



COURSE	SECT	CLASS #	TITLE	DAY	TIME	FACULTY	ROOM
600	P001	2471	Internship in College Teaching English	MF W	2:00-2:50	Day	RH 201 Lab 203
607	0001	5045	Topics in Literature: Literature of American Midwest	Th	6:00-8:40	Gomez-Vega	RH 305
617	0001	7560	Phonology	W	6:00-8:40	Aygen	RH 307
618	0001	4997	Syntax	MW	4:30-5:45	Aygen	RH 301
628	P001	2472	Internship: Technical Writing or Editing	TBD	TBD	Reyman	TBD
633	0001	6550	Pragmatics and Discourse	M	6:00-8:40	Birner	RH 301
636	0001	4980	Beowulf	T	6:00-8:40	Deskis	RH 204
645/482	P001	5202	Materials & Methods of Teaching English Language Arts	T	5:00-5:50	Pokorny	RH 202
647	P001	3458	Written Composition for English Language Arts	Th	6:00-8:40	McCann	RH 201
648	P001	2474	Materials & Methods in Teaching English Language Arts	T Th	3:30-4:45	Kahn	RH 301
649/485	P001	5203	Student Teaching in Secondary English Language Arts	TBD	TBD	Pokorny	TBD
656	0001	4989	Restoration & 18 <sup>th</sup> Century Literature	M	6:00-8:40	Gorman	RH 202
687	0001	4983	20 <sup>th</sup> Century American Drama	T	6:00-8:40	Bennett	RH 301
690	P001	4986	Film & Literature	W	6:00-8:40	Balcerzak	RH 301
692	0001	4990	Nonfiction Writing	W	6:00-8:40	Bonomo	RH 201
693	0001	5515	Native American Literature	W	6:00-8:40	Adams-Campbell	RH 302
699	P001	4994	Master's Thesis	TBD	TBD	Reyman	TBD
703	P001	4984	Seminar: Rhetorical Studies: Digital Rhetoric	T	6:00-8:40	Reyman	CO 106
707	P001	4988	Seminar: Topics in Literature: Writing Criticism for Academic Publication	Th	6:00-8:40	Ryan	RH 202
799	P001	6716	Doctoral Dissertation	TBD	TBD	Reyman	TBD

<b>600</b>	<b>P001</b>	<b>2471</b>	<b>Internship in College Teaching of English</b>	<b>MF</b>	<b>2:00-2:50</b>	<b>Day, Franklin, Hoffman</b>	<b>RH 201</b>
<b>600</b>	<b>P001</b>	<b>2471</b>	<b>Internship in College Teaching of English</b>	<b>W</b>	<b>2:00-2:50</b>	<b>Day, Franklin, Hoffman</b>	<b>RH 203 (Lab)</b>

**[Permission Number Required]** Contact Jodi Long, jodilong@niu.edu

### Description:

English 600 supports the new graduate Teaching Interns (TIs) and Teaching Assistants (TAs) in the Freshman English program by introducing them to the pedagogy of freshman composition--including theories of composition, classroom management, course preparation and lesson plans, writing assignment design, evaluation of students, and digital technologies for writing. The course proceeds through lecture, demonstration, readings, discussions, and practice teaching designed to develop professional confidence in graduate teaching assistants as they teach the university's core requirement in written communication. In the spring semester of English 600, our assignments will center on the course requirements for English 104 and the demands of teaching First-Year Composition.

### Requirements:

1. Attend the pre-semester meeting January 12 and meet three times a week throughout the \ semester in the designated classroom at the designated time. Please notify one of the

instructors in advance if you cannot attend any session.

2. Participate in online and in-class discussion and impromptu activities.
3. Participate as a leader of class discussion on assigned readings once during the semester.
4. As part of a team, lead class discussion on assignments and activities for ENGL 203.
5. Collaboratively develop prompts for the ENGL 203 essay assignments.
6. Prepare for and participate in the Showcase of Student Writing.
7. Use Blackboard and email to communicate with your students.
8. Return student writing within five working days from the time it was submitted.
9. Assemble a reflective electronic teaching portfolio including a syllabus and rationale and at least 3000 words of reflection/teaching philosophy. The portfolio must be submitted at the end of the semester to pass.
10. Attend at least two professional development activities on teaching writing.

**Required texts:**

- English 203 texts TBA
- Erika Lindemann, *A Rhetoric for Writing Teachers*, Fourth Edition

607	0001	5045	<b>Topics in Literature: Literature of the American Midwest</b>	<b>Th</b>	<b>6:00-8:40</b>	<b>Gomez-Vega</b>	<b>RH 305</b>
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**Description:** This class will explore literature written by writers who either live in or were born in the American Midwest. This region has received critical attention, and many critics now write about themes that they think are specific to the area.

