

## SUMMER 2023

### English Course Descriptions

(except for ENG 1000, 1001, 1002, 1091, 1092)

## 4-week classes (May 15 - June 10)

**ENG 3001-600- CRN 60145**

**Advanced Composition**

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 entering them usually realize, and the quality of a worker's writing greatly affects 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 3005-600- CRN 60146**

**Technical Communication**

Online

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 30 - June 22)

**ENG 4275-600- CRN 60156**

**Internship in Professional Writing**

Online

Instructor: Fredrick

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 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. 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 4763-600- CRN 60157**

**Advanced Fiction Writing**

Online

Instructor: McClelland

With online journals flourishing and print journals experience something of a renaissance, short fiction is in demand. Short fiction is a vast and surprisingly varied genre, and in this course we will investigate and practice a number of different executions, from flash fiction to short stories to novelettes to novellas. As this is a summer course (and online) special attention will be paid to finding inspiration for our creative work and also on finding the time and energy (and strategies) to revise). We will unearth underrated classics of the genre and probe the work of modern experts and explore venues for and methods of publication, though our focus will be on the practice of writing, workshoping, and revising short fiction. Specific emphasis will be placed on the development of the student's personal voice and style. This course will be online and asynchronous, which will allow students to tailor their experience to their specific creative goals, which they will do in collaboration with the instructor.

**ENG 4775-600- CRN 60158**

**Studies in Literature, Culture, Theory**

Online

Instructor: Martinez

English 4775 is a course that explores the "Basic principles of evaluating the standard literary genres, or tenets of a specific school of critics, or the examination of major aesthetic questions. Topics to be announced. In this iteration of the course, we will explore the fascinating intertwining of culture, society, politics, and the arts during two transformational decades in late-twentieth-century Britain: the 1970s and the 1980s. We will study critical/philosophical thought about society and art during this time, how politics and economics shaped everyday life, and how a variety of artistic genres (literary fiction, film, and music) responded to these changes. This course will be completed over the 8-week part of the summer 2023 term online via EIU's D2L system. (writing intensive course)

**ENG 4905-600- CRN 60159**

**Studies in Youth Literature**

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 60160**

**Issues in the Teaching of English: Teaching Early Literary Texts in the Age of Texting**

Online

Instructor: Caldwell

We live in a one-click culture where efficiency and ease of use are qualities we have come to expect from most of the media we consume—including literary texts. Texts that pre-date the 20<sup>th</sup> century can be especially difficult to navigate for the 21<sup>st</sup>-century student and can hardly be called “user friendly.” This 8-week summer course is designed for teachers or pre-service teachers who are interested in thinking about how we teach “the classics” in effective and meaningful ways for our students. The course will largely be constructed as a workshop in which students work on developing or revamping their teaching of early texts. Participants in the course will be able to choose a primary text they want to focus on (e.g., *The Odyssey*, one of Shakespeare’s plays, *The Scarlet Letter*, or another appropriate text) while they craft instructional materials and learn new strategies and pedagogical approaches that increase student engagement and learning. Every week we will grapple with a new critical issue concerning questions of accessibility, culturally relevant pedagogy, literacy, periodization, textual pairings, the value of difficulty, adaptation, and more.

**ENG 5011-600- CRN 60153**

**Studies in Composition and Rhetoric: Believing & Doubting the Essay**

Online

Instructor: Taylor

In this online graduate seminar, we will play an extended version of Peter Elbow’s believing and doubting game. First, we’ll immerse ourselves in the common prose-model approach of reading essays to learn how to write essays in composition classes. We will read belletristic essays spanning from Seneca to Solnit, from Twain to Berry, from Montaigne to Mencken. And then we will think about how to best implement using essay models to have students “live the examined life” through writing their own essays.

Partway through the course we’ll explore some significant readings that will make us interrogate and question the usefulness of reading and writing essays. We’ll consider the point Erika Lindemann made decades ago in *A Rhetoric for Writing Teachers*: “Despite the long tradition of using essays to teach writing, we ought to question their purpose” (126). Or to put it bluntly, we will basically take this attitude: “Screw the essay.”

During the latter part of the course, we will think about other genres—creative, professional, multimodal, hybrid—that can be used in the composition courses at the middle school, high school, and college levels. To channel George Clinton of Parliament/Funkadelic, the aim of this section of the course is to make the composition classroom “bring the funk.” We’ll consider alternative readings and assignments beyond the traditional essay or academic paper.

Course requirements include daily discussion board posts in response to readings, a belletristic essay writing project, a non-essay writing project, and pedagogy-based writing project (writing assignment paired with a unit plan)

**ENG 5061D-600- CRN 60161**

## Special Topics in Literature and Literary Theory: Native American Literatures: Stories of Continuance and Community

Online

Instructor: Ludlow

Laguna Pueblo/Sioux scholar Paula Gunn Allen explains that modern and contemporary Native American writers create in two literary traditions simultaneously: indigenous storytelling; and Western literary conventions. She notes that modern "storytelling-on-the-page" serves simultaneously to connect and to distinguish between these two traditions. In this asynchronous online graduate seminar, we will read a variety of modern and contemporary Native literature, as well as key pre-twentieth century texts, in order better to understand the ways Native American authors foreground in their work both community and cultural continuance, in the face of ongoing colonization and threats of genocide.

**ENG 5742-600- CRN 60162**

## Studies in Genre for Writers and Teachers: Bending and Blending Genre in Contemporary Hybrid Fiction

Online

Instructor: Wixson

This course will explore why contemporary literary writers so frequently borrow from and splice together genres such as fairy tales, migration narrative, bildungsroman, Afrofuturism, eco-fiction, horror, magical realism, and speculative fiction. Through close reading of a handful of quirky and challenging hybrid novels, we will trace how they mash up recognizable tropes to tackle questions of identity, authority, community, and justice and interrogate configurations of racial, gender, class, national, and sexual difference. The reading list will include recent fiction by Akwaeke Emezi, Mohsin Hamid, Victor LaValle, Karen Russell, Rivers Solomon, and Jeanette Winterson.

## 6-week classes (June 12 - July 22)

**ENG 5000-600- CRN 60152**

### 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 21<sup>st</sup> 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 5020D-600- CRN 60145**

**Graduate Workshop in Creative Writing: Poetry**

Online

Instructor: Abel

This advanced graduate workshop will focus on the creation and revision of poetry. Our course is themed around the idea of voice: How does a poet find their specific and unique “voice” as a writer? How can trying on other voices in your work teach you how to sound more like yourself? What elements create a voice on the page? How does that differ from a performative voice? To answer these questions, we will be reading and experiencing some of the best “voices” in poetry, with an emphasis on poets who are writing today—including your peers!

## Special Session (June 12 - July 08)

**ENG 5585-600- CRN 60147**

**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.

**ENG 5585-601- CRN 60148**

**Writing Project for K-16 Teachers**

Online

Instructor: Tacke

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.