

English Department Course Descriptions Spring 2017

Macomb Campus

Undergraduate Courses

English Literature & Writing

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
n 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 the semester, we shift f *Lunch*

Poems

Tell Me.

ENG 299 Critical Methods of Reading and Writing

Section 1 David Banash

Aim: ENG 299 begins with the assumption that students of literature are distinguished from ordinary readers by a profound self-consciousness. We will develop this self-consciousness by learning a critical vocabulary that allows us to precisely describe how people read, write, and interpret works of literature. We will immerse ourselves in the theory of literature, develop a conscious grasp of form, and learn to use a rhetorical vocabulary to describe tropes and figures, forms and genres. Throughout the semester we will read and write critically and above all intensely. The overarching goal of this course is to transform your experiences of reading and writing, perhaps forever. As we become readers and critics, we will take pleasure in our own writing, as well as that of others. While learning the foundational skills of English studies—close reading and effective interpretation—we will also develop the clear and graceful prose expected of English majors. Our attention will move from words, to sentences, to paragraphs, to essays, as we practice the craft of revision every week. We will do all of this together, working through our discoveries and questions in stimulating class discussions.

Tentative Reading List:

MLA Handbook for Writers of Research Papers, MLA, 8th ed.

Karl Marx, *The Communist Manifesto and Other Revolutionary Writings*

Sharon Olds, *Satan Says*

William Shakespeare, *The Sonnets*.

Mary Shelley, *Frankenstein*

Mary Tatar, *The Classic Fairy Tales*

Steve Tomasula, *IN&OZ*

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 or 290

ENG 300 Short Story

Section 2 Jose Fernandez

Aim: This course will focus on the study and analysis of the elements of the short story (plot, characters, style, themes, symbolism, etc.). We will explore what makes the short story a compelling form of art and a window

Studies and an English Literature course, we will use feminist methodologies and close textual readings to

texts from a range of genres, and we will read authors from a variety of time periods, class and educational backgrounds, and ethnicities. The readings are organized around themes of Beginnings, Girlhood, Community Identity, Class, Land, Motherhood, and Bodies.

Teaching Method: This is an online class. A word of warning, the class is set up in units that are typically two weeks long. The units open and close on a set schedule. Students need to be prepared to commit to being online regularly and often to succeed in the course as 40% of the final grade is based on the online discussion boards for the class.

Assignments:

Online Discussion Boards

Three Formal Papers using secondary courses

ENG 358 Studies in Non-Western Literature

Section 1 Marjorie Allison

Aim:

inspire us. As a former student said, much of this course comes down to whether or not words can heal. As that student

often traumatic, brutal, and unpleasant. It reflects an often violent world. In the face of violence, how do the authors, the characters, the cultures, and the readers cope? How can the novels and short stories (words and language) from around the world affect individuals, cultures, and countries in the 21st century? As always, this

Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. ISBN: 978-0520254060

Wilde, Oscar. *The Picture of Dorian Gray*. ISBN: 978-1515190998

Wojnarowicz, David. *Close to the Knives: A Memoir of Disintegration*. ISBN: 978-0679732273

Womack, Craig. *Drowning in Fire*. ISBN: 978-0816521685

Prerequisite: ENG 180

ENG 370 Rhetorical Grammar

Section 1 Margaret Sinex

Aim: ENG 370 is designed for both English majors and English Education majors. Participants will gain confidence in their own mastery of English grammar; they will also improve their ability to analyze it and to

exploration of English grammar using Bill _____-fiction and memoirs as models and inspiration. Topics will include the relationship between English dialects and Standard American Written English, the range and size of the English lexicon, as well as the origins of English dictionaries and their variety. In addition, we will consider the difference between prescriptive and descriptive grammar systems and their historical roots. Students should expect to write several papers and to take at least two in-class tests.

Teaching Method: Lecture and discussion

Tentative Reading List:

Bryson, Bill. *Made in America: an Informal History of the English Language in the United States*. William Morrow, 2001.

Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 8th ed. Pearson, 2017.

