

Graduate Course Descriptions



Department of English



Northern Illinois University

Fall 2019



Fall 2019 Course Schedule

COURSE	SECT	CLASS #	TITLE	DAY	TIME	FACULTY	ROOM
600	P001	2753	Internship in College Teaching English	MF W	2:00-2:50	Day	RH 201 Lab 206
601	0002	8073	Bibliography and Methods of Research	W	6:00-8:40	Gorman	RH 201
612	0001	7043	Old English	TTh	3:30-4:45	Deskis	RH 201
615	0001	2755	Descriptive English Linguistics	M	6:00-8:40	Aygen	RH 201
631	0001	7044	Topics in Professional Writing: Usability	W	6:00-8:40	Reyman	CO 106
638/738	Both 0001	7045 7046	16 th Century Prose and Poetry	T	6:00-8:40	T. Crowley	RH 211
646	P001	4563	Theory and Research in Literature for English LA	TTh	3:30-4:45	Kahn	RH 202
648	P001	7047	Materials & Methods of Teaching English LA	TTh	3:30-4:45	McCann	RH 301
668	0001	7048	20 th Century British Fiction	M	6:00-8:40	May	RH 202
681/783	0001 P002	7049 7735	American Literature 1910-1960	W	6:00-8:40	Ryan	RH 211
690	0001	7051	Film and Literature	Th	6:00-8:40	Balcerzak	RH 201
693D	0001	7708	Ethnic American Women's Literature	Th	6:00-8:40	Gomez-Vega	RH 305
696	P001	4547	Practicum in The Teaching of College English	TBD	TBD	Balcerzak	TBD
697	P001	4548	English Institute	TBD	TBD	Balcerzak	TBD
698	P001	4854	Independent Reading	TBD	TBD	Staff	TBD
699	P001	4550	Master's Thesis	TBD	TBD	Balcerzak	TBD
799	P001	4552	Doctoral Dissertation	TBD	TBD	Balcerzak	TBD

ENGL 600 – Internship in College Teaching English

2:00-2:50 pm

Dr. Michael Day, Mrs. Ellen Franklin and Mr. Eric Hoffman MF-RH 201/W-RH 206

[Permission Number Required] Contact Dawn Sibley at dsibley@niu.edu

Course 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 19-23 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. Minimum of one online discussion post per reading assignment.
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 once 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. Fulfill professional development requirement by attending at least two approved professional development events.
9. Be observed by one ENGL 600 co-teacher, and meet with observer to discuss your teaching.
10. Observe, and be observed by at least one other FYComp teacher.

Required texts:

- English 103 texts TBA.
- Irene Clark, *Concepts in Composition*, Second edition
- Erika Lindemann, *A Rhetoric for Writing Teachers*, Fourth Edition
- Online articles TBA

ENGL 601 – Bibliography and Methods of Research

Wed., 6:00-8:40 pm

Dr. David 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.

Another concern for beginning graduate students in English concerns professionalization, the development of a career, and the position of the literary humanities in contemporary culture.

Requirements

Four or five essay-length assignments (in various formats); class presentation; final exam.

Texts

Henry James, *Daisy Miller*. Dover.

Henry James, *Daisy Miller*, Modern Library.

Michelle Levy and Tom Mole, *The Broadview Introduction to Book History*. Broadview, 2017.

Gregory Semenza, *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities*, 2nd ed. Palgrave Macmillan.

William Shakespeare, *King Lear*. Arden.

Helen H. Small, *The Value of the Humanities*. Oxford UP, 2013.

William P. Williams and Craig S. Abbott, *An Introduction to Bibliographical and Textual Studies*. 4th ed. MLA.

ENGL 612 – Old English

Dr. Susan Deskis

TTh 3:30-4:45 pm

RH 201

Course Description: The purpose of this course is to impart a reading knowledge of Old English. We will begin with an overview of OE grammar, then proceed to translating OE texts. Matters of interpretation and literary history will also be addressed. By the end of the semester, students will have translated and discussed 6-8 prose and poetic texts and will have the ability to read any OE text (with the help of a dictionary).

Course Requirements:

consistent preparation and attendance

several quizzes and translation exams

Texts:

Required: Peter S. Baker, Introduction to Old English, 3rd edn

Recommended: Randolph Quirk & C. L. Wrenn, An Old English Grammar

ENGL 615 – Descriptive English Linguistics

Dr. Gulsat Aygen

Mon., 6:00-8:40 pm

RH 201

Course 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.

Course Requirements:

Weekly homework exercises

Three exams

Attendance and participation

Text: To be determined.

ENGL 631-Topics in Professional Writing: Usability

Dr. Jessica Reyman

Wed., 6:00-8:40 pm

CO 106

Course Description: Usability, sometimes called user-centered design, user-experience design, or UX, is the practice of enhancing a website by writing, designing, and revising with the user in mind. This course will teach students the fundamental principles of usability, strategies for employing user-centered design

principles in the development of websites, and methods for conducting usability tests for measuring success in user-centered design.

