

Department of English

Fall 2024

Course Descriptions

Note: *WMU Essential Studies courses are indicated by (WES) after the course title.*

English 1100: Literary Interpretation (WES)

CRN: Multiple Sections | Mode: In-person

WMU Essential Studies Level 2: Exploration and Discovery - Artistic Theory and Practice

An introduction to the study of literature, aimed at developing abilities to read literature and write about it with skill, sensitivity, and care. Students will read poetry, drama, and prose fiction, and through the writing of several papers will be introduced to terms and methods of formal study of literature. Course required for entry into most upper-level English courses.

English 2070: Queer Literature: Present, Past, and Future

CRN: 44137 | Thurs, 6:30-9:00 | Mode: In-person | Lacey Wolfer

This course explores literature by LGBTQIA+ authors, as well as queer themes. In particular, this semester's focus will be on time and history in relationship to the queer community. While many may think of the past, present, and future as separate, many queer writers across time have seen temporal boundaries as permeable, or even played with those supposed rigid lines by blending past, present, and future in creative ways. We will look at texts with this playful aspect, with a central interest in the course being the similarities (and differences) between queer history and life in the past and as it is today, and how it may be in the future. There will be a range of assignments, with plenty of opportunities for students to investigate parts of queer history and culture which interest them.

English 2080: Literature in Our Lives (WES)

CRN: 44156 | Tues/Thurs, 3:30-4:45 | Mode: In-person | Sophia Khan

WMU Essential Studies Level 1: Foundations - Inquiry and Engagement: Critical Thinking in the Arts and Humanities

This course will explore the realms of science fiction and its steam-powered counterpart, steampunk, analyzing representative works from the 19th century to the present. We will

devote significant attention to steampunk, which grafts advanced technologies and forward-thinking sensibilities onto Victorian-era settings and aesthetics. We will dissect this postmodern bricolage of old and new, examining seminal steampunk novels, stories, and films to highlight themes of retro-futurism, neo-Victorianism, and alternate history. Selected readings will spark deeper discussion of how and why these genres are evolving to incorporate more diverse voices and settings. Students will come to an enriched understanding of how these genres use allegory and imagination to unveil deeper truths about technology, empire, cultural conflict, and humanity's past and future.

"So come on. There's the future over there. Let's all go." - N. K. Jemison

Tentative Reading List:

"The Unparalleled Adventures of Hans Pfall" - Edgar Allan Poe

Twenty Thousand Leagues Under the Sea - Jules Verne

The Time Machine - H. G. Wells

Burning Chrome - William Gibson

How Long 'Til Black Future Month - N. K. Jemison

The Sea is Ours: Tales of Steampunk South Asia - ed. Jaymee Goh & Joyce Chang

Midnight Doorways - Usman T. Malik

Three Moments of an Explosion: Stories - China Miéville

Science Fiction in Colonial India, 1835 - 1905 - ed. Mary Ellis Gibson

Haroon and the Sea of Stories - Salman Rushdie

The Haunting of Tram Car 015 - P. Djèlí Clark

Monstress - Marjorie Lie & Sana Takeda

English 2100: Film Interpretation (WES)

CRN: 44195 | Mon/Weds, 2:00-3:40 | Mode: In-person | TBA

CRN: 44196 | Mon, 6:30-9:00

CRN: 44197 | Tues, 6:30-9:00

WMU Essential Studies Level 2: Exploration and Discovery - Artistic Theory and Practice

Catalog Description: Studies in the motion picture as art form.

English 2110: Folklore and Mythology (WES)

CRN: 43862 | Mode: Asynchronous Online | Dr. Mustafa Mirzeler

WMU Essential Studies Level 2: Exploration and Discovery - World Language and Culture

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 2520: Shakespeare's Theater (WES)

CRN: 43911 | Tues/Thurs, 10:00-11:40 | Mode: In-person | Dr. Grace Tiffany

WMU Essential Studies Level 2: Exploration and Discovery - Artistic Theory and Practice

This class offers an introduction to the college-level study of Shakespeare, and is classified as a WMU Essential Studies (WES) class in Artistic Theory and Practice, Level 2. In this class 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. Assignments include six short-answer assessments staggered throughout the semester, and a final exam. We will meet in person. Plays: *The Comedy of Errors*; *Measure for Measure*; *Henry IV*, part 1; *Macbeth*; *Hamlet*; *The Tempest*.

