

Spring 2020 Course Schedule

COURSE	SECT	CLASS #	TITLE	DAY	TIME	FACULTY	ROOM
600	P001	2320	Internship in College Teaching English	MF W	2:00-2:50	Day	RH 201 RH 203
602C	0001	6233	Literary Theory and Criticism (C. Interpretation of Literary Texts): The Materialistic (Re)Turn and Critical Practice	T	6:00-8:40	Van Wienen	RH 201
603/703	0001 P001	7060 7069	Traditions in Written Rhetoric	W	6:00-8:40	Peters	RH 201
618	0001	7061	Syntax	M	6:00-8:40	Aygen	RH 202
625	P001	7062	Methods of Research in Professional Writing	T	6:00-8:40	Reyman	RH 309
637	0001	7063	Chaucer	W	6:00-8:40	Clifton	RH 202
645/482	P001	4673	Practicum	T	5:00-5:50	Pokorny	RH 202
647	P001	3233	Theory & Research in Written Comp for English Language Arts	Th	6:00-8:40	McCann	RH 202
648/480A	P001	2322	Materials & Methods in Teaching English Language Arts	TTh	3:30-4:45	Kahn	RH 201
649	P001	7070	Student Teaching in Secondary English Language Arts	TBD	TBD	Balcerzak	TBD
660	0001	7064	British Romantic Period	M	6:00-8:40	May	RH 201
671	0001	7065	Postcolonial Literature	W	6:00-8:40	Hibbett	RH 301
678	0001	7066	American Literature 1865-1910	Th	6:00-8:40	De Rosa	RH 301
691/363H	0001	6260	Alfred Hitchcock: Authorship & Theory	Th	6:00-8:40	Balcerzak	DU 270
692	0001	7068	Nonfiction Writing	W	6:00-8:40	Bonomo	RH 302
693B/707	0001 P001	4853 4499	Native American Literature	M	6:00-8:40	Adams-Campbell	RH 302
696	P001	4500	Practicum in the Teaching of College English	TBD	TBD	Balcerzak	TBD
697	P001	4501	English Institute	TBD	TBD	Balcerzak	TBD
698	P001	5795	Independent Reading	TBD	TBD	Staff	TBD
698	P002	5966	Independent Reading	TBD	TBD	Staff	TBD
699	P001	4502	Master's Thesis	TBD	TBD	Balcerzak	TBD
799	P001	5420	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 203

[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 First-Year Composition 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 203 and the demands of teaching First-Year Composition.

Course Requirements:

1. Attend the pre-semester meeting January 10th 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. Respond to reading discussion questions on Blackboard weekly.
5. As part of a team, lead class discussion on assignments and activities for ENGL 203.
6. Collaboratively develop prompts for the ENGL 203 essay assignments.
7. Prepare for and participate in the Showcase of Student Writing.
8. Use Blackboard and email to communicate with your students.
9. Return student writing within five working days from the time it was submitted.
10. 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.
11. Attend at least two professional development activities on teaching writing, and observe and be observed by at least one FYComp colleague.
12. Sign up for and attend an ePortfolio scoring session on May 7th or 8th.

Required texts

- English 203 texts (Standardized Textbook Package)
- Erika Lindemann, *A Rhetoric for Writing Teachers*, Fourth Edition

ENGL 602C – Literary Theory and Criticism (C. Interpretation of Literary Texts): The Materialistic (Re)Turn and Critical Practice

Dr. Mark Van Wienen

Tues., 6:00-8:40 pm.

RH 201

Course Description: When critical theory became a field to itself in US literary studies in the 1980s and early '90s, it was marked by a linguistic turn inspired by French theorists that saw not only literary works but reality itself as best described as systems of signs. Since that linguistic turn, US literary criticism and theory has—from the late 1990's onward—gradually been (re)grounded in materiality, broadly considered: sometimes by a return to materialistic theories, especially Marxism, that had always emphasized the physical consequences of language practices and could be readily extended to global socio-economic issues; sometimes by critical debates in which the politics of the body were involved all along, as in feminist and queer theory; sometimes by practical concerns that connect theory to particular literary texts; and then also by new intersections of cognitive science and ecological studies with literary

theory that stress the materiality of the brain itself and the physical limits upon the duration of humanity itself, thus ushering in a “posthuman” theoretical turn. These various manifestations of a materialistic (re)turn will be featured in this section of Interpretation of Literary Texts. Throughout the course, the trend toward literary-critical pragmatism will find expression in the application of theoretical insights to a number of literary texts: William Shakespeare’s *King Lear*, poetry by Elizabeth Bishop, and short fiction by Alice Munro.

Course Requirements: Class attendance. Regular and careful reading, as evidenced by active participation in class discussion. Four “close readings” of theoretical texts (2-4 pages each). A longer term-paper essay of analysis and comparison and/or theoretically informed critical interpretation.

