Writing contributes to professional success. In fact, a 2016 NACE survey of over 200 employers found that writing is one of the top-three skills that employers seek in new college graduates. A similar survey of over 300 high-powered executives found that 97% of them rated the “ability to write clearly and persuasively” as “absolutely necessary” or “very important” for individuals embarking on careers.

“English 3050: Introduction to Professional Writing” positions you for success by developing your confidence and competency in the written communication that occurs in professional settings. During this course you will:

- Write in a variety of workplace genres, including resumes, letters, emails, memos, reports, and proposals
- Practice strategies for anticipating, identifying, and addressing the situated needs of audiences
- Craft polished documents that demonstrate the fundamentals of reader-centered communication
- Research the habits of writers in your discipline

Students who have taken this course in the past credit the course with winning them a coveted internship and establishing a professional network that eventually resulted in a job offer.

This course fulfills the requirements for Proficiency 2, Baccalaureate-Level Writing, in the general education program and also serves as the gateway course for the rhetoric and writing studies major.

No textbooks are required for this course and, since the course is held in a computer lab, the course offers you plenty of opportunity for personalized in-process help with your writing.

Course restrictions are removed for this summer session, meaning that students from any major or minor are welcome. Please contact Brian.Gogan@wmich.edu with any questions about the course.
English 3080: Quest for Self  
CRN: 22306  
Mondays and Wednesdays, 10:00—12:30  
Dr. Philip Egan

This section of Quest for Self will examine principally two kinds of works. Early in the semester we will read a number of “initiation” stories and some short plays, which treat young people who are either confronting a new situation or are passing from one developmental stage to another. In the middle and later portions of the course, we will consider a number of longer works focused primarily upon adolescents and young adults. We will also study some theories of psychological development to see how they enrich (or even dispute) development as it is portrayed in the literature.

English 3140: African Literature  
CRN: 21539  
Online  
Dr. Allen Webb

Today there are 1 billion people living in Africa, speaking perhaps 2000 languages. The continent comprises 20% of the land of the planet, is enormously rich in resources, yet much of Africa is desperately poor with vast populations attempting to live on less than $2 per day.

This course seeks to use African literature, memoir, film, biography, autobiography, history, library and on-line sources to begin to understand the enormous complexity of Africa and the challenges facing the continent. A cornerstone of this course is the idea that knowledge creates responsibility. Students will be expected to address what they are learning by research, collaboration, and action.

We begin our study of the current crisis in Africa by looking at the colonial and early national period. Turning to literature from the present we will encounter issues such as economic and political corruption and collapse, resource exploitation, poverty, education, the condition of women, the environment, warfare and child soldiers, AIDS, immigration, etc.

As we learn about challenges in Africa we will also explore solutions. Africa is young; in some countries half of the population is under 25. Most of our reading will be about young people, many college age, their life experience and how they are making a positive difference. After extensive reading and study as a class, students will form groups focused on specific issues to engage in additional reading, research,
action, and work with African and international organizations dedicated to a brighter future for the continent.

For further information consult allenwebb.net.

**English 3160: Storytellers**  
**CRN: 22347**  
**Online**  
**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 3310: British Literature II**  
**CRN: 22305**  
**Mondays and Wednesdays, 1:00—3:30**  
**Dr. Christopher Nagle**

This course provides an intensive introductory survey of British literature from the past two centuries. This era can be divided into three distinct periods: Romantic, Victorian, and Modern. Writers of the Romantic period (roughly 1780 to 1830) were inspired by dramatic social change in the American and French revolutions and initially sought to revolutionize literature by adopting what poet William Wordsworth called the "language really used by men." The Victorian era, named for the Queen who ruled Britain from 1837 to 1901, was also revolutionary, even though it has become associated with tradition and repression. Advances in science, industry, and trade made Victorian Britain the most powerful nation on earth, but writers and artists also lamented its staggering poverty, gender inequality, declining morals, and increasing sense of uncertainty. This uncertainty came to a head in the twentieth century with a host of changes—the rise of cities, shifts in gender dynamics, the psychological devastation of world war, and the steady decline of Britain’s empire. Major writers from each of these eras will be covered and the contexts of their writing explored, so that students emerge from this course with a strong sense of the most important literary and cultural influences in the British tradition during these centuries.
English 3690: Writing in the Elementary School  
CRN: 22307  
Tuesdays and Thursdays, 6:00—9:20  
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 4790: Writing in the Secondary School  
CRN: 22308  
Tuesdays and Thursdays, 6:00—9:20  
Dr. Karen Vocke

