English 2070: Topics in Literature: Magic, Marvels, and Monsters  
CRN: 15748  
Tuesdays and Thursdays, 4:00—5:40  
Dr. Eve Salisbury

In this course we will study monsters and marvels made visible through the magic of the Middle Ages. As vivid as anything G.R.R. Martin could conjure in his Game of Thrones fantasy, these stories (and the images that accompany them) will prove to be just as astonishing and just as relevant to our own time. We’ll read works such as Dante’s Inferno, John Gardner’s Grendel (against the backdrop of the anonymous Beowulf), Mandeville’s Travels, as well as select, oft-told tales of enchantresses and magicians (Morgan le Fay and Merlin), dragons, ladies, and King Arthur’s court. Be ready for an unforgettable ride into an Otherworld invented and inspired by the medieval past.

This course might substitute for a literature survey for Liberal Arts and Creative Writing majors. Please inquire with the English department’s Undergraduate Advising Office.
English 2100: Film Interpretation
CRN: 11091
Mondays and Wednesdays, 3:30—4:45
CRN: 13026
Mondays, 6:30—9:00
CRN: 13027
Tuesdays, 6:30—9:00
Dr. Casey McKittrick

Film Interpretation is a course designed to acclimate students to thinking critically about the medium of cinema. In watching films of various genres, time periods, and nationalities, and learning critical vocabularies for assessing the cinematic experience, students will learn to discuss how narrative, sound, mise-en-scene, cinematography, and editing work together to produce meaning for the film spectator. Students will confront aesthetic, social, and ideological questions surrounding the production and reception of movies. Films may include, but are not limited to: Citizen Kane, Election, Women on the Verge of a Nervous Breakdown, Boogie Nights, Grand Illusion, Nosferatu, The Hours, Mildred Pierce, Rear Window, Vertigo, Do the Right Thing, and Rebel Without a Cause.

English 2110: Folklore and Mythology
CRN: 12659
Mondays, 2:00—3:40
Dr. Mustafa Mirzeler

In this course students will explore the folklore and mythology of people who live in disparate parts of the world, in Africa, Central Asia, Mesopotamia, the ancient shores of Mediterranean Sea and Western Europe. Drawing from the contemporary folklore and mythology, this course historicizes and conceptualizes cultural and social contexts that produce folklore and myths around the world.

English 2220: Literatures and Cultures of the United States
CRN: 12660
Mondays and Wednesdays, 2:00—3:40
TBA

Catalog Description: Through study of literary works (and, when possible, other artistic achievements or cultural artifacts) by members of the varied cultures which comprise the United States of America, this course considers the perspectives and sustaining values of these cultural groups and considers the challenges, problems, and opportunities of a pluralistic American society.
**English 2220: Literatures and Cultures of the United States**  
CRN: 11200  
Tuesdays and Thursdays, 10:00—11:40  
TBA

**Catalog Description:** Through study of literary works (and, when possible, other artistic achievements or cultural artifacts) by members of the varied cultures which comprise the United States of America, this course considers the perspectives and sustaining values of these cultural groups and considers the challenges, problems, and opportunities of a pluralistic American society.

**English 2230: African-American Literature**  
CRN: 11201  
Tuesdays and Thursdays, 12:00—1:40  
Dr. John Saillant

This course surveys African-American literature from the era of the slave trade to the present. Written work includes three essays.

**English 2520: Shakespeare**  
CRN: 11203  
Tuesdays and Thursdays, 10:00—11:40  
Dr. Grace Tiffany

This general-education class is an introduction to the college-level study of Shakespeare. In it we will discuss and see portions, on video, of six of Shakespeare’s best-known plays. While we will treat these plays as works designed for performance, careful reading of their dialogue will be necessary in order for them to be understood, and so we will go slowly. Some historical background of the age of Shakespeare will be provided throughout to enhance understanding of the plays. Plays: *The Taming of the Shrew; As You Like It; Timon of Athens; Macbeth; Henry IV, part 1; Cymbeline*

In addition to the reading, assignments include six in-class short-essay tests (one-hour, worth 10% each of final grade), a final exam (worth 20% of final grade), and class participation in the form of attendance, attentive listening, and discussion (20%).

**English 2660: Writing Fiction and Poetry**  
CRN: Various  
Schedule: Various  
Instructors: Various

This is an introductory creative writing course that covers both fiction and poetry. It is a reading as well as a writing course; students will learn the basic elements of fiction and poetry, read
selections of work in each genre, complete critical and creative writing exercises and assignments, and participate in workshop sessions that focus on discussion of their own work and the work of their peers.

**English 2790: Introduction to English Education**
CRN: 13833  
Mondays and Wednesdays, 2:00—3:15  
Dr. Allen Webb

This course offers an introduction to the responsibilities, aspirations, and professional knowledge of secondary English language arts teachers.

