English 2100: Film Interpretation  
CRN: 11040  
Mondays and Wednesdays, 3:30—4:45  
CRN: 12855  
Mondays, 6:30—9:00  
CRN: 12856  
Tuesdays, 6:30—9:00  
Dr. Monty Ernst  

An overview of classic horror cinema, structured around viewing and analyzing 15-20 key horror films released between 1920 and 1978. The course will push students beyond seeing the genre simply as entertainment to thinking critically about it in terms of cinematic style, thematic content, and plot/character conventions. First, they will learn the essential terminology of film analysis along with how to recognize it and explain its effectiveness. Next, they will investigate why the figures and themes of such films did (and continue to) elicit fear. In addition, they will examine the structure of horror plots to see how they can continue to function effectively when they are inherently so predictable. Lastly, they will trace the history of the horror film from its beginnings to the present in order to identify the developments and changes that have occurred. To accomplish these four goals, students will read Ed Sikov’s *Film Studies: An Introduction* and Rick Worland’s *The Horror Film: An Introduction*. The course grade will be determined by in-class participation, attendance at evening showings, a midterm scene analysis, online quizzes covering the reading material, and a final exam.

English 2110: Folklore and Mythology  
CRN: 12532  
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: 12533
Mondays and Wednesdays, 2:00—3:40
Mr. Luke McCarthy

Given the heated divisions in the U.S. today (as demonstrated recently by the Ferguson, Charlottesville, and Standing Rock protests), what keeps the country united? This course will focus closely on the challenges, problems, and opportunities of pluralism in American society by examining the literature (and the other artistic achievements and cultural artifacts) of the diverse cultural groups comprising the United States. The course readings will focus on contemporary literature that together reflects America’s diversity, including works such as Elizabeth Acevedo’s Poet X. As a class, students will begin considering the cultural issues animating debate in American society today while formulating the essential questions that will guide our investigation for the rest of the semester. Those investigations will include an examination of the significance of “home” and the relation of one’s family, heritage, and language to one’s home. Students will consider how diverse cultural groups can all see America as home, yet still feel “alien” to each other. What happens when individuals attempt to cross the “fences” keeping us apart? Students will also consider two sets of ideals: those of the “American Dream” and those of the heritage received from one’s cultural background. How can those ideals be reconciled? Supplementing the literary readings, students will also consider how America’s legal and political system has attempted to address the challenges and opportunities of a pluralistic society.

Students will reflect on the challenges of pluralism while reading a number of political and legal texts, such as the U.S. Bill of Rights, the Supreme Court’s opinions in Brown v. Board of Education of Topeka and in Obergefell v. Hodges, selections from Alexis de Tocqueville’s Democracy in America, selections from John Rawls’s Justice as Fairness: A Restatement, and other works considering the role of Congress and the Supreme Court in a pluralist society.

English 2220: Literatures and Cultures of the United States
CRN: 11147
Tuesdays and Thursdays, 12:00—1:40
Dr. Monty Ernst

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.

To do so, this specific section of the course will view these varied cultural groups through the lens of class and labor. Using Nicholas Coles and Janet Zandy’s anthology, American Working-Class Literature, which also covers dimensions of race, ethnicity, and gender, students will begin by reading and discussing works by Olaudah Equiano, Phillis Wheatley, and Tecumseh and proceed chronologically until ending with recent works by Nellie Wong, Leslie Marmon Silko, and Jimmy Santiago Baca. Students will finish the semester reading Lynn Nottage’s Pulitzer
Prize-winning play, *Sweat*, about the effects of deindustrialization in Reading, Pennsylvania and how buried undercurrents of racism emerge and percolate into intra-class violence. The course grade will be based on three written exams, several short reflective pieces, and in-class participation.

**English 2230: African-American Literature**  
CRN: 11148  
Tuesdays and Thursdays, 12:00—1:40  
TBA  

**Catalog Description:** A survey of important African American writers and the historical development of the African American image and experience in American literature and culture.

**English 2520: Shakespeare**  
CRN: 11149  
Tuesdays and Thursdays, 10:00—11:40  
Dr. Adrienne Redding  

In this course we will study a very specific and significant era in the evolution of Western civilization, a time when the artistic, scientific, political, economic and religious components of Western culture were experiencing powerful periods of internal struggle and reevaluation. We will revisit this excitement and anxiety primarily through the dramatic works of one of its most insightful and entertaining creative personalities, William Shakespeare, with the aim of better understanding the early modern era as well as potentially discovering connections to issues we experience within our contemporary culture.

