

## Summer 2019 Literature Courses

Session 1		
<b>ENG 211W.01</b> Online Asynchronous	<b>Perspectives in Literature and Human Diversity (4 cr.)</b> This perspectives course aims to increase understanding of literary contributions made by under-represented peoples, to develop critical thinking, reading, and writing skills, and to increase appreciation of the diversity of human experience. This online summer course will focus on literatures of migration and will include writing by immigrant and refugee writers about their experiences crossing borders and adjusting to life in new places. Readings might include authors from Morocco, Syria, Somalia, Mexico, Egypt, and Pakistan. <i>Fulfills GE 6, 7.</i>	D. Haque
<b>ENG 425.01</b> Online Th 4:30-6:00 pm	<b>Topics in Children's Literature: True Stories and Facts (3 cr.)</b> Advanced study of works of creative nonfiction (including informational texts, biography, and memoir) appropriate for secondary, middle and elementary audiences. Methods for delivering these texts to young adult audiences.	J. Arnold
<b>ENG 426.01</b> Online Asynchronous	<b>Selected Periods: British Modernism (4 cr.)</b> The modernist period was one of rapid and radical change. It included two world wars, major advances in science, the development of radio and cinema, the decline of the British Empire, and the rise of the field of psychology. In this course we will discuss the ways in which British authors responded these changes around them. We will also discuss some of the literary techniques unique to this period—stream-of-consciousness, interior monologue, multiple points-of-view, and unreliable narration. Although broadly defined modernist literature extends from the 1880s to the 1950s, in this course we will narrow our concentration to early modernist literature published between 1910 and 1939. Because of the time constraints of the summer session, we will also limit our readings to poetry and short fiction. Possible authors include Joyce, Woolf, Mansfield, Eliot, and Yeats. <i>This course can substitute for ENG 321.</i>	M. Purdue
<b>ENG 461.01</b> Online T 4:00-5:30 pm	<b>Young Adult World Literature (2 cr.)</b> Objectives: Students will become familiar with, respond to, and discuss a variety of young adult literature from around the globe. Learning Outcomes: 1) Develop students' knowledge of the cultures within which young adult literature is written. 2) Develop students' ability to read and write analytically. 3) Make the reading of young adult literature more accessible, approachable, and enjoyable for students. 4) Provide some focused insights into the ways of seeing, being, and believing of various cultures and, in the process, develop a greater sensitivity for self vs. other. <i>This course fulfills the World Novel requirement for Communication Arts and Literature Education students. It can also substitute for ENG 4/525 for the middle school certificate.</i>	K. Smith
<b>ENG 525.01</b> Online Th 4:30-6:00 pm	<b>Topics in Children's Literature: Non-fiction (3 cr.)</b> Advanced study of works of creative nonfiction (including informational texts, biography, and memoir) appropriate for secondary, middle and elementary audiences. Methods for delivering these texts to young adult audiences.	J. Arnold
<b>ENG 526.01</b> Online	<b>Selected Periods: British Modernism (4 cr.)</b> The modernist period was one of rapid and radical change. It included two world wars, major advances in science, the development of radio and	M. Purdue