English 2660: Writing Fiction and Poetry (WES)

CRN: 44546 | CRN: 44766 | Tues/Thurs, 12:00-1:40 | Mode: In-person

Professors Thisbe Nissen and Alen Hamza

WMU Essential Studies Level 2: Exploration and Discovery - Artistic Theory and Practice

In these two sections of ENGL 2660 (CRNs 44546 and 44766), students will spend half the semester studying and writing poetry with Professor Alen Hamza and half the semester studying and writing fiction with Professor Thisbe Nissen. You'll have the opportunity to read broadly and closely in each genre, learn some craft basics of fiction and poetry, engage in writing exercises and prompts to get you producing your own original work, and be introduced to the creative writing workshop where you'll learn the practice of constructive peer criticism: giving and getting feedback on poems and stories. There will be lots of reading and writing, both creative and critical, and active participation in all aspects of the class will be crucial. **Note that CRN 44766 is only open to Lee Honors College students.**

English 2660: Writing Fiction and Poetry (WES)

CRN: Multiple Sections | Mode: In-person and Fully Synchronous Online

WMU Essential Studies Level 2: Exploration and Discovery - Artistic Theory and Practice

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: 44327 | Mon/Weds, 2:00-3:15 | Mode: In-person | Dr. Allen Webb

Catalog states: An introduction to the responsibilities, aspirations, and professional knowledge of secondary English language arts teachers.

English 2790 will introduce you to the creative, exciting, and challenging world of teaching high school and middle school English by:

- Meeting and talking with public school English teachers and students;
- Reading narratives and viewing films about teaching;
- Learning and presenting about issues in the field;
- Sharing about your own interests and experiences studying English;
- Discovering ways to use the Internet and new technologies for teaching;
- Finding out about the job market for teachers;
- Learning about requirements, courses, tests, etc. to earn certification.

Decide if you want to earn a teaching certificate! Open to students at all levels and in all majors and minors! Required of all students earning teaching certificates in English as of catalog year 2016-17.

English 2810: Youth Literature and Culture (WES)

CRN: 44547 | Mon/Weds, 11:00-12:15 | Mode: In-person | Morgan Shiver

WMU Essential Studies Level 2: Exploration and Discovery – Artistic Theory and Practice



How do superhero films engage with young audiences? In this section of ENGL 2810 "Youth Literature and Culture," we will investigate the Marvel Cinematic Universe's engagement with its youngest fans. Watching select MCU films from *Iron Man* (2008) to *Avengers: Endgame* (2019) and beyond, we will explore the ways in which the MCU communicates to and with children and young adults. In addition to regular class participation, assignments will include viewing quizzes, short written reflections, and exploration activities centered around the messaging, merchandising, and marketing of the MCU.

English 2980: Monsters and Myths of the Middle Ages

CRN: 44793 | Tues/Thurs, 12:30-1:45 | Mode: In-person | Dr. Jana Schulman

This class will explore medieval tales from around the globe that are retold, via current media, for multicultural audiences. How did the Old English hero Beowulf become J.R.R. Tolkien's "Beorn the Beekeeper"? What caused a sailor of Arab legend to pop up in European translations of Eastern works, then to morph centuries later into an American cartoon? And what happens when an Arthurian knight from medieval romance is played in 2021 by an Anglo-Indian film star? Analyzing texts, films, and games from *Beowulf* to *The Hobbit*, from *One Thousand and One Nights* to *Game of Thrones*, we will examine the cyclical and cultural production of monsters, myths, and battles from the Middle Ages to the present.

English 2980: AI Prompting: Real World Applications

CRN: 45672 | Mon/Weds, 12:30-1:45 | Mode: In-person | TBA

Generative AI platforms are changing how humans write and what humans write. These AI platforms assist us as we draft documents, graphics, audio, video, and code. We need to know how best to construct inputs, called "prompts," so that we can get good outputs from these Generative AI tools.

Regardless of your major, this class helps you apply prompting strategies to real-world contexts that matter to you, your passions, and your career. This class will introduce you to a semi-structured prompt engineering framework, which encompasses: (1) macro-level strategies for managing large-level input relationships; (2) micro-level strategies for curating small informational pieces; and (3) meta-level strategies for clarifying prompt instructions.

Think of this class like a maker's lab: Your assignments will be exploratory and experimental. They will include a number of prompt logs that will be assessed for completion as well as four prompt projects—one each focused on prompt patterns, dynamite prompting, chain prompting, and tree prompting.

English 3050: Professional Writing: Work and Culture (WES)

CRN: 44139 | Mon/Weds, 10:00-11:40 | Mode: In-person | Dr. Carlos Salinas

WMU Essential Studies Level 3: Connections – Local and National Perspectives

ENGL 3050 is a writing course designed to help students at the junior or senior level develop reader-centered writing strategies applicable to writing in workplaces and other dimensions of civic life.

