Department of English

Undergraduate Courses
Fall 2020
REQUIREMENTS FOR ENGLISH SUBPLANS AND ENGLISH MINOR

The information on this page is for students who will be new to NIU during the 2020-2021 academic year.
If you are a continuing student, please see an English advisor for information regarding requirements.

English Studies in Literature, Language, and Film Track (39 hours)

- Literary Study: Research and Criticism (3)
- Fundamentals of English Grammar (3)
- **One** from the following Analytical Writing courses (3):
  - 200
- **One** from the following Linguistics courses (3):
  - 207 (or GEE *)
- **Two** from the following Literature to 1660 courses (6): 261X, 318, 320, 321, 322, 432, 433, 434X
- **Two** from the following Literature 1660-1900 courses (6): 337, 340, 405, 406, 407, 408, 409, 410, 420
- **Two** from the following Literature Since 1900 courses (3):
  - 330, 331, 332, 338, 412, 413, 414, 470
- **One** from the following Diverse Literature courses (3):
  - 333, 334, 339, 363, 376, 377, 471, 475, 476
- **One** additional English course at the 300-400 level in literature, linguistics or film:
- **Two** additional English courses at the 300-400 level:

English Studies in Secondary Teacher Licensure Track (39 hours)

- Literary Study: Research and Criticism (3)
- Fundamentals of English Grammar (3)
- Advanced Essay Composition (3)
- Language in American Society (3)
- Western Literature: Classical and Medieval (3)
- Shakespeare (3)
- **One** from the following Literature 1660-1900 courses (3):
  - 300, 301, 302, 303, 304, 305, 308
- **One** from the following Literature Since 1900 courses (3):
  - 330, 331, 332, 338, 412, 413, 414, 470
- **One** from the following Diverse Literature courses (3):
  - 333, 334, 339, 363, 376, 377, 471, 475, 476
- Methods: (9 hours)
  - 335, 381, 382, 383, 474, 477
- Education:
  - SESE 457, EPS 406, EPFE 400/410, LTRE 311, LTIC 420
- **One** additional course in English at the 300-400 level:

English Studies in Writing Track (39 hours)

- Literary Study: Research and Criticism (3)
- Fundamentals of English Grammar (3)
- **One** from the following Analytical Writing courses (3):
  - 200
- **Four** from the following Writing courses (12):
  - 207 (or GEE *)
- **One** from the following Literature Courses (3):
  - 300, 301, 302, 303, 304, 305, 308, 350, 398, 401, 402, 403, 424, 426, 493, 496
- **One** from the following Literature 1660-1900 courses (3):
  - 337, 340, 405, 406, 407, 408, 409, 410, 420
- **One** from the following Literature Since 1900 courses (3):
  - 330, 331, 332, 338, 412, 413, 414, 470
- **One** from the following Diverse Literature courses (3):
  - 333, 334, 339, 363, 376, 377, 471, 475, 476
- Two additional courses in English at the 300-400 level:

Minor in English (18 hours)

(Six or more semester hours in the minor must be taken at NIU.)

- Literary Study: Research and Criticism (3)
- Fundamentals of English Grammar (3)
- Advanced Essay Composition (3)
- Three additional courses at the 300-400 level (9)

* Students with a major or minor in English must demonstrate competence in the fundamentals of English grammar by successfully completing ENGL 207 or by passing an examination. Those who pass the grammar exemption exam will not receive 3 hours of academic credit; therefore, they must select some other English class (taken at NIU or elsewhere) to satisfy this requirement. Those who pass the examination should see an advisor to make the appropriate substitution.
This booklet contains descriptions of undergraduate (110 through 497) courses to be offered by the Department of English in the fall semester 2020. The arrangement is by course and section number. While every effort will be made to abide by the information given here, some last-minute changes may be unavoidable. Check the MyNIU website http://www.niu.edu/myniu/ and the bulletin board outside of RH 214 for up-to-date information.

**Registration**
For fall 2020, registration for most English courses is not restricted to majors and minors. However, honors classes, directed study, internships, and educator licensure courses require permits from the Undergraduate Office. If you intend to register for 491 Honors Directed Study or ENGL 497 Directed Study, you must have a proposal form signed by the instructor and the Undergraduate Director before you will be given a permit. Proposal forms for departmental honors may be picked up in RH 214, and proposals should be approved before the start of the semester. Forms for university honors are available at the University Honors Program office, CL 110.

**Grammar Competency Requirement**
English majors and minors must demonstrate competence in the fundamentals of English grammar by passing an exemption examination, or by successfully completing ENGL 207 Fundamentals of English Grammar.