	<p>cinema, the decline of the British Empire, and the rise of the field of psychology. In this course we will discuss the ways in which British authors responded these changes around them. We will also discuss some of the literary techniques unique to this period—stream-of-consciousness, interior monologue, multiple points-of-view, and unreliable narration. Although broadly defined modernist literature extends from the 1880s to the 1950s, in this course we will narrow our concentration to early modernist literature published between 1910 and 1939. Because of the time constraints of the summer session, we will also limit our readings to poetry and short fiction. Possible authors include Joyce, Woolf, Mansfield, Eliot, and Yeats.</p>	
<p><b>ENG 561.01</b> Online T 4:00-5:30 pm</p>	<p><b>Young Adult World Literature (2 cr.)</b> Objectives: Students will become familiar with, respond to, and discuss a variety of young adult literature from around the globe. Learning Outcomes: 1) Develop students' knowledge of the cultures within which young adult literature is written. 2) Develop students' ability to read and write analytically. 3) Make the reading of young adult literature more accessible, approachable, and enjoyable for students. 4) Provide some focused insights into the ways of seeing, being, and believing of various cultures and, in the process, develop a greater sensitivity for self vs. other. <i>This course can substitute for ENG 4/525 for the middle school certificate.</i></p>	K. Smith
<b>Session 2</b>		
<p><b>ENG 285.01</b> Online MW 5:-6:00 pm</p>	<p><b>Practical Grammar (2 cr.)</b> This course is designed for those who will work with language professionally – language arts teachers, writer, and editors. It may be useful to modern language students. <i>It is not intended as a remedial course for students who have difficulty writing correct sentences.</i> 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 to doing exercises.</p>	J. Arnold
<p><b>ENG 426.02</b> Online Asynchronous</p>	<p><b>Selected Periods: Contemporary American Migration Literature (4cr.)</b> This course on American migration literature is subtitled “A History of the Present: to the Caravan and Back.” The texts for this course emerge from and engage with physical migrations and individual and collective memories within and across the Americas, specifically El Salvador, Guatemala, Nicaragua, México, and the United States. Students will consider the ways in which the selected Latinx literary texts offer critical revisions of official and popular histories of migration and identity formation, including those processes related to dispossession, displacement, relocation, and resettlement. Other inquires include the following: How do the selected texts allude to the legacies of slavery and colonialism within the context of globalization and neoliberalism? How might the selected texts represent the complexities, nuances, and contradictions of multi-ethnic and/or transnational identities under the geopolitical pressures of the Cold War and globalization? For example, in what particular ways might these texts deal with the intricacies of cultural contact and negotiation across various “borders,” including those related to gender, sexuality, class, race, and nationality? Aesthetically, what set of literary techniques or devices produce complex meanings and effects that relate to the themes and issues raised in this course? Required texts include <i>Enrique’s Journey</i> (2006) by Sonia Nazario, <i>In Search of Bernabé</i> (1993) by Graciela Limón, and <i>The Tattooed Soldier</i> (1998) by Héctor Tobar. Poems and short stories available in D2L. <i>This course can substitute for ENG 328.</i></p>	E. Ávila

<p><b>ENG 464.01</b> Online T 4:00-5:30 pm</p>	<p><b>Teaching Middle School Literature (3 cr.)</b> 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. Learning Outcomes: 1) Respond to literature in a variety of ways; 2) Identify literary techniques and elements; 3) Determine themes and writer purpose; 4) Identify literary genres; 5) Understand current methods for teaching English language arts; 6) Identify resources for teaching English language arts; 7) Understand Minnesota state requirements for teaching English language arts.</p>	<p>K. Smith</p>
<p><b>ENG 526.02</b> Online Asynchronous</p>	<p><b>Selected Periods: Contemporary American Migration Literature (4cr.)</b> This course on American migration literature is subtitled “A History of the Present: to the Caravan and Back.” The texts for this course emerge from and engage with physical migrations and individual and collective memories within and across the Americas, specifically El Salvador, Guatemala, Nicaragua, México, and the United States. Students will consider the ways in which the selected Latinx literary texts offer critical revisions of official and popular histories of migration and identity formation, including those processes related to dispossession, displacement, relocation, and resettlement. Other inquiries include the following: How do the selected texts allude to the legacies of slavery and colonialism within the context of globalization and neoliberalism? How might the selected texts represent the complexities, nuances, and contradictions of multi-ethnic and/or transnational identities under the geopolitical pressures of the Cold War and globalization? For example, in what particular ways might these texts deal with the intricacies of cultural contact and negotiation across various “borders,” including those related to gender, sexuality, class, race, and nationality? Aesthetically, what set of literary techniques or devices produce complex meanings and effects that relate to the themes and issues raised in this course? Required texts include <i>Enrique’s Journey</i> (2006) by Sonia Nazario, <i>In Search of Bernabé</i> (1993) by Graciela Limón, and <i>The Tattooed Soldier</i> (1998) by Héctor Tobar. Poems and short stories available in D2L.</p>	<p>E. Ávila</p>
<p><b>ENG 564.01</b> Online T 4:00-5:30 pm</p>	<p><b>Teaching Middle School Literature (3 cr.)</b> 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. Learning Outcomes: 1) Respond to literature in a variety of ways; 2) Identify literary techniques and elements; 3) Determine themes and writer purpose; 4) Identify literary genres; 5) Understand current methods for teaching English language arts; 6) Identify resources for teaching English language arts; 7) Understand Minnesota state requirements for teaching English language arts.</p>	<p>K. Smith</p>