This course introduces you to principles and methods of Professional Writing and provides

you with skills that improve your ability to communicate through a variety of professional documents. We will examine writing and design principles and learn a variety of professional genre. The aims of this course include your ability to:

- Understand Professional Writing (PW) principles (Audience, Context, and Purpose) and methods (Usability Testing)
- Learn effective Design/Writing practices
- Learn effective collaborative writing techniques
- Critically analyze how workplace documents adhere to both PW principles and Design/Writing practices
- Produce a variety of workplace documents that reflect PW principles and quality design/writing

We will be interested in other topics as well, including technology, the Internet, visual rhetoric, and other areas of interest you hold. Though this is not a theory driven course, we will be theorizing production, primarily through discussion and exercises derived from class materials.

English 3080: Quest for Self (WES)

CRN: 44140 | Tues/Thurs, 2:00-3:15 | Mode: In-person | Kristen Field

WMU Essential Studies Level 2: Exploration and Discovery – Personal Wellness

In this course, students will be asked to consider both psychological and philosophical theories of the self – our identities, relationships, and perspectives – as they explore what it means to be an individual and a part of communities both large and small. By engaging with literary texts (poems, short stories, plays, and essays) as well as visual media and other art forms, students will have the opportunity to use narratives (both fiction and non-fiction) to build a roadmap of personal and collective identity. Students will have the opportunity to work individually and in small groups, and assignments will consist of personal and exploratory writing as well as creative projects.

English 3170: Stories of the Other (WES)

CRN: 45350 | Mode: Asynchronous Online | Dr. Mustafa Mirzeler

WMU Essential Studies Level 2: Exploration and Discovery – World Language and Culture

This course brings the stories of gender, religious and sexual “minorities” in non-Western world from a comparative perspective. These are the people who are called others of the “others” in their respective societies with their attendant terms and categories. This course brings the voices of these others’ “other” to the classrooms, and shares their stories with

students. These stories constitute a valuable comparative resource for students, as they put a spotlight on universally vital issues in their own societies. Recent examples may include the issues of migrants, and LGBTQ individuals, in the third world, such as in Turkey.

English 3200: American Literature I

CRN: 44490 | Mon/Weds, 11:00-12:15 | Mode: In-person | Syeda Rizvi

This class surveys American literature from the Age of Discovery to the American Civil War. The readings include a diverse selection of authors and touch on such topics as the nature of freedom, the development of authorship and the publishing industry, the interpretation of the natural world, evolving gender dynamics, and the shifting of religious beliefs. Along with short stories and poetry, class participants will also read diaries and journals, Puritan sermons, Transcendental essays, and personal narratives. Authors will include Captain John Smith, William Bradford, Michael Wigglesworth, Anette Kolodny, Susan Howe, Nathaniel Hawthorne, Edgar Allan Poe, and Emily Dickenson, to name a few.

Longer works likely include Sukey Vickery's *Emily Hamilton*, Benjamin Franklin's *The Autobiography*, Frederick Douglass's *Narrative of the Life*, and Harriot Jacob's *Incidents in the Life of a Slave Girl*. We will be critically analyzing the issues of gender, slavery, and the development of American individualism. At minimum, class assignments will likely include two long essays, a final examination, and frequent reading quizzes.

English 3300: British Literature I

CRN: 44204 | Tues/Thurs, 2:00-3:15 | Mode: In-person | Dr. Grace Tiffany

This class is a broad survey of the first eight hundred years of English literature, starting with Anglo-Saxon poetry (in translation, c. 900), continuing through the Middle English poetry of Chaucer (late 14th century), progressing through the ages of Shakespeare and Milton during the English Renaissance (1580-1660), and ending with an eighteenth-century work of Jonathan Swift. The class will promote understanding of major historical trends as they pertained to the creation of the greatest and most influential works of literature in the English language. The class fulfills the pre-1700 requirement for the major. Prerequisite: English 1100 (Literary Interpretation).

Text: *The Norton Anthology of English Literature* Vol. I, 10th ed., A, B, and C. (3 volumes)

Assignments: two take-home writing assignments (25% each), daily discussion questions (1% daily, to a total of 30%), and a final exam (20%).

English 3310: British Literature II

CRN: 43834 | Tues/Thurs, 12:30-1:45 | Mode: In-person | 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 (1837-1902), 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 important and compelling segment of literary history. The authors we will study will include William Blake, John Keats, Jane Austen, Charles Dickens, the Brontes, Robert Browning and Elizabeth Barrett Browning, John Ruskin, Christina Rossetti, Oscar Wilde, Virginia Woolf, T.S. Eliot, and a few contemporary British writers.

English 3660: Advanced Fiction Writing

CRN: 44141 | Tues/Thurs, 12:30-1:45 | Mode: In-person | Amanda Scott

In this course, students will explore how technical choices about craft—such as character, plot, and point of view—can mysteriously conjure an affecting piece of fiction. By discussing published fiction and participating in workshop, students will investigate what makes fiction satisfying, astonishing, and beautiful—and will work to capture these qualities in their own writing.