We will navigate six Shakespeare plays, acknowledging them as textual artifacts, performances, film adaptations, and vehicles for creative interpretation. We will study their poetry, rhetoric, and social and historical context, as well as a sampling of the critical theory they inspire. Our study methods will include class discussion, in-class reading of scenes, consideration of a few key critical texts, regular out-of-class reading and writing assignments, paraphrasing practice, and creative staging and performance. Topics for discussion will include issues of identity; family and generational succession; gender roles, sexuality, and marriage; race and class; and the exercise of power.

Throughout the course, emphasis will be placed on the skills of close reading and analytical, persuasive writing. There will be two essays and weekly short writing assignments. There will also be a final exam (part objective, part essay), and the opportunity to stage short interpretations of various play scenes.
**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: 13571  
Mondays and Wednesdays, 3:30—4:45  
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 2980: Tolkien**  
CRN: 15820  
Tuesdays and Thursdays, 11:00—12:15  
Dr. Grace Tiffany

This class will focus on Tolkien’s famous literary other-world, Middle Earth. Readings will include *The Hobbit, The Lord of the Rings*, the short story “Leaf by Niggle,” excerpts from Tolkien’s translation of *Beowulf*, Tolkien’s essay “On Fairy Stories,” selections from *The Silmarillion*, and some of Tolkien’s letters. Assignments: daily discussion questions/journal, five short (2-page) writing assignments, final exam.
English 3050: Introduction to Professional Writing  
CRN: 11152  
Mondays and Wednesdays, 10:00—11:40  
CRN: 11153  
Mondays and Wednesdays, 2:00—3:40  
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 discipline

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: 15103  
Tuesdays and Thursdays, 2:00—3:15  
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 3080: Quest for Self**  
CRN: 15836  
Mondays and Wednesdays, 2:00—3:15  
Dr. Todd Kuchta

No literary genre embodies the quest for self better than the *Bildungsroman*. Even if you’re not familiar with this term, you know what it is. You’ve probably even read a few. Also called the novel of development or the coming-of-age narrative, 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.

Much of the energy and momentum of a typical *Bildungsroman* derives from its primary but conflicting goals: the making of an independent but socially integrated self. Over the course of the semester we’ll consider how a number of novelists and characters reconcile these objectives. We’ll start with two canonical works from the nineteenth century: Charles Dickens’s *Great Expectations* and Charlotte Bronte’s *Jane Eyre*. From there we’ll consider a range of variations and offshoots in the genre’s development. These will 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, like Ferdinand Oyono’s *Houseboy* and Mohsin Hamid’s *How to Get Filthy Rich in Rising Asia*. We’ll conclude with KVCC alum NoViolet Bulawayo’s *We Need New Names*, which follows a young girl from the shantytowns of Zimbabwe to Kalamazoo.

Assignments will likely include three essays as well as regular online postings, participation, and reading quizzes. For any questions, contact Dr. Todd Kuchta at todd.kuchta@wmich.edu.

**English 3110: Our Place in Nature**  
CRN: 12992  
Tuesdays and Thursdays, 12:30—1:45  
Dr. Jil Larson

This course will begin with some classics of nature writing by authors such as Henry David Thoreau and Annie Dillard. We will then read poetry, creative nonfiction, and fiction by a variety of writers, written from diverse perspectives. One of our texts is likely to be *Black Nature*, edited by Camille Dungy, an anthology of nature writing by African American poets. We will also read *Zoologies* by Alice Hawthorne Deming, a collection of essays that will foster discussion of our place in the animal world. Finally, we will consider the scientific and social challenges of climate change as explored in literature, including science fiction (by James Bradley and/or James VanderMeer) and recent work by Annie Proulx, Lindsay Teague, Barbara Kingsolver, Amitav Ghosh, and others. The course will explore nature in all its beauty, life in a climate changed world, the ecological uncanny, debates about the Anthropocene, and ways of thinking and writing about the entwined human and natural worlds.
English 3120: Western World Literature
CRN: 13632
Mondays and Wednesdays, 2:00—3:15
Professor Judith Rypma

