

## Fall 2022

### English Course Descriptions

(except for Eng 1000, 1001, 1002)

#### ENG 1099G – section 099 – CRN 95566

**Stories Matter, Honors**

TR 11-12:15

Instructor: Wharram

This course will address two ways of looking at the connections between two ways of looking at literary texts and questions of health and medicine. We will read about the ways that literature can shape and even transform the way we think about health and medicine. How do authors represent illness and disease? How do fiction and poetry illuminate the work of healthcare providers and institutions? On the other hand, we will consider how concepts from health and medicine might apply to our approach to literary texts. How seriously should we think about the viral aspects of reading? How does good reading practice help us become better at diagnostics? This course meets the Humanities general education requirement, and can be used for the Health and Medical Humanities minor.

#### ENG 1105 – section 001 – CRN 92264

**English Major Forum**

M 12-12:50

Instructor: Caldwell

What can you do with an English major? This course is designed to answer that question from a wide variety of perspectives. Topics include academic choices within the major, minors, undergraduate research opportunities, English-related student organizations, study abroad, internships, scholarships, career options and career planning, graduate and professional programs, study abroad and internships. You will begin to plan the direction you want to go with your English teacher and with his subsequent career through writing projects and attend department and university events.

#### ENG 2000 – section 001 – CRN 93045

**Introduction to Creative Writing**

MWF 1-1:50

Staff

This course will introduce students to reading for craft and writing creatively across poetry, fiction, nonfiction and dramatic genres. Students will participate in workshops of their creative work and read writing in each genre.

#### ENG 2205 – section 001 – CRN 93047

**Introduction to Literary Studies**

TR 2-3:15

Instructor: Martínez

Introduction to Literary Studies is “a study of fundamental issues underlying literary criticism and interpretation focusing on literary works, diverse critical practices, and historical backgrounds of critical strategies” required of English majors and minors and open to students pursuing other majors.

**ENG 2504G – section 001 – CRN 97990**

**Film and Literature**

MW 1-2:50

Instructor: Worthington

In this course, we will study a variety of film adaptations of literary texts in an effort to understand how film often interprets, updates, alters and sometimes even betrays its source material. What is gained and what is lost in a filmic remake of a beloved novel? Possible films include: *Clueless*, *Passing*, *Less Than Zero*, *Life and Loves of a She Devil*, *The Color Purple*, *Persepolis*, *Like Water for Chocolate*, *Antebellum*, *One Flew Over the Cuckoo's Nest*.

*Note: This course fulfills a General Education Humanities requirement.*

**ENG 2705G – section 001 – CRN 97998**

**African American and Africana Literatures**

TR 3:30-4:45

Instructor: Engles

Introduction of African American and Africana literatures in their sociocultural and historical contexts, with emphasis on such writers as Achebe, Hurston, Hughes, Wright, Ellison, Baldwin, Baraka, Morrison, Walker, Wilson. *Note: This course fulfills the General Education Humanities requirement and the General Education Cultural Diversity requirement.*

**ENG 2760 – section 001 – CRN 91527**

**Introduction to Professional Writing**

TR 12:30-1:45

Instructor: Fredrick

This course introduces students to the principles and practices of communication in professional settings. Students will complete case-based and/or client-based projects in multiple genres and media. The course will also address ethical communication, document design, intercultural/global communication, collaboration, basic copyediting, and oral presentation.

**ENG 2901 – section 001 – CRN 91233**

**Structure of English**

TR 9:30-10:45

Instructor: Smith

This course is an introduction to the grammar of English. It is designed to help you learn to describe and analyze the structure of sentences in English and, as such, focuses primarily on syntax. However, phonology (pronunciation), morphology (word forms), and semantics (meaning) will also come up from time to time. Although we will consider grammar from both traditional and modern perspectives, we will take a rhetorical rather than rules-based approach. In other words, we will treat grammar as a tool for reflecting on possible stylistic choices, not as a set of inflexible rules. Ideally, this course will heighten your understanding of the complexity of the English language and help you develop strategies for communicating clearly and effectively in speech and writing.

