

DEPARTMENT OF ENGLISH & PHILOSOPHY
Summer 2018 Course Descriptions
English Classes

NOTE: Courses are subject to change depending on enrollment and faculty teaching assignments. Please check BANWEB for more current information on the availability of all courses. English 1101 and 1102 are prerequisites for all courses from ENGL 2110 through 4386.

ENGL 3200-1DW Intermediate Creative Writing-Fiction, Dr. Margaret Mitchell

Second Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Contact instructor for course details.

ENGL 3405-1DW Professional & Technical Writing, Prof. Crystal Shelnett

First Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: Increasingly, employers rank communication skills as essential to career advancement, with “about half of private employers and over 60% of state government employers” asserting that, “writing skills impact promotion decisions.” Others estimate that writing remediation costs employers as much as 3.1 billion dollars annually (National Commission on Writing, 2004, 2005).

English 3405 will therefore familiarize students with rhetorical strategies and writing forms required for diverse technical and professional situations. Emphasizing the planning, revising, and editing processes, this course will teach students how to construct appropriate written communications to accommodate workplace needs as well as how to edit and adapt their own writing skills for the ever-changing media landscape.

Texts: No Cost: Online resources provided

Requirements: Daily Activities; Dossier of Business-related Documents; Professional Online Portfolio; Formal Recommendation Report.

ENGL 3405-2DW Professional & Technical Writing, Dr. Melanie Jordan

Third Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: This course provides intensive practice in composing powerful, audience-driven documents in a variety of real-world business, professional and technical contexts. Students will also learn how to make effective business-related presentations supported with appropriate documentary and visual aids. Note: Proficiency in standard written English is strongly emphasized in this course. Correctness is emphasized. Stylistic writing concerns are emphasized.

Texts: Lannon, John. Technical Communication. (13th edition). Boston: Pearson, 2014.

Requirements: Quizzes (100 pts.) Discussion Boards (100 pts.) Resumé/CV & Cover Letter (200 pts.) Annotated Bib (100 pts.) Career Feasibility Report (300 pts.) Final Report (300 pts.) Group: Collaborative Assignment: Business Ethics Memos (100 pts.)

ENGL 3410-1DW Technology for Editors and Writers, Dr. Emily Hipchen

Fourth Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: This course is designed to help you start to become proficient in the technologies useful in classrooms and in the work world that editors and writers will encounter. Some of these technologies include MS Word, Publisher, and Excel; Adobe Reader and InDesign, PowerPoint, and Google functionalities. The course is taught entirely online so you may proceed at your own pace through the quizzes, two exams, and tutorials. Students report loving the self-pacing so that the class fits into their schedules neatly and that (like me) they learned a lot about programs they didn't know at all, or thought they knew but really didn't.

Texts: None.

Requirements: Access to a computer and reliable connectivity (wi-fi or ether). The course cannot be taken on a phone.

ENGL 4002-1DW British Literature II-Postcolonial Anglophone Literature, Dr. Matt Franks
Fourth Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: As the glacial force of British imperialism retreated under the heat of anti-colonial resistance, a transformed landscape was left behind. Former colonies sought to move beyond the experience and aftermath of colonialism by asserting their independence through armed revolution, cultural renewal, and national rebirth. This course explores how English-language authors from former British colonies mapped these movements, and especially in terms of race, gender, class, (dis)ability, and sexuality. We will read contemporary postcolonial fiction (1958-present) in order to address questions such as: what are the legacies of colonialism in different locations? How are these racialized and gendered in specific ways? How do authors make use of and produce postcolonial theory? How do they transform the English language? How have they imagined worlds beyond the reach of colonization?

Texts: *No Telephone to Heaven*, Michelle Cliff; *Waiting for the Barbarians*, J.M. Coetzee; *Things Fall Apart*, Chinua Achebe; additional poetry by Seamus Heaney, Louise Bennett, and M. Norborse Philip; critical readings from Fanon, Ngugi, Spivak, Said, and Mbembe.

Requirements: Reading journal, two short essays, final research paper, midterm exam, keywords project, discussion posts

ENGL 4005-1DW American Literature II-The Post-American Novel, Dr. Josh Masters
Third Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: This course will examine five post-apocalyptic novels—written in the last 20 years—that imagine an “America” after the American nation-state has collapsed or is in the process of collapsing. Why has the American-End become such a popular and pervasive trope in both film and literature over the last two decades? How do such imaginings act as a kind of telescope or microscope (or even time-machine) through which to see the America(s) we currently inhabit?

Texts: Octavia Butler’s *Parable of the Sower*, Cormac McCarthy’s *The Road*, Emily St. John Mandel’s *Station Eleven*, and Omar El Akkad’s *American War*, and a player to be named later.

Requirements: A final paper, reading quizzes, short writing assignments, and regular online posts.

ENGL 4188-1DW Individual Authors-Shakespeare, Dr. Meg Pearson

Secret Shakespeare

First Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Description: (repeatable) In this very tightly scheduled 100% Online Maymester course, we’ll read several sonnets, the hilarious long poem *Venus and Adonis*, and the revenge tragedy *Titus Andronicus*. These texts are chosen to offer a distinctly different perspective to the stodgy Shakespeare frequently taught in high schools: these plays and poems are sexy, funny, and outrageous.

Texts: Online editions of Shakespeare’s *Sonnets*, *Venus and Adonis*, and *Titus Andronicus* (no-cost)

Requirements: Online discussions and final creative research project.

ENGL 4210-1DW Advanced Creative Writing-Fiction, Dr. Margaret Mitchell

Second Session. 100% Online Course. No face-to-face meetings required.

DSW course.

Contact instructor for course details.

ENGL 6385-01 Teaching American Literature, Dr. Rebecca Harrison

Second Session. TR 2:00pm-4:30pm

Registration requires permission of the Director of Graduate Studies.

Description: Establishing purposeful reading and writing environments and assessment practices that motivate students to engage meaningfully with the full American canon are a challenging task for the burgeoning teacher at any level. We all inherit a host of obstacles concerning student reading and writing when we enter a classroom, but, as Kelly Gallagher points out, “well-trained teachers . . . produce students who [read and] write better” regardless of the hurdles they face. But, how can area specific theoretical lenses be used meaningfully in different learning environments? How do you teach American texts in their historical contexts with authentic purpose and current relevance, especially those from earlier periods? And,

perhaps the more pressing question, how can you get student commitment to the task of becoming a discerning reader and writer of texts with that sweeping trajectory of literary history in mind?

In response to these and other concerns with the teaching of American literature, this course will integrate the theoretical and the pragmatic as we strategize instructional methods and pedagogical practices that lead to informed and intrinsically motivated communities of learners in the American literature classroom in both collegiate and secondary environs. In the end, students will achieve a textured, broad understanding of their professional teaching selves as “Americanists” within a community of teachers dedicated to fostering shared knowledge.

Texts: The literature readings (TBA) will consist of a sampling of touchstone texts from the major periods and modes of American literature; the pedagogical readings will represent a diverse array of specialists (both collegiate and secondary), including, but not limited to, innovators such as Lee, Mazur, Michaelson, Bain, Lan, Gallagher, Skiba, Gardner, Appleman, and Dixon.

Requirements: TBA.