Some of the themes associated with the Midwest that will be covered in this class are class identity, family, the difference between urban/rural, and the existence or lack of Midwestern mythologies. This class will also explore the idea of whether or not such a regional literature exists and if so, what it means to be from/of “the Midwest.”

Several Midwestern writers, or writers who were born in the Midwest like Fitzgerald and Hemingway, have been left out of the reading list mostly because their work does not deal with the Midwest.

**Requirements:** An analytical essay (15+ pages) typed using the MLA Style

or

A Research paper (15+ pages) typed using the MLA Style.

**Texts:** Sandra Cisneros' *The House on Mango Street* (1984); Ernest Hemingway's "Soldier's Home"; Lucien Stryk's *Heartland: Poets of the Midwest*; Jonathan Franzen's *The Corrections* (2001); Theodor Dreiser's *Sister Carrie* (1900); Susan Choi's *A Person of Interest* (2008); David Rhodes' *Driftless* (2008); Antonya Nelson's "Naked Ladies" (1992); Antonya Nelson's *Bound* (2010); Jim Harrison's *Farmer* (1975); Bonnie Jo Campbell's "Family Reunion" (2009); Louise Erdrich's *Tracks* (1983); Sinclair Lewis's *Main Street* (1920); Lanford Wilson's *Talley's Folley* (1979); Lanford Wilson's *Fifth of July* (1978); Willa Cather's *O Pioneers!* (1913) & "Neighbour Rosicky" (1930); Thomas McGrath's "The Topography of History" & "Poem"; Toni Morrison's *The Bluest Eye* (1970); O. E. Rølvaag's *Their Fathers' God* (1933); Jane Hamilton's *A Map of the World* (1994); David Pichaske's "Where Now 'Midwestern Literature'?" (pdf)

**Recommended:** Ronald Weber's *The Midwestern Ascendancy in American Writing The American Midwest: An Interpretive Encyclopedia* (2007)

617	0001	7560	Phonology	W	6:00-8:40	Aygen	RH 307
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**Description:** Since this is a general introduction to phonology there are no formal prerequisites. It is expected, however, that students will bring with them a working knowledge of at least one system of phonetic transcription (IPA or other).

Phonology deals with how sounds pattern and change in the course of language use, synchronically and diachronically. The course is universal in nature; that is, we will consider sound patterns as characteristic of language in general rather than of particular languages. The approach is that developed by Noam Chomsky and known as Generative Phonology. Although phonology has developed and branched into what is called Extended Standard Theory, Natural Generative Phonology, Non-Linear Phonology and several such others, all such approaches derive from and rely upon principles and practices developed by Chomsky. Thus we will be developing rules to describe phonological phenomena. We will also study a more recent theory, namely, Optimality Theory and try to apply it to the problem sets we work on. Examples will be drawn from many and varied languages, but one need not know other languages to be successful in this course. It is hoped that, upon successful completion of the course, students will have acquired an appreciation of the general ways in which sounds pattern and change in language, and will be able to read and interpret more advanced works and tackle more advanced problems in phonology.

**Requirements:** Phonology is a doing course. Even though there are specific things to be learned, the emphasis is on applications. Therefore, we will have many exercises involving phonological data from many different languages. There will be a number of assignments and small tests consisting of phonology problems and a final exam. There is no term paper, project, or report, though volunteers may give presentations on different theoretical approaches for extra credit.

**Text:** Mike Davenport and S.J. Hannahs, *Introducing Phonetics and Phonology*, 3rd ed. (Hodder Education).

618	0001	4997	Syntax	MW	4:30-5:45	Aygen	RH 301
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**Description:** Introduction to the fundamental concepts and linguistic analysis of the sentence structure and the development of universal grammar theory. The goal is to understand what syntax consists of, to acquire the basic skills to analyze sentence structure, to develop an awareness of syntactic properties of English and to be able to observe the systematic differences and similarities among languages from various language families.

**Requirements:**

Weekly problem sets and reading. Midterm, presentation and final exam.

**Texts:**

Andrew Radford, *An Introduction to English Sentence Structure* (Cambridge).

Recommended text for those who have never had any syntax before:

Nicholas Slobin, *Syntactic Analysis: The Basics* (Wiley-Blackwell).