The course will include students: reflecting on their own experiences learning to read and write, examining the representation of English teachers in popular culture, studying and presenting about current professional issues in teaching English, observing and interviewing secondary English teachers, learning about the program and requirements for teacher certification, becoming familiar with new technologies and developing their own teacher website and online portfolio, and reflecting on the decision to pursue a career as an English teacher.

**English 3050: Introduction to Professional Writing**
CRN: 11206
Mondays and Wednesdays, 10:00—11:40
CRN: 11207
Mondays, 6:30—9:50
Dr. Hilary Selznick

English 3050 is a course designed to develop your confidence and competency in written communication. Whatever your future career plans or your current, favorite media for communicating (print, digital, twitter, Facebook or other social media), you are likely to need strong writing skills. Numerous studies, for example, show that in many professions, communication skills are ranked at the top (first or second place) of the most valued qualities for success. Many of you might be surprised at how central writing is in the day-to-day life of most professionals. To help prepare you for the challenges ahead, this class will expand your writing repertoires beyond the academic essay or research paper. Through various class projects, you will

- Become familiar with the formats and rhetorical challenges of various practical genres and document formats (memos, reports, manuals, web text, visual displays and designs, etc.)
- Develop skill for anticipating (and addressing) the needs and reactions of audiences to communications in different contexts
- Learn the fundamentals of reader-centered communication, including the fundamentals of document design and readability used to create well-crafted documents
- Learn about some documents and communication habits typical for professionals in your...
The course is held in a computer lab with plenty of opportunity for personalized help with course projects.

**English 3060: Rhetoric, Writing, and Culture**  
CRN: 13534  
Tuesdays and Thursdays, 11:00—12:15  
CRN: 15983  
Tuesdays and Thursdays, 12:30—1:45  
Dr. Maria Gigante

Rhetoric is often misunderstood or dismissed as manipulation through deceitful language, but in actuality, rhetoric is the study of the various signs and symbols that make human communication possible. The rhetorical tradition dates back to the ancient Greeks and Romans, and their treatises on the communicative arts are still relevant today. This course will focus on how rhetoric functions in contemporary cultural life, giving significance, meaning, and value to day-to-day practices. A major goal of the course is to help you gain knowledge about human communication; that way, you will have greater insight into your own communication practices and can better evaluate the effects and consequences of the communications around you. The readings for this course will define and explain rhetorical concepts and theories. You will rhetorically analyze written, oral, visual, and multimodal texts, and, for major course projects, you will conduct research and produce texts through various media.

**English 3070: Literature in Our Lives**  
CRN: 14224  
Mondays and Wednesdays, 2:00—3:15  
Dr. Cynthia Cunningham

See course catalog or contact instructor.

**English 3080: Quest for Self**  
CRN: 14225  
Tuesdays and Thursdays, 9:30—10:45  
Dr. Todd Kucta

No literary genre embodies the quest for self better than the *Bildungsroman*. Also known as the novel of individual development, it traces a single character’s growth from youth to maturity. Our section of Quest for Self will examine the origins and evolution of this popular, versatile, and enduring novelistic form, which derives its energy from two fundamental but conflicting goals: the making of an independent but socially integrated self.
We’ll consider how a number of different authors reconcile these goals, starting with two
nineteenth-century classics: Charlotte Bronte’s *Jane Eyre* and Charles Dickens’s *Great
Expectations*. From there we’ll consider a range of variations and offshoots in the
*Bildungsroman*’s quest for self. These will likely include Mary Shelley’s gothic classic
*Frankenstein* and Virginia Woolf’s feminist memoir *A Room of One’s Own*, as well as more
recent postcolonial works from Africa and Asia: Ferdinand Oyono’s *Houseboy* and Mohsin
Hamid’s *How to Get Filthy Rich in Rising Asia*. We’ll conclude with *We Need New Names* by
KVCC alumna NoViolet Bulawayo, which follows a young girl from the shantytowns of
Zimbabwe to Kalamazoo.

Students will likely write two 5-page papers and a 5-7 page take-home exam, and should expect
to take regular reading quizzes, work in small groups, and do some in-class writing.

**English 3110: Our Place in Nature**
CRN: 13179
Mondays and Wednesdays, 2:00—3:15
Dr. Margaret Dupuis

See course catalog or contact instructor.

**English 3120: Western World Literature**
CRN: 13907
Wednesdays, 5:30—8:00
Dr. Adrienne Redding

This course delves into the ancient roots and early history (prior to 1650) of the literature of the
Western world, focusing on works (in translation) not originally in English. As a class we will
cruise chronologically through these “texts,” alert for the ways in which they participate in both
the construction and reflection of their respective cultures, and attentive to the ways they connect
to one another as well as more “modern” literature and culture. The work we do together will
include a significant amount of close reading, brief writing assignments, in-class discussion, and
exams with short answer as well as short essay components.

