

Undergraduate English and Film Course Descriptions

Fall, 2014

Section	Course	Instructor	Meeting Info
FILM 114-01	<p>Introduction to Film (4 cr)</p> <p>In this course, students will study and analyze elements basic to a critical understanding of film: story; visual design; cinematography and color; editing and special effects; functions of sound and music; styles of acting and directing; and function of genre and social beliefs. Students will explore a mix of classic and contemporary films from the U.S. and around the world. Students will take two exams (part multiple choice, part short answer). Elective for the Film Studies Minor.</p> <p>General Education Category 6</p>	Donna Casella	M 6-9:45 PM
FILM 114-02	<p>Introduction to Film (4 cr)</p> <p>In this course, students will study and analyze elements basic to a critical understanding of film: sound, editing, cinematography, story, visual design, styles of acting and directing, and function of genre and social beliefs. Students will explore a mix of classic and contemporary films from the U.S. and around the world. Students will take five multiple choice exams and weekly quizzes. Elective for the Film Studies Minor</p> <p>General Education Category 6</p>	Richard Terrill	T 6-9:45 PM
118-01	<p>Diverse Cultures in Literature and Film (4 cr)</p> <p>This course focuses on literature and film of diverse cultures. Students will write short responses, essays, and do a final oral presentation. Required Books: Lahiri, <i>Interpreter of Maladies</i>; Kwok, <i>Girl in Translation</i>; Seraji, <i>Rooftops of Tehran</i>; Majumdar, <i>Partitions</i>; Martel, <i>Life of Pi</i></p> <p>General Education Categories 6,7; Purple</p>	Sue Johnston	T H 2:00- 3:45
146-01	<p>Introduction to Shakespeare</p> <p>Although William Shakespeare was certainly not the only popular and influential poet or dramatist writing in the Early Modern period, a steadfast and nearly universal admiration for his work has positioned his poetry and plays at the center of modern literary study. This course will give students a broad introduction to the works of Shakespeare and the cultural context within which he wrote. We will primarily focus on the ways Shakespeare manipulated language and literary conventions to create unforgettable characters and to respond to the social and cultural practices of his time. To that end, we will begin with the sonnet sequence in order to develop a habit of attending to Shakespearean language and style before exploring the major dramatic modes of history, comedy, and tragedy – and the complications Shakespeare brings to these genres. Students will be responsible for careful reading, active participation in class discussions, and several short essays and tests. Potential</p>	Elizabeth Williamsen	T H 10:00- 11:45

	readings include the sonnets, <i>The Taming of the Shrew</i> , <i>Henry V</i> , <i>Othello</i> , and <i>The Tempest</i> . General Education Categories 6,8		
FILM 210W- 01	Film Genres (4 cr) In this course we will study the history and theory of film genres and engage in readings of representative genre films. The course involves lecture, film viewing, and discussion. Students will write one short film analysis paper, write and revise one longer film analysis paper and take two exams. There will also be in-class writing practice. The following genres will be represented in the course: mystery, film noir, gangster, horror, science fiction, fantasy, musical, western, war, and screwball comedy. Film studied include: <i>The Maltese Falcon</i> , <i>In Bruges</i> , <i>LA Confidential</i> , <i>Blade Runner</i> , <i>Three Kings</i> , and <i>It Happened One Night</i> . Elective for Film Studies Minor. General Education Category 6, Writing Intensive	Donna Casella	T H 12- 1:45
211W- 01	Perspectives in Literature and Human Diversity (4 cr) 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 reading list: <i>When the Emperor Was Divine</i> by Julie Otsuka; <i>Interpreter of Maladies</i> by Jhumpa Lahiri; <i>Always Running</i> by Luis Rodriguez; <i>Their Eyes Were Watching God</i> by Zora Neale Hurston; <i>Flight</i> by Sherman Alexie; <i>The Late Homecomer</i> by Kao Kalia Yahg; and other books and movies. Students will write short responses, analytic and researched essays and participate in a group presentation.. General Education Categories 6,7; Writing Intensive; Purple	Anne O'Meara	M 6-9:45 PM
275W- 01	Introduction to Literary Studies (4 cr) This course introduces students to literary genres, literary analysis, and literary research. Students will read short stories, a novel, and poetry. They will write short responses, essays, and a literary research paper. Required Books: Di Gianni, <i>Approaches to Fiction, Poetry, and Drama</i> ; Lahiri, <i>Interpreter of Maladies</i> ; Lahiri, <i>The Lowland</i> ; <i>MLA Handbook</i> Writing Intensive	Sue Johnston	M W 10:00- 11:45
275W- 02	Introduction to Literary Studies (4 cr) Writing Intensive		T H 2:00- 3:45
285-01	Practical Grammar (2 cr 8/25-10/17/14 first half of semester) 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. .	John Banschbach	MTWH 2:00-2:50