English 3670: Advanced Poetry Writing

CRN: 40605 | Mon/Weds, 3:30-4:45 | Mode: In-person | 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: 45338 | Mon/Weds, 2:00-3:15 | Mode: In-person | Dr. Steve Feffer

Writing Live Performance in a Mediatized Culture

"The real issue implied by 'Art and Technology' is not to make another scientific toy, but how to humanize technology and the electronic medium which is progressing rapidly... too rapidly." -- Nam June Paik (1969)

This Fall's ENGL3680 Playwriting class is a workshop in the creation, development and presentation of dramatic writing for live performance, especially as it has evolved along with new media. The purpose of the class is to examine how stories are told, developed, written, constructed, and produced in a variety of media that may include theatre, performance art, podcasts, social media, web series, virtual environments, etc.; and how these narratives may

move, evolve or transform, as they cross over these platforms. This course provides an opportunity for workshop participants to develop their own material for and across an array of media platforms, as we focus on liveness in a mediatized culture.

Our work will include: 1) A look at examples of artistic work and dramatic writing being done in new media. 2) Experimentation with a variety of these forms to advance your own artistic practice or develop the stories we wish to tell. 3) Develop a final project that allows a deeper exploration of one of your stories as a live performance in digital culture 4) Share work in live performance/new media with the class that really interests you and that you feel may be of interest to further our understanding.

English 3700: Writing Creative Nonfiction

CRN: 45347 | Tues/Thurs, 11:00-12:15 | Mode: In-person | Dr. Maria Gigante

Catalog Description: An introductory course in the writing of creative non-fiction, with class discussion and criticism of each student's writing, and including study of selected examples of creative non-fiction in print.

English 3710: Structures of Modern English

CRN: 45348 | Mon/Weds, 2:00-3:40 | Mode: In-person | Dr. Adrienne Redding

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 3820: Literature for the Young Child (WES)

CRN: 44194 | Mon/Weds, 2:00-3:40 | Mode: In-person | Dr. Meghann Meeusen

WMU Essential Studies Level 2: Exploration and Discovery - Societies and Cultures

The Fall 2024 section of ENGL 3820 will offer a student- driven approach to the study of children's film and television, exploring how a shift toward streaming content has created new avenues in diverse representation. Initial weeks of the course will delve into contemporary programming on Disney+, Netflix, and other streaming media platforms, and the final portion of the semester will develop based on collaborative student research projects, culminating in opportunities to share individual avenues of study aligning with student interests and goals.

Throughout the semester, students will encounter a range of texts with diverse and inclusive representation, building skills to analyze positive and negative artistic choices when it comes to how media for young people portrays power dynamics, cultural authenticity, and social justice. Pairing this context with social, political, and cultural shifts that influence contemporary texts, students will track and comment upon potential trends in children's and young adult television and film.

English 3840: Adolescent Literature

CRN: 44142 | Tues/Thurs, 9:30-10:45 | Mode: In-person | Jamie Bienhoff

ENGL 3840, Adolescent Literature, examines literature written for teens from a variety of critical and culturally diverse perspectives, with special attention to how ideology and power are presented. Exploring key theoretical approaches and foundational literary concepts, students will investigate contemporary texts such as *Cemetery Boys* and *Hearts Unbroken*. As readers we will question the text in relation to representation of identity such as social class, race, gender, sexuality, and culture, as well as consider elements of genre and form in novels, memoir, graphic novels, film, and/or other media. Additionally, students will engage in critical thinking and consider their own analytical practices through discussion and activities, creation of a multimodal research project, and production of short presentations/videos.

English 3890: Teaching Children's Literature

CRN: 44491 | Weds, 6:30-9:00 | Mode: In-person | Kevin Fitton

Introduces students to a variety of texts (novels, poetry, picture books, and film) suitable for the third to sixth grade classrooms. Students will learn how to evaluate and analyze these texts, with an eye toward selecting resources to create the best possible educational environment in their classroom.

English 3890: Teaching Children's Literature

CRN: 44147 | Tues/Thurs, 11:00-12:15 | Mode: In-person | Jessica Molloy

ENGL 3890 introduces students to the study and teaching of children's texts suitable for kindergarten through sixth grade classrooms, with emphasis on critical sensitivity and techniques necessary for interpreting and evaluating works for these readers. Students will analyze a variety of texts (such as novels, poetry, comics, picture books, and film) within their historical and cultural contexts, developing methods of incorporating children's literature into classroom spaces.

English 4090: Writing in the Sciences (WES)

CRN: 43882 | Mode: Asynchronous Online | Dr. Maria Gigante

WMU Essential Studies Level 3: Connections - Local and National Perspectives

This is an English course designed for science majors and people who are interested in science communication. The course is focused on how arguments are constructed and how knowledge is formed in the sciences. In this class, you will learn about historical and current examples of scientific argumentation to inform your own writing and research. A significant component of the course will be dedicated to accommodating scientific information for non-expert audiences, and you will learn the stylistic and argumentative changes that occur with accommodation. The major projects in this class will revolve around your research interests or on projects you are doing in your major coursework.

