REQUIREMENTS FOR ENGLISH SUBPLANS AND ENGLISH MINOR

The information on this page is for students who will be new to NIU during the 2018-2019 academic year. If you are a continuing student, please see an English advisor for information regarding requirements.

English Studies in Literature Track (39 hours)

Grammar (3 hours) 207 * or GEE
Lit Study (3 hours) 200
Adv Comp (3 hours) 300A

Group 1: One from the following: 318, 320, 321, 322, 432, 433, 434X
Group 2: One from the following: 330, 331, 332, 375
Group 3: One from the following: 333, 334, 374, 376, 377, 381

One from each group (Groups 4 through 7)
(.plugins: include a major author 406, 407 or 409)

Group 4: 405, 406, 420
Group 5: 407, 408, 409, 410
Group 6: 412, 413, 414, 470
Group 7: 471, 475, 476, 477

English Upper-Division Electives (300-400 level) (9 hours)

Students in Track 1 are strongly encouraged to take at least one elective from the following world literature courses: 310, 335, 337, 338, 339, 340, 474, 477, 489

English Studies in Writing Track (42 hours)

Grammar (3 hours) 207 * or GEE
Lit Study (3 hours) 200
Adv Comp (3 hours) 300A
Shakespeare (3 hours) 407

Group 1: Two from the following: 301, 302, 303, 304, 305, 308, 350
Group 2: Two from the following: 401, 402, 403, 424, 426, 493, 496 (496-3 hrs)
Group 3: One from the following: 318, 320, 321, 322, 432, 433, 434X
Group 4: One from the following: 309, 333, 334, 374, 382, 383, 384, 471, 474, 477
Group 5: One from the following: 307, 363, 376, 407, 476
Group 6: One from the following: 311, 377, 405, 406, 409, 475
Group 7: One from the following: 405, 408, 410, 412, 413, 414, 420, 470
Group 8: One from the following: 330, 331, 332, 381

English Studies in Secondary Teacher Licensure Track (39 hours)

Grammar (3 hours) 207
Lit Study (3 hours) 200
World Lit (3 hours) 310 OR 337
Writing/Ling (6 hours) 300C and 322

Group 1: One from the following: 330, 331, 332, 375
Group 2: One from the following: 333, 334, 374, 376, 377, 381
Group 3: One from the following: 405, 406, 408, 409, 410, 412, 420
Group 4: One from the following: 413, 414, 470, 471, 475, 476, 477
Shakespeare (3 hours) 407
Methods: (9 hours) 404A, 479, 480A
Education: 5ESE 457, EPS 406, EPFE 400/410, LTRE 311, LTIC 420

Minor in English (18 hours)
(Six or more semester hours in the minor must be taken at NIU.)

Literary Study: Research and Criticism 200
Fundamentals of English Grammar 207 *
Advanced Essay Composition 300
Three additional courses at the 300-400 level

*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 spring semester 2019. 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 spring 2019, 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 115 – British Identities, British Literature
ENGL 350 – Writing Across the Curriculum