This course focuses on the writing development of middle grades and secondary 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 4970/5980: Russian Literature and Culture  
CRN: 21874/CRN: 21559  
Study Abroad  
Professor Judith Rypma

This course will take place primarily in St. Petersburg, Russia, and will focus on engaged reading and critical discussion of Russian literature (in translation), including Pushkin, Chekhov, Akhmatova, Blok, Dostoevsky, and Gogol. In addition to reading works as part of the literary canon, we will examine how some of this literature helped formulate, react to, and alter social, political, and intellectual movements and how it responds to and interacts with other world literary and philosophical movements.

Sessions will take place for the first week on our campus, and will continue for the following 2 weeks at Leningrad State University, both on their campus and in alternative outdoor settings. While overseas, we will not only continue our course work, but devote substantial time to visiting key sites associated with Russian writers, literature, and culture.
English 5970: New Play Project  
CRN: 21150  
Mondays through Fridays, 9:00 - 11:30 AM  
Dr. Steve Feffer

What:  
Now in its fourteenth summer, the Western Michigan University New Play Project has developed and presented over 140 plays to audiences in the York Arena Theatre. Approximately 15 short plays are developed and publically performed thru a rehearsal process with a company of actors and directors from the Theatre Department. Each play receives two weeks of rehearsal for the public script-in-hand staged readings. Additionally, the playwrights serve as dramaturgs, stage managers, and, occasionally (if they wish), actors on the other readings. The New Play Project culminates in the Activate Midwest New Play Festival, which features a weekend of new play readings from WMU playwrights and regional professional playwrights, as well as guest literary managers, producers and other theatre professionals. Recent guests have included award winning playwrights Sarah Ruhl and Steven Dietz.

When:  
Summer I. Monday, Tuesday, Wednesday, Thursday and Fridays 9:00 AM - 11:30 AM—with the public reading times TBA. [Please note: The New Play Project ends June 17th.]

How:  
All interested playwrights, dramatic writers (screen and tv and other media), creative writers or theatre artists or anyone that has a draft or treatment of a play--grad and undergrad--should email the script or treatment (10 pages to 50 pages in standard play format) to Dr. Steve Feffer, steve.feffer@wmich.edu by Midnight, Friday, March 17 (the Friday after classes resume from Spring break). These plays may also include adaptations, docudramas, or translations (with proper rights and permissions). The selected playwrights will be notified shortly thereafter and then enrolled in ENGL 5970. Additionally, students who have taken a 3000 level creative writing class or many film classes may have the pre-requisite courses. Instructor permission is required, so please contact Professor Steve Feffer at steve.feffer@wmich.edu for permission or questions about enrollment.
**Who:**
The course will be team taught by Mark Liermann, Theatre Department, and Steve Feffer, English Department.

**Why:**
This unique course provides playwrights, actors, directors, and dramaturgs the opportunity to explore their own work and consider how new plays are developed and produced through the rehearsal process, as well as through full company classroom discussions, readings, and devisings, and see that work onstage in public performance. Plays from the New Play Project have gone on to numerous publications, productions and prizes.

For more information please contact Dr. Steve Feffer at steve.feffer@wmich.edu

**English 5970: Third Coast Writing Project**
**CRN: 21603**
**Dr. Jonathan Bush**

See catalog description or contact instructor.
You say, "it's just a movie"? Film is a complex art form designed to communicate, enlighten, and entertain. Whether we’re talking about *Citizen Kane* or *Dude, Where's My Car?*, all films require their viewers to be intensely active in piecing together a complex set of associations, narrative devices, and ideas. By looking at the closely related matters of art (style, theme, meaning) and craft (lighting, cinematography, editing, design, sound), this class offers an account of how meaning arises in the interaction between viewers and the medium. Also, with both historically classic films and popular genre movies on our screening schedule, we'll explore a number of themes and issues crucial to the representation (even creation) of America's cultural and ideological identity. Understanding what we as viewers do every time we watch a film allows us to enjoy, learn from, and appreciate them to an ever greater degree. This, then, is a class in how to watch and listen to films. Please note: several of the films in this class contain intense, mature, and possibly controversial subject matter and representations. I expect us to approach each and every screening and discussion in a manner consistent with and well-suited to academic inquiry. This course satisfies one (1) General Education requirement in: Area I – Fine Arts.