**ENG 2901 – section 002 – CRN 90333**

**Structure of English**

TR 12:30-1:45

Instructor: Smith

See the description for section 001 above.

**ENG 2901 – section 003 – CRN 90334**

**Structure of English**

MWF 1-1:50

Instructor: Caldwell

Language is one key to empowerment. In this introduction to the English language, we will explore the analytic approaches to language that can help prepare us to use language to achieve goals of many kinds. Our study of the grammar of the English language is meant to help you think critically about language-related social issues and to apply an understanding of English grammar to a variety of practical uses, including your own writing in a variety of settings, teaching at a variety of levels, editing, and other language-related work. There will be several tests throughout the semester, a final exam, and a short research project.

**ENG 2950 – section 001 – CRN 93048**

**Transatlantic Literary History: Culture, Literacies, and Technologies I**

TR 9:30-10:45

Instructor: Campbell

In this course, we will examine the rise and spread of print with its attendant influences upon literature, language, and culture. We will begin our study with consideration of key medieval works that were circulated orally or in manuscript, then move on to texts that reflect the culture of oral transmission as well as illustrate the rise of incunabula. Then, we will consider the world of Renaissance print culture, especially exploring the influence of the Aldine Press and how its innovations continue to impact print practices today, and we will move forward in print history to consider the proliferation of printing in the U.S.—and what was coming off the early presses. Finally, we will follow Shakespeare's works as they cross the Atlantic to the New World, and as they reflect it.

**ENG 3001 – section 001 – CRN 90335**

**Advanced Composition: Writing in the Professional Workplace**

TR 2-3:15

Instructor: Engles

This course will improve your writing skills as you gather your forces toward a career in a professional work environment. Nearly all professional fields include more writing tasks than those who enter them usually realize, and the quality of a working professional's writing greatly affects their interactions with colleagues and supervisors. In addition to getting your skills up to speed for specific forms of professional writing, this course will help you anticipate key features of your future workplace, including those related to race, class, gender, and sexuality.

**ENG 3001 – section 600 – CRN 95571**

**Advanced Composition**

Online

Instructor: Binns

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. 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. This course will have class and 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 to one another's writing as part of peer response groups.

**ENG 3005 – section 001 – CRN 97492**

**Technical Communication**

MWF 9-9:50

Instructor: Spear

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.

**ENG 3008 – section 001 – CRN 93344**

**Digital Writing and Multimodal Texts**

MWF 11-11:50

Instructor: Taylor

Addresses digital writing and multimodal theory and production through the lens of one or more areas of English Studies. Course engages the history of digital and multimodal literacy.

**ENG 3009G – section 001 – CRN 91235**

**Myth and Culture**

TR 12:30-1:45

Instructor: Wixson

*Even the observant animals are aware  
That we're not very happily home here  
In this --- our interpreted world.*

--Rainer Maria Rilke

This course explores the ways in which myth and myth-making across cultures relate to issues of identity, desire, language, epistemology, and violence. Requirements include short papers, critical essays, a midterm, and a final exam. *Themes: Identity & Culture; Genre, Form, & Poetics*

**ENG 3062 – section 001 – CRN 93049**

**Intermediate Poetry Writing**

TR 11-12:15

Instructor: Abel

Poetry readership is on the rise, as more and more people turn to poems to provide solace, or to reflect their feelings in our uncertain times. This course will focus on the writing and revising of poems at an intermediate level, with an emphasis on building vocabulary and learning the wide range of moves that poems can make. Using some of the best collections of poems from the past few decades as our guide, we'll craft and revise poems that showcase each student's individual voice. Through workshops, students will end the course with a complete chapbook of poetry.

**ENG 3063 – section 001 – CRN 93962**

**Intermediate Fiction Writing**

MWF 11-11:50

Staff

An intermediate course centered on the writing of fiction. Class time will be devoted to writing, reading, and discussion of fiction.

