

English Literature & Language

ENG 200 Introduction to Poetry

Section 1 Merrill Cole

Aim:

not considering that their favorite rap or song lyric is poetry, or perhaps forgetting the healing words spoken at a funeral. We often turn to poetry when something happens in our lives that needs special expression, such as when we fall in love or want to speak at a public event. It is true that poems can be difficult, but they can also ring easy and true. Poems may cause us to think hard, or make us feel something deeply. This course offers a broad introduction to poetry, across time and around the globe. The emphasis falls, though, on contemporary poetry more relevant to our everyday concerns. For most of the semester, the readings are organized around formal topics, such as imagery, irony, and free verse. The course also attends to traditional verse forms, which are not only still in use, but also help us better to understand contemporary poetry. Toward the end of t

Lunch

Poems

Tell Me.

after all

Essay #1

T.S. Eliot, *The Waste Land and Other Poems*

D.H. Lawrence, *Women in Love*

E.M. Forster, *Howards End*

E.M. Forster, *Maurice*

Additional selected critical/theoretical readings TBA

Prerequisite: ENG 299 with a grade of C or better, or permission of the instructor

ENG/AAS 346 African American Fiction

Section 1 Jose Fernandez

Aim:

explore methods for integrating reading instruction into their secondary classroom content areas. We will discuss methods for selecting appropriate texts for students and planning reading instruction and assessment. We will address strategies for teaching vocabulary, comprehension, fluency, interpretation, and study skills.

Teaching Method: Large- and small-group discussion, oral presentations and lecture

Assignments: Students will design, select, and evaluate materials specific to their content areas and the reading needs of students in specific social and cultural contexts, including creation of reading strategy lesson plans. Students will also discuss roles of language and literacy, oral and written communication, and technology for the teaching of reading and literacy at the secondary level.

Tentative Reading List:

Required Texts

Allen, J. (2007). *Inside Words: Tools For Teaching Academic Vocabulary, Grades 4-12*. Portland, ME: Stenhouse.

Vacca, R., Vacca, J., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* 11th edition. Saddle River, NJ: Pearson.

Prerequisite: EIS 202, EIS 301 and SPED 210

ENG 380 Introduction to Professional Writing

Section 1 Bill Knox

Aim: The course will focus on the roles disciplinary structures play in reading and writing. Topics will include rhetorical genre theory, writing research, audience analysis, and the craft of writing.

Teaching Method: The class will combine lecture; considerable (and considered) discussion of assigned reading; analytical writing addressing concepts and example texts; a writing experience.

Assignments: Four analytical essays, a professional writing project, and a course portfolio.

Tentative Reading List: *Professional Writing and Rhetoric: Readings from the Field*

Prerequisites:

Tentative Reading List:

Critical Approaches to Young Adult Literature, Latrobe & Drury (2009)

Readicide: How Schools Are Killing Reading and What You Can Do About It, Kelly Gallagher

Polly and the Pirates, Ted Naifeh

Aim:

and more funding takes a competitive approach. The old model is being replaced with

in many of our readings. This semester, I hope that all of us will gain skills, experience, and knowledge we can use in future grant-writing endeavors. Like all writing, grant writing differs widely between disciplines and contexts the process, rhetoric, genre, and content of a National Science Foundation (NSF) small business innovation grant is very different than a community education grant written for the Illinois Humanities Council

Course Objectives:

1. Demonstrate knowledge of typical grant submission writing processes.
2. Learn principles of grant and proposal writing which transcend disciplinary structures.
3. Learn to read requests for proposals and prepare checklists and planning documents based upon them.
4. Draft a grant proposal which answers a self-selected request for proposals.
5. Consider the position of grant and proposal writing in professional writing, a sub-discipline of writing studies.

You can expect to research, prepare for, write, and manage a grant proposal targeting a grant program you select. Past students who have submitted their grants upon completion of the course have been very successful, receiving travel funding for archival research and funding to improve small business and nonprofit organizations.

