Graduate Course Descriptions / Fall 2014
Department of English
Northern Illinois University
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ENGL 600  P001  8234  Internship in the College Teaching of English  F 14
[Permission Number Required] contact sedwards@niu.edu
MWF 2-2:50
Room: RH 201 MON/FRI and Lab: TBD WED

Michael Day
Ellen Franklin
Eric Hoffman

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 English 600, our assignments will center on the course requirements for English 103 and the demands of teaching First-Year Composition.

Requirements:
1. Attend the pre-semester seminar August 11-15 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. Teach a mini lesson to the seminar at the end of the first week of meetings and participate as a leader of class discussion on assigned readings from time to time during the semester.
4. Use webboard and email to communicate with your students.
5. Collaboratively develop prompts for the three to four essay assignments.
6. Return student writing within five working days from the time it was submitted.
7. Assemble a draft reflective electronic teaching portfolio including at least 1000 words of reflection. The portfolio must be submitted at the end of the semester to pass.
8. If assigned a peer advocate, work with that person to improve student retention and success at NIU.

Required texts:
English 103 texts TBA.
Irene Clark, Concepts in Composition, Second edition
Brock Dethier, First Time Up: An Insider’s Guide for New Composition Teachers
Erika Lindemann, A Rhetoric for Writing Teachers, Fourth Edition
Electronic Reserves TBA

ENGL 601  Bibliography and Methods of Research  F 14
M  6:00-8:40  RH201  Professor William Baker

Description: The first half of the semester will cover the aims, arts and methods of literary research (based on James L. Harner’s Literary Research Guide, latest edition, which will be followed closely).
The second half of the course will cover analytical and descriptive bibliography and textual criticism (based on W. P. Williams and Craig S. Abbott’s *An Introduction to Bibliographical and Textual Studies*, 3rd edition). There will be an examination of the World Wide Web and other electronic searching tools for bibliography and literary research.

**Requirements:**
1. Regular attendance and completion of all graded exercises and case studies.
2. Oral reports/presentations.
3. Class participation.
4. Final examination (final meeting of the semester).
5. All work must be the student’s own: **do not get library faculty to do your research!**
6. No extensions.

**Texts:**

**ENGL 604 0001 13440**  
**Topics & Materials for the English Classroom: Teaching Film**  
**F14**  
**W 6:00-8:40**  
**RH 302**  
**Professor Scott Balcerzak**

**Description:** In this class, students will practice different approaches to teaching film while also learning some fundamentals of cinema scholarship as a basis for these approaches. The semester is organized into three sections: film language, film adaptation, and cultural studies of film. In these sections, students will learn about assigning scene analysis, using film as visual aids, teaching the entire film, and creating cultural studies-based writing assignments.

**Requirements:**
- Students create a teaching portfolio consisting of assignment prompts, grading rubrics, lesson plans, and other classroom materials
- Students partake in open workshops, giving sample lectures and overseeing classroom discussions
- Students contribute to a critical online discussion forum in correspondence with the semester’s topics
- Along with readings, out-of-class personal viewings of films will be mandatory

**Mandatory Texts:**
William Shakespeare. *Macbeth*. (Professor will use the Yale Annotated. Though, any edition of the play will be allowed).
Mary Shelly. *Frankenstein*. 1818 Text. (Professor will use Broadview Edition. But, any edition of the 1818 will be allowed)
TBA e-reserve readings
Suggested Text:  

**ENGL 607 0002  10262  Thomas More and the Rhetoric of Humanism  F14**  
W 6:00-8:40  
RH 207  
Professor John Schaeffer

**Description:** This course will study Thomas More’s life and writing in the context of international humanism. The course will focus on More, the representative of international humanism grounded in rhetoric, classical languages, and Roman Catholicism, and his conflict with emergent nationalism grounded in vernacular culture, monarchical absolutism, and Reformation Christianity. We will study More’s *Utopia* in considerable depth: its debt to humanistic ideals, its paradoxical literary form, its reception and influence on later political theory, and its impact on the age of discovery. We will also investigate More’s paradoxical role in the Reformation and the controversies surrounding his reputation. The course will also include studies of More’s correspondence and a sampling of his religious writing.