## Fall 2019 Undergraduate Courses

<b>ENG 110.01</b> M W 12:00-1:45 pm	<b>Introduction to Literature: Literary Disruption (4 cr.)</b> <i>Fulfills GE 6</i>	K. Smith
<b>ENG 125.01</b> M W 4:00-5:45 pm	<b>International Children's Literature (4 cr.)</b> <i>Fulfills GE 6, 8, Purple</i>	J. Arnold
<b>ENG 146.01</b> T Th 4:00-5:45 pm	<b>Introduction to Shakespeare: Madness and Murder (4 cr.)</b> <i>Fulfills GE 6, 8</i>	L. Williamsen
<b>ENG 211W.01</b> T Th 12:00-1:45 pm	<b>Perspectives: Literature and Diversity: Latina/o Literature (4 cr.)</b> <i>Fulfills GE 6, 7, Purple</i>	E. Ávila
<b>ENG 275W.01</b> M W 12:00-1:45 PM	<b>Introduction to Literary Studies (4 cr.)</b>	M. Purdue
<b>ENG 275W.02</b> T Th 2:00-3:45 pm	<b>Introduction to Literary Studies (4 cr.)</b>	E. Ávila
<b>ENG 285.01</b> 1 <sup>st</sup> 8 weeks MTWTh 2:00-2:50 pm	<b>Practical Grammar (2 cr.)</b>	J. Arnold
<b>ENG 320.01</b> M W 10:00-11:45 am	<b>British Literature to 1785 (4 cr.)</b>	L. Williamsen
<b>ENG 325.01</b> T Th 10:00-11:15 am	<b>Children's Literature (3 cr.)</b>	J. Arnold
<b>ENG 325.02</b> T Th 12:00-1:15 pm	<b>Children's Literature (3 cr.)</b>	J. Arnold
<b>ENG 327.01</b> M W 12:00-1:45 pm	<b>American Literature to 1865 (4 cr.)</b>	E. Ávila
<b>ENG 362.01</b> M 6:00-9:45 pm	<b>Teaching English 5-12: Writing (3 cr.)</b>	K. Smith
<b>ENG 381.01</b> T Th 12:00-1:45 pm	<b>Introduction to English Linguistics (4 cr.)</b>	L. Williamsen
<b>ENG 403.01</b> T Th 2:00-3:45 pm	<b>Selected Authors: The Bronte Sisters (4 cr.)</b>	M. Purdue
<b>ENG 412W.01</b> T Th 10:00-11:45 am	<b>Arab American Literature (4 cr.)</b> <i>Fulfills GE Purple</i>	D. Haque
<b>ENG 433W.01</b> M W 2:00-3:45 pm	<b>Selected Studies in World Literature (4 cr.)</b> <i>Fulfills GE Purple</i>	D. Haque
<b>ENG 464.01</b> T 4:00-5:30 pm Online	<b>Teaching Literature in Middle School (3 cr.)</b>	K. Smith

<b>Fall 2019 Graduate Courses</b>		
<b>ENG 503.01</b> T Th 2:00-3:45 pm	<b>Selected Authors: The Brontes (4 cr.)</b>	M. Purdue
<b>ENG 533.01</b> M W 2:00-3:45 pm	<b>Selected Studies in World Literature (4 cr.)</b>	D. Haque
<b>ENG 564.01</b> T 4:00-5:30 pm Online	<b>Teaching Literature in Middle School (3 cr.)</b>	K. Smith
<b>ENG 603.01</b> online	<b>Seminar: Selected Authors (3 cr.)</b>	D. Haque
<b>ENG 606.01</b> online	<b>British Literary History and Criticism (3 cr.)</b>	M. Purdue
<b>ENG 610.01</b> M 6:00-7:30 pm online	<b>Seminar: British and American Romanticism (3 cr.)</b>	G. Westerman
<b>ENG 625.01</b> 7:00-8:30 pm online	<b>Seminar: Composition Theory (3 cr.)</b>	K. Cole
<b>ENG 651.01</b> W 6:00-7:30 pm online	<b>Bibliography and Research (3 cr.)</b>	K. Cole