Tentative Reading List:

Karsh, E. & Fox, A. S. (2009). *The Only Grant-*

Givers Share Their Secrets, 3rd ed. New York: Basic Books. ISBN 978-0465018697

-McElrath, T. (2013). *Winning Grants Step By Step*, 4th ed. Hoboken, NJ: Wiley/Blackwell. ISBN 978-1118378342

Prerequisite: (undergraduate) ENG 380 or permission of instructor

Tentative Reading List: *Inside Reporting*, third edition by Tim Harrower

Prerequisite: None

JOUR 232 Reporting for Mass Media II

Section 21 Pearlle Strother-Adams

Aim: JOUR 232: Writing for Mass Media II is a three credit hour course in advanced news writing which follows JOUR 231: Media Writing I. Here you will strengthen lead writing skills, experiment with style, employ news judgment, which entails news selection as well as being able to spot a story and build on an idea,

independence, confidence and individual style.

Teaching Method: The course will involve short lectures, but we will be heavy on actual practice. Students will go out into the field to gather stories. Students will conduct interviews, do observation and research. At this level you are assigned stories. This is why the JOUR 231 background is crucial. You should have the basics and be ready to go out and gather and report the news. Individual conferences are also required where

stories, advances and follow-ups, profiles, features, packages and other nonfiction writing common to most
-class exercises and two tests.

Tentative Reading List: *The Essentials of Sports Reporting and Writing*, by Scott Reinardy and Wyne Wanta is required.

Prerequisite: JOUR121, 231 and 232 or consent of instructor

JOUR 335 Photojournalism

Section 21 Lisa Kernek

Aim: This course teaches the skillful use of a digital camera and the elements of good composition and technical quality in a photograph. A candid, documentary style of photojournalism is emphasized.

Teaching Method: Lab and lecture.

Assignments: Weekly photo assignments, quizzes on readings, written midterm and final.

Tentative Reading List: *The Ultimate Field Guide to Photography* by National Geographic

Cameras are provided at no charge.

Other supply costs: Black mounting boards, printing fees (less than \$1 per print).

Prerequisite: JOUR 231 or consent of instructor

JOUR 412(G) Problems in Contemporary Mass Communication

Section 21 Pearlie Strother-Adams

Aim: In this course, we take a scholarly approach in looking at the many problems that contemporary media systems and workers continue to confront and even perpetuate as they function as important social, political, economic and professional entities and institution in society. The goal of the course is to help students better understand the crucial role that media play in shaping their lives, their thoughts and the lives and thoughts of others by introducing them to pivotal scholarly media research and having them apply the theories from these key works to their own studies and observations of media.

Teaching Method: We will use a combination of lecture and discussion. Students will be responsible for reading and discussing key scholarly works with the goal of isolating the theory and providing examples for application. Some lecture will also be involved as theories and methods of application are made clear to students.

Assignments: Students will be expected to write 4-5 short critical papers. Short activities will be assigned from time to time that will either serve to prep students for the final paper or are works that emanate from current media events. A final ten page paper that utilizes the theories learned in the class is also required.

Tentative Reading List: A course pack with the latest theories on contemporary communication will be used in this course. Other readings as well as some key videos will be utilized.

Prerequisite: Junior or senior standing; open to non-majors

JOUR 415(G) Mass Communication Research Methods

Section 21 Yong Tang

Aim: Mass Communication Research Methods is a three credit hour course that aims to introduce students to both qualitative and quantitative research methodologies in mass communications. Such methodologies will be

Tentative Reading List: Leslie A. Baxter and Earl Babbie, *The Basics of Communication Research* (Thompson/ Wadsworth, 2004) (required). Fred Pyczak, *Evaluating Research in Academic Journals: A Practical Guide to Realistic Evaluation* (Pyczak, 2005) (optional). Diana Hacker and Nancy Sommers, *A Pocket Style Manual* (sixth edition) (optional).

Prerequisite: Junior or senior standing; open to non-majors

JOUR 417(G) Law of Mass Communications

Section 21 Yong Tang

Aim: This course will introduce students to many important legal questions that journalists, public relations practitioners, and other mass communication professionals face routinely in reporting news and information to the public. Many key areas of U.S. media law will be explored: American legal system, First Amendment, libel, personal privacy, news gathering practices, freedom of information, protection of news sources, free press/fair trial, the regulation of obscene and other erotic materials, copyright, and the regulation of advertising and telecommunications.

Teaching Method: Lectures, multimedia presentations, court simulations (mock trials), classroom discussion of textbook materials, courthouse visit. Court simulations are a very important part of this course. Students are expected to take turns to play various kinds of roles such as judges, defense attorneys, plaintiff attorneys, friends of the court, court news reporters, juries and witnesses. The instructor assumes the role of the Supreme Court Justice, having final say on all simulated cases. Students are expected to use the legal concepts that they have learned in class to resolve legal problems in real life.