Rhetoric is the art of finding the available means of persuasion in any given situation. The rhetoric of science is a well-established field of study, and, in this course, we'll investigate how rhetorical choices give significance, meaning, and value to scientific communication both inside and outside the scientific community. In the process, you'll better understand your own communication practices.

English 4160: Women in Literature (WES)

CRN: 44492 | Tues/Thurs, 12:00-1:40 | Mode: In-person | Dr. Christopher Nagle

WMU Essential Studies Level 3: Connections - Global Perspectives

GLOBAL LEGACIES OF AUSTEN

Why Jane Austen? Simple: probably no other writer in the English language - and perhaps none in any other - has a broader or more devoted following of fandom across genres, media forms, historical eras, or global contexts. Admittedly, this situation is somewhat surprising because: (a) she only completed six novels, (b) she lived a short life in a fairly obscure environment, with little money and limited social connections, and (c) she was a woman writing in the late 18th and early 19th centuries.

Yet she was sought after by the British throne, has been consistently in print for over two centuries, and has inspired fanfic, graphic novels, and manga, as well as continuations, completions, sequels and prequels to her writing; adaptations through movies, television series, plays, musicals, operas, ballet, improv comedy, and even gaming; posthumous portraits, sculpture, and memorials of various kinds around the world; an endless variety of commodities and collectables, as well as literary tourism to sites she lived in, visited, or might have known, in addition to the sites of film adaptations that have no actual connection to her at all; and global affiliates of a Society in her name (mixing academic scholars and enthusiasts

from all walks of life), who hold regular meetings around the world, from Spain to Singapore.

But why? Most people who know little beyond her name tend to associate three things with it: marriage, money, and morals. While all of these elements feature prominently in her fiction, surely they can't explain why there is such a perpetual fascination with her work and her world. How is it that readers in Pakistan find common ground and deep interest in her stories? Why is there a long-running Brazilian telenovela that weaves together plots and characters from her different tales? What does it suggest if one major musical adaptation of *Pride and Prejudice* had its world premiere in Russia? Or that the same novel was very recently adapted for a TV movie set in an African-American community in modern-day Atlanta? Or that new novelistic retellings have set this story in a Muslim community in Canada, and an Afro-Latino family in Brooklyn? We will explore some of these newer incarnations of Austenworld with the aim of answering these questions. What we should gain in the process is a better understanding of much more than one famous writer, but also of the universality and specificity of classic literary themes, ideological investments, and artistic choices made by writers, composers, directors, and fans across the world in the 21st-century. Perhaps 1811 and 2024 are not as distant as we might assume.

Texts will include contemporary fiction and screen adaptations, and students will need to participate weekly in both online and in-class discussion of the material. A final course project will allow students to explore either critical or creative writing options.

English 4400: Studies in Verse

CRN: 44493 | Mon/Weds, 4:00-5:40 | Mode: In-person | TBA

Catalog Description: A historical and formal study of poetry, emphasizing the development of poetic techniques, major verse forms and styles, and their relation to theories of poetry. Attention shall be paid to the critical and theoretical bases of interpretation.

English 4420: Studies in Drama

CRN: 43832 | Mon/Weds, 12:00-1:40 | Mode: In-person | Dr. Steve Feffer

Jewish-American Drama

"If ethnicity is something that bleeds over boundaries, then much more so is that ethnicity known as Jewishness, the ambiguities and uncertainties of which have frequently characterized a culture through two thousand years of Diaspora."

--Harley Erdman, *Staging the Jew*

This course will study Jewish-American Drama from the early-American period (the 1820's) to the extraordinary work being done in today's contemporary theatre and performance. Our

work will consider a variety of iconic and lesser-known plays and playwrights that range from *Fiddler on the Roof* and *Diary of Anne Frank* to Lisa Kron and Paula Vogel.

Our class will begin by considering the early melodramas by Jewish American playwrights such as Mordecai Manuel Noah and Samuel B. H. Judah. We will continue into the 1860s by looking at contemporary and classical plays that feature American approaches to Jewish stage archetypes from "Shylocks" to the "Belle Juive" or "Exotic Jewess". In the 1880s, we will consider the grotesque ethnic variety performances that give rise to the first wave of Jewish comedians and vaudeville.

As our attention turns to the 20th and 21st century, we will look at such major plays and/or playwrights as Israel Zangwill's *The Melting Pot*, *The Jazz Singer* (1923), Elmer Rice, Clifford Odets, Gertrude Berg, Sylvia Regan's *Morning Star*, Arthur Miller, Paddy Chayefsky, Tony Kushner, Deb Margolin, Wendy Wasserstein, and Anna Deveare Smith, among others.