Honors Courses/Sections
ENGL 337 – Western Literature: Classical & Medieval
ENGL 381 – American Ethnic Literature – Special Topics
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>2293</td>
<td>Literature and Popular Culture</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Stark</td>
<td>RH 202</td>
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<tr>
<td>110</td>
<td>0002</td>
<td>2295</td>
<td>Literature and Popular Culture</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Price</td>
<td>RH 301</td>
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<tr>
<td>115</td>
<td>0001</td>
<td>6792</td>
<td>British Identities, British Literature</td>
<td>MWF</td>
<td>10:00-10:50</td>
<td>Clifton</td>
<td>RH 201</td>
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<td>200</td>
<td>0001</td>
<td>2299</td>
<td>Literature Study: Research &amp; Criticism</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Van Wienen</td>
<td>RH 202</td>
</tr>
<tr>
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<td>Literature Study: Research &amp; Criticism</td>
<td>TTH</td>
<td>2:00-3:15</td>
<td>Newman</td>
<td>RH 202</td>
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<tr>
<td>207</td>
<td>0001</td>
<td>2300</td>
<td>Fundamentals of Grammar</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Aygen</td>
<td>DU 204</td>
</tr>
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<td>2301</td>
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<td>MW</td>
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<td>Aygen</td>
<td>DU 204</td>
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<tr>
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<td>Macdonald</td>
<td>DU 340</td>
</tr>
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<td>300A</td>
<td>0001</td>
<td>2309</td>
<td>Advanced Essay Composition – General</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Gorman</td>
<td>RH 207</td>
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<td>0002</td>
<td>5473</td>
<td>Advanced Essay Composition – General</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Hibbett</td>
<td>RH 309</td>
</tr>
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<td>Advanced Essay Comp. T-Lisc.</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Bird</td>
<td>RH 309</td>
</tr>
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<td>0001</td>
<td>6793</td>
<td>Fiction Writing 1</td>
<td>M</td>
<td>6:00-8:40</td>
<td>Libman</td>
<td>RH 301</td>
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<tr>
<td>308</td>
<td>0001</td>
<td>5624</td>
<td>Technical Writing</td>
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<td>12:00-12:50</td>
<td>Bock-Eastley</td>
<td>RH 201</td>
</tr>
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<td>6794</td>
<td>Technical Writing</td>
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<td>1:00-1:50</td>
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<td>RH 201</td>
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<td>0003</td>
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<td>Technical Writing (online)</td>
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<td>320</td>
<td>0001</td>
<td>5598</td>
<td>History of the English Language</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Deskins</td>
<td>RH 202</td>
</tr>
<tr>
<td>322</td>
<td>00P1</td>
<td>perm</td>
<td>Language in American Society</td>
<td>TTH</td>
<td>12:30-1:45</td>
<td>Macdonald</td>
<td>RH 201</td>
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<tr>
<td>COURSE</td>
<td>SECT</td>
<td>CLASS #</td>
<td>TITLE</td>
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<td>0001</td>
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<td>American Literature: 1830-1860</td>
<td>MW</td>
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<td>Einboden</td>
<td>RH 302</td>
</tr>
<tr>
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<td>0001</td>
<td>2315</td>
<td>American Literature: 1960-present</td>
<td>TTH</td>
<td>2:00-3:15</td>
<td>Van Wienen</td>
<td>DU 270</td>
</tr>
<tr>
<td>337</td>
<td>0001</td>
<td>5643</td>
<td>Western Lit: Classical &amp; Medieval</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Crowley, T.</td>
<td>RH 302</td>
</tr>
<tr>
<td>337</td>
<td>00H1</td>
<td>7133</td>
<td>Western Lit: Classical &amp; Medieval</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Crowley, T.</td>
<td>RH 302</td>
</tr>
<tr>
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<td>OK01</td>
<td>2308</td>
<td>Writing Across the Curriculum</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Fitch</td>
<td>RH 202</td>
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<td>OK02</td>
<td>2306</td>
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<td>TTH</td>
<td>11:00-12:15</td>
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<td>DU 406</td>
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<td>TTH</td>
<td>12:30-1:45</td>
<td>Lawson</td>
<td>DU 406</td>
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<td>MWF</td>
<td>10:00-10:50</td>
<td>Fitch</td>
<td>RH 202</td>
</tr>
<tr>
<td>363</td>
<td>0001</td>
<td>3451</td>
<td>Literature &amp; Film</td>
<td>TTH</td>
<td>3:30-5:50</td>