Assignments: Textbook readings, readings for court simulations, other pertinent reading materials, case briefs (if absent for court simulations), and two multiple-choice tests on textbook chapters.

Tentative Reading List: Don Pember and Clay Calvert, *Mass Media Law* (current editions, McGraw Hill) (required). John Zelezny, *Cases in Communications Law* (6th edition, 2010) (optional). Amber Nieto and John Schmitt, (2004) (optional). Mark Pearson, *Blogging and Tweeting without Getting Sued: A Global Guide to the Law for Anyone Writing Online* (2012, Allen Unwin) (optional) (placed on course reserves).

Prerequisite: Junior or senior standing; open to non-majors

General Honors

GH 101 Pakistani Lit

Section 6 Shazia Rahman

Aim: This course will allow students to satisfy their ENG 180 or ENG 280 writing requirement. In this course, we will study the nation of Pakistan by considering a number of Pakistani stories, both historical and fictional. Since the story of the nation is not always the story of women, we will begin by reading fiction in English alongside Pakistani national history. While the national histories will inform us of major political events such as Partition, Civil War, and ethnic violence, personal look at these same events. As we read through, think about and analyze these stories, we will ask, how and why do these stories overlap? In what ways are these narratives different from each other and why? To what extent are histories fictions and fictions histories? What are the purposes of presenting stories from a nationalist perspective or from a feminist perspective? What is gained and what is lost in the telling of such stories? Throughout this course, you will learn the ways in which Pakistan, India and Bangladesh are interconnected. You will also understand that the consequences of U.S. foreign policy in Pakistan have led to diverse responses from Pakistanis. In addition, you will be able to trace the impact of Islamist political parties on the lives of ethnic and religious minorities and women.

Teaching Method: Our class will function primarily on the basis of discussion rather than lectures. While I may at times lecture, this is not a lecture class. This means that it will be very important for you to come to class prepared by having read the material carefully.

Tentative Reading List:

The Struggle for Pakistan: A Muslim Homeland and Global Politics by Ayesha Jalal

Cracking India by Bapsi Sidhwa

Noor by Sorayya Khan

Hoops of Fire: Fifty Years of Fiction by Pakistani Women edited by Aamer Hussein

Trespassing by Uzma Aslam Khan

Burnt Shadows by Kamila Shamsie

Ramchand Pakistani directed by Mehreen Jabbar

Various materials from the library and WesternOnline

Prerequisite: Students must be enrolled in the Illinois Centennial Honors College.

GH 101 King Arthur

Sections 96, 97 Margaret Sinex

Aim: This Freshman Humanities course will examine the development of the Arthurian tradition beginning

The Hollow Hills

from the point of view of Merlin the enchanter. Stewart sets these events in the chaotic, violent aftermath of the Roman withdrawal from Britain and offers us a jumping off place to explore the origins of central characters.

examine the transformation of

the centuries as he gradually emerges into a fully realized character in the works of major writers such as Thomas Malory and the poet Tennyson. In addition we will consider the question when did famous objects such as the Sword in the Stone, the Round Table and the Holy Grail first enter the Arthurian stories?

Teaching Method: This course combines group discussions and lecture.

Tentative Reading List:

Alfred, Lord Tennyson.

Aim: This course will introduce students to some of the disciplines that compose the liberal arts and sciences such as history, philosophy, literature, sociology, biology and religious studies. In the spirit of interdisciplinary studies, this course will explore the rise of science and technology from the second part of the 19th century to the present and its influence and representation in other fields such as literature and the social sciences.

Teaching Method: Class discussion and short lectures on primary and secondary sources.

Assignments: A set of weekly reading responses, a literary analysis (3-4 pages), a class presentation and leading class discussion, and an research-based argument paper (6-7 pages). Class attendance and active

Tentative Reading List: *What Technology Wants*, *Brave New World*, George
1984, and other book chapters and essays to be announced.