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.

This section of African American Literature examines predominantly 20th century African-American literary and cultural production. Students will become conversant with some of the social, political, and aesthetic questions bound up in Black authorship and readership. The focus for this course is on the novel, with a foray into essays and short stories. Authors may include,

**English 3060: Rhetoric, Writing, and Culture**  
CRN: 31108  
**Mondays and Wednesdays, 3:00—5:30**  
**Dr. Brian Gogan**

Rhetoric is the study of the various signs and symbols that make human communication possible. In this course, we’ll investigate rhetoric’s relationship to communication by practicing several different methods of rhetorical criticism. We’ll use these methods of criticism to see how rhetoric gives significance, meaning, and value to day-to-day practices in consumer, corporate, organizational, and popular culture. We’ll consider what particular methods give rhetoric and, conversely, what rhetoric gives particular methods. In the process, you’ll better understand and appreciate human communication in a way that provides you with knowledge about your own communication practices.

During this course, you will:
- Define rhetoric in multiple ways, according to multiple critical perspectives
- Apply methods of rhetorical criticism to a variety of texts, objects, and events
- Conduct research on rhetoric in a variety of contexts and cultures
- Synthesize and evaluate your research activities in writing

**English 3120: Western World Literature**  
CRN: 31334  
**Online**  
**Dr. Margaret Dupuis**

See catalog description or contact instructor.
ENGL 3820: Literature for the Young Child  
CRN: 31830  
Mondays and Wednesdays, 10:00—1:20  
Dr. Meghann Meeusen

ENGL 3820 focuses on books and media for children in Kindergarten through 5th Grade, including fairy tales, picture books, short chapter books, movies, and poetry. This class is discussion-based and hands-on, with opportunities to learn read aloud techniques and how to find picture books in a variety of genres. Students will also analyze popular children’s film and create a multi-media final project based on their individual interests. Note: College of Education and Human Development advising director will provide students with an override, regardless of catalog years, to use this course for general education area II and/or to substitute for ENGL 3830 as required by their major/minor.

English 5750: Icelandic Sagas in Translation  
CRN: 31831  
Tuesdays and Thursdays, 3:00—5:30  
Dr. Jana Schulman

Course Description

The Icelandic sagas are unlike most literature that most of you have ever read. They are complex historical-fictional prose chronicles, written for the most part in the thirteenth century in Iceland. They do not generally follow what we would call a well laid-out plot, except in a broad sense as they relate the history of a family, several families, or an individual. They include a great wealth of (seemingly) digressive anecdotes, and the cast of characters is often vast. Yet these sagas are masterpieces of literature, of the Middle Ages. This class will provide students an opportunity to explore medieval Iceland through its literature. We will focus on various characters’ troubles: with law, the king of Norway, with suitors, chieftains, women, poetry, and honor. Some other areas of exploration include the relationship of law and literature, of men and women, the geography, history, and nature of medieval Iceland, the supernatural (and the Icelanders’ acceptance of things we call supernatural as natural), heroes, battles, heroic taunts and replies.
**Course Goals**

To make sense of these seemingly unwieldy prose works by examining the structure and genre of the various sagas, by looking for prevailing themes, by noting the roles of major and minor characters, both male and female, by investigating the political circumstances in thirteenth-century Iceland, and by reviewing some of the actual historical facts of the Saga Age (c. 950-1050); to introduce you to some of the most important works of medieval literature in translation; and to continue to develop writing and analysis skills through the assignment of response questions, essay exams, and critical essays.

**English 5970: Third Coast Writing Project**
**CRN: 31357**
**Dr. Jonathan Bush**

See catalog description or contact instructor.