Additional topics will include the Yiddish theatre, the Federal Theatre Project, the Broadway musical, and the 1960s American alternative theatre movement.

Our method of exploration will be lecture, discussion, and student led "four question" sessions, as well as multi-media extravaganzas.

English 4800: Teaching Literature in the Secondary Schools

CRN: 43833 | Mon/Weds, 12:00-1:40 | Mode: In-person | 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 4970: Grant Writing

CRN: 45679 | Tues/Thurs, 11:00-12:15 | Mode: In-person | Dr. Brian Gogan

Make an impact. Improve your community. Write grants.

Grant writing is a kind of writing that has social impact. It turns ideas into reality by convincing stakeholders to build a program or fund a project.

And grant writing is a unique and increasingly marketable skill sought by employers in today's competitive job market. According to the United States Bureau of Labor Statistics, grant writing jobs are expected to grow 7% in the next eight years, a rate that is "faster than the

average for all occupations.”

In this class, you’ll learn how to make positive social impact through grant writing and improve your professional writing skills. You’ll study successful grant proposals, practice grant writing strategies, and produce a grant proposal for a community organization.

Class participants will engage in a major grant writing project with Lori’s Hands, a community health service-learning nonprofit that supports independent living and reciprocal learning. Lori’s Hands maintains a commitment to intergenerational education and equity.

An experiential excursion to the Lori’s Hands chapter in Detroit, Michigan, will be required of all class participants. Travel, lunch, and a \$150 stipend will be provided to all excursion participants.

This designated service-learning course is supported by a Western Michigan University Experience-Driven Learning Accelerator Grant.

During this course you will:

- Investigate the habits of successful grant writers
- Examine the motivation behind giving
- Apply theories of rhetoric and writing to grant writing
- Practice crafting conventional parts of a grant proposal and a project pitch
- Conduct research to identify funding opportunities and stakeholder needs
- Produce a complete grant proposal and project pitch for a community organization

Major assignments include grant convention analyses, a case study, and a community-engaged, research-based grant proposal project with Lori’s Hands.

English 5340: Eighteenth-Century Literature

CRN: 45339 | Tues, 6:30-9:00 | Mode: In-person | Dr. Scott Slawinski

The eighteenth century is the height of Western culture, or so I have been saying for years. Unfortunately, this period is sandwiched between the flowering of the Renaissance and the fervor of the Romantic Age. Often overshadowed by these two famous eras, the eighteenth century is too frequently unrecognized for the vibrancy of its own character on both sides of the Atlantic. This course seeks to make visible the period’s tremendous achievement.

No one semester can realistically capture an era, let alone one as dynamic as the years from 1660 to



1815. Class participants will, however, read widely in the many genres available to eighteenth-century readers, including novels, poetry, satires, autobiographies, spiritual narratives, sermons, philosophical treatises, revolutionary tracts, travel narratives, and essays.

We'll look at the origins and growth of the novel, starting with Daniel Defoe's "history" of *Moll Flanders*, carrying on through the epistolary form, the establishment of traditional fictional narrative (such as in Jane Austen's *Pride and Prejudice*), and the emergence of gothic writers such as Charles Brockden Brown.

Significant changes took place in the poetic and dramatic arts as well. In the wake of the previous century's instability, the poetics of Neoclassicism, a new reverence for the Greeks and Romans, sought stability in regularity and balance, but by mid-century a shift toward sentiment and sensibility was already transpiring, pointing the way toward the Romantic revolution at the end of the century. On stage, the era began with the sexual romps of Restoration comedy, but this form gave way to the comedy of manners.



The era also interrogated empire building (Jonathan Swift's *Gulliver's Travels*) and the institution of slavery, examined women's social position (Mary Wollstonecraft's *A Vindication of the Rights of Woman*), took note of the state of the human soul (Jonathan Edwards's "Personal Narrative"), promoted the position of the individual (Benjamin Franklin's *Autobiography*), advocated for revolution (Thomas Paine's *Common Sense*), and philosophically explored aesthetics, travel, religion, and manners through a variety of genres.

As these paragraphs show, a lot is happening in the eighteenth century, and the class will capture a portion of it through its literature, music, art, and philosophy. Currently in development, the reading list will include a mix of long and short texts; class participants can expect to write a short essay, a longer essay, and present for fifteen minutes on a topic relevant to the period. Graduate students will also conduct a "teaching moment" wherein they will lead class discussion for fifteen minutes and complete some additional critical readings. This will be quite the varied journey—come join it.

