GRADUATE COURSE DESCRIPTIONS
FALL 2016
Department of English                                       Northern Illinois University
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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 first-year 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 16-19 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 Blackboard 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
- Brock Dethier, *First Time Up: An Insider’s Guide for New Composition Teachers*
- Electronic Reserves TBA
601 0001 3215 Bibliography & Methods of Research Th 6:00-8:40 Gorman RH 201

Description:
Literary scholarship is the basis of literary study. Every other aspect of literary study—criticism and interpretation, stylistics and poetics, theory, literary history, etc.—is based on scholarship. This course provides an introduction to the elements of literary scholarship.
(1) Research: the purposes and methods of advanced literary study, including the problems that arise as well as the resources available.
(2) Documentation: scholarly writing and citation using correct MLA style.
(3) Bibliographic and textual study: topics include the nature of analytic, descriptive, and enumerative bibliography; opportunities in bibliographic research; the theory and practice of critical editing; and the history of the book.
In addition, a component or aspect of course dealing with the English as a profession and with student professionalization.

Requirements:
Four essay-type assignments, in various formats; an enumerative bibliography, in two drafts, to be presented in class; and a final exam (take-home format).

Texts:
Peter Barry, English in Practice (Bloomsbury), 2nd ed.
G. Thomas Tanselle, A Rationale of Textual Criticism (U Pennsylvania).

602D 0001 6364 Feminist Literary Criticism and Theory T 6:00-8:40 Swanson RH 201

Description: What differences do gender, race, socioeconomic class, ethnicity, nationality, and sexual orientation make in the creation and reception of literature? Feminist literary theory and criticism attempts to answer this question using a range of theoretical perspectives and addressing a range of issues (such as canon formation, tradition, literary authority, genre, subjectivity, language and power). In this course, we will explore these questions, theories, issues, and answers, and apply what we learn to specific literary texts. The course is designed to give students critical tools to take with them into their other courses and independent research.

Requirements:
informed participation in class discussion
three 2-page papers
one 7-page paper
one 12-page paper

Texts:
**Description:** From Aristotle to Augustine, from Dante to Derrida, ENGL 603 surveys more than two millennia of rhetorical theory, tracing traditions in written rhetoric from antiquity to postmodernity. Reading a wide range of representative rhetoricians, our Fall 2016 course will concentrate primary attention on ancient theorists up to medieval and early modern thinkers, establishing a solid ground for our final weeks’ coverage of contemporary approaches to written rhetoric.

**Requirements:**
- Participation & Weekly Responses: 25%
- Final Exam: 30%
- Three Short Papers: 45%

**Texts:**

Online readings and handouts from additional authors, e.g.: Erasmus, Rene Descartes, John Milton, Giambattista Vico, Hugh Blair, Immanuel Kant, Ralph Waldo Emerson, Virginia Woolf, Jacque Derrida, Julia Kristeva, Henry Louis Gates, Jr., Stanley Fish.
Thomas King’s *Green Grass, Running Water* (1993)  
Tony Kushner’s *Angels in America: Millennium Approaches* (1992)*  
Tony Kushner’s *Angels in America: Perestroika* (1993)  
Richard Russo's *That Old Cape Magic* (2009)  
Antoine de Saint-Exupéry's *The Little Prince* (1943)  
Alfredo Veas *La Maravilla* (1993)  

**Short Stories:**  
Woody Allen’s “The Kugelmass Episode” (1977)  
Michael Cunningham's "Little Man" (2015)  
Gabriel Garcia Marquez’s “A Very Old Man with Enormous Wings” (1955)  
Thomas King’s “A Seat in the Garden” (1991)  
Bernard Malamud’s “Angel Levine” (1955)  
Bernard Malamud’s “The Jewbird” (1966)  
David Wong Louie’s “In A World Small Enough” (1987)  

**Articles:**  
Wendy Faris' "The Question of the Other: Cultural Critiques of Magical Realism"  
(pdf)  
Amaryll Chanady’s “The Problem of Definition” *Magical Realism and the Fantastic* (handout)  
Kenneth Reeds’ “Magical Realism: A Problem of Definition” (pdf)  
Lois Parkinson Zamora & Wendy Faris’s “Introduction” to  
*Magical Realism* (handout)  
Lois Parkinson Zamora’s “Ghostly Presences” (pdf)  

**Suggested:**  
Wendy B. Faris’s *Ordinary Enchantments*  
Maggie Ann Bowers’ *Magic(al) Realism*  

**Requirements:**  
An analytical essay (15+ pages) written using the MLA Style.  
Or  
A research paper (15+ pages) written using the MLA Style.  