Kolln, Martha, Gray, Loretta and Joseph Salvatore. *Understanding English Grammar*. 10th

might become. The best writers are the best readers, for contrary to popular belief, writers must carefully study other writers in order to excel at their art. We will look at the productions of a wide variety of published poets, always with an eye to learning about technique. The poems will serve to increase the understanding of literary language, to widen the vocabulary, to cultivate the appreciation of diverse styles, and to inspire our own creations. This course is also a writing workshop, where participants are expected regularly to submit writing in progress. Writers need practice and then more practice. We will also have routine classroom and homework exercises.

Assignments: There will be focused writing assignments; but at other times, students will be able to write as they please. Discipline alone is the death of creativity. Freedom without discipline leads nowhere interesting. In attempting to balance the two, the course is designed to produce better poets.

Tentative Reading List: Addonizio, Kim. *Ordinary Genius: A Guide for the Poet Within*. ISBN: 0393334163
There will also be poems & materials to download from my website (not WesternOnline).

Prerequisite: ENG 285 or permission of instructor.

ENG 395 Film and Literature

Section 1 David Banash

Aim: The invention of cinema transformed the ways in which we perceive ourselves, others, and the world around us. This course will investigate how cinema transformed literature. We will explore how writers engage

Aim:

Prerequisite: ENG 285 and 387 or permission of instructor

General Honors

GH 101 Freshman Humanities Tutorial
Section 33

exploration of this literature and some films, we will examine how different writers create new identities for themselves and their cultural groups. Further, we will see how they conceptualize the American experience and the American Dream. After looking at the Asian-American experience, we will read select Asian texts in order to better understand how the immigrants and Asians have constructed their identities throughout history.

Teaching Method: This is discussion and student-centered class. The class is based on the idea that learning takes place in an open forum. Students will work together and independently as they read and think through what are often complex questions.

Assignments:

Four Formal Papers assignments will vary depending on which credit the student needs: ENG 180 or 280

Frequent Informal Writing

Midterm and Final Exam

Tentative Reading List:

The Woman Warrior

Jasmine

No-No Boy

In Praise of Shadows

The Analects of Confucius

Homebase

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

GH 101 Freshman Humanities Tutorial

Sections 91 and 92 Timothy Helwig

Topic: The American Dream – The Myths and Realities of Social Class

Aim: First, the American Dream is built upon

Macomb Campus

Graduate Courses

English

ENG 401(G) Major Authors

Section 1 Pat Young

Topic: Women Writers of the Harlem Renaissance

Aim: Women Writers of the Harlem Renaissance is a study of some of the major female writers of the Harlem Renaissance and of the various themes they addressed and the various genres in which they wrote.

Tentative Reading List: Featured writers include but are not restricted to Angelina Weld Grimke, Georgia Douglas Johnson, Marita Bonner, and Jessie Fauset.

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

ENG 481(G) Topics in Writing Studies

Section 200/TQ1 (CODEC) Rebekah Buchanan

Topic: Feminist Activism in Communities of Writing

Aim: This course will explore how women develop and use rhetoric and writing to challenge and change their worlds. We will evaluate how women use rhetoric in the public, private, and electronic spheres to create change. We will start with a grounding in feminist theory to situate discussion around feminist rhetorical practices in writing communities.

Teaching Method: Discussion

Assignments: Project portfolio

Tentative Reading List:

Baumgardner, Jennifer. *Fem! Goo Goo, Gaga, and Some Thoughts on Balls*

Jones-Royster, Jacqueline and Gesa Kirsch (ed). *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies* (Studies in Rhetorics and Feminisms)

Ngozi-Adichie, Chimamanda. *We Should All Be Feminists*

Trier-Bieniek, Adrienne. *Feminist Theory and Pop Culture* (Teaching Gender)

Various articles and book chapters

Prerequisite: ENG 380 or permission of instructor

ENG 559 Issues in Disciplinary Studies

Section 300/Q90 (CODEC) Everett Hamner

Topic: Literature, Medicine, Personhood, and Knowledge

Aim: This course explores the intersections between contemporary literature and twenty-first-century biotechnologies, especially those dedicated to medicine and health. US medical schools now routinely feature

nonfictional narratives help practitioners to empathize more fully with their patients. While powerfully

reasons for students of English to attend to these connections. As the more theoretical contributions to our syllabus will DC BTC B00484005600570056>300t, 14(e)4(1 0 0 1 a Pop (y)T,(y)20)-3ma

organize these relationships. While this course focuses on theories and narratives about human health, its significance will reach into many other areas. Students will also find much to ponder concerning other species and larger ecological problems, new visions of gender and sexuality, racial and socioeconomic justice, the appeal of post/apocalyptic scenarios, representations of death and definitions of life, and the rise of surveillance culture. My hope is that the final papers emerging from the course will represent an exceedingly wide range of student interests and these evocative literary and filmic visions of human health in past, present, and future forms.