**ENG 3300 – see ENG 4300**

**ENG 3401 – section 001 – CRN 90341**

**Methods of Teaching Composition in the Middle and Secondary School**

TR 12:30-1:45

Instructor: Tacke

This course explores various best practices and approaches to teaching and evaluating written composition in secondary schools. Course work will consist primarily of reading and responding to pedagogical texts, applying the findings in such to contemporary educational concerns, and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting lesson plans, thematic units, a course design, and various reflective essays. This course requires on-site observation hours and the live-text submission of one required assignment (Unit Plan). The course includes five hours of on-site, pre-clinical experiences. Prerequisites include English 1002 & English 2901.

**ENG 3405 – section 001 – CRN 95580**

**Children's Literature**

MW 3-4:15

Instructor: Nance-Carroll

Children's literature, it's *Where the Wild Things Are!* This course examines classic and contemporary children's texts through a variety of critical lenses. Whether swinging through the streets with Jason Reynold's *Miles Morales: Spiderman* or watching Charlotte spin a web on the Zuckerman's farm, we will see how the texts work, who they are trying to reach, and what they are trying to teach.

**ENG 360IB – section 001 – CRN 97923**  
**Studies in Major Writers After 1800:**  
**Joy Harjo: Living Words from a Poet Warrior**  
MWF 9-9:50  
Instructor: Ludlow

*Be who you are, even if it kills you. / It will.*  
Harjo, Joy. "Break My Heart," *An American Sunrise*, 2019.

Muscogee (Creek) poet Joy Harjo is the United States' first Native American Poet Laureate and a jazz saxophonist. This section of ENG 360IB will consider Harjo's contributions to American literature, poetry, music, and Native American literary studies. While we will read examples of all the genres and forms in which she writes (essays, children's books, plays, memoir), we will focus on her poetry. Harjo's work weaves together the history of the Muscogee nation, the ongoing effects of colonization in indigenous people's lives, and careful consideration of the power of art as she responds to historical and contemporary moments. Course requirements will include careful reading, listening assignments, regular response writing, take-home exams, and a public awareness project.

**ENG 3604E – section 001 – CRN 97914**  
**Special Topics in Literature and Language:**  
**Second Language Acquisition and Teaching English as a Second Language**  
MWF 10-10:50  
Instructor: Caldwell

In this linguistics-focused class, we will study theories of second language acquisition and strategies for working with English Language Learners, both in classrooms in the U.S. and abroad. We will learn about the principles and dynamics of second language acquisition and literacy with an emphasis on developing teaching and tutoring strategies that you can use in multilingual classrooms and in individual tutoring. In addition to simply learning the material, this class will give you an opportunity to put that knowledge into practice as it will include a service-learning component wherein you will get some experience working as an ESL tutor. Tutoring sites will be made available on campus (no transportation required). There are no prerequisites for this class, though you may find ENG 2901 helpful background. You do not need to be fluent in another language to take this course. If you have questions about the course or its requirements, please feel free to email me!

**ENG 3705 – section 001 – CRN 95583**  
**American Multicultural Literatures**  
TR 11-12:15  
Instructor: Martínez

American Multicultural Literatures is a study of multicultural literatures of the Americas with emphasis on pluralism (ethnicity, race, language/dialect, religion, socio-economic status, gender, sexuality, ability, among others). We will pay particular attention to the literature and cinema of African American, Native American, Latinx/Latino and Chicano/a experiences across the Americas.

**ENG 3805 – section 001 – CRN 97915**  
**Restoration and Eighteenth-Century British Literature**  
TR 9:30-10:45  
Instructor: Wharram

Study of British literature and culture from 1660-1790, from the end of the English Civil War to the start of the French Revolution. Writers may include Wycherley, Behn, Dryden, Swift, Pope, Manley, Fielding, Johnson, Gray, Equiano, Sheridan.

**ENG 3903B – section 001 – CRN 96456**

**Women, Literature, and Language, Post-1800: Women's Speculative and Science Fiction**

MWF 11-11:50

Instructor: Worthington

Science fiction, until very recently, was usually perceived as a predominantly male domain. This was the case, despite the fact that Mary Shelley's novel *Frankenstein* is widely considered to be the first science fiction text. In this course, we will trace the development of science fiction and speculative literature from the perspective of women writers. This will include exploring elements of speculative fiction and Afrofuturism. We will start with *Frankenstein* and move from there to writers like: Ursula LeGuin, Joanna Russ, C.L. Moore, Alice Sheldon (James L. Tiptree, Jr.), Marge Piercy, Pat Cadigan, Melissa Scott, Octavia Butler, N.K. Jemisin, Nalo Hopkinson, Nnedi Okorafor, Malka Older, Karen Russell, Claire Vaye Watkins. Requirements will include short essays, a longer essay and a presentation.