<td>Balcerzek</td>
<td>DU 270</td>
</tr>
<tr>
<td>374</td>
<td>0001</td>
<td>3975</td>
<td>The American Short Story</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>DeRosa</td>
<td>DU 270</td>
</tr>
<tr>
<td>377</td>
<td>0001</td>
<td>6798</td>
<td>American Poetry since 1900</td>
<td>MW</td>
<td>3:30-4:45</td>
<td>Gomez-Vega</td>
<td>RH 305</td>
</tr>
<tr>
<td>381</td>
<td>0001</td>
<td>6799</td>
<td>American Ethnic Literature – Special Topics</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Adams-Campbell</td>
<td>RH 201</td>
</tr>
<tr>
<td>381</td>
<td>00H1</td>
<td>7134</td>
<td>American Ethnic Literature – Special Topics</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Adams-Campbell</td>
<td>RH 201</td>
</tr>
<tr>
<td>401</td>
<td>0001</td>
<td>4594</td>
<td>Writing Poetry II</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Newman</td>
<td>RH 202</td>
</tr>
<tr>
<td>402</td>
<td>0001</td>
<td>4595</td>
<td>Writing Fiction II</td>
<td>T</td>
<td>6:00-8:40</td>
<td>McNett</td>
<td>RH 301</td>
</tr>
<tr>
<td>403</td>
<td>0001</td>
<td>3976</td>
<td>Technical Editing</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Kyburz</td>
<td>CO 106</td>
</tr>
<tr>
<td>404A/647</td>
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<td>perm</td>
<td>Theory &amp; Res in Written Comp (ELA)</td>
<td>T</td>
<td>6:00-8:40</td>
<td>McCann</td>
<td>RH 202</td>
</tr>
<tr>
<td>404A</td>
<td>00P2</td>
<td>perm</td>
<td>Theory &amp; Res in Written Comp (ELA)</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>McCann</td>
<td>RH 201</td>
</tr>
<tr>
<td>407</td>
<td>0001</td>
<td>2318</td>
<td>Shakespeare</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Bennett</td>
<td>RH 301</td>
</tr>
<tr>
<td>407</td>
<td>0002</td>
<td>6800</td>
<td>Shakespeare</td>
<td>TTH</td>
<td>11:00-12:15</td>
<td>Bennett</td>
<td>RH 301</td>
</tr>
<tr>
<td>408</td>
<td>0001</td>
<td>6801</td>
<td>English Renaissance: 1500-1603</td>
<td>TTH</td>
<td>12:30-1:45</td>
<td>Crowley, T.</td>
<td>RH 302</td>
</tr>
<tr>
<td>414</td>
<td>0001</td>
<td>6802</td>
<td>The Victorian Age</td>
<td>MW</td>
<td>3:30-4:45</td>
<td>May</td>
<td>RH 202</td>
</tr>
<tr>
<td>420</td>
<td>0001</td>
<td>5056</td>
<td>Arthurian Literature</td>
<td>MWF</td>
<td>11:00-11:50</td>
<td>Clifton</td>
<td>RH 201</td>
</tr>
<tr>
<td>434X</td>
<td>0001</td>
<td>6803</td>
<td>Language and Gender</td>
<td>MW</td>
<td>2:00-3:15</td>
<td>Birner</td>
<td>RH 301</td>
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<tr>
<td>477</td>
<td>0001</td>
<td>6805</td>
<td>Postcolonial &amp; New Literatures in English</td>
<td>TTH</td>
<td>9:30-10:45</td>
<td>Hibbett</td>
<td>RH 309</td>
</tr>
<tr>
<td>479</td>
<td>00P1</td>
<td>perm</td>
<td>Theory and Research in Literature for ELA</td>
<td>TTH</td>
<td>2:00-3:15</td>
<td>McFarland-Wilson</td>
<td>RH 201</td>
</tr>
<tr>
<td>480A/648</td>
<td>00P1</td>
<td>perm</td>
<td>Methods &amp; Materials in ELA</td>
<td>T</td>
<td>6:00-8:40</td>
<td>Kahn</td>
<td>RH 202</td>
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<tr>
<td>480A</td>
<td>00P2</td>
<td>perm</td>
<td>Methods &amp; Materials in ELA</td>
<td>TTH</td>
<td>3:30-4:45</td>
<td>Kahn</td>
<td>RH 301</td>
</tr>
<tr>
<td>482/645</td>
<td>00P1</td>
<td>perm</td>
<td>Clinical Experience</td>
<td>T</td>
<td>5:00-5:50</td>
<td>Pokorny</td>
<td>RH 201</td>
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<tr>
<td>482</td>
<td>00P2</td>
<td>perm</td>
<td>Clinical Experience</td>
<td>TH</td>
<td>5:00-5:50</td>
<td>McFarland-Wilson</td>
<td>RH 201</td>
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<tr>
<td>485</td>
<td>00P1</td>
<td>perm</td>
<td>Student Teaching</td>
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<tr>
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<td>perm</td>
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<td></td>
<td></td>
<td>Levin</td>
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<td>491</td>
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<td>perm</td>
<td>Honors Directed Study</td>
<td></td>
<td></td>
<td>Staff</td>
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</tr>
<tr>
<td>493</td>
<td>0001</td>
<td>4596</td>
<td>Writing Creative Nonfiction II</td>
<td>TTH</td>
<td>2:00-3:15</td>
<td>Bonomo</td>
<td>RH 302</td>
</tr>
<tr>
<td>494</td>
<td>00P1</td>
<td>perm</td>
<td>Writing Center Practicum</td>
<td></td>
<td></td>
<td>Jacky</td>
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<tr>
<td>495</td>
<td>00P1</td>
<td>perm</td>
<td>Practicum in English</td>
<td></td>
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<td>Coffield</td>
<td></td>
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<tr>
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<td>00P1</td>
<td>perm</td>
<td>Internship in English</td>
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<td></td>
<td>King</td>
<td></td>
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<tr>
<td>497</td>
<td>00P1</td>
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<td>Directed Study</td>
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<td></td>
<td>Staff</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**  
MW 2:00-3:15  
RH 202  
Stark  