**Note:** This course may count toward the Ph.D. Distribution Requirement for Post-1900 British, American, or Postcolonial Literature.  

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**Description:** John Donne composed many poems and prose works primarily for circulation within the manuscript medium, and he attempted to limit the distribution of copies to friends and patrons. In 1614, when Donne believed that he was “brought to a necessity of printing [his] Poems,” he complained to his friend Sir Henry Goodyer, “I know what I shall suffer from many
interpretations” by readers outside of these intended manuscript audiences. Modern exegeses of Donne’s complex, multivalent texts are challenged by our dissociation from the texts’ historical, cultural, and bibliographic contexts. But, our interpretations can be enhanced through uncovering how his contemporary audiences, particularly his anticipated readers, interpreted Donne’s verse—in other words, through exploring Donne’s texts within their original manuscript and printed contexts.

In this course, we will explore how studying bibliographic contexts for texts enhances our interpretations of those texts, as well as our understanding of literary culture—specifically, how studying literary manuscripts and printed books enhances our understanding of British Renaissance literature. We will consider how analyzing the production, dissemination, and collection of Donne’s poetry and prose can inform our understanding of these works, as well as works that frequently circulated with them, especially texts that were composed by writers who chose or were forced to eschew print, such as certain women and English Catholics. Early (and usually posthumous) printed collections of an author’s works have played a crucial role in the development of authorial canons, a role that we will re-assess as we consider early modern attitudes toward attribution and authorship. In addition to reading many of Donne’s poems and prose works, as well as critical commentary from the seventeenth through the twenty-first centuries, we will consider technologies associated with scribal and hand press publication during this period in which both forms of literary distribution thrived. And we will consider how modern digital technologies can contribute to our study of early modern books. Our study will prove of particular interest to graduate students interested in early modern literature, poetry, book history, bibliography, authorship studies, readers and reception, and/or the digital humanities.

Requirements: 2-3 written projects, including a seminar paper on a research topic related to our study; two in-class presentations; and class participation.

Texts:

Note: This course may count toward the Ph.D. Distribution Requirement for Renaissance Literature.

| 608 | 0001 | 4411 | Research Methods in Linguistics | M | 6:00-8:40 | Birner | RH 301 |

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, discussion, hands-on work  
**Requirements:** Weekly assignments, final research proposal  
**Texts:** TBA

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<td>Macdonald</td>
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**Description:** The purpose of this course is to teach you to use the theories and methodologies of linguistics to produce formal linguistic analyses of English and other natural languages. We will take a descriptive approach to the study of structure and meaning in English. We will cover phonetics, phonology, morphology, syntax, semantics and pragmatics, and will emphasize problem solving and analysis. Some psycholinguistic aspects of language and its historical analysis will likely be included: language disorders, animal language vs. human language, and language families. The focus will be on understanding language in general and English in particular; however, discussions and problem sets will draw on a variety of languages.

**Text:**  
Additional readings posted on Blackboard.

**Requirements:**  
Attendance & Participation: 15%  
Midterm Exam: 25%  
Final Exam: 35%  
Homework: 25%

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<tr>
<td>627</td>
<td>0001</td>
<td>Th 6:00-8:40</td>
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<td>CO 106</td>
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**Description:** In English 627, you will become familiar with the processes of technical editing such as copyediting, editing for style, and envisioning the appropriate form and purpose for a technical/professional document. We will focus on matters of correctness (such as standard punctuation) as well as matters of judgement (how best to revise an existing document). Expect hands-on editing exercises, numerous required class contributions, and one major editing project, due at the end of the semester. In addition, you will read and study a sampling of recent research and theory on technical and professional editing.