**ENG 4060 – section 001 – CRN 93965**

**English Studies Career Development**

W 12-12:50

Instructor: Fredrick

This course is designed to prepare English majors for the job market and/or for graduate school applications. In this course, you will research job openings and professional organizations, participate in discussions with professional guest speakers, analyze your own professional skills and abilities, and read course materials related to career development. As part of the class, you will create your final resume, a cover letter template, a print portfolio, and a professional website or online portfolio.

**ENG 4060 – section 600 – CRN 96638**

**English Studies Career Development**

Online

Instructor: Vietto

This section of ENG 4060 is online. Students who prefer an on-campus section should take section 001—if that section is full, please contact the department office for assistance. However, students in this online section are welcome to visit office hours in person (or, for those away from campus, virtually, of course).

This course is designed to prepare English majors for the job market and/or for graduate school applications. In this course, you will research job openings and professional organizations, participate in discussions with professional guest speakers, analyze your own professional skills and abilities, and read course materials related to career development. As part of the class, you will create your final resume, a cover letter template, a print portfolio, and a professional website or online portfolio.

**ENG 4275 – section 001 – CRN 94048**

**Internship in Professional Writing**

By arrangement

Instructor: Fredrick

Students must meet with Dr. Vietto 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 to any student who has taken ENG 2760 or ENG 3005. 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 worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices.

English 4275 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 organizational culture. The coordinator and site-supervisors cooperate in evaluation. Students who have taken English 4275 previously may repeat it again as an elective; students who repeat the course will be placed at a different internship site.

**ENG 4300 – section 001 – CRN 97989**

**Seminar in English Studies: On the Road**

TR 11-12:15

Instructor: Beebe

In this Senior Seminar, we will lean on the title of Jack Kerouac's Beat Era novel *On the Road* to provide the central metaphor for our study of the journey motif in literary and cultural history. Easily one of the oldest and most dominant literary forms, the journey narrative goes by many names including quest, pilgrimage, *bildungsroman* (or coming of age story), and—perhaps the most terrifying for senior English majors—the résumé.

In the first part of the course, we will focus on two contemporary depictions of a journey—Towles's *The Lincoln Highway* (2021) and Whitehead's *The Underground Railroad* (2016)—using them as anchor points in our survey of influential and abiding journey stories from past cultures. The guiding theme for our study will be how the journey narrative (in its many forms) captures the enduring conflict between the human search for an ideal and the unpredictability of changing social forces and historical circumstances. In the second part of the course, we will pivot the seminar discussion to preparing for the next stage in your journey after EIU. While we will be working throughout the course on leadership, collaboration, and communication skills, the last part of the course will be structured to provide focused work on career preparation, where we will be doing a variety of activities in professional development to suit all concentrations in the major.

*Note: This course fulfills the General Education Senior Seminar requirement. For students who are required to take Eng 3300 for graduation, this course substitutes.*

**ENG 4742 – section 001 – CRN 93348**

**Studies in Genre: Gender and Race in Comics and Graphic Novels**

TR 2-3:15

Instructor: Ryerson

This course will focus on representations of gender and race in comics and graphic novels, because comics, as socio-cultural artifacts, reflect both dominant and subversive ideologies about identity/identities. We will spend much of the course being analytical, critical readers of how gender and race are constructed in this medium, and continually move between reading scholarly texts about

comics and reading the comics themselves. In addition, this course offers an introduction to feminism and how it has changed perceptions of women's bodies, roles, and lives over the last century, as well as some grounding in critical race theory as it applies to comics. Course readings will include a range of comic genres from anti-suffragette cartoons to comics like *Wonder Woman*, *Ms. Marvel*, and *Black Panther*, to graphic novels like *Persepolis*. You will post weekly discussion posts about the readings, respond to two peer's post once a week, and complete three course projects: (1) A Close Reading/Analysis; (2) Annotated Bibliography; and (3) Synthesis Project.

