

English Department Course Description Booklet

Summer 2016

www.eiu.edu/english/coursedesc.php

**Four-Week Session
(5/15/16-6/11/16)**

**English 3001 Section 051 CRN 60327
Taylor
Advanced Composition 1015-1215 MTWRF**

Advanced Composition centers on advanced applications of the principles of writing analyses and arguments. This course offers opportunities to explore a variety of research sources and genres of writing. Attention will be given to analyzing writing situations, including the purpose for writing, assumed audiences, and appropriate styles and tones. Active participation in online class activities is required. Course objectives for student learning include the following:

- Understand writing as a process that includes critical reading, research, evaluation of sources, synthesis, drafting, feedback, revision, and editing
- Develop an analytic and reflective understanding of rhetorical context, purpose, and audience
- Develop strategies for reading and producing texts in a variety of modes, media and genre, with a particular focus on argumentation and its function in specific fields or disciplines
- Analyze the content and features of discipline-specific genre and scholarship
- Understand the purposes and correct application of discipline-specific citation systems; integrate and document sources of ideas and information.

In addition to major writing projects, homework assignments will consist of analytic reading responses or pieces of writing that contribute to larger writing projects-in-progress. The class will have group discussions online during which students will discuss their responses to readings, collaborate on exercises, or provide feedback on strategies and plans for major writing assignments. Students will also evaluate and provide feedback on one another's writing as part of peer response groups.

**Six-Week Session
(6/13/16-7/23/16)**

**English 3005 Section 600 CRN 60361
Binns
Technical Communication ----- Online**

Instruction and practice in technical communication and creating documents used in professional settings. Focus on communicating complex information to specialized and non-specialized audiences. Students will complete case-based and/or client-based projects in multiple genres and media. Course will also address online communication, ethical communication, document design, intercultural/global communication, collaboration, accessibility issues, and oral presentation.

English 3010G Section 600 CRN 60379
Caldwell
Literary Masterworks ----- Online

An analysis of selected masterworks from the Western cultural tradition that shape for us the identity of the culture and period to which they belong and that represent the great diversity within the tradition. In particular, in this course we will examine the ways in which authors represent and respond to evil within their culture. We will study authors both past and present, including Homer, Dante, Shakespeare, Toni Morrison, Gloria Naylor, Tim O'Brien, and others.

Themes: Identity & Culture

English 3705 Section 600 CRN 60360
Engles
Multiculturalism's Greatest Hits (and Misses)----- Online

Since the advent of "multicultural literature" as a genre in the 1990s, many minority-authored texts have emerged as widespread favorites among scholars and educators. We will juxtapose popular, widely heralded multicultural works with other worthy, but less familiar ones. Guiding questions will include: Who are the gate-keeping readers and literature teachers in our culture? What have they been seeking in terms of "multicultural literature," and what have they missed? Why have some multicultural literary works attained canonical status, while others that also deserve recognition have been largely overlooked? How can scholars and teachers of multicultural literature, canon formation, and relevant social issues help us sort through these matters?

Themes: Identity & Culture; Law & Social Justice; Education & Society

English 4905 Section 001 CRN 60328
Jamila Smith
Topics in Youth Literature 1500-1710 TWR

This course offers an exciting exploration of multi-genred approaches to youth literature. Through readings, film, and discussion, we will develop and explore activities surrounding multicultural and social justice awareness and action, familiarity with youth literature as an oral, written, and visual process, and experience identifying and using many print and electronic resources available to scholars and professionals in the various fields that work with youth.

Eight-Week Session
(6/13/16-8/6/16)

English 4275 Section 031 CRN 60330
Fredrick
Internship in Professional Writing ARR**

**Students must meet with the Internship Coordinator (Dr. Fredrick) to arrange an internship placement before registering for ENG 4275.

A community-based experience featuring practical application of skills developed in the English curriculum, the Internship is open only to upper-division students. To the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have written for newspapers, edited magazines, designed documents, and prepared publicity materials for Eastern, Lake Land, the Charleston Chamber of Commerce, the Tarble Arts Center, the Coles County Association for the Retarded, and Sarah Bush Lincoln Health Center.

English 4275 is a four-hour course offered on a credit/no credit basis. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation.

English 5061 Section 600 CRN 60359

Park

Harry Potter and the Literary Tradition ----- Online



This graduate-level special topics course focuses on J. K. Rowling's Harry Potter series as a cultural phenomenon that lends itself incredibly well to a fuller understanding of the cultural object we call "literature" and the rigorous body of knowledge we call "literary theory."

This class will be appropriate for anyone pursuing masters-level work in literary studies or anyone planning to enrich his or her own teaching of wildly popular cultural objects such as the Harry Potter novels.

Module I

Beginnings: Fear, Desire, Repeat

This module will concentrate on reading the first two books of the Harry Potter series, introducing ways to connect these texts to a longer tradition of writing and authorship in literature. Students will be introduced to:

- 1) historical texts that inform Rowlings's series
- 2) secondary criticism that broadens the scope of the Harry Potter books
- 3) theoretical works that, when applied to the novels, help illuminate ways of reading that are otherwise elusive for graduate students (e.g., Lacanian psychoanalysis), and
- 4) advanced methods for teaching Rowlings's series at the high school level.

Module II

Generic Conventions, Part One: Mythic, Epic, Fantastic

Through short articles and excerpts from literary critics and theorists, students will explore some of the generic conventions that have been associated with the Harry Potter novels. This module will familiarize students with terminology and concepts current in the field, while applying them to the third and fourth novels of the series.

Module III

Generic Conventions, Part Two: Gothic

This module concentrates on the Gothic, including the reading of the “original” Gothic novel, Horace Walpole’s *The Castle of Otranto* (1764). As an historical genre, the Gothic—like the Harry Potter series—romanticizes by “longing” specifically after the medieval period, at once idealizing and foregrounding the “horror” of the Middle Ages.

Module IV

Generic Conventions, Part Three: Bildungsroman

Arguably the most famous contemporary example of the Bildungsroman, or novel of education, the Harry Potter series traces the growth of the protagonist from infancy through adulthood. We will investigate the vital role of crises—both external and psychological—in the extraordinary “apprenticeship” of the ordinary individual.

Module V

Endings: Capital, Labor, Class

The final module addresses the subtle and overt critique of class structure and the flow of capital throughout the Harry Potter series. We will examine the literally magical status of the commodity and the books’ reflexive relationship to consumerism.

English 5960 Section 033 CRN 60338

Fredrick

Internship in Professional Writing ARR**

**Students must meet with the Internship Coordinator (Dr. Fredrick) to arrange an internship placement before registering for ENG 5960.

A community-based experience featuring practical application of skills developed in the English curriculum, the Internship is open only to upper-division students. To the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have written for newspapers, edited magazines, designed documents, and prepared publicity materials for Eastern, Lake Land, the Charleston Chamber of Commerce, the Tarble Arts Center, the Coles County Association for the Retarded, and Sarah Bush Lincoln Health Center.

English 5960 is a three-hour course offered on a credit/no credit basis. In addition to work created as part of the internship, students will engage in reflective writing about the internship and research issues connected to professional writing and organizational culture. The coordinator and site-supervisors cooperate in evaluation.

Notes

1. ENG 1002G is a prerequisite for 2000-level courses and above.
2. All courses designated with a G (for example, ENG 2009G) fulfill requirements in the EIU General Education Program.
3. ENG 3010G and 3090G, courses in the General Education Program, do not fulfill requirements in the English major or minors.