This course will focus on engaged reading and critical discussion of translated literature from non-English speaking Western cultures, with an emphasis on 19th- and 20th-century texts. 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 interacts with other world literary and philosophical movements. Sessions will consist of lecture, all-class discussions, and small team exercises. Emphasis is on critical thinking, engaged discussion, and application of key scholarly theories. Texts will include Bulgakov’s *Master and Margarita*, Camus’ *The Stranger*, Chekhov’s *The Cherry Tree*, and Ibsen’s *A Doll’s House*, as well as short stories and poems by Rilke, Baudelaire, Neruda, Chekhov, Borges, Kafka, Marquez, Achebe, and De Maupassant.

English 3160: Storytellers
CRN: 13250
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 II
CRN: 15132
Tuesdays and Thursdays, 2:00—3:15
Dr. Philip Egan

This course will examine a substantial number of important American writers after 1880 in class and still more writers 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 in general to get a better feel for what American literature is. This section, then, seeks to achieve a broad exposure to American literature and to reinforce the students’ sense of how literature reflects both the diversity of the U.S. populations and the trends of U.S. intellectual history. Because this is an English course, it also seeks to make students into better readers and writers generally.
English 3300: British Literature I  
CRN: 11155  
Tuesdays and Thursdays, 12:30—1:45  
Dr. Elizabeth Bradburn

This course surveys British literature from the middle ages to the eighteenth century. The selected readings will explore pre-enlightenment British literature, particularly its acknowledgment of large forces of nature. We will then consider the role of literature (specifically the development of the novel) in creating the separation between nature and culture that came to dominate post-enlightenment western thought. Course work will include several short essays and a final exam.

English 3310: British Literature II  
CRN: 15827  
Tuesdays and Thursdays, 3:30—4:45  
Dr. Jil Larson

This course offers you a survey of British literature in the Romantic period (late 18th and early 19th century), the Victorian era (1837-1903), and the Modern period (20th century to the present). This is quite a bit to cover in one semester, but we will read selectively, hitting many of the highlights and exploring both continuities and discontinuities as we make comparisons among works published during this rich segment of literary history.

English 3660: Advanced Fiction Writing  
CRN: 11677  
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: 11156  
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: 11157  
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: 11087  
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: 11092  
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: 11793  
Thursdays, 6:30—9:00  
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 3720: Development of Modern English  
CRN: 11103  
Mondays and Wednesdays, 10:00—11:40  
Dr. Lisa Minnick

From the catalog: 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 terminology used in the discipline of linguistics.
- Understanding of the external (social, political, intellectual) influences on language change.
- Understanding of the internal (linguistic) mechanisms of language change.
- 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: 12617  
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: 14356  
Mondays and Wednesdays, 12:00—1:40  
CRN: 14357  
Mondays and Wednesdays, 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: 14939  
Tuesdays and Thursdays, 10:00—11:40  
Ms. Ariel Berry

English 3820, Literature for the Young Child, 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: 14597  
Tuesdays and Thursdays, 12:00—1:40 Hybrid (7 In-class meetings)  
Dr. Gwen Tarbox

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 eLearning 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 on: January 6, January 13, March 16; March 23, March 30, April 6, and April 13.

Here is a copy of the partial text list. Students are expected to rent or to buy all of their texts and to bring them to class: Gino, George; Hale, Nathan Hale’s Hazardous Tales: Treaties, Trenches, Mud, and Blood; Lender and Giallongo, The Stratford Zoo Midnight Revue Presents: Romeo and Juliet; Park, Long Walk to Water; Wicks, Human Body Theater; Woodson, Brown Girl Dreaming.
**English 3840: Adolescent Literature**  
CRN: 11573  
Tuesdays and Thursdays, 2:00—3:40  
Dr. Meghann Meeusen

English 3840, *Adolescent Literature*, examines literature written for teenagers from a variety of critical and culturally diverse perspectives, with special attention to ways ideology and power are presented through the use of adolescent narration. Exploring key theoretical approaches and foundational literary concepts, students will investigate questions related to social class, race, gender, sexuality, and culture, as well as consider elements of genre and form in novels, nonfiction, graphic novels, film, and other media. 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 4060: Grant Writing**  
CRN: 12546  
Tuesdays and Thursdays, 2:00—3:15  
Dr. Brian Gogan

**Course Description**  
Convincing stakeholders to support you—to accept an idea, to fund a project, or to contribute to an organization—proves an invaluable skill in today’s workplace. Grant proposals and project pitches are two genres that shoulder much of this persuasive work and, in this course, you’ll study and produce both.