### **Courses numbered 4750 through 4999**

These classes are open to juniors, seniors, and graduate students. Graduate students are limited to 12 hours of coursework in this category.

**ENG 4760 – section 600 – CRN 94049**

**Special Topics in Professional Writing: Writing for and about the Health Professions**

Online

Instructor: Binns

ENG 4760 involves focused study of professional writing, designed to enhance understanding of workplace writing and provide experience in producing it. May be repeated once for credit.

Learning Objectives:

1. Use effective professional communication strategies to create accessible materials and high-quality materials for health professions.
2. Demonstrate understanding and principles of research on professional communication and health professions.
3. Use communication and collaboration strategies to solve hypothetical and real workplace problems (i.e., critical thinking and problem solving).
4. Adapt general professional communication principles (related to content, organization, tone, and design) to specific audiences, purposes, and contexts.
5. Use revision and editing to improve your own and others' writing

**ENG 4761 – section 600 – CRN 96826**

**Advanced Nonfiction Writing**

Online

Instructor: Abel

We all have a story to tell: This advanced course will provide students with an in-depth look of the styles and techniques of contemporary creative nonfiction in the service of helping develop their unique voice and style. We will read memoirs and essay collections to break down their structures and techniques, and students will workshop and revise their own writing in the service of transforming life into art.

**ENG 4764 – section 600 – CRN 97311**

**Advanced Dramatic Writing**

Online

Instructor: Wixson

This course offers further opportunities to unlock the possibilities of stage storytelling, providing advanced creative practice combined with reading/discussion of contemporary American plays in order to continue to develop, diversify, sharpen, and deepen the *craft* of the playwright. Like theatre itself, the course is as invested in *process* as it is in *product*.

**ENG 4765 – section 001 – CRN 91238**

**Professional Editing**

MW 3-4:15

Instructor: Vietto

Many people outside the field have a pretty narrow view of editing. In reality, it is both a varied (and at times, exciting) field of specialized work *and* an essential tool for many writers. In this course we will explore as much of the world of editing as we can, while developing specific skills you can rely on for a long career of working with words.

The fine print: Advanced practice and theory in professional editing, beginning with proofreading and copyediting then advancing to comprehensive editing for style, organization, content, and design. Focus on working effectively with writers, publishers, and audiences. Discussion of the production process and the role of technology in editing and information design. Course will also address ethics and liability in editing, editing in global contexts, and editing for accessibility.

**ENG 4775 – section 600 – CRN 97925**

**Studies in Literature, Culture, Theory: Cultural and Literary Representations of Disability and Chronic Illness**

Online

Instructor: Tacke

This asynchronous online course will explore both cultural and literary representations of disability and disability studies to interrogate how language and culture shape societal understandings of illness and (dis)ability. Students will explore how notions of “ability” and “disability” are deeply rooted in complex histories of oppression and how intersections of race, gender, class, and sexuality mediate and shape experiences of disability. To counter dominant narratives that often deny disabled individuals the credibility to author their own narratives, this course will also explore how authors with chronic illness or disability negotiate their experiences through life writing, and the different ways that their encounters with the medical model help them interpret, mediate, accept, and/or resist diagnosis, treatment, or definitional and cultural understandings of their disability or illness. Through discussions, readings, and collaborative projects, students will consider how we can better understand sometimes complex and contradictory understandings of (dis)ability to help adopt practices of inclusion, accessibility, and social justice. Course material will include critique of and engagement with popular media, online blogs from disabled creators and artists, and creative nonfiction and memoirs such as *The Collected Schizophrenias* by Esmé Weijun Wang and *Brilliant Imperfection* by Eli Clare.

**ENG 4801 – section 600 – CRN 96599**

**Integrating the English Language Arts**

Online

Instructor: Ames

This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including reading, writing, speaking, listening, critical thinking, and media analysis. Future teachers will have the opportunity to learn how to integrate a variety of methods grounded in theories in the teaching of English language arts, as well as strategies for teaching non-traditional texts from popular culture. Adapting written and oral communication to audience and situation; recognizing components of effective oral and written communication; and integrating technology and media into the language arts classroom will be key elements of this course. Course work will include pedagogical research, lesson plans, unit design, authentic assessments, and various presentations.