**English 3130: Asian Literature**
CRN: 14865
Tuesdays and Thursdays, 2:00—3:15
Dr. Todd Kuchta

This section of Asian Literature will focus specifically on South Asia, a diverse and complex
region that includes the current nations of India, Pakistan, Bangladesh, Sri Lanka, and
Afghanistan. We’ll likely begin with some selections from the epics of ancient India, the
*Ramayana* and the *Mahabharata*, as well as Islamic poetry from the medieval period. From
there, we’ll focus primarily on novels and short fiction of the nineteenth and twentieth centuries,
an era in which colonization by Britain gave way to national independence. Our novels will address the relations between Hindus, Muslims, Sikhs, and other religious groups; the effects of British imperialism; the violent partition of India and Pakistan; gender dynamics; and the significance of recent phenomena like globalization, climate change, economic development, and terrorism.

While South Asia is home to hundreds of languages, English has also become a prominent literary medium: India is currently among the top three global publishers of fiction written in English, and the nation is on track to becoming the world’s largest English-language book-buying market. As such, we’ll read translations as well as works written in English. These may include Mulk Raj Anand’s *Untouchable*, Kushwant Singh’s *Train to Pakistan*, Arundhati Roy’s *The God of Small Things*, Mohsin Hamid’s *How to Get Filthy Rich in Rising Asia*, and short fiction by Saadat Hasan Manto, Anita Desai, Mahasweta Devi, and Salman Rushdie. Students will likely write two 5-page papers and a 5-7 page take-home exam, and should expect to take regular reading quizzes, work in small groups, and do some in-class writing.

**English 3160: Storytellers**  
CRN: 13753  
Mondays, 5:00—6:15  
Dr. Mustafa Mirzeler

Relying on oral tradition and the written word, the storytellers work imaginatively within the realms of fantasy and reality. The fantasy element of their oral tradition and written literature is the link to a fabulous and grandly mythicized past created in oral epic tales, stories, and novels. In the world of the storytellers, what assuage the pain and suffering of people are the stories, the myths, and the imaginary worlds of the ancient past. In every age, human societies have produced their master storytellers who have moved tradition into new dispensations through the magic of words. In reading the accounts of these storytellers, the students will enter into their magical worlds and experience the magical truth of storytelling as well as the magic of the words.

**English 3210: American Literature I**  
CRN: 11208  
Mondays and Wednesdays, 2:00—3:15  
Dr. Philip Egan

This course will examine a substantial number of American writers before 1880 both in readings for class and in oral presentations by students. The purpose is to understand important works by these writers, to understand the diversity of the circumstances and traditions from which they arose, to see connections between different authors’ works, and to learn the major intellectual trends in American literary history. Because this is an English course, it also seeks to make students into better readers, writers, and critical thinkers generally.
English 3210: American Literature II
CRN: 16016
Tuesdays and Thursdays, 3:30—4:45
Dr. Daneen Wardrop

In the course of the semester we will encounter a variety of American literatures from 1865 to the present, including literature by authors of racial and ethnic diversity in a wealth of literary genres. For instance, our readings include African American fiction, Asian American poetry, Native American autobiography, and more. Aiming for both voluminous coverage and acute insight, our overarching objective is to investigate United States literature from after the Civil War to the present. We will study these works as they exist in conversation with each other and as representatives of the American ethos.

English 3210: American Literature II
CRN: 12090
Mondays, 4:00—6:20
Dr. Katherine Joslin

What is the nature of literary tradition in the United States? In answering that question over the semester, we will survey American literature written from 1880 to 2013 looking at our national poetry and prose by sampling the work of a variety of writers. Throughout the semester of reading and discussion, we will consider what characterizes a literary culture and will listen for the sound of a national voice. This is a reading and discussion course, and everyone is encouraged to participate actively in class conversation. You are expected to be in class and to have the assigned reading completed. Be prepared for occasional writing assignments and quizzes that will focus class discussion. There will be a midterm and a final exam.

Texts:
Nina Baym, general editor, The Norton Anthology of American Literature, 1865 to The Present, Shorter Edition

English 3300: British Literature I
CRN: 11209
Tuesdays and Thursdays, 12:30—1:45
Dr. Eve Salisbury

This course offers a wide variety of texts written in English over a number of centuries during which time England experienced profound ideological and linguistic change. Beginning with “Caedmon’s Hymn” and Old English poetry, continuing through the Middle English period of Chaucer’s Canterbury Tales into the sixteenth, seventeenth, and eighteenth centuries of premodern English, our study of this literary corpus allows us to see the dynamics of linguistic transformation and to understand how a distinctively British literary tradition is made.
English 3660: Advanced Fiction Writing
CRN: 11744
Mondays and Wednesdays, 2:00—3:15
TBA

Catalog Description: An advanced course in the writing of fiction, with emphasis on class
discussion and criticism of each student’s writing.