<b>Spring 2020 Undergraduate Courses</b>		
<b>ENG 110.01</b> M W 4:00-5:45 pm	<b>Introduction to Literature (4 cr.)</b> <i>Fulfills GE 6</i>	L. Williamsen
<b>ENG 110.02</b> T Th 8:00-9:45 am	<b>Introduction to Literature (4 cr.)</b> <i>Fulfills GE 6</i>	Staff
<b>ENG 118.01</b> M W 10:00-11:45 am	<b>Diverse Cultures in Literature and Film: Monsters (4 cr.)</b> <i>Fulfills GE 6, 7, Purple</i>	K. Cole
<b>ENG 211W.01</b> T Th 10:00-11:45 am	<b>Perspectives: Literature and Human Diversity (4 cr.)</b> <i>Fulfills GE 6, 7, Purple</i>	E. Ávila
<b>ENG 212W.01</b> T 4:00-5:00 pm Online	<b>Perspectives: World Literature (4 cr.)</b> <i>Fulfills GE 6, 8</i>	J. Arnold
<b>ENG 213W.01</b> Online asynchronous	<b>Perspectives: Ethics and Civic Responsibility (4 cr.)</b> <i>Fulfills GE 6, 9</i>	D. Haque
<b>ENG 275W.01</b> M W 2:00-3:45 pm	<b>Introduction to Literary Studies (4 cr.)</b>	D. Haque
<b>ENG 285.01</b> 1 <sup>st</sup> 8 weeks MTWTh 2:00-2:50 pm	<b>Practical Grammar</b>	J. Arnold
<b>ENG 316.01</b>	<b>19<sup>th</sup>-Century Science Fiction (4 cr.)</b>	M. Purdue

T Th 2:00-3:45 pm		
<b>ENG 321.01</b> M W 2:00-3:45 pm	<b>British Literature 1785-Present (4 cr.)</b>	M. Purdue
<b>ENG 325.01</b> T Th 12:00-1:15 pm	<b>Children's Literature (3 cr.)</b>	K. Smith
<b>ENG 328.01</b> M W 10:00-11:45 am	<b>American Literature 1865-Present (4 cr.)</b>	E. Ávila
<b>ENG 361.01</b> M 6:00-9:45 pm	<b>Teaching English 5-12: Literature (4 cr.)</b>	J. Arnold
<b>ENG 381.01</b> M W 12:00-1:45 pm	<b>Introduction to English Linguistics (4 cr.)</b>	L. Williamsen
<b>ENG 405.01</b> 1 <sup>st</sup> 8 weeks T Th 12:00-1:45 pm	<b>Shakespeare: Comedies and Histories (2 cr.)</b>	L. Williamsen
<b>ENG 406.01</b> 2 <sup>nd</sup> 8 weeks T Th 12:00-1:45 pm	<b>Shakespeare: Tragedies (2 cr.)</b>	L. Williamsen
<b>ENG 425.01</b> T 4:30-5:30 pm online	<b>Topics in Children's Literature (3 cr.)</b>	K. Smith
<b>ENG 435.01</b> T 6:00-9:45 pm	<b>The World Novel (4 cr.)</b>	D. Haque
<b>ENG 461.01</b> Th 4:00-5:00 pm online	<b>Child and Young Adult World Literature (2 cr.)</b>	K. Smith
<b>ENG 463.01</b> W 6:00-8:45 pm	<b>Adolescent Literature (3 cr.)</b>	J. Arnold

<b>Spring 2020 Graduate Courses</b>		
<b>ENG 525.01</b> T 4:30-5:30 pm online	<b>Topics in Children's Literature (3 cr.)</b>	K. Smith
<b>ENG 535.01</b> T 6:00-9:45 pm	<b>The World Novel (4 cr.)</b>	D. Haque
<b>ENG 561.01</b> Th 4:00-5:00 pm online	<b>Child and Young Adult World Literature (2 cr.)</b>	K. Smith
<b>ENG 563.01</b> W 6:00-8:45 pm	<b>Adolescent Literature (3 cr.)</b>	J. Arnold
<b>ENG 607.01</b> Th 6:00-7:30 pm online	<b>American Literary History and Criticism (3 cr.)</b>	E. Ávila
<b>ENG 612.01</b> Online	<b>Seminar: Gender in 19<sup>th</sup>-Century Literature (3 cr.)</b>	M. Purdue
<b>ENG 625.01</b> TBA online	<b>Seminar: Composition Theory (3 cr.)</b>	Staff

<b>ENG 655.01</b> W 5:00-6:00 pm online	<b>Topics in Teaching Writing (3 cr.)</b>	K. Smith
<b>ENG 671.01</b> W 6:00-7:30 pm online	<b>Seminar: Literary Theory and Criticism (3 cr.)</b>	K. Cole