The course will begin by exploring definitions of usability and user-centered design principles, with particular attention to the intersections of usability and technical writing and communication. Second, we will practice applying these principles in the analysis of websites and other communication products. The course will focus heavily on usability testing of websites, a common technical communication task that involves user research methods such as observation, interviews, and focus groups with human subjects interacting with a website.

Course Requirements: Assignments will include individual reports and presentations that analyze the user-centered design of websites. Students will also participate in a 10-week collaborative project to conduct a formal usability study of a real-world professional website: preparing a test plan, observing users, gathering information through interviews and focus groups, analyzing qualitative and quantitative data with usability software, writing a formal report, and giving a presentation.

No prior experience with usability or user testing is needed, but students should already have knowledge of basic writing skills such as editing, information design, and productive collaborative teamwork.

Required texts:

- Barnum, Carol M. *Usability Testing Essentials: Ready, Set... Test!* 1st edition, Morgan Kaufmann, 2010.
- Wachter-Boettcher, Sara. *Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech.* Hardcover edition, Norton, 2017.
- Other readings, as assigned.

ENGL 638/738-16th Century Prose and Poetry

Dr. Timothy Crowley

Course Title: Rhetoric, Faith, and Skepticism in Sixteenth-Century Literature

Tues., 6:00-8:40 pm

RH 211

Course Description: This course investigates connections between rhetorically-minded humanist learning and religious reformations across sixteenth-century England and Europe (roughly 1500–1600) as articulated in diverse literary forms: prose fiction, philosophical and theological essays, lyric poetry, and stage drama. Authors include Erasmus, More, Luther, Marlowe, Montaigne, Donne, Shakespeare, and Cervantes. Their lively and sophisticated works, read together, help convey why this period gets labeled interchangeably as a “Renaissance” and “Early Modern” era.

Assessment: Learning will be assessed by participation (including attendance, formal discussion questions, and in-class discussion), one short research essay, a conference-style research presentation, and a final research essay.

ENGL 646-Theory & Research in Literature for English Language Arts **TTh 3:30-4:45 pm**

Dr. Betsy Kahn

RH 202

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Course 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.

Course 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:

- Beers, K. & Probst, R. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.
- McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C. (Eds.) *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Rowman & Littlefield, 2019.

Additional materials contained in the course pack on Blackboard

[Combined with ENGL 479]

ENGL 648-Materials & Methods in Teaching English Language Arts **TTh 3:30-4:45 pm**
Dr. Thomas McCann **RH 301**
[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Course Description: English 480 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 480 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.

Course Requirements: The course requires readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts:

- McCann, T.M., Johannessen, L.R. Kahn, E. & Flanagan, J. *Talking in Class*. Urbana, IL: NCTE, 2006.
ISBN-13: 978-0814150016
- McCann, T.M. *English 480 Course Pack*. DeKalb, IL: NIU.
- Smagorinsky, Peter. *Teaching English by Design*, 2nd Ed. Portsmouth, NH: Heinemann, 2018.

[Combined with ENGL 480A]

ENGL 668-20th Century British Fiction **Mon., 6:00-8:40 pm**
Dr. Brian May **RH 202**

Course Description: 471 will divide this long, long English and Anglophone twentieth century into three eras: “modernism,” “postmodernism” (post- World War II), and “the contemporary.” We will read novels from all three eras and seek good working-definitions of these three terms– even as a fourth and a fifth, “colonialism” and “postcolonialism,” respectively, cut across the eras, further troubling our formulations. And even as, perhaps, a sixth, &c. But such a high concept approach will occupy us only part of the time. Indeed, the larger measure of our time will be spent closely reading a series of challenging novels, a number of which are notoriously innovative in their style and form no less than in their content, with a view to giving them the individual attention that they both demand and reward.

Course Requirements:

1. (20%) Reports: two seven- to ten-minute monologues that, if constructed appropriately, will lead to good discussion;
2. (20%) Squib: a five-page “close” analysis of some significant episode in one of our texts;
3. (20%) Essay-exams: an after-mid-term take-home essay-exam in two parts (two two-page, 1.5-spaced essays);
4. (40%) Paper: still a close reading but a more substantial investigation of ten or more pages.

Course Texts (probable):

Henry, James, <u>The Ambassadors</u>	Elizabeth Bowen, <u>Death of the Heart</u>
Joseph Conrad, <u>Heart of Darkness</u>	Samuel Beckett, <u>Murphy</u>
Ford Madox Ford, <u>The Good Soldier</u>	Jean Rhys, <u>Wide Sargasso Sea</u>
E. M. Forster, <u>Howards End</u>	Nadine Gordimer, <u>The Conservationist</u>
James Joyce, <u>A Portrait of the Artist as a Young Man</u>	J. M. Coetzee, <u>Waiting for the Barbarians</u>
_____, <u>Ulysses</u> (selected chapters)	Ian McEwan, <u>Atonement</u>
Virginia Woolf, <u>Mrs. Dalloway</u>	Zadie Smith, <u>White Teeth</u>