**Texts:**  
*More’s Utopia*, Norton Critical Edition  
*The Essential Erasmus*  
*The Essential Thomas More*  
*Thomas More: Selected Letters.*  
Other texts TBA.

**ENGL 607 0003  13451  Museums & Public Narratives of Diversity  F14**  
TU 2:00-4:40 PM  
RH 300  
Professor Amy Levin

**Description:** Ever wonder why most historic house museums are in the former homes of famous white men? Why the majority of museum volunteers are women? Why the collections of Native American art in many museums have been donated by Americans of European descent? Why some art museums with global collections display no African art?

Increasingly, museums are sites of cultural conflict, because decisions about exhibits involve issues pertaining to gender, race, and class. Values are also conveyed through signs, catalogues, public relations materials, and educational programs. Thus study of museums brings into question the social construction of knowledge, rhetorical strategies, and narrative theory.

Students will benefit from opportunities to work with peers from departments across the university (such as History, Anthropology, Adult Education, Women’s and LGBT Studies, or Art). Class discussions will focus on articles and book chapters.

**Requirements:** Student assignments will include reviews of exhibits and other short writings as well as a research project.

**Tentative texts** (check with professor before purchasing):
Karp, Ivan, Christine Mullen Kreamer, and Steven D. Lavine, eds. *Museums and Communities: The Politics of Public Culture.*

Levin, Amy K., ed. *Gender, Sexuality, and Museums: A Routledge Reader*


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**ENGL 608  10259   Research Methods in Linguistics   F14**

TH 6:00-8:40   RH 201   Professor Betty Birner

**Description:** This course will introduce students to the goals and methods of linguistics research, including both qualitative and quantitative methodologies. Topics covered will include the scientific method, data collection, corpus research, psycholinguistic research, field methods, structuring of abstracts and research papers, APA vs. MLA style, conferences, ethical issues, professionalization, and interpretation of research articles. Weekly assignments will require students to write abstracts, format bibliographies, perform corpus searches, organize data, etc. Energetic and enthusiastic class participation is both required and expected.

**Format:** Lecture and discussion.

**Requirements:**
- Weekly assignments, 60%
- Final research study proposal, 40%

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**ENGL 615  0001   8243  Descriptive English Linguistics   F14**

TTH 4:30-5:45   begin RH 303 end RH302   Professor Edward Callary

**Description:** In this course we will take a descriptive approach to the study of structure and meaning in English, although illustrations and exercises will be drawn from other languages as well. We will cover phonetics, phonology, morphology, syntax, semantics and pragmatics, and will emphasize problem solving and analysis. The focus will be on understanding language in general and English in particular. There are no prerequisites, and no background in linguistics is necessary.

**Requirements:**
- Weekly homework exercises
- Three exams
- Attendance and participation

**Text:** To be determined.
Description: This is an overview of theories and processes in Second Language Acquisition (SLA.) We will be examining current theories and research methods of SLA from linguistic, psychological, and interactive perspectives. The goal of SLA study is to understand learners rather than language teaching. Whenever possible, we will be looking at real language learning data in order to describe and explain the developing linguistic systems of those learning second (and third and fourth, etc.) languages.

Requirements: Exams, reading responses, mini-literature reviews, class presentation.

Texts:
Another textbook as yet undecided

Readings posted on Blackboard

ENGL 628 P001 8246 Internship in Technical Writing or Editing F14
[Permission Number Required] Professor Philip Eubanks

Description: Job-related experience involving primarily writing or editing and supervised cooperatively by the department's internship coordinator and by the sponsoring company or organization. Past sponsors have included:
• NIU School of Theatre and Dance
• NIU Football
• Teach Girls Global
• DanFoss Electric
• WNIJ
• Watt Publishing
• DuPage Habitat for Humanity
• College of Lake County
• Enterprise Rent-a-Car
• Drinker Biddle & Reath, LLP

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.
**Note:** 628 may be counted as an **applied rhetoric** course toward the doctoral requirement for "at least two courses required for the Ph.D. with a pedagogical or applied component from two of the fields of language, literature, and rhetoric" (*Graduate Student Handbook* 19).