**General Education Courses**
- ENGL 110 – Literature and Popular Culture
- ENGL 116 – American Identities, American Literature
- ENGL 310 - Ideas and Ideals in World Literature
- ENGL 350 – Writing Across the Curriculum

**Honors Courses/Sections**
- ENGL 116 – American Identities, American Literature
- ENGL 310 - Ideas and Ideals in World Literature
- ENGL 384 – Literary Non-Fiction
- ENGL 400 – Literary Topics: Transatlantic Modernism
- ENGL 491 – Honors Directed Study

### Undergraduate Schedule

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SECT</th>
<th>CLASS #</th>
<th>TITLE</th>
<th>DAY</th>
<th>TIME</th>
<th>FACULTY</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>0001</td>
<td>4085</td>
<td>Literature and Popular Culture</td>
<td>MWF</td>
<td>10:00-10:50</td>
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<td>110</td>
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<td>RH 201</td>
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<td>116</td>
<td>0001</td>
<td>7203</td>
<td>American Identities, American Literature</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Adams-Campbell</td>
<td>RH 302</td>
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<tr>
<td>116</td>
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<td>8189</td>
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<td>MW</td>
<td>2:00-3:15</td>
<td>Adams-Campbell</td>
<td>RH 302</td>
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<td>2631</td>
<td>Literature Study: Research &amp; Criticism</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Van Wienen</td>
<td>RH 205</td>
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<td>Literature Study: Research &amp; Criticism</td>
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<td>RH 305</td>
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<td>5973</td>
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<td>RH 302</td>
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<td>Fundamentals of Grammar</td>
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<td>Language, Mind and Thought</td>
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<td>Birner</td>
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<td>0001</td>
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<td>Advanced Essay Composition – General</td>
<td>TTH</td>
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<td>Hibbett</td>
<td>RH 203</td>
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<td>Advanced Essay Composition – Teacher Licensure</td>
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<td>RH 203</td>
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<td>TTH</td>
<td>12:30-1:45</td>
<td>Newman</td>
<td>RH 202</td>
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<td>TITLE</td>
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<td>Bonomo</td>
<td>RH 201</td>
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<td>Ideas and Ideals in World Literature. *** This is an all honors course ***</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>T. Crowley</td>
<td>RH 301</td>
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<td>6724</td>
<td>Structure of Modern English</td>
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<td>6:00-8:40</td>
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<td>0001</td>
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<td>American Literature: 1830-1860</td>
<td>MW</td>
<td>3:30-4:45</td>
<td>Einboden</td>
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<td>363</td>
<td>0001</td>
<td>7110</td>
<td>Literature &amp; Film</td>
<td>TTH</td>
<td>3:30-5:50</td>
<td>Balcerzak</td>
<td>DU 270</td>
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<tr>
<td>374</td>
<td>0001</td>
<td>7111</td>
<td>The American Short Story</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>DeRosa</td>
<td>RH 301</td>
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<td>MW</td>
<td>12:30-1:45</td>
<td>DeRosa</td>
<td>RH 301</td>
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<td>0001</td>
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<td>American Drama Since 1900</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Gomez-Vega</td>
<td>RH 305</td>
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<td>African American Literature</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Ryan</td>
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<tr>
<td>384</td>
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<td>Literary Non-Fiction</td>
<td>TTH</td>
<td>2:00-3:15</td>
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<td>RH 201</td>
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<td>TTH</td>
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<td>RH 202</td>
</tr>
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<td>404A</td>
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<td>Theory &amp; Res in Written Comp (ELA)</td>
<td>TTH</td>
<td>12:30-1:45</td>
<td>Kahn</td>
<td>RH 302</td>
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<td>404B</td>
<td>00P1</td>
<td>Perm</td>
<td>Theory &amp; Res in Written Comp (Middle Level)</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Peters</td>
<td>RH 206</td>
</tr>
<tr>
<td>407</td>
<td>0001</td>
<td>2643</td>
<td>Shakespeare</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>T. Crowley</td>
<td>RH 301</td>
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<tr>
<td>413</td>
<td>0001</td>
<td>7115</td>
<td>The Romantic Period</td>
<td>MW</td>
<td>12:30-1:45</td>
<td>May</td>
<td>RH 302</td>
</tr>
<tr>
<td>420</td>
<td>0001</td>
<td>7116</td>
<td>Arthurian Literature</td>
<td>MW</td>
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<td>Clifton</td>
<td>RH 301</td>
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<td>432/608</td>
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<td>7215</td>
<td>Topics in Linguistics: Research</td>
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<td>6:00-8:40</td>
<td>Birner</td>
<td>RH 202</td>
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<td>476</td>
<td>0001</td>
<td>7117</td>
<td>British Drama Since 1900</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Bennett</td>
<td>DU 246</td>
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<td>479/646</td>
<td>00P1</td>
<td>perm</td>
<td>Theory and Research in Literature for ELA</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>McCann</td>
<td>RH 202</td>
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<tr>
<td>480A/648</td>
<td>00P1</td>
<td>perm</td>
<td>Methods &amp; Materials in ELA-Secondary</td>
<td>T</td>
<td>6:00-8:40</td>
<td>McCann</td>
<td>RH 301</td>
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<tr>
<td>480A</td>
<td>00P2</td>
<td>perm</td>
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<td>3:30-4:45</td>
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<td>RH 302</td>
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<td>Methods &amp; Materials in ELA-Middle Level</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Kahn</td>
<td>RH 302</td>
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<td>T</td>
<td>6:00-8:40</td>
<td>McCann</td>
<td>RH 202</td>
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<tr>
<td>482</td>
<td>00P1</td>
<td>perm</td>
<td>Clinical Experience</td>
<td>T</td>
<td>5:00-5:50</td>
<td>Staff</td>
<td>RH 202</td>
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<td>485</td>
<td>00P1</td>
<td>perm</td>
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<td>Practicum in English</td>
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110 – LITERATURE AND POPULAR CULTURE
Exploration of drama, fiction, film, graphic novels, poetry, and television adaptations to see how writers convince readers to enter the worlds and believe in the characters they create. Survey with selected authors.

