

English Department Course Description Booklet Summer 2017

www.eiu.edu/english/coursedesc.php

Four-Week Session (May 15-June 10, 2017)

English 3001 Section 600 CRN 61028
Binns
Advanced Composition ----- Online

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. The class 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 on one another's writing as part of peer response groups.

English 4060 Section 600 CRN 61029
Fredrick
English Studies Career Development ----- Online

This course is designed to prepare English majors and Professional Writing minors 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.

Six-Week Session (June 12-July 22, 2017)

English 3005 Section 600 CRN 61033
Taylor
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

Worthington

Literary Masterworks ----- Online

This course will provide a wide-ranging survey of significant works of literature written in English from a variety of time periods and nationalities by authors of various genders, races and cultures. Texts may include works as disparate as *Hamlet*, *Pride and Prejudice*, *The Color Purple* and *The Great Gatsby*. Requirements will include multiple short responses, two longer essays and a final exam.

Themes: Identity & Culture; Genre, Form & Poetics

English 4905 Section 001 CRN 60969

Kory

Studies in Youth Literature: Evaluating & Reviewing Books for Children and Young Adults TR 1300-1630

“Book review” is the efficient, engaging *genre* in which evaluations of books for children and young adults are shared with teachers, librarians, writers & artists, editors, booksellers, parents, and others. Book reviews now appear in a wide variety of print and online venues—in magazines for professional audiences (*School Library Journal*, *Publisher’s Weekly*) and on blogs (*Latinxs in Kids Lit*) and in e-newsletters (*Nonfiction Notes*) with a defined focus.

Evaluation is “the process of making a judgment about...value, importance, or quality,” and it is near the top of Bloom’s taxonomy because it builds on knowledge, comprehension, application, analysis, and synthesis. A successful reviewer enables readers to see and appreciate a book’s “value, importance, or quality” and use that as the basis for their own assessment of its appropriateness for their own purposes.

We will start the course by acquiring the concepts and terms we need to describe the types of books that are most relevant to students in this class: most “picture books” are “read-alouds” for pre-readers, who move on to “chapter books” and novels (including graphic and verse narratives), enjoying a wide range of fantasy, realism, historical fiction, and non-fiction along the way. Shared readings and presentations by groups with shared interests will help us extend our understanding books in some of these formats and genre.

At the same time, we will be exploring the conventions and craft of book reviewing by evaluating reviews and by writing and revising them. Around mid-term, you will begin an individual or group project focused on a format, genre, or issue (read alouds, diversity, e-books) related to the evaluation of books for children and young adults. Your interests and goals will shape the outcome of that project: it might be a collective review of books on a certain topic, a more diverse portfolio of reviews, a research paper or analytic essay, an in-service presentation....

Throughout the semester, we will use class meetings for experiential learning, discussion, introduction to library resources, workshop-style feedback on your writing, and presentations. But when appropriate, activities will take place on-line.

This course is appropriate for upper-division and graduate students in all areas of English Studies (professional writing, creative writing, literary studies, cultural studies), teachers and future teachers from Early Childhood to English Language Arts, and others with a professional, academic, or personal interest in youth literature, including those interested in Library Science or Publishing.

**Eight-Week Session
(May 30-July 22, 2017)**

English 4275 Section 600 CRN 61027

Fredrick

Internship in Professional Writing ----- Online

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 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.

English 5061B Section 600 CRN 61100

Caldwell

Special Topics in Literature and Literary Theory—Twice Told Tales and Theories of Adaptation: Recycle, Produce, Reuse ----- Online

In our instant-on culture, we have come to value immediacy, perhaps above and beyond creativity. This environment of constant stimulation has put incredible pressure on artists working in all forms of media to produce at a breakneck pace—to get the all-powerful “Like” on Facebook, or the impulse buy on Amazon, On Demand, or Netflix. The paradox of this cultural moment is that even while we crave the new, our attention span is retracting, and repetition and looping becomes comforting, perhaps even necessary. One need only to watch the endless repetition of footage in any reality television show to see the odd juxtaposition of novelty and recycling that has become the standard formula, or notice how often successful novels are quickly turned into films that are then turned into Broadway plays, or the endless streams of sequels (*Fast and Furious 8*, anyone?). Even as the internet has made the possibilities for artistic expression boundless, to some degree we live and consume art in a giant feedback loop.

In this online graduate course, we will consider the theories, conditions and results of adaptation. Examining a variety of texts and their various afterlives—whether they be canonical literary works, graphic novels, music, film, etc.—we will explore why and how adaptation is such an enduring creative mode.

Our exploration of adaptation this semester should be valuable to students from a wide-range of graduate concentrations including, but not limited to, literary study, creative writing, multimedia and cultural studies, pedagogy, and rhetoric. Participants will be encouraged to develop a final project on adaptation suited to their individual interests.

Questions we explore will include the following:

- What is the difference between allusion and appropriation? When does an analogue take on a life of its own and gain an independence from its antecedent?
- How are we to understand and theorize the relationship between the “original” story and its successors? Does the former have a purity that is lacking in the latter? What is the line between literary hack-work (not to say plagiarism) and imitation?

- What gets sacrificed in translation between media? Between genres? Between high culture and pop culture? Do these distinctions matter anymore?
- Does appropriation speak to literature's universal qualities or its limitations? Its situatedness in time and place? Do retellings suggest that something is "broken" about a story or text that needs to somehow be repaired so as to make it relevant again, to let us see it "anew"?
- What affects do capitalism, a gimmick-driven contemporary marketplace, and/or a publisher's desire to acquire works that will sell have on creative endeavors and literary production? Is the vogue for adaptation ultimately driven by consumerism and if so, is this a spur or a threat to creativity?
- What happens when works deviate from the comfort of generic conventions? Where/how does that deviation take place and to what end? And why does this deviation sometimes make us uncomfortable and sometimes delight us (and sometimes both at once)?
- What are the ethics of appropriation? To what social and political ends have writers and artists appropriated texts to repurpose seemingly antiquated or to restore marginalized narratives?

English 5960 Section 600 CRN 61099

Fredrick

Internship in Professional Writing ----- Online

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.

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.