**ENGL 629  P001  13442  Writing Across the Curriculum: Theory and Practice  F14**

TH 6:00-8:40  
RH 302  
Professor Bradley Peters

**Course Description:** This course in pedagogy and professionalization prepares TAs to teach ENGL 350: Writing Across the Curriculum—an upper-division writing course—or to tutor in the University Writing Center. It introduces graduate students interested in Writing Studies to the WAC movement, its history, and its development.

**Objectives:** Acquire a general understanding of theories and practices that have shaped Writing Across the Curriculum as a movement. Examine results of studies of cross-curricular writing practices on student learning. Become familiar with what constitutes sound writing practices and formats in various disciplines. Identify most effective tutoring protocols in writing. Understand the role and importance of writing centers in the secondary and post-secondary curriculum. Survey best practices in large-scale writing assessment.

**Requirements:**

- In-class & informal writing
- Literature review on a topic of your choice in WAC (consult journals at http://wac.colostate.edu/index.cfm)
- Lab report on observing a tutoring session in the University Writing Center, the Writers’ Workshop, or First-Year Composition—including tutor’s comments
- Case study of a student’s writing process on an assignment
- Review of an interview with a professor on her instructional philosophy, writing assignments, and writing in her discipline
- Data-driven research paper on assessment of student writing
- An ENGL 250 syllabus and assignments
- Reflective essay on “syllabus portfolio”

**Texts (tentative):**
- Beaufort, *College Writing and Beyond*, Boynton/Cook Heinemann
- Grimm, *Good Intentions: Writing Center Work for Post-Modern Times*, Boynton/Cook Heinemann
- Haswell, *Beyond Outcomes: Assessment and Instruction Within a University Writing Program*, Ablex
- Ward & Vander Lei, *Real Texts: Reading and Writing Across the Curriculum*, Pearson/Longman

**Note:** 629: Writing Across the Curriculum may be counted as an **applied rhetoric** course toward the doctoral requirement for "at least two courses required for the Ph.D. with a pedagogical or applied component from two of the fields of language, literature, and rhetoric" (*Graduate Student Handbook* 19)
ENGL 630  0001  134443    Theory & Research in Professional Writing    F14
TU 6:00-8:40   RH 202    Professor Philip Eubanks

**Description:** In English 630, you will become familiar with both influential and recent theory and research in technical and professional writing from the perspectives of history, rhetoric, philosophies, ethics, research methods, workplace practices, online settings, and pedagogy.

**Texts:** Will include Johnson-Eilola and Selber’s *Central Works in Technical Communication* and numerous e-reserve readings. Expect to write weekly responses to readings, to make two or three informal class presentations, and to write two analytical papers.

ENGL 632  13444  Writing for Electronic Media  F14
TTH 4:30-5:45   Cole 106    Professor Jessica Reyman

**Description:** The study of the theories and practices of writing in digital environments. Students will read and think critically about a range of issues relevant to digital writing, such as usability, information architecture, design, content strategy, accessibility, social media use, ethics, and privacy. Students will also practice composing within a variety of web-based genres such as blogs, wikis, social media networks, and websites. Class time will be divided among discussion and workshop/lab activities.

**Texts:** TBD

ENGL 637  0001 10261  Chaucer  F14
W 3:00-5:40   RH 300    Professor Nicole Clifton

**Description:** We will read and analyze assorted major works by Geoffrey Chaucer, alongside his source material, contextual writings from the late fourteenth century, and criticism. All Middle English writings will be read in the original language. Classes will include lecture and discussion. Students should gain an appreciation of Chaucer's place in the canon of English literature, and they should be able to discuss coherently, both orally and in writing, problems posed by the texts in question.

**Requirements:** Frequent translation assignments and 3 short paper assignments (2 pages each); 12-15 page term paper or similar project.