Recommended for those who are not conceptually clear about the major inflectional categories which are crucial for syntax, such as tense, aspect, mood, modality:

Gulsat Aygen, *English Grammar: A Descriptive Linguistic Approach*, 2nd ed. (Kendall-Hunt)

628	P001	2472	Internship in Technical Writing or Editing	TBD	TBD	Reyman	TBD
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** Job-related experience involving primarily writing or editing and supervised cooperatively by the internship coordinator of the College of Liberal Arts and Sciences and by the sponsoring company or organization.

May be repeated to a maximum of 12 semester hours; however, only 3 semester hours of credit may be applied toward a graduate degree in English. Open only to graduate students in English. Graded satisfactory or unsatisfactory.

**Requirements:** While the nature of the internship and the amount of credit awarded will be negotiated by the student, internship coordinator, and sponsoring company, the following requirements apply to most internships: a bibliography of readings related to the internship; an internship journal; a progress report; a final report, with examples of work completed; periodic conferences among the student, internship coordinator, and company mentor.

633	0001	6550	Pragmatics and Discourse	M	6:00-8:40	Birner	RH 301
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**Description:** This course will introduce students to the theory, methods, and applications of linguistic pragmatics. We will discuss how communication occurs; the basics of semantics and pragmatics, including implicature, reference, presupposition, and speech acts; information structure; and inference and interpretation. Familiarity with formal linguistics (phonetics, phonology, morphology, syntax, and semantics, at roughly the level covered in English 615) is assumed. Vigorous and enthusiastic participation in class discussions is required.

**Requirements:** Attendance and participation, two exams, class presentation, short paper on an outside reading of the student's choice.

**Texts:**

Birner, *Introduction to Pragmatics*

Additional readings available electronically.

636	0001	4980	Beowulf	T	6:00-8:40	Deskis	RH 204
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**Description:** This course is open to students who have completed a semester of Old English or the equivalent (e.g., a graduate-level course in the history of the English language). We will spend the semester reading through (that is, translating) *Beowulf* and discussing its philological and literary features.

**Requirements:** Besides preparing for each class, students will take a series of quizzes (based on in-class translations) and submit an 8-10 page research paper.

**Required Texts:** *Klaeber's Beowulf*, ed. by R. D. Fulk, Robert E. Bjork, and John D. Niles. 4<sup>th</sup> edn. Toronto: Univ. of Toronto Press, 2008.

645/ (482)	P001	5202	<b>Clinical Experience in Secondary English Language Arts</b>	T	5:00-5:50	Pokorny	RH 202
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** Discipline-based clinical experience for students seeking educator licensure in English Language Arts. Practicum in teaching methods, assessment, problem solving, and on-site research. Minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for student teaching. CRQ: ENGL648

**Prerequisites & Notes:** PRQ: Consent of department.

This course is combined with ENGL 482 for undergraduates.

647	P001	3458	<b>Teaching Writing in Middle/High Schools</b>	Th	6:00-8:40	McCann	RH 201
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** Participants in the class will examine theory, research, and practice in the teaching of writing for students in middle schools and high schools. Participants will evaluate a variety of approaches to teaching writing with diverse student populations and in a variety of classroom settings. Students will create, co-create, and evaluate lessons for teaching various kinds of writing. Participants will study ways to connect literature and writing, help students learn how to interpret and write about literature, and how to use technology to help students think, read, and write.

**Requirements:** TBA

**Texts:** Johannessen, L.R., Kahn, Elizabeth A., & Walter, C.C. *Writing About Literature: Revised and Expanded Edition*. Urbana: ERIC/NCTE, 2009. ISBN 978-0-8141-3211-1  
Smagorinsky, P. Johannessen, L. Kahn, E. & McCann, T.M. *The Dynamics of Writing Instruction*. Portsmouth, NH: Heinemann, 2010. ISBN 978-0-325-01193-6 / 0-325-01193-1  
Smith, M.W. and Wilhelm, J. *Getting It Right: Fresh Approaches to Teaching Grammar, Usage, and Correctness*. Scholastic. 2007. ISBN-10: 0439669332

648 (480A)	P001	2474	<b>Materials &amp; Methods in Teaching English Language Arts</b>	T Th	3:30-4:45	Kahn	RH 301
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** English 648 prepares prospective teachers of middle and high school students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 648 serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills.