Section 0001  MWF 10:00-10:50  DU 254  Staff
Description:  TBD
Requirements:  TBD
Texts:  TBD

Section 0002  TTH 11:00-12:15  RH 201  Staff
Description:  TBD
Requirements:  TBD
Texts:  TBD

116 – AMERICAN IDENTITIES, AMERICAN LITERATURE
Who Americans are and what shapes their beliefs. Fiction, poetry, nonfiction, and dramatic works that have challenged or complicated what it means to be “American.” Historical survey with selected authors.

Section 0001  MW 2:00-3:15  RH 302  Adams-Campbell
Section 00H1  MW 2:00-3:15  RH 302  Adams-Campbell
Description:  English 116 introduces students to Chicago’s diverse history of writing and publishing with unique field trips, moving reading lists, and one-of-a-kind research projects. Units include: Founders; Grit and Gangsters; and Neighborhoods with works by Gwendolyn Brooks, Sandra Cisneros, Loraine Hansberry, Carl Sandburg, Susan Power and others. This course fosters a greater appreciation for the “city of broad shoulders” and the many people who call it home, especially its many talented writers.
Requirements:  Students are expected to: read all assigned materials, regularly attend classes and field trips, participate in class discussions, and, among other shorter assignments, write a Personal Memoir (2-3pp), Analytical Essay (3-4 pp), and a final research paper (6-7pp) with brief poster-style presentation.
Texts:  TBA

200 – LITERARY STUDY: RESEARCH AND CRITICISM
Introduction to methods and terms used in the study of literature from a broad range of historical periods. Emphasis on a variety of approaches to literary analysis; terminology used in the study of literary genres of poetry, prose, and drama. Intensive practice writing analytical essays on literature. Required of all majors and minors no later than the first semester of upper-division work in literature.

Section 0001  TTH 3:30-4:45  RH 205  Van Wienen
Description:  English 200 tackles fundamental questions and answers about literary studies. As a student in this course, you will be introduced to some of the customary ways of reading the literary genres of drama, poetry, fiction, and creative nonfiction. You will practice techniques of literary research and conventions of documentation. You can also expect to begin exploring the relationship between words on the page and the meanings that writers, readers, and cultures bring to them.
Requirements:  Regular journal writing and quizzes; three short essays; final exam; class attendance and participation in discussion mandatory.
Texts:  Readings representative of a range of genres and historical periods, such as William Shakespeare’s Merchant of Venice, Arna Bontemps’ American Negro Poetry, Charlotte Brontë’s Jane Eyre, and Claudia D. Hernández’s Knitting the Fog.

Section 0002  MW 12:30-1:45  RH 305  Gorman
Description:  An introduction to the reading of literary works, with attention to the writing of college-level essays on literature. The course focuses on the elements of literature, and aims to acquaint students with critical terminology. Works to be studied come from various periods of British and American literature. Lecture-discussion format.
Requirements:  Quizzes weekly, essays semiweekly (short homeworks on alternate weeks), final exam.

**Section 0003**

**Description:** 200 is designed to acculturate prospective and beginning English majors. Our emphasis will be on the writing of sound pieces of literary-critical analysis. But we will also inquire into what makes such things “sound.” That is why we will survey a few “intrinsic” and “extrinsic” critical approaches. We will also study the various forms and genres of literature, pay some attention to the history of literature, and learn how to quote, document, and cite—how, in short, to cross t’s and dot i’s.

**Requirements:** 1. Quizzes and in-class writing assignments (10%); 2. Two (2) short analyses (“squibs”) (15%); 3. Library Exercise (10%); 4. One (1) longer paper (20%); 5. Midterm Examination (15%); 6. Final Examination (20%); 7. Participation (10%)


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**207 – FUNDAMENTALS OF ENGLISH GRAMMAR**

Introduction to modern English pedagogical grammar. Traditional terminology and analytical tools used to describe the grammar and use of written Standard English.

**Sects. 0001 & 0002**

**Description:** An introduction to modern English grammar from a linguistic perspective. This course is designed to make the student thoroughly familiar with the rules of writing prescriptively correct and stylistically effective English as well as with the terminology relevant for the grammatical structure of written English. We will use the analytic tools of modern descriptive linguistics in order both to criticize and to make clear the sometimes inconsistent and vague rules of prescriptive grammar. Lectures will cover all relevant grammatical structures and identify discriminating use of grammar and language, such as sexist use of pronouns or racist use of passives. The student will gain a variety of analytic skills that will be of use in the production and discussion of not only expository prose but also literary prose and verse. Such analytical skills are also transferrable to any field of study and practice. The course aims to empower students in their academic and professional lives.

**Requirements:** TBA


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**261X – LANGUAGE, MIND AND THOUGHT**

**Section 0001**

**Description:** Theories of cognition approached from the perspective of multiple disciplines, including linguistics, computer science, psychology, and anthropology. We will discuss the structure and processes of the human brain; language as a central issue in the study of human cognition; human cognition from the point of view of computer science and artificial intelligence; and the modeling of human language and human intelligence on machines. Format: Lecture/discussion

**Requirements:** Three exams, in-class assignments, and homework

**Text:** Readings available on Blackboard

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**300A – ADVANCED ESSAY COMPOSITION: GENERAL**

Writing expressive, persuasive, and informative essays and developing appropriate stylistic and organizational techniques. Open to majors, minors, and non-majors.

