

Summer 2022

EIU English Course Descriptions

(except for Eng 1001, 1002)

4-week classes (May 16, 2022 – Jun 11, 2022)

ENG 3001 – 600 – CRN 60125

[Advanced Composition: Writing in the Professional Workplace](#)

Online

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 – 601 – CRN 60130

[Advanced Composition](#)

Staff

Advanced study and practice of writing in public, professional, and discipline-specific genres.

ENG 3005 – 600 – CRN 60126

[Technical Communication](#)

Instructor: Binns

This course will provide instruction and practice in technical communication and creating documents used in professional settings. We will focus on communicating complex information to specialized and non-specialized audiences. Students will complete projects in multiple genres and media, including one case-based and/or client-based project, in multiple genres and media. Our course will also address online communication, ethical communication, document design, intercultural/global communication, collaboration, accessibility issues, and revision.

8-week classes (May 31, 2022 – Jul 23, 2022)

ENG 4750 – 600 – CRN 60132

[Studies in African-American Literature: Legacy and Contemporary African-American Drama](#)

Online

Instructor: Wixson

This course explores the work of four generations of contemporary African-American playwrights through the lens of “legacy”—specifically, plays that pose urgent questions about what we inherit, how we carry it, and what we do with it. In conversation with one another and their audiences, Alice Childress, Jackie Sibbles Drury, Katori Hall, Lorraine Hansberry, Lynn Nottage, Dominique Morisseau, Suzan-Lori Parks, and August Wilson all ask us to look back, look around, and look ahead, soberly pondering what binds us together and what keeps us apart. Together, we will read (and, whenever possible, see/hear) their plays collaboratively and meaningfully --- living in the language together and responding (via both critical and creative writing tasks) to the choices made by these brilliant storytellers. *Themes: Identity & Culture; Law & Social Justice; Genre, Form, & Poetics*

ENG 4904 – 600 – CRN 60134

Studies in Film

Online

Instructor: Martínez

In-depth study of major periods, genres, history, criticism and/or theory of film. Topics to be announced and may include the following: representations of gender and masculinity, the problem of evil, crime and punishment, and understanding social problems.

We will explore these thematic ideas (listed above) through a study of films from around the world. We will pay special attention to how schools of film criticism and film genre affect our interpretation of cinematic meaning. Note: This course may be repeated once with permission from the Department Chairperson.

ENG 4905 – 600 – CRN 60135

Studies in Youth Literature: Ethics and Literature for Young People

Online

Instructor: Nance-Carroll

Popular discussions of literature for young people tend to focus on the ethical dimensions of the texts at least as much as the aesthetics. This course approaches both the ethical questions posed within fictional worlds as well as the ethical implications of young people's literature on the real world. While the course will be historically grounded and we will discuss some of the notable ethical dilemmas that have faced literature for children and young people in the past, the focus will be on contemporary texts and issues.

ENG 4906 – 600 – CRN 60136

Issues in the Teaching of English: Mapping the Field of Multilingual Writing

Online

Instructor: Ryerson

This course will introduce students to the major conversations within the field of multilingual and second language writing. Multilingual writing studies has grown a great deal in the last twenty years, and our course will consider a small slice in exploring how we can design writing courses, centers, and programs that are accessible to multilingual writers. Some questions we might consider are who are multilingual writers? What are their needs and what resources might they bring to the writing classroom? How might our writing pedagogy attend to the needs of multilingual writers? What do inclusive writing programs and writing centers look like? How can I support all of my students in developing a perspective that is more globally oriented? We will begin by examining the history of the field of multilingual and second language writing, and its ties to mainstream composition and applied linguistics. We will then trace the history of key discussions in the field, mapping the connections (and tensions) between research on second language writing and the goals of writing programs and classrooms.

ENG 5011 – 600 – CRN 60137

Studies in Composition and Rhetoric: The Praxis of Responding to and Evaluating Student Writing

Online

Instructor: Taylor

In *A Rhetoric for Writing Teachers*, Erika Lindemann outlines the importance of instructor feedback quite well:

Writing comments is a form of teaching, a conference on a paper. Comments that enhance learning differ from traditional methods of hunting errors and identifying what's wrong with a paper. They also must point out what the student did well, why certain problems undermine effective communication, and how to improve the paper. Comments that teach help students develop effective prewriting, writing, and rewriting strategies. Comments that teach are an open-ended form of evaluation that allows students, guided by responses from the teacher and classmates, to rewrite their drafts and engage in the next assignment. (226)

Some would argue that the responses a teacher provides on student writing is one of the most important, if not the most important, set of interactions and practices an instructor has with writers in a composition course. With that idea in mind, this asynchronous online graduate seminar will have students consider the various perspectives of how to effectively provide feedback and evaluate student writing.