**Description:** In this course, we’ll study interconnections between some enduring themes in fiction, poetry, drama, and the popular imagination. Underlying our discussions will be the central topic of displacement. As we examine literary and popular-cultural depictions of relationships, travel, migration, and expatriation, we’ll focus on ways characters either lament or celebrate the experience of being or feeling out of place. We’ll also note how the texts we study treat conventions of one or more of the following literary genres: domestic drama, castaway tale, sea adventure, migration story, Western, and transnational narrative. Our body of texts consists of short stories, a novella, three novels, poems, and a play script. We’ll also read selected passages from a few works in NIU’s amazing online collection of nineteenth-century dime novels, and during one week we’ll view a feature film. The authors we’ll read include Ernest Hemingway, Jhumpa Lahiri, Ann Petry, Edith Wharton, Johann Wyss, Jack London, Willa Cather, Emily Dickinson, Langston Hughes, Gloria Anzaldúa, Sam Shepard, and a few others. In addition to introducing terms and approaches for studying literature and popular culture, the course will also provide practice in using writing to cultivate creativity and critical thinking.

**Requirements:** TBA  

**Text(s):** TBA

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**Section 0002**  
MWF 10:00-10:50  
RH 301  
Price  

**Description:** This class will explore the relationship between literature and the ways in which popular entertainment, namely film and television, has “translated” those written experiences into visual ones. We will consider those two broad realms of adaptation, omission and augmentation (what is left out and what is added). We will also try to discern when these alterations are merely due to the changing of format and when there are “darker” motivations. This will necessitate evaluating films and television representation in light of their cultural era.

**Requirements:** Two research essays (5 pages/each), also several short in-class short analytical writing assignments and quizzes.

**Texts:** Examined authors will include Shakespeare, Hawthorne, Dickens, and Austen

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**115 – BRITISH IDENTITIES, BRITISH LITERATURE**
Britain’s literary traditions and cultures through novels, poetry, drama, non-fiction, and short stories that have captivated readers from early times to now. Historical survey with selected authors.

**Section 0001**  
MWF 10:00-10:50  
RH 201  
Clifton  

**Description:** We’ll focus on the works of three famous and influential twentieth-century fantasy writers: J. R. R. Tolkien, Alan Garner, and Diana Wynne Jones. We’ll also read essays and interviews with them, so we can consider how their lives influenced their writing. Tolkien’s scholarship, Garner’s stone-mason grandfather, and Jones’s unhappy childhood all have visible effects on their fictional works.

**Requirements:** Active participation, regular attendance, a lot of reading; several in-class writing assignments; three short essays; one longer assignment (5–7 pages), which may have a creative component; final exam.


Other texts TBA; shorter texts will be available online or posted to Blackboard.

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**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 9:30-10:45  
RH 202  
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, and fiction. 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*, Charlotte Brontë’s *Jane Eyre*, and Arna Bontemps’ *American Negro Poetry*.

**Section 0002**  
**TTH 2:00-3:15**  
**RH 202**  
**Newman**  
**Description:** In this class we come to terms with terms, learning to think and write about literature. Becoming an astute reader and thinker-about-lit requires the understanding of the techniques and approaches to literature, both intrinsic and extrinsic, as well a desire to consider the complexities of being human in the world. We’re going to sample some fabulous literature, discover ways of entering the works, write significantly and clearly about some texts, and familiarize ourselves with terms to assist our understanding. Responsibilities include study questions (response paragraphs), papers, quizzes if necessary, midterm, final. Attendance is mandatory.

**Requirements:** Requirements: regular class attendance and participation, thoughtful reading, twice-weekly 1 to 2 pg. critical/interpretive reading responses, critical/interpretive paper, exams.

**Texts:** TBA

**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.

**Sect. 0001 & 0002**  
**MW 2:00-3:15**  
**DU 204**  
**Aygen**  
**Sect. 0003 & 0004**  
**TTH 9:30-10:45**  
**DU 340**  
**Macdonald**  
**Description:** This course is a basic introduction to standard North American English grammar. The course is designed to familiarize you with the concepts, terminology, and rules of English grammar. To earn a passing grade in this course, you must become proficient in analyzing sentences prescriptively and in using appropriate terminological conventions. The course will include lectures, class discussions, homework exercises, and a number of quizzes and tests.

**Requirements:** Weekly quizzes; four exams; homework; regular attendance. Absolutely NO make-up quizzes will be offered for ANY reason. Standard 10-point grading scale.


**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**  
**TTH 3:30-4:45**  
**RH 207**  
**Gorman**  
**Description:** Being able to write well and effectively is one of the strongest skills a student can acquire in college. It is not acquired easily however. By writing and rewriting, reviewing mechanics, and reading to acquire ideas and techniques for better expression, students in this course will work to bring up the level of their writing. Lecture/discussion format.

**Requirements:** Four essays (in two drafts each); midterm, final

*40 Model Essays: A Portable Anthology*, 2nd ed. (Bedford/St Martin’s)

**Section 0002**  
**TTH 11:00-12:15**  
**RH 309**  
**Hibbett**  
**Description:** This course is for strong 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. 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.

**Requirements:** Students will complete four formal essays over the course of the semester.

**Text(s):** TBA
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 00P1**
TTH 11:00-12:15  
RH 309  
Bird

**Description:** An advanced writing course designed to meet the special writing needs of students seeking admission into the English Language Arts Teaching Licensure program.

**Requirements:** Three short papers, one medium-length MLA-style research paper on as aspect of education, a short poetry PowerPoint presentation, and an electronic portfolio required by the program.

**Texts:** Ben Yagoda, *How to Not Write Bad*.  
Sam Istrator and Megan Scribner, eds. *Teaching with Fire: Poetry that Sustains the Courage to Teach*.

302 – WRITING FICTION I
Beginning course in writing fiction.