**Section 0001**

**Description:** This course is for student writers looking to edge closer to the professional level. It is also for those who understand that any level of writing can be improved upon and benefit from feedback and revision. Keeping in mind that what we call “good writing” may vary depending on the genre, purpose, and audience, we will approach the essay in a variety of forms, including personal narrative, literary analysis, and music review. We will also attempt to collapse the division between so-called “creative” and “expository” writing—to recognize that writing of both kinds of writing involve making aesthetic choices, being a wordsmith, and engaging actively with other voices. Our class time will be divided between discussion and
analysis of readings, exercises to improve clarity and correctness, various composing and research activities, and peer review. My hope is that you will finish the course as thoughtful and crafty composers, who possess the kind of heightened audience awareness and decision-making skills that distinguish one’s work from the norm.

**Requirements:** TBD

**Texts:** TBD

### 300C – ADVANCED ESSAY COMPOSITION: LICENSURE IN TEACHING

Designed to advance the writing proficiencies especially important to students seeking licensure in either middle or high school English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

**Section 001**  
TTH 12:30-1:45  
RH 203  
Staff

**Description:** TBD

**Requirements:** TBD

**Texts:** TBD

### 301 – WRITING POETRY I

Beginning course in writing poetry.

**Section 001**  
TTH 12:30-1:45  
RH 202  
Newman

**Description:** An introductory class in the craft and discipline of writing poetry, the workshop will focus on the study of poetry and, though intensive poetic practice, to work toward developing poetic voice. This is a writing course, not a course in light verse or children’s verse, spoken/slam/performance, or song lyric. You’ll read widely, studying and applying poetic techniques including image, metaphor, line, and stanza, and examine a number of traditions, including the sonnet, and the villanelle. You will read and respond to a number of books and essays, write poems, continually revise these outside of class toward the final project.

**Requirements:** Response papers to weekly assignments in reading and writing, poetry drafts, regular attendance, thoughtful balanced critique participation, application of reading material to your own work and to other’s works, revision, exams, portfolio.

**Texts:** poems and books of poetry TBA

### 302 – WRITING FICTION I

Beginning course in writing fiction.

**Section 001**  
M 6:00-8:40  
RH 307  
Staff

**Description:** TBD

**Requirements:** TBD

**Text(s):** TBD

**Section 002**  
TH 6:00-8:40  
RH 202  
Staff

**Description:** TBD

**Requirements:** TBD

**Text(s):** TBD

### 303 – WRITING CREATIVE NONFICTION

Writing informal and formal nonfiction essays, emphasizing a literary approach to language and flexibility of form. Essay models include memoir, personal essay, nature essay, segmented essay, and travel essay, and may include biography and history.
Section 0001  TTH 3:30-4:45  RH 201  Bonomo
Description: Introductory creative writing workshop in the essay. We'll read personal essays spanning centuries, discussing a first-person voice that combines autobiography, dramatizing, and reflection, and you'll draft your own essays. Crucial to your success in the course is a commitment to thorough and reflective reading, in-class exercises and drafting, revision, and active participation in a generous and serious workshop environment.

Requirements: regular class attendance; full preparation for workshops; three personal essays (approx. 15-20 pages total); regular reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

Texts: *The Art of the Personal Essay*, Phillip Lopate, ed.; Essays on reserve at Founders Library

308 - TECHNICAL WRITING
Principles and strategies for planning, writing, and revising technical documents common in government, business, and industry (e.g., manuals, proposals, procedures, newsletters, brochures, specifications, memoranda, and formal reports). Topics include analysis of audience and purpose, simplifying complex information, document design, and project management.

Section 0001  MW 11:00-12:15  CO 106  Reyman
This section is open to English majors and minors as well as Professional Communication minors only.

Description: Introduction to technical communication as a professional field. Students will learn principles and strategies for planning, creating, developing, and managing technical communication texts and for participating within contexts for technical and professional communication.

Requirements: This class will focus on practical application of concepts through hands-on projects. Assignments will include composing, designing, and developing texts such as instructions, reports, and screencasts. Students will assemble a technical writing portfolio to showcase their work.

Texts: TBD

Section 0002  TTH 11:00-12:15  CO 106  Staff
Section 0003  TTH 12:30-1:45  CO 106  Staff

Requirements: TBD

Texts: TBD

310 - IDEAS AND IDEALS IN WORLD LITERATURE
Translations of epic, religious writing, treaties on love, myths, novels, essays, and plays—ancient to modern. Eastern and Western. How to define what the “classics” are and explore why these works endure. Survey with selected authors.

Section 00H1  TTH 9:30-10:45  RH 301  Crowley, T.
Description: This Honors seminar focuses on one of the most famous and influential books in literary history: Miguel de Cervantes’s *Don Quijote*. We will spend the semester studying this book in English translation—including commentary on its literary, historical, and intellectual contexts, as well as its Spanish diction in many places—in order to begin assessing why it has remained seminal for interpreting relationships between society and human imagination across time periods and cultures.