**Required Texts:**
*An Introduction to Middle English*, R. D. Fulk (Broadview)

**Recommended:**
*The Craft of Research*, Wayne Booth et al. (either 2nd or 3rd ed.)
Description: This version of ENGL 641 focuses on ethical complexities built into the humor and the suffering represented within selected comedies and tragedies from Shakespeare’s dramatic works. Assigned secondary readings and our analysis of these plays in class will include frequent attention to relevant issues of politics, law, and religion in Shakespeare’s society. Discussion also may involve comparison and contrast with analogous issues in our own society.

Assessment: Learning will be assessed by participation [including attendance and in-class discussion] (25%), two short critical essays (15% each), one exam (20%), a conference-style presentation (5%), and a research essay (20%).


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Description: Discipline-based clinical experience for students seeking initial secondary teacher certification in English or language arts in grades 6-12. Includes observations, evaluation, methods, and practicum on methods and problems in teaching. Includes a minimum of 40 clock hours of supervised and formally evaluated experiences in the setting likely for the student teaching experience. **Permit** required from coordinator of Teacher Education in English.

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Description: This course equips prospective teachers with the procedures for the planning and delivery of instruction related to the reading and analysis of literature for students in middle school and high school. Participants will study the competing approaches to the study of literature and the diverse perspectives that influence critical judgment, and will plan experiences that will involve adolescent learners in joining the conversations about the interpretation and evaluation of texts. Course participants will work with a variety of literary genres and literary environments, and examine both the texts that are most commonly taught in middle schools and high schools and other texts of high literary merit that are under-represented in the schools.

Requirements: The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences and student teaching.
Texts:

**ENGL 649 P001 9868**  
Student Teaching in English  
TBD  
**F14**  
Staff

**Description:** Student teaching for one semester. Assignments arranged with the coordinator of teacher education in English after approval by the Department of English. **Permit** from coordinator of teacher education in English.

**ENGL 658 0001 13446**  
English Drama 1660-1800  
Restoration and Eighteenth-Century Drama: Comedies  
W 6-8:40PM  
RH 202  
**F14**  
Professor Alexandra Bennett

**Description:** Comedy, it has been argued, formed the most successful drama of the Restoration and eighteenth century: stories “about men and women who live in London, care for sex and money, and make fools of one another if not of themselves.” In this course, we shall delve into a selection of canonical and non-canonical comic plays from the period, written by both men and women, in order to explore the ways in which playwrights wrote for the conditions and technologies of the newly-reopened theatres after the Restoration, and how their works both shaped and were shaped by contemporary social, historical, and theatrical conditions. We will also explore how different forms of performance served as modes for negotiating changing conceptions of personal identity, class, religious affiliation, and gender and sexual roles in the period.

**Texts:** TBA

**Assignments:** 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.

**ENGL 663 0001 13447**  
19th Century British Novel  
M 6:00-8:40  
RH 202  
**F14**  
Professor Brian May

**Course Description:** We will read, discuss, and write about a number of significant nineteenth-century English novels—novels written in English, in any event. Our aim will be to distinguish the important themes and techniques on display in these often complex and difficult texts and try to understand how and why "the novel," the genre, developed as it did during this century.

**Requirements:**
- (10%) **Oral reports**, two seven-to ten-minute reports on selected topics;
• (20%) Short paper, one five-page analysis;
• (20%) Take-home essay-exams, two or more one- to two-page exercises;
• (50%) Paper, a substantial paper of twelve or more pages; detailed instructions will be provided in a timely fashion.

Texts:
Ann Radcliffe, The Italian.
Jane Austen, Emma.
Charlotte Bronte, Jane Eyre.
Emily Bronte, Wuthering Heights.
Elizabeth Gaskell, Mary Barton.
William Makepeace Thackeray, Vanity Fair.
Charles Dickens, Great Expectations.
George Eliot, Middlemarch.
Ryder Haggard, King Solomon's Mines.
Thomas Hardy, The Mayor of Casterbridge.
Robert Louis Stevenson, Strange Case of Dr. Jekyll and Mr. Hyde.
Oscar Wilde, The Picture of Dorian Gray