**Required Texts:**  
[Permission Number Required] Contact FYComp/Graduate Secretary

**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. Past sponsors have included:
- NIU School of Theatre and Dance
- NIU Football
- Teach Girls Global
- Dan Foss 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](#))

[Permission Number Required] Contact FYComp/Graduate Secretary

**Description:** This version of ENGL 628 will introduce students to techniques in tutoring writers from different disciplines. Students will also gain a comprehensive overview of writing center theory, research, and administration.

**Objectives:**
- Become familiar with writing center theory and research.
- Identify best practices in tutoring writers.
- Recognize formats and conventions of writing in different academic disciplines.
- Understand challenges of effectively representing writing center work to students and faculty.
- Examine protocols of establishing, maintaining, and administrating a writing center.
Requirements:
- Analysis of a writing center’s layout and design
- Analysis of the website for the International Writing Centers Association [http://writingcenters.org/](http://writingcenters.org/)
- Two interviews with professors on teaching writing in their respective disciplines
- Commentaries that analyze two different samples of student writing in disciplines other than English
- A written observation of a tutoring session in the NIU Writing Center, combined with an evaluation of the tutor’s oral comments, critiquing what went on in the session
- A written reflection on a tutoring session that the student does, supplemented with a summary of oral comments from a supervising Writing Center tutor
- Photocopies of five pages of sample notes from a reading log on weekly readings from the course texts
- An informal commentary analyzing a threaded discussion on WCENTER-L, the national writing center listserv at [http://writingcenters.org/resources/starting-a-writing-center/#Mail](http://writingcenters.org/resources/starting-a-writing-center/#Mail)
- A 7-8 page conference paper addressing some issue in writing center practice and theory that the student finds compelling, OR a feasibility study, examining what resources and support would be necessary for establishing a Writing Center at a local school/college

Texts:
Selected readings on history, theory, research, tutor training, WAC, administration, ESL writers, cultural difference and diversity, dialogue, conferences, technology, etc. from *Writing Center Journal* [http://casebuilder.rhet.ualr.edu/wcrp/wcjournal/bibliography.cfm](http://casebuilder.rhet.ualr.edu/wcrp/wcjournal/bibliography.cfm) and *Writing Lab Newsletter* [https://writinglabnewsletter.org/archives.php](https://writinglabnewsletter.org/archives.php)

Note: ENGL 628 (either P1 or P2) 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).

| 637 | 0001 | 4413 | Chaucer | TTh | 3:30-4:45 | Clifton | RH 209 |

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. The course aims to give students an appreciation of Chaucer’s place in the canon of English literature, and practice in discussing 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:**

[The above set of three texts may be replaced by *The Riverside Chaucer*, ed. Benson, or *The Wadsworth Chaucer*, ed. Benson]

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


**Recommended:**
*The Craft of Research*, Wayne Booth et al. (either 2nd or 3rd ed.)

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**Description:** Everybody knows Shakespeare was the greatest writer ever, right? Or was he? Just what makes him so wonderful, anyway? This course will involve a detailed exploration of several Shakespeare texts (including some of the non-canonical ones), and include an investigation of some of the historical, ideological, and theatrical factors that influenced his poetic and dramatic works. We will consider the plays not simply as pieces of literature, but as practical play-texts. Any familiarity with some of the recent film productions of his plays will be useful, since we will watch and analyze videos of stage and screen productions; if any of you hear of local live productions, do let me and your classmates know in case we can arrange tickets.

**Requirements:** Weekly 2-page papers, one final research paper, one oral presentation, and one formal response to a classmate’s presentation will be required. Attendance and active participation are not only expected but mandatory.

**Texts:** TBA

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**Clinical Experience in Secondary English Language Arts**

Discipline-based clinical experience for students seeking initial secondary educator licensure in English Language Arts. Includes observations, evaluation, methods, and practicum on problems in teaching. Includes a minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for the student teaching experience. Participants meet on campus for seminars aligned to the clinical experience in host school. A modest research component prompts investigation into a critical issue related to contemporary English Language Arts.
Teaching of Literature in Middle and High School

[Permission Number Required] Contact FYComp/Graduate Secretary

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:
Additional materials contained in the course pack.