Requirements: Learning will be assessed by participation (including attendance and in-class discussion), a short interpretive essay, a collaborative interdisciplinary research project, exams, and a research essay.


321 - STRUCTURE OF MODERN ENGLISH
Survey of Modern English and contemporary linguistic methods of analyzing and describing its major structures and their functions.

Section 0001  M 6:00-8:40  RH 202  Aygen
This class will meet with ENGL 615

**Description:** Survey of Modern English and contemporary linguistic methods of analyzing and describing its major linguistic properties including its structure.

**Requirements:** TBA


### 331 – AMERICAN LITERATURE: 1830-1860

Literature of the American Romantic period, including such writers as Emerson, Hawthorne, Poe, Fuller, Stowe, Thoreau, and Melville.

**Section 0001**  
**MW 3:30-4:45**  
**RH 202**  
**Einboden**

**Description:** A survey of American Romanticism, ENGL 331 opens with the idealist writings of Ralph Waldo Emerson and his two successors, Henry David Thoreau and Walt Whitman. The second half of our course grapples with Romanticism’s ominous expressions, reading the fiction of Edgar Allan Poe and Nathaniel Hawthorne, culminating with Herman Melville’s American epic, *Moby-Dick*. In Fall 2020, ENGL 331 will also feature special sessions exploring the role of Native American languages and literatures in the formation of the 19th-century U.S. canon.

**Requirements:** Midterm Exam: 15%; Term Paper: 35%; Final Exam: 25%; Class Participation & Response Writing: 25%

**Texts:** Ralph Waldo Emerson, “The American Scholar” (online); Henry David Thoreau, *Walden* (Penguin); Walt Whitman, *Leaves of Grass* (Penguin); Anishinaabe texts (hand-outs); Nathaniel Hawthorne, “The Minister’s Black Veil” (online); Edgar Allan Poe, “The Fall of the House of Usher” (online); Herman Melville, *Moby-Dick* (Penguin)

### 350 – WRITING ACROSS THE CURRICULUM

Practice in writing skills, conventions, organization, and structuring of prose forms appropriate to the humanities, social sciences, and sciences (e.g., proposals, lab reports, case studies, literature reviews, critiques). Open to majors and non-majors.

**Section 0001**  
**MWF 10:00-10:50**  
**TBD**  
**Staff**

**Section 0002**  
**MWF 11:00-11:50**  
**TBD**  
**Staff**

**Description:** TBD

**Requirements:** TBD

**Texts:** TBD

**Section 0003**  
**TTH 11:00-12:15**  
**RH 206**  
**Staff**

**Description:** TBD

**Requirements:** TBD

**Texts:** TBD

### 363 – LITERATURE AND FILM

Relationship between film and literature, with specific attention to the aesthetic impact of narrative, drama, and poetry on film and to the significance in film of romanticism, realism, and expressionism as literary modes. Nature and history of the adaptation of literary works to film.

**Section 0001**  
**TTH 3:30-5:50**  
**DU 270**  
**Balcerzak**

**Description:** This class considers issues of sexual and gender identity through film and literature. We will focus on selected works by three significant 20th century American gay authors – Tennessee Williams, Patricia Highsmith, and James Baldwin – and these writers' relationships with cinema. The class will examine film adaptations of their works as well as, for cultural and historical context, standalone films and readings.
**Requirements (tentative):** Short weekly reading/viewing response assignments and quizzes; Three 4-5 page papers; Final Exam.


**374—THE AMERICAN SHORT STORY**
Shaping and development of the modern short story as a literary form by American writers, from the early 19th century to the present.

**Section 0001**  
MW 2:00-3:15  
RH 301  
DeRosa

**Description:** We will take on the role of literary detective as we trace the short story from its early nineteenth-century American creators to current masters. We will discuss traditional literary elements such as character development, point-of-view, tone, etc. We will spend much class time analyzing texts by looking for patterns and then considering possible themes and authorial designs. We will also situate texts in their historical context and ask questions regarding gender, race, class, religion, & psychology. Come to class with ideas, questions, and interpretations.

I will lecture briefly at times; however, I expect you to take an active role in making class a valuable learning experience for yourself, your peers, and me. This class consists of a realistic (and hopefully fun and interesting) schedule of reading and writing assignments. I expect you to work hard, share insights, and take responsibility for your learning. Please do not be shy! **Success comes with diligent, hard work.**

**Tentative Projects and Assignments:** Blogs (8); excerpt annotation; mid-term (Romanticism through Realism); team presentation; full text annotation (as prepared for critical analysis paper); critical analysis paper; final exam (Early Modernism through Contemporary)

**Text(s):** TBA

**375—THE AMERICAN NOVEL**
Development of the American novel from the 18th century to the present.

**Section 0001**  
MW 12:30-1:45  
RH 301  
DeRosa

**Description:** “Scarlet Women and Their Pearls” will explore the image of the “fallen” woman and her child(ren) in American novels from the Romantic through Contemporary periods. How do authors of different genders and races depict women who engage in non-marital relationships and who bear children from that relationship? How does society respond to these women and their illegitimate children? How do they fit into (or not), respond to, and or influence the larger community? How do issues like race, class, gender, trauma, politics, etc. impact them? Has that response changed from the nineteenth to the twenty-first centuries? We will address these and relevant sensitive topics. I expect all to participate respectfully and open-mindedly.