**Section 00P1**
M 6:00-8:40  
RH 301  
Libman

**Description:** This class will introduce you to the theory and technique of fiction writing. Beginners are welcome, but all students must be willing to work diligently, to give and receive frank criticism in workshop, and to explore serious literary fiction. You’ll be gently discouraged from writing about zombies and vampires; fan fiction is prohibited.

**Requirements:** Weekly written creative exercises, readings, and written critiques of classmates’ work, two short stories over the course of the semester, and a final portfolio. Workshops require attendance and participation by definition. Note: This is an electronic free class, no laptops or phones allowed during class time, and you will be required to print student work each week.


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**
MWF 12:00-12:50  
RH 201  
Bock-Eastley

**Section 0002**
MWF 1:00-1:50  
RH 201  
Bock-Eastley

**Description:** Technical Writing explores the theories, principles, and processes of effective communication in professional contexts. Special attention is given to the strategies for composing within technical and professional genres, techniques for analyzing audiences and writing situations, and methods for designing documents and organizing information.

**Requirements:** Coursework includes weekly readings with related activities, case studies, and several formal writing projects applying course concepts to real-world scenarios.


**Section 0003**
Online  
Online  
Knudsen

**Description:** Students in this online section of English 308 (Technical Writing) will study and practice writing documents commonly used in the professional workplace. These documents include correspondence, memos, proposals, and instructions. Students will also create video instructions using the free screencasting software program Jing (or a similar program chosen by the student).

**Text:** *Practical Strategies for Technical Communication, second edition, by Mike Markel with access to LaunchPad*, an interactive course site. *(If you buy a used book, you will need to purchase access to Launchpad separately.)* *(The Launchpad site includes an e-version of the book, for those who prefer online reading.)*

320 – HISTORY OF THE ENGLISH LANGUAGE
Survey of the English language from its Indo-European origins to the modern period. Topics include phonology and grammar, the relationships between English and other languages, and the social, political, and cultural forces affecting linguistic change.
Section 0001  TTH 11:00-12:15  RH 202  Deskis
Description: In this course we will examine the development of the English language from its prehistoric roots to the present day. Topics to be covered include pronunciation, grammar, syntax, vocabulary, and semantics. We will pay special attention to the socio-political influences on the development of the language. The end result should be a better understanding of the structures and forms of Present Day English.

Requirements: Regular attendance; two exams (midterm and final); several quizzes; numerous homework assignments


322 - LANGUAGE IN AMERICAN SOCIETY
Introduction to the study of language in its social context. Focus on varieties of American English with attention to the status of minority languages. Sociolinguistic approach to language variation by region, social class, ethnicity, gender, and social context. Standardization and attitudes toward dialects and minority languages. Relationship between language and power and social control. 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 00P1  TTH 12:30-1:45  RH 201  Macdonald
Description: In this course you will study language in its social context with a focus on language(s) in the United States and on varieties of English used in the US. However, to meet the objectives of the course, you will also learn about the tools of modern descriptive linguistics and examine language in other settings. In this class you will: come to understand the basic concepts and traditions of (socio)linguistic study; gain awareness of the complexity and diversity of language; learn to spot misconceptions, false assumptions, and prejudices about language; understand the distinctions between stylistic, regional, and social linguistic variation; develop a critical awareness of language practices of different speech communities; and appreciate the problem of worldwide language endangerment.

Requirements: Weekly Quizzes; Reading Responses; Research Presentations; Annotated Bibliography; Exams

Text: TBA. You will also be assigned readings that are publicly available (online and through the library) or are on reserve. Some readings will be posted to Blackboard. Please plan to incur some printing costs for assignments and occasional readings. You will also be tasked with searching for language-related articles in popular publications (print or online) to be shared with the class.

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 2:00-3:15  RH 302  Einboden
Description: A survey of American Romanticism, ENGL 331 opens with the idealist philosophy of Ralph Waldo Emerson, which leads to the prose and poetry of his successors, Henry David Thoreau and Walt Whitman. The second half of the course grapples with Romanticism’s more ominous shades, from the poetry of Emily Dickinson to the short fiction of Edgar Allan Poe. Culminating ENGL 331 is an extended treatment of Herman Melville’s American epic, *Moby-Dick*.

Requirements: Midterm Exam: 15%; Term Paper: 35%; Final Exam: 30%; Class Participation & Response Writing: 20%


334 - AMERICAN LITERATURE: 1960-PRESENT
Includes such writers as Bellow, Rich, Morrison, Pynchon, Ashbery, and Kushner.

Section 0001  TTH 2:00-3:15  DU 270  Van Wienen
Description: Between 1960 and the present, American writers have confronted a period of turbulent social and political change, of wide swings in their nation’s perspective and mood. One result has been ongoing literary experimentation in all major genres, which has been given a kind of catch-all label: postmodernism. Another result has been literary art particularly attuned to recording and defining the social movements of the day: Vietnam War literature, feminist writing, the Black Arts, lgbt literature, eco-lit. And then there is the question of the place and meaning of literature in the new millennium—after 9/11 and during the wars in Iraq and Afghanistan. This section of English 334 will explore especially the intersections between dramatic social change and a selection of the best American fiction, poetry, and drama written since 1960.