*Note: This section is only available to students completing the accelerated post-baccalaureate program through the EIU College of Education. This course will be offered again in Spring 2023 and will be open to English undergraduate and graduate students at that time.*

**ENG 4903 – section 001 – CRN 96541**

**Young Adult Literature**

MW 1-2:15

Instructor: Nance-Carroll

This course examines young adult literature through a variety of critical lenses. In our discussions, analytical papers, and research projects, we will explore the boundaries of young adult literature and the core issues that drive contemporary studies and discussions of these texts. The reading list focuses primarily on recent texts with special attention on those that explore the issues of identity, representation, and community. As the young adult characters grapple with the questions of who they are and how they fit into the world, we will consider how the authors construct adolescence, young adulthood, and adulthood.

**ENG 4906 – section 600 – CRN 97916**

**Issues in the Teaching of English: Teaching Argument Writing**

Online

Instructor: Binns

ENG 4906 is an advanced pedagogy course on various topics, such as the teaching of composition, the teaching of literature, or the teaching of language. Our topic this semester will be Teaching Argument Writing. We will study and discuss argument as a genre. Furthermore, we will examine requirements or guidelines related to argument writing in K-12 and college composition. Then, we will study and discuss ways to meet those standards/guidelines while still improving student writing and critical thinking skills.

## **Graduate Seminars**

**ENG 5000 – section 600 – CRN 95165**

**Introduction to Methods and Issues in English Studies**

Online

Instructor: Park

An introduction to critical approaches, research methods, and current issues in English studies.

**ENG 5002 – section 600 – CRN 97917**

**Studies in Renaissance Literature**

Online

Instructor: Campbell

How *English* is the English Renaissance, anyway? And why do so many Shakespearean characters speak their pithy Elizabethan English lines in Italian settings? In this course, we will explore how English Renaissance literature is actually in large part a product of Continental courtly and popular cultures adapted to suit English tastes, as well as English political and religious concerns.

We will read key texts of the English Renaissance by such writers as Wyatt, Surrey, Spenser, Sidney, Shakespeare, and Wroth, alongside a selection of iconic Continental texts whose influence helped to shape these English works. We will begin, for example, with poems by Petrarch, then look at a selection of poetry by Sidney, Shakespeare, Wroth, and others to explore English Petrarchism. We will

look at Machiavelli's *The Prince* and Castiglione's *Courtier* in tandem with writings by Queen Elizabeth and Shakespeare's *Henry V*. We will look at Ariosto's *Orlando Furioso* in tandem with Spenser's *Fairy Queen*. Additionally, we will explore Renaissance comedy as we discuss aspects of Italian *commedia dell'arte* performances alongside plays from Shakespeare.

While one goal of the course is to situate English Renaissance literature in its historical context, another is to explore the ways in which elements of Renaissance literature still inform our contemporary tastes.

**ENG 5007 – section 001 – CRN 91407**

**Composition Theory and Pedagogy**

T 3:30-6

Instructor: Ryerson

This seminar focuses on theories and pedagogies of teaching college writing. Students will explore diverse composition pedagogies, be introduced to the various theoretical influences that have shaped the teaching of college writing, and learning about the history of composition/rhetoric as a discipline.

**ENG 5007 – section 600 – CRN 95588**

**Composition Theory and Pedagogy**

Online

Instructor: Ryerson

This seminar focuses on theories and pedagogies of teaching college writing. Students will explore diverse composition pedagogies, be introduced to the various theoretical influences that have shaped the teaching of college writing, and learning about the history of composition/rhetoric as a discipline.

**ENG 5025 – section 600 – CRN 96552**

**Creative Writing Professional Development**

Online

Instructor: Abel

There's more to being a writer than just sitting down in front of a blank page or screen. What does it mean to be a part of the creative writing professional community? How does one go about getting published anyway? How are literary publications run? How do I continue to learn, grow, and be part of a literary network once I've graduated from EIU? This course will help students chart a path as a literary citizen and learn how to put their work into the world.