**Requirements:** quizzes (if necessary) two or three analytical essays, midterm exam, and final exam.


**Please note:** active and regular participation in class discussion is absolutely crucial to this course and will make up a significant proportion of the final grade.

**376—AMERICAN DRAMA SINCE 1900**
Selected works by representative American playwrights since 1900.

**Section 0001**  
MW 2:00-3:15  
RH 305  
Gomez-Vega

**Description:** Within the constrain of fifteen weeks, we will cover as many plays representative of 120 years of American theater as we can possibly cover. Most of the plays will be provided as pdf documents.

**Requirements:** Two analytical essays (5-7 pages) typed using the MLA style (30% each); ten quizzes (40% of grade)
Texts: Ayad Akhtar’s *Disgraced* (2013) *, Edward Albee’s *Zoo Story* (1960); John Robin Baitz’s *Vicuña* (2018); Alice Childress’ *Florence* (1950); Christopher Durang’s *The Book of Leviticus* (1994); Joseph El Guindi’s *Back of the Throat* (2006); Susan Glaspell’s *Trifles* (1915); Philip Kan Gotanda’s *The Wash* (1987); Lorraine Hansberry’s *A Raisin in the Sun* (1959); David Henry Hwang’s *Trying to Find Chinatown* (1996); Tony Kushner’s *Angels in America: Millennium Approaches* (1992) *; Tony Kushner’s *Angels in America: Perestroika* (1993); Lisa Loomer’s *Living Out* (2005); Arthur Miller’s *Death of a Salesman* (1949) *; Lynn Nottage’s *Fabulation* (2005); Clifford Odets’ *Waiting for Lefty* (1935); Eugene O’Neill’s *The Hairy Ape* (1922); Susan Lori Parks’s *White Noise* (2018); Guillermo Reyes’ *Deporting the Divas* (1996); Luis Santeiro’s *Our Lady of the Tortilla* (1987); Sam Shepard’s *Buried Child* (1978); Neil Simon’s *The Prisoner of Second Avenue* (1972); Helen Sneed’s *Fix Me, Jesus* (2014); Diana Son’s *Stop Kiss* (1999); Jeffrey Sweet’s *The Action against Sol Schumann* (2001); Luis Valdez’s *Zoot Suit* (1978); Tennessee Williams’ *The Glass Menagerie* (1945); August Wilson’s *Fences* (1983) *; Lauren Yee’s *In a Word* (2015)

381 – AMERICAN ETHNIC LITERATURE

C. African American Literature. Historical survey of the fiction, drama, poetry, and prose of African American writers such as Wheatley, Douglass, Chesnutt, Cullen, Hughes, Baldwin, and Morrison.

Section 0001
TTH 11:00-12:15
RH 202
Ryan

Description: This course surveys key writers, texts, movements, and issues in the history of African American literature. We will study novels, short stories, poetry, drama, literary non-fiction, and musical recordings by African American writers and artists from the fugitive slave narratives of the nineteenth century, through the flourishing of the Harlem Renaissance in the 1920s, to major literary achievements of the late twentieth century.

While we will address the complex interrelationships between African American literature and its historical contexts—including crucial issues of multiculturalism and social justice—we will place particular emphasis upon skills of close textual analysis and effective critical writing.

Requirements: Two short papers, a final project/presentation, and final exam.


Other readings (all available as electronic reserves on Blackboard) will include poems and short stories by such authors as Paul Laurence Dunbar, Langston Hughes, Countee Cullen, and Toni Cade Bambara.

Please note: active and regular participation in class discussion is absolutely crucial to this course and will make up a significant proportion of the final grade.

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

384 – LITERARY NONFICTION

Representative readings in literary nonfiction, from autobiography and memoir to the personal and lyric essay, focusing either on a period, such as modern/contemporary, or on a theme. Attention paid to literary qualities fostered in personal writing, and to form, theory, and historical and cultural contexts.

Section 0001
TTH 2:00-3:15
RH 201
Bonomo

Section 00H1
TTH 2:00-3:15
RH 201
Bonomo

Description: A course in autobiography. Michel de Montaigne has written that “Every man has within himself the entire human condition.” This course will both assume and challenge that argument, as we discuss representative readings in first-person literature, focusing on memoir and essays. We’ll also look at graphic art and video essays. Attention paid to literary qualities fostered in personal writing, and to form, theory, and historical and cultural contexts.

Requirements: regular class attendance; attentive and thoughtful reading; twice-weekly reading responses; three in-class examinations

**400 – LITERARY TOPICS**

Topics announced. May be repeated to a maximum of 6 semester hours when topic varies.

<table>
<thead>
<tr>
<th>Section 0001</th>
<th>TTH 9:30-10:45</th>
<th>RH 202</th>
<th>Ryan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 00H1</td>
<td>TTH 9:30-10:45</td>
<td>RH 202</td>
<td>Ryan</td>
</tr>
</tbody>
</table>

*Topic: Transatlantic Modernism*

**Description:** Although college curricula habitually separate British and American literature into separate courses and canons, contemporary “transnationalist studies” now increasingly emphasizes the illuminating interconnections between diverse national literary traditions. Following in this mold, this class provides a cross-cultural and comparative survey of British and American modernist literature from the 1890s to the 1940s. While we will consider the complex interrelations between literature and its socio-cultural contexts, we will place particular emphasis upon skills of close textual analysis and effective critical writing.