Requirements: Class attendance and active participation in class discussion; journal writing; one short essay; final research project; midterm and final exams.
Texts: Paul Lauter, ed., *The Heath Anthology of American Literature*, vol. E, 7th ed.; several novels such as Thomas Pynchon’s *The Crying of Lot 49*, Toni Morrison’s *Song of Solomon*, and Jonathon Safran Foer’s *Extremely Loud and Incredibly Close*; at least one play, for instance Tony Kushner’s *Angels in America*.

**337 - WESTERN LITERATURE: CLASSICAL & MEDIEVAL**

Intensive study of representative selections translated from the works of Greek, Roman, and other European writers, such as Homer, Sappho, Aeschylus, Sophocles, Plato, Virgil, Ovid, Dante, Tasso, Rabelais, and Cervantes.

**Section 0001&00H1**

**TTH 9:30-10:45**

**RH 302**

Crowley, T.

**Description:** Explore the provocative worlds of European fiction in various forms: from love, sex, politics, and revenge in epic poetry and drama— to the anxieties of erotic desire in lyric poetry— to the first science-fiction/fantasy narrative in prose. Works from various languages and cultures will be studied in English translations.

**Requirements:** Learning will be assessed by participation [including attendance and in-class discussion], a research essay, and two exams.


**350 - WRITING ACROSS THE CURRICULUM**

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

**Section 0K01**

**MWF 11:00-11:50**

**RH 202**

Fitch

**Description:** Writing Across the Curriculum provides students with 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).

**Objectives:** Integrate knowledge of global interdependencies; Exhibit intercultural competencies; Analyze issues that interconnect human life and the natural world; Demonstrate critical, creative, and independent thought; Communicate clearly and effectively; Collaborate with others to achieve specific goals; Use and combine quantitative and qualitative reasoning; Synthesize knowledge and skills relevant to your major and apply them to an innovative outcome (see: [http://www.niu.edu/gened/overview/outcomes/index.shtml](http://www.niu.edu/gened/overview/outcomes/index.shtml)).

**Requirements:** Report on writing in your major or future profession— 10%; Case study- 15%; Literature Review— 15%; Lab Report— 10%; Proposal— 20%; Final portfolio- 10%; Series of short assignments in various formats— 10%; Participation- 10%.


**Section 0K02**

**TTH 11:00-12:15**

**DU 406**

Lawson

**Section 0K03**

**TTH 12:30-1:45**

**DU 406**

Lawson

**Description:** Writing Across the Curriculum provides students with 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).

**Objectives:** Analyze issues that interconnect human life and the natural world; Demonstrate critical, creative, and independent thought; Communicate clearly and effectively; Collaborate with others to achieve specific goals; Use and combine quantitative and qualitative reasoning; Synthesize knowledge and skills relevant to your major and apply them to an innovative outcome (see: [http://www.niu.edu/gened/overview/outcomes/index.shtml](http://www.niu.edu/gened/overview/outcomes/index.shtml)).

**Requirements:** Report on writing in your major or future profession— 10%; Lab Report— 10%; Case study- 15%; Annotated Bibliography- 10%; Literature Review— 15%; Proposal— 15%; Final portfolio- 5%; Series of short assignments in various formats— 10%; Participation- 10%.

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 addresses the study of film and literature. For the first part of the term, we will examine two “auteur” directors in relation to literary adaptation – Alfred Hitchcock and Akira Kurosawa, with special attention paid to their adaptations of fiction by Patricia Highsmith and Ryūnosuke Akutagawa. The second half of the term examines topics of cultural significance through corresponding studies of literature and film. We will consider North American Indigenous identity through Thomas King’s fiction and Georgina Lightning’s cinema, queer masculinity through the work of writer James Baldwin and director Barry Jenkins, and family conflict in the Southern Gothic works of Tennessee Williams and Kasi Lemmons.

Requirements: Short weekly reading/viewing response assignments and quizzes; two 5-7 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  TTH 9:30-10:45  DU 270  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 most 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

377 - AMERICAN POETRY SINCE 1900
Selected works by representative poets since 1900.

Section 0001  MW 3:30-4:45  RH 305  Gomez-Vega
Description: Students in this class will study American poetry from 1900 to the present.

Requirements: Two analytical Essays (5-7 pages) typed using the MLA Style (30% each)

Text: David Lehman’s The Oxford Book of American Poetry

381 - AMERICAN ETHNIC LITERATURE
D. Special Topics. Historical survey of the fiction, drama, poetry, and prose of Native American writers such as Zitkala, McNickel, Momaday, Welch, King, and Erdrich.