Texts:

Julie Rivkin and Michael Ryan, eds., *Literary Theory: An Anthology* (3rd edn.); William Shakespeare’s *King Lear*; short fiction by Alice Munro and poetry by Elizabeth Bishop; a few longer theoretical texts such as Zygmunt Bauman’s *Tourists and Vagabonds* and Bradiotti Rosi’s *The Posthuman*.

ENGL 603/703 – Traditions in Written Rhetoric

Dr. Brad Peters

Wed., 6:00-8:40 pm

RH 201

[Permission Number Required for 703] Please contact Dawn Sibley at dsibley@niu.edu

Course Description: This course introduces students to the history of written rhetoric as it developed from its origins as an oral art into a discipline for teaching writing. Readings will emphasize rhetoric as a guide for civic engagement and ethical conduct, as well as a tool for critical analysis of public discourse.

Course Requirements:

- 500-word+ reading reflections in weekly response to the reading assignments 60%
- In-class writing exercises, including responses to classmates’ work, 15%
- Presentations based on the readings, their interpretation, their contribution to our historical understanding of rhetoric, and their relevance to current rhetorical practices 20%
- A final exam responding to the kind of question administered for comprehensives in Rhetoric 5%

Texts:

1. Patricia Bizzell and Bruce Herzberg, eds. *The Rhetorical Tradition, 2nd Ed.* Bedford. ISBN: 0-312-00348
2. George Lakoff, *Don’t Think of an Elephant!* (2014 ed.) Chelsea Green. ISBN: 978-1603585941.

ENGL 618 – Syntax

Dr. Gulsat Aygen

Mon., 6:00-8:40 pm

RH 202

Course 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.

Course 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)

ENGL 625 – Methods of Research in Professional Writing

Dr. Jessica Reyman

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

Tues., 6:00-8:40 pm

RH 309

Course Description: ENGL 625 focuses on how to conduct research in the field of rhetoric and professional writing. The goals of this course are to help you better understand and critique published research, and to facilitate the design, implementation, and reporting of your own original research. In the field of rhetoric and professional writing, research focuses on studying instances of communication in specific contexts, from workplace cultures to writing classrooms to online communities.

In this course, you will:

- Develop an understanding of the nature and purpose of research in rhetoric and professional writing
- Identify the kinds of research problems or topics of inquiry are relevant to the field
- Engage in secondary research and develop a literature review
- Engage in primary research, and practice a range of research methods such as case studies, ethnographies, interviews, surveys, focus groups
- Develop a research plan, including research instruments, for addressing a problem or topic of inquiry that you identify
- Think critically and reflectively about research design and development within the field
- Explore and address the ethical issues inherent in research
- Propose and conduct a pilot study of rhetoric and professional writing on a topic of your choice
- Share your research in a written report and in a presentation

Course Requirements: Major assignments for this course will contribute to designing, developing, and conducting an original research project. Deliverables will include a literature review, a research plan, a research report, and a class presentation.

Texts: TBD

ENGL 637 – Chaucer

Dr. Nicole Clifton

Wed., 6:00-8:40 pm

RH 202

Course Description: We will focus on Geoffrey Chaucer's *Canterbury Tales* and the idea of pilgrimage, reading the primary text alongside 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.

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

Required Texts: Geoffrey Chaucer, *The Canterbury Tales*, ed. Kolve and Olson (Norton)

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

ENGL 645 – Practicum

Mrs. Judy Pokorny

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

Tues., 5:00-5:50 pm

RH 202

Course 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.

[Combined with ENGL 482]

ENGL 647 – Theory & Research in Written Composition for English Language Arts

Dr. Thomas McCann

Thurs., 6:00-8:40 pm

RH 202

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

Course 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.

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.

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

ENGL 648 – Materials & Methods in Teaching English Language Arts

Dr. Betsy Kahn

TTh 3:30-4:45 pm

RH 201

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

Course 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. In addition, candidates will become familiar with the academic language and expectations of the Stanford/Pearson Teacher Performance Assessment (edTPA).

Required Texts: Smagorinsky, Peter. *Teaching English by Design (2nd Edition)*, Portsmouth, NH: Heinemann, 2019; 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.

[Combined with ENGL 480A]

ENGL 649 – Student Teaching in Secondary English Language Arts

Dr. Scott Balcerzak

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

ENGL 660 – British Romantic Period

Dr. Brian May

Mon., 6:00-8:40 pm

RH 201

Course Description: We will study British literature, 1780-1830, with the requisite emphasis on the poetry and prose of Blake, the Wordsworths, Coleridge, Keats, the Shelleys, Scott, Hemans, and Byron, with attention to theoretical and historical issues surrounding the critical term "romantic." The central ambition of the course will be to prepare graduate students to discuss—and, especially, to teach -- "the Romantics," and to do so comprehensively and critically, cogently and confidently.

Course Requirements: Two papers, one short, one long; two oral reports; two take-home exams.

Texts: to be determined.