ENGL 666 0001 13731 Twentieth-Century British Poetry F14
W 6:00-8:40 DU270 Professor John Knapp

Description: We will do a survey of 20th C. British poetry, starting with A. E. Houseman, and ranging through the high modernists, Yeats, Pound, Eliot, Dylan Thomas, WH Auden, Edith Sitwell, Mina Loy, to Eavan Boland, and several other contemporary poets. This survey will include some analysis of poetic techniques (e.g. John Hollander’s Rhyme’s Reason) and recent theories of poetry analysis as found in issues of Style and Poetics Today (cf. Reuven Tsur). We will also examine works about the cultural contexts of these writers (Paul Fussell’s The Great War and Modern Memory, and Susan Rosenbaum’s Professing Sincerity: Modern Lyric Poetry, Commercial Culture, and the Crisis in Reading). The course texts will likely be drawn from a variety of sources, many free & on-line, and from the Oxford Anthology of English Poetry, vol II.

Requirements: Regular attendance, active participation, and close readings of poems. We will write two brief papers (5 pp each) and one article-length essay, examining an author, or a selection of poems, or a critical problem uncovered and examined during class conversations.

ENGL 678 0001 13449 American Literature: 1865-1900 F14
TU 6:00-8:40 RH302 Professor Deborah De Rosa

Description: Timelines of American history between 1865 and 1900 document great dissent, tumult, and ironically, progress. After the war that ended slavery, Americans faced the rise of the middle class, increased immigration, urbanization, technological and scientific revolutions, a new millennium. Although Americans theoretically established a level of peace and supposedly equality after the Civil War, they continued to wage "uncivil" wars amongst and within themselves as they moved from one century into the next. To what extent and in what ways did the contemporary moment influence literary
authors and the works they created? Why did authors like Freeman, Crane, James, or Chesnutt write about the topics they chose? What do you think they wanted to achieve? I hope these questions prompt you to ask more questions that will help us analyze these texts as well as the environment that shaped them in meaningful and exciting ways. Granted, we cannot read everything that has been written; therefore, I have chosen some "representative samples" (and some of my favorites) to spur your thinking.

Requirements: Class time will vary between lecture, class discussion, and student-led discussion. Students will give one presentation, as well as write several short papers, a conference paper (with abstract and cover letter), an annotated bibliography, and a publishable article.

Required (secondary): MLA Guide (6th edition, or most recent)

Recommended (fiction):
Melville, Benito Cereno & Moby Dick
Norris; McTeague; Jewett, Country of the Pointed Firs
Stoddard, The Morgensons
Twain, Pudd’nhead Wilson

Recommended (secondary):
Tompkins, Sensational Designs
Moxley, Writing & Publishing for Academic Authors
Baym, Woman’s Fiction
DeRosa, Domestic Abolitionism & Juvenile Literature
Douglass, The Feminization of American Culture; Lystra, Searching the Heart: Women
Harris, 19th-Century American Women’s Novels

ENGL 682 0001  13450  American Literature since 1960  F14
TH 6:00-8:40  RH 305  Professor: Ibis Gómez-Vega

Description: This class will attempt to cover representative texts from every decade and genre while it also addresses, on the side, the multiplicity of theories that emerged since the 1960s.

Requirements:
An analytical essay (15+ pages) typed using the MLA style.
Or
A research paper (20+ pages) typed using the MLA Style

Texts:
Ayad Akhtar’s Disgraced (2013) *
Edward Albee’s The American Dream & The Zoo Story (1960)
Dorothy Bryant’s Ella Price’s Journal (1973)
Ana Castillo’s The Guardians (2008)
Michael Cunningham's *The Hours* (1998) *
Don DeLillo's *White Noise* (1985)
Joan Didion's *Play It As It Lays* (1970)
Cristina García's *Dreaming in Cuban* (1992)
Yussef El Guindi's *Back of the Throat* (2005)
Ken Kesey's *One Flew over the Cuckoo's Nest* (1964)
Thomas King's *Green Grass, Running Water* (1993)
Tony Kushner’s *Angels in America: Perestroika* (1993)
Tony Kushner’s *Angels in America: Millennium Approaches* (1992) *
Walker Percy's *The Moviegoer* (1960)
Philip Roth's *Portnoy's Complaint* (1967)
Jonathan Safran Foer's *Extremely Loud and Incredibly Close* (2005)
Sam Shepard's *True West* (1980)
Sam Shepard's *The God of Hell* (2005)
Neil Simon's *The Prisoner of Second Avenue* (1971)
John Updike's *Rabbit, Run* (1960)
August Wilson's *Fences* (1983) *
Lanford Wilson's *The Hot L Baltimore* (1973)
Lanford Wilson's *Fifth of July* (1978)
J. D. McClatchy's *The Vintage Book of Contemporary American Poetry*