Student Teaching in Secondary English Language Arts

[Permission Number Required] Contact FYComp/Graduate Secretary

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.
"So delightsome these toys at first, they could spend whole days and nights without sleep, even whole years in such contemplations, and fantastical meditations, which are like so many dreams, and will hardly be drawn from them -- winding and unwinding themselves as so many clocks, and still pleasing their humours, until at last the scene turns upon a sudden, and they being now habitated to such meditations and solitary places, can endure no company, can think of nothing but harsh and distasteful subjects. Fear, sorrow, suspicion, subrusticus pudor, discontent, cares, and weariness of life..." (Elia, "A Chapter on Ears," 1823).

We could read chapters on, among other things, ears ("An ear as big as a man!"), not to mention noses and throats, “fragments and limbs of men” and other “dreadful accidents,” dissertations on roast pigs, discussions of “slavery in Yorkshire,” essays on sewer systems (“We all know the difficulties of Sanitary Legislation”) and crystal palaces and queens’ gardens, letters from gaols, descriptions of West African fetishes, stories of a panic, attacks on Liberalism, apologies for poetry, delineations of the two nations, and so on. I do promise that we will stop short of "habitat[ing]" ourselves. The course will explore such divers forms of 19th-C. British prose utterance as the newspaper article, the journal article, the scientific precis, the essai, the journal entry, the letter, the autobiography ('life writing'), the biography, the gloss, the story, and, of course-- especially, rather, as it turns out-- the novel (the novels: we will read four of them). Our prosers will include Carlyle, Barrett Browning, Cobbe, the Kingsleys (Mary and Charles both), Eliot, Charlotte Bronte, Wallace, Darwin, Mill, T. H. Huxley, Engels, Martineau, Ellis, Arnold, Morris, Ruskin, and Wilde.

Requirements:
1. 20% Reports
2. 20% Short paper
3. 40% Longer paper
4. 20% Later-term examination (two two-page take-home exam. essays on selected topics).

Texts (Amazon Fall 2012 prices are quoted below; the highlighted text is the course textbook):
**666 0001 6368 20th Century British Poetry W 6:00-8:40 Newman RH 301**

**Description:** A survey of various movements throughout the century, and focus on treatment (form and content) of various themes, including faith, tradition, myth, war, and landscape. We’ll look at the poetry and influence of most of the usual suspects—Hopkins and Hardy, Eliot, Yeats, Auden, Owens, Reed, Douglas, Larkin, Hughes—and some cross-pond pollination (Plath, for example). Time and books-in-print permitting, we’ll also survey Postcolonial writers (Ali, Boland, McGuckian, Walcott, Nagra, Howe and others).

**Requirements:** Exams, papers, a presentation, and a final exam or final essay. There will also be “response” study questions, the occasional quiz as necessary. This course will require a great deal of reading and reflecting, and consistent and thoughtful discussion. Attendance and participation are mandatory.

**Texts:** TBA

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**681 0001 6369 American Literature 1910-1960 T 6:00-8:40 Van Wienen RH 202**

**Description:** Between 1910 and 1960, even as the United States emerged as the most powerful nation on earth industrially, militarily, and politically, American writers were important figures in a series of international artistic movements. Realism gave way to Naturalism at the turn of the century. Modernism burst upon the scene just as Europe plunged into the First World War. Then Postmodernism emerged in the years following the Second World War. Such movements served as reflections of—but also reflected upon—their era’s turbulent history. For even as the twentieth century became “The American Century,” the United States experienced acute growing pains: women achieved the vote but their further progress toward equality became uncertain; race relations alternated periods of sharp conflict with years of stagnation and complacency; America’s claims to economic, moral, and political authority were undermined by economic depression, the emergence of the military-industrial complex, and McCarthyism. The best American writers were among the nation’s harshest critics. English 681 takes up the major literary movements, a range of writers canonical and noncanonical, and their consistently complicated relationship with American history and culture.

**Course Requirements:**
- Class attendance and active participation in discussion; one class presentation; a research prospectus and research paper; final exam.