English 5370: Victorian Literature

CRN: 45340 | Thurs, 4:00-6:20 | Mode: In-person | 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 different genres—the novel, 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 Dickens, Gaskell, Eliot, Hardy, and others, we will explore the Condition of England, Victorian ideas about gender and sexuality, the influence of evolutionary theory, Victorian religion and morality, and social class, among other topics. Some of these preoccupations will surface in our study of the prose and poetry as well, as we read Darwin's *Origin of Species* and poetry by Tennyson, Browning, Arnold, Hopkins, Hardy, Christina Rossetti, Elizabeth Barrett Browning, Augusta Webster, and Oscar Wilde. These readings will expose us to some of the most compelling convictions, discoveries, and cultural anxieties of the Victorians. Regular, short pieces of writing will give you the opportunity to prepare for class discussion and to develop topics for your two major papers. In one of these papers, you will focus on a novel from the reading list. In your other paper, you will work with the poetry to explore a theme of interest to you in Victorian culture and literature.



English 5660: Creative Writing Workshop–Fiction

CRN: 45341 | Mon, 6:30-9:00 | Mode: Fully Synchronous | Professor Richard Katrovas

This will be a traditional workshop in which the group critiques one another's short stories and novel chapters. Some of the writing for the course may be in response to assignments, though this will be negotiable. Each student will generate a minimum of thirty pages of prose fiction. An aspect of the course will be a far-ranging conversation on the state of the art, and where it is going.

English 5970: Race and Literary Adaptation

CRN: 45342 | Tues, 4:00-6:20 | Mode: In-person | Dr. Christopher Nagle

This course will focus on a selection of recent popular literary adaptations in a variety of media that foreground representations of race, from the nineteenth century to the present, allowing us to ask important questions about who is represented how, for what imagined audiences, why these choices have been made, and with what consequences (artistically, historically, ideologically, and commercially). Our texts are likely to include some or all of the following: a graphic novel by Octavia Butler, a choreopoem by Ntozake Shange, an unfinished work of



classic fiction by Jane Austen, one or two works of best-selling historical romance by Julia Quinn and Shonda Rhimes, and a variety of films, episodes of serial drama, and an award-winning documentary on James Baldwin by Raoul Peck (supplemented by Baldwin writings and interviews). Class sessions will be roughly divided between discussion of readings and screenings, and we will consider questions of fidelity, intertextuality, historical anachronism, and contemporary considerations such as colorism, biracial identity, sexual violence, and queer representation, among others to be determined in part by the interests of students. Short writing exercises, a presentation, and a final creative project, in addition to active participation, will be expected.

English 6660: Graduate Writing Workshop–Fiction

CRN: 45430 | Fri, 1:00-3:20 | Mode: In-person | Professor Thisbe Nissen

Fulfills: Creative Writing Ph.D. or M.F.A. workshop requirement

This is a traditional fiction workshop in which students put up at least two pieces each to be workshopped during the semester. Class members are responsible for reading weekly workshop stories, making detailed editorial line notes for the author, and writing a thoughtful and substantive end note. We learn better to edit ourselves by carefully and conscientiously editing others. Workshop stories are the texts from which broader conversations on craft and technique will spring. Discussion of readings in contemporary published short fiction may compliment workshop discussions.

English 6660: Graduate Writing Workshop–Poetry

CRN: 45343 | Weds, 6:30-9:00 | Mode: In-person | Dr. Alen Hamza

Fulfills: Creative Writing Ph.D. or M.F.A. workshop requirement

Any given section of this course will focus on either poetry, fiction, non-fiction, or drama. Course organization will emphasize roundtable discussion of student writing. Course may be taken more than once; a student may elect up to 12 credit hours in one genre and up to 18 hours in all. M.F.A. candidates must take at least six hours in their area of specialization.

English 6670: Topics in Teaching

CRN: 45344 | Mon, 4:00-6:20 | Mode: In-person | Dr. Meghann Meeusen

Fulfills: M.A.- and Ph.D.-level elective–May be used to meet English Education Seminar requirement

The inaugural section of ENGL 6670 Topics in Teaching will employ innovative technique in class structure, while also tackling contemporary critical content related to diversity, equity,

and inclusivity in the teaching of college literature, creative writing, and cultural studies. In initial weeks of the semester, students will consider texts related to culturally and historically responsive teaching, “education as the practice of freedom” (phrase coined by bell hooks), equity-based trauma-informed pedagogy, grading equity and upgrading, and more, building a foundational knowledge that will then lead to a set of research projects the class community will participate in collaboratively.

After building foundational knowledge, students will select from a wide-range of research-driven projects to engage with the classroom community as well as connect with scholars outside WMU. These projects are meant to lead to real-world pedagogical application in classroom settings, data collection (including procuring IRB approval when appropriate), and if students wish, publication in academic journals and through other venues.

Please feel free to email Meghann Meeusen for more information about the text list and potential assignment opportunities, which is still under development.