**Course Goals**  
During this service-learning course you will:

- Examine the motivation behind giving
- Investigate the habits of successful grant writers
- Apply theories of rhetoric and writing to grant writing
- Practice crafting conventional parts of a grant proposal and a project pitch
- Identify funding opportunities and stakeholder needs by conducting research
- Produce a complete grant proposal and project pitch for a community organization
English 4080: Disability, Language, and the Body
CRN: 14354
Tuesdays, 4:00—6:20
Dr. Hilary Selznick

This advanced writing course focuses on how language and rhetoric frame how visible and invisible disabilities are experienced, perceived, and treated. In order to do this work, we will investigate the ways in which discourses of normalcy are used to create the “normal” and “abnormal” body, and how bodily norms structure rhetorical expression. Specifically, we will examine how critical works, life-writing, compositions—both traditional and multimodal—film, and a range of new media texts perpetuate, construct, and challenge who is deemed normal and abnormal, fit and unfit, and desirable and deviant. In addition, we seek to better understand the complex intersections between disability, class, race, gender and sexuality. Students will analyze, critique, and intercede in discourses of normalcy that stigmatize and marginalize the disabled in reading responses, discussions, and in their own compositions. In addition to writing traditional alphabetic compositions, students in this course will create multimodal compositions that make use of auditory, visual, oral, and other sensory modes of expression. By doing so, students in this class will be producing more accessible compositions for a whole range of users and complicating normalizing notions of composition.

Students in this course will be able to:
- Demonstrate awareness of the role language plays in representations of disability;
- Demonstrate ability to analyze disability-related texts rhetorically;
- Gather and examine current cultural artifacts—from film to life-writing to online genres—in order to further develop analytical skills, and begin to make persuasive arguments about bodily rhetorics and representations.
- Produce traditional and multimodal compositions that honor and value disability as positive human difference.

English 4400: Studies in Verse
CRN: 14355
Tuesdays and Thursdays, 4:00—5:40
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: 11120  
Mondays and Wednesdays, 2:00—3:40  
Dr. Christopher Nagle

**Gothic Fiction**

The gothic novel is arguably the most enduring legacy of the early novel, and ultimately it would feed the more familiar traditions of horror (in film, TV, video games, graphic novels, etc.) and goth subcultures in the 20th and 21st centuries. We will read and think carefully about how these strange early experiments from the 18th and 19th centuries work—both on us as contemporary readers, and on their original audiences of a much earlier time. Since gothic fiction trades in foreign places and peoples, as well as dark and disturbing spaces both on the map and within the human psyche, we will discuss the thematic significance of cultural markers of “otherness”—including, for example, race, ethnicity, and religion, in addition to gender and sexuality. We will also examine the ways that history is fractured, distorted, or misshapen—we might say that history itself becomes “monstrous,” not just individual characters—as well as the darker side of family dynamics, uncanny relations of love and friendship (often featuring the infamous figure of the “double” or *Doppelganger*), and the significance of both internal and external border crossings. As this brief overview suggests, we will not be talking about simple ghost stories! Indeed, very little about these works is simple, although the simple pleasures of immersing yourself in a great read hopefully will be part of our journey. To supplement our readings throughout the semester, we occasionally will watch clips of important adaptations in film and other media when time permits.


**English 4720: Language Variation in American English**  
CRN: 11132  
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: 12618
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.

**English 4800: Teaching Literature in the Secondary Schools**
CRN: 11134
Mondays and Wednesdays, 12:00—1:40
Dr. Allen Webb

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 5320: English Renaissance Literature**
CRN: 15832
Fridays, 11:00—1:20
Dr. Grace Tiffany

In this class we will study selections from the prose, poetry, and drama that shaped art and thought during the English Renaissance and for centuries thereafter. Students are expected to have prior experience in literary analysis, to read carefully, and to participate in discussion. Assignments: General participation (20%), three two-page papers (10%), one team-presentation/discussion (20%), one final paper 12-15 pages in length for undergraduates and 17-20 pages in length for graduates (30%). Text: *The Norton Anthology of English Literature* IB. Major authors include Sidney, Shakespeare, Marlowe, Jonson, Donne, Herbert, Marvell, and Milton.

