

ENG Sec	Course	Instructor	Info
113W 01	Intro to Prose: This course aims at developing skills in reading prose literature critically and for enjoyment. Our focus will be on developing informed reactions to the works we read and articulating those reactions in writing. We will also aim at developing the ability to relate several works to each other in a number of ways and to compare works according to narrative technique, character development, and a number of other stylistic and thematic characteristics. Since this is a writing intensive course, we will also be working throughout the course to improve general writing skills. (4 credits)	Jacqueline Arnold	MW 12:00- 1:45 AH208
275W 01	Intro to Literary Studies: In this course we will read a wide range of literature including short stories, novels, poetry, drama and non-fictional prose from different historical periods and geographical locations. We will learn fundamental techniques of literary analysis, we will gain a critical vocabulary to apply to our readings, and we will explore some of the cultural and historical contexts from which our texts emerged. Emphasis will also be placed on developing the skills necessary to write an effective literary research paper. (4 credits)	Melissa Purdue	MW 10:00- 11:45 AH202
275W 03	Intro to Literary Studies: This is the required introductory course in the English major. The class will focus on analyzing and writing about literary texts. A portion of the class will be spent working on the writing skills you need to convey arguments clearly and effectively in a full-length paper. We will be reading a variety of texts, including short stories, poetry, and novels. (4 credits)	Danielle Haque	TR 2:00- 3:45 AH208
285 01	Practical Grammar: This course is designed for those who will work with language professionally, language arts teachers, writers, and editors. It may be useful to modern language students. It is not intended as a remedial course for students who have difficulty writing correct sentences. By the end of the course, you should be able to identify the part of speech and the grammatical function of every word in most English sentences and to identify the most common kinds of phrases in English sentences. You should be able to understand a traditional grammar text and be ready for the study of linguistic theory. Class time will be devoted to lecture and discussion and to doing exercises. Another section will meet during the second half of the semester if there is demand. (2 credits)	John Banschbach	MTW R 2:00- 2:50 AH202 8/24- 10/16
316	Topics: Victorian/Neo Victorian Lit: In this class we will read	Melissa	TR

<p>01</p>	<p>nineteenth-century British fiction alongside twentieth- and twenty-first-century neo-Victorian revisions/ re-imaginings of that literature. We will discuss how and why (post)modern authors revise, subvert, and deconstruct Victorian fiction and reimagine nineteenth-century preoccupations with race, class, gender, childhood, imperialism, and science. We will consider how modern and postmodern literary adaptations of Victorian "classics" question and problematize the relationship between literature and history. Finally, the course will consider to what extent literary and historical adaptation/revision reveals as much the present as the reimagined past. Possible pairings may include Browning's <i>Aurora Leigh</i> and Byatt's <i>Possession</i>, Bronte's <i>Jane Eyre</i> and Rhys' <i>Wide Sargasso Sea</i>, Collins' <i>The Woman in White</i> and Waters' <i>Fingersmith</i>, Austen's <i>Pride and Prejudice</i> and Baker's <i>Longbourn</i>, and James' <i>The Turn of the Screw</i> and Wilson's <i>A Jealous Ghost</i>. (4 credits)</p>	<p>Purdue</p>	<p>4:00-5:45 AH225</p>
<p>320 01</p>	<p>British Lit to 1785: Our goals in this section of British literature to 1785 are (1) the rewards of reading some major works of early British literature, (2) the study of these works as expressions of the writers' interactions with their times and cultures, and (3) our own development as readers of literature. By the end of the course, you should understand some of the major works of early British literature in terms of their historical and cultural contexts, you should also understand those texts independent of those contexts, you should understand several literary genres, their structures and conventions, you should develop an independent understanding of at least one major work in terms of its scholarly and critical contexts, and you should have developed more facility as a close reader of literature. There will be two examinations, two papers, and a variety of short and informal exercises. (4 credits)</p>	<p>John Banschbach</p>	<p>W 6:00-9:45 AH319</p>
<p>325 01 02</p>	<p>Children's Literature: While the primary audience for the course is elementary education majors, anyone with an interest in children's literature is welcome. By the end of the course, you should be able to describe the major features of a work of children's literature and to discuss in some detail its ideas and purpose, and you should be able to describe kinds of children's literature, criteria for evaluating books, and resources for teaching. The reading list has not been finally determined, but is likely to include <i>Charlotte's Web</i>, <i>Number the Stars</i>, <i>Ramona Quimby, Age 8</i>, <i>On the Banks of Plum Creek</i>, <i>Children of the Wild West</i>, <i>The Birchbark House</i> and <i>Harry Potter and the Sorcerer's Stone</i>. We will also consider graphic novels, picture books, and poetry for children. There will be two examinations, a research report, and a variety of in-class activities.</p>	<p>John Banschbach</p>	<p>TR 10:00-11:15 12:00-1:15 AH202</p>