316-01	Topics in Literature (4 cr)		MW 10:00- 11:45
320-01	British Literature to 1785 (4 cr) This course focuses on the major writers and historical backgrounds of the Old English Period, the Middle Ages, the Renaissance, the Early Seventeenth Century, and the Restoration and Eighteenth Century. Students will write short responses, essay examinations, and do an oral presentation. Required Books: <i>The Norton Anthology of English Literature</i> , 9 th ed., Vols A, B, and C	Sue Johnston	T H 10:00- 11:45
320-02	British Literature to 1785 (4 cr) This course examines major English literary works from the Middle Ages through the later eighteenth century, giving attention to their historical and cultural contexts in order to better understand the representations at work in the literature. We will use this background to consider the ways authors and characters react to the structures – cultural, social, religious, national, etc. – that shape, support, and constrain their ideas and actions. It is impossible to cover every important and interesting early English literary work in a single semester – or even to scratch the surface. But we will enjoy a range of material that will give us a good picture of the changing early English literary scene and allow us to understand how early writers commented on their world and created alternative ones with their words. This class will give English majors practice in analyzing textual details, writing analytical essays, incorporating research into literary interpretations, and a general sense of literary history and periodization. Readings will include Chaucer’s <i>Canterbury Tales</i> , Spenser’s <i>Faerie Queene</i> , Milton’s <i>Paradise Lost</i> , and Behn’s <i>Oroonoko</i> , among others.	Elizabeth Williamsen	MW 4:00- 5:45
325-01	Children’s Literature (3 cr) 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 <u>Charlotte’s Web</u> , <u>Number the Stars</u> , <u>Ramona Quimby, Age 8</u> , <u>On the Banks of Plum Creek</u> , <u>Children of the Wild West</u> , and <u>The Birchbark House</u> . 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.	John Banschbach	T H 10:00- 11:15
325-02	Children’s Literature (3 cr) (See above)	John Banschbach	T H 12:00- 1:15
327-01	American Literature to 1865 (4 cr) In this survey course in American literature, we will study the	Anne O’Meara	T H 4:00- 5:45

	<p>evolution and development of American literary forms from Native American creation myths and trickster tales through the arrival of European explorers and colonialists, including the Puritans, and the political writers for the new republic up to the distinctly American literature of the nineteenth century prior to the Civil War. We will read and analyze representative poems, fiction, and non-fiction for the purpose of enjoying them, identifying characteristic themes and styles of these periods, understanding the relationships among these writers, and situating them in their cultural and social contexts. One short paper, one longer paper/presentation, two essay exams. Texts: <i>Norton Anthology of American Literature</i>, 8th ed. Vol. A, B.</p>		
FILM 329-01	<p>Film History (4 cr) How did the movies begin nearly 120 years ago? What forces shaped their growth and development as commercial entertainment and as an art form over the 20th century? What is happening to “the movies” in the 21st century? This course provides historical contexts for the technological, social, political, economic and artistic structures and changes that have occurred over time. Students will view one or two films each week outside of class (most available online on D2L) that represent different trends, periods or important filmmakers. Assignments will include brief quizzes based on readings, short reaction papers based on film viewings, a written midterm and final exam; and one longer analytical paper. No previous experience with film study is required.</p>	Don Larsson	M W 2:00-3:45
362-01	<p>Teaching English, Grades 5-12 (4 cr) 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</p>	Jacqueline Arnold	M 6-9:45 PM
381-01	<p>Introduction to English Linguistics (4 cr) 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 (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-</p>	Elizabeth Williamsen	MW 12:00-13:45