English 6690: Methods of Teaching College Writing

CRN: 45345 | Tues, 1:00-3:20 | Mode: In-person | Dr. Brian Gogan

Fulfills: Teaching component for Ph.D. and M.A. students; Specialization requirement for English Ed Ph.D. students

Note: Required for all students teaching English 1050 for the first time

Using the teaching of English 1050: Foundations in Written Communication as the foundation for this course, this graduate-level seminar introduces participants to different theories and approaches to the teaching of rhetoric and writing, especially as those theories and approaches apply to the first-year writing program. The thought is that to understand and effectively use particular methods of teaching college writing, you need to gain an understanding of the field-specific cultures from which these methods emerge. Put differently, in order to exercise agency as a teacher of college writing, you need to understand the cultures, contexts, and conversations that influence the teaching of college writing.

Learning Outcomes

By the end of this course, you will learn how to:

- Use writing to position yourself a teacher of writing within the field and methods of rhetoric and writing studies
- Identify the processes and products associated with particular approaches to the teaching of college writing

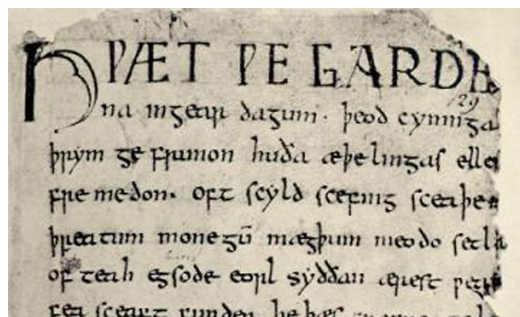
- Articulate the connections and tensions between teaching, theorizing, and researching writing, as they pertain to the creation of knowledge, the production of text, and the guidance of students
- Cultivate teaching and learning behaviors that promote equity in the writing classroom and promote competency in student writing

English 6760: Old English

CRN: 45346 | Weds, 4:00-6:20 | Mode: In-person | Dr. Jana Schulman

Fulfills: Ph.D. Language Requirement (when taken with 6100 in the Spring semester and passed with a grade of 'B' or better) or Ph.D. elective; M.A.-level elective (Literature and Language, English Education, M.F.A.); M.A.-level Requirement (Medieval Literature and Language)

In this course students learn the fundamentals of Old English grammar and language, read and translate prose and poetry that bring to life the early medieval English period, and examine the historical and cultural forces that shaped the language and literature.



This course is a prerequisite for English 6100, offered in the spring, which is a translation and discussion seminar. The topic for spring 2025 is not yet determined, but previous ones have included seminars on Beowulf, Anglo-Saxon heroic literature, law and literature in Anglo-Saxon England, death in Anglo-Saxon England/Old English literature, monstrosity in Anglo-Saxon England, education and translation in Anglo-Saxon England, The devil's in the details: The devil and his minions in Anglo-Saxon England, and Beowulf in the Context of Old Norse Analogs.

Doctoral students who take the year-long sequence and complete each semester with a grade of "B" or better may use this to fulfill their foreign language requirement.

English 6970: Grant Writing

CRN: 45680 | Tues/Thurs, 11:00-12:15 | Mode: In-person | Dr. Brian Gogan

Fulfills: M.A.- and Ph.D.-level elective

Make an impact. Improve your community. Write grants.

Grant writing is a kind of writing that has social impact. It turns ideas into reality by convincing stakeholders to build a program or fund a project.

And grant writing is a unique and increasingly marketable skill sought by employers in today's competitive job market. According to the United States Bureau of Labor Statistics, grant writing jobs are expected to grow 7% in the next eight years, a rate that is "faster than the average for all occupations."

In this class, you'll learn how to make positive social impact through grant writing and improve your professional writing skills. You'll study successful grant proposals, practice grant writing strategies, and produce a grant proposal for a community organization.

Class participants will engage in a major grant writing project with Lori's Hands, a community health service-learning nonprofit that supports independent living and reciprocal learning. Lori's Hands maintains a commitment to intergenerational education and equity.

An experiential excursion to the Lori's Hands chapter in Detroit, Michigan, will be required of all class participants. Travel, lunch, and a \$150 stipend will be provided to all excursion participants.

This designated service-learning course is supported by a Western Michigan University Experience-Driven Learning Accelerator Grant.

During this course you will:

- Investigate the habits of successful grant writers
- Examine the motivation behind giving
- Apply theories of rhetoric and writing to grant writing
- Practice crafting conventional parts of a grant proposal and a project pitch
- Conduct research to identify funding opportunities and stakeholder needs
- Produce a complete grant proposal and project pitch for a community organization

Major assignments include grant convention analyses, a case study, and a community-engaged, research-based grant proposal project with Lori's Hands.