**Requirements:** Two short papers, a final project/presentation, and final exam. Students taking the class for Honors credit will, in addition, give a short poetry recital and research secondary criticism for one of the two papers.


Other readings (all available as electronic reserves on Blackboard) will include plays, poems, and short stories by such authors as Joseph Conrad, William Faulkner, W. H. Auden, Susan Glaspell, William Carlos Williams, Ford Maddox Ford, Siegfried Sassoon, Alfred Kreymborg, Fritz Lieber, and Henry Kuttner.

We will also watch in class and discuss two films: the animated short *Peace on Earth* (1939) and the feature-film *Casablanca* (1942).

**Please note:** active and regular participation in class discussion is absolutely crucial to this course and will make up a significant proportion of the final grade.

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

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**404A – THEORY AND RESEARCH IN WRITTEN COMPOSITION FOR ENGLISH LANGUAGE ARTS**

A. English Language Arts. Theory and research applied to principled practices in teaching and evaluating composition in English Language Arts with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites and Notes:** PRQ: ENGL 300C or consent of department. CRQ: ILAS 201.

| Section 00P1 | TTH 12:30-1:45 | RH 302 | Kahn |

**Description:** Participants in the class will examine theory, research, and practice in the teaching of writing for students in middle schools and high schools. Students will create, co-create, and evaluate lessons for contending with particular teaching challenges. The class will read and discuss case studies in the teaching of writing that focus on common problems writing teachers will likely encounter in their own classrooms, and students will evaluate the many options offered as solutions to these problems. Students will consider strategies for helping middle and secondary students to construct the knowledge and skills necessary to become better thinkers and writers. The class will study ways to connect complex texts and writing, to help students learn how to interpret and write about literature, and to use technology to help students think, read, and write.

**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.

404B – THEOREY AND RESEARCH IN WRITTEN COMPOSITION FOR ENGLISH LANGUAGE ARTS

B. Middle Level Content Areas. Theory and research applied to principled practices in teaching and evaluating composition in middle school content areas other than English Language Arts, with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards

Section 00P1 TTH 9:30-10:45 RH 206 Peters

Requirements: TBD

Texts: TBD

407 – SHAKESPEARE

Representative comedies, tragedies, and historical plays. Attention given to Shakespeare’s growth as a literary artist and to the factors which contributed to that development; his work evaluated in terms of its significance for modern times.

Section 0001 TTH 11:00-12:15 RH 301 Crowley, T.

Description: This version of ENGL 407 focuses on ethical complexities built into the humor and the suffering represented within selected comedies and tragedies from Shakespeare’s dramatic works. Analysis of these plays will include frequent attention to relevant issues of social structure and culture (including theater, gender relations, law, politics, and religion) in Shakespeare’s society—as well as comparison and contrast with analogous issues in our own society.

Requirements: Learning will be assessed by participation (including attendance and in-class discussion), a short interpretive essay, a final research essay, and two exams.


413 – THE ROMANTIC PERIOD

Earlier 19th-century English literature, including selections from such representative authors as Blake, Wollstonecraft, Wordsworth, Austen, Byron, the Shelleys, and Keats.

Section 0001 MW 12:30-1:45 RH 302 May

Description: In 413 we will survey the major “romantic” poets and poetic works of what has come to be known as the Romantic Period (roughly 1789-1832); we will also read a great romantic (anti-romantic?) novel. Our aim will be to acquire a fairly comprehensive and sympathetic working knowledge of the era’s defining claims and concerns and, then, to explore some of the critical (more political and less sympathetic) attitudes towards them that have emerged in recent years (it is not that these two aims will be pursued only in turn). Those chief romantic claims and concerns include the (unacknowledged but central) role of the poet in society, the significance of poetry and art, the nature of aesthetic experience (the beautiful and the sublime), the nature of the natural, the relative virtues of the imaginative and the rational, the cult of the child, the beauty of the common (man and woman), the limitations of Christianity, the triumph of life (P. B. Shelley).

Students should expect to spend the fall reading demanding poetry and writing papers (two of them, plus essay-examinations) about it.

Requirements: 1. 10% class participation; 2. 10% reading quizzes; 3. 15% a three- to four-page paper; 5. 25% a five- to seven-page paper; 5. 20% midterm essay examination; 6. 20% final examination.


420 – ARTHURIAN LITERATURE

Representative medieval works, in both Middle English and translation from European languages, with consideration of their influence on later Arthuriana.

Section 0001 MW 3:30-4:45 RH 301 Clifton
**Fall 2020 English Undergraduate Course Descriptions**

**Description:** We will read a variety of medieval and early modern literature focusing on King Arthur and his court. Middle English texts will be read in the original language; we'll use translations for non-English texts. Classes will typically include some combination of lecture, discussion, and a participatory activity.

**Requirements:** There will likely be three short papers (2 pages each), one longer paper, two translation quizzes, and weekly homework or in-class writing exercises designed to help you understand the reading and prepare for the quizzes and papers. Regular attendance and participation are also required.