English 3660: Advanced Fiction Writing
CRN: 11210
Tuesdays and Thursdays, 2:00—3:15
TBA

Catalog Description: An advanced course in the writing of fiction, with emphasis on class
discussion and criticism of each student’s writing.

English 3670: Advanced Poetry Writing
CRN: 11211
Mondays and Wednesdays, 2:00—3:15
TBA

Catalog Description: An advanced course in the writing of poetry, with emphasis on class
discussion and criticism of each student’s writing.

English 3680: Playwriting
CRN: 11139
Wednesdays, 4:00—6:20
TBA

Catalog Description: An introductory course in the writing of drama, with class discussion and
criticism of each student’s writing, and including study of selected examples of drama in print
and in production.

English 3690: Writing in the Elementary School
CRN: 11146
Tuesdays and Thursdays, 12:00—1:40
CRN: 13842
Tuesdays and Thursdays, 2:00—3:40
Dr. Esther Gray

This course focuses on the writing development of learners from preschool through middle
school and on the role that students’ writing can play in learning required content across the
Analyzing samples of children’s writing will enable participants to develop a knowledge base about the ways that young students acquire their early understandings of how writing works, and also about how their writing progresses as they advance through school. Participants’ close examination of instructional processes of exemplary writing teachers with beginning and advanced students will reveal both how and why their techniques can foster learners’ meaningful progress as writers. In ENGL 3690, a significant key to developing a theoretical understanding of the writing process grows out of participants’ experiences writing in varied genres and forms. The course will incorporate key shifts in language arts instruction that have arisen through the Common Core Curriculum.

**English 3690: Writing in the Elementary School**  
CRN: 11144  
Mondays, 6:30—9:50  
Dr. Karen Vocke

This course focuses on the writing development of pre-school through middle school students. Further, it places emphasis on ways teachers can encourage and respond to student writing, assess writing growth, and use writing as a means of learning. It fosters a theoretical understanding of the writing process and emphasizes writing as an integral component of the entire curriculum. and demonstrates the use of powerful mentor texts for teaching craft, grammar, and vocabulary. Required texts detail specific connections to the genres and expectations embedded in the new Common Core State Standards.

**English 3700: Writing Creative Non-Fiction**  
CRN: 11867  
Professor Richard Katrovas

This course will be a standard "Iowa"-style writing workshop in which we will explore the range of possibilities for creative nonfiction. Each student will be expected to generate at least two nonfiction texts, and to participate in the critiquing of his or her colleagues' texts. We will also read and discuss masterpieces of the genre. Assuming that few students will have a store of personal essays and nonfiction narratives, the professor will give assignments.

**English 3710: Structures of Modern English**  
CRN: 14226  
Tuesdays and Thursdays, 2:00—3:40  
Dr. Paul Johnston

The course introduces students to the idea of English (and language in general) as a multi-leveled, patterned, structured system, a vehicle for speakers to produce utterances and to communicate in a social context. Participants learn the terms and concepts needed to study each level of this structure: phonetics/phonology (sounds), the morphology (meaningful word parts), lexical studies and semantics (words and meanings), syntax (sentences), and pragmatics (texts
and whole utterances). Students will also study how writers of literature use these levels of language to create effects and patterns that guide readers toward certain interpretations of their texts.

**English 3720: Development of Modern English**
CRN: 11155  
Mondays and Wednesdays, 10:00—11:40  
Dr. Paul Johnston

English 3720 traces the development of modern English from its beginnings to the present, examining historic and linguistic influences on change in spoken and written English. It explores theories of language development, with emphasis on their practical implications.

Students who complete the course successfully will acquire the following:

- Language description skills, including proficiency in the International Phonetic Alphabet.
- Working knowledge of precise terminology used in the discipline of linguistics.
- Understanding of the external (social, political, intellectual) influences on language change and the internal (linguistic) mechanisms of language change, and the interplay between the two.
- Ability to use an etymological/historical dictionary such as the Oxford English Dictionary (OED) as an aid to deciphering unfamiliar words or unfamiliar meanings of common words.
- Enough knowledge of the English of different periods to work with and translate short texts from those periods.
- Awareness of how standard varieties are authorized and institutionalized.
- Understanding of English as a global lingua franca and the implications of its influence.