Section 0001&00H1  TTH 11:00-12:15  RH 201  Adams-Campbell
Description: This course proposes a serious study of the Black popular culture phenomenon Black Panther (2018) by considering 1) the film’s roots in the Marvel comic universe, including a trip to NIU’s Rare Books room to explore Black Panther comic books in the library’s holdings and 2) its connections to other historical Black diasporic writing and 3) the rise of Afrofuturist literature, visual arts, and music. In addition to considering the film’s themes of social responsibilities within
the Black diaspora, the colonization of Africa, and depictions of race in the super hero universe, we will also think about the
film’s relationship to: sci-fi storytelling, technology as a means of visualizing African futurities, and the legacies of slavery in
the Black present. Depending on available funding this course may include a field trip.

Requirements: Attendance and participation; Oral presentation with partner on an Afrotuturist topic; Three short 2-3 pp.
papers; One long final paper, 8-10 pp.

Text(s): Possible texts include: *Rise of the Black Panther* by Ta-Nehesi Coates (or another Black Panther comic book); *Binti*
by Nnedi Okorafor (one of the speakers for the spring 2019 Sigma Tau Delta conference in St. Louis); *Kindred* by Octavia
Butler; and a significant number of online readings accessible through Blackboard including writing by historic Black authors.

**401 – WRITING POETRY II**
Advanced course in writing poetry. **Prerequisites & Notes:** PRQ: ENGL 301

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| Description: This advanced course is the second in the sequence of poetry workshops. The focus of the advanced workshop is
towards a sequence of poems. You will write steadily throughout the semester, using assignments as loose guides and
challenging inspirations, investigate the activity of publishing and journals, and read and respond to essays on poetics and
books of poetry. |

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

Text(s): TBA

**402 – WRITING FICTION II**
Advanced course in writing fiction. **Prerequisites & Notes:** PRQ: ENGL 302

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| Description: This course further explores concepts presented in Fiction Writing I, with an emphasis on short-story
techniques and their application to the long story and novel forms. *No genre fiction allowed, including fan fiction or science
fiction.* |

Requirements: TBD

Text(s): N/A

**403 – TECHNICAL EDITING**
Principles and strategies for preparing technical documents for publication, including editing for content, organization, style,
and correctness. Topics include the editor’s roles and responsibilities, the levels of editing, proofreading and copyediting,
readability, format, production, and usability testing.

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| Description: This course explores technical editing for publication and other forms of success. The class emphasizes
capacious ideation, composition, design, layout, revision, collaboration, and the granular, audience-specific practices that
promote success. We will use real-world texts. Open source resources will provide timely, relevant expertise. Our textbook will
offer grounding in key concepts. The course includes many in-class exercises, discussion on rhetorical ethics and editorial
choices, projects based upon real-world, text-based needs, and efforts to publish your work in appropriate undergraduate
venues. |

Requirements:
1. 1-2 grammar, punctuation, and style exams
2. 2-3 Individual and/or group projects & presentations
3. 7 – 10 T/F quizzes
4. A course portfolio
5. Active participation
6. Course-specific blog
7. Course-specific textbook
8. In-class editing exercises
9. Regular class attendance
10. Weekly blog posts

Text(s): A repository of pdf files & access to open source materials hosted at the course site.
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.

**Description:** Meets with ENGL 647. 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.


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.

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

**Requirements:** Students will write 3 papers, complete one group project and one in-class performance, and write one final exam for this course. Regular class participation is also a key part of the course.

**Text:** G. Blakemore Evans et al., eds. *The Wadsworth Shakespeare,* 2nd edition

408 - THE ENGLISH RENAISSANCE: 1500-1603

Literature during the early Tudor and Elizabethan periods, as reflected in the work of such writers as More, Spenser, Sidney, Marlowe, and Shakespeare.

**Description:** Title: Renaissance English Poetry and Prose. Introduction: Enjoy works from the “Renaissance” or “early modern” era of English literary history. This is an era of important changes in intellectual culture, global exploration, religion, and political culture from the reign of Henry VIII through that of Elizabeth I. We will analyze literary texts of different forms...
and genres—such as utopian prose fiction, lyric poetry on ideas and anxieties of love and sex, travel narratives, and allegorical chivalric epic with monsters and a dragon. Authors include More, Sidney, Elizabeth I, Spenser, Marlowe, and Shakespeare.

Requirements: Learning will be assessed by participation [including attendance and in-class discussion], a short critical essay, an exam, and a research essay.


414 — THE VICTORIAN AGE
Later 19th-century English literature, including such writers as Brownings, Tennyson, the Brontes, Dickens, Eliot, Arnold, and Pater.

