House” (1922) by Mansfield, handout (not used)
• “The Garden Party” (1922) by Mansfield, handout
• “The Singing Lesson” (1922) by Mansfield, handout
• “To the Lighthouse (1927) by Woolf
• “The Legacy” (1942) by Woolf
• Small World (1984 ) by David Lodge
• Possession (1990) by A. S. Byatt
• Dubliners (1914) by Joyce

ENGL 56600-01,02: Survey of Children's Literature
MWF 10:00-10:50  L. Roberts
MWF 11:00-11:40

This course is designed for anyone planning on a career as children’s librarian, elementary education teacher, or children’s author/illustrator, as well as anyone with an interest in the rich and varied literature composed for or set aside for children. We will consider how definitions of childhood have changed over time and how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children’s literature have changed and what benefits adults have thought children would derive from their reading. We will read literature of different genres, which may include picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc.

Evaluation methods:
• May include research or pedagogical projects, journals, quizzes, midterm and final exam.

Required Texts:
• TBD

ENGL 60501-01: Critical Theory
OCIN  L. Lin

In this course, you will become acquainted with major modern and contemporary critical theories from Russian formalism to postcolonial theory, ecocriticism, and theories of globalization. Moreover, you will learn to have critical conversations with theorists through class discussions. The discussion of each theory is followed by a sample analysis of a piece of literary/cultural text in light of that theory. You will also learn to interpret literature in formal writing in light of specific literary theories. Finally, this course will open your eyes to the many exciting changes that have taken place in British and American literary studies.

Evaluation methods:
• Discussion forums
• Different types of papers

Required Texts:
• Soul Mountain by Gao Xingjian, 2000.
• Red Sorghum by Mo Yan, 1993.
• Theory into Practice by Ann B. Bobie, 2002 (optional).
• The instructor will provide additional course materials in handouts.
Graduate Writing

ENGL 50701-01: Writing Center Theory and Practice
W 4:30-7:15 E. Keller

P: ENGL 20201, 23301, or instructor override
Writing Center Theory and Praxis is designed to examine the techniques and theories that inform the practice of tutoring writing. In particular, this course will train you to tutor writing in the Writing Center at IPFW, as well as other tutoring spaces across campuses, age levels, and wider communities. The course will focus on the practical components of writing center work, and how these methods can be applied across other academic and professional settings. Specific topics will include collaborative learning, consultation approaches, consultant roles, grammar instruction discussions, consulting strategies for a variety of clients, computer and other technology usage in the writing center, composition and learning theories that influence writing center work, and resource development.

Evaluation methods:
- Reading responses, in-class discussion, 5 research projects

Required Texts:
- The Allyn and Bacon Guide to Writing Center Theory and Practice, Barnett and Blumner, 2000
- The Bedford Guide for Writing Tutors, Ryan and Zimmerelli, 2009

ENGL 51101-01: Writing Fiction
MW 4:30-5:45 M.A. Cain

This class is for students who want to learn how to write fiction. The main focus is upon helping students locate subjects, try out forms, and develop strategies for reading that will generate writing. We will spend a great deal of time on composing and discussing our writing as a class.
We will investigate, first of all, what makes fiction "literature" and how we might think of the boundaries between fiction and other forms of prose. In the contemporary world, the boundaries that used to mark fiction as something "imaginary" versus something "real" no longer hold, since conventions of fiction are present in even supposedly "objective" forms of writing such as journalism. We will also take a closer look at some of these conventions and experiment with their applications.

Evaluation methods:
- A 20-page final portfolio, including a reflective statement of introduction. The portfolio includes revisions of works written during the semester.
- Individual conferences at midterm and an exit conference at the end of the semester.
- Readings of class texts (to be announced)
- Responses to classmate's writing (250 per submission)
- Class presentation on particular form or technique of interest to the student

Required Texts:
- TBA

ENGL 56501-01: Editing: Theory and Practice
MW 3:00-4:15 S. Sandman

In English W365, Editing: Theory and Practice, we will:

Discuss and analyze what work editors do today, where they work, and what their jobs entail.
We will gain an understanding of what editing means in the digital age. We will analyze and apply various skillsets a good editor needs. The course will consist of small writing and editing tasks, and one large project.

Evaluation methods:
- TBD

Required Texts:
- TBD

**ENGL 57202-01: Composing the Self**  
**MW 6:00-7:15**  
M.A. Cain

This course will examine the relationship between language and identity and the discursive processes by which the selves that comprise our identities, particularly in regards to gender, race, class, and sexuality, are formed. We will read from a variety of theoretical, literary, and scholarly texts, including rhetorical and critical theory, literature, gender studies, anthropology, and education to explore the question of how our selves compose/are composed by the language we use.

Evaluation methods:
- Two short papers, one researched paper, weekly reading responses. Final conferences.

Required Texts:
- Texts forthcoming (most available on Blackboard) including Alice Walker, Ruth Behar, and bell hooks, to name a few.

**ENGL 65300-01: Graduate Seminar: Poetry of the American West**  
**TR 6:00-7:15**  
G. Kalamaras

P: Open to graduate students.

What makes a poem “regional”? What’s a “western” poem? In this seminar, we journey across the plains of Kansas and Colorado, travel into the Rocky Mountains, trek into Southwestern deserts, and return along the California coast to Washington, Oregon, and Alaska! We define the Western poetic sensibility and consider characteristics of Western poems, including the impact of landscape and the environment. We consider hardships of living in the West, as well as the myth of a “new life” of “freedom” that the West seems to offer. We will complicate stereotypes, investigating the rich confluence of race, class, ethnicity, and sexual orientation that populates Western poetry, all the while unpacking cultural assumptions of the West as it has come to be understood in the public imagination.

Evaluation methods:
- Two research papers, journal assignments, a midterm exam, and an oral seminar report; attendance and participation.

Required Texts:
- Texts to be announced.

**ENGL 68200-01: Family History Research & Writing**  
**MW 3:00-4:15**  
S. Rumsey

P: Graduate student
In this course you will do research and write your own family history or local history using field work guidelines and archival research. We’ll meet periodically at the Allen County Public Genealogy Library (ACPL). You’ll be exploring various issues and methods for composing that history (i.e. the mode and audience is open ended), and work to define and theorize family history writing using oral history, ethnographic, and biographic research methodologies, theories of narrative, story and creative non-fiction. The course has a service learning component as we work with PFW library and ACPL on a project called Factory Families, which is a digital archive of multigenerational and multilingual stories and artifacts from those who have worked in factories throughout NE Indiana.

Evaluation methods:
- TBD

Required Texts:
- TBD