**English 3770: Language in the Multilingual Classroom**
CRN: 12748  
Tuesdays, 6:00—8:30  
Dr. Karen Vocke

Second language acquisition theory and pedagogy form the foundation for ENGL 3770, Language in the Multilingual Classroom. Educators today face increasing numbers of students for whom English is a second language. This course provides a foundation in second language acquisition theory, sociocultural approaches to language diversity, teaching strategies for linguistically diverse students, and current issues in the field. For additional information, contact Dr. Karen Vocke, karen.vocke@wmich.edu.
English 3820: Literature for the Young Child
CRN: 14872
Tuesdays and Thursdays, 10:00—11:40
CRN: 14873
Tuesdays and Thursdays, 4:00—5:40
Professor Judith Rypma

ENGL3820 covers an historic and textual overview of children's literature for grades K-4, including picture books, folktales, nursery rhymes, and early grade novels. Objectives include formulating effective criteria for both literary and pictorial analysis and applying that knowledge to the in-depth evaluation of texts. Readings will include the novels Charlotte’s Web and Witches, a substantial collection of folktales from around the world, and a selection of picture books. Students will write an in-depth portfolio in which they examine a number of picture books on one topic. Other assessments will include a midterm and exam.

English 3820: Literature for the Young Child
CRN: 15780
Mondays and Wednesdays, 10:00—11:40
Dr. Meghann Meeusen

English 3820, Literature for the Young, examines those texts written for the youngest of children, with particular attention to stories intended for pre-school to school-age children up to grade five. This includes a range of especially visual texts, and ENGL 3820 focuses on picturebook theory in particular, considering the artistic and thematic choices authors and illustrators make to create works that are often underestimated in their complexity and depth. ENGL 3820 also studies short chapter books, film, nonfiction, and comics, highlighting a variety of critical and culturally diverse perspectives, and delving into to social, cultural, and ideological messages presented in texts for the very young. Building knowledge of foundational literary concepts, theories, and approaches, students will consider children’s literature in terms of its social context, historical basing, and positionality within contemporary culture. Additionally, students will engage in critical thinking and consider their own analytical practices through in-class assignments and activities, opportunities to develop writing through essay-style analytical writing, a multimodal research project, and short class presentations.

English 3830: Literature for the Intermediate Reader
CRN: 15345
HYBRID Online/In Person Course
Dr. Gwen Tarbox

Class Meeting Days:
12:00 pm - 1:40 pm in 4030 Brown Hall

Thursday, January 10, 2019
Thursday, January 17, 2019
Thursday, January 24, 2019
English 3830, Literature for the Intermediate Reader, is a survey course that will focus on these questions: 1) What are the distinguishing features of contemporary texts written for children, aged 9-12? 2) How has the representation of childhood altered over the last two hundred years in texts written for children and what do these changes in representation tell us about adults’ anxieties regarding children and their behavior? 3) What forms of critical analysis have been brought to bear upon children's literature and how can they enrich our understanding of the genre?

This section of ENGL 3830 is a hybrid course; the majority of instruction and interaction will take place in an online E-Learning environment beginning during the first week of classes. To supplement this online instruction, the class will meet 7 times during the semester to discuss books or ideas in person. This course is ideal for a student who would like to avoid a long commute during the winter semester or who has a complicated work/course schedule.

Here is a copy of the tentative text list. Students are expected to rent or to buy all of their texts and to bring them to class. Students will also need to watch the film version of Dahl’s The Witches and Disney’s Coco:

Balliett, Chasing Vermeer
Dahl, The Witches
Gino, George
Hale and Pham, Real Friends
Hale, Nathan Hale’s Hazardous Tales: Treaties, Trenches, Mud, and Blood
Wicks, Human Body Theater
Woodson, Brown Girl Dreaming

Assignments for ENGL 3830 will include course posts, a midterm, and a semester project.

English 3840: Adolescent Literature
CRN: 11637
HYBRID Online/In Person Course
Dr. Gwen Tarbox

Class Meeting Days:
2:00 pm - 3:15 pm in 4030 Brown Hall

Thursday, January 10, 2019
Thursday, January 17, 2019
Thursday, January 24, 2019
Thursday, February 21, 2019
Thursday, March 21, 2019
Thursday, March 28, 2019
Thursday, April 11, 2019

English 3840, Adolescent Literature, is a survey course that focuses on an analysis of literature for teenagers from a variety of critical and culturally diverse perspectives. It emphasizes the adolescent experience as reflected in literature, the history of adolescent literature and media, and the distinguishing features of classical and contemporary texts.

This section of ENGL 3840 is a hybrid course; **the majority of instruction and interaction will take place in an online E-Learning environment beginning during the first week of classes.** To supplement this online instruction, the class will meet 7 times during the semester to discuss books or ideas in person. This course is ideal for a student who would like to avoid a long commute during the winter semester or who has a complicated work/course schedule.