Section 0001
Description: What does it mean to be "Victorian"? A silly question, given that the Victorian Age ended, most would agree, with the death of Queen Victoria over one hundred years ago. The temptation is to revise the question to read, "What DID it mean?" And yet, think of how many Americans, especially in the architecturally-rich Midwest, inhabit Queen Anne cottages, Arts and Crafts and other kinds of bungalows, and, yes, mini- and full-scale Victorians, all of which styles --even the Queen Anne--were developed during the Victorian era. Think of how many of us have an opinion about such social issues as welfare and such political alternatives as Liberalism—these, too, came into their own during Victoria's reign. Think of how Victorian fiction continues to stimulate adaptation after adaptation of its major novels even in the 21st-Century (Jane Eyre [2011] being but the latest example). In a sense, we all remain Victorians. American culture still betrays the formative influence of that seventy-year period in British history. ENGL 414, "The Victorian Age," will take time out to study some episodes of such Victorian influence. Devoting the bulk of our attention to the study of that influential era, the Victorian, itself, we will read and analyze a variety of works by a variety of Victorian novelists, essayists, and poets. Students will become familiar with the dominant Victorian genres or kinds of writing (and the relationships between them) as well as the major substantive issues preoccupying the major Victorian writers, especially issues having to do with these writers' sense of their own unique historical character. The course will serve as an introduction to "cultural inquiry," a kind of reading and commentary that seeks to disclose aspects of Victorian culture that its poets and sages have tended to idealize, ignore, repress, or otherwise occlude. More specifically, we will read one (Dickens) novel, survey some of the major poets (Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning, Emily Bronte, Dante Gabriel Rossetti, William Morris), read some of the major prosists (Carlyle, Mill, Ruskin, Arnold, Stickney Ellis, Martineau, and Eliot).

Requirements: 1. Ten or so reading quizzes (mostly identifications) and occasional in-class writing assignments. 10%. 2. A shorter paper ("Paper #1") (one brief [two- to three-page] but pithy analytical "squib," either double- or 1+1/2-spaced, Times Roman 11-pt. or larger; a style-sheet will be provided; due early on [see schedule]). 15%. 3. A longer paper ("Paper #2," a five- to seven-page analytical essay due near the end of the semester). 25%. 4. A midterm examination. I provide six or seven passages ahead of time, four or five of which appear on the exam; you then choose two and write about them. 20%. 5. A final examination. I provide six or seven passages ahead of time, four or five of which appear on the exam; you then choose two and write about them. 20%. 6. Class participation (discussion). 10%.


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
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.

434X – LANGUAGE AND GENDER
Crosslisted as WGST 434. Examination of empirical evidence pertaining to language variation by sex and gender identity within the framework of sociolinguistics. Focuses on characteristics of feminine and masculine speech and conversational styles, societal attitudes towards them, and their implications for men and women in society. Biological foundations and sociogenesis of sex differences in language; interaction effects on language variation of other social variables such as age, class, and ethnic identity; and cross-cultural differences.

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

**Description:** This class will examine empirical evidence pertaining to language variation by sex and gender identity within the framework of sociolinguistics. We’ll discuss what gender is, characteristics of feminine and masculine language styles, linguistic gender norms and how they change over time, and societal attitudes towards gendered language. Discussion will include LGBTQ language and will emphasize linguistic methodologies for studying language variation.

**Requirements:** Quizzes on reading, 30%; Book report, 20%; Reaction papers, 20%; Project/presentation, 30%

**Texts:** TBA

477 – POSTCOLONIAL AND NEW LITERATURES IN ENGLISH
Representative works of new literature in English by postcolonial South Asian, African, Australian, and Caribbean writers, such as Arundhati Roy, Buchi Emecheta, Ben Okri, Peter Carey, Michelle Cliff, and Derek Walcott.

**Section 0001**  
TTH 9:30-10:45  
RH 309  
Hibbett

**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 sweeping across various genres and authors (Jean Rhys, Nadine Gordimer, Grace ichols, Nuala Ni Dhomhnaill, Salmon Rushdie, Derek Walcott), we will explore the relationship of (former) colony to “mother-country” and the spread of Englishness across the globe. In addition to a few short response papers, students will write a formal essay of 6-8 pages in length. Come enjoy some dazzling reads and fruitful conversation; I look forward to seeing you there!

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 00P1**  
TTH 2:00-3:15  
RH 201  
McFarland-Wilson

**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
Description: Meets with ENGL 648. 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 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.


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.

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.

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.

493 - WRITING CREATIVE NONFICTION II
Advanced workshop in writing creative nonfiction. The writing of personal and autobiographical essays with attention paid to extensive revision, formal and thematic experimentation, and considerations about the implications of the self as author and subject. Continues and advances the work begun in Writing Creative Nonfiction. Prerequisites & Notes: PRQ: ENGL 303.
Crucial to your success in the course is a commitment to thorough and reflective reading and active participation in a generous and serious workshop environment.

**Requirements:** regular class attendance; full preparation for workshops (careful reading and marking of all student drafts); three personal essays (approx. 25-30 pages total); weekly formal reading responses; one critical/interpretive essay (approx. 5-7 pgs.)

**Text(s):** *Cold Snap As Yearning*, Robert Vivian, *Truth in Nonfiction*, David Lazar, ed., essay handouts, student essay drafts

**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**

**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**

**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**