

Fall 2013

ENG 118: Literature and Film of Diverse Cultures (4 cr) TH 2:00-3:45; Sue Johnston, instructor

This course focuses on literature and film of diverse cultures. Some of the works we will read and discuss in this course include Jhumpa Lahiri, *Interpreter of Maladies*, Julie Otsuka, *When the Emperor was Divine*, Mahbod Seraji, *The Rooftops of Tehran*, Jean Kwok, *Girl in Translation*, and Julie Epstein, *The Painter from Shanghai*. We will also watch several excellent films that accompany these works of fiction. Requirements include write short essays, movie responses, and an oral presentation.

ENG 275-01: Introduction to Literary Studies (4 cr) MW 10:00-11:45; Sue Johnston, instructor

This course is a prerequisite to survey and upper-division literature courses. Students in this course are introduced to literary genres, literary analysis, the process of writing about literature, and literary research. Requirements include essays on each literary genre and a research paper.

ENG 275-02: Introduction to Literary Studies (4 cr) M 6:00-9:45; Anne O'Meara, instructor

This is the required introductory course in the English major. In this course, you will extend your current reading and writing skills, becoming more familiar with the specialized ways in which people in this discipline discuss, analyze, and interpret literature. You will become more aware of the elements of various types of poetry, narrative prose, and drama and the ways in which these elements are used by writers to communicate with readers. You will also be introduced to various theoretical perspectives and to ways of reading that emerge from these perspectives. Finally, on the assumption that one learns by writing, you will practice writing various kinds of essays about the literature we are reading; you will work to improve your writing, critical thinking, argumentation, and research skills. Three essays, one a researched essay, and lots of in-class writing. Texts: Peter Schakel and Jack Ridl, eds. *Approaching Literature: Reading + Thinking + Writing*. 3rd ed. and Toni Morrison's *Beloved*.

ENG 285-01: Practical Grammar (2 cr) MTWH 11:00-11:50; Harry Solo, instructor
(Note: This course will run for the first half of the semester, 8/26-10/15)

We will work with the rudiments of the grammatical analysis of English sentences. By the end of this course, you should be able to identify the basic patterns of most simple English sentences and analyze the combination of these basic patterns in most more complex structures. In the course of learning to do this, you should come to a clear understanding of the traditional parts of speech and how words in each category function within sentences. You should be able to understand a traditional grammar text and be ready for the study of linguistic theory as well as a variety of practical applications of a knowledge of English grammar. Class time will be devoted to lecture/discussion and to doing exercises. There is no required course textbook. Course material will be presented in class and on D2L. For those wishing to read further in English grammar, I will be happy to recommend appropriate books.

ENG 318W-01: Multi-Cultural Literature (4 cr) TH 2:00-3:45; Anne O'Meara, instructor

Students will read novels, view films, and write essays to increase their understanding and

appreciation of the literatures, films, and cultures of diverse groups in the United States. Likely books: Anaya, Rudolfo: *Bless Me, Ultima*; Diaz, Junot: *The Brief Wondrous Life of Oscar Wao*; Ellison, Ralph: *Invisible Man*; Louise Erdrich: *Last Report of Miracles at Little No Horse*; Garcia, Cristina: *Dreaming in Cuban*; Kingston, Maxine Hong: *Woman Warrior*; Lahiri, Jhumpa: *Unaccustomed Earth*; Welch, James: *Fools Crow*; and Williams, Sherley Anne: *Dessa Rose*. Students will write short responses, literary analysis, and a group project..

ENG 320-01: British Literature Survey I (4 cr) TH 10:00-11:45; Lesley Jacobs, instructor

This course offers a survey of early English literature ranging from *Beowulf* to the late eighteenth century. Although the primary focus of the course will be on the close reading of early English texts, we will continually attempt to supplement close reading by placing these texts in their cultural and historical contexts and exploring the material conditions under which they were produced and received in the Anglo-Saxon, late medieval, and early modern periods. We will explore such themes as the shifting qualities of the hero, representations of the divine, courtly love, the depiction of women, and changing notions of authorship and originality.

By the end of the term, you will be familiar with a range of major authors and texts from the early English period. You will be able to articulate the importance of historical context for these authors and works -- a necessary element for understanding how and why the attitudes promoted or critiqued in these texts can seem at once so familiar and so alien to present-day readers. Finally, you will have gained practice in writing about older texts, incorporating both analysis of literary form and an understanding of historical and cultural context. Course assignments will include two papers and two exams.

ENG 320-02: British Literature Survey I (4 cr) MW 2:00-3:45; Sue Johnston, instructor

This course focuses on the major writers and the historical backgrounds of the Old English Period, the Middle Ages, the Renaissance, the Early Seventeenth Century, and the Restoration and Eighteenth Century. Requirements include essay examinations, an oral presentation, and research paper.

325-01 (10:00-10:50) and 325-02 (11:00-11:50) Children's Literature (3 cr) MTH; Jacqueline Arnold, instructor

Our topics are the study of a variety of books for children, the purposes and types of children's literature, and ways of responding to children's literature. The course textbook is *The Joy of Children's Literature* by Denise Johnson. The class helps fulfill Minnesota Teacher Licensure Requirements.

ENG 327: American Literature: Beginnings to 1865 (4 cr) MW 4:00-6:00; Donna Casella, instructor

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.