Here is a copy of the tentative text list. Students are expected to rent or to buy all of their texts and to bring them to class. Students may also watch the film versions of *Speak, Harry Potter and the Goblet of Fire,* and *The Hate U Give:*

- Anderson and Carroll, *Speak: The Graphic Novel*
- Gansworth, *Give Me Some Truth*
- Green, *Turtles All the Way Down*
- Rowell, *Carry On*
- Rowling, *Harry Potter and the Goblet of Fire*
- Thomas, *The Hate U Give*
- Wang, *The Prince and the Dressmaker*

Assignments for ENGL 3840 will include course posts, a midterm, and a semester project.

**English 4060: Style, Identity, and Persona**

CRN: 12673

Tuesdays and Thursdays, 2:00—3:15

Dr. Brian Gogan

Impact—the rhetorical effectiveness of a given text—depends upon decisions both large and small. This course considers the decisions that accompany the production of texts in terms of the rhetorical concepts of style, identification, and persona. We will develop our own understandings of these three rhetorical concepts by reading across rhetorical studies scholarship, trade handbooks, and corporate manuals. We will also conduct empirical research on style, identification, and persona in professional settings. Finally, we will address a situated need (either your own need or a community partner’s need) by composing a persona profile, an identity package, and a style guide. During this course you will:

- Apply theories of rhetoric, writing, and design to professional communication
- Compose a professional persona profile, identity package, and style guide to meet a situated need
Assess the effectiveness of your compositions through user research

English 4080: Rhetoric of Health and Medicine
CRN: 14866
Tuesdays, 4:00—6:20
Dr. Hilary Selznick

This course will introduce you to a variety of genres of medical writing that exist in public and professional arenas. You will analyze the rhetorical and social elements of medical discourse in order to better understand medicine as a discipline and culture and learn to produce texts that meet the needs of different medical discourse communities.

Course Objectives:

- Locate, read critically, and evaluate the credibility of medical scholarship and primary sources
- Exhibit familiarity with multiple genres of medical writing, including understanding differences in audience, purpose, conventions, and methods of persuasion
- Develop writing skills and strategies appropriate to medical writing genres including narrative, data visualization, content organization, etc.
- Understand medical discourse as persuasive and ideological and analyze the power dynamics such discourse circulates

English 4400: Studies in Verse
CRN: 14867
Tuesdays and Thursdays, 12:00—1:40
Dr. Daneen Wardrop

As William Carlos Williams famously articulated, “It is difficult / to get news from poems / yet men die miserably every day / for lack / of what is found there.” In this course we will try to wring “news” of a sort from the poems we look at, and also to discern what it is that poetry has for lack of which people “die miserably.” Toward such objectives, I anticipate a class of active questioning, talk, cross-talk, and counter-talk, in which we discern the issues of our culture as well as the pleasures that might energize us as human beings in a changing society. The course includes poetry in the English language from the sixteenth century through contemporary times. We will study particular forms in poetry, including the villanelle, sonnet, sestina, and will examine some specific contemporary authors’ works in depth. Our inquiries will be scaled from the critically well-traversed poem to the spanking new verse of which we’ll be among the first critics to read carefully.
English 4440: Studies in the Novel  
CRN: 11173  
Mondays and Wednesdays, 2:00—3:40  
Dr. Christopher Nagle  

See course catalog or contact instructor.

English 4720: Language Variation in American English  
CRN: 11185  
Mondays and Wednesdays, 10:00—11:40  
Dr. Lisa Minnick

From the Catalogue: English 4720 is the study of regional and social varieties of American English from sociolinguistic perspectives, focusing on the forces that influence different types of language variation. It examines issues of linguistic bias and offers a multi-cultural perspective on the role of language in daily life.

Course description, purpose, and objectives: In this course, we will discuss the theories and practices of language variation research, particularly as applied to American English. In doing so, we will consider approaches to the study of language variation, with attention to key figures, studies, and methodologies. We will discuss the functions and effects of dialectal variation, and how factors such as geography, ethnicity, gender, social status and other extralinguistic variables interact with language and contribute to variation. We will also explore how popular perceptions and attitudes contribute to the differential valuation of American English varieties and the effects of these valuations. Finally, students will learn the skills and practices of linguistic research and language description and apply these skills to original research projects.

English 4790: Writing in the Secondary Schools  
CRN: 12749  
Mondays and Wednesdays, 12:00—1:40  
Dr. Jonathan Bush  

Built around concepts of 'best practice,' this course includes intensive study and practice of all aspects of teaching writing at middle and secondary schools and will focus on concepts of audience, purpose, and genre as they apply to the processes of writing. We will practice all the skills that make an effective writing teacher – planning, development, response, grading, and classroom activities that support students’ writing processes. We will also touch on grammar, technology, and the effect of Common Core Standards on classroom practices. The course typically concludes with a practical demonstration of teaching, either at WMU or in local high school or middle school classrooms. Students will leave the course with a firm background in teaching writing.
This section of English 4800 will ground students in traditional approaches to literature pedagogy while simultaneously focusing on reform movements in literature instruction including reader response, cultural studies, and the digital literacy. After the first part of the course led by the instructor, students will take significant responsibility for course leadership as we explore approaches to teaching literature.