Prerequisite: None

Graduate Courses

English

ENG 489(G) Grant and Proposal Writing

Sections 200, TQ1 Neil Baird

Aim: and more funding takes a competitive approach. The old model important as more is being replaced with

in many of our readings. This semester, I hope that all of us will gain skills, experience, and knowledge we can use in future grant-writing endeavors. Like all writing, grant writing differs widely between disciplines and contexts the process, rhetoric, genre, and content of a National Science Foundation (NSF) small business innovation grant is very different than a community education grant written for the Illinois Humanities Council

ENG 574 New Media Literature

Sections 200, TQ1 Christopher Morrow

Aim: Technological innovation has repeatedly changed the way we produce and consume literature whether it is the emergent widespread use of the printing press in 16th century or digital production and the Internet in the late 20th century. While useful, all of these technologies are also met with some anxiety. In the late 1890s, the invention of the audio recorder led some pundits to proclaim the death of the written word and even the book itself. Despite even more recent doomsday predictions, the book, as well as literature, continues to survive as

boards of t

other media. It also considers a wide range of strategies for interpreting both popular and literary texts, and it surveys an equally broad range of theoretical issues in literary studies. The idea is that any student who successfully completes this course should be well-prepared for upper-level English courses that engage more specific textual terrain.

Teaching Method: Discussion

Assignments: Regular written responses to readings and lectures; Routine reading comprehension quizzes; Two short essay tests (midterm & final)

Tentative Reading List:

Abbott, H. Porter. *The Cambridge Introduction to Narrative*, 2nd ed.

Hacker, Diana. *A Pocket Style Manual with 2009 MLA and 2010 APA Updates*, 5th ed.

Kesey, Ken.

Eugenides, Jeffrey. *Middlesex*.

Prerequisite: ENG 180 (with a grade of C or better) and at least one of the following (with a grade of C or better): ENG 200, 201, 202, 206, 228, 238, 258, 290

ENG 300 Short Story

Section Q1 Dan Malachuk

Aim: On the heels of the Enlightenment, short stories by Poe and others aggressively questioned religious authority with a weird supernaturalism. Women like Mary Shelley and Kate Chopin then used the form to challenge patriarchal assumptions. Turning to the twentieth century, the course explores more gothic stories questioning not only religious and male authority but such sacred cows as science, democracy, and morality.

Teaching Method: Lecture, discussion

Tentative Reading List: *Oxford Book of Gothic Tales* 0199561532, *Nineteenth-Century Stories by Women* 1551110008, costs much less used/online

Prerequisite: None

ENG 356 Forms of Biblical Literature

Section Q1 Everett Hamner

Topic: Ancient Texts and Modern Debates

Aim: Whether Jewish, Catholic, Protestant, agnostic, atheistic, or otherwise, most Americans today would be hard pressed to match the biblical knowledge of our ancestors. This trend has been explained by various secularization theories, which assume that as societies modernize, religious expression declines. What such claims often mask, however, is the great extent to which the various genres found within the Hebrew and Greek scriptures continue to drive our discussions not only about religion, but also about politics, ethics, science, race, gender, popular culture, and literature. Through reading selections from the Bible, examining interpretations from ethnically, sexually, and theologically diverse sources, and juxtaposing biblical texts with recent cinema, this course offers an opportunity to better grasp that contemporary impact across a variety of formal mutations. By conversing honestly and respectfully, we will better appreciate how these ancient texts and their interpretation have shaped so many modern debates.

Teaching Method: Discussion

Assignments: Regular, brief responses to readings and lectures; Routine reading comprehension quizzes; Interview project; Final paper and presentation

Tentative Reading List:

Selections from a contemporary translation of the Bible (the NRSV is recommended)

Marcus Borg, *Reading the Bible Again for the First Time*

Marilynne Robinson, *Gilead*

Online audio/video lectures (transcripts will also be available)

Prerequisite: None

ENG 368 Studies in Literary Theory

Section Q1 Dan Malachuk

Aim:

a good society.

Teaching Method 6.so)-don Q of C or1 0 0 1 97.944 743.04 256lonhadr, or 20(.onsen)3(t of inst)-3(ruth6.(.)φr)1 0 0

Aim: This course will introduce students to some of the disciplines that compose the liberal arts and sciences such as history, philosophy, literature, sociology, biology and religious studies. In the spirit of interdisciplinary

late 20th century. While useful, all of these technologies are also met with some anxiety. In the late 1890s, the invention of the audio recorder led some pundits to proclaim the death of the written word and even the book itself. Despite even more recent doomsday predictions, the book, as well as literature, continues to survive as