	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.		
433-01	Selected Studies in World Literature (4 cr)		M W 2:00-3:45
438-01	African American Literature (2 cr) 8/25-10/17/14 first half of semester. This course will meet focus on the Harlem Renaissance. In particular, we will be studying Jean Toomer's <i>Cane</i> ; Zora Neale Hurston's fiction and non-fiction, particularly her writing about African American speech and storytelling; and the poetry, fiction, and non-fiction of Langston Hughes. Students will write short responses to the readings and one short paper.	Anne O'Meara	M W 10:00-11:45
438-02	African American Literature (2 cr) 10/20-12/12/2014 second half of semester. This course will skip to contemporary African American authors, authors of the last 50 years, to discover how these authors experiment with genre to re-direct the handling of perennial issues. Likely books may include Ishmael Reed's <i>Flight to Canada</i> , Octavia Butler's <i>Kindred</i> , and Walter Mosely's <i>Devil in a Blue Dress</i> . Students will write short responses to the readings and one short paper.	Anne O'Meara	M W 10:00-11:45
464-01	Teaching Literature in Middle School (3 cr.) While the primary audience is students intent on a career in English education (grades 5-8 or 5-12), anyone with an interest in young adult literature is welcome. By the end of the course, you should be able to describe the major features of a work of young adult literature and to discuss in some detail its ideas and purpose. And you should be able to create lessons for middle school English classes, and identify and be able to use several different resources for teaching. The reading list has not been finally determined, but is likely to include <u>Speak</u> , <u>Boy</u> , <u>Out of the Dust</u> , <u>The Outsiders</u> , <u>Beardance</u> , <u>Tomorrow, When the War Began</u> , <u>Secrets in the Fire</u> , <u>The Giver</u> , and <u>The Westing Game</u> . In addition to reading and discussion, students will make two presentations, complete several informal writing assignments, and take three examinations.	John Banschbach	W 6:00-8:45 PM

Graduate English and Film Course Descriptions

Fall, 2014

Section	Course	Instructor	Meeting Info
533-01	Selected Studies in World Literature (4 cr)		M W 2:00-3:45
538-01	African American Literature (2 cr) 8/25-10/17/14 first half This course will meet for the first half of the semester and will focus on the Harlem Renaissance. In particular, we will be studying Jean Toomer's <i>Cane</i> , Zora Neale Hurston's fiction and non-fiction, particularly her writing about African American speech and storytelling, and the poetry, fiction, and non-fiction of Langston Hughes. Students will write short responses to the readings and one short paper.	Anne O'Meara	M W 10:00-11:45
538-02	African American Literature (2 cr) 10/20-12/12/2014 second half of semester. This course will skip to contemporary African American authors, authors of the last 50 years, to discover how these authors experiment with genre to re-direct the handling of perennial issues. Likely books may include Ishmael Reed's <i>Flight to Canada</i> , Octavia Butler's <i>Kindred</i> , and Walter Mosely's <i>Devil in a Blue Dress</i> . Students will write short responses to the readings and one short paper.	Anne O'Meara	M W 10:00-11:45
564-01	Teaching Literature in Middle School: (3 cr.) While the primary audience is students intent on a career in English education (grades 5-8 or 5-12), anyone with an interest in young adult literature is welcome. By the end of the course, you should be able to describe the major features of a work of young adult literature and to discuss in some detail its ideas and purpose. And you should be able to create lessons for middle school English classes, and identify and be able to use several different resources for teaching. The reading list has not been finally determined, but is likely to include <u>Speak</u> , <u>Boy</u> , <u>Out of the Dust</u> , <u>The Outsiders</u> , <u>Beardance</u> , <u>Tomorrow</u> , <u>When the War Began</u> , <u>Secrets in the Fire</u> , <u>The Giver</u> , and <u>The Westing Game</u> . In addition to reading and discussion, students will make two presentations, complete several informal writing assignments, and take three examinations.	John Banschbach	W 6:00-8:45 PM
610-01	Seminar: British and American Romanticism (3 cr) This course will focus on the history of the assimilation and transformation of the cultural legacy of European Romanticism from roughly 1780-1830 by a group of major poets of the American Renaissance. Students will write summaries of scholarly articles, develop critical analyses, and make conference-style presentations. Writers may include: Barbaud, Equiano, More, Smith, Burns, Wollstonecraft, Wordsworth,	Gwen Westerman	W 6-8:45 PM

	Coleridge, Bryant, Emerson, Byron, Hawthorne, Poe, Keats, Whitman, Dickinson.		
651-01	<p>Bibliography and Research – English Studies (3 cr)</p> <p>This course targets two audiences: students in the MA Literature/English Program who are in their first semester and students in the MA English Studies Program who have at least two semesters of graduate work and are about to complete their program. All students will focus on critical thinking and research as well as what it means to be a professional in the field. First semester graduate students will prepare for the kind of analytical and research work expected of them in their graduate career. Other graduate students will work towards the completion of their capstone. Required for new students and students with at least two semester of graduate work. Note: This course is only offered in the Fall.</p>	Donna Casella	T 5-7:45