For over a generation the reader response movement has generated reform in secondary English teaching. Yet, in confronting a wide range of students, content questions, and social and cultural issues, reader response approaches fall short. Potential answers and new directions for English teaching have emerged under the umbrella of "cultural studies." This course contends that the starting point for curriculum and teaching methodology for teaching literature is addressing what literary works are about, what literary works mean, as well as how they mean, in historical, cultural, political and social contexts including those of the student and the world we live in today.

By focusing on difficult and potentially controversial cultural studies curricular themes during the student-led portion of the course, future teachers will gain understanding of issues involved in teaching literature at the secondary level, see Course Goals. You may also want to review the WMU teacher education Program Goals, which are the basis for the evaluation of intern teaching.

Changes in information technology are offering to extend and reshape the teaching of literature. The inherited cultural archive is now available in digital format on-line and with complementary resources that far exceed what is available in textbooks. A wide range of digital tools and resources for reading, writing, and thinking about literature are now available.

Class will be held in a new, wireless, laptop classroom in Brown Hall specifically designed for English education courses. This room will allow us to integrate technology into literature teaching in a "classroom of the future." Our class will be organized by our on-line syllabus that also serves as an electronic, hyperlinked, textbook.

All students will develop and publish their own teaching website, both a portfolio of work and a real-world working site for future teaching.

A significant portion of the class will be student-led, as we explore the development of response-based, cultural studies literature teaching within the context of NCTE and the State of Michigan standards, content expectations, and model curriculums.

As the capstone experience for English Education majors, this course entails an exciting variety of professional activities and responsibilities. Students are expected to attend a professional English teacher's conference, for example the MCTE sponsored "Bright Ideas Conference" in
Lansing on Saturday April 10 or the Michigan Reading Association Conference, in Detroit March 20-22. You should also join NCTE, MCTE, and/or MRA and read regularly the English Journal or Voices from the Middle. The English Companion Ning is a remarkable resource with over 17,000 members.

For further information consult allenwebb.net.

**English 4840: Multi-Cultural American Literature for Children**  
CRN: 14885  
Mondays and Wednesdays, 12:00—1:40  
Dr. Meghann Meeusen

In today’s contemporary social and political environment, it has become essentially important to think critically about the ways that texts for young people shape ideologies and understanding of culture within our society. ENGL 4840, *Multicultural American Literature for Children*, tackles this challenge by examining a range of topics speaking to current concerns of multiculturalism, diversity, and the richness of culture that defines America. Readings will highlight underrepresented voices and will include novels for young readers and middle grade students, picturebooks, comics, poetry, and film. Additionally, students will engage in critical inquiry and research through in-class assignments and activities, several short writing and independent explorations, a multimodal research project, and class presentations.

**English 5220: Literary Linguistics**  
CRN: 15985  
Wednesdays, 6:30—9:00  
Dr. Lisa Minnick

It is a truism that literary texts are made of linguistic elements, that they consist of units of language arranged in imaginative ways. Literary writers use linguistic structures that are, at least in the abstract, available to everyone, but literary authors “do things with words” (to paraphrase the linguistic philosopher J. L. Austin) that make literature a particularly interesting form of human expression.

But the linguistic elements that literature is made of are often taken for granted, perhaps because of this very obviousness: Of course literature is made of language. And so not everyone gets around to exploring literary works through attention to the linguistic elements of literature, using the theories, terminology, and methods of the discipline of linguistics. In the Literary Linguistics, we will do just that: look at how language works in literary texts, applying the principles, theories, and methodologies of linguistic analysis to works of literature.

Our goals will be both linguistic and literary: We will explore the ways that literature can add to our knowledge about language and its use among real speakers. Literary language is rich with information of interest to language scientists on topics that include language variation and change, linguistic authority and the process of standardization, pragmatic norms and competence,
and language attitudes, especially as they interact with race, gender, sexuality, class, and other independent variables. We will also inquire into the ways that linguistic theory and methods of analysis can open works of literature to new levels of interpretation.

In pursuit of these objectives, we will concentrate primarily on 19th- and 20th-century American literature as our object of investigation. We will begin by exploring the conventions of literary dialect, analyzing its artistic, linguistic, and political functions and effects both within and beyond the text. Additionally, we will explore other approaches and develop original research questions to inquire into various ways that language is deployed in literary works. In doing so, we will experiment with multiple theoretical and methodological approaches, including computational methods, for which instruction and support will be provided.

No knowledge of linguistics or computational analysis is required or presupposed, although curiosity about and interest in linguistics is essential.