Teaching Method: Discussion

Assignments:

Regular annotations of texts and group discussion facilitation

Routine reading/viewing comprehension quizzes

Final paper and presentation

Tentative Reading/Viewing List:

(Please note that this course is very much still under construction, and student interests expressed in the weeks ahead will shape the final schedule of readings and viewings)

Short stories by Octavia Butler, Margaret Atwood, Steve Tomasula, and Alexander Weinstein

A play by Margaret Edson and its film adaptation

Personal essays by Richard Powers and Marilynne Robinson

Books on contemporary medicine by Donna Dickenson, Atul Gawande, and Abraham Verghese

Literary theory and criticism by Donna Haraway, N. Katherine Hayles, Susan Squier, Stacy Alaimo, Janet Fiskio, Gerry Canavan, Priscilla Wald, Michael Kaufmann, and Lori Branch

Novels by Kazuo Ishiguro, Richard Powers, and Don DeLillo

Popular television and film including *Orphan Black*, *Black Mirror*, and *Moon*

Prereq: 008hl5np 12 5,65(va)455 Tm[aa1 0 0 jFat Ga)6(wadue)6(Tomtef li8)-2nev, and future f58 Ta1 0 0 jFa 1

Metropolis (1927)
Wall Street (1987)
Glengarry Glen Ross (1992)
Good Will Hunting (1997)
Fight Club (1999)
The Motorcycle Diaries (2004)
Slumdog Millionaire (2008)
Margin Call (2011)
The Big Short (2015)

Textbook: *Film Studies: An Introduction*

Prerequisite: None

Citizen Kane (1941)
Dead Poets Society (1989)
Mr. Holland's Opus (1995)
The Big Kahuna (1999)
The Beach (2000)
There Will Be Blood (2007)
Up in the Air (2009)
Moneyball (2011)

ENG 355 Myths, Legends and Literature

Section Q1 Dan Malachuk

Aim: Focusing on the importance of Greek myths to moder

Death in Venice

To the Lighthouse

Nightwood (1936). Catalog

Teaching Method: Lecture, discussion

Assignments: Mostly papers; some nontraditional assignments

Tentative Reading List: Thomas Mann, *Death in Venice* 0679722068; Virginia Woolf, *To the Lighthouse* 0156907399; Djuna Barnes, *Nightwood* 0811216713

Prerequisite: None, but ENG 280 strongly recommended

ENG 358 Studies in Non-Western Literature

Section Q1 Dan Malachuk

Aim: Focusing on modern novels from the Caribbean, Africa, and India that engage (among other themes) th

ENG 476 Senior Seminar

Section Q1 Everett Hamner

Topic: Literature, Medicine, Personhood, and Knowledge

Aim: This course explores the intersections between contemporary literature and twenty-first-century biotechnologies, especially those dedicated to medicine and health. US medical schools now routinely feature
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nonfictional narratives help practitioners to empathize more fully with their patients. While powerfully

reasons for students of English to attend to these connections. As the more theoretical contributions to our syllabus will show, literature, cinema, and other popular cultural engagements with biotechnology are redefining Western concepts of personhood, knowledge, and their boundaries. New possibilities for genomic testing, individualized medicine, reproductive decision-making, disease intervention, and physical enhancement have complex implications for our concepts of subjectivity, agency, intuition, and faith. Through television, cinema, drama, nonfiction, the novel, and a selection of critical and theoretical responses, we will reexamine common assumptions about nature and technology, varieties of human bodies, and the social structures that organize these relationships. While this course focuses on theories and narratives about human health, its significance will reach into many other areas. Students will also find much to ponder concerning other species and larger ecological problems, new visions of gender and sexuality, racial and socioeconomic justice, the

Routine reading/viewing comprehension quizzes

Final paper and presentation

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