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**English 5550: Fitzgerald(s)**
CRN: 15831
Tuesdays, 6:30—9:00
Dr. Scott Slawinski

*The Fitzgeralds “didn’t make the twenties; they were the twenties.”—Lillian Gish*

*“You are creating the contemporary world much as Thackeray did his in Pendennis and Vanity Fair and this isn’t a bad compliment.”—Gertrude Stein praising The Great Gatsby*

Bathtub gin and breadlines, Coolidge and Roosevelt, “Ain’t We Got Fun” and “Let’s Call the Whole Thing Off,” bootleggers and g-men, Valentino and Gable, the Charleston and the Foxtrot—Are these what you think of when you picture the ‘20s and ‘30s? This new year’s day, the Roaring 20s will become a century old, and March 26 marks the 100th anniversary of the publication of *This Side of Paradise*, F. Scott Fitzgerald’s wildly popular first novel, the book that catapulted him to fame and won him the hand of Alabama belle Zelda Sayre. Often called the decade that ushered in modern America, the 1920s and 1930s were a time of immense change, and F. Scott and Zelda Fitzgerald symbolize the era, not just the boom years before the Crash of ‘29, but of the Depression years as well. This course will look at the writings of both Fitzgeralds.

The class will focus primarily upon F. Scott’s and Zelda’s prose writings, looking at as many novels as time will afford and a healthy selection of their numerous short stories and essays. If time permits, we’ll take a peek at the plays they wrote. Participants can expect to read the novels
This Side of Paradise, The Great Gatsby, Tender is the Night, Save Me the Waltz, and possibly The Love of the Last Tycoon. We’ll read as many short stories from Scott and Zelda as will be manageable during the semester, naturally covering some of the most famous, such as “Winter Dreams” and “Babylon Revisited,” but looking at the more obscure ones as well—ever hear of “The Unspeakable Egg”? Short story selections will be drawn from F. Scott’s four collections, his many uncollected stories, the Basil and Josephine and Pat Hobby series, and Zelda’s stories.

Assignments: Undergraduates and graduate students will write two essays—a shorter first essay and a longer second essay—and conduct a fifteen-minute presentation. Graduate students will also be responsible for a ten-fifteen minute “teaching moment,” during which they will teach a small portion of the week’s reading assignment.

English 5550: Jane Austen
CRN: 15830
Wednesdays, 6:30—9:00
Dr. Christopher Nagle

Austen Alive: Adaptation & Originality, 1811-2020

To the shock of some and the delight of others, Jane Austen remains the most influential novelist in English across the globe—but why? Many people are familiar with the boom in film adaptations and TV mini-series in the 1990s, which surely contributed to renewed interest in Austen’s fictional world. But fewer have noticed that the 2000s have ushered in a true renaissance of live performance for Austen adaptations on stage in myriad forms—to date, well over 100 original works ranging from plays and musicals to opera, ballet, and improv comedy. Appearing on high school, community theater, and professional stages of all kinds around the world, these new creative engagements reimagine what we can see happening in Austen’s novels, bringing spectacular new life to familiar stories for yet another generation.

We will read four of Austen’s most popular and influential novels and experience a wide variety of the best and most innovative adaptations of the 21st century. We’ll focus on live performance and stage adaptation but try to include some important samples of film, TV, and web series adaptations along the way. And because Austen fandom has global dimensions—Indian cinema, Brazilian soap opera, and a Russian world premiere musical are just a few examples—we will try to expand our focus to consider adaptive incarnations outside the familiar spaces of Anglo-American pop culture. If possible, we’ll include an excursion into Chicago to see the regional premiere of a major new Austen musical at the Chicago Shakespeare Theatre, which promises to be a highlight of the semester (details TBA).