**Texts:**

M.P. Beals, *Warriors Don't Cry* (Simon Pulse, 1995), Abridged Edition.  
 J. Burke, *The English Teacher's Companion* (Heinemann, 2013). ISBN-13: 978-325-02840-8, Fourth Edition.  
 P. Hoose, *Claudette Colvin: Twice Toward Justice* (Square Fish, 2011).  
 H. Lee, *To Kill a Mockingbird* (Harper, 2002).  
 H. Lee, *Go Set a Watchman* (Harper Collins, 2015).  
 T.M. McCann, L.R. Johannessen, E. Kahn, & J. Flanagan, *Talking in Class*. (NCTE, 2006). ISBN-13: 978-0814150016  
 Peter Smagorinsky, *Teaching English by Design* (Heinemann, 2007).  
 J. Wilhelm & Michael W. Smith, *Fresh Takes on Teaching Literary Elements: How to Teach What Really Matters About Character, Setting, Point of View, and Theme* (Scholastic, 2010). ISBN-13: 978-0545052566.  
 S. Wright, *Simeon's Story* (Lawrence Hill Books, 2010).

This course is combined with ENGL 480A for undergraduates.

649/ (485)	P001	5203	Student Teaching in Secondary English Language Arts	TBD	TBD	Pokorny	TBD
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Student teaching for one semester. Assignments arranged through the office of clinical experiences in the College of Liberal Arts and Sciences, in consultation with the coordinator of teacher licensure in English Language Arts. Ongoing assessment of candidate's development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. S/U grading.

This course is combined with ENGL 485 for undergraduates.

656	0001	4989	Restoration & 18 <sup>th</sup> Century Literature	M	6:00-8:40	Gorman	RH 202
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**Description:** A survey of English literature, 1660 to 1750--that is, the Restoration and Augustan periods--by way of the major authors and works of the period. The primary focus will be on themes and genres; the secondary focus will be on institutions and contexts.

**Requirements:** Two essays, research paper or project, final exam; also, class presentation and active participation in class discussion.

**Texts:** *The Broadview Anthology of Restoration and Eighteenth-Century Comedy*; Daniel Defoe, *Moll Flanders* (Penguin); John Dryden, *Major Works* (OWC); Alexander Pope, *Major Works* (OWC); Samuel Richardson, *Pamela* (Penguin); Jonathan Swift, *Gulliver's Travels* (Penguin); Swift, *Major Works* (OWC)

687	0001	4983	20 <sup>th</sup> Century American Drama	T	6:00-8:40	Bennett	RH 301
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**Description:** So what *is* theatre in modern America, anyway? Just what have playwrights in the 20<sup>th</sup>- and 21<sup>st</sup>-century United States found to write about, and what influence does the genre of drama itself have upon their treatment of their works? In this course, we will be engaged in an intensive exploration of plays by some of the most important (if also unusual) playwrights of the past century in this country. We will consider questions such as how social issues and historical developments influenced their works, how transformations in theatre affected their plays, and how plays as a whole act as agents in constructing culture as well as reflections of the culture they inhabit. We will also examine some of the many ways in which dramaturgical questions can inform interpretations of these complex texts.

**Requirements:** Weekly two-page response papers, one oral presentation, one formal response to a classmate's oral presentation, and a final research paper will be required for the course. Class attendance and participation will not only be expected but mandatory.

**Texts:** TBA

690	P001	4986	Film & Literature	W	6:00-8:40	Balcerzak	RH 301
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** This course examines the relationship between film and literature as something fluid, complicating various cultural myths and recasting the literary work into a new cultural context. Through an engagement with the major theorists in the field of film and literature, the goal is to develop a scholar's understanding of not only film's transformative power as a storytelling medium, but also literature's role within the age of cinema.

**Requirements:** Midterm Research Project; Seminar paper (15-20 pages); Weekly Viewing of Assigned Films; Weekly Readings

**Texts:** Timothy Corrigan. *Film and Literature: An Introduction and Reader*. 2<sup>nd</sup> Ed. (Routledge Press, 2012); Lorraine Hansberry. *A Raisin in the Sun*. (Any Edition); P. D. James. *Children of Men*. (Vintage; Rei Rep edition, 2006); Franz Kafka. *The Trial* (Oxford World Classics); Annie Proulx. *Brokeback Mountain*. (Scribner, 2005); William Shakespeare. *A Midsummer's Night's Dream*. (Any Edition); TBA e-reserve Readings

692	0001	4990	Nonfiction Writing	W	6:00-8:40	Bonomo	RH 201
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**Description:** Aldous Huxley: "Like the novel, the essay is a literary device for saying almost everything about almost anything." Graduate creative writing workshop in the personal essay. The primary texts will be the drafts you generate, but we'll also read and discuss essays and memoir, learning to think critically about this centuries-old genre and about your own nascent essays. What does it mean to *essay*? What are the implications of writing (and reading) autobiography? What are the limitations of memory and of essaying the self? Is it possible to write personally without writing autobiographically?