Throughout this graduate seminar, we will examine a range of questions related to providing feedback on, evaluating, and grading student writing:

- What does research tell us about the kinds of comments and evaluations that help students learn?
- How do we as instructors make it clear what we want in a paper?
- What types of feedback and evaluation work best at different stages of the writing process?
- What do we value about writing, and how can those values be transparent to students and translate to our evaluative methods?
- What roles do technologies play in our evaluation of student writing?
- How do different learning environments restrict or open up the types of evaluations we can provide?
- How can we handle stacks (online or paper) of papers effectively while providing quality feedback that leads to student learning and growth?
- What role does and should correctness affect the evaluation of and grades of student writing?
- What is college-level writing?
- What do grades really mean?

In addition to daily discussions related to readings related to these important topics and questions, during the course students will have a number of assignments. Students will evaluate sample pieces of student writing. Students will produce writing assignments with appropriate evaluation criteria or grading rubrics. Participants will create a standard rubric that reflects what they value in student writing. In addition, the seminar will have two capstone projects: a) an inquiry-based research project and b) a teaching philosophy that describes your approach to commenting on and evaluating student writing.

ENG 5091B – 600 – CRN 60140

Language/Linguistics/Literacy: Second Language Acquisition: Issues of Bilingualism, Translanguaging, and Cultural and Linguistic Equity

Online

Instructor: Caldwell

In this 8-week summer class, we will learn about the process of second language acquisition in order to better serve English Language Learners (ELLs). This course is ideal for current or developing teachers interested in learning strategies to use in a multilingual classroom, or for students who are interested in linguistics, literacy, and teaching English as a Second Language in the U.S. or abroad. Emphasis will

be placed on supporting bilingual and multilingual students both linguistically and culturally to increase equity in the classroom and beyond.

6-week classes (Jun 13, 2022 - Jul 23, 2022)

ENG 5000 – 600 – CRN 60131

[Introduction to Methods and Issues in English Studies](#)

Online

Instructor: Worthington

A required course for all MA students, this course provides a foundation for the MA in English, serving as an introduction to methods and issues of advanced-level research and scholarship in English Studies. In addition to short readings that profile the changing nature of English studies in the 21st century, we will use Toni Morrison's *Beloved* (1987) as our core text, using it to identify and evaluate scholarly resources and using it as the basis for our discussions about how the many fields in English studies cohere and connect. Students will also gain practical experience in developing a professional research, creative, or applied project, while they study and practice some of the primary means of communication in the discipline of English Studies, such as conference proposals, statements of purpose and curriculum vita.

ENG 5061A – 600 – CRN 60142

[Special Topics in Literature and Literary Theory:](#)

[Engaging in Temporal Play: Nonlinear Narratives in Contemporary Literature & Media](#)

Online

Instructor: Ames

Time is one of the most fundamental parameters through which narratives are organized and understood. Because this age is one of unprecedented flourishing for alternative ways of understanding and inhabiting time, it is not surprising that the cultural narratives of the last half century have been obsessed with time itself. Non-linearity, or temporal distortion, is one of the most common features of modern, postmodern, and contemporary fiction. This course focuses on the temporal play found within various literary works (short stories, novels, graphic novels), reading this stylistic device as a way of dealing aesthetically with an altered culture of time. Beyond reading a range of fiction (canonical, mainstream bestsellers, and some experimental texts), course study will also include media analysis (television and film) and scholarly research (delving into theories of temporality and narrative study more broadly). The class will consider how certain technological inventions, media influences, and national tragedies may have contributed to these new conceptions of temporality.

Special session (Jun 13, 2022 - Jul 09, 2022)

ENG 5585 – 600 – CRN 60127

[Writing Project for K-16 Teachers](#)

Online

Instructor: Fredrick

Based on National Writing Project principles, this workshop focuses on the theory and practice of teaching writing across the disciplines in K-16 schools and provides K-16 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and in a wider professional community.

A separate application is required to enroll in this class.