ENGL 681/783-P002-American Literature 1910-1920 **Wed., 6:00-8:40 pm**

Dr. Timothy Ryan **RH 211**

[Permission Number Required for 783] Please contact Dawn Sibley at dsibley@niu.edu

Course Description: This course explores one of the most remarkable periods in American culture, from the revolutionary modernist experiments of the Jazz Age, through the great flowering of African American literature during the Harlem Renaissance and the proletarian writing of the Great Depression, to the new literary directions beginning to emerge after World War II. In addition to canonical novels, poetry, drama, autobiography, and short fiction, we will gain a comprehensive understanding of American modernism by embracing the rise of interdisciplinarity in literary studies, addressing both film and popular music as crucial elements of US culture in this period. This course also contributes to academic professionalization through writing, workshopping, and presentation of scholarly papers.

Course Requirements: The central project for the course is a conference-length paper that will go through an in-class workshop, and which class members will present at the end of the semester. The final grade will also be based upon productive contributions to class discussion.

Texts:

Our primary texts will include:

- Ernest Hemingway. *The Sun Also Rises*. 1926. Scribner, 2006.
- Nella Larsen. *Passing*. 1929. Dover, 2004.
- William Faulkner. *As I Lay Dying*. 1930. Vintage International, 1993.
- Zora Neale Hurston. *Their Eyes Were Watching God*. 1937. Harper, 2008.
- Cat People* (dir. Jacques Tourneur, 1942).
- Carson McCullers. *The Member of the Wedding*. [the play, not the novel] 1950. New Directions, 2006.
- Harpo Marx with Rowland Barber. *Harpo Speaks!* 1961. Limelight, 2004.

We will also read poems and short stories by such authors as e. e. cummings, Langston Hughes, Grace Paley, and Allen Ginsberg, as well as exploring playlists of major music from the era.

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

ENGL 690-Film and Literature

Dr. Scott Balcerzak

Thurs., 6:00-8:40 pm

RH 201

Course 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. This course is a requirement for graduate candidates taking film and literature as their area of study.

Course Requirements:

Midterm Research Project

Seminar paper (15-20 pages)

Weekly Viewing of Assigned Films

Weekly Readings

Required Texts:

Timothy Corrigan. *Film and Literature: An Introduction and Reader*. 2nd Ed. (Routledge Press, 2012).

Lorraine Hansberry. *A Raisin in the Sun*. (Any Edition).

P. D. James. *The 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.

ENGL 693D-Ethnic American Women's Literature

Dr. Ibis Gómez-Vega

Thurs., 6:00-8:40 pm

RH 305

Course Description: This class will examine the work of contemporary multicultural women writers writing since the multicultural boom of the 1980s.

Course Requirements:

An analytical essay (15+ pages) typed using the MLA Style
or

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

Texts:

Diana Abu-Jaber's *Arabian Jazz* (1993)

Ana Castillo's *The Guardians* (2008)

Jade Chang's *The Wangs vs. the World* (2017)

Susan Choi's *A Person of Interest* (2008)

Louise Erdrich's *The Bingo Palace* (1994)

Cristina Garcia *Dreaming in Cuban* (1993)

Rebecca Goldstein's *36 Arguments for the Existence of God* (2010)

Gish Jen's *Typical American* (1999)

Frances Khirallah Noble's *The New Belly Dancer of the Galaxy* (2007)

Nicole Krauss' *The History of Love* (2005)

Celeste Ng's *Everything I Never Told You* (2015)

Sigrid Nuñez's *The Friend* (2018)

Katie Singer's *The Wholeness of a Broken Heart* (1999)

Alice Walker's *The Color Purple* (1982)

Jesmyn Ward's *Salvage the Bones* (2012)

Suggested:

David Cowart's *Trailing Clouds*
R. B. Kershner's *The Twentieth Century Novel*

ENGL 696-Practicum in the Teaching of College English **Dr. Scott Balcerzak**
[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

3 hours. May be repeated to a maximum of 15 semester hours; however, only 3 hours may be applied toward a graduate degree in English. S/U grading.

ENGL 697-English Institute **Dr. Scott Balcerzak**
[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

1-6 hours. May be repeated to a maximum of 12 semester hours as the topic changes. S/U grading.

ENGL 698-Independent Reading **Dr. David Gorman**
[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

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.

ENGL 699-Master's Thesis **Dr. Scott Balcerzak**
[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

Description: This course may be taken upon selection of a thesis director and two additional readers and approval of a prospectus.

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. Once enrolled in 699, continuous enrollment is required, including summers, until the thesis is submitted to and formally approved by the Graduate School.

ENGL 799-Doctoral Dissertation **Dr. Scott Balcerzak**
[Permission Number Required] Please contact Dawn Sibley at dsibley@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. **Once enrolled in 799, continuous enrollment is required, including summers, until the dissertation is submitted to and formally approved by the Graduate School.**