**Requirements:** Writing and workshopping of personal essays (length depending on subject and style); weekly critical responses to texts; semester-ending aesthetics essay that describes and theorizes your work.

**Texts:** Combination of books, anthologies, and/or essays.

693	0001	5515	Native American Literature	W	6:00-8:40	Adams-Campbell	RH 302
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**Description:** The topic for this semester's Native American Literature course will be Native women's contributions to community and nation-building projects, historical memory, and public address (including through art, performance, writing, film, and other projects).

**Requirements:** Students will be expected to undertake a significant amount of reading including secondary scholarship and Native studies theory, to rigorously participate in class discussions, write 2 weekly discussion questions submitted before class, write three 2-3 page response papers over the semester, one annotated bibliography project, and one 12-15 page research paper on a student-chosen topic related to the course content.

**Texts:** Authors may include: Jane Schoolcraft, Zitkala-Sa, E. Pauline Johnson, Sarah Winnemucca Hopkins, Winona LaDuke, Luci Tapahonso, Leslie Marmon Silko, Louise Erdrich, Leanne Simpson, music by Joanne Shenandoah, and films by Elle-Máijá Tailfeathers and Sandra Osawa.

699	P001	4994	Master's Thesis	TBD	TBD	Reyman	NA
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** This course may be taken upon selection of a thesis director, appointment of a committee of two additional readers, and approval of a prospectus. Selection of a thesis director is made by the thesis writer, based upon the faculty member's expert knowledge in the thesis field. The other two readers, typically a subject specialist and a general reader, are selected by the Director of Graduate Studies in consultation with the thesis writer and thesis director.

**Approval of the thesis prospectus by all committee members should be obtained at least one semester in advance of enrollment in 699.** A student writing a thesis must register in 699 in the semester in which he or she plans to defend the thesis, and must register in any subsequent term until the thesis is submitted to and formally approved by the Graduate School. A permit for registration will be given to approved students by the Director of Graduate Studies.

703	P001	4984	Seminar: Rhetorical Studies: Digital Rhetoric	T	6:00-8:40	Reyman	CO 106
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** Seminar in Rhetorical Studies) provides an introduction to the research and theories for understanding digital rhetoric as an area of scholarly inquiry and activity. Readings and coursework provide groundwork in key concepts and prominent figures in digital rhetoric scholarship, pedagogy, and enactment. Topics addressed include identity politics online, digital authorship and remix, privacy and surveillance, multimodal literacy, and online aggression and hate speech, among others.

**Requirements:** Assignments include student-directed class facilitation, a literature review paper, a research paper, and a digital video project.

**Texts:** TBA

707	P001	4988	<b>Seminar: Topics in Literature: Writing Criticism for Academic Publication</b>	Th	6:00-8:40	Ryan	RH 202
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

**Description:** This section of ENGL 707 is a workshop concerned with academic professionalization specifically in the field of literary and cultural studies. Our goals are to develop strong graduate writing into publishable scholarship and to prepare for entry into the academic profession by addressing such issues as: crafting a research profile, negotiating the peer-review process, presenting and networking at conferences, understanding the MLA Job List, and developing an academic vita.

Each seminar member will produce:

- A polished and professional critical article for submission to an academic journal.
- A polished conference paper for presentation at an academic conference.
- A review of a recent scholarly critical book for submission to an academic journal.

Each of these assignments will go through several drafts and at least one in-class workshop. Every member of the seminar will provide thoughtful feedback in response to other people's work and will receive comprehensive feedback on their own writing. Seminar members will also present their conference papers in class.

**Prerequisite:** At least one pre-existing critical paper of ten pages or more (presumably written for a previous graduate course) that you can use as the basis for the conference paper and article in the seminar.

*Anyone enrolling in this course must be prepared to submit complete, polished, and fully-developed drafts of assignments on a regular basis and in accordance with strict deadlines.*

For additional details, please e-mail Professor Ryan at [tryan@niu.edu](mailto:tryan@niu.edu).

799	P001	6716	<b>Doctoral Dissertation</b>	TBD	TBD	Reyman	NA
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[Permission Number Required] Contact Jodi Long, jodilong@niu.edu

Dissertators will be enrolled in ENGL 799 when they have entered into candidacy: after their director has been selected, their committee approved, and dissertation proposal defended. Please meet with the Director of Graduate Studies regarding these important steps. Once enrolled in 799, **continuous enrollment is required, including summers, until the dissertation is submitted to and formally approved by the Graduate School.**