**Possible Primary Texts Include:**
- Willa Cather, *A Lost Lady*
- William Faulkner, *Light in August*
- Ann Petry, *The Street*
- Norman Mailer, *The Naked and the Dead*
Topics in Film and Literature: Women Directors

Description: This course examines representative works from several female filmmakers through the lens of feminist film theory. The class focuses on representative works ranging from the Classic Hollywood period to current visionaries – examining female filmmakers from various nationalities to understand a wider definition of a feminist cinema and its various cultural underpinnings. The bulk of the readings will be critical and theoretical.

Requirements: Students will provide written responses/discussions on selected readings on a semi-regular basis. They will also create a midterm research project and write a final seminar paper of 20 pages. Reading, attendance, class participation, and film viewing are mandatory.

Possible Texts include:
E-reserve readings.

Practicum in the Teaching of College English

[Permission Number Required] Contact FYComp/Graduate Secretary

1-6 hours. May be repeated to a maximum of 15 semester hours. S/U grading.

English Institute

[Permission Number Required] Contact FYComp/Graduate Secretary

3 hours. May be repeated to a maximum of 12 semester. S/U grading.

Independent Reading

[Permission Number Required] Contact FYComp/Graduate Secretary

Normally open only to students who have completed 30 semester hours in an M.A. program. May be repeated to a maximum of 6 semester hours when topic varies.
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.

Description: Teaching Technical Writing focuses on the theory and teaching of technical writing with special attention to developing course objectives, syllabi, and teaching techniques. The course will introduce you to the theoretical and practical knowledge you need to teach technical writing successfully to students across the disciplines. Assignments include a teaching philosophy statement, lesson plans, peer textbook analysis, and classroom observation report. The final project is a syllabus proposal for an undergraduate technical writing course.

Textbooks:
James M. Dubinsky’s Teaching Technical Communication: Critical Issues for the Classroom (Bedford/St. Martin's, 2004)

Description: This section of ENGL 707 is a workshop concerned with academic professionalization in the field of literary studies. Our goals are to develop strong graduate writing into publishable scholarship and to prepare for the academic profession by engaging with such issues as crafting a scholarly profile, networking, textual editing, interdisciplinarity, and negotiating the peer-review process.

Each seminar member will produce:
-- A professional article on a literary topic for submission to a scholarly journal.
-- A polished conference paper on a literary topic for presentation at an academic conference.
A review of a recent scholarly book about literature for submission to a professional 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.

**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 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.*

For additional details, please e-mail Professor Ryan at tryan@niu.edu

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<th>736</th>
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<th>Seminar: The Exeter Book</th>
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[Permission Number Required] Contact FYComp/Graduate Secretary

**Description:**

The Exeter Book is the largest surviving miscellany of Old English poetry. In this seminar we will read, analyze, and discuss poems from numerous genres represented in the collection: hagiographic narrative (*Guthlac B*), elegy (*The Wanderer, The Seafarer, Deor, Wulf and Eadwacer, The Wife’s Lament*), wisdom poetry (*Maxims I, The Fortunes of Men*), and religious lyric (*The Ascension*). Other topics will include the relationship between Latin and vernacular cultures, the use of analogues in literary history, and the nature of this manuscript as an anthology. We may also explore issues of genre theory and translation theory, depending upon student interests.

**Requirements:**

Readings and discussions.
One or two in-class presentations.
One research paper.

**Texts:**


Description: This course will explore how and why fiction writers rewrite the past considering the political and literary stakes of such a move. We will take a long view on the genre of historical fiction from the 19th to the 21st century with dynamic primary source readings such as Sir Walter Scott's fictional account of the Scottish Rebellion in 1745, nineteenth century American writers James Fenimore Cooper, Catharine Sedgwick, Elizabeth Oakes Smith, as well as popular 19th century dime novels, and contemporary works by postcolonial and American authors such as Peter Carey, Amitav Ghosh, Toni Morrison, and Leslie Marmon Silko (list still being finalized).

Students will be expected to read and rigorously discuss ample secondary materials in addition to primary works of fiction. Assignments will include weekly discussion questions, a short 3-5 page essay exploring a possible seminar topic, and a 20pp seminar paper. Additionally, this course will also feature a unique service learning component: researching and leading a community book club session on one of our texts for the broader DeKalb community.

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.