	(3 credits)		
327	<p>American Lit: Beginnings to 1865: Students will study the evolution of "American" literary forms with an emphasis on the cultural and historical framework of these forms. Readings/Authors include: Native American origin and trickster tales, William Bradford, Jonathan Winthrop, Anne Bradstreet, Phillis Wheatley, Olaudah Equiano, Hannah Foster Webster, Judith Sargent Murray, Ralph Waldo Emerson, Washington Irving, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau, Fanny Fern, Frederick Douglas, Sojourner Truth, Walt Whitman and Emily Dickinson. Students will have short written homework assignments to prepare them for the two essay exams, critical analysis paper/revision and presentation. Pre-requisite: English 275. (4 credits)</p>	Donna Casella	MW 10:00-11:45 AH208
362	<p>Teaching English (Writing) 5-12: Our major topics will be language and the adolescent, the teaching of writing and language, evaluation and curriculum. As much as possible, the course will be run as a workshop, with students designing assignments, carrying them out, evaluating them.</p> <p>As a result of the course students will have:</p> <ul style="list-style-type: none"> • Increased understanding of themselves (as a teacher) and of their field – literacy education • Ideas for engaging students with writing • Strategies for supporting student growth as writers/readers and for supporting their growth in understanding themselves and their world through literacy experiences • Ability to create lesson plans/units (and implement standards within them) • Familiarity with state tests and standards. • ??? other objectives TBD in discussion between professor and students 	Jacqueline Arnold	M 6:00-9:45 AH204
381	<p>Intro to Linguistics: This course's purpose is to give participants a new appreciation and understanding of the language we speak and of linguistic processes in general, making explicit and understandable the way in which the communicative practices we already use operate successfully. In this course, students will become familiar with the structures of language on a number of levels – with particular reference to the English language. For many native speakers of English, the idea of language structures brings to mind prescriptive grammar, the rules that say how people should speak and write. But our concern in this class is not about how people <i>should</i> communicate (and just who is telling us this, anyway?) but rather how people <i>do</i> communicate. We will explore concepts such as phonology (the sounds of a language), morphology</p>	Elizabeth Williamsen	MW 10:00-11:45 PA104

	<p>(the shapes of words), syntax (the patterns through which words work together) semantics (the way language produces meaning), and various social aspects of language use. Students will be expected to apply these concepts in practice exercises, short writing assignments, three tests, and a mid-length research project. Side-effects of completing this course may include memorization of the International Phonetic Alphabet and patterns of syntactic structure, as well as an ability to recognize a number of American regional dialects. Textbook: Curzan & Adams, <i>How English Works</i> 3rd ed. (4 credits)</p>		
<p>4/533</p>	<p>Sel. Studies in World Lit: Human Rights and Global Literatures: This course looks at world literature through the specific lens of human rights discourses. We will begin the class by asking: why put rights and literature in conversation? Why look to literature at all for an understanding of how we think about human rights? How does literature contribute to or shape rights discourses? Narrative does not just depict human rights stories, but is a profound part of how we imagine and construct human rights policies and their processes. Scholars and activists have begun to examine the ways in which human rights discourses are shaped by historical and cultural contexts. Many argue that human rights are, in fact, literary productions. So what do we mean when we talk about concepts such as freedom and rights? How do race, class, gender, sexuality, ethnicity, or nationality impact rights? Why might a philosopher, politician, or activist turn to a work of fiction in order to make an argument about human rights? What is the role of memoir or documentary in telling human rights stories? The global literatures that we will read in this course take the human condition as their central concern. They ask questions about what it means to be “human” and whether there are inherent rights and freedoms to which all humans are universally entitled. In the process of asking these questions, we will look closely at novels and film from and about Sri Lanka, South Africa, Haiti, Morocco, Somalia, the United States, and Chile that reflect on the atrocities of racial segregation, apartheid, colonialism, globalization, torture, and genocide. We will pay close attention to form and how storytelling is linked to aesthetic and cultural practices. (4 credits)</p>	<p>Danielle Haque</p>	<p>MW 2:00- 3:45 PA104</p>

4/564	<p>Teaching Literature in the Middle School: Students will become familiar with a variety of books on topics of interest to middle school students, will become familiar with print and internet resources for teaching literature in the middle school, will experiment with a variety of methods of responding to and analyzing literature, and will be introduced to methods of teaching English in the middle school. (3 credits)</p>	<p>Jacqueline Arnold</p>	<p>T 4:30-5:30 On line</p>
606	<p>British Literary History and Criticism: This course is intended to provide graduate students with a foundational background in approximately 1500 years of British literary history. Because such an expectation exceeds what is possible in a single semester, this iteration of the course will aim to provide a grounding in literary forms and developments from the late Middle Ages through the eighteenth century, a period which saw significant innovations in poetry and drama, as well as the birth of the novel. We will consider the social and historical influences on authors and their work during these periods as well as some of the important critical work on the texts. Students will be responsible for careful reading, active class participation, weekly close-reading, a bibliographic project, and two medium-length essays. Authors will include Chaucer, Kempe, Spenser, Shakespeare, Milton, Behn, Swift, Lewis, and others. (3 credits)</p>	<p>Elizabeth Williamsen</p>	<p>M 3:00-5:45 AH202</p>
635	<p>Sem: World Literature: Arab Anglophone Literature: This seminar will introduce graduate students to Arab Anglophone literature, with special attention paid to Arab American literature. Drawing on transnational studies, postcolonial theory, and theories of globalization, we will read across a range of genres, including memoir, poetry, short story, essay, and the novel. The course will begin by discussing major issues in the field of Arab Anglophone Studies, histories of British and U.S. imperialism and interventionism, the formation of a literary canon, and developments in Arab Anglophone writing. (3 credits)</p>	<p>Danielle Haque</p>	<p>W 6:00-8:45 AH202</p>
651	<p>Bibliography/Research: This course introduces students to research methods and critical writing strategies for masters' level work. It also focuses on professional development and the creation of documents such as CVs, book reviews, and annotated bibliographies. It is required for all first-year MA: Literature and English Studies students.</p>	<p>Melissa Purdue</p>	<p>M 6:00-8:45 AH202</p>