ENGL 698  P001  8252    Independent Reading    Prerequisite: 15 hours of course work    F14
[Permission Number Required] Contact sedwards@niu.edu

This course allows graduate students in English to receive credit for specialized, independent study not fitting neatly within other course offerings. A student wishing to engage in such study must prepare a written proposal describing what he or she wants to do, how it will be done, what the significance of the project is for the student's program of study, and what products (reports, papers, or whatever) will come out of the project. The student must find a faculty member who will accept the proposal and who will agree to direct the student and evaluate his or her work. After it is approved (and signed) by the faculty member, the proposal must be submitted to the Director of Graduate Studies for final approval before the student is issued a permit to register for the course.

Note: Approval must be granted by the end of the semester prior to the proposed independent reading.

ENGL 699  P001  8264    Master's Thesis    F14
[Permission Number Required] Contact sedwards@niu.edu

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.

ENGL 707 P001 10121 Seminar: The Idea of the Novel F14
TU 6:00-8:40 RH 204 Professor David Gorman

Description: Aimed to provide an opportunity for conversation about, and investigation into, the history and theory of the most important, (today) most familiar, and yet also most protean of literary genres.

Requirements: Two essays, research paper, class presentation

Texts:
1. Historical/theoretical:
   Franco Moretti, ed. The Novel (2 vols.)

2. Fiction
   Jane Austen, Mansfield Park
   Mikhail Bulgakov, The Master and Margherita
   Henry Fielding, Joseph Andrews
   Henry James, The Awkward Age
   Choderlos de Laclos, Dangerous Liaisons

Note: This section of 707 may be applied to the Ph.D. core requirement in Literary Theory.

ENGL 707 P002 12444 Seminar: Newberry Library F14
[Permission from Director of Graduate Studies Required then contact sedwards@niu.edu]

Description: For those students who are considering this course, please speak to the Director of Graduate Studies. The Newberry Library is a private research library in downtown Chicago (60 W. Walton Street.) Because NIU is a part of the Newberry Consortium, this course does not cost you any extra, and in addition, you can be reimbursed for your mileage and parking (check with Professor John Schaeffer for the details.) Please feel free to consult the Director of Graduate Studies for any question you may have about this course. A permit for registration will be given.

ENGL 707 P003 13481 Workshop on Writing Professional Literary Criticism F14
TH 6:00-8:40pm RH 202 Professor Tim Ryan
**Description:** This section of ENGL 707 is a seminar and workshop concerned with academic professionalization in the field of literary studies.

The ultimate goal is for each class member to produce:
- A review of a recent scholarly book about literature for submission to a professional journal.
- A polished conference paper on a literary topic for presentation at an academic conference.
- An article on a literary topic for submission to a scholarly journal.

Each assignment 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 present their conference papers in class.

The class will also cover other issues relating to academic professionalization, such as networking, textual editing, interdisciplinary projects, crafting a scholarly profile, and negotiating the peer-review process.

The only **prerequisite** is that you have two pre-existing critical papers of ten pages or more (presumably written for a previous graduate course) that you can use as the basis for your conference paper and article in the seminar.

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

**Note:** This section of 707 is strongly recommended for Ph.D. students entering their 2nd or 3rd year of study.

ENGL 799 P001 8267 Doctoral Dissertation F14

[Permission from Director of Graduate Studies Required] then contact sedwards@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.**