ENG 362 Teaching English 5-12 (4 cr) M 6:00- 9:45; Jacqueline Arnold, instructor

Our major topics will be language and the adolescent, the teaching of reading, literature, 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. The texts are *Within and Beyond the Writing Process in the Secondary English Classroom* (Dornan, Rosen and Wilson), *Deeper Reading* (Gallagher); *Teaching Adolescent Writers* (Gallegher); *What's the Big Idea?* (Burke).

ENG 381: Introduction to Linguistics (4 cr) TH 4:00-5:45; Lesley Jacobs, instructor

This course serves as an introduction to the English language in all of its formal aspects: phonetics and phonology (sounds and sound system), morphology and lexicology (the structure of words and vocabularies), syntax (the structure of phrases, clauses, and sentences), and semantics and discourse (the meaning and the structure of stylized speech). We will also consider variation in English, how the language has developed over time, and the politics of its usage.

This course will help you to think more precisely about language as a natural and social phenomenon; it will introduce you to the forms and functions of English in particular; it will inform your use of the language, but also your judgments about other peoples' use; it will prepare some of you to teach about English, others to write about it, and all of you to participate in public debate about the role of English (and language generally) in American culture.

Assignments will include weekly homework, two papers, and two exams.

ENG 441: Seminar: Literary Theory and Criticism (4 cr) MW 12:00-1:45; Kirsti Cole, instructor

The Literary Theory seminar provides an introduction to the landmark works in and various competing theories of literary analysis that shape scholarly and interpretive practices in the contemporary field of English Studies and Literature. To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. Further, we will consider questions such as: What is literary theory? What are the various schools of theory? How do we use theory? Why do we use theory? How do theoretical assumptions lead scholars to adopt particular practices, reject others, and appear to be blind to still others? Conversely, how do certain kinds of literate, creative, and interpretive practices give rise to, support, challenge or undermine certain theories?

One of the goals in this class will be to understand that our beliefs and those of others concerning the study and analysis of literature are corrigible. That is, theories are contingent, working explanations. Theorizing is a dynamic process. Exploring landmark studies in literary theory beside and against each other and imagining alternative explanations will help us on this rich, theoretical journey, as well as the possibilities of application.

ENG 608: Seminar on British Lit. prior to 1800: The Changing Hero in Arthurian Story (3 cr) M 1:00-3:45; Lesley Jacobs, instructor

This course will trace the evolution of the hero in Arthurian narrative, beginning with the earliest references to Arthur in the early Welsh battle-poem *Y Gododdin* and other Welsh poetry. We will study Arthur as an old, forgetful king in Marie de France's *Lanval*, as part of the "Six Go Through the World" folkloric group in the Welsh prose tale *Culhwch ac Olwen*, and as a decidedly secondary character in the romances of Chrétien de Troyes. We will study the cultural movements of chivalry and courtly love that helped to transform the Arthurian story and Arthur as a hero, as well as examining closely Geoffrey of Monmouth's *History of the Kings of Britain*, the first hugely successful fantasy fiction to develop fully the legends of Arthur as man and king. Selections from English Arthurian studies will include readings from Lawman's *Brut*, *Sir Gawain and the Green Knight*, and parts of Sir Thomas Malory's *Morte d'Arthur*. Students will be introduced to the genres of romance, chronicle, and the short poetic *lai* as we consider how the nature of the Arthurian hero changes in specific cultural and linguistic moments. All texts will be read in translation, and secondary readings will be included. Assignments will include a seminar-length paper incorporating secondary research on the subject.

ENG 625: Seminar: Composition Theory (3 cr) Online. Chat: T 6:00-7:00; Anne O'Meara, instructor

In this course, we will read widely in composition theory in order to better understand the ways in which people write and read texts, process information, acquire the habits of discourse communities (particularly academic ones), and vary their processes in response to changing technology. We will consider different pedagogical stances (current-traditional, expressivist, collaborative, rhetorical, post-process etc.) as well as topics in the field such as basic writing, transfer, writing across the curriculum, academic writing, technology, and diversity issues arising from particular contexts of writing. The purpose is to become familiar with the literature in the field, so that teaching decisions can be made in a richer context. Participants will be required to read and write copiously, to formulate a teaching philosophy for use in job applications, and to present extended research on an issue or pedagogy of their choice; students will post weekly and attend an online chat.

ENG 651: Bibliography & Research (3 cr) M 6:00-8:45; Melissa Purdue, instructor

This course focuses on the capstone experience for MA Literature and MA English Studies students. It is required of all students in their third semester of study. The course covers research and critical writing strategies for masters' level and professional work in the field, and it emphasizes professional development. Students will draft and revise portions of their capstone projects and will compose career development documents like CVs and application letters.

ENG 655: Topics in Teaching Writing (3 cr) online W (chat) 5:00-6:00; Jacqueline Arnold, instructor

This course will examine current instructional practices used to teach writing in academic settings. The grade level focus of the course is middle/high school.

ENG 671: Seminar: Literary Theory and Criticism (3 cr) W 6:00-8:45; Kirsti Cole, instructor

The Literary Theory seminar provides an introduction to the landmark works in and various competing theories of literary analysis that shape scholarly and interpretive practices in the contemporary field of English Studies and Literature, with an emphasis on primary theory texts.

To help us construct a map of the complex theoretical terrain, we will consider the historical, cultural and political contexts in which particular practices and theories have emerged and been valued. Further, we will consider questions such as: What is literary theory? What are the various schools of theory? How do we use theory? Why do we use theory? How do theoretical assumptions lead scholars to adopt particular practices, reject others, and appear to be blind to still others? Conversely, how do certain kinds of literate, creative, and interpretive practices give rise to, support, challenge or undermine certain theories?

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