For more information, feel free to email: enagle@wmich.edu
**English 5660: Creative Writing Workshop—Fiction**
CRN: 11678
Fridays, 2:00—5:30
Professor Thisbe Nissen

This class will be run as a traditional graduate-level fiction workshop. Each student will put up two pieces for workshop during the semester. Class members are responsible for reading peers’ weekly workshop stories (likely three per week, depending on enrollment), making detailed editorial line notes for the authors, and writing thoughtful and substantive end notes on every workshop piece. We learn better to edit ourselves by carefully and conscientiously editing others. Workshop stories will be the texts from which broader conversations on craft and technique will spring. This is a course for serious and advanced practitioners of the form of fiction; there will be no prompts or directive assignments. Students must produce two original pieces of fiction (each usually 10-20 pages) on their own during the semester, and must be well-versed enough in workshopping and workshop culture to assume a place within a community of dedicated fiction writers. Attendance is mandatory and active class participation is required of all students.

**English 5680: Creative Writing Workshop—Playwriting**
CRN: 14944
Mondays, 6:30—9:50
Dr. Steve Feffer

**Catalog Description:** A workshop and conference course in playwriting, with emphasis on refinement of the individual student’s style and skills.

**English 5770/6970: Advanced Readings in Old Norse**
CRN: 15829/CRN: 15828
Thursdays, 4:00—6:20
Dr. Jana Schulman

**Ethics and Morals in Hrafnkels saga Freysgóða**

Although *Hrafnkel’s Saga* is one of the shortest Icelandic sagas, it is jam-packed with events that force the reader to think about ethics, morals, and behavior. The saga asks us to think about diverse matters such as: is it better to stand by one’s oath or break it? Is devotion to the gods a good thing or a bad? How should we understand the rejection later in the saga of Frey, of pagan gods, by Hrafnkel? What role does Icelandic law play in the saga? How do or did Icelanders view torture?

In this course, we will translate *Hrafnkel’s Saga*, reading some, if not all, of the scholarship on the saga, and selections of laws and other texts in order to discuss and appreciate the saga’s subtleties. **Prerequisite:** One semester of Old Norse-Icelandic.
English 5970: Immigrant, Refugee, and Slave Experience in Graphic Novels  
CRN: 12849  
Tuesdays, 4:00—6:20 Hybrid (7 In-class meetings)  
Dr. Gwen Tarbox

In addition to learning the basics of comics interpretation, participants will read and discuss a wide variety of contemporary graphic novels that focus on the immigrant, refugee, and slave experience worldwide. There will be a take home mid-term, and in-class final, and a semester project. The course is hybrid, meeting 7 times during the semester in person, with the rest of the course taking place in WMU’s E-Learning site. The class will meet in person on: January 6, January 13, March 16; March 23, March 30, April 6, and April 13. Tentative text list: Bessora and Barroux, Alpha: Abidjan to Paris; Brown, The Unwanted: Stories of Syrian Refugees; Bui, The Best That We Could Do; Neyestani, A Short Guide to Being the Perfect Political Refugee; Okorafor, LaGuardia; Prum, The Dead Eye and the Deep Blue Sea: The World of Slavery at Sea; Sacco, Journalism; Satrapi, The Complete Persepolis; Tan, The Arrival; Yang, American Born Chinese.

English 5970: Careers for English Majors  
CRN: TBA  
Thursdays, 2:00—3:40  
Dr. Monty Ernst

“Work is about a search for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor, in short for a sort of life rather than a Monday to Friday sort of dying.”  
– Studs Terkel

Every English major has heard the dreaded question at least once—most likely more times than is tolerable—from friends, family members, and even acquaintances at parties: “What are you going to do with a degree in English?” It is usually expressed with an air of incredulous, dismayed bewilderment. This course is designed to provide a guidepost for students to establish a direction for themselves and reply to those various voices in their life with a firm, self-assured (and non-profane) answer. Students will develop an understanding of who they are and what they like to do by identifying the personality traits, skills, and desires that can point them to a career on the borders of or outside of academia. In addition to in-class participation and attendance at career fairs and Career Services, students will be graded on weekly but brief self-reflective assignments and a final five page reflective essay. Lastly, students will read two books out of the list below. (At this point, I am still in the process of deciding which specific two.) By the end of the course, they will be prepared to envision a path forward that works for
them and their unique set of interests and skills.

1. *Succeeding Outside the Academy: Career Paths beyond the Humanities, Social Sciences, and STEM*
2. “*So What Are You Going to Do with That?*: Finding Careers Outside Academia
3. *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*
4. *You Majored in What?: Designing Your Path from College to Career*
5. *The Quarter-Life Breakthrough: Invent Your Own Path, Find Meaningful Work, and Build a Life That Matters*
6. *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education*