**English 5370: Victorian Literature**  
CRN: 15783  
Mondays, 4:00—6:20  
Dr. Jil Larson

In this course we will investigate the historical, cultural, and literary concerns of Victorian Britain (1830-1902). The course will divide this rich and unruly period into early, mid, and late Victorian literature and culture and include several genres—the novel, short fiction, nonfiction, and poetry—with attention to how conceptions of genre started to slip and slide for Victorian writers who, for example, loved narrative, even if they were not writing fiction, and who were influenced by drama and the theater, even if they were poets or novelists. Through novels by the Brontës, Dickens, Gaskell, Eliot, Carroll, and Hardy we will explore the Condition of England, Victorian ideas about gender and sexuality, Darwin’s influence on the novel, and the relation between public and private, among other topics. Some of these preoccupations will surface in our study of the prose and poetry as well, and though the reading list is still a work in progress we will follow different traditions in poetry through Tennyson, Browning, Arnold, and Hardy, as well as the Pre-Raphaelites, Christina Rossetti, Elizabeth Barrett Browning, Augusta Webster, Amy Levy, and Oscar Wilde. Our nonfiction writers will likely include Mill, Darwin, Arnold, Ruskin, and Gosse, writers who will take us directly into some of the most compelling convictions, discoveries, and cultural anxieties of the Victorians.
English 5400: Contemporary Literature
CRN: 15784
Tuesdays, 4:00—6:20
Dr. Elizabeth Bradburn

The course is a weekly seminar on postmodern American poetry. Our main text will be Norton’s anthology of that title (second edition), with secondary readings available electronically. I will assign some informal writing each week as preparation for class discussion. Students will design final writing projects suited to their individual educational and professional needs. (For example, doctoral students may do a final project that helps them prepare for qualifying exam essays.)

This course might substitute for a 5000-level requirement for Liberal Arts and Creative Writing majors. Please inquire with the English department’s Undergraduate Advising Office.

English 5660: Creative Writing Workshop—Fiction
CRN: 11745
Professor Richard Katrovas

This course will center on the close reading of short-story masterpieces and the close reading of peers’ short stories. Each student will produce two “finished” short stories over the duration of the semester. Student work will be judged 1. on originality (relative to other undergraduate writing), 2. structural integrity (narrative pacing, consistency of tone, character development, dialogue, point of view), and 3. technical proficiency (the quality of the writing from sentence to sentence in terms of grammar, syntax, and phrasing). We will follow the “Iowa workshop model,” as well Robert Frost’s formulation that creative writing (he said “poetry” for obvious reasons) should be “play for mortal stakes.” There will be snacks.

The graduate fiction workshop will be, more precisely, a creative prose-writing workshop, which is simply to say that though most of the work submitted for critique will be prose fiction, memoirs and personal essays may also be included. In other words, we will note the dance of fact with fancy in all forms of prose narrative, and explore the role of memory in work presented to the workshop. The changing nature of publication, and the history of creative writing as a cottage industry within humanities education will be course subtexts. In addition to submitting a minimum of two pieces of writing for workshop scrutiny, each member will report on a minimum of three (relatively) current books; that oral presentation will also take the form of a (more or less) publishable omnibus-review essay that proffers an overarching judgment regarding the state of the art.
English 5680: Creative Writing Workshop—Playwriting
CRN: 15786
Mondays, 6:30—9:50
Dr. Steve Feffer

This is a workshop in the writing, critical reading and presentation of original playwriting. We will spend most of our time in class on the presenting and workshopping of your work. However, we will also have a few classes where a portion of the session will be devoted to playwriting exercises that will help you develop your existing work, start something new, or to integrate into your own writing process. Additionally, we will have a couple of days of “ice breaking” and additional play development work. Most weeks you will be assigned readings in contemporary drama for consideration of its structure, style, and theatricality, as well as other elements. The emphasis in the class will be the process by which your playwriting ultimately is about writing theatre. To this end: We will work with actors and directors who will assist you with the readings, staged readings or productions of your work, as well as taking part in the discussion of it in order to introduce you to the process by which through performance, drama emerges as theatre.

English 5790: Careers for English Majors
CRN: 13020
Tuesdays, 4:00—5:40
Dr. Margaret Dupuis

This course is especially aimed at undergraduate English majors who wonder what comes after graduation. It is also open to graduate students (particularly those at the M.A. level) and undergraduate English minors.

Students will be introduced to a number of career possibilities for English majors, including work in the fields of publication, advertising/public relations, non-profit fundraising, teaching, freelance writing, technical writing, and others. You’ll do some reading and research, and meet some former English majors who have interesting and challenging jobs in the “real world.” You’ll also make connections with one or more professionals who work in a field that interests you.

This course can count as an elective for the undergraduate English major or minor.