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**432 – TOPICS IN LINGUISTICS**

Selected problems in descriptive, theoretical, applied or historical linguistics. May be repeated to a maximum of 6 semester hours when topic varies.

**Section 0001**  
W 6:00-8:40  
RH 202  
Birner

*Topic: Research*  
*This class will meet with ENGL 608*

**Description:** What’s fake news and how can you recognize it? If “research shows” that something is true, can you trust it? What’s good science and what’s lousy science? This course will address how to evaluate and conduct research generally, and research into human language specifically. Includes the basics of linguistics, scientific discourse, research ethics, quantitative data, library use, and online resources. Format: Lecture, discussion, in-class work

**Requirements:** Students will select from a menu of options for earning their desired grade

**Texts:** Readings posted on Blackboard; Podesva and Sharma, eds., *Research Methods in Linguistics* (optional)

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**476 – BRITISH DRAMA SINCE 1900**

Includes works by such representative playwrights as Wilde, Shaw, Beckett, Osborne, Pinter, Stoppard, and Churchill.

**Section 0001**  
TTH 9:30-10:45  
DU 246  
Bennett

*Course Description:* What does it mean to be “British”? What purposes does “drama” serve? In this course, we will be engaged in an intensive exploration of plays by some of the most important (if also unusual) playwrights and theatre practitioners of the past century in Britain. We will consider questions such as how social issues and historical developments influenced their works, how transformations in theatre affected their plays, and how plays as a whole act as agents in constructing culture as well as reflections of the culture they inhabit.

**Requirements:** 3 short papers, 1 group project, 1 oral performance and a final exam. Class attendance and participation are also crucial.

**Texts:** TBA

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**479 – THEORY AND RESEARCH IN LITERATURE FOR ENGLISH LANGUAGE ARTS**

Theory and research applied to principled practices in teaching the reading of complex texts, including canonical, multicultural, young adult, and informational literature in English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** ENGL 404A, 9 semester hours of literature at the 300 and 400 level, or consent of department. CRQ: ILAS 301.

**Section 001**  
TTH 3:30-4:45  
RH 202  
McCann

*This class will meet with ENGL 646*

**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.


### 480A - MATERIALS AND METHODS OF TEACHING ENGLISH LANGUAGE ARTS

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

**Section 00P1**  
T 6:00-8:40  
RH 301  
McCann

**Description:** English 480A 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 480A 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.

**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.


**Section 00P2**  
TTH 3:30-4:45  
RH 302  
Kahn

**Description:** English 480A 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 480A 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 English 480A course pack, which includes *Teaching English by Design*, *Talking in Class*, and *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*.

**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.


### 480B - MATERIALS AND METHODS OF TEACHING ENGLISH LANGUAGE ARTS

B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the middle school level (5-8). Aligned with the Common Core Standards, the Illinois Professional
Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

**Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

### Section 00P1

**TTH 3:30-4:45**

**RH 302**

Kahn

*This class will meet with ENGL 480A.00P2*

**Description:** English 480B 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 480B 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).

### 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:

### 482 – CLINICAL EXPERIENCE IN ENGLISH LANGUAGE ARTS

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. **Prerequisites & Notes:** PRQ: Consent of department. CRQ: ENGL 480A.

### Section 00P1

**T 5:00-5:50**

**RH 202**

Staff

### 485 – STUDENT TEACHING IN SECONDARY ENGLISH LANGUAGE ARTS

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 educator licensure in English Language Arts. Ongoing assessment of candidate’s development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. Not available for credit in the major. S/U grading. **Prerequisites & Notes:** PRQ: ENGL 480A, ENGL 482, and consent of department.

### Section 00P1-00P3

Staff

### 491 – HONORS DIRECTED STUDY

Directed study in an area of English studies. Open to all department honors students. May be repeated once. **Prerequisites & Notes:** PRQ: Consent of department.

### Section 0HP1

Staff

### 494 – WRITING CENTER PRACTICUM

Cross-listed as ILAS 494X. Theoretical and practical instruction in tutoring, required for all undergraduate writing consultants in the University Writing Center. Includes research on cross-curricular writing tasks in a supervised, on-the-job situation. S/U grading. May be repeated to a maximum of 3 semester hours with consent of department.

### Section 00P1

Jacky

### 495 – PRACTICUM IN ENGLISH

Practical writing and other professional experience in supervised on-the-job situations. May be repeated to a maximum of 3 semester hours. S/U grading.

### Section 00P1

Bowers
496 - INTERNSHIP IN WRITING, EDITING, OR TRAINING
Involves primarily writing, editing, or training in business, industry, or government setting, and that is jointly supervised by the English department’s internship coordinator and an individual from the sponsoring company or organization. May be repeated to a maximum of 6 semester hours. Up to 3 semester hours may be applied toward the English department’s program requirements. S/U grading. **Prerequisites & Notes** PRQ: Prior approval by the Department of English, a minimum of 120 contact hours, and other requirements as specified by the department.

**Section 00P1**

497 - DIRECTED STUDY (1-3 hours)
Directed study in any area of English Studies. **Prerequisites & Notes** PRQ: Consent of department.

**Section 00P1**