ENGL 671 – Postcolonial Literature

Dr. Ryan Hibbett

Wed., 6:00-8:40 pm

RH 301

Course Description: This course is an opportunity to step outside the Anglo-American mainstream, studying authors from places as far-ranging as South Africa, Ireland, the Caribbean Islands, and India. Using Conrad's *Heart of Darkness* as a point of departure and weeping across various genres and authors (Jean Rhys, Nadine Gordimer, Grace Nichols, Nuala Ní Dhomhnaill, Salmon Rushdie, Derek

Walcott), we will explore the relationship of (former) colony to “mother-country”; the “whose language?” debate; problems of authorship and presentation; issues of canonicity; and the spread of Englishness as language, culture, institution, and the very discipline we find ourselves in. In addition to several short response papers, students will write a formal essay of 8-12 pages in length and give a presentation. This course fulfills the “Literature in English since 1900” requirement. I look forward to seeing you there!

ENGL 678 – American Literature 1865-1910
Dr. Deborah De Rosa

Thurs., 6:00-8:40 pm
RH 301

Course Description: Between 1860 and 1920, Americans witnessed great dissent, change, and ironically, progress. After the Civil War (and all its ramifications), Americans faced Jim Crow, the New Woman, the rise of the middle class, increased immigration (and xenophobia), urbanization, technological and scientific revolutions, AND the end of a 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 which ways did the contemporary moment impact literary authors and the works they created? What was this thing called American Realism? What was “the Gilded Age”? What was a “Local Color” writer? How did African American and women authors respond to and against their historical moment? What haunted these authors?

You will engage in professional discourse that will result in

1. a conference paper that you will submit to a CFP
2. an annotated bibliography that will serve as the basis for your article
3. a critical article that you will submit to a scholarly journal.

We will discuss:

- Scholarly essays
- Short stories
- Poetry
- Chesnut, *The Marrow of Tradition* or *the Conjure Woman*. The class will decide.
- Twain, *The Adventures of Huckleberry Finn* (Norton edition)
- James, *The Turn of the Screw*
- Chopin, *The Awakening* or Gilman, *Herland*. The class will decide.
- Wharton, *The Ghost Stories of Edith Wharton*

ENGL 691 – Alfred Hitchcock: Authorship and Theory
Dr. Scott Balcerzak

Thurs., 6:00-8:40 pm
DU 270

Course Description: Known as the “Master of Suspense,” Alfred Hitchcock defined his legacy through establishing the psychological thriller genre. The director created films that became objects of fascination for generations of fans and scholars. This class employs Hitchcock’s oeuvre as a gateway to understanding “authorship” in cinema as it relates to various scholarly approaches – including adaptation, political, psychoanalytic, feminist, queer, and postmodernist approaches. This class will be cross-listed with the undergraduate honors section ENGL 363-H.

Course Requirements: Short weekly reading and/or viewing response assignments; midterm and final papers; open text final exam; graduate students will be required to do extra reading and write longer, research-based papers.

Required Texts:

Buchan, John. *The Thirty-Nine Steps*. Oxford University Press.
Highsmith, Patricia. *Strangers on a Train*. W.W. Norton.
Truffaut, François. *Hitchcock*. Simon & Schuster (Revised Ed).
Multiple digitized readings available through Blackboard.

Required Films: Students will be required to view weekly films *outside* of class.

[Combined with ENGL 363H]

ENGL 692 – Nonfiction Writing
Dr. Joe Bonomo

Wed., 6:00-8:40 pm
RH 302

Course 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?

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

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

ENGL 693B/707 – Native American Literature
Dr. Melissa Adams-Campbell

Mon., 6:00-8:40 pm
RH 302

[Permission Number Required for 707] Please contact Dawn Sibley at dsibley@niu.edu

Course Description: Recognizing that we cannot cover all literature of Native peoples of North America in a single semester, this course will be organized around three overlapping lines of inquiry: recognizing and recovering Indigenous knowledge and knowledge systems; acknowledging and redressing colonial wrongs; and relating to the natural world (including issues of urbanization and climate change). In addition to a range of primary literary texts by canonical and less-recognized Native writers, we will consider recent literary and Indigenous studies scholarship on Native political and intellectual sovereignty; tribal theory; decolonization; and Native feminism among others.

Although the reading list is still under construction, we will certainly read longer works by Black Hawk (*Autobiography*), Louise Erdrich (probably *Books and Islands*) and current U.S. Poet Laureate Joy Harjo (*Conflict Resolution for Holy Beings*). We are also likely to read works by Simon Pokagon (*Queen of the Woods*) and Susan Power (*Roofwalker*), along with excerpts of criticism by Daniel Heath Justice, Craig Womack, Robert Warrior, Robin Wall Kimmerer, Winona LaDuke, Lisa Brooks, and Mishuana Goeman among others. Criticism will generally be free and available electronically on Blackboard.

Students will be required to regularly and rigorously participate in class discussion, write two shorter analytical essays (6-8pp each), and assist in the research/creation of campus exhibit materials celebrating Indigenous presence in northern Illinois, including recommendations for an NIU land acknowledgment statement. Students wishing to take the course as a 707 seminar should consult with me at the beginning of the semester to plan a research seminar paper and outline steps for more advanced writing requirements.

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

Staff

[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.**