**ENG 5061A – section 600 – CRN 95592**

**Special Topics in Literature and Literary Theory: From 9/11 to Covid-19: Using Affect Theory to Study How Narratives Remediate Cultural Tragedies**

Online

Instructor: Ames

This course studies narratives of the past two decades as cultural artifacts directly (or indirectly) influenced by the events surrounding the September 11th terrorist attacks. Students will analyze texts (fiction and non-fiction alike, literary works and popular media) that attempt to re-present the events of that day, as well as texts that remediate (intentionally or not) those very same events in other narrative spaces. These works from across genres will prompt discussion concerning how mediated format affects thematic development. The cultural trends of the early 21st century will be studied through the lens of affect theory, with special attention paid to thriving genres (e.g. dystopia). Through various activities, students will interrogate a variety of cultural constructs and narratives in order to determine how various texts may be read as manufacturing, manipulating, and/or working through

post-9/11 issues. As the semester draws to a close, students will look at how more recent national events have been represented through narratives (e.g. incidents of police brutality). Finally, the course will close by analyzing contemporary narratives featuring Covid-19 storylines, considering how they work to mediate our current post-pandemic era and impact cultural sentiments.

**ENG 5061B – section 600 – CRN 97476**

**Special Topics in Literature and Literary Theory: Digital Humanities**

Online

\*\*8-week course: Aug. 22, 2022-Oct. 13, 2022\*\*

Instructor: Beebe

This 8-week seminar is an introduction to digital humanities (DH) for educators, surveying methods, tools, and projects in the multidisciplinary field of DH. Since DH is an increasingly vast realm, this course will focus almost exclusively on DH and pedagogy—how teachers can utilize DH to supplement and enhance what they already do. Do the tools and methods of DH offer fundamentally new ways of thinking about literature and writing? Or do they simply offer new answers to old questions?

To this end, our discussion and work will be on two parallel streams of thought. On one level, we will sample some of the most popular visualization tools in DH (e.g., Tableau and Voyant Tools) and take a close look at how educators are implementing DH in their classrooms. While we will devote time to using DH tools (sampling and creative play), our primary work will be on feasibility and pedagogy questions: such as, what DH tools are the most suitable for the English classroom, and what learning outcome/s might be addressed through a DH project? Students will also design and propose a DH project (literary, composition, or creative) to implement in the classroom.

The second level of our work will be devoted to reflection as we discuss larger questions of technology and education amid our increasingly digital lives. We will read essays from Kitchin and Fraser's recent *Slow Computing: Why We Need Balanced Digital Lives* (2020) as well as essays on the role of DH in re-framing historical and contemporary discussions on power, justice, race, and gender. No coding knowledge is assumed or required for this course.

**ENG 5742 – section 600 – CRN 96543**

**Studies in Genre for Writers and Teachers: Multicultural Comics**

Online

Instructor: Engles

As certain forms of comics have ascended to the exalted status of "graphic narratives," many have also landed in the genre of "multicultural literature." We will begin our study of the particular qualities and methods of multicultural comics by reviewing both the intricacies of comics itself as a sequential art and the traditional features of multicultural literature. We will then analyze a diverse array of graphic narratives, fleshing out as we go relevant scholarly and sociohistorical contexts.

Guiding questions will include: How do artists from diverse backgrounds combine the visual and verbal tracks of comics in ways that both draw on and differ from conventional methods? If characters in comics are drawn as simplistic representations of people, and stereotypes are too, how do makers of multicultural comics portray their characters in ways that avoid the cliches and pitfalls of caricature? How can multicultural comics be effectively presented to students and other audiences?

**ENG 5960 – section 001 – CRN 94145**

**Professional Writing Internship**

By arrangement

Instructor: Fredrick

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, 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 worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices.

English 5960 is a three-hour course offered on a credit/no credit basis. Internship work is part time (an average of 10 hours per week over a 15-week semester) and can be completed while enrolled in other